***新高考的变与不变-1***

**读后续写无划线词的应考策略**

**课前训练案**

2021.06 Zhejiang Gaokao continuation writing.

My dad, George, only had an eighth grade education. A quiet man, he didn’t understand my world of school activities. From age 14, he worked. And his dad, Albert, took the money my dad earned and used it to pay family expenses.

I didn’t really understand his world either： He was a livestock trucker, and I thought that I would surpass（超过）anything he had accomplished by the time I walked across the stage at high school graduation.

Summers in the mid-70s were spent at home shooting baskets, hitting a baseball, or throwing a football, preparing for my future as a quarterback on a football team. In poor weather, I read about sports or practiced my trombone（长号）.

The summer before my eighth grade I was one of a group of boys that a neighboring farmer hired to work in his field. He explained our basic task, the tractor fired up and we were off, riding down the field looking for weeds to spray with chemicals. After a short way, the farmer stopped and pointed at a weed which we missed. Then we began again. This happened over and over, but we soon learned to identify different grasses like cockleburs, lamb’s-quarters, foxtails, and the king of weeds, the pretty purple thistle. It was tiring work, but I looked forward to the pay, even though I wasn’t sure how much it would amount to.

At home, my dad said, "A job’s a big step to growing up. I’m glad you will be contributing to the household." My dad’s words made me realize that my earnings might not be mine to do with as I wished.

My labors lasted about two weeks, and the farmer said there might be more work, but I wasn’t interested. I decided it was not fair that I had to contribute my money.

*Paragraph 1:*

*When I brought my paycheck home — it was $119 — my dad wanted to talk to me. \_*\_\_\_\_\_\_\_

*Paragraph 2:*

*I was surprised that my dad allowed me to use the money as I wished.*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**课堂讲评案**

**2021年6月“我的假日薪水”范文**

*When I bought my paycheck home—it was $119—my dad wanted to talk to me.* He told me to wait in the living room for a while. Silence reigned the room. I sat on the sofa, eyes glued to the money I earned. I kept digging in my mind for words to argue with my dad if he announced that the money wasn’t mine. Just then, the door opened and in came my dad. The moment he sat down besides me, I gripped the paycheck more firmly, ready to argue. However, he gently placed his right hand on my shoulder and said. “I know you have grown up a lot through your work…” Then there was a long pause. He withdrew his hand and slowly continued “ You deserve the money and the money is yours now.“

*I was surprised that my dad allowed me to use the money as I wished.* In the blink of an eye, numerous fun activities I could do presented themselves to me. I sprang to my feet and kept jumping, still wild with joy and astonishment. On that day, after calculating my budget, I went to the local store and bought many things I wanted—a new football, a basketball bat and a pair of sneakers and so on. Better yet, the idea of going back to the farmer and working more popped into my mind. At exactly that moment, I realized why my father let me have the money—it was his expectation for my future, his encouragement and quiet love. And that was something I never surpass.

**Self-evaluation and mutual-evaluation form**

|  |  |  |
| --- | --- | --- |
| **Specific item** | **Self-evaluation** | **Mutual-evaluation** |
| **1.你在读原文是画出哪些关键词词汇/词组/句子？有什么依据吗？** |  |  |
| **2.你在本篇写作中使用了多少种词汇衔接的方法使续文中哪些词汇/词组/句子与原文或续文的上下文有衔接？这些衔接是否促成了连贯? (在续文的相关表达下划线）** |  |  |
| **3.你是如何利用段首句信息，运用词汇衔接的三个“一定”，实现实现情节发展的严谨性？** |  |  |
| **4.你是如何对故事的起因、过程及结果进行渗透性评议，增强故事的感染力和思想性？** |  |  |
| **5.从词汇衔接的角度，文中有哪些词汇运用的失误？(将续文的相关不妥当的表达圈出）修改后，语篇各个部分与语义、主题和语境更关联?（用红笔修改）** |  |  |

**课后训练案**

**2022.06 National Gaokao continuation writing.**

It was the day of the big cross-country run. Students from seven different primary schools in and around the small town were warming up and walking the route (路线) through thick evergreen forest.

I looked around and finally spotted David, who was standing by himself off to the side by a fence. He was small for ten years old. His usual big toothy smile was absent today. I walked over and asked him why he wasn't with the other children. He hesitated and then said he had decided not to run.

What was wrong? He had worked so hard for this event!

I quickly searched the crowd for the school's coach and asked him what had happened. "I was afraid that kids from other schools would laugh at him," he explained uncomfortably. "I gave him the choice to run or not, and let him decide."

I bit back my frustration (懊恼). I knew the coach meant well-he thought he was doing the right thing. After making sure that David could run if he wanted, I turned to find him coming towards me, his small body rocking from side to side as he swung his feet forward.

David had a brain disease which prevented him from walking or running like other children, but at school his classmates thought of him as a regular kid. He always participated to the best of his ability in whatever they were doing. That was why none of the children thought it unusual that David had decided to join the cross-country team. It just took him longer - that's all. David had not missed a single practice, and although he always finished his run long after the other children, he did always finish. As a special education teacher at the school, I was familiar with the challenges David faced and was proud of his strong determination.

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| *We sat down next to each other, but David wouldn't look at me.*  *I watched as David moved up to the starting line with the other runners.* |

**课后自评案**

**2022年6月 David's Run 范文**

***We sat down next to each other, but David wouldn't look at me****.* He simply looked down at the ground, biting his lips and saying nothing. Gently I turned him around, looking firmly into his eyes. I assured him that determination to participate in whatever he was doing to the best of his ability was what made other people admire him. I further convinced him that the students from other schools would never judge him by the way he ran but how he performed at the race. “Cheer up and shine yourself,” I added. Half doubtful and half encouraged, he looked up and the next moment, the hesitation on his face disappeared, totally replaced by the eagerness to give it his best shot and the confidence to overcome himself.

***I watched as David moved up to the starting line with the other runners***. At the whistle signalling the start, all the athletes shot out except David. He was soon far behind others. Worse still, he somehow lost his balance and fell. The whole world suddenly fell silent and all the eyes were on the boy. Instead of giving up, the brave boy miraculously picked himself up and struggled on. Obviously impressed by David’s perseverance, all the audience unanimously shouted cheers for him, which in turn encouraged David. He kept on running with every ounce of his strength and finally made it across the finish line. Surrounded by hugs of congratulations and words of admiration, the shy boy once again cracked his big toothy smile, indicating that he had made it, and so had I.

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