

教学目标: **Teaching Goals**

1. After Teaching this lesson, students will
2. know what factors should be included in a good writing;
3. write the continuation correctly and neatly;
4. Polish your writing;
5. know what a continuation is like.

教学步骤:

1. 进行主题语境分析: “人与自我”“人与社会”

2. 语篇类型解读: 记叙文

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”一位 9 年来成绩一直名列前茅的女生在毕业典礼上按惯例将免费得到一件绿色、金色的优等生荣誉服, 因规则变化, 让一直以来梦想得到毕业荣誉服的“我”对学校改变惯例向成绩优秀的学生收取荣誉服的费用一事, 感到悲伤和失望, 作者因为贫穷付不起学校荣誉服而感到焦虑、悲伤。
- 2) 根据原文情节信息, 结果应该是积极向上的, 当 Martha 走进校长办公室的时候, 事情有了转机, Martha 最终得到荣誉服的故事。Martha 获得了老师和同学的认可, 树立了自信, 收获了成功。

4. 注意语篇的连贯性

内容连贯: 故事大意一致, 写作意图一致

语句连贯 — 衔接词的准确使用

but/however, nevertheless, whereas, although, though, unfortunately, instead, on the contrary, besides, moreover, furthermore, what's more, what's worse, worse still, so, thus, therefore, hence, consequently, accordingly, as a result

语言连贯—语言风格一致

结构连贯—前后呼应

5. 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) 情感表达的多样性

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

6. 培养动词使用的丰富性浅层的信息定位能力: what, when, where, who, why, how 等, 和深层的文本分析能力: 理清故事的发展线索、明确文本的主要矛盾、关注故事的语言风格。

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, 分析后续情节具体展开:

要求续写的段首语分别是:

第一段: *By the time I got home, my eyes were red and swollen. I found my grandpa in the bean field.*

第二段: *I dragged into the principal's office the next day, sad and disappointed.*

续写部分情节推断不难, 第一段: 征求祖父意见后, 知道不能付费, 感到 Desperate。

第二段：带着失望的感情走进校长办公室，我觉得 **bitter/ hopeless/frustrated**，重点描写我的沮丧，事情有了转机后，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 “Grandfather” 及 “Principal” 两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。

杭州二中 2021 年 6 月高二月考读后续写典题例析：

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。

My school had a tradition during the ninth-grade graduation: A beautiful gold and green jacket (the school colors) was awarded to the student who had maintained the highest grades for nine years.

I had been a straight A student since the first grade and had looked forward very much to owning that jacket. My father was a farm laborer who couldn't earn enough money to feed five children, so I was given to my grandparents to raise. There would never be a school sports jacket for us because we couldn't afford it. This scholarship jacket was my only chance.

One day in May, I happened to overhear in the office Mr. Schmidt, my history teacher, and Mr. Boone, my math teacher arguing about me. “I refuse to do it! I don't care who her father is; her grades can't match Martha's at all. I won't lie or falsify(伪造) records.” said Mr. Schmidt angrily.

But Mr. Boone's voice sounded calm. “Joann's father is not only on the Board(董事会), but he owns the only store in town: we could say it was a close tie and...”

The pounding in my ears drowned out the rest of the words, only a word here and there filtered through. “...Martha is Mexican...resign ... won't do it ...”

To this day I don't remember how I made it through the rest of the afternoon. That night, I cried into my pillow so Grandmother wouldn't hear me.

The next day when the principal called me into his office. “Martha,” he said, “There's been a change in policy this year regarding the scholarship jacket. This year the Board has decided to charge fifteen dollars, which still won't cover the complete cost of the jacket. So, if you are unable to pay the money for the jacket, it will be given to the next one in line.”

Standing with all the dignity I could find, I said, “I'll speak to my grandfather about it, sir, and let you know tomorrow.” That day, I cried sadly on the walk home.

注意：

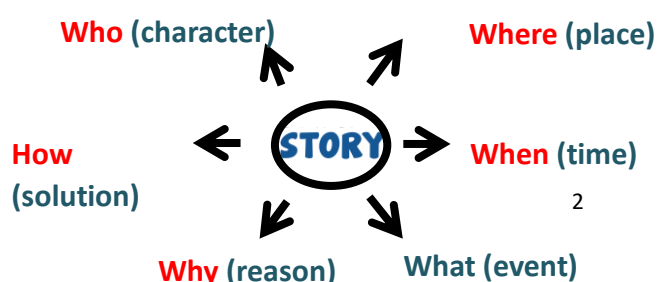
1. 所续写短文的词数应为 150 左右；
2. 至少使用 5 个短文中标有下划线的关键词语；
3. 续写部分分为两段，每段的开头语已为你写好；
4. 续写完成后，请用下划线标出你所使用的关键词语。

### Teaching Procedure:

Step 1: Story-share (分享一位 9 年来成绩一直名列前茅的女生在毕业典礼上按惯例将免费得到一件绿色、金色的优等生荣誉服，因规则变化，作者因为贫穷付不起学校荣誉服而感到焦虑、悲伤，但当 Martha 走进校长办公室的时候，事情有了转机，Martha 最终得到荣誉服的故事)

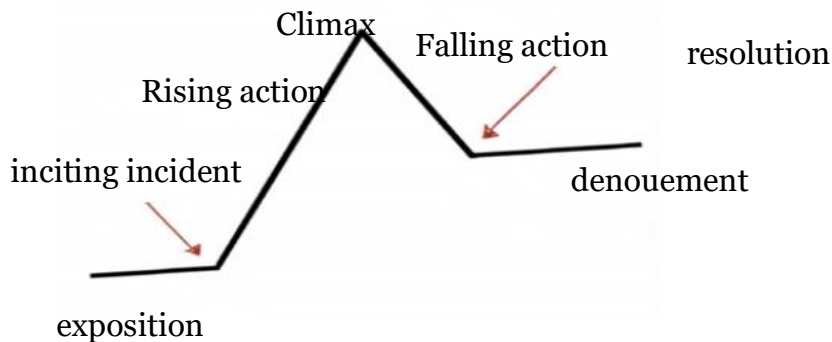
Q: Have you ever heard of such a story that a dream turned out to be a reality?

Step 2: Read and find out the following information.



Main idea: \_\_\_\_\_  
 \_\_\_\_\_

Step 3: 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 4: 读内容 Read for the plot

围绕划定的 10 个关键词, 合理创新故事情节。

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

|     |                |  |
|-----|----------------|--|
| 关键词 | Characteristic |  |
|     | Action         |  |
|     | Setting        |  |
|     | Emotion        |  |

Step 5: 读线索 Read for the clue

Read and find out the answers to the following questions:

Q 1: What kind of students will be awarded?

Q 2: What will the author get for her grades?

Q 3: Who was against the decision made by the Board?

Q 4: Will the Board agree to give the scholarship jacket to Martha without charging her \$15?

Q5: Will Martha get the jacket that she was always looking forward to?

Q6: Who will help Martha pay \$15 for the scholarship jacket?

Q7: Will the principal give a surprise to Martha?

Step 6: 读语言 Read for the language: Language appreciation

Step 7: 读文章大意和主旨 Read for the main idea and theme

Step 8: 读主人公的情感 Read for emotion

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

Step 9: 读时间轴上的动作 Read for the actions on the timeline

Step 10: 探索主题要旨 Explore the theme

Step 11: 预测故事结尾 Predicting the ending ---Read for prediction

Discussion: what will be the result of the story?

Paragraph 1:

*By the time I got home, my eyes were red and swollen. I found my grandpa in the bean field.*

Q1. What's the reaction of my grandfather after telling him I couldn't get the jacket without charging the

money?

Q2. What's my response after being told I couldn't afford the jacket?

Q3. What would my grandfather say? Will he agree to pay the money?

Paragraph 2:

*I dragged into the principal's office the next day, sad and disappointed.*

Q1. What will the principal say to me?

Q2. Will there be a surprise?

Q3. Will the principal change his mind to give the jacket to me?

Q4. What's my reaction after being told I could get the jacket without charging \$15?

Q5. Who would help Martha get the jacket? Mr. Schmidt or my grandfather?

Q6. Will my grandfather come to school to pay the jacket?

Step 12: Writing

Possible Version 1:

Paragraph 1:

*By the time I got home, my eyes were red and swollen. I found my grandpa in the bean field.* His back bent into an arch and his face was \_\_\_\_\_. I called him, \_\_\_\_\_. Sensing something wrong, he asked me what happened \_\_\_\_\_. I murmured the principal's words, after which Grandfather fell silent, eyes rounding \_\_\_\_\_. \_\_\_\_\_ gnawing at my heart, I really hated to see my gray-haired Grandpa's disappointment. Time ticking by, he \_\_\_\_\_, "My child, an award bought can't be called an award." I nodded understandingly. But who knew \_\_\_\_\_?

Paragraph 2:

*I dragged into the principal's office the next day, sad and disappointed.* I knew I might never get that jacket which represented my years of hard work and expectation. However, I tried to fight back the tears, \_\_\_\_\_. "My grandpa...won't pay the dollars. He said if I had to pay for it, then it wouldn't be a scholarship jacket." There was \_\_\_\_\_. The principal looked at me, \_\_\_\_\_, as if thinking. Finally, after what seemed like a century, he decided that he would \_\_\_\_\_. I could hardly believe it. Looking into his eyes, which \_\_\_\_\_, I stood up and \_\_\_\_\_.

Possible Version 2:

Paragraph 1

*By the time I got home, my eyes were red and swollen. I found my grandpa in the bean field.*

\_\_\_\_\_ to tell my grandpa this terrible news. I \_\_\_\_\_ the bean field and towards my grandfather. Learning this bad news, he \_\_\_\_\_. "It's my honor to know you have the chance to \_\_\_\_\_, but we couldn't afford it, you know..." A dismay voice \_\_\_\_\_, the words \_\_\_\_\_, \_\_\_\_\_. It seemed that grades were not important for me. That night, I \_\_\_\_\_.

Paragraph 2

*I dragged into the principal's office the next day, sad and disappointed.* My head still \_\_\_\_\_, I tried to \_\_\_\_\_, \_\_\_\_\_, "I cannot...afford the jacket, sir." Staring into my eyes, the principal suddenly \_\_\_\_\_, "I have good news for you." I looked at him in confusion. "The board decided that an award cannot be bought just \_\_\_\_\_." His eyes \_\_\_\_\_. I \_\_\_\_\_ only to find I was not dreaming. Only at that moment did I believe that Mr. Schmidt and my grandpa were right: \_\_\_\_\_.