

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 5 段, 主要讲述了“Katie”是一个人小心善, 脑瓜聪明, 与人相处友好的小天使。她总是那个能给朋友提供帮助的友好、仁慈的人, 老师都希望班里所有的学生都能像 Katie 一样甜美, 她从不犯纪律问题, 难以想象这么好的女孩怎会让父母生气。Katie 在学校午餐室里欠了一笔费用, 她每天带午餐, 没有理由在学校另买午餐。父母想坐下来和 Katie 商讨解决问题, 但未成功, 请老师帮忙解决问题。老师询问了 Katie 自带午餐的情况, Katie 只告诉老师午餐丢了, 老师没有办法再继续调查下去。

2) 根据原文情节信息, 结果应该是积极向上的, 当老师在学校午餐室注意到一位特别的男生的时候, 事情有了转机, 老师最终明白了 Katie 的自带午餐究竟怎么样了。Katie 获得了老师和同学的认可, 赞许。

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

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: *The problem was still unsolved the next week until I noticed a boy in the school canteen.*

第二段: *Katie asked me not to tell her parents.*

续写部分情节推断不难, 第一段: 老师在餐厅看到了一个与众不同的男生, 特点: 瘦、病态、穷困, 引起了老师的关注, 在关注这个男生的同时, 老师也许注意到了男生身边的午餐袋, 联想到了 Katie 自带的午餐, 老师已知事情的来龙去脉, 会怎么与男生说?

推测 1: 老师问男生关于午餐袋的事情, 男生从哪儿得到午餐的?

推测 2: 老师心知肚明, 可能就是男生偷了午餐, 又为什么偷 Katie 的午餐呢?

第二段: 老师找 Katie 谈此事, Katie 要求老师保守秘密, 老师又会怎么做呢?

推测 1: 答应她, 不告诉。What will happen next? 但父母还是会找老师问情况, 最终还是会说?

推测 2: 不答应, 又怎么样? 告诉了 Katie 父母, 父母知道了又会怎样? 反对她帮男生, 还是继续给她带午餐, 甚至带两份午餐?

推测 3: 答应她, 但还是把真相告诉了父母, 但父母仍然每天给她带自制午餐, 继续默默无闻做好事。

2021 学年第一学期五校联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。

Katie was exceptionally small. We were in the fifth grade, but she was as short as a third grader. Although her body was small, Katie was big at heart. She had a sharp mind, too. Sometimes she got her share of teasing, but Katie knew how to handle it. All the kids who knew Katie liked her a lot.

Katie loved helping others in the class, so whenever someone was stuck on the computer he always called her for help and advice. Katie loved jokes and she always had a joke that would cheer someone up whenever he was down. She was truly the most kind and generous friend anyone could ask for.

But the other day she was in big trouble. She was such a sweet girl; a third-grade teacher always dreamed of having a classroom filled with students like Katie. She was never ever a discipline (纪律) problem. I just couldn't imagine why she had made her parents so angry.

It seemed that Katie had been running up (积欠) sizable charges in the lunchroom. Her parents explained that Katie brought a great homemade lunch each day, and there was no reason for her to buy school lunch. They assumed a sit-down with Katie would solve the problem, but failed. So they asked me to help them get to the bottom of this situation.

So the next day, I asked Katie to my office. "Why are you charging (记账) lunches, Katie? What happens to your homemade lunch?" I asked. "I lose it," She responded. I leaned back in my chair and said, "I don't believe you, Katie." She didn't care. "Is someone stealing your lunch, Katie?" I took a new track. "No. I just lose it," she said. Well, there was nothing else I could do.

Paragraph 1:

"The problem was still unsolved the next week until I noticed a boy in the school canteen."

Paragraph 2:

Katie asked me not to tell her parents.

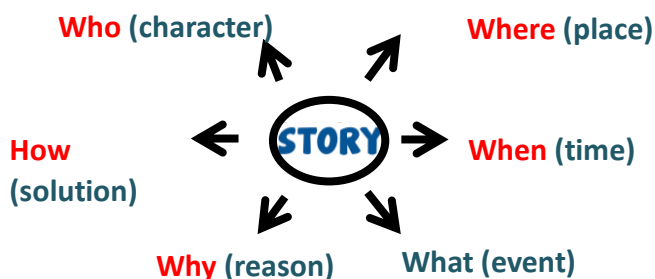
注意:

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:

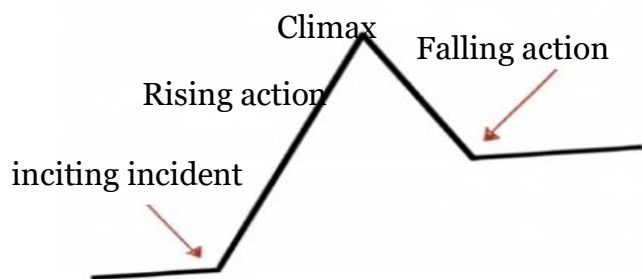
Step 1: Story-share (分享一位“Katie”人小心善, 脑瓜聪明, 与人相处友好的小天使无怨无悔给朋友提供帮助的故事)

Step 2: Read and find out the following information.



Main idea: _____

Step 3: Read and find out inciting incident, rising action, climax and falling action 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:

Q1: What will the teacher see in the school canteen?

Q2: What will the teacher say to the poor boy?

Q3: What will Katie do after the teacher had a talk with her?

Q4: How will the teacher help Katie and the poor boy?

Step 6: 读语言 Read for the language

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:

"The problem was still unsolved the next week until I noticed a boy in the school canteen.

Paragraph 2:

Katie asked me not to tell her parents.

Step 12: Writing

Possible Version 1:

Paragraph 1:

The problem was still unsolved the next week until I noticed a boy in the school canteen. He was behaving

weirdly, dragging aimlessly in the canteen. Showing suspect emotion on his face. Then Katie appeared, with her homemade lunch, when she went for a chat with her friends, what happened next shocked me and I thought the problem was eventually solved. The boy stole Katie's lunch and ran away as soon as possible. I caught him at the corner of the canteen and urged him an apology to Katie. Then I took him to my office.

Paragraph 2:

Katie asked me not to tell her parents. She said she would explain to her parents on her own. "I do know from the beginning that my lunch was stolen by him." said little Katie, in her innocent sweet voice. " But I am aware that his family can't afford his school lunch every day. That's why I decided to help him without his notice. At that moment, my heart was melted by such angel-like kindness of a young girl.

Possible Version 2:

Paragraph 1

The problem was still unsolved the next week until I noticed a boy in the school canteen. Dressed in a dirty and messy jacket, the boy seemed to look for something. Driven by curiosity, I instantly hid myself behind the wall to observe what he would do next. What happened next was an absolutely astonishment! It was the little boy that tiptoed to Katie to pick up her lunch! Suddenly, I was totally stunned with my jaw dropped and a lumpy throat. Immersed in shock, I was determined to tell Katie the truth and then, I zoomed to my office and called her in.

Paragraph 2

Katie asked me not to tell her parents. "Why? You were to blame by your parents for running up sizable charges in the lunchroom?" I murmured with complaint. " But did you know that he was homeless and never had a friend? Every time when I came across his desirable expression, I just did my bit to help him." Katie dipped her head down, feeling like sitting on pins and needles. Her words echoed in my ears that were like invisible hammers, striking my heart furiously. " Ok, my dear, you're really a loved and careful kid, so can we help the boy together? She nodded in agreement and after that day, the school distributed enough food and clothes to the homeless boy. This memory would be rooted in my mind forever.