**2023年1月浙江首考读后续写：人鸟情未了**

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I was invited to a cookout on an old friend’s farm in western Washington. I parked my car outside the farm and walked past a milking house which had apparently not been used in many years. A noise at a window caught my attention, so I entered it. It was a hummingbird (蜂鸟), desperately trying to escape. She was covered in spider-webs (蛛网) and was barely able to move her wings. She ceased her struggle the instant I picked her up.

With the bird in my cupped hand, I looked around to see how she had gotten in. The broken window glass was the likely answer. I stuffed a piece of cloth into the hole and took her outside, closing the door securely behind me.

When I opened my hand, the bird did not fly away; she sat looking at me with her bright eyes. I removed the sticky spider-webs that covered her head and wings. Still, she made no attempt to fly, Perhaps she had been struggling against the window too long and was too tired? Or too thirsty?

As I carried her up the blackberry-lined path toward my car where I kept a water bottle, she began to move. I stopped, and she soon took wing but did not immediately fly away.

Hovering (悬停), she approached within six inches of my face. For a very long moment, this tiny creature looked into my eyes, turning her head from side to side. Then she flew quickly out of sight.

 During the cookout, I told my hosts about the hummingbird incident. They promised to fix the window, As I was departing, my friends walked me to my car. I was standing by the car when a hummingbird flew to the center of our group and began hovering. She turned from person to person until she came to me. She again looked directly into my eyes, then let out a squeaking call and was gone. For a moment, all were speechless. Then someone said, “She must have come to say good-bye.”

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。

Paragraph1: A few weeks later, I went to the farm again.

Paragraph2: I was just about to leave when the hummingbird appeared

**设计理念：**

本文主要是帮助学生利用文中提供的信息推断主人公的性格特点和蜂鸟的心理活动，然后利用这些信息推段后续故事发展的情节，同时帮助学生积累写作素材，丰富语言的表达，提高文章的可读性。

**教学目标：** Teaching Goals

After teaching the lesson, the students will learn

1. With the 5W1H” to understand the story and define the theme.
2. Make use ot the text material to analyze the traits of the leading character and hummingbird.
3. According to the given sentences to infer the would-be story.

**教学步骤：**

**Pre-writing: Lead in**

Game : According to the characters to guess what it is?

1. It is the smallest bird in the world.
2. It has bright coloures and is found in North, Central and South America.
3. It has a long thin beak and powerful narrow wings that can move very fast.
4. It can hover(悬停) in the sky like a helicopter and fly left and right.
5. It is the only birds that can fly backwards.
6. Its eyes are like two shiny black spots.

What is it:

**Step 1： Understand the story and define the theme.**

1. **读懂故事（语篇填空）**

An old friend invited me to visit his farm for the cookout. I parked my car outside the farm and walked past a milking house that had apparently not 1 (use) for many years. When a noise in the house caught my attention. Curiously, I entered it, finding a hummingbird covered in spider-webs. The broken window is 2 (possible) the reason why she was here. I aided her 3\_\_ (move) the sticky spider-webs that covered her head and wings, but the bird did not fly away, maybe she was too tired or too thirsty due 4 her long struggle. I took her to my car, taking out a bottle of water for her. 5 \_\_\_ (Hover) for a while, she looked into 6 (I) eyes over again, flying away quickly. 7 the cookout, I told my friends about 8 hummingbird incident and they promised to fix the window. When I was departing, my friends accompanied me to my car. When a hummingbird flew around our group, she hovered before me, 9 (look) directly into my eyes, let out a squeaking call and was gone. My friends said she must 10 (come) to say good-bye to me.

1. **理清故事（5W1H）**

Who:

What:

story

Why:

When:

How:

Where:

**Step 2：Analyze the traits of the leading character and the hummingbird**

 **主人公的性格特点分析**

**推断蜂鸟的心理活动**

**Step 3：According to the given sentences to infer the story**

**根据主人公的性格特点和蜂鸟的表现推动故事的发展**

Paragraph1: A few weeks later, I went to the farm again.

Paragraph2: I was just about to leave when the hummingbird appeared

**Step 4：Language accumulation**

1. **利用五感描写农场环境**

1.当我再次来到农场时，农场看上去和我上次来时一样：相同的山、相同的水，相同的风景。

1. 河岸两边有各种各样的花，鲜花的香味沁人心脾，同时引来了很多蝴蝶，围着他们转来转去。

1. 潺潺的流水声让我很放松。

1. 我沉浸在小鸟悦耳的歌声中。

1. 古老的风叶像张开的翅膀，迎风转动，不仅与绿草、野花构成了独特的风景，更为这童

话般的世界增添了神奇的色彩！

1. 岸边的柳树很诱人，我轻触长长的垂柳真像是柳树姑娘的辫子，它看上去鲜嫩、摸上去

柔滑。

1. 沐浴在暖阳下，呼吸着清新的空气，欣赏着优美的风景，感受着农场的惬意, 我仿佛正在

享受大自然赋予我的人间美味。

1. **没看到蜂鸟时的失望**
2. **看到蜂鸟时的欣喜/开心**
3. **人和动物和谐的主题升华**
4. 人与动物的关系正在逐渐引起人们的注意。

1. 它提醒我们要关心我们生活的世界，我们应该学会尊重生命和大自然。

1. 它是时候对我们每个人开始做我们能做的事情去保护有益于人类的动物了。

1. 为了更好地生活，我们要学会善待动物，将来动物也会关照我们。

1. 我们保护动物的理由是他们是人类永远的朋友。

1. 保护动物是多么重要的一件事情！动物对于我们来说就好像朋友对我们一样

的重要。

1. 没有动物世界将会是一个不完整的世界；没有动物我们将会扰乱生态平衡；

没有动物我们将会过着一种没有鸟的歌声的枯燥生活。

1. 我们应该重视动物的保护。

1. 我们无法否认动物是人类朋友的事实。

1. 众所周知，动物对我们很重要。

1. 最后，我们应该对我们的生态平衡有强烈的责任感，不遗余力地保护鸟类和其他动物。

**Step 5：Excellent sample essay**

A few weeks later, I went to the farm again. I rushed to the house like an arrow leaving the bow to see whether the hummingbird was there. Disappointment visited me when not seeing the hummingbird. But to my relief, the window was fixed. I gave the farmer a call. He told me about the hummingbird, saying the hummingbird had flied back for 101 times as if to wait for me. Hearing this, My heart melted, tears streaming down my cheeks. Bathed in the warm sun, breathing the fresh air, I had no mood in enjoying the beautiful scenery. Scanning around, I tried to look for the hummingbird's shadow. With the time ticking by, the hummingbird didn’t still come into my sight. My heart sank, like a stone falling heavily to the ground.

 I was just about to leave when the hummingbird appeared. I cheered with joy with eyes dancing with sweetness. The hummingbird hovered before me, looking directly into my eyes. She let out a squeaking call the instant she recognized me, jumped onto my outstretched left hand and kissed it desparately, which made my heart melt again. I stretched out another hand, gently stroking her head as if she were my own child. The soft breeze and the amber-like sunshine witnessed the great friendship between us. It dawned on me that birds are to our human what friends are to us. Therefore, we should protect birds so as to make them become our friends for ever.