**2024-2高三名校协作体**

读后续写叙述文本呈现:

I worked at a local station of the Berlin fire department. We got an alert(警报) around 8:25 pm that Friday and rushed to the fire engine, where the printout from the dispatcher(调度员) said there was a nine-year-old boy locked in a safe.

I asked myself: if it were a safe, would it be airtight? I was aware that it might already be too late by the time we arrived. I had to plan for a bad outcome. On the other hand, if we were in time, how long would it take us to open the safe? I knew it would be an incredibly difficult task. It’s what safes are designed for―not to be opened.

It took less than five minutes to reach the property. When I saw a woman crying on the street, I knew the situation was serious. She was the boy’s mother and she led us into the basement. She told us the boy was alive and we started talking to him; he was very calm. We asked how it had happened: during a game of hide and seek with his five-year-old brother, he had thought the safe would be a good place to hide.

The boy’s parents had got the house from his mother’s father. The unlocked safe had been there when they moved in and was in an area they didn’t use much. The boy’s little brother had shut the safe, then, when he couldn’t open it again. The only person who knew the combination was the boy’s late grandfather.

From the outset, the biggest priority was getting oxygen to the boy. We got oxygen from the hospital. The boy said that he could feel a thin stream of air. I asked his parents if anyone had opened the safe before and they said no. So we had to guess a six-digit code(密码). We started typing them in―but we had to wait 10 minutes between each attempt before we could try again. So quickly we tried them all. No luck.

注意:

1. 续写词数应为 150 左右;

2. 请按如下格式在答题卷的相应位置作答。

Para1： We were fully prepared at this point to open the safe by force, starting with a drill.

Para2: Then, just as we started to make the first cut, my workmate typed in the correct code.

**文本简析：**

主题语境：人与社会 ---救人于危难之中，彰显职业的使命感以及消防工作的意义。

**主要内容：**

所给文章共5段：

**第一段：消防员我接到警报—9岁男孩被锁在保险箱中；**

我在柏林消防局的一个地方消防站工作。那个星期五晚上8点25分左右，我们收到了警报，然后赶到消防车那里，调度员打印出来的信息说有一个9岁的男孩被锁在一个保险箱里。

**第二段：我接警后的心理活动---暗示这个任务很棘手；**

我问自己:如果这是一个保险箱，它会是无懈可击的吗?我意识到我们到达的时候可能已经太迟了。我得为不好的结果做打算。另一方面，如果我们及时赶到，打开保险箱需要多长时间?我知道这将是一项极其困难的任务。保险柜就是这么设计的——不能打开。

**第三段：我们火速感到现场---得知男孩为什么会被锁在保险箱；**

我们不到五分钟就到达了那里。当我看到一个女人在街上哭时，我知道情况很严重。她是男孩的母亲，她带我们进了地下室。她告诉我们那个男孩还活着，我们开始和他说话;他很平静。我们问这是怎么发生的:在和他五岁的弟弟玩捉迷藏的时候，他以为保险箱是个藏身的好地方。

**第四段：无人知道保险箱的密码；**

男孩的父母从他的父母那里得到了这所房子。他们搬进来的时候，那个没有上锁的保险箱就在那里，而且在一个他们不怎么用的地方。小男孩的弟弟关上了保险柜，当他再也打不开的时候。唯一知道密码的人是男孩已故的祖父。

**第五段：****消防工作人员开始救援---先给保险箱输送氧气；同时在猜测保险箱的密码；**

从一开始，最优先考虑的就是给男孩输氧。我们从医院拿了氧气男孩说他能感觉到一股稀薄的气流。我问他父母以前有没有人打开过保险箱，他们说没有。所以我们不得不猜测一个六位数的代码(密码)。我们开始输入，但每次输入之间要等10分钟才能再次输入。我们很快就把它们都试了一遍。运气不佳，没有打开。

二、设计理念：

1. 本文冲突非常清晰---救锁在保险箱里的男孩；

2. 我的工作在原文第一段就清楚地展示给读者，在柏林消防局工作。考生要对这个职业有常识。消防员通常救灾，救火，救人，哪里有灾情，哪里有他们的身影。（以下内容摘自百度：消防员，政府或民间团体所成立的救灾救人团体成员。消防员的职责主要为消灭火灾及救护服务，同时也参与其他救援工作。消防员作为特殊的救护职业，需经过特殊的体能、技能及心理素质的训练，保证具备特殊的体能、技能及心理素质的要求。）

3.结尾设计需要花点心思,笔者考虑两种结尾：一是救人脱困，家人千恩万谢，我们踏上新的征途，接着又去处理其他的警情；二是主题升华，作为消防员，对自己的工作的使命充满敬畏之心。

我的教学步骤123

Step1: Pre-reading ( Look at the pictures in PPT)

 Get students to know about firefighters’ job---dangerous but meaningful

While-reading

Step2: Read for main ideas of each paragraph

梳理原文本故事情节，故事走向，人物，地点，亟需解决的问题等。

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

再读为了探寻续写构建情节可能利用的伏笔，进行续写创作。

Post-reading

Step4: 结合所给段首句，注重段落衔接，进行平行内容以及交叉内容创作，并框定每段大体内容。