2024年3月广东省一模英语

When Mary entered the south Pole Penguin Research Lab , she saw her friend Tom gently stroking（轻抚）a penguin in his arms. As children of the lab scientists , Mary and Tom often observed the emperor penguins that were studied to understand how they adapted to extreme temperatures —insights that could aid human survival.

"We're thirteen, Tom. It's time to grow up and stop playing with the lab penguins," said Mary as she started cleaning. "They're research animals, not pets. "

" But the birds listen to me！" insisted Tom, his breath forming a cloud in the freezing air. "You're just trying to be a penguin whisperer again." Mary replied, shaking her head with a gentle smile. The penguins seemed playful as they walked, dove, swam and chased their live fish for sport before eating.

Suddenly, an alarm rang out and red lights flashed, signaling a problem. The kids rushed over to look into it. "It's colder than before —there's ice forming on the water," noted Tom. Though always cold, Mary had never seen ice here before. She checked the habitat monitor and found that the temperature had gone down a lot. "The heater must be broken!"

Mary quickly sent a message to their parents' research team, who were conducting outdoor studies. With the adults away, the kids would have to deal with the freezing conditions until help arrived.

Time dragged as Mary and Tom anxiously waited. The increasing cold caused them to shake. I wonder what emperor penguins do in extreme cold, since they stay in the Pole all winter instead of going somewhere warmer," asked Mary. "They huddle(挤作 一 团) ," Tom answered. " They huddle together tightly so that the birds in the middle will be warm enough. " " What about the ones on the edge?" Mary asked. "They push their way towards the center, and then move back out to the edge, and struggle back again. Scientists in the early 21st century recorded it. " He replied as he stared at the large crowd of the penguins in the lab.

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。

Para1:"I have an idea to stay warm." Tom shouted excitedly.

Para2: Two and a half hours later, the parents returned with help.

文本简析主题语境：人与自然 ---学习企鹅的生存之道并巧妙运用救自己于危难之中

本文的聚焦于三个方面：

1. 企鹅研究实验室供暖器坏了，实验室里温度骤降；

2. Mary细心，发信息给父母。让父母可以知道危机并带来救援人员。 Tom 机智灵光，反应迅速，建议和实验室里的企鹅群聚在一起，模仿野外企鹅取暖的方式。同时等待父母的救援；

3. 借用原文第一段，可以理解为此次经历，让两个孩子明白科学研究的意义---帮助人类活下去。

主要内容：

所给文章共五段：

**第一段**：**研究观察企鹅的意义和价值**

当玛丽进入南极企鹅研究实验室时，她看到她的朋友汤姆轻轻地抚摸着他怀里的企鹅(轻抚)。作为实验室科学家的孩子，玛丽和汤姆经常观察帝企鹅，研究它们是如何适应极端温度的——这些见解有助于人类的生存。

**第二段：** **两个孩子实验室里的生活日常；**

“我们十三岁了，汤姆。是时候长大了，不要再和实验室里的企鹅玩了。”玛丽一边打扫卫生一边说。“它们是研究用动物，不是宠物。**”** “但是鸟儿们会听我的!”汤姆坚持说，他的呼吸在冰冷的空气中形成了一团云。“你只是想再次成为企鹅语者。”玛丽回答道，微笑着摇了摇头。在吃东西之前，企鹅们散步、潜水、游泳、追逐活鱼，看起来很好玩。

**第三段:** **实验室出现险情---加热器坏了，温度骤降；**

突然，警报响起，红灯闪烁，表明有问题。孩子们冲过去看了看。“比以前更冷了——水面上结了冰，”汤姆说。虽然总是很冷，玛丽以前从未在这里见过冰。她检查了栖息地监视器，发现温度下降了很多。“加热器一定坏了!”

**第四段: Mary 发送求救信息，父母得知消息；**

玛丽很快给他们父母的研究小组发了一条信息，他们正在进行户外研究。大人们都离开了，孩子们不得不忍受寒冷的天气，直到救援到来。

**第五段:** **Tom 向Mary 解释企鹅是如何抵御严寒的。**

时间过得很慢，玛丽和汤姆焦急地等待着。越来越冷的天气使他们发抖。“我想知道帝企鹅在极端寒冷的天气里会做什么，因为它们整个冬天都呆在南极，而不是去更温暖的地方，”玛丽问。“他们挤在一起(挤作一团)，”汤姆回答。它们紧紧地挤在一起，这样中间的鸟就足够暖和了。“边缘的那些呢?”玛丽问道。“他们向中心推进，然后向边缘移动，然后再次挣扎。21世纪初的科学家记录了这一点。”他盯着实验室里一大群企鹅，回答道。

二、设计理念：

１．　 结合原文Tom 介绍企鹅是如何在野外抵御严寒的，可推知在加热器坏了的实验室里，两人会和企鹅聚集在一起共同抵御寒冷。把企鹅抵御严寒的方法，在遇到困境时，创造性地进行迁移运用。(本文与2024-1 浙江全国卷读后续写文本十分相似）

2. 得知孩子们的危急情况，焦急的父母赶回实验室，带来了援助。看到孩子们和企鹅依偎在一起。父母的情绪表现如何？接下来专业的人员修好坏了的 heater (解决小问题）；父母表扬孩子反应迅速，面对突发情况，临危不乱，迅速找到解决办法。笔者觉得应该是此次经历让孩子认识科学研究的意义和价值，可以很好地呼应原文第一段的最后一句。

三．教学步骤：

Step 1: warming up & leading- in：

Q1: Can you tell me how penguins keep warm in the South Pole?

Q2: How do you keep warm when it is cold?

T: An amazing story happened to two kids and penguins. Let’s enjoy the adventure of reading.

Step 2: While reading :

1. Read for main ideas for each paragraph

Answer the questions on PPT quickly and simply.

1. Read for clues and echoes

Find hidden clues and try to make up echoes to continue the story

Step 3: After-reading---plot the continuation story

Find the problem --- the heater was broken and the air of the lab was cold --- Mary and Tom should keep warm --- how to keep warm --- do what penguins do in the wild --- huddle together with lab penguins to keep warm.

本课亮点：

1. 阅读文本时明确问题---找到解决问题的方式---最终脱困

2. 本次问题解决类的文本有什么教育意义？---科学研究的价值和意义。