**Amy’s Final Wish**

----Z20 联考读后续写2025-8-23

After flying all night, I was tired as I arrived in Denver to hold an event on positive thinking. As I entered the lecture hall, Dr. Fred Vogt asked me, "Do you know about the Make-A-Wish Foundation?"

“Yes,” I replied. “Well, a 17-year-old girl Amy Graham has been diagnosed as having terminal （晚期的）cancer. Doctors gave her three days. Her dying wish was to attend your lecture."

I was shocked. I felt a combination of awe and doubt. I couldn't believe it. I thought kids who were dying would want to go see Disneyland, or suchlike. Why would a kid with only a few days to live want to spend their final days listening to a motivational speaker? Suddenly my thoughts were interrupted...

"Here's Amy." Before me stood a girl wearing a bright red hat to cover her head, which was bald from all of the treatments. Her weak body was a bit bent. She said, "My two goals were to graduate from high school and to attend your lecture. My doctors didn't believe I could do either and they didn't think I'd have enough energy. I have to rely on my parents now."

Tears welled in my eyes; I was choked up. My mind was being shaken. I cleared my throat and smiled, "Thanks for wanting to come." We hugged, wiped our eyes and separated.

That Sunday afternoon I held the workshop that Amy and her parents attended. The audience was packed to overflowing with over a thousand attendees eager to learn, grow and become more fully human. I humbly asked the audience if they wanted to learn a healing process that might serve them for life. From the stage it appeared that everyone's hand was raised high in the air. I taught the audience how to vigorously (用力地) rub their hands together, separate them by two inches and feel the healing energy.

Then I paired them off with a partner to feel the healing energy from themselves to another, explaining that everyone had healing potential to support others.

Para1: At that point an idea struck me.

Para2: With a round of applause, Amy's dad led her off the stage.

一、设计理念：

1. 本文人物身份：作者我是励志演说家，患晚期癌症女孩艾米有两个最后的愿望。其中之一就是想来参加我的讲座。原文描述了我们初次见面的情况，Amy身体虚弱。但我开讲座的那一天，一千多人（其中包括Amy）感受自我疗愈的能力。

2. 本文叙写思路：考生要思考两个个问题：①为什么艾米要来参加我的讲座？结合作者的身份以及艾米的身体状况，应该不难推出：艾米需要强大的力量支持她未来与病魔作斗争。②素不相识的一千多听众会做什么？ 结合原文礼堂里对听众具体行为的描述，大胆推断众人一起把强大疗愈力量传达给Amy。

3. 第二段Amy下了舞台后，应该设计听众与Amy的近距离互动。进一步展现人心至善。结尾设计需要花点心思,笔者考虑两种结尾：一回扣艾米的愿望，愿望达成，艾米获得了想要的精神力量。并以此呼应文章的前两段，使续写内容与所给原文本内容协同。；二是作者以及众人都从Amy身上学到了勇敢，互相成就，升华意境。

二、教学过程

Step1: Analyze characters

Main roles: I---an inspirational lecturer ; Amy--- a girl with terminal cancer ; over 1000 lecture attendees;

Minor role: Amy’s father

Step2: Sort through the plot of the story

Amy’s final wishes① to attend my lecture ②to graduate from high school

She was invited to my lecture and I helped to fulfill one of her final wishes.

Step3: Read for clues for the new plot of the continuation writing

Use hidden clues to create logical and reasonable details for the continuation.

Step4: Design plots for each paragraph

Design the first and last sentence for Para1 and Para2, combining characters and reasonable plot.

Step 5: Appreciate possible version.

Para1: At that point an idea struck me. Why not invite Amy to come to the stage and feel the healing potential from the audience present? Casting an encouraging look at Amy, I signaled her to come up. Weak and pale as she looked, Amy made it to the center of the stage, supported by her father’s strong arms. I encouraged Amy to share her story with everyone in the hall and exclaimed her desires. Hearing her miserable story and her final wishes, the audience suddenly fell silent, heartbroken. Then I instructed the entire audience to focus their healing energy on Amy. After they vigorously rubbed their hands together, they raised their hands and directed their healing potential towards Amy. Amy’s eyes sparkled with complicated emotions and her face lit up. She found new strength to face her challenges. I hugged Amy and whispered my best wishes to her ears.

Para2： With a round of applause, Amy's dad led her off the stage. However, the interaction didn’t end there. Many lecture attendees approached Amy and her parents, offering hugs, prayers and promises of continued support. Some even exchanged contact information with Amy’s parents, vowing to offer unconditional assistance if necessary. Others discussed how to arrange a grand graduation ceremony for Amy in the hope of achieving her last dying wish. When my eyes fell on those sincere faces, tears of complicated emotions blurred my sight. What I didn’t expect was that this workshop turned out extremely fantastic. I was fully convinced that Amy would carry with her the strength , love and healing power from the generous and warm-hearted people in that hall to conquer the unpredictable obstacles in her final days. Meanwhile, I , together with those one thousand attendees, learned a significant lesson from Amy---face any adversity bravely and fearlessly.

P.S. 人与社会主题的续写真题：通常会和人与自我主题相糅合，在与他人的相处中，个人也会有感悟有改变有成长

1. 2024年6月新高考I卷 《维也纳之约》：我与**陌生人**出租车司机之间的诚信誓约，彰显人性之美；

2. 2023年6月新高考《作文比赛获奖》：我在老师的鼓励下参加作文比赛并获奖，老师是我的引路人，讲述了**师生情**且体现个人成长；

3. 2022年6月浙江省高考真题《我的社区服务》：我为了获得足够的社区服务量，去社区为街头流浪汉提供分饭菜的社区服务。与**陌生人**流浪汉亲密接触，消除偏见，由此对人类社会的未来产生美好的设想并促进我个人的成长；

4. 2022年1月浙江省高考真题《学渣逆袭》：学渣我被老师和学霸组队完成一个课题，在与学霸相处的过程中，我学到了很多。体现**同学情，**学到了学霸身上的可贵品质，同时学渣我有了巨大改变并成长为更好的人。

5. 2021年6月新高考I卷真题《母亲节的惊喜》：双胞胎在爸爸的指导与帮助下为母亲做早饭，体现了暖暖的家庭**亲情**。

6.2021年1月浙江省高考真题《万圣节南瓜卡头趣事》：以生活中的一件趣事体现融洽的**亲情。**

7. 2017年11月浙江省高考真题《开车和健忘妈妈旅行》：一家人与爱心满满但健忘的妈妈开车去看望grandparents 途中发生的趣事，体现欢乐的**家庭亲情。**

综上：人与社会主题语境点题

1. 诚信美德
2. 父母的爱、理解与支持
3. 老师的无私帮助和鼓励
4. 陌生人的无私帮助、奉献与支持
5. 同学之间的互帮互助，共同成长
6. 邻里之间的患难见真情 （ 广州二模2024-4 《龙卷风后绽放的郁金香》：同学情+邻里情）