四步法解读后续写

—以2025年全国高考英语二卷读后续写为例

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**Learning Objectives：**

At the end of the class, the students will be able to

1.generate a coherent 150-word narrative continuation using the provided prompts and appropriate language (Language Ability).

2. understand and convey how sharing name meanings fosters

cultural confidence and bridges understanding(Cultural Awareness).

3. analyze themes and predict logical developments to integrate into their continuation (Thinking quality).

apply the "Four-Step Method" to plan, draft, and revise their continuation writing (Learning Capacity).

**细读文章及要求，完成下面任务。**

**Tip：Underline the key information in the original text.**

**第二节（满分25分）**

阅读下面材料，根据其内容和所给段落开头语续写两段，使之构成一篇完整的短文。

“What is your name? ” is a question most frequently asked when people meet for the first time. But for me, it was the first challenge I encountered as an international student in Ireland.

The pronunciation system of the Chinese language is quite different from that of English. For native speakers of English, some Chinese words are rather difficult to pronounce. My given name Qiuyu（秋雨）, for instance, happened to be a great challenge for many of them. Every time I gave a self-introduction, I had to explain how to pronounce my name at least five times, yet they still could not say it the way I did.

Once in a lecture, the professor tried repeating my name after me over and over in front of thirty classmates. I really did not know whether I should continue correcting him or simply drop the matter. I feared that my classmates might grow tired of my efforts or even lose patience with me. After all, I did care about how others would think of me. I realized that if I didn't stop, the entire lecture would be ruined. “It's okay, professor,” I shrugged （耸肩）. The awkward moment ended with the class erupting into laughter. I forced a smile, unsure how to respond further.

After that incident, I stopped acting as a “Chinese teacher. ” Instead of correcting others when they were struggling to pronounce my name, I just smiled and nodded approvingly. This approach spared me the discomfort of having to over-explain. However, I soon found that by doing so, I might be losing something more important: the opportunity to share a small part of my cultural identity.

注意：（1）续写词数应为150个左右；（2）请按如下格式在答题卡的相应位置作答。

In a class discussion, I was invited to explain the meaning of my name.

Many of my classmates got interested and came up to me after class.

**Task1. 找六要素，了解大意**

**Who：Main Character: The narrator ("I"), Qiuyu (秋雨) an international student from China.**

**Other Characters: Native English speakers in Ireland (general), a professor, classmates (specifically mentioned in the lecture scene).**

**When：During her time as an international student in Ireland**

**Where：A university lecture hall, Ireland**

**The difficulty native English speakers have pronouncing the narrator's Chinese name, Qiuyu, leading to awkwardness，frustration and discomfort.**

**What：The fundamental difference between Chinese and English pronunciation systems makes "Qiuyu" challenging for native English speakers.**

**Why：Cultural differences create a communication barrier around the name; An awkward public incident forces the protagonist to change behavior;Passive strategy resolves surface issues but triggers a deeper identity crisis;The protagonist stands at a crossroads regarding whether to assert cultural identity.**

**Main idea:**

**As an international student in Ireland, I, the author faced the challenge that others had difficulty pronouncing his/her Chinese name, Qiuyu. After an awkward experience in a lecture, the author chose not to correct people anymore, but later realized this might mean losing the chance to share part of his/her cultural identity.**

**Tasks2.审提示语，预测下文**

**Hint1. In a class discussion, I was invited to explain the meaning of my name.**

**By sharing the meaning/ significance of my name—its natural symbolism and the Chinese culture carried by Qiuyu. I noticed their expressions changing from confusion to curiosity and then to pleasure/ interest.**

**Hint2. Many of my classmates got interested and came up to me after class.**

**“Your name— I must learn it properly!”exclaimed a boy who often mispronounced my name , eyes sparkling with playful urgency. “It’s so fun to say!”.**

**Task3. 深挖主题，融合读写**

**Theme1.**

**Sharing the cultural meaning of one's name demonstrates cultural confidence, serving as a bridge for cross-cultural communication while strengthening personal cultural identity.**

**Theme2.**

**Overcoming initial cultural discomfort/shock by sharing the meaning of her Chinese name bridged understanding and fostered meaningful connections with classmates.**

**Theme3.**

**Sharing the meaning of one’s Chinese name fostered cultural understanding and appreciation among her classmates.**

**Task4. 斟词酌句，连句成文**

**教师下水作文1**

**In a class discussion, I was invited to explain the meaning of my name. Nervous as I was, I still narrated the meaning of my name with gentle clarity, “Qiuyu means autumn rain. As a famous agricultural proverb goes, rain on the Start of Autumn brings a bountiful harvest, which reflects its nourishing effect on crop filling and ripening. Therefore, Qiuyu symbolizes harvest and hope for life. My parents gave me the name , wishing that I could lead a rich and purposeful life, like that in autumn. Understand?” Unexpectedly, thunderous applause suddenly filled the classroom and the professor cast an approving glance in my direction— a moment the discomfort of over-explanation disappeared.**

**Many of my classmates got interested and came up to me after class. “Your name— I must learn it properly!” exclaimed a boy who often mispronounced my name before, eyes sparkling with playful urgency. “It’s so fun to say!”. With slow enunciation, I guided him through each syllable of “Qiu-yu”. Soon a small chorus of voices rose as other students echoed the sounds playfully. At that time, I realized that a name is more than a phonetic symbol; it serves as a bridge for cross-cultural communication, embodying the significance of cultural confidence and further strengthening my own sense of cultural identity. (高小聪）**

**教师下水作文2**

**During a class discussion, I was invited to explain the meaning of my name. The thought of potential mispronunciations filled me with frustration and nervousness, rooting me to the spot, speechless. However, seeing the teacher's kind smile and classmates' curious eyes, I plucked up my courage, stepped forward, and took a deep breath. "Qiu symbolizes autumn—the season of harvest," I explained, "and Yu means rain, which nourishes the earth and helps the crops ripen for harvest." As understanding dawned on my classmates, I added that my parents chose this name to represent precious rain that nourishes the crops. Everyone listened attentively, filling me with unexpected warmth.**

**Many of my classmates got interested and came up to me after class. Interested classmates approached me, their faces brimming with curiosity. "That's so poetic, like a scene from a Chinese painting!" one burst out. Hearing this, I felt a surge of pride in my culture and realized that, as an exchange student, sharing my heritage was why I was here. When they asked me to teach the pronunciation and share more Chinese stories, I patiently repeated my name and elaborated with examples. Soon, eager attempts and joyful laughter filled the air. Watching my classmates' passionate efforts, I felt my earlier anxiety melt away, replaced by a profound sense of cross-cultural connection.（马星星）**

**官方范文:**

**In a class discussion, I was invited to explain the meaning of my name. Standing up, I felt a mix of nervousness and excitement. “My name, Qiuyu, combines the characters for autumn and rain in Chinese,” I began, my voice steady. “Autumn represents harvest and maturity, while rain symbolizes nourishment and growth. Together, they embody a time of abundance and renewal.” As I spoke, I noticed the rapt attention of my classmates, their eyes reflecting curiosity and respect. It was a moment of connection, a bridge built between cultures through the simple act of sharing my name.**

**Many of my classmates got interested and came up to me after class. They surrounded me, their questions pouring out like a stream. “What other names have beautiful meanings in Chinese?” “Can you teach us how to write our names in Chinese characters?” I smiled, feeling a warmth spread through me. I took out a piece of paper and began to sketch out characters, explaining each stroke and its significance. Through this interaction, I realized that by embracing my cultural identity, I was not only preserving my heritage but also enriching the lives of those around me. It was a small yet meaningful step towards fostering cultural understanding and appreciation.**

**Conclusion：**

**我们要有经常讲的自信: 制度自信、文化自信。所有的自信它应该反映在我们的一言一行、一举一动、一颦一笑，以及我们的追求、我们的行动、我们的理想之中。**

 **—彭凯平**