**2022年6月高二衢州市统测读后续写The Other Shoe教学设计**

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**原文呈现**

**The Other Shoe**

Shoes are made for walking.

But Aamir, a homeless Indian boy, doubted it. Wandering the noisy railway platform, he found one of his flip-flops （人字拖鞋) broken again. He hurried to a corner, sat down and tried to fix it, his bare foot pressing awkwardly against the ground. However, it was beyond repair.

He gave up and looked around aimlessly, staring at people’s shoes. Suddenly, his eyes were drawn to two boyish legs wearing flawlessly white socks and equally perfect black leather shoes, which were glittering in the mid-day sun. It was a boy of his age. He couldn’t treasure his possession too much, obviously, because every ten seconds, he stopped, bent down and carefully wiped a dust or two from his shoes. His father was constantly glancing over and urging him, “Hurry up! The train is coming!”

Aamir’s eyes followed the father and son, but mostly the leather shoes, as if enchanted (被施魔法的). Imagining himself wearing them, the comfort from the good leather, jaw-dropping look on his friends’ faces, he couldn’t help cracking a big smile.

The bell of the train drew him back; the fancy-shoe boy and his father were about to get aboard. They tried to crowd into the doorway. However, the instant the boy entered the compartment（车厢）, one of his shoes fell off and before he could pick it up, the train began to pull away.

The shoe was now lying alone on the platform. Aamir’s eyes lit up with excitement. Like an arrow, he shot for the shoe and then picked it up, holding it with both hands as if holding the Queen’s crown. After a few seconds of hesitating and looking from the shoe to the train and back, he began racing--with only one good shoe, his flip-flop.

He held the leather shoe up, trying to pass it to the boy through the window, who was desperately reaching out his hand as well. However, it was never close enough.

注意：

1. 所续写短文的词数应为 150 左右；

2．应全少使用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

Para 1: *That left Aamir no choice but to throw the shoe onto the train.*

Para 2: *But when he raised his head, Aamir saw the other shoe thrown out of the window*.

**Activity 1: Get logical and reasonable plots**

Step1 Read for plot

1. Read the text and find out the basic information of the story. (time, place, characters, event)
2. Analyze the different stages of the story and how the main characters feel in different stages using the story mountain.

Tip 1: Circle basic information while reading!

【设计意图】以故事的基本信息切入，分析故事不同发展阶段，使学生了解故事走向，为续写文本情节设置做好铺垫。

Step2 Design the plot

1. Categorization: divide the underlined words into different groups(Characters; Verbs, Settings; Items; Others).

Tip 2: Make use of the underlined words to design the plot!

1. Read the given sentences of para2, and reverse back. Then, try to raise questions about the plot based on the given sentences.

Tip 3: Infer plot according to the given sentences!

1. Show students different versions of ending(Implied ending融情于景; Lesson主题升华; Echo首尾呼应) Let’s compare and choose a preferred one.

Tip 4: Use a proper way to end the story!

【设计意图】引导学生将关键词分类，进而预测故事走向。分析给出的段首句，引导学生用逆推法倒退第一段的情节，同时，基于段首句进行提问，推断每段的情节设置和写作内容。

**Activity 2: Shape the characters with vivid language.**

Step1 Appreciate the language of the text.

1. “**Wandering** the noisy railway platform, he **found** one of his flip-flops （人字拖鞋) broken again. He **hurried** to a corner, **sat** down and **tried** to fix it, his bare foot **press**ing awkwardly against the ground.”

“He **gave up** and **looked** **around** aimlessly, **staring at** people’s shoes.”

“He **stopped**, **bent down** and carefully **wiped** a dust or two from his shoes.”

Tip 1: Use a chain of verbs!

2. “awkwardly, aimlessly,flawlessly, obviously, carefully,constantly”

Tip 2: Use diverse adverbs!

3.“Aamir’s eyes lit up with excitement.” “He couldn’t help cracking a big smile.”

Tip 3: Show emotions vividly in different forms!

【设计意图】本文语言生动地道，学生可以从原文中学习如何生动塑造人物形象，如使用动词链，使用丰富副词及如何描述情绪。引导学生关注原文修辞和语言，启发学生行文时注意做到语言协同。

Step 2 Try to use these tips in writing.

1. How to use a chain of verbs

①by splitting

throw the shoe onto the train

[lift/raise the shoe]--[approach for the best angle]--[throw the shoe to the window/the boy]

**Structure 1: A, B and C**

Aamir held the shoe up, run as fast as he can to approach the best angle, and threw it into the window with all his strength.

**Structure 2: Having done...**

Having found the best angle, Aamir held the shoe up and threw it into the window with all his strength.

②from different angles

Aamir’s reaction to the other shoe’s being thrown out

[facial expression]--[action]--[words]--[inner thoughts]

**Structure 1: Doing/Done..., main sentence, doing...**

(Being) Speechless and moved, Aamir picked the shoes up, waving hand to show his gratitude and give a farewell to the kind boy.

**Structure 2: With...doing/done, main sentence, doing...**

With the pair of perfect black leather shoes held in hands, Aamir stood there, shouting “Thank you!” to the boy with excitement.

1. Accumulate some useful expressions about emotions.
2. adj.--Feeling+adj, /(Being) +adj, /Adj, sb..

n.--

* To one’s+n, sb...
* Sb+ verb.+ with+n.
* Sb was filled with...
* Sb couldn’t contain sb’s+n.
* There was apparent+n. in sb’s voice/eyes/ expression/ behaviour.
* Sb felt a great sense of +n. welling up in one’s heart

/a misture of

1. How to describe happiness

n. : delight, joy, happiness

adj. : delighted, cheerful, merry

v. smile, laugh, giggle, grin, chuckle(轻声笑)

sentences:

He waved his hands with joy.

A bright smile spread across his face.

His heart was filled with joy.

He couldn’t contain his delight, like a dog with two tails.

A mixture of joy and gratitude welled up from the bottom of his heart.

1. How to describe sadness/anger

n. : sadness, sorrow, regret, depression, diasppointment, desperation, frustration,

anger, rage

adj. : upset, heartbroken, low-spirited

angry, annoyed, irritated, furious

v. : cry, weep, sob, choke, sigh, frown

sentences:

His cheeks were shining with tears.

Tears blurred his vision.

Feeling a lump in his throat, he couldn’t help crying.

【设计意图】分析原文写作技巧后，引领学生迁移到自己的写作中。重点讲述如何用好动词链，以及提供情绪相关语料库供学生积累。

**Activity 3: Appreciation**

Step 1 Present a sample writing and analyse it from the logic of plot and the language.

Step 2 Present three more assighments of high marks. Ask Ss to give a mark based on the criteria and give a analysis.

【设计意图】呈现例文以及三篇高分作文，引导学生站在阅卷者的角度分析作文，加深对评分标准的理解。启发学生思维，明确提升写作的方向。