2024年11月高三杭一模读后续写：蹲下来看孩子

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**Teaching goals：**

Through this lesson, the students will get the following skills:

1. To find out the conflicts througt the hidden clues;

2. To determine the development according to the leading character’s mental activities;

3. To refine the main idea of the article.

**Teaching focus：**

1. To find out the conflicts througt the hidden clues;

2. To determine the development according to the leading characters’ mental activities;

3. To aid the students to accumulate relevant languages.

**Teaching difficulties：**

1. How to do well in three joints;

2. To express sentences in lively language.

**Teaching process：**

**Step 1. 续写文本解读**

阅读下面材料，根据其内容和所给段落开头语续写两段，使之构成一篇完整的短文。

Mary was the art teacher for primary school students. On this particular day, she was guiding them through the process of drawing a scenic landscape. Akila yawned(打哈欠), clearly disinterested－drawing wasn’t her thing. A small group of students gathered around Tina, laughing at her unusual drawing: a sun sporting

sunglasses and trees topped with ice cream cones.

Mary instructed Tina firmly but with unease, “Draw it the way I showed you.” As the lesson continued, doubt crept into Mary's mind. Had the joy of creativity been overshadowed by the pressure to fit in? She scanned the room, observing her students’ face－some concentrated, others uncertain. Akila’s disinterest was clear, and Tina’s imaginative drawing had been met with ridieule instead of praise.

After class, Mary sat down with Tina, her tone softening. “Why did you draw the sun with sunglasses and the trees with ice creams?” she asked gently.

Tina’s eyes sparkled with a touch of rebellion(叛逆). “I love ice cream, and I thought the sun would look cool with sunglasses. Why do we always have to draw like everyone else?”

Mary paused, her thoughts racing. Tina’s drawings weren’t just curious－they were a window into a world where imagination ruled, where rules could be bent into delightful chaos. Was she, by enforcing a rigid style, killing that very creativity?

The next morning, Mary walked into the classroom with a renewed sense of purpose. She placed a large sheet of paper in front of the class and announced a new project: they would create a collective(集体的) artwork titled “Our Dream World” with no rules. They were free to use colors, shapes, and patterns however they wished.

At first, the students hesitated, unsure of this newfound freedom. Akila leaned back, skeptical of what seemed like another pointless exercise. But Tina, her creativity no longer restricted, eagerly grabbed her crayons and began to draw with abandon.

Then, Maya joined in. And then Michael...

注意：

1.所续写短文的词数应为150左右；

2.请按如下格式在答题卡的相应位置作答。

Para1:

As the students worked, Mary observed them with curiosity. \_\_\_\_\_\_\_\_\_\_

Para2:

Mary stood back and surveyed the creation. \_\_\_\_\_\_\_\_\_\_

1. **词汇积累**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 序号 | 英语 | 汉语 | 序号 | 英语 | 汉语 |
| 1 | be one’s thing |  | 8 | a touch of |  |
| 2 | be topped with |  | 9 | think race |  |
| 3 | with unease |  | 10 | be free to do sth. |  |
| 4 | fit in |  | 11 | be skeptical of |  |
| 5 |  be overshadowed by |  | 12 | with abandon |  |
| 6 | scan the room |  | 13 | with curiosity |  |
| 7 | a renewed sense of purpose |  | 14 | survey the creation |  |

1. **基本要素分析**

|  |  |
| --- | --- |
| who |  |
| when |  |
| where |  |
| what |  |
| why |  |
| how |  |

**Step2：续写情节推理**

1. 利用契科夫法则，找出关键词，推出故事隐含的矛盾冲突；

2. 利用契科夫法则，分析主人公的情感变化，推出解决矛盾的方法；

3. 利用契科夫法则，根据关键词和故事走向，提炼故事主旨进行升华。

|  |  |  |  |
| --- | --- | --- | --- |
| **所用法则** | **原文线索** | **矛盾冲突** | **暗示情节发展** |
| **契科夫****法则** | Akila yawned(打哈欠), clearly disinterested－ drawing wasn’t her thing. |  |  |
| Tina’s imaginative drawing had been met with ridieule instead of praise. |  |  |
| Mary paused, her thoughts racing. Tina’s drawings weren’t just curious － they were a window into a world where imagination ruled, where rules could be bent into delightful chaos. Was she, by enforcing a rigid style, killing that very creativity? |  |  |
| 文章主旨 |  |

**Step3：续写语言积累**

1.她那双眼睛闪烁着好奇的光芒，驱使她去探索学生丰富的想象力，就像一位宇航员探索未知的宇宙一样。

2. 学生们兴奋地像刚刚从笼中释放的小鸟，他们欢呼着、雀跃着、舞动着手中的画笔就好

像孙悟空拎起了金箍棒。画笔在他们手中魔法般地开始了“72变”。

3. 对画画不感兴趣的Akila高兴得花枝乱颤，嘴就像皮鞋裂了线一样。她手拿画笔尽情地让自己的思绪在画纸上驰骋。

4. Tina尽情地发挥自己的想象。蜡笔所到之处宛如五线谱上的音符，谱写着心中最美的梦幻世界。显然，Tina富有想象力的画得了同学们的表扬而不是嘲笑。

5. Maya和Michael犹如快乐的小松鼠蹦跳着加入了Tina。蜡笔滴答滴答地落在画纸上，犹如一个个跳舞的精灵在狂欢。很快，在他们的共同努力下，一副最富有想象力和创造力的 画---“Our Dream World” 被勾勒出来。

6. 展现在她眼前的画是一副充满幻想的“Our dream world”，虽有些浮夸但却着墨巧妙，惟妙惟肖，犹如马良的神笔, 所画之物呼之欲出。

7. 这幅既是个人能力的展示，也是共同智慧的结晶, 这让她心里情不自禁地涌起一种自豪感。

8. 这不仅仅是一幅画，更是孩子们富有想象力的有力证明。Mary很庆幸自己及时调整了教条的教学方式。

9. Mary 突然有一个想法，她决定把这副画挂在教室最显眼的位置，这不仅是对学生的鼓励，也是对自己的鞭策。仿佛漆黑夜里的一束光，既照亮了她前行的道路，又温暖了学生，确保他们的想象力不被黑暗吞噬。

**Original works**

As the students worked, Mary observed them with curiosity. The students were as excited as birds newly freed from their cages. They cheered and jumped, waving their paintbrushes with joy, just like Sun Wukong waving his Monkey King Bar. In their hands, the brushes seemed to perform magical “72 transformations.” Akila, who had thought drawing wasn’t her thing, was over the moon as if her mouth were a leather shoe that had cracked a line. Tina gave play to her imagination with no rules, composing the most beautiful dream world in her heart. Maya and Michael, like cheerful little squirrels, skipped over to join Tina. The crayons fell on the paper with the sound of tick, like dancing fairies. Obviously, Tina met with the classmates’ praise rather than ridicule. Through their combined efforts, the most imaginative and creative drawing titled “ Our Dream World ” came to life.

Mary stood back and surveyed the creation. Overstated but skillfully described, A fantasy-filled painting came across her eyes. Like the magical brush of Ma Liang, the drawn things came alive. Not only was the creation a showcase of individual talent, but also a reflection of collective wisdom, which filled her with a surge of pride. In reality, not just was it a painting, but a powerful proof to the children’s imagination. Mary considered herself lucky enough to have made timely adjustments to the previous teaching method. Suddenly, a fanstatic idea suggested itself to Mary. She determined to hang the creation in the most eye-catching place in the classroom, which was not only an encouragement for her students, but a reminder for herself. It was like a beam of light in the dark night, lighting her path forward and warming her students to ensure that their imagination would not be devoured(吞噬) by the darkness.

**A possible answer**

As the students worked, Mary observed them with curiosity. She noticed how Akila, initially disinterested, had quietly chosen vibrant colors and was now blending them together to create a swirling sky filled with fantastical creatures that flew over a stone castle. Meanwhile, Tina was enthusiastically adding playful details to her section of the paper—a whimsical garden where flowers wore hats and creatures rested on the ice cream-topped trees. Mary felt a wave of relief wash over her. The room was alive with chatter and laughter, as Akila and Tina frequently exchanged ideas and inspired one another. Akila even leaned over to admire Tina's ice cream trees and said, "That is mind-blowing!" It was wonderful to see them cooperate, their initial differences melting away in the warmth of shared creativity.

Mary stood back and surveyed the creation. The enormous canvas had transformed into a magnificent portrayal of each student's imagination, forming a breathtaking landscape that reflected their individuality yet spoke to their collective spirit. Mary felt a sense of pride swell within her, she realized that in letting go of rigid structures, her students gave their painting an unrealistic but dream-like quality. Akila, Tina, and the rest of the class had not only embraced their own creative paths but had also nurtured each other's ideas. They were thrilled, “It was the best painting ever! We should definitely hang it on the wall!” Inspired by the moment, Mary decided to host an exhibition of their dream world, inviting parents and other classes to admire the beauty of imagination unleashed in her classroom.