**2022年11月绍兴市一模与2022年全国卷一读后续写语篇比较分析课件**

浙江 朱建焕 John

01: 版权声明

02: 教学设计

1. 设计思路

绍兴市一模英语试卷读后续写题仍然选用记叙文篇章，主题语境为人与社会，内容上非常类似于2022年全国卷一读后续写篇章，都包含学校、运动、疾病和鼓励等元素，在语篇结构上也是先抑后扬，在语篇结尾部分升华主题。

本课件在设计时，注重在语言、情节、结构和主题四方面进行两篇读后续写语篇的比较分析，通过这两篇语篇的深入分析，力争达到美化语言、完善情节、构建结构和深化主题四方面的教学目标，着力提高考生的读后续写谋篇布局能力和呈现表达能力。

1. 教学过程

Step 1：passage presentation

(一) 2022年全国卷一读后续写语篇

It was the day of the big cross­country 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 cross­country 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.

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：We sat down next to each other, but David wouldn't look at me.**

**Paragraph 2：I watched as David moved up to the starting line with the other runners.**

(二)、2022年11月绍兴市一模读后续写语篇

Ms. Johnson will never forget Chelsea, a wounded soul. Over the years Chelsea had always struggled, both academically and with self-confidence. Additionally, her mother had died after a heroic battle with a terminal illness when Chelsea was a fifth grader. As she began her sixth grade, Chelsea was still hurting. Ms. Johnson worried about her with good reason.

Each fall, Ms. Johnson takes the students for a five-day adventure at Wolf Ridge, an environmental learning center in the woods of Northern Minnesota overlooking Lake Superior. The week is filled with learning, team building, and overcoming seemingly impossible challenges. They go in October, and the turning leaves of trees come to symbolize the changes happening to the students over the week. The steps and growth students make at Wolf Ridge become a metaphor Ms. Johnson uses throughout the year as her students face challenges in the classroom.

The most difficult activity is the High Adventure Ropes Course, which stretches from tower to tower high among the treetops forty feet above the ground. Ms. Johnson knew this experience would be particularly difficult for Chelsea.

When it was time for her to fasten the harness(安全带），Chelsea was already trembling. The harness offers physical protection, but not much mental comfort when nothing but a slippery board or an unsteady wire is between your feet and the ground far below. Chelsea stepped hesitantly onto the Swinging Wood Bridge, and only after the instructor’s encouragement, slowly made her way across its shaky boards up to the first tower. With the support of a chaperone(监护人）stationed there, she began her across the Burma Bridge, made of merely three wires and straps. Her trembling body added to its shaking. From down below, her ground partners shouted up encouragingly, “Come on, Chelsea, you’re doing great!”

Chelsea finally reached the second tower and eventually stepped out onto the next challenge and slowly inched her way across.

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: Now she faced what for many is the most difficult activity: the Single Wire.**

**Paragraph 2: The final challenge is a zip line (滑索），which requires leaping off the last tower and sliding to the ground.**

Step 2：Read for structures

|  |  |  |
| --- | --- | --- |
| 结构 | 2022年全国卷一 | 2022年11月绍兴市一模 |
| 先抑后扬 | 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. | Her **trembling** body added to its shaking. From down below, her ground partners shouted up **encouragingly**, “Come on, Chelsea, you’re doing great!” |
| 先扬后抑 | 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. | **With the support of** a chaperone(监护人）stationed there, she began her across the Burma Bridge, made of merely three wires and straps. Her **trembling** body added to its shaking. |
| 先抑后抑 | 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. | Additionally, her mother **had died** after a heroic battle with **a terminal illness** when Chelsea was a fifth grader. As she began her sixth grade, Chelsea **was still hurting**. Ms. Johnson **worried about** her with good reason. |
| 先平后抑 | 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**. | When it was **time** for her to fasten the harness(安全带），Chelsea was already **trembling**. |

3. Read for languages

|  |  |  |
| --- | --- | --- |
| 情节 | 2022年全国卷一 | 2022年11月绍兴市一模 |
| 描述有关“疾病”情况的语言 | 1. He was small for ten years old. 2. David had a brain disease which prevented him from walking or running like other children | Over the years Chelsea had always struggled, both academically and with self-confidence. Additionally, her mother had died after a heroic battle with a terminal illness when Chelsea was a fifth grader. As she began her sixth grade, Chelsea was still hurting. |
| 描述有关“退缩”情绪的语言 | 1. He hesitated and then said he had decided not to run. 2. “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.” | Ms. Johnson knew this experience would be particularly difficult for Chelsea.  When it was time for her to fasten the harness(安全带），Chelsea was already trembling. The harness offers physical protection, but not much mental comfort when nothing but a slippery board or an unsteady wire is between your feet and the ground far below. |
| 描述有关“鼓励”动作的语言 | 1. ..., but at school his classmates thought of him as a regular kid. 2. 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. | 1. The steps and growth students make at Wolf Ridge become a metaphor Ms. Johnson uses throughout the year as her students face challenges in the classroom. 2. From down below, her ground partners shouted up encouragingly, “Come on, Chelsea, you’re doing great!” |
| 描述有关“转变”行为的语言 | 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 cross­country team. | Chelsea finally reached the second tower and eventually stepped out onto the next challenge and slowly inched her way across. |

Step 3：Read for plots

|  |  |  |
| --- | --- | --- |
| 语言 | 2022年全国卷一 | 2022年11月绍兴市一模 |
| Background | Students from seven primary schools took part in a cross-country running race | Students were led by Mrs. Johnson to visit an environmental learning center |
| Challenges | David, a student with brain disease, was afraid to take part in the race | Chelsea, a student whose mother died of illness, was afraid to take part in adventure activities. |
| Solutions | My timely encouragement to David | Mrs. Johnson’s encouragement to Chelsea |
| Mottoes | The significance of encouragement | The significance of encouragement |

Step 3：Read for structures

|  |  |  |
| --- | --- | --- |
| 结构 | 2022年全国卷一 | 2022年11月绍兴市一模 |
| 先抑后扬 | 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. | Her **trembling** body added to its shaking. From down below, her ground partners shouted up **encouragingly**, “Come on, Chelsea, you’re doing great!” |
| 先扬后抑 | 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. | **With the support of** a chaperone(监护人）stationed there, she began her across the Burma Bridge, made of merely three wires and straps. Her **trembling** body added to its shaking. |
| 先抑后抑 | 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. | Additionally, her mother **had died** after a heroic battle with **a terminal illness** when Chelsea was a fifth grader. As she began her sixth grade, Chelsea **was still hurting**. Ms. Johnson **worried about** her with good reason. |
| 先平后抑 | 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**. | When it was **time** for her to fasten the harness(安全带），Chelsea was already **trembling**. |

Step 4：One possible version

(一) 2022年全国卷一读后续写语篇

**Paragraph 1：**

**We sat down next to each other, but David wouldn't look at me.** I quietly said, “David, if you don't want to run today, no one is going to force you. But the real question is whether you are going to let others stop you from doing something you really want to do. Are you willing to let them get in your way？” I held my breath as David took my words in. Then he looked at the field and said with determination, “I decide to run.”

**Paragraph 2：**

**I watched as David moved up to the starting line with the other runners.** As the starter's gun sounded, David lurched forward. But he had only run a few meters before he tripped and fell flat on his face. My heart sank. As I started to shout words of encouragement, other voices around me took up the call, “Come on, David！” Then, David picked himself up and started again. Finally, a small figure emerged from the forest. With heels kicking out to the side, David raised his arms as he crossed the finish line amid wild cheers and applause. At that moment, he caught my eye, flashed a toothy smile at me and said, “That was easy！”

范文分析：

|  |  |
| --- | --- |
| 分析 | 亮点 |
| structures | 结构清晰明了，两段都是采用了先抑后扬的叙事过程 |
| languages | 动作描写非常细腻，比如第一段I held my breath as David took my words in和第二段With heels kicking out to the side, David raised his arms as he crossed the finish line amid wild cheers and applause |
| plots | 情节上起伏较大，有一开始的犹豫到后来的下定决心，又摔倒在地的挫折，到后来的完成比赛，情节上一波三折，扣人心弦 |
| grading | 23---24分，可以作为范文 |

(二)、2022年11月绍兴市一模读后续写语篇

**Paragraph 1：**

**Now she faced what for many is the most difficult activity: the Single Wire.** She wouldn’t even step onto it until Ms Johnson worked her way over from the last tower to the middle of the wire. Seeing the terror in her eyes, Ms. Johnson encouraged her to take just one step. With tears streaming down her face, Chelsea finally did it. And then another. Her classmates and the chaperones, sensing Chelsea’s internal struggle, had gathered and were offering words of affirmation from below as she crept ahead，step by step. Ultimately, she reached the last tower, exhausted.

**Paragraph 2：**

**The final challenge is a zip line (滑索），which requires leaping off the last tower and sliding to the ground.** Chelsea just stood there for what seemed like hours. “I can’t do it,” she told Ms Johnson over and over again against the background cheers of the entire team below. And Ms. Johnson yelled, “Yes, Chelsea, you can do it!” Finally, Chelsea looked up and in an almost unnoticeable whisper said, “I’ll do it. For my mom!” She challenged herself and leaped courageously. Chelsea made it. Seconds later, she was enfolded in the waiting arms of chaperones and students whose cheers could be heard echoing through the trees for miles.

范文分析：

|  |  |
| --- | --- |
| 分析 | 亮点 |
| structures | 结构上稍显单调，在表达正面情感动作和负面情感动作上切换不够明显 |
| languages | 句型相当丰富，如第一段的现在分词结构和独立主格结构，第二段最后一句的定语从句则是全文亮点， |
| plots | 情节上起伏度不够 |
| grading | 可以被评为20---22分 |

Step 5：Teacher’ version

1. 2022年全国卷一读后续写语篇

**Paragraph 1：**

**We sat down next to each other, but David wouldn't look at me.** Seeing that he was moody I inquired him why he was unwilling to take part in the race. To this question, he replied that he was afraid of being laughed at by others in great embarrassment. I reminded that he had been preparing for the race for such a long time and that it was really a great pity that he should give it up halfway. What’s more, I encouraged him by saying that he could make it easily as long as he tried his best. With my encouragement David built up his confidence and decided to run with other runners.

**Paragraph 2：**

**I watched as David moved up to the starting line with the other runners.** In the very beginning he still lagged behind others but with time going by he gradually caught up with others one by one. What made us greatly surprised was that he was even the first one to touch the finishing line. When I approached him to show him my warmest congratulations he embraced me tightly, saying that but for my timely encouragement he could never have won the championship.

范文分析：本文最大的亮点是连接词相当出彩，如第一段的what’s more, 第二段的in the very beginning等，这些连接词的使用使文章层次鲜明，但是在情节和结构上在精致度上稍微不如前面一篇范文，本文可以被评12至13分。

|  |  |
| --- | --- |
| 分析 | 亮点 |
| structures | 结构虽有起伏，但是起伏度不是非常明显 |
| languages | 连接词相当出彩，如第一段的what’s more, 第二段的in the very beginning等 |
| plots | 情节上描写不够细腻精致，趋向于笼统化表达，不够具体丰富 |
| grading | 可以被评为20---22分 |

(二)、2022年11月绍兴市一模读后续写语篇

**Paragraph 1：**

**Now she faced what for many is the most difficult activity: the Single Wire.** Never had she experienced such a challenging task before and consequently she was unwilling to move even a step. Spotting this, the instructor encouraged Chelsea instantly, saying that she could make it as long as she didn’t give up. With the instructor’s encouragement, she built up her confidence gradually and moved on the single wire cautiously. Tired as she was, she was successful in reaching the last tower eventually, which made those watching her greatly relieved.

**Paragraph 2：**

**The final challenge is a zip line (滑索），which requires leaping off the last tower and sliding to the ground.** Once again Chelsea became frightened and didn’t have any intention to have an attempt. But suddenly it occurred to her that her mother never surrendered even if she had suffered from the terminal illness. All at once Chelsea’s strength recovered and she leaped off the last tower bravely, soon after which she slid to the ground safe and sound. What welcomed her was warm embraces from her instructor and classmates. After this experience, Chelsea was no longer what she used to be.

范文分析：

|  |  |
| --- | --- |
| 分析 | 亮点 |
| structures | 结构上使用了不少先抑后扬和先扬后抑，起伏曲折，引人入胜 |
| languages | 句型变化相当丰富，如第一段中，never引导的倒装句，spotting引导的现在分词结构，as引导的倒装句。第二段中it引导的形式主语从句，even if引导的让步状语从句 |
| plots | 文章主题在最后使用反衬法突出，情节上精致度较高 |
| grading | 23---24分，可以作为范文 |