

**2020 年浙江高考真题 读后续写**  
**Face to face with Polar Bear** 教学设计  
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**主题语境：人与自然—人与动物**

该文本属于“人与自然”主题语境下的“安全与自我保护”范围，以 Polar bear 和主人公 Elli & I 情感为主线，情节明晰。语言通俗易懂，划线词能灵活地穿插到各段落，适合学生续写。

**文本分析：**

故事共七段，主要讲述了作者和妻子前往被称为“北极熊之都”的加拿大丘吉尔镇拍摄北极熊，我与 Elli 在研究营准备晚饭时，一头北极熊被营地诱人的食物吸引，猛烈撞击营地边上的铁丝围栏，意欲闯入，表现出攻击人的危险动作。作者和妻子想吓退这头熊，使出浑身解数，以各种反应和措施来保护自己，熊依旧想要突破栅栏，“不破篱笆誓不归”。无奈之下，向营地经理求助。被告知救援直升机要 30 分钟后才能赶到，虽然我使用了营地经理提供的自救方案：向北极熊喷胡椒粉暂时赶走了北极熊，希望他知难而退。果然，眼睛被辣椒水刺激后，他愤怒跑开，到河边去清洗眼睛。然而，几分钟后北极熊再次返回，变得更恼火。一场人与熊之间的对峙较量即将展开。根据原文情节信息，结局应是人熊安然无恙，相安无事，皆大欢喜的场景。

**语篇类型：记叙文**

**语篇文本介绍：**

续写原文选自 2009 年 National Geographic Society (国家地理协会) 出版的 *Face to Face with Polar Bears* (《和北极熊面对面》)，作者兼摄影师 Norbert Rosing 用唯美的照片和独特的故事带读者走进北极熊奇妙和多彩的世界，领略大自然的美景。

Exposition provides background and sets the stage for the story.

Complication begins to develop the conflict(s).

Climax is at the height of the conflict.

1. **情节分析**：该环节主要是对原文情节细节和两个段首句的把握，根据所设悬疑，预测可能的情节走向、发展趋势，以及情节的详略和侧重；
2. **情节描写**：该环节主要秉承“预测-感知-模仿”的设计思路，以相关语料的赏析，品味语言运用的丰富性和情节的构思。

要求续写的段首语分别是：第一段：几分钟之后，这头北极熊又回到了营地边……第二段：在这千钧一发之际，直升机赶到了……

续写部分情节推断不难，第一段是熊和夫妻俩的惊险对峙；第二段为直升机成功解救夫妻二人。本课件针对续写给出的文本，引导学生进行精读，并指出合理的续写情节和统一的语言风格建立在精准阅读理解原文情节的基础上。接着，以图表的形式帮助学生分析故事的要素和线索，为合理创设续写情节铺路。语言方面，结合情节推断部分的分析从 “the Polar Bear” 和 “Elli & I” 两方面给出了从动作到情感的相关素材。

通过作文讲评，学生能进一步熟悉故事的各要素，能基于主题和段首句合理推断情节，能加强素材分类积累意识并进行模仿和迁移，提高语言综合运用能力。

### 设计思路:

1. 从小说 **5W 和 1H 6** 要素入手, 在角色连续、地点连线、时间延续的基础上, 将故事分为熊“**受诱惑、擅闯、被驱逐、攻击、平息**”五个阶段。
2. 根据故事不同发展阶段, 引导学生通过场景分析主要角色北极熊和主人公两条情感变化:
3. 通过“**点线面**”快速构思, 建构 Face to face with Polar Bear 写作支架, 定位划线词出现的段落位置, 确定故事发展方向, 确定备用词汇。
4. 引导学生关注原文修辞和语言, 启发学生尽可能做到语言丰富多彩, 情节合情合理, 上下文篇章文气连贯。
5. 通过不同情境设计的教师示范作文呈现殊途同归的两个故事结局, 启发学生思维。

### 设计步骤:

1. 读故事角色、发生地点、发展时间, 划分故事发展阶段。
2. 分析主要和次要角色情感变化, 扫清词汇障碍, 关注修辞手段。
3. 呈现教师示范作文和故事原文, 比较语言风格和故事结局。

### 设计亮点:

1. 以“点、线、面”的方式从小说 **5W 和 1H 6** 要素出发, 以角色情感为主线, 架构故事情节, 丰富故事语言。
2. 从故事开头的悬疑“**Suspense**”到故事结尾的“**Resolution**”进行 10 个小步骤, 6 个大步骤层层解读文本信息, 理清文章脉络和发展线索, 构思续写思路

Read the story

Get the gist

List the plots

Trace the clues

Explore the theme

Analyze the character

Predict the ending

Deepen the theme

Weave the story

Appreciate the language

根据时空线 (明线) Time: One fall; Place: A research camp – the town of Churchill; Setting: photograph; pictures; camera; bread; fence; noises

根据情节线 (Plot 明线): Opening (起) inciting incident(引发事件)--- Foreshadowing (伏笔) -Developing (承) Up1/Up2- Changing (转) -Concluding (合)

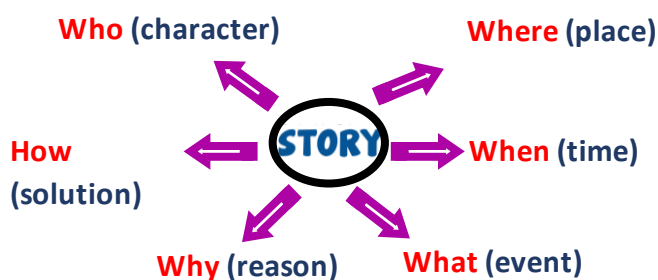
根据北极熊情感线 (Mood 暗线) - Uneasy/anxious(hunger) - Worried/unstable- Irritated- Aggressive (pepper spray)- Peaceful, calm

根据 Ellis & I 的情感线 (Mood 暗线) - Amazed/calm (拍照)- terrified (熊擅闯) -worried/unstable (驱逐熊) - uneasy/anxious (熊攻击)- grateful(平息)

**具体教学步骤:**

**Step 1: Story-share-Read the story, get the gist**

**Step 2:** Read and find out the following information. - **List the plots, Trace the clues**

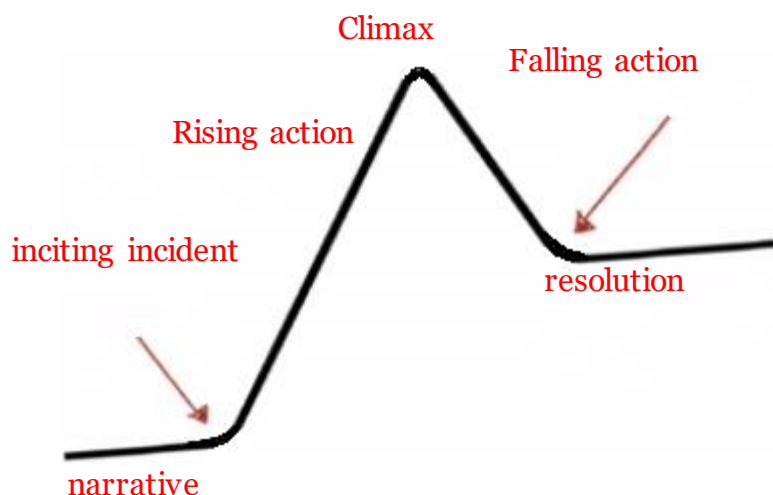


main idea: \_\_\_\_\_

\_\_\_\_\_

**Step 3: Explore the theme:**

Read and find out the exposition, inciting incident, rising action, climax, of the given story.



**Step 4: Analyze the character**

**Step 5: Predicting the ending**

**5.1 Sort out the underlined words:**

关键词	Character	
	Action	
	Setting	
	Mood	

**5.2 Predicting the ending:**

Paragraph 1:

*A few minutes later, the bear headed back to our camp.*

Paragraph 2:

*At that very moment, the helicopter arrived.*

**5.3 Read and find out the changes of feelings**

#### 5.4 Deepen the theme:

#### Step 6: Read for writing-Weave the story

6.1 Find out the rhetorical devices used in the following sentences:

1. **He frowned at her anxiously.**
2. **There was a wrinkle on his forehead.**
3. **His brows rose/lifted in surprise.**
4. **He paced up and down in panic.**
5. **He felt his heart sinking horribly.**
6. **His palms began to sweat.**
7. **His heart was pounding faster than a galloping horse.**
8. **His heart was beating/thudding/thumping.**

**Step7: Appreciate the language-** Use vivid/strong verbs to describe the following expressions:-

焦虑的词块:

1. 浑身打颤 \_\_\_\_\_
2. 跺脚 \_\_\_\_\_
3. 踱步 \_\_\_\_\_
4. 哭 \_\_\_\_\_
5. 下跪 \_\_\_\_\_
6. 心跳加快 \_\_\_\_\_
7. 甩门 \_\_\_\_\_
8. 飞奔 \_\_\_\_\_
9. 叹气 \_\_\_\_\_
10. 看 \_\_\_\_\_
11. 情绪崩溃 \_\_\_\_\_

7.1 Use internal sensation to show anxiety

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## 第二节：读后续写（满分 25 分）

阅读下面短文，根据所给情节进行续写，使之构成一个完整的故事。

One fall, my wife Elli and I had a single goal: to photograph polar bears. We were staying at a research camp outside “the polar bear capital of the world” the town of Churchill in Manitoba, Canada.

Taking pictures of a polar bears is amazing but also dangerous. Polar bears - like all wild animals should be photographed from a safe distance. When I’m face to face with a polar bear, I like it to be through a camera with a telephoto lens. But sometimes, that is easier said than done. This was one of those times.

As Elli and I cooked dinner, a young male polar bear who was playing in a nearby lake sniffed, and smelled our garlic bread.

The hungry bear followed his nose to our camp, which was surrounded by a high wire fence. He pulled and bit the wire. He stood on his back legs and pushed at the wooden fence posts.

Terrified, Elli and I tried all the bear defense actions we knew. We yelled at the bear, hit pots hard, and fired blank shotgun shells into the air. Sometimes loud noises like these will scare bears off. Not this polar bear though - he just kept trying to tear down the fence with his massive paws (爪子).

I radioed the camp manager for help. He told me a helicopter was on its way, but it would be 30 minutes before it arrived. Making the best of this close encounter (相遇), I took some pictures of the bear.

Elli and I feared the fence wouldn’t last through 30 more minutes of the bear’s punishment. The camp manager suggested I use pepper spray. The spray burns the bears eyes, but doesn’t hurt them. So I approached our uninvited guest slowly and, through the fence, sprayed him in the face. With an angry roar (吼叫), the bear ran to the lake to wash his eyes.

注意：

1. 所续写短文的词数应为 150 左右；
2. 至少使用 5 个短文中标有下划线的关键词语；
3. 续写部分分为两段，每段的开头语已为你写好；
4. 续写完成后，请用下划线标出你所使用的关键词语。

### Paragraph 1:

*A few minutes later, the bear headed back to our camp.*

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### Paragraph 2:

*At that very moment, the helicopter arrived.*

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