**T8 联考读后续写**

When we were finally dismissed from the last class of the day, the students streamed out of the classrooms. It was another boring day after school. I dragged my feet home as I sighed. Yet another uneventful day, I thought. Little did I know that the day would take a turn for the worse.

The lift lobby （电梯间） of my flat was old and dirty. The walls, which were painted white, had been dirtied over many years. I reached my flat’s lobby, and pressed the lift button and went in. Just then, Mrs Lim, my elderly neighbour, hobbled （蹒跚） in. She looked ancient with tissue paper white hair, wearing a faded old-fashioned dress. I held the lift door open, flashing a friendly smile, and politely greeted her. I asked her how she felt that day and pressed the buttons. She thanked me for being so polite, then we were silent for the rest of the ride.

The lift fell down increasingly fast. There were loud clanking sounds here and there while the lift grew slower and slower. My heart beat hard and fast as my hands turned cold and wet with sweat. Unfortunately, the lift came to an abrupt stop at the fifth floor. I pressed the buttons hard several times, but it was of no help. The lights on the buttons had gone out. It soon dawned on me that we were trapped. An icy fear crept up my spine. Mrs Lim was hysterical （歇斯底里）.

“We will never get out!” she cried with her face pale. It had become a colourless mask. I had no time to lose. I pressed the bell in the lift immediately. The sound was surely deafening, but what other choice did I have? Mrs Lim burst into tears. I tried my very best to comfort her, telling her that everything would be all right and that we needed to find out how to get out safely. Mrs Lim began having trouble breathing, and I immediately helped her sit down and loosened her collar.

**Paragraph 1:** Several minutes passed, but no help came.

**Paragraph 2:** Bang! My hopes were lifted when I heard the firefighters on the other side of the lift door.

文本简析主题语境：人与社会之遇困等待救援

本文的聚焦于三个方面：

1. 我在学校下班后回家，坐电梯回公寓，遇到邻居Mrs. Lim 也一起坐电梯；

2. 电梯坏了，飞速下降到5楼，Mrs. Lim 歇斯底里，情绪失控；

3. 忽然Mrs. Lim 呼吸困难，我帮忙松开衣服领子；我们等待救援。

主要内容：

所给文章共四段：

**第一段：平平无奇的一天结束，回家。**

当我们终于从当天的最后一堂课上下课时，学生们涌出了教室。放学后又是无聊的一天。我一边叹着气，一边拖着脚回家。又是平淡无奇的一天，我想。我一点也不知道这一天会变得更糟。

**第二段：电梯间遇到邻居Mrs. Lim， 一起坐电梯上楼。**

我公寓的电梯大厅又旧又脏。粉刷成白色的墙壁已经被多年弄脏了。我到了公寓的大厅，按下电梯按钮走了进去。就在这时，我年迈的邻居林太太蹒跚地走了进来。她看起来很老，头发像薄纸一样白，穿着一件褪色的老式连衣裙。我推开电梯门，露出友好的微笑，礼貌地跟她打了个招呼。我问她那天感觉如何，然后按下了按钮。她对我的礼貌表示感谢，然后我们在接下来的旅程中保持沉默。

**第三段：电梯出故障，飞速下降到五楼。我们吓得魂不附体，Mrs Lim完全失控。**

电梯下降得越来越快。当电梯越来越慢的时候，到处都是响亮的叮当声。我的心怦怦直跳，双手被汗水冻得又冷又湿。不幸的是，电梯在五楼突然停了下来。我使劲按了几次按钮，但都没有用。按钮上的灯熄灭了。我很快意识到我们被困住了。一种冰冷的恐惧爬上了我的脊背。林太太完全是歇斯底里的样子。

**第四段：我安慰邻居并帮她解开衣领，让她顺利呼吸。**

“我们出不去了!”她脸色苍白地喊道。它变成了一个无色的面具。我不能再浪费时间了。我立刻按了电梯里的铃。这声音确实震耳欲聋，但我还有别的选择吗?林太太泪流满面。我尽了最大的努力安慰她，告诉她一切都会好起来的，我们需要想办法安全出去。林太太开始呼吸困难，我立刻帮她坐下，解开她的衣领。

**二、设计理念：**

1. 本文是主角我和配角Mrs Lim 被困在电梯轿厢中，最后被firefighters 救出。文本类型属于典型的比较常见的文本： 问题解决类；

2. 两人被困在电梯轿厢中，时间线我放学下班，地点只有电梯轿厢。考生刚开始拿到文本会有无从下手的感觉。但请考生注意: 大问题——被困电梯轿厢---解决----我们脱困；小问题----Mrs. Lim 在电梯轿厢情绪失控且呼吸困难---解决----我解开她衣领---安抚她 ---情绪逐渐控制好。然后在绝望中等待希望的到来---firefighters 最终来到我们身边。

3. 设计难点在第一段，firefighters 没来之前，怎么安排情节内容。考验学生的叙事能力。轿厢内人物是我和Mrs Lim，我是主角。所以故事的走向都由我定夺。笔者设计：时间过得非常慢 （感受）---再次打电话确认（说）---得知救援火速赶来（听）---感到如释重负（感受）---安抚Mrs. Lim (做)---耐心等待（做）。几乎所有老师都会告诉学生：利用五感来编排叙事。请借鉴。

三．教学步骤：

Step 1: warming up & leading- in：

Q1: Did you take lifts? Have you ever been trapped in a lift? How do you feel?

Q2: Suppose that you’re trapped in a lift car, what will you do to help yourself out?

T: Let’s read the text and find out what you should do when trapped in a life-or -death situation .

Step 2: While reading :

1. Read and answer questions quickly and get the general information about each paragraph
2. Read for clues & echoes and fully prepare materials for the continuation writing

Step 3: After-reading---plot the continuation story

Para1: Describe my feelings— what I did to ensure our safe escape—what I did to comfort Mrs. Lin—What we did in the lift car.

Para2: What the firefighters did ---we were saved ---show our gratitude to the rescue workers

本课亮点：

1. 时空非常受限的文本，请借鉴五感来进行人物的互动铺排叙事；并分析了脱困类型文本的两类叙事模式---施救者角度or 遇困者角度。 如：2024-2名校协作体《惊心救援》施救者角度叙事；如《电梯惊魂》即本文，受困者角度叙事。

2. 问题解决类文本之脱困前中后的叙事模式可以进行关注，并根据这块内容进行语料的准备。

3. 根据故事情节需要，续写的第二段增加firefighters （第二段首句中出现）。一般老师们都建议考生不要随便增加人物，借用原文本的人物进行续写即可。但脱困类文本，如果没有出现急救人员，考生为照顾情节设计，可以安排firefighter/ rescue workers/ emergency responders. (如：《惊心救援》消防员救困在保险箱里的哥哥) 本文还可以设计增加到场的人物有 lift repairman ，因为电梯坏了；又或者 增加medical workers 到场，因为Mrs Lim 呼吸困难，可能需要professional medical care / treatment。 续写一般不增加新角色，但本文确实可以增加，也符合本文续写故事的情境---生与死的困境，交给专业人员处理比较好。

4. 脱困类语料库：

一、惊险的心理感受： ( heart 来展示心惊肉跳的感觉）

1. When he realized the gravity of the situation , his heart almost froze in his chest.

2. As the rumbling train was coming increasingly close, DiPinto’s heart was brought into mouth.

3. His heart was almost beating out of his chest as he heard the terrible sound of the speeding train.

4. Heart in mouth, DiPinto was at a loss what to do.

5. His mind raced fast and then he took quick action.

二、惊险的心理感受：

1. ( blood 来表现）

When he realized the seriousness/ severity of the situation , his blood ran cold.

2. (mind 几乎一片空白）

His mind almost went blank when he heard the roaring of the upcoming train.

3. (wit n. 才智） --sb be scared/ frightened /terrified out of one’s wits 吓得魂不附体

The speeding train scared DiPinto out of his wits.

三、救援的紧迫感：

1. (time来表现）

We were racing against time.

2. (困在困境中的人的时间感）

Time seemed to freeze and every minute felt like centuries.

四、困境之人的绝望感：

1.A wave of despair overwhelmed me/ swallowed me.

2. I was floating in a world of despair.

3. We were left helpless and desperate.

五、 助人 脱困 +脱困后 的心理感受

1. Thanks to his quick response and timely / professional rescue, Janice had a narrow escape/ had a near brush with death. What a relief.

2. DiPinto breathed a sigh of relief the moment he pulled Janice out of the minivan. Due to her extraordinary courage, he reached out his helping hands and came to Janice’s rescue just in time to stop a tragic disaster.

六、被救之人或家人的致谢

1.Janice , who had recovered completely, together with her husband and her cute 7- year-old old, went to visit DiPinto to express their heartfelt gratitude for what he did that night.

2.The next day, DiPinto, still worried about Janice, went to hospital to visit Janice, who was still unconscious but alive. Her husband conveyed their family’s gratitude to him for his brave and selfless gesture.

七、救人者 如何营救

1. The rescue workers assessed the situation first and then launched the rescue task/ mission in an organized way.

2.After what seemed like centuries, Janice was pulled out of the minivan.

3. Seeing the kid get out of the lift car, safe and sound, we breathed/ heaved a sigh of relief.

八、救人者 如果是职业使然，则可以立意高一点

1.Seeing the happy smiles on their faces, DiPinto felt it worthwhile to work as a volunteer firefighter.

2.The good news about Janice infused the heart of DiPinto with an overwhelming sense of pride . Serving as a volunteer firefighter does make a difference to those in need.

3. Afterward, DiPinto was awarded a title “ A Hero In Pajamas” by the Mayor of their city to honor his courageous , fearless and selfless actions .