

2024年浙江省五校联盟高三3月联考

Our school holds an annual book fair each January, where new and used books are available for students to purchase. Our librarian, Mr. Egan, is the school sponsor(主办者)for it. Traditionally, the tenth-grade students are responsible for the planning, set-up, and selling at the fair. I am sure that Mr. Egan consulted our teacher, Ms. Cates, for suggestions as to who would be the student directors, and I was pleasantly surprised when he approached me to be one of the students in charge. I was even more surprised when he told me that the student I would be working with was Charlie Lyons.

Charlie and I have known each other since kindergarten but have never been close. Ever since we were partners for the science project last year, there is very little we choose to say to each other. Needless to say, the science project fell short of our expectations. In light of that event, I was shocked that Mr. Egan and Ms. Cates found us a suitable match. At the meeting with Mr. Egan, we divided the responsibilities between us. I would be in charge of setting up the room and getting the volunteers to work the sale for all three days. Charlie would be in charge of all the books. We were both quite satisfied with our jobs, and even more satisfied that there would be little contact between us.

With only two weeks to plan, I knew I could not waste time. I asked John and Rachel to help me with the set-up and twelve other classmates to work at the fair. I figured that, between Mr. Egan, the friends who volunteered to help, and me, we would be just fine.

Meanwhile, I tried on two separate occasions to start a conversation with Charlie about the progress he was making, but each time his response was, "Everything's cool."

On the day of the set-up, my friends and I arrived, only to find Charlie with his head in his hands, surrounded by a million boxes of books. I asked him, "Charlie, what's wrong?"

注意：

1. 续写词数应为150左右；

2. 请按如下格式在答题卡的相应位置作答。

Paragraph 1: He responded in despair, "There are a lot more books here than I expected."

Paragraph 2: After the book fair was over, I couldn't stop wondering why Mr. Egan put us together

**文本简析主题语境：**人与社会 ---学会团队合作实现共赢

**本文的聚焦于三个方面：**

1.我和Charlie 被Mr Egan & Mrs. Cates 安排一起完成学校的书展；

2.此前我和Charlie有过一次Science Project 的合作经历以失败告终。

3. 我已经完成了自己分内的任务，但是Charlie整理书籍的工作纹丝未动。

**主要内容：**

**所给文章共五段**：

**第一段**： **介绍学校的BOOK FAIR以及我的工作身份 以及我的搭档；**

我们学校每年一月都会举办一年一度的书展，学生们可以在那里购买新书和旧书。我们的图书管理员伊根先生是学校的赞助人(主办者)。传统上，十年级的学生负责计划、设置和在集市上销售。我敢肯定，伊根先生向我们的老师盖茨女士咨询了谁将担任学生主任的建议，当他找到我，让我担任主管学生之一时，我感到惊喜。更让我惊讶的是，他告诉我，和我一起工作的学生是查理·莱昂斯。

**第二段：** **我和Charlie的关系**

查理和我从幼儿园就认识了，但从来没有亲近过。自从去年我们成为科学项目的合作伙伴以来，我们很少选择对彼此说什么。不用说，这个科学项目没有达到我们的期望。鉴于这件事，我很震惊伊根先生和盖茨女士为我们找到了合适的伴侣。在与伊根先生的会议上，我们分工负责。我将负责布置房间，并让志愿者在这三天里从事销售工作。查理将负责所有的书。我们都对自己的工作很满意，更满意的是我们之间很少有接触。

**第三段:** **我自己找帮手帮忙，自信完全没问题；**

只有两周的计划，我知道我不能浪费时间。我请约翰和瑞秋帮我准备，并请其他12位同学在博览会上工作。我想，有伊根先生，有那些自愿帮忙的朋友，还有我，我们会没事的。

**第四段: 期间我也询问了Charlie两次,他很自信；**

与此同时，我在两个不同的场合试着和查理谈谈他的进展，但每次他的回答都是:“一切都很好。”

**第五段: 结果到了摆放书籍的那一天，发现书很多，Charlie完全没有开始工作。**

在放置书籍那天，我和我的朋友们到了，却发现查理双手抱头，被一百万箱书包围着。我问他:“查理，怎么了?”

**二、设计理念：**

１． Charlie 和我此次的Book Fair 是第二次合作，第一次的Science Project 失败告终，暗示此次失败一定是大获成功，虽然中间出现了小插曲。故而第一段应该是我主动去帮助Charlie 解决他的困境，彰显我的student director 的领导力；在整理书籍的过程中，可以考虑Charlie 是花时间做过功课的，工作很有条理，非常高效。二次合作结果堪称完美。

2. 作者我在叙事中，通过带领读者去体验作者“我”所体验的整个故事的过程，让读者与作者一起感受老师们的良苦用心，最终获得个人感悟，实现个人成长。

3. 该文本的文本类型和 **浙江省高考2022-1 《傲娇学霸与迷糊学渣》也有相似之处。老师让学渣我与学霸成为一个团队做项目。亦可以参考一下笔者之前发表的2024年3月天域全国名校联盟的《自画像》。**

**三．教学步骤：**

Step 1: warming up & leading- in：

Q1: What do you think of teamwork?

Q2: What kind of schoolwork needs teamwork?

T: In this class , we will join in a Book fair held in an American middle school and will gain a deeper insight of teamwork spirits.

Step 2: While reading :

1. Read for main ideas for each paragraph

 Summarize main ideas for each paragraph as fast as possible.

1. Read for clues and echoes

 Find hidden clues and try to make up echoes to continue the story

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

Through two difference experiences, the author “I” learnt a lot from the second experience --- book fair and achieved personal growth

**本课亮点：**

1. 文本的特点与三月份以及二月份的很多高三重要联考的**续写文本迥异**。此类文本侧重于沉浸式体验，体验失败，体验成功，体验情绪，体验感悟，收获成长。

2. 两次体验，不一样的收获，在体验第二次成功合作之后，反思失败的缘由，总结成功的原因：团队合作。个人主义在合作项目中是没有意义的。

3. 文本是通过两次合作项目的体验以及结果对比进行的。附：compare two projects

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| --- | --- | --- |
|  Cooperation program |  Charlies and I  |  Results  |
|  Science project  | We were not close /We communicated little. |  It fell short of expectations  |
|  Book Fair | I asked him about his progressI lent him a helping hand when he was in trouble. Our relationship turned deeper than before.  |  a big success  learn teamwork  learn to communicate  |

**4. 此类文本一般都会有感悟，有收获，个人可以获得成长。**

P.S. 美国中小学校园书展简介：

每年学校都会在校园里连着几天举行一年一度的book fair 图书展览会。为吸引孩子们多阅读，学校会为book fair 设计海报和吉祥物。书展期间，每个班级都会安排时间，由老师带领到现场挑书买书，没有规定一定要买，但是，基本每个孩子都会买几本。书展是每个学生中小学时代难忘的体验之一。