

教学目标: **Teaching Goals**

After Teaching this lesson, students will

1. know what factors should be included in continuation writing;
2. write the continuation correctly, vividly and concisely;
3. Polish your continuation writing;
4. know what a good continuation is like.

教学设计:

1. 进行主题语境分析: 本文属于“人与自我”“人与社会”主题语境-做人做事。

2. 语篇类型解读: 记叙文文体

3. 展开文本故事解读, 语篇文本介绍:

1) 续写给出的部分共 8 段, 主要讲述了“我”和父母一起参加高空滑索, 父母有过高空滑索的经历, 对这项运动有热情有兴致, 对于第一次体验高空滑索且有恐高症的我, 从听到要参加时的兴奋到怀疑因恐高而不能完成这项活动, 感到焦虑不安, 看到父母成功滑索, 深受鼓舞。

2) 根据原文情节信息, 结果应该是积极向上的, 轮到作者滑索时, 主人公应该还是没有勇气跨出第一步, 但在家人和教练的帮助下, 战胜自己的恐高症, 第一次参加就获得成功, 作者应该为自己战胜恐高而庆幸, 也体现出家人对作者的鼓励和帮助。

3) 故事中主人公获得了父母和教练的认可, 树立了自信, 收获了成功。

4. 培养 continuation 阅读理解能力和对语篇结构的把控能力

1) 培养浅层的信息定位能力

读文体; 读内容; 读语言; 读关键词

2) 培养深层的文本分析能力

a. 理清故事的发展线索 (Read for the clue)

b. 明确文本的主要矛盾 (Read for the conflict)

c. 关注故事的语言风格 (Read for the style)

5. 解析读后续写策略 (Strategy of continuation)

从原文情节内容, 框架结构, 语篇段落构思读后续写两段情节。

6. 注意语言的丰富性

1) 词汇、句式、语法的多样性:

①句式结构: 简单句, 复合句以及强调句、倒装句等特殊句式的使用情况。

②语法结构: 主被动语态、非谓语动词、独立主格结构、with 的复合结构、虚拟语气的使用情况。

③词汇选择: 常见初级词汇、高级词汇, 以及不同词性的使用情况。

④修辞手法: 比喻、拟人、夸张等修辞格的使用情况。

2) 学习情感表达的多样性

3) 通过主人公的话语, 行为, 内心想法, 外貌及周围环境来表达主人公情感及其变化。

7. 培养由读到写的思维能力, 细读两段续写的开头语, 理顺续写段落的逻辑关系;

根据段首语提示, 分析后续情节的具体展开:

要求续写的段首语分别是:

第一段: *"Alright y'all, time to hit the trails!" said the instructor with too much enthusiasm.*

第二段: *My turn finally came.*

续写部分情节推断不难, 第一段: 教练让全家高空滑索, 父母曾有过高空滑索的体验, 应该会身先士卒, 妈妈首当其冲, 爸爸紧随其后, 父母成功后, 作者受到父母的鼓励和教练的帮助, 虽然不安, 焦虑紧张, 但不得不打起精神, 父母做到的, 作者也一定能行。

第二段：轮到作者高空滑索了，作者虽然紧张，在父母的鼓励和教练的协助下，我从焦虑害怕变得自信大胆镇定，克服了恐高症，得到了父母和教练的赞赏，感到惊喜、兴奋的心情。语言方面，结合情节推断部分的分析分别从“I”和“parents”及“instructor”几个方面给出了从动作到情感的相关素材，供同学们参考使用，并进行有意识地积累。

2021 学年杭州市高二教学质量检测读后续写（高空滑索 zip lining）典题例析：

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。

Zippering Out of Fear

“Breakfast time!” I quickly put on my clothes and rushed down the stairs.

“Come on, we don’t want to be late!” My mom said. The aroma (香味) of pancakes filled the kitchen, making the room warm. I looked out of the window. The sun was out, making a warm and bright morning.

“Today’s the day, zip lining (高空滑索)! ” My dad said, sounding very enthusiastic early this morning.

Today we would go zip lining. The excitement built up inside of me as breakfast went on. After breakfast, we set out in my dad’s car. Half way through the ride, the sun grew hot, and the leather on the seats burned my legs. I thought about the trip, how my parents went but not me. It was my first time experiencing something like this. I also thought about my fear of heights, one thing I tried to get rid of multiple times. It got in the way of so many fun activities, like roller coasters at Kings Island.

We were basically there by now, the sun still blazing hot. We pulled up to big sign where our instructor waited for us.

“Hi y’all!” said our instructor cheerfully.

“So, have y’all done this before?”

My parents nodded but I shook my head. Our instructor went over safety instructions while we each put on a safety harness (安全带). I started to get nervous. A never ending roller coaster of excitement and anxiousness built inside of me. I looked down the cliff. My heart skipped a beat when the wind howled, blowing leaves and twigs in the trees. My legs started to shake.

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:

“Alright y’all, time to hit the trails!” said the instructor with too much enthusiasm.

Paragraph 2:

My turn finally came.

教学步骤 Teaching Procedure:

Step 1: 读内容 Read for the plot

who	
when	
where	
what happened	
summarize the story	

Step 2: 读人物性格 Read for the character

- 1) 从人物的动作中
- 2) 从人物的言语中

3) 从他人的评价中

who	character/traits
author	
Mom and dad	
the instructor	

Step 3: 读线索 Read for the clue

Read and find out the answers to the following questions:

Q1: when did the author zip with her parents?

Q2: Who will take part in the zip lining?

Q3: What did “my” parents ask “me” to do?

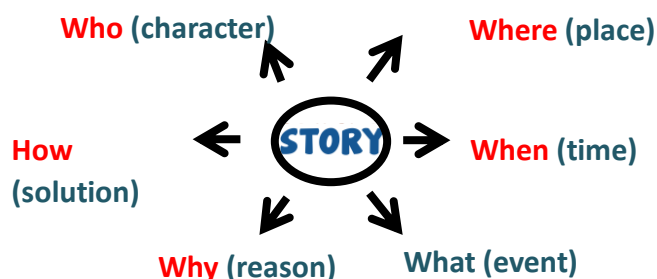
Q4: How did “my Dad” feel when he told me to zip that day?

Q5: How did the author feel when asked to zip in the beginning?

Q6: Why didn’t I get involved in the zip lining?

Q7: What prevented “me” taking part in the fun activities?

Step 4: 读文本信息 Read for the information.



围绕划定的 10 个关键词，合理创新故事情节，Classify 10 key words into different groups.

将划线单词分类：Sort out the underlined words:

关键词	Characteristic	
	Time	
	Setting	
	Emotion	

Step 5: 读主人公的情感 Read for emotion 学会情感表达的多样性-表达的方式和途径

Read and find out the changes of feelings (analyze the character of the author)

Step 6: 读文章大意和主旨 Read for the main idea and theme

Share the story-

Main idea:

It was the first time for the author to experience zip lining. Fearful of heights as “I” was, “I” saw

what good example my parents set for me, “I” was encouraged and inspired by my parents. With the help of my instructor, I succeeded overcoming my fear of heights and made it in zip lining.

Q: Have you ever heard of such a story that a dream of zip lining turned out to be a reality?

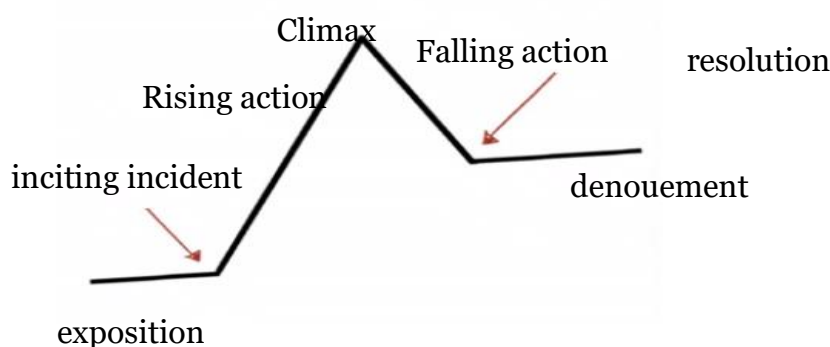
Step 7: 预测故事结尾 Predicting the ending ---Read for prediction

Discussion: what will be the result of the story?

Step 8: Read for writing

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

(找出文章的起因，经过，高潮和结局)



Step 9: Draft a continuation(起草续篇)

Questions to generate ideas:

Para.1:

“Alright y’all, time to hit the trails”. Said the instructor with too much enthusiasm.

Q1: Will the author zip across the line?

Q2: Will the author be encouraged by father, mother or the instructor?

Q3: How did the author feel after seeing parents succeeded zip lining?

Para.2:

My turn finally came.

Q1: Will the author succeed in zip lining?

Q2: How did the author overcome her fear of heights, by herself or with the help of family?

Q3: How did “father” encourage “me” to zip?

Q4: What about families’ reaction after “I” succeeded in zip lining?

Draft a continuation(起草续篇-两段情节展开)

Para.1:

“Alright y’all, time to hit the trails”. Said the instructor with too much enthusiasm.

Mom 首当其冲 - Mum 把自己挂在金属线上-爸爸紧随其后- Dad 滑索前鼓励了我一番-Dad and Mum 都滑索成功-接着该轮到我了。

Para.2:

My turn finally came.

我手心直冒汗-我开始跳跃 -我闭上眼睛-我很紧张-我往我身下看-我听到了家人的欢呼-我感到精神倍增，神清气爽-我克服了恐高。

Step 10: Present Writing Samples:

Writing sample 1:

Paragraph 1:

“Alright y’all, time to hit the trails. Said the instructor with too much enthusiasm. My mom stepped up first, she _____ up to the metal wire, ready to get pushed off the cliff. She jumped off the stool and _____ the metal line, the wind blowing on her face. My dad _____ before he followed suit. I got woozy. What if the zip _____? The sun kept _____ me and I had to _____. Since my parents had made it, why couldn’t I?”

Paragraph 2:

My turn finally came. My hands _____, and I _____. The smell of metal _____ from holding my harness. I jumped and closed my eyes, my legs _____ in unison. All the nervousness went away as soon as I jumped. I _____ that wire. I looked down to see the river below my feet while still hearing _____. The wind blew against my face and I felt _____ from it. When I reached the end, my family greeted me _____. I realized how far I had come, _____ of heights.

Writing sample 2:

Paragraph 1:

“Alright y’all, time to hit the trails. Said the instructor with too much enthusiasm. Everyone lined up with excitement in front of the cliff. They were _____ (happily) and everyone except me, seemed to _____ on their faces. The hot sun was _____, sweat streamed down my burning face, fear and unwillingness _____. I was on the point to escape, when a cute pet laid on my shoulders. It was the instructor, “Hi, little girl! Don’t be afraid, this is a very fun game, of course, it’s very safe. Be brave and enjoy it!” He _____ and encouraged me. I _____ and said “thank you” to him in a deep voice. Still, I’m afraid but ready to give a try.

Paragraph 2:

My turn finally came. I _____ and paced slowly to the cliff. My parents were behind me. “You can do it!” they said _____. Gathering up all my courage, I _____ and dived into the sky. Wind ran through my body, I felt like I was a bird. The feeling of the zip lining was so amazing, _____, my heart was _____. Thanks to all those people who encourage me to challenge the difficulties, and always be brave to try new things. Therefore, roller coaster, I’m coming!

Writing sample 3:

Paragraph 1:

“Alright y’all, time to hit the trails. Said the instructor with too much enthusiasm. “I’ll be the first.” Dad _____, took a deep breath, and directly _____. Like a swooping hawk (像一只猛扑的鹰), he _____ and swooshed (嗖嗖地迅速移动) along the trail toward the other side. The exhilarated (愉快的, 振奋的) _____ in the valley, and the next moment I glanced beyond the cliff. Dad had already reached the end, waving at us. Full of excitement as it seemed, I couldn’t help _____ nervously. When Mom gestured to the instructor to let her go next. Before jumping, she _____ (咧嘴笑, 露齿笑) and comforted, “Just do as I do.” Then she gripped / grasped the belt and _____. Like Dad, she rapidly became a small dot and

_____ -another cliff that was nearly a hundred meters across from me.

Paragraph 2:

My turn finally came. My eyes were fixed on the safety harness. “Is this truly firm enough?” On the other side were my parents waving at me, and down the cliff was endless darkness. Just when my stomach _____ (搅动), Mom’s words _____, “Do as I do.” I gritted my teeth, _____, and _____ (跳跃). No sooner had I squeezed my eyes shut, a gust of wind _____. My feet were dangling (悬挂, 摇摆) casually in the air, as if stepping on invisible stairs. Eventually, I plucked up my courage to open my eyes a bit, and a view of _____ instantly _____. “Wow—” Hardly could I resist the desire to yell at the top of my voice. Several seconds later, I was again on the ground. But unlike a few moments ago, I was _____ this time.