



天学英语 | 专注英语教学服务19年



07文学艺术





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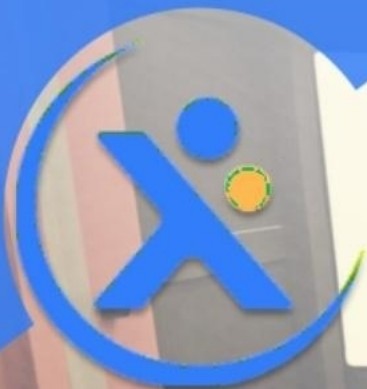
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PART 01

语篇演练

The Class Poet

When Thanksgiving Day was approaching, my primary school decided to celebrate by presenting shows with dancing and singing that all students could join in. Parents would also be invited to watch.

One afternoon, my teacher called me into his office. He said with a smile, "Nancy, could you write a poem and read it during the coming event?" "Of course," I answered excitedly. I had loved poetry since fifth grade. When my first poem was published, my friends and teachers started to describe me as the class poet.

I left the schoolmaster's office that afternoon feeling quite happy. Then, for weeks, I worked on my poem, carefully designing the content, structure and sound. I practiced reciting (朗诵) it aloud every day.

The Class Poet

When the evening for the event finally came,I was ready.Well,I was ready until I looked around and realized how many people there were in the school hall.How could I present my poem in front of more than 400 people?I was just a seventh-grader.No one would take my work seriously.What was worse,I had never spoken in front of a huge crowd before.I sat in my chair,wanting to bury myself.Maybe they would forget I was supposed to read.

“Hey,Nancie,I saw your name in the program.Good luck,”my little brother shouted.His voice rose as he took his seat a few rows down with his class.I nodded,struggling to keep calm.I knew my parents were somewhere in the hall.Before long,the lights faded,the crowd went quiet,and the schoolmaster got on stage to introduce the list of performers.My name was at the end of the list,so I had to sit through an hour of absolute anxiety.

The Class Poet

It wasn't until the students from the fourth grade were singing that my teacher led me downstairs to the area next to the stage. My mind was blank. Then suddenly, I was on stage with the bright white lights blinding my view of the audience. When I walked to the microphone in the center of the stage, I somehow tripped (绊倒) over something and stupidly fell down. All of the kids burst into laughter.

续写要求:

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。

I was about to run away when my teacher came up to me. _____

When I had finished my reading, the hall was silent at first. _____

(一) 找出词块对应的中文含义并连线

1. call(sb.)into one's office

2. describe(sb.)as ...

3. take(sth.)seriously

4. get on stage

5. burst into laughter

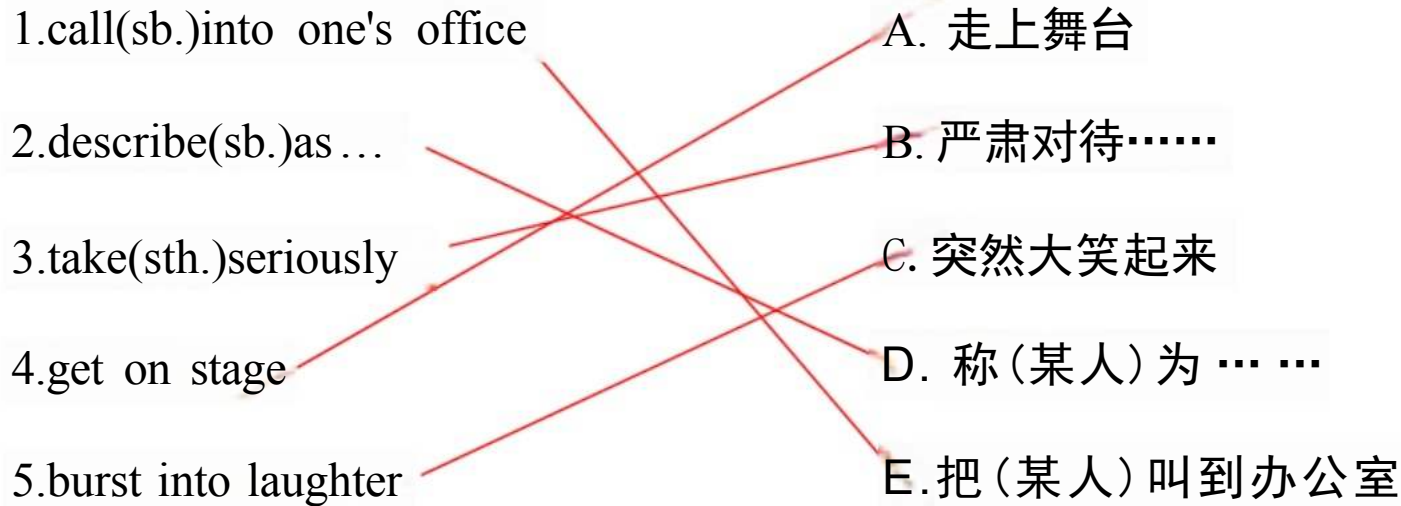
A. 走上舞台

B. 严肃对待……

C. 突然大笑起来

D. 称(某人)为 ……

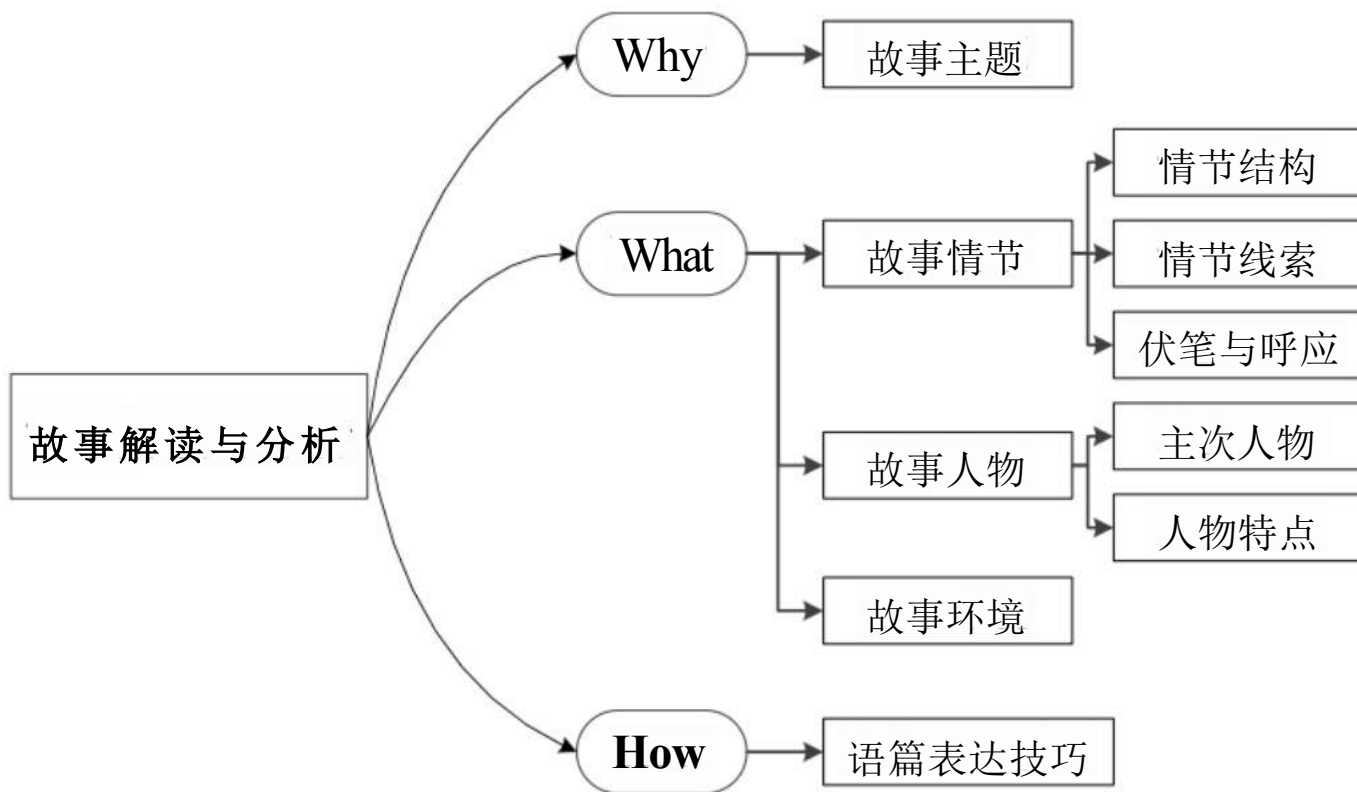
E. 把(某人)叫到办公室



(二) 概括原文故事情节

A show was organized at our primary school for Thanksgiving Day and my teacher (1). invited (invite) me to perform on stage. I (2) was supposed (suppose) to write a poem and recite it on stage. I (3) willingly (willing) accepted the task and made full preparations. On the day of the show, however, I found myself (4). surrounded (surround) by a large audience. I started to lose confidence, for I thought no one would take my performance seriously. Before the show, my little brother saw me and wished me luck. Then the show started and I waited (5). nervously (nervous). Eventually, my turn came, but I (6) tripped (trip) and fell on stage.

二、故事解读与分析



(一) 语篇表达意图(why)—— 故事主题

阅读材料，找出最能体现故事主题的两个词。

① rescue

② charity

③ Performance

④ sincerity

⑤ latent

⑥ acceptance

(二) 语篇表达内容 (what)—— 故事情节

(1) 情节结构

冲突：为了学校的感恩节活动，“我”写了一首诗，但在台上准备朗诵时紧张不已，并且摔倒在了舞台上。

He said with a smile, "Nancy, could you write a poem and read it during the coming event?"

Then, for weeks, I worked on my poem, carefully designing the content, structure and sound. I practiced reciting (朗诵) it aloud every day.

Well, I was ready until I looked around and realized how many people there were in the school hall. How could I present my poem in front of more than 400 people?

When I walked to the microphone in the center of the stage, I somehow tripped (绊倒) over something and stupidly fell down. All of the kids burst into laughter.

(二) 语篇表达内容 (what)—— 故事情节

(1) 情节结构

冲突：为了学校的感恩节活动，“我”写了一首诗，但在台上准备朗诵时紧张不已，并且摔倒了舞台上。

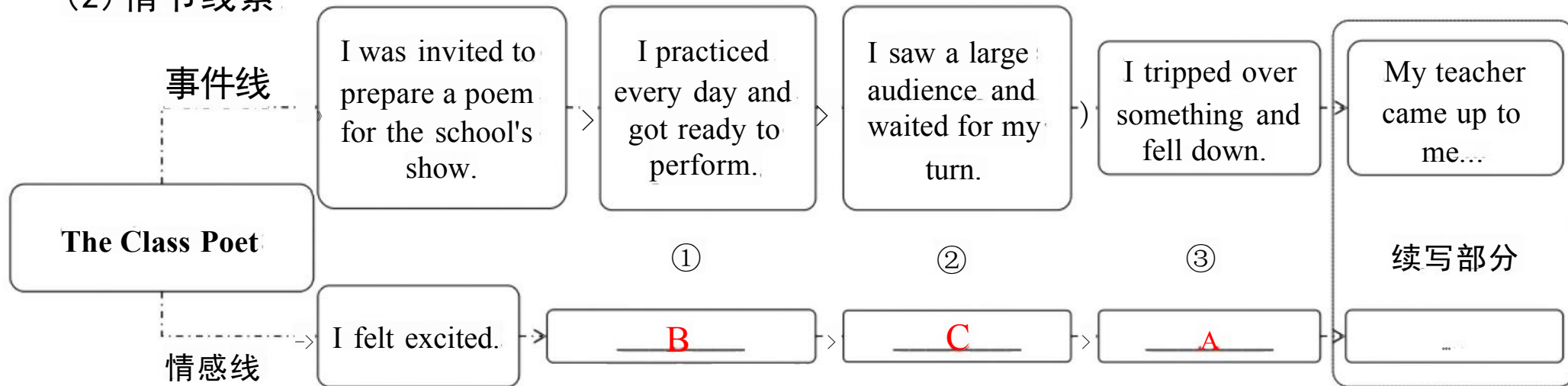
行动：老师帮“我”化解尴尬，“我”稳定情绪，出色发挥。

续写部分

解决：表演获得成功，“我”克服了怯场心理。

(二) 语篇表达内容 (what)—— 故事情节

(2) 情节线索



在①②③事件发生时，“我”分别有怎样的情感？

A. I was very much embarrassed.

B. I felt confident about the performance.

C. I struggled to keep calm, but my mind went blank.

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(二) 语篇表达内容 (what)—— 故事情节

(3) 伏笔与呼应

这篇材料续写的两个段落中，需要把握的关键线索是“表演”，影响表演的因素包括“我”的**能力**、**准备**以及**心态**等。可以根据原文中的伏笔，推测这些因素对故事发展的影响，如：

- ① When my first poem was published, my friends and teachers started to describe **me as the class poet**.
- ② Then, **for weeks**, I worked on my poem, **carefully designing the content, structure and sound**. I **practiced reciting (朗诵) it aloud every day**.

分析

第一个伏笔表明“我”在写诗方面的特长得到了老师和同学们的认可。第二个伏笔表明“我”为这次感恩节演出做了精心准备。所以在续写第一段中，“我”会平复心情，用专业的诗歌朗诵打动观众。

(二) 语篇表达内容 (what) —— 故事情节

(3) 伏笔与呼应

练习 结合文中出现的以下伏笔，预测续写部分可能发生的改变。

“Hey,Nancie,I saw your name in the program.Good luck,”my little brother shouted.His voice rose as he took his seat a few rows down with his class.

I knew **my parents were somewhere** in the hall.

“我”看到家人们加油的手势，鼓起勇气(第一段);朗诵结束，家人们带头为“我”鼓掌

(第二段)。

(二) 语篇表达内容 (what) —— 故事人物

(1) 主次人物

故事主要讲述了擅长写诗的“我”在演出时出现怯场和绊倒的意外事件。主要人物是“我”。次要人物包括“我”的父母兄弟、老师、其他观众等。分析续写段首句可知，第一段会出现的次要人物是(口观众口老师 ✓)。

(二) 语篇表达内容 (what)—— 故事人物

(2) 人物特点

以下句子是对故事主要人物“我”的描写，其中运用了哪些描写手法?体现了“我”什么样的性格

特点?在续写段落中可以设计什么情节? **考 府 描 学 特 点 ?**

Well, I was ready until I **looked around** and realized how many people there were in the school hall.

How could I present my poem in front of more than 400 people? I was just a seventh-grader. No one

would take my work seriously. **心理描写**

动作描写、心理描写。体现了“我”害羞、怯场的性格特点，在续写的第一段可以通过描写“我”在

表演中找回自信、克服羞怯来照应这里的性格特征。

(二) 语篇表达内容 (what)—— 故事环境

原文的故事环境属于(口自然环境 社会环境), 地点主要设置在**学校礼堂(舞台)**, 续写部分可能出现的地点: **台上(续写第一段)、台下或后台(续写第二段)**_____。

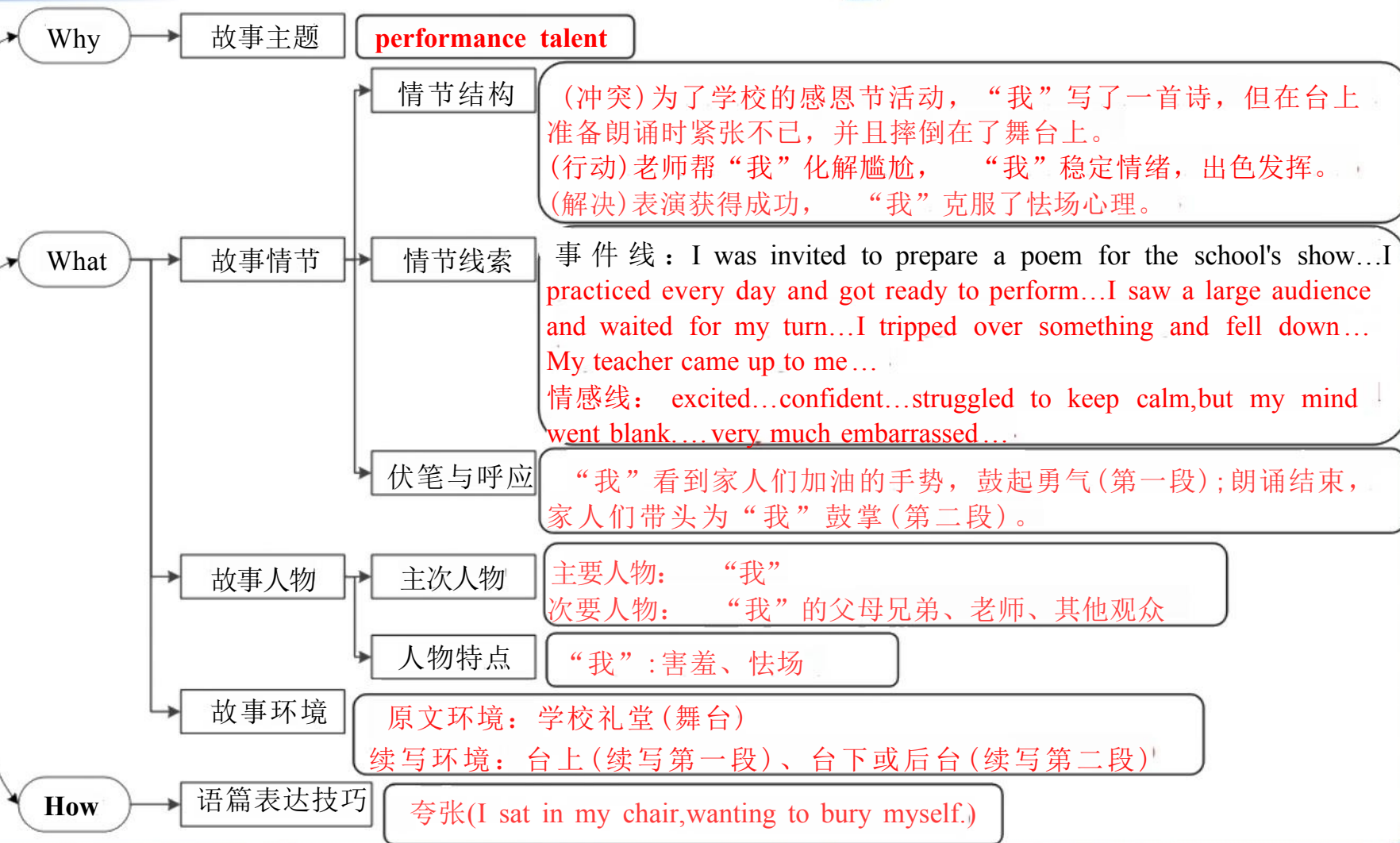
(三) 语篇表达技巧 (how)

下面句子运用的修辞手法为(口比喻口拟人 夸张口排比)。

I sat in my chair,wanting to bury myself.

二、故事解读与分析

故事解读与分析



(一) 构思续写两段主要情节

结合原文解读中对主题、情节、人物、环境等要素的分析以及对续写第一段、第二段首句的分析，可以构思续写第一段和第二段的主要情节。

续写第一段的主要情节为：**我” 获得老师的帮助，顺利完成表演。**

续写第二段的主要情节为：**我” 的表演得到观众们的认可，重拾自信。**

(二) 构思续写“四点”内容

根据原文解读和两个段首句推测两段首尾部分“四点” (①②③④) 的内容, 确保段落当中和段落之间情节**连贯**以及文章的主题和结局**积极向上**。

Para.1: I was about to run away when my teacher came up to me.

① 老师开玩笑活跃现场气氛, 帮“我”打圆场。_____

.....

② “我”出色地表演诗朗诵。_____

Para.2: When I had finished my reading, the hall was silent at first.

③ “我”紧张地等待观众的反应。_____

.....

④ “我”的演出感想。_____

(三) 构思续写段落细节

确定合适的主干情节之后，接下来构思两段的具体细节。

续写第一段：

① What did the teacher do?

He used humor to make me feel less embarrassed.

② How did I feel and react?

I felt less nervous and started reading the poem.

③ How was my reading?

My performance went well.

(三) 构思续写段落细节

续写第二段:

① How did I feel at first?

I was worried.

② How did the audience react then?

The audience cheered for my performance.

③ What was my reaction?

I bowed and went off the stage.

④ How did I feel in the end?

I felt relieved and grateful.

根据提示和要求，完成下列内容优化

1.He used humor to make me feel less embarrassed.

将原句改写为无灵主语句 (somehow,free)。

His humor somehow freed me from my embarrassment.

根据提示和要求，完成下列内容优化

2. I felt less nervous and started reading the poem.

①使用分词结构作状语改写优化原句。

Feeling less nervous ,I started reading the poem.

②细化句①中的宾语，表现“我”从标题 (title) 开始朗诵诗歌的情景。

Feeling less nervous ,I started reading the title of the poem.

③为句②加入动作描写 (take the microphone,clear one's throat) 细化“我”表演前的准备动作。

Feeling less nervous,I took the microphone and cleared my throat before reading the title.

根据提示和要求，完成下列内容优化

3. I bowed and went off the stage.

①加入程度副词 (slightly) 细化原句中的动作，同时用具体词替代句中的笼统词went。

I **bowed slightly** and **walked** off the stage.

②使用with复合结构，为句①加入情绪 (light-headed feeling) 和神态 (happy smile) 描写，体现“我”轻松愉快的心情。

With a light-headed feeling and a happy smile, I bowed slightly and walked off the stage.

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