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Consistency in continuation writing

把握读后续写协同一致性——以绍兴市一模读后续写为例



Requirements

| 档次 | 描述 |
|----------------|--|
| 第五档 (21—25) | <ul style="list-style-type: none"> 一与所给短文融洽度高，与所提供各段落开头语衔接合理。 一内容丰富，应用了5个以上短文中标出的关键词语。 一所用语法结构和词汇丰富、准确，可能有些许错误，但完全不影响意义表达。 一成分，所续写短文结构紧凑。 |
| 第四档 (16—20) | <ul style="list-style-type: none"> 一所提供各段落开头语衔接较为合理。 一内容比较丰富，应用了5个以上短文中标出的关键词语。 一准确，可 一more consistent in plot, more coherent in sentences |
| 第三档 (11—15) | <ul style="list-style-type: none"> 一与所给短文关系较为密切，与所提供各段落开头语有一定程度的衔接。 一写出了若干有关内容，应用了4个以上短文中标出的关键词语。 一应用的语法结构和词汇能满足任务的要求，虽有一些错误，但不影响意义表达。 一应用简单的语句间连接成分，使全文内容连贯。 |
| 第二档 (6—10) | <ul style="list-style-type: none"> 一与所给短文有一定的关系，与所提供各段落开头语有一定程度的衔接。 一写出了一些有关内容，应用了3个以上短文中标出的关键词语。 一语法结构单调，词汇项目有限，有些语法结构和词汇方面的错误，影响了意义的表达。 一较少使用语句间的连接成分，全文内容缺少连贯性。 |
| 第一档 (1—5) | <ul style="list-style-type: none"> 一与所给短文和开头语的衔接较差。 一产出内容太少，很少使用短文中标出的关键词语。 一语法结构单调，词汇项目有限，有较多语法结构和词汇方面的错误，严重影响了意义的表达。 一缺乏语句间的连接成分，全文内容不连贯。 |

How?

consistent

more consistent in plot

more coherent in sentences

Step one Read

Read the lines for main conflicts

| | |
|-------|--|
| When | Valentine's Day, a special day for children to exchange “valentine cards” with each of their classmates. |
| Where | in the classroom |
| Who | I <u>Michael Peterson</u> <u>Michael Rogers</u> Josh |
| What | Michael played tricks like that all the time. Last week, he <u>put</u> a sign on my back that said <i>Sing to Me!</i> There was Michael Peterson ---- at Michael Rogers' desk, digging in his box of valentine cards! No way was I going to let him play a mean <u>trick</u> today. |
| Why | Michael Peterson sits next to me in class. He's also my neighbor. So I knew him. I was sure he was up to something, because he always is. |
| How | “Michael, leave that box alone!” I ordered. “Hurry and <u>help</u> me, ” Michael said. I stared at him in amazement, wondering what he was doing. |



Read between lines for hidden clues

1. **I was so confused.** My experience last week convinced me of his playing tricks today. on my back **confusing....** I was extremely angry. **Michael played tricks like that all the time.** So I knew what he was doing now---- ruining someone's Valentine's Day.

2. **I stared at him.** I misunderstood Michael Peterson. him? "No way!" I said, thinking that he was stealing valentine cards from Michael Rogers' box. Then, after watching him for a moment, I added, "What are you doing, anyway?"

3. "Which **The old Michael was doing something nice to the neglected Micheal.** new kid in our class...."

There was Michael Peterson ---- at Michael's box of valentine cards!

Theme?

4. Normally, I didn't bother to keep track of Michael Peterson. I tried to ignore him

I changed my impression of Michael Peterson and tried to know him.

Mischievous MP always teased his classmates and was supposed to turn out to be good and nice.



Read beyond lines for possible development

Key words:

- ✓ characters: Michael Peterson
Michael Rogers
- ✓ objects: trick box cards
- ✓ actions: put help stealing
- ✓ modifiers: confusing new

- ✓ My experience last week convinced me of his playing tricks today.
- ✓ I misunderstood Michael Peterson.
- ✓ The old Michael was doing something nice to the neglected Micheal.
- ✓ I changed my impression of MP and tried to know him.

Read the lines for main conflicts

Read between lines for hidden clues

Read beyond lines for possible development



consistent in plot

What's the main problem in its content?

The more I watched my next-door neighbor, the more confused I became. ①Being extremely sneaky, he counted the cards one by one. ②After a while, he turned to me and explained, "Some classmates do forget Michael Rogers' card." ③"What?" I didn't **not coherent in sentences** become more and more confused. ④However, what he later did made me really surprised. ⑤He took some cards from his pocket, put them in the box and hid it in the desk. ⑥"I want to give him my cards. You know, we all called Michael."

I stood there, not quite believing what I was hearing. I opened my eyes **not consistent in plot** to recognize him. However, hearing the noise outside, Michael and I rushed out of the classroom right away. When the excited shout came into our ears, I finally believed he was doing something good. Gazing at the smiles on the two Michaels' faces, I found the "trick" was really meaningful!

How?

内容：
第一段内容逻辑混乱，
前后语言形连意不连。

情节：
续写第二段情节突兀，
与原文衔接不当；
主题和原文线索不一致。

Step two Write



Be coherent to the given sentences

by seeking key word(s) and continue to describe it

✓ *A few minutes later, the bear came back.*

① **With two bloodshot and swollen eyes, he let out a deafening roar,** charged at the fence and shoved the mesh with his full strength. ② The fence couldn't help trembling. ③ Moaning and groaning, which deeply wrung our heart. ④ It would have devastated anything in its way and attack us in a few minutes. ⑤ We have no alternative but to anxiously wait for the helicopter. ⑥ With a cracking noise, the bear rushed in, approaching us rapidly. ⑦ We tried pepper spray again, but in vain. ⑧ Elli and I were forced to flee separately to escape the outrageous claws.

----2020年7月高考



Be coherent to the given sentences

by seeking key word(s) and continue to describe it

顺承关系

Mrs Harding said that she would pay the rest of the money so Angelia could have it. **This commitment** made Angelia ecstatic, her heart thumping wildly.

----2021.03 七彩阳光

因果关系

It couldn't sleep.

The thought of tasting the smooth bitterness of the chocolate **made me wide awake**, tossing and turning in bed.

----2021.03 百校联考

时间关系

Minutes later, the two other cyclists arrived.

As soon as they met, his friends worried look faded away.

----2017.06 浙江高考



Be coherent to the original text

by showing inner logic to events in the original text

✓ *A few minutes later, the bear came back.*

I radioed the camp manager for help. He told me a helicopter was on its way....The camp manager suggested I use pepper spray.

Reference in the middle

with his full strength. ②The fence couldn't help
trembling. ③Moaning and groaning, which deeply wrung our heart. ④It would have
devastated anything in its way and attack us in a few minutes. ⑤**We have no
alternative but to anxiously wait for the helicopter.** ⑥With a cracking noise, the bear
rushed in, approaching us rapidly. ⑦**We tried pepper spray again, but in vain.** ⑧ Elli
and I were forced to flee separately to escape the outrageous claws.

----2020年7月高考



Be coherent to the original text

by showing inner logic to events in the original text

Good-bye, diving at the lake. Good-bye to hanging out and doing absolutely nothing.

reference in the middle

Trip after all. **Visions of diving at the lake and hanging out with friends happily marched before my eyes.** My soul silently rejoiced.... But now, the Trip — The Trip of a Lifetime — was vanishing before his eyes....

----2021.03 七彩阳光

They even let her sit on the sofa, but the old girl wasn't her usual cheerful self!

contrast in the end

oundings curiously.... Her parents watched them playing around and smiled with relief.... **Poppy was back to her old cheerful self!**

----2020.01 浙江高考

John can be a forgetful kid. Last year...he had forgotten the bag....

contrast in the end

to hang it in his room, making it a reminder to him **"never to be a forgetful kid again."**

----A forgetful boy



Be coherent between two paragraphs

through backwards from the second beginning

- ✓ *Paragraph 1* *A few minutes later, the bear came back....We have no alternative but to anxiously wait for the helicopter. With a cracking noise, the bear rushed in, approaching us rapidly. We tried pepper spray again, but in vain. **Elli and I were forced to flee separately to escape the outrageous claws.***

Paragraph 2 ***At the very moment,** the helicopter arrived.*

- ✓ *Paragraph 1* *I was stuck for five or six minutes though it felt much longer.... **My dear mom was engaged in filming** my embarrassing and awkward situation when her daughter was in suffering!*
- ✓ *Paragraph 2* ***That video** was posted the day before Halloween.*

Put the following sentences into a more coherent order

The more I watched my next-door neighbor, the more confused I became. ① Being extremely sneaky, he counted the cards one by one. ② After a while, he turned to me and explained , “Some classmates do forget Michael Rogers’ card.” ③ “What?” I didn’t understand his words and became more and more confused. ④ However, what he later did made me really surprised. ⑤ He took some cards from his pocket, put them in the box and hid it in the desk. ⑥ “I want to give him my cards. You know, we all called Michael.”

- ① Being extremely sneaky, he counted the cards one by one.
- ⑤ He took some cards from his pocket, put them in the box and hid it in the desk.
- ④ However, what he later did made me really surprised.
- ② After a while, he turned to me and explained , “Some classmates do forget Michael Rogers’ card.”
- ⑥ “I want to give him my cards. You know, we all called Michael.”
- ③ “What?” I didn’t understand his words and became more and more confused.



One possible version

more consistent to given sentences, the original text and the following paragraph!

Paragraph 1

The more I watched my next-door neighbor, the more confused 顺承关系

- ① *Instead of* taking valentines cards out of the box, he was putting them in.
② *Curiosity and confusion intensified*, I decided to stride forward to take a closer look. ③ “Come on, help me!” he pleaded, raising his head. ④ *Still confused, I* **reference in the middle** *the memory of being tricked by him last week flashing into my mind.* ⑤ *My heart determined.* Whatever he did, it must be wrong. ⑥ *Therefore*, I scolded him for picking on the poor kid. ⑦ Michael, *however*, just kept working and denied playing a trick. ⑧ He *explained* **contrast in the end** *that Michael Rogers’ box*, he noticed it was empty. ⑨ No one remembered to make the new kid a card. “So I was giving him some of my cards. After all, the cards I received all said ‘Michael’ on them.”

Have a try!

顺承关系?

Paragraph 2: *I stood there, not quite believing what I was hearing.* ① I opened my eyes widely and wanted to recognize him. ② However, *hearing the noise outside,* **reference in the middle?** *the classroom* right away. ③ When *the excited shout* came into our ears, I finally believed he was doing something good. ④ Gazing at the smiles on the two Michaels' faces, *I found the "trick" was really meaningful.*

contrast in the end?

not consistent in plot

not consistent in sentences

by seeking key word(s) and continue to describe it

by showing inner logic to events in the original text



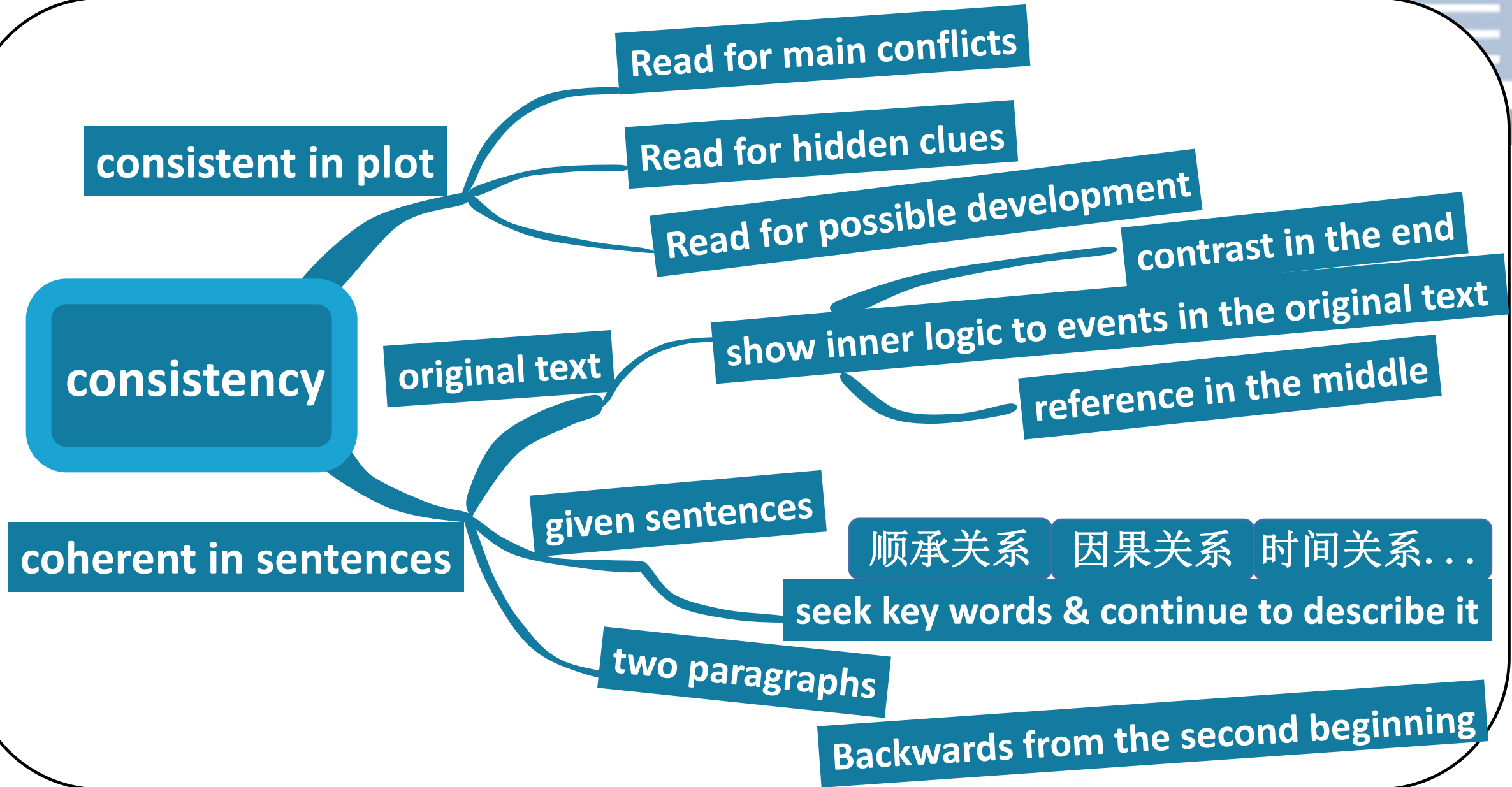
One possible version

Paragraph 2

I stood there, not quite believing what I was hearing. Was it still the boy who always played tricks on others? “You mean you are doing something nice?” I asked. “Of course. When haven’t I been nice?” he teased, giving me a cunning wink, busying his hands with the cards. Half convinced of his good will, I stretched out my hands to help shake out his cards through the slot in his valentine box and stuff the cards into Michael Rogers’ box. Suddenly, a card on which were written, “Be my friend.-- from the old Michael” reflected into my eyes. That was a card from Michael Peterson to the new kid. At that moment, my previous misunderstanding was completely eliminated. Mischievous Michael Peterson turned out to be good and nice.

Summary

湘国教育



**Logical consistency
makes for a perfect writing!**

