2024-4湖丽衢三地市英语模拟考试

I first met Bo when I volunteered to be a docent(讲解员)at the zoo. It was a summer program our school participated in, where biology students earned extra credit by teaching little kids about some of the animals. I needed to increase my biology grade, so I asked my friend Sue Wang to be my partner. “Melanie, I'll do this with you," she said, "but I'll do the talking. No way will I handle the animals!” That was OK with me.

During the training course, our instructor, Mr. Lindsey came to Sue and me and said, “OK, girls, your animal is a boa(蟒蛇).” I felt myself go cold. “I have to handle a boa?”

That night, I had a nightmare. I was carrying the snake around a classroom, showing the kids, when all of a sudden it started constricting(收紧). It squeezed and squeezed, and I couldn't breathe! I woke up in a sweat, my body rigid.

Next day I told my instructor. “ Sure you can do it,” he said. He slid the door of the snake carrier open. “Now put your elbow in—slowly —and wait for him to crawl on your arm. Good, that's the way.” He wasn't wet or slimy. He was dry and soft! But it was scary! Mr. Lindsey stood beside me. “Relax, Melanie. You need to show him you aren't afraid. He needs to trust you, and you need to trust him.” Yeah, right. He didn't do anything. Awesome! I named him Bo. After a few school visits, I began to really like my boa and was pretty much at ease with him.

Then came the day I will never forget. As usual, I opened the carrier and took him out. After Sue talked about how boas live mostly in rain forests in Central and South America, I walked around the classroom, saying, “Don't be afraid. See, he is nice. You can touch him gently, here, on his back. His name is Bo.”

Most of the kids actually did touch him, and everything went fine until one boy, for some unknown reasons, tapped Bo on the head. I froze.

注意：

1. 续写词数应为150个左右；

2. 请按如下格式在答题卷的相应位置作答。

Para1: My worst nightmare came true!

Para2: I closed the carrier and signaled the kids to come inside.

文本简析：

主题语境：人与自然 ---我和蟒蛇

主要内容：

所给文章共6段：分为四部分：

**第一部分（ Para1）交代背景：**

我第一次见到波是在我自愿在动物园当讲解员的时候。这是我们学校参加的一个暑期项目，生物系的学生通过教孩子们一些动物的知识来获得额外的学分。我需要提高我的生物成绩，所以我叫我的朋友苏王做我的搭档。“媚兰，我来陪你，"她说，"不过我来说话。我不可能对付这些动物!”这对我来说没问题。

**第二部分（ Para2-3）引出矛盾冲突：**

在培训课程中，我们的教练林赛先生走过来对我和苏说:“好了，姑娘们，你们的动物是一条蟒蛇。”我觉得自己浑身发冷。“我必须处理一条蟒蛇?”

那天晚上，我做了一个噩梦。我带着蛇在教室里转，给孩子们看，突然它开始收缩。它挤啊挤，我都不能呼吸了!我满身大汗地醒来，身体僵硬。

**第三部分（ Para4）解决矛盾冲突**

第二天我告诉了我的教练。“你当然能做到，”他说。他推开运蛇车的门。“现在把你的胳膊肘慢慢地伸进去，等他爬到你的胳膊上。很好，就是这样。”他既不湿也不黏糊糊的。他又干又软!但是太吓人了!林赛先生站在我旁边。“放松,梅勒妮。你得让他知道你不害怕。他需要信任你，你也需要信任他。”是的,对的。他什么也没做。太棒了!我给他起名叫波。参观了几所学校后，我开始真正喜欢上我的狗，和它在一起也很自在。

**第四部分（ Para5-6）新的冲突出现**

然后是我永远不会忘记的那一天。像往常一样，我打开箱子，把他带了出来。苏讲完蟒蛇主要生活在中美洲和南美洲的热带雨林后，我在教室里走来走去，说:“不要害怕。看，他很好。你可以轻轻地摸他，这里，他的背上。他的名字叫波。”

大多数孩子都真的碰了他，一切都很好，直到一个男孩，不知道为什么，轻拍了波的头。我冻住了。

二、设计理念：

1. 本文引出背景即我的目标，揭示冲突矛盾，解决冲突，具体行为，产生结果，最后反思；

2. 本文叙事有两组冲突-解决方案；

3. 结尾设计需要花点心思,笔者考虑两种结尾：一回扣我的目标，实现目标，达到文章协同。；二是揭示主题，升华意境。

三、教学过程

Step1: Pre-reading ( Look at the pictures in PPT)

 T: Have you seen snakes before ? How do you feel when seeing them?

 T: We’ll get to know a snake named Bo.

While-reading

Step2: Read for main ideas of each paragraph

梳理原文本故事情节，故事走向，人物，地点，原文的冲突，如何解决等。

Step3: Read for clues for the new plot of the continuation writing

再读为了探寻续写构建情节可能利用的伏笔，进行续写创作。

Post-reading

Step4: 结合高考《课程标准》以及读后续写的相关科学理论，进一步阐述三处衔接一处结尾。依据所给首句的关键核心词汇，进行高度协同的文本创作。 结合续写的立德树人的学科要求，升华主题，体验美育。

P.S.

本文虽是虚惊一场，但是“惊“的场面还是很需要考生储备的。

具体请看2024-3 T8 《电梯惊魂》 续写的文字稿。此处不再赘述。