



YINGYONGWEN+DUHOUXUXIE JINENGJIANGLIAN

应用文+读后续写 技能讲练

- ☑ 布局谋篇
- ☑ 技能点拨
- ☑ 语言表达
- ☑ 分类训练

英语

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第一章 应用文写作总攻略

考情分析

2021—2023 年高考应用文写作试题分析

年份	卷别	体裁	主题	形式
2023	新高考 全国 I / II 卷	建议信	指出外教分组存在问题并提出建议	文字提纲
	全国甲卷	短文投稿(记叙文)	介绍一位中国历史人物	文字提纲
	全国乙卷	短文投稿(记叙文)	分享自己在假期中学到的新技能	文字提纲
2022	新高考 全国 I / II 卷	邀请信	邀请外教做访谈	文字提纲
	全国甲卷	短文投稿(倡议书)	海洋保护	文字提纲
	全国乙卷	短文投稿(说明文)	课堂外的英语学习方式	文字提纲 + 图表
2021	新高考 全国 I / II 卷	短文投稿	英文报 <i>Youth</i> 庆祝创刊十周年	文字提纲
	全国甲卷	咨询信	吸引外国友人的中国传统文化	文字提纲
	全国乙卷	发言稿	网络学习	文字提纲

命题规律:

(1)写作体裁多样化。过去主要以书信和电子邮件为主,近两年出现了倡议书、说明文等。2022年、2023年两年全国甲、乙卷中的应用文写作以短文投稿的形式为主。

(2)命题形式开放化。过去主要以单一的提纲式文字提示为主,2022年全国乙卷首次运用了“文字提纲+图表”式的提示语。

(3)写作主题深刻化。过去主要写与考生的学习、日常活动、人际关系等相关的话题,同时关注中国传统文化和社会主义核心价值观,2022年全国甲卷“我们的海洋,我们的责任”深化到生命共同体的话题。2023年全国甲卷让学生介绍一位中国历史人物,通过中国故事讲述历史人物,引导学生了解中国历史,树立正确的价值观,培养学生的情感取向和理性认识。

(4)新高考进一步考查创新思维和思辨能力,由解题向解决实际问题过渡。2023年新高考全国 I / II 卷考查提出问题、解决问题的能力(指出外教随机分组练习口语的方式存在问题并提出自己的建议)。

应试点睛

一、解读评分标准,明确写作任务

	评分标准	解读
第五档 13~15分	<p>完全完成了试题规定的任务。</p> <p>——覆盖所有内容要点。</p> <p>——应用了较多的语法结构和词汇。</p> <p>——语法结构或词汇方面有些许错误,但是是由尽力使用较复杂的语法结构或较高级的词汇所致;具备较强的语言运用能力。</p> <p>——有效地使用了语句间的连接成分,使全文结构紧凑。</p> <p>完全达到了预期的写作目的。</p>	<p>1. “覆盖所有内容要点”就是要求考生在写作时要认真审题,确保要点“全而不漏”。</p> <p>2. “应用了较多的词汇”是指词汇使用的多样性,如词性的多样性、高级词汇的使用、同义词与反义词的使用、短语的使用等。</p>

	评分标准	解读
第四档 10~12分	<p>完成了试题规定的任务。</p> <p>——虽漏掉一、两个次重点,但覆盖所有主要内容。</p> <p>——应用的语法结构和词汇能满足任务的要求。</p> <p>——语法结构或词汇方面的应用基本准确,有些许错误主要是因尝试使用较复杂的语法结构或词汇所致。</p> <p>——应用简单的语句间的连接成分,使全文结构紧凑。达到了预期的写作目的。</p>	<p>3. “较复杂的语法结构”是指句式结构的多样性。毋庸置疑,单调的句式会使文章显得呆板,缺乏生机和活力,而灵活多变的句式则使行文丰富多彩、生动、自然、流畅。感叹句、倒装句、复合结构、强调句型、定语从句、非谓语动词(短语)等语法结构的正确使用,可以使文章的语言充满层次感,从而较好地反映出考生的语言运用能力。</p>
第三档 7~9分	<p>基本完成了试题规定的任务。</p> <p>——虽漏掉一些内容,但覆盖所有主要内容。</p> <p>——应用的语法结构和词汇能满足任务的要求。</p> <p>——有一些语法结构或词汇方面的错误,但不影响理解。</p> <p>——应用简单的语句间的连接成分,使全文内容连贯。基本达到了预期的写作目的。</p>	<p>4. “有效地使用了语句间的连接成分,使全文结构紧凑”是指句与句、段与段之间以一种明晰的、合乎逻辑的顺序组织与安排,在文意与结构上层次分明、条理清楚、连贯流畅。</p>

通过分析第三档至第五档的评分标准可知,高分应用文写作具有卷面美观化、用词高级化、句式多样化、结构复杂化、逻辑条理化等特点。

二、应用文写作中的七多七少

	多用	少用
开头	开门见山	铺垫过多
人称	第一、三人称	第二人称
结构	三段	四段以上
时态	现在时、现在完成时和过去时	过去将来时、过去完成时
写作手法	平铺直叙	情感动人
完成时间	<15分钟	>20分钟
写作要点	一个不少	缺少要点

三、满分衡水体仿写模板

衡水体书写秘诀:①宜用0.7mm或1.0mm黑色中性笔;②字体应圆润饱满,字母大小一致,紧挨下方横线书写,向右倾斜5~10度;③每个单词之间间隔一个小写字母;④不能连笔;⑤标点符号紧跟在单词后,紧挨下方横线书写。

[2022·浙江6月考]

假定你是李华,你校图书馆新设了小组学习室。请你给留学生同学 Michael 写邮件邀请他同去体验,内容包括:

1. 位置和开放时间;
 2. 室内设施和功能。
- 注意:1. 词数80左右;
2. 可以适当增加细节,以使行文连贯。

One possible version :

Dear Michael,

Since the new group study room has opened, I would like to invite you to go there with me to experience it.

The room is located on the third floor in our library, which is available for the students to use. It is said that the room will be open from 8 o'clock to 20 o'clock on weekends. Meanwhile, it is equipped with a lot of advanced equipment, such as whiteboards, computers and self-service machines. I do believe that it will definitely help the students with their study and improve the efficiency.

Would you please come with me to have a try in this room?

*Yours,
Li Hua*

第二章 高分写作微技能

微技能 1 词汇升级

在写作中,选择比较书面的高级词汇来替换一些很基础的、较常见的口语化的简单词汇,或多使用词组、习语来代替一些单词,能使语言的文采倍增。

例 1 [2023·新高考全国 I 卷](普通表达) I'd appreciate it if you could consider my suggestions seriously.

→(升级表达) I'd appreciate it if you could **take** my suggestions **into serious consideration**.

如果你认真考虑我的建议,我将不胜感激。

例 2 [2021·全国乙卷](普通表达) First of all, as smart online learners, we can fully use the most extensive educational resources to broaden our horizons.

→(升级表达) First of all, as smart online learners, we can **make full use of** the most extensive educational resources to broaden our horizons.

首先,作为聪明的网络学习者,我们可以充分利用最广泛的教育资源来拓宽视野。

词汇升级对比

A “单词→单词”型

汉语意思	普通词汇	升级词汇
机会	chance	opportunity
选择	choice	alternative
影响	effect	influence/impact
后果	result	consequence
缺点	shortcoming	drawback
拥有	have	possess
提高	develop/improve	promote
感谢	thank	appreciate
决定	decide	determine
令人惊讶的	surprising	amazing/ astonishing/ shocking
优秀的	excellent	outstanding
明显的	obvious	apparent/evident
充足的	enough	adequate
勤奋的	hard-working	diligent

(续表)

汉语意思	普通词汇	升级词汇
艰难的	difficult	challenging/tough
重要的	important	vital/significant/crucial
幸运的	lucky	fortunate
最终	finally	eventually
吸引人的	attractive	appealing/ inviting/ fascinating

B “单词→短语”型

汉语意思	单词	短语
喜欢	like	be keen on; be fond of; be crazy about; be into
拜访	visit	pay a visit to; call on
想要	want	be anxious to; be eager to; long to
表扬	praise	speak highly of
支持	support	be in favour of
看见	see	catch sight of; catch a glimpse of
面对	face	be faced with
容忍	bear	put up with
理解	understand	make sense of; figure out; have a better understanding of; gain/get a deeper insight into
利用	use	make use of; take advantage of; make the best/most of
道歉	apologize	make an apology
从不	never	in no case; by no means; under no circumstances
意识到	realize	be aware/conscious of
经常	usually	more often than not
导致	cause	give rise to; lead to; result in; bring about; contribute to

(续表)

汉语意思	单词	短语
记住	remember	bear/keep in mind
重要的	important	(be) of importance
不可能的	impossible	out of the question
突然	suddenly	all of a sudden; all at once
立即	immediately	in a flash
尽管	although	despite/in spite of the fact that...
在……期间	during	in the course of

C “短语→短语”型

汉语意思	短语	短语
擅长	be good at	have a good command of; be experienced in
照料	look after	attend to
对……满意	be satisfied with	express one's satisfaction with
尽全力	try one's best	spare no effort; make every effort; go all out
参加	take part in	participate in

(续表)

汉语意思	短语	短语
忙于	be busy with	be occupied in/with; bury oneself in; be engaged in
因为	because of	due to; owing to
站起来	stand up	rise to one's feet
例如	for example	for instance; take... as an example
实际上	in fact	as a matter of fact; in truth; in reality
成功 做了某事	succeed in doing sth	make it
在我看来	in my opinion	as far as I am concerned; from my own perspective
越来越多	more and more	an increasing number of
大多数	most of	the majority of
置若罔闻	refuse to listen to	turn a deaf ear to
一定会	be sure to	be bound to
厌烦	be bored with	be fed up with
以……闻名	be famous for	have a reputation for
感到舒适	feel comfortable	feel at ease
向某人寻求 帮助	ask someone for help	turn to sb for help

对点训练

① 用高级词汇替换黑体词

- I will **be active in** (= _____) the volunteer work for the 13th National Games to be held in Tianjin.
- When it comes to education, **most** (= _____) people believe that it is lifetime study.
- Try to communicate with the natives in simple Chinese as much as possible, which will help you practise it and **master** (= _____) it.
- During** (= _____) the mountain-

climbing, please help each other and pay special attention to your safety.

- What you should **remember** (= _____) is that you have to apply for membership before the deadline.
- Only through the activity can you **understand** (= _____) the traditional Chinese culture.
- I know that you **like** (= _____) playing table tennis, so I **want to know** (= _____) whether you would like to join us.
- In my opinion/view** (= _____), you'd better arrive on time because it is polite to be punctual in China.

9. We will **leave for** (= _____) the nursing home at 8:00 am on Saturday to accompany the elderly for the Double Ninth Festival.

10. Through the discussion, we **realize** (= _____) the necessity of carrying out a low-carbon economy in our country.

III 高级词汇填空

假定你是李华,正在学习中国武术(martial art),请给你的英国朋友 Eric 写一封电子邮件,分享有关情况。内容包括:

1. 学习目的;
2. 时间安排;
3. 收获与感受。

注意:1. 词数 80 个左右;

2. 可以适当增加细节,以使行文连贯。

Dear Eric,

How are you doing? Recently I 1. _____
_____ (开始从事) the Chinese martial art, which is

great fun. Knowing that you 2. _____
(喜爱) traditional Chinese culture, I think you may
3. _____ (对……感兴趣) it.

Martial art, also known as *wushu*, is a traditional sport in China. I started practising it last month in order to build up my body and 4. _____
(缓解) the stress from study as well. As scheduled, we gather in the school gym to do the sport twice a week. Our coach tells us that *wushu* makes people feel a sense of calmness, confidence and peace.

The one-month training has benefited me a lot. My health has improved 5. _____ (显著地), and I 6. _____ (知道,了解) the concept of good sportsmanship. Would you like to join me in practising *wushu*? Looking forward to your reply.

Yours,
Li Hua

微技能 2 句式丰富多变

在写作中,使用多样化的句式会使文章富有生气和活力。感叹句、倒装句、复合结构、强调句型、定语从句、非谓语动词(短语)等语法结构的正确使用可以使文章的语言充满层次感,从而较好地反映出考生的语言运用能力。

三大从句	定语从句,状语从句,名词性从句	句式丰富
特殊句型	倒装句,强调句,感叹句	句式丰富
非谓语动词	不定式,动名词,分词	生动简洁

例 3 [2020·全国新高考 I 卷] (普通表达) It was difficult, but no participants gave up halfway.

→(升级表达) **No matter how/However difficult it was**, no participants gave up halfway. (用让步状语从句升级)

无论多么困难,没有一个参加者中途放弃。

例 4 [2022·新高考全国 I 卷] (普通表达) The interview will start at 12 o'clock on Sunday and last forty minutes. During that time you are expected to give us some recommendations on how to reduce stress.

→(升级表达) **Starting** at 12 o'clock on Sunday, the interview will last forty minutes, **during which time** you are expected to give us some recommendations on how to reduce stress. (用分词作状语和定语从句升级)

访谈将于周日 12 点开始,持续 40 分钟。在这段时间里,我们期望你能给我们提供一些关于如何减轻压力的建议。

十类写作句式

句式	例句
句式一: 同位语	[2022·新高考全国 I 卷] I'm Li Hua, the student in charge of "Talk and Talk", an English programme in our school radio station.
句式二: 平行结构	[2022·全国甲卷] To protect the ocean is to protect ourselves.
句式三: 被动语态	[2023·全国甲卷] The significance of Confucius cannot be overstated .
句式四: 各种从句	[2022·新高考全国 I 卷] You have made full preparations before this event, which is the most important reason why you show up here. (非限制性定语从句) [2023·全国乙卷] It is simply because music is the best medication for my soul. (表语从句) [2023·全国乙卷] When I was in my primary school, I had an opportunity to attend a musical contest held in my school. (时间状语从句)

(续表)

句式	例句
句式五: 非谓语动词	[2023·新高考全国I卷] This can hinder the progress of students as the more advanced one may dominate the conversation, leaving little room for the other student to improve. (v.-ing作状语) [2023·新高考全国I卷] My suggestion is to group students based on their language abilities or to let students choose their own partners. (不定式作表语+过去分词短语作状语)
句式六: 倒装句	[2020·全国卷II] Exhausted as we were, we were more than pleased with this meaningful experience. (状语从句的倒装) [2023·全国乙卷] Little did I know that this journey would be so meaningful to me. (否定词开头的倒装句)
句式七: 强调句	[2023·新高考全国I卷] It's you who make me fall in love with writing, my social studies teacher.
句式八: with复合结构	[2019·全国卷II] With you on the team, we are confident that we can win the game.
句式九: 虚拟语气	[2023·新高考全国I卷] Without your recognition and guidance, I couldn't have written this article.
句式十: 固定句式和形式主语/宾语it	[2023·全国乙卷] That was the first time I had watched a live musical performance. [2023·新高考全国I卷] If the two students paired together are both poor in spoken English, it'll be extremely difficult for them to carry on the practice.

固定句式和特殊表达

A It 作形式主语的句子

1. It goes without saying that... 不用说……
2. It is believed/thought that... 人们认为……

3. It is universally acknowledged that... 人们普遍认为/众所周知……

4. It's high/about time that sb did/should do (should通常不省略)... 到了某人该……的时间了。

5. It depends on whether... 这取决于……是否……

6. It doesn't make sense (for sb) to do sth. (对某人而言)做某事没有意义。

7. It occurs to/hits/strikes sb that ... 某人突然想到……

8. It is essential that... 有必要……

9. It is good manners to do sth. 做某事是有礼貌的。

10. It takes... to do sth. 做某事需要……

11. It's really a challenge for sb to do sth. 对某人来说做某事确实是一个挑战。

12. It's one's great honour to do sth. 做某事是某人莫大的荣幸。

B There be 句型

13. There is no doubt that... 毫无疑问……

14. There is no denying that... 不可否认……

15. There's no point/sense in doing sth. 做某事是无意义的。

16. There is nothing but/except... 除了……外别无其他。

C As 引导的定语从句

17. As a popular saying goes... 俗话说得好……

18. Just as sb puts it... 正如某人所说……

19. As is known to all/As we all know... 众所周知……

20. As is mentioned above... 正如上面提到的……

D 状语从句

21. When it comes to... 当谈到/涉及……时

22. hardly/scarcely... when... /no sooner... than... 一……就……

23. be about to do sth when... 正要做某事, 这时……

be doing sth when... 正在做某事, 这时……

had just done sth when... 刚做过某事, 这时……

24. It is/has been + 时间段 + since... 自……以来已有多长时间。

25. It will be + 时间段 + before... 要过多长时间才会……

26. I would appreciate it if you could... 如果你能……我将感激不尽。

27. so... that... /such... that... 如此……以至于……

E 表语从句

28. The reason why...is that... 的原因是……

29. The advantage/drawback of... is that... 的优点/缺点是……

30. The purpose of...is that... 的目的是……

F 主语从句

31. What impresses sb most is that... 最令某人印象深刻的是……

G 宾语从句

32. The result of the survey suggests that... 调查结果表明……

33. I doubt that... 我怀疑……

34. We must keep in mind that... 我们必须牢记……

H 同位语从句

35. Some people hold the opinion that... while others believe... 有些人认为……而另一些人则认为……

36. Nothing is more important than the fact that... 没有什么比……的事实更重要。

I 特殊句式

37. It was not until... that... 直到……才…… (强调句型)

38. the + 比较级, the + 比较级 越……越……

39. “肯定祈使句 + and/or + 陈述句”, “否定祈使句 + or + 陈述句”

J 常见结构

40. do what(ever) one can to do sth/do as much as one can to do sth 某人竭尽全力做某事

41. find/feel/think/believe + it + *adj./n.* + to do sth/doing sth/that-clause 认为做某事……

42. as far as sb be concerned/as for sb/personally speaking 就某人而言/在某人看来/就个人而言

43. have no choice/alternative but to do sth... 除了做……外别无选择

44. would rather do... than do... 宁愿做……也不愿做……

45. prefer to do... rather than do... 宁愿做……而不愿做……

46. on the one hand... on the other (hand)... /for one thing... for another... 一方面……另一方面……

47. frankly speaking/to be frank 坦白说

48. compared with/to... 和……相比

49. due to/owing to/thanks to... 由于/因为……

50. according to one's personal experience 根据某人的个人经验

对点训练

① 请按要求改写下列句子使句式升级

1. Last week our school organized an activity on the theme of saving food.

→ _____
_____ by our school last week. (用被动语态)

2. After most of the problems had been solved, I felt a heavy load taken off my mind.

→ _____,
I felt a heavy load taken off my mind. (用 with 复合结构)

3. The local government didn't realize the problem until the river was seriously polluted.

→ _____
_____. (用倒装句)

4. It was quite an experience for both of us, and I would never forget it.

→ It was quite an experience for both of us, _____
_____. (用定语从句)

5. I suggest that you visit the Great Wall. It has a history of more than two thousand years.

→ I suggest that you visit the Great Wall, _____
_____.

(用定语从句)

6. I will not be able to meet you at the airport. I will have some experiments to do that day.

→ I will not be able to meet you at the airport _____
_____.

(用原因状语从句)

7. To be kind to one another is essential for us to enjoy a harmonious life so that we can avoid such conflicts.

→ _____,
_____ to enjoy a harmonious life. (用不定式作状语, 并用 it 作形式主语)

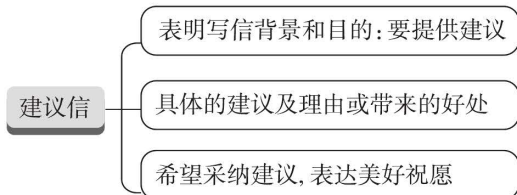
8. Shooting didn't become popular until the end of the 19th century.

→ _____
_____. (用强调句)

第三章 应用文分类讲练

考点 1 建议信

【写作框架】



【高分句型】

[首段句] 呈现问题, 表明写作目的:

(1) _____ (我写信表达我的观点) concerning.../convey my concern about...

(2) You have asked for my advice about... and **I will try to make some suggestions.**

(3) **In response to your letter** telling me you hope to..., I have some ideas for you.

(4) I'm sorry to hear you're having difficulty/trouble in...; I'm only too willing to help you and _____ (我的建议如下).

[中段句] 提出建议并说明建议的好处:

(1) I think **the most suitable... for you** is..., so that...

(2) **You'd better...** /It's better to... In that way, ...

(3) Why not do...? /What about doing...? / _____ (强烈建议) that you should...
Thus, ...

(4) _____ (如果我是你), I would.../It would be a good choice to.../By doing that, ...

(5) In my personal opinion, **it would be wise/more helpful** to do...

[尾段句] 希望建议有用或被接受:

(1) I hope my suggestions can **make a difference to you.**

(2) I would appreciate it _____

_____ (如果你能考虑我的建议).

(3) I hope you will **take my advice into account/consideration.**

(4) I hope you will find _____ (这些建议实用/有用/有帮助).

【语篇鉴赏】

[2024·江苏省高中英语能力检测]

Assuming you are Li Hua, your school will hold the Dragon Boat Race next week, and New Zealand exchange student Terry has received an invitation to participate. He sent an e-mail to inquire if he should attend. As a friend, please reply to the e-mail, which includes:

1. Suggestions;
2. Provide reasons.

注意: 1. 词数 80 个左右;

2. 可以适当增加细节, 以使行文连贯。

【精彩美文】

Dear Terry,

Excited to hear that you've received the invitation, I'd definitely recommend you go for the race.

As is known to all, Chinese Dragon Boat Festival is a significant cultural event in China. By participating in the race in our school, you can experience this festival to the fullest. In addition, this team-building activity will be an ideal chance for you to make new friends and practise communication skills. What's more, it won't take much effort for you, so smart and energetic, to learn dragon boating.

I'll be right there cheering for your team. Hope you'll win a medal. Anyway, enjoy the race!

Yours,

Li Hua

对点训练

A [2024·江苏省学情调研]

假定你是李华, 你的笔友 Tom 给你来信说他下学期将到北京的一所高中做交换生, 向你请教如何提升汉语口语水平。请你给他回信, 内容包括:

1. 提出建议;
2. 期待进步。

注意: 1. 词数 80 个左右;

2. 可以适当增加细节, 以使行文连贯。

【范文填空】

Dear Tom,

How is everything going? 1. _____ (得知你想提高汉

英语口语水平), I am offering you the following suggestions.

First of all, try exposing yourself to some Chinese programmes, thus 2. _____

_____ (逐步提高你的发音). Besides, 3. _____

_____ (在你的业余时间读中文报纸、杂志或者小说是可取的). In this way, you can 4. _____

_____ (不仅能扩大词汇量,而且能学着像我们说母语的人一样使用汉语). Last but not least, you should be brave and 5. _____ (利用一切机会大声练习说汉语).

Looking forward to your progress.

Yours,
Li Hua

B

假如你是红星中学高三学生李华,你校国际部交换生 Jim 正在策划一次主题为“中西文化交流”的俱乐部活动,他发来邮件询问你的建议。请你用英文给他回复,内容包括:

1. 活动形式;
2. 活动内容。

注意:1. 词数 80 个左右;

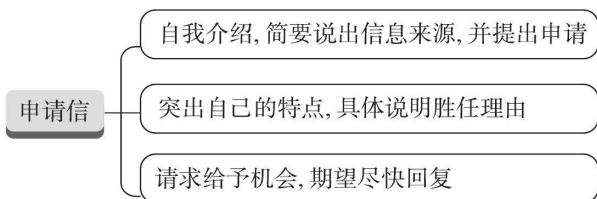
2. 开头和结尾已给出,不计入总词数。

Dear Jim,

Yours,
Li Hua

考点 2 申请信

【写作框架】



【高分句型】

[首段句] 介绍自己, 简要说明信息来源, 并提出申请:

(1) I am extremely pleased to see your advertisement for...in the newspaper. _____

_____ (我写信申请这个职位).

(2) I read your post/advertisement/notice about ... and **I would like to apply for the position.**

(3) Having read your advertisement on the Internet looking for ... , **I'm writing to apply for a chance to get involved.**

(4) I have read in the newspaper that your company wants to hire ... / ... is wanted in your company and **I am interested in it.**

[中段句] 突出自己的特点, 具体说明胜任理由:

(1) I am confident/convinced that _____
_____ (我适合这个职位).

(2) **In the first place**, I have strong written and spoken communication skills.

(3) **Besides**, I _____
(我英语口语很好), which enables me to communicate with others freely.

(4) I do believe that **I am qualified/fit for the job.** Firstly, I have an extensive knowledge of our school's history and culture.

(5) **Last but not least**, _____
_____ (我个性很好, 并且生活很独立).

[尾段句] 请求给予机会, 期望尽快回复:

(1) I hope you can **offer me the opportunity.** / Hopefully, I could be offered the chance to join you.

(2) I hope I **can be accepted as** a member of your summer camp.

(3) I do hope that _____
(我能满足你的要求).

(4) I would appreciate it _____
_____ (如果你能考虑我的申请).

Looking forward to hearing from you as soon as possible.

【语篇鉴赏】

假设你是李华, 你校即将举办以“福文化”为主题的中外学生交流活动, 正在招募志愿者, 请你根据以下内容, 写一封申请信。

1. 写信目的;
2. 自我介绍;
3. 表达期待。

第一章 读后续写高分总攻略

考情分析

一、考情分析

2021—2023 年高考读后续写试题分析

年份	卷别	主要内容	词数	主题
2023	新高考全国 I / II 卷	老师鼓励“我”参加写作比赛	322	人与自我:个人成长
	浙江 1 月	救助被蜘蛛网困住的蜂鸟	343	人与自然:人与动物
2022	新高考全国 I / II 卷	战胜自己,赢得比赛	331	人与自我:学校生活
	浙江 6 月	给无家可归的人发放食品	338	人与社会:社区服务
	浙江 1 月	与队友合作完成课题	359	人与社会:人际沟通
2021	新高考全国 I / II 卷	母亲节惊喜	310	人与自我:家庭生活故事
	浙江 6 月	将劳动所得补贴家用	335	人与自我:个人成长
	浙江 1 月	万圣节南瓜卡头	360	人与自我:家庭生活故事
命题规律	<p>规律 1:读后续写的文章以记叙文为主,故事情节有曲折、有起伏,但是故事线索的逻辑性比较强,选材都比较贴近中学生的生活;</p> <p>规律 2:新高考的三次读后续写均出自主题语境“人与自我”之“生活与学习、做人与做事”,都是关于个人、家庭生活和认识自我、丰富自我、完善自我等方面的故事;</p> <p>规律 3:学生需要根据自己的生活常识或者社会经验,依照故事发展需要,合理地丰富、有条理地增加一些次要的情节,比如人物的表情、动作、心理活动等。</p>			

二、考查能力

<p>1. 理解并获取信息的能力:</p> <p>(1)读取叙事文本基本要素的能力;</p> <p>(2)读取情节发展的能力;</p> <p>(3)读取重要细节的能力;</p> <p>(4)梳理和概括信息的能力;</p> <p>(5)推断情节走向并判断主题的能力。</p>	<p>2. 表达性技能:</p> <p>(1)构建情节发展;</p> <p>(2)清楚地描述事件的过程;</p> <p>(3)选择合适的语言(词汇、句式和语法结构);</p> <p>(4)合理并创造性地表达;</p> <p>(5)积极向上的主题升华。</p>
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三、评分原则

1. 本题总分为 25 分,按五个档次进行评分。
2. 评分时,应主要从内容、词汇语法和篇章结构三个方面考虑,具体为:
 - (1)续写内容的质量、完整性以及与原文情境的融洽度;
 - (2)所使用词汇和语法结构的准确性、恰当性和多样性;
 - (3)上下文的衔接和全文的连贯性。

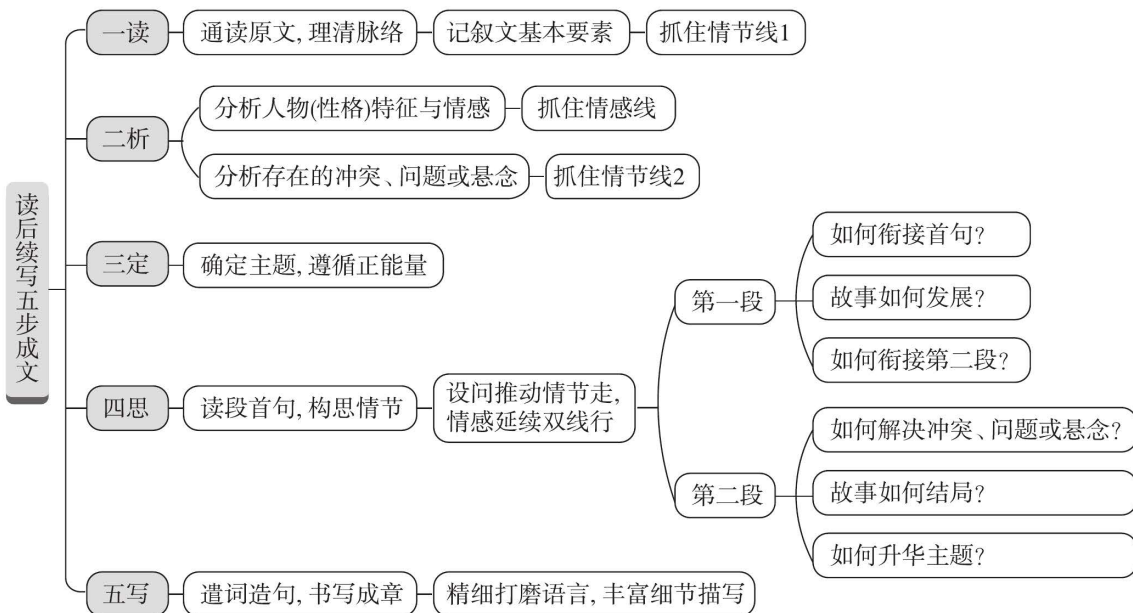
【评分参考】

1. 故事融洽度,情节重于语言;
2. 发现续写点,续写的完整性;
3. 创作质量要高,符合社会主义核心价值观;
4. 两段内容均匀,重视长句的使用。

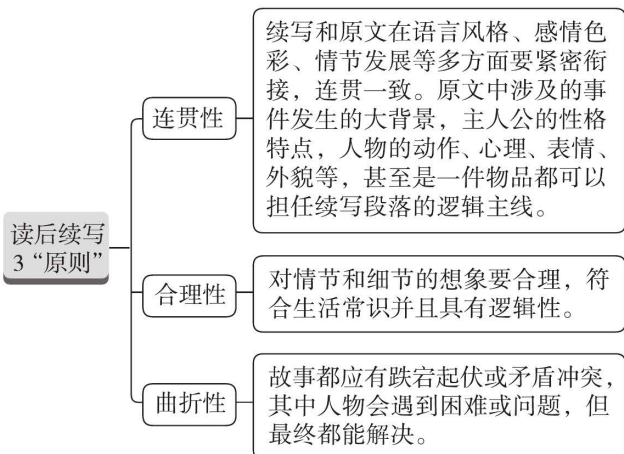
【评分档次】

评分档次	第一条	第二条	第三条	第四条
第五档 (21—25分)	与所给短文融合度高，与所提供的各段落开头语衔接合理	内容丰富	所使用的语法结构和词汇丰富、准确，可能有些许错误，但完全不影响意思表达	有效地使用了连接词，使所续写短文结构紧凑

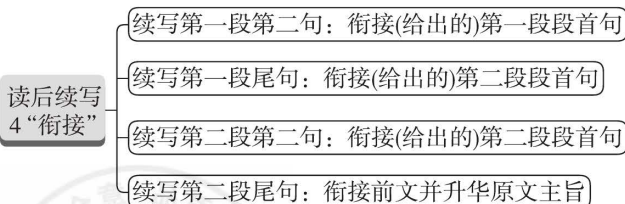
四、写作步骤



【读后续写 3“原则”】



【读后续写 4“衔接”】



【作文示例】

[2023·浙江1月考]

阅读下面材料，根据其内容和所给段落开头语续写两段，使之构成一篇完整的短文。

I was invited to a cookout on an old friend's farm in western Washington. I parked my car outside the

farm and walked past a milking house which had apparently not been used in many years. A noise at a window caught my attention, so I entered it. It was a hummingbird (蜂鸟), desperately trying to escape. She was covered in spider-webs (蜘蛛网) and was barely able to move her wings. She ceased her struggle the instant I picked her up.

With the bird in my cupped hand, I looked around to see how she had gotten in. The broken window glass was the likely answer. I stuffed a piece of cloth into the hole and took her outside, closing the door securely behind me.

When I opened my hand, the bird did not fly away; she sat looking at me with her bright eyes. I removed the sticky spider-webs that covered her head and wings. Still, she made no attempt to fly. Perhaps she had been struggling against the window too long and was too tired? Or too thirsty?

As I carried her up the blackberry-lined path towards my car where I kept a water bottle, she began to move. I stopped, and she soon took wing but did not immediately fly away.

Hovering (悬停), she approached within six

inches of my face. For a very long moment, this tiny creature looked into my eyes, turning her head from side to side. Then she flew quickly out of sight.

During the cookout, I told my hosts about the hummingbird incident. They promised to fix the window. As I was departing, my friends walked me to my car. I was standing by the car when a hummingbird flew to the centre of our group and began hovering. She turned from person to person until she came to me. She again looked directly into my eyes, then let out a squeaking call and was gone. For a moment, all were speechless. Then someone said, "She must have come to say goodbye."

注意:续写词数应为 150 个左右。

Paragraph 1:

A few weeks later, I went to the farm again.

Paragraph 2:

I was just about to leave when the hummingbird appeared. _____

【思路点拨】

读后续写之一读:记叙文基本要素——抓住情节线 1

通过记叙文基本要素 5W(When, Where, Who, What, Why),分析故事的人物、时间、地点及事情经过,了解文章的情节脉络。

When	The day when I was invited to a cookout on an old friend's farm
Where	A deserted milking house on an old friend's farm
Who	A hummingbird, I, my friends
What	I rescued the hummingbird covered in spider-webs, but she made no attempt to fly away.
Why	She wanted to show gratitude to me and said goodbye to me in a special way.

读后续写之二析:

1. 分析人物(性格)特征与情感——抓住情感线;
2. 分析存在的冲突、问题或悬念——抓住情节线 2;
3. 分析“人物情感线”和“故事情节线”中存在的冲突、问题或者悬念,为续写内容提供情节逻辑和情感基础。

hummingbird	<p>She was covered in spider-webs and desperately tried to escape.</p> <p>She ceased her struggle the instant I picked her up.</p> <p>The bird did not fly away; she sat looking at me with her bright eyes.</p> <p>She soon took wing but did not immediately fly away.</p> <p>Hovering, she approached within six inches of my face. For a very long moment, this tiny creature looked into my eyes, turning her head from side to side.</p> <p>After the cookout, the hummingbird flew to the centre of our group and began hovering. She turned from person to person until she came to me. She again looked directly into my eyes, then let out a squeaking call and was gone.</p>	<p>1. 情感线</p> <p>before— desperate; ceased to struggle</p> <p style="text-align: center;">↓</p> <p>now— not flying away; looking at me with her bright eyes; looking into my eyes, turning her head from side to side (It is hard to say goodbye.)</p> <p>2. 情节线 2——冲突、问题与悬念</p> <p>Too tired? Or too thirsty? Why didn't the bird fly away? How was the bird getting along? Why did the bird appear again?</p>
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I	<p>I picked her up.</p> <p>I stuffed a piece of cloth into the hole and took her outside, closing the door securely behind me.</p> <p>I removed the sticky spider-webs that covered her head and wings.</p> <p>Perhaps she had been struggling against the window too long and was too tired? Or too thirsty?</p> <p>I carried her up the blackberry-lined path towards my car where I kept a water bottle.</p> <p>I couldn't help wondering how the hummingbird was getting on.</p> <p>I felt a surge of relief.</p>	<p>情感线</p> <p>before— sympathy; worried</p> <p>↓</p> <p>now— relieved</p>
my friends	Speechless(moved).	

读后续写之三定:确定主题,遵循正能量

读后续写总是表达正能量的主题。所以“我”再次造访那个废弃挤奶房的时候,想再看看那个窗户上的洞是不是被堵好,想知道被救的蜂鸟怎么样了(揭示人与动物的和谐相处,表达对动物的关切之情)。蜂鸟又一次出现并认出了“我”,再次以特殊的方式向“我”表示感谢。这一幕非常感人,时隔数日被救的蜂鸟还能认出自己,“我”看见蜂鸟也放心了。进一步表现人和动物之间的情感,让读者为之动容。

读后续写之四思:读段首句,构思情节——设问推动情节走,情感延续双线行

通过“自问自答”的方式,激发对后续情节的好奇心及想象力,并借助自己心中的疑惑,为续写构建写作大纲,情节情感双线并进。

段落	设问推进	情节延续	情感延续
第一段	<p>Did the hosts stuff the hole firmly?</p> <p>How was the bird getting along?</p>	<p>由第一段首句“几周之后,我再次去了农场。”和第二段首句“就在我离开的时候,蜂鸟出现了。”可知,第一段可描写作者关心蜂鸟的现状,以及废弃的挤奶房窗户上的洞是不是被堵好以防蜂鸟再次被困。</p>	<p>根据续写第一段首句中的“... I went to the farm again.”可知,“我”对上次救蜂鸟一事念念不忘,因而“我”想看看那窗户上的洞是否被堵好,那只蜂鸟怎么样了(不一定遇到,遇到是奇迹)。</p>
第二段	<p>Could the bird recognize me?</p> <p>In what way did she meet me?</p> <p>Was she fine?</p> <p>Did I need to worry about her?</p>	<p>由第二段首句“就在我离开的时候,蜂鸟出现了。”可知,第二段可描写虽然时隔几周,蜂鸟仍然还能认出“我”。(故事达到高潮,情节感人至深)</p>	<p>根据续写第二段首句“I was just about to leave when the hummingbird appeared.”可以推测出,奇迹发生,蜂鸟再次出现并向“我”表达感恩之情,此时“我”如释重负。故事展现了人和动物之间的情感。</p>

读后续写之五写:遣词造句,书写成章——精细打磨语言,丰富细节描写

在写的过程中,需要刻画细节冲突,使表达优美连贯。刻画细节需要用心理描写、动作描写、环境描写等来增加写作的生动性和可读性。这非一日之功,需要考生平时的点滴积累。

【参考范文】

A few weeks later, I went to the farm again. As my car neared it my thoughts drifted back to the

moment when I rescued the hummingbird from the spider-webs. I rushed back to the deserted house. It was a great comfort that the original hole in the window was nowhere to be found. Leaving the house, I couldn't help wondering how it was getting on now. Had it managed to find its way back home, or was it still out there somewhere struggling to survive?

I was just about to leave when the hummingbird appeared. A flash of movement caught my attention. I

turned around to see the same hummingbird hovering in the air. It seemed that the bird was waiting for me, its beady eyes locked on mine as if trying to convey some deep, unspoken gratitude. I felt a surge of relief and

awe at the sight of this sound and grateful creature, and I knew that I would always cherish the memories we shared as I climbed into my car and drove away.

对点训练

【语篇训练】

[2024·山西省高三一轮复习联考(一)]

阅读下面材料,根据其内容和所给段落开头语续写两段,使之构成一篇完整的短文。

It's common for folks not to know anything about the people who deliver their mail, but that certainly doesn't apply to these residents in Durango, Colorado. Their mail carrier, Seana Green, makes it a point to go out of her way and chat with folks whenever possible. Although she's had this job for 15 years, she didn't start the route where Marilyn Schmidt lives until about four or five years ago.

Marilyn, who recently turned 90-year-old, is just one of the many people that Seana has befriended over the years. The two of them love to chat just about every other day. This is made easier by the fact that Seana will park her vehicle, get out, and deliver mail on foot.

Seana walks through the neighbourhood, and she does more than just deliver the mail. "I think of them as family," Seana said. "A lot of them. I really do." There is an appreciation between the mail lady

and residents. That's why, when she hadn't seen Marilyn in quite some time, she grew concerned.

"I didn't see her on Thursday, and I didn't see her on Friday," Seana recalled. "And when I showed up on Saturday she wasn't on the porch(门廊), and the mail was like, just hanging out of her box. So I shouted through the screen door."

At first, Seana couldn't hear anything coming from inside the home. Soon enough, though, the quiet sound of Marilyn calling out for help became clear. Seana said that her voice sounded weak almost "like a kitten meowing(喵喵叫)".

注意:续写词数应为150个左右。

Paragraph 1:

Seana was so frightened that she rushed into the room. _____

Paragraph 2:

Two weeks later, Marilyn was able to celebrate her 90th birthday at the hospital. _____

第二章 谋篇布局

微技能1 解读原文梳脉络

Step 1: 精读短文,掌握关键信息。

根据记叙文六要素:5W1H,什么人(Who)什么时间(When)在什么地方(Where)因为什么(Why)做了什么事情(What),最后有了什么发展(How)等,精读短文,明确故事人物关系,理清故事主要事件,并找到该篇短文的写作线索,理清情节脉络,把握情感变化,领会主旨要义,继而顺藤摸瓜,连环设问,步步为营,合乎逻辑地预测后续情节发展,直至勾画出清晰的整体脉络。

1. 六要素梳理文章主题

六要素 (5W1H)	文章内容	推断 故事情节	主题
Who	(人物关系+性格特征)		
When			
Where			
Why			
What			
How			

2. “三线”梳理文章发展

	时间线	情节线	情感线
Beginning			
Development			
Climax			
Later Development			
Ending (续写部分)			

或者以段落视角梳理文章发展

	时间线	情节线	情感线
Para. 1			
Para. 2			
Para. 3			
Para. 4			
...			

Step 2: 根据已知, 构思续写思路。

结合续写段段首的开头语展开合理想象, 最终确定续写段落的思路和内容。

段落	设问推进	情节延续	情感延续	设计续写情节
第一段				
第二段				

Step 3: 结合情景, 添加具体细节。

精读原文找准了线索、确定了主题后, 即可顺应原文情节和两段给定的首句, 用四句话搭建续写情节框架。考生要特别注意描写的丰富性, 可通过对人物、动作、语言、心理活动、表情和环境等细节的描写来丰富内容, 增强叙述的画面感。

【作文示例】

[2023·新高考全国 I 卷]

阅读下面材料, 根据其内容和所给段落开头语续写两段, 使之构成一篇完整的短文。

When I was in middle school, my social studies teacher asked me to enter a writing contest. I said no without thinking. I did not love writing. My family came from Brazil, so English was only my

second language. Writing was so difficult and painful for me that my teacher had allowed me to present my paper on the sinking of the *Titanic* by acting out a play, where I played all the parts. No one laughed harder than he did.

So, why did he suddenly force me to do something at which I was sure to fail? His reply: “Because I love your stories. If you’re willing to apply yourself, I think you have a good shot at this.” Encouraged by his words, I agreed to give it a try.

I chose Paul Revere’s horse as my subject. Paul Revere was a silversmith (银匠) in Boston who rode a horse at night on April 18, 1775 to Lexington to warn people that British soldiers were coming. My story would come straight from the horse’s mouth. Not a brilliant idea, but funny; and unlikely to be anyone else’s choice.

What did the horse think, as he sped through the night? Did he get tired? Have doubts? Did he want to quit? I sympathized immediately. I got tired. I had doubts. I wanted to quit. But, like Revere’s horse, I kept going. I worked hard. I checked my spelling. I asked my older sister to correct my grammar. I checked out a half dozen books on Paul Revere from the library. I even read a few of them.

When I handed in the essay to my teacher, he read it, laughed out loud, and said, “Great. Now, write it again.” I wrote it again, and again and again. When I finally finished it, the thought of winning had given way to the enjoyment of writing. If I didn’t win, I wouldn’t care.

注意: 续写词数应为 150 个左右。

Paragraph 1:

A few weeks later, when I almost forgot the contest, there came the news. _____

Paragraph 2:

I went to my teacher's office after the award presentation. _____

【思路点拨】

读后续写之一读：通读原文，理清脉络

通过抓取记叙文的基本要素，分析故事的人物、时间、地点及事情经过等信息，了解文章的基本脉络。

When	When I was in middle school
Where	In the school
Who	I, my social studies teacher, my sister
Why	My teacher encouraged me to enter a writing contest.
What	English was just my second language and I didn't like writing, but with the encouragement of my teacher, I decided to take part in the writing contest and kept working hard.

读后续写之二析：分析情节情感线，找寻问题与悬念

分析“故事情节线”和“人物情感线”，为续写内容提供情节逻辑和情感基础。找到存在的冲突、问题或者悬念，可以帮助在写的环节快速确定解决方案和走向。

	抓住情节线:Events	抓住情感线:Emotions/Characters
Para. 1	I: no, not love, difficult and painful	自我否定:unconfident
	My social studies teacher: laughed hard	慧眼识才:enjoy my work
Para. 2	I: agreed to try	愿意尝试:willing to try
	My social studies teacher: love my stories	鼓励肯定:encouraging
Para. 3	I: funny, unlikely to be anyone else's choice	善于动脑:creative
Para. 4	I: got tired, had doubts, wanted to quit, kept going and worked hard	怀疑后坚持: self-doubting, persistent, diligent
Para. 5	I: write again and again, enjoy; not care if I could win	自我突破: begin to enjoy the process of writing
	My social studies teacher: laughed and said "great and write again"	鼓励肯定,要求严格:encouraging and strict

读后续写之三定：确定主题与方向，遵循正能量

读后续写一般都用正能量结尾。文章围绕着“挑战与坚持”的主题，展示了作者在面对困难时的坚持不懈和勇于挑战自我的精神，同时描绘出一个鼓励学生挑战自我、敢于尝试的老师形象。

读后续写之四思：读段首句，构思情节——设问推动情节走，细节描写动感说

通过“自问自答”、“逆推”等方法，结合段首句以及原文的情节情感双线，合理构思框架，从“动（动作）、感（情感）、说（语言）”三角度添加合理细节，推动故事发展，解决原文留下的冲突、问题与悬念，使故事圆满结束。

续写方向：

本篇短文中的人物非常少，主要人物就是“我”和“我”的老师。在续写部分考生只需要围绕这两个人物展开对话和其他行为互动即可。根据原文中的“老师认可我、鼓励我参赛、我选择了独特的写作视角、在老师鼓励下不断修改完善”等信息，和段首两句中的“A few weeks later, when I almost forgot the contest, there came the news.”和“I went to my teacher's office after the award presentation.”，续写部分应当描绘作者作品获奖的情景及之后作者和老师的互动，以及作者的感受。

续写第一段的内容并不难设计。比如：明确获

奖具体消息,表达激动的心情。第一段的结尾句最好能明确提到“我”在颁奖典礼上被授予了奖项。这样做的目的是和下文“I went to my teacher’s office after the award presentation.”进行合理衔接。

续写第二段的内容也不难构思。这段描写内容核心应该是“我”对老师的感谢。师生之间的互动可以通过师生二人对话的模式直接呈现出来,也可以通过作者“我”的口吻进行间接描述。最好能在文章最后部分进行恰当的感情和主题升华、实现画龙点睛。另外,续写中创作出的内容如果能够和已给原文中某些情节或文字形成照应的话,则可以使文章更加出彩。比如,原文中的重要元素“horse”：“But, like Revere’s horse, I kept going.”,可以照应原文,在续写结尾处描写像自己作品中的马一样不知疲惫地继续这条写作之路。

注:续写的思路并不唯一,只要能够自圆其说、言之有物、情节合理、语言丰富都是好故事。

【参考范文 1】

A few weeks later, when I almost forgot the contest, there came the news. The moment I saw my name on the top of the first prize list, surprise and joy occupied my mind. Despite the obstacle and confusion on the road, the horse eventually reached his destination with determination. I was invited to deliver a speech on the award presentation. I explained why I chose this special subject and even acted out one role play as Revere’s horse on the stage, which made the audience laugh out. In the end, I showed my gratitude to the horse rider—my social studies teacher.

I went to my teacher’s office after the award

presentation. Seeing me, he came striding up to me, expressing his congratulations. With tears almost blurring my vision, I gave him a big hug. Without his encouragement, I couldn’t have won the prize. It was him that carved my writing path. He patted my back and laughed out again. Then he pointed out that my passion, devotion and persistence contributed to my success. “Just like the horse you wrote, he got tired and had doubts, but he kept going.”

【参考范文 2】

A few weeks later, when I almost forgot the contest, there came the news. I could hardly believe that I won the first place. It felt like a dream. Then I was informed that the award presentation was just two days later. Not until the big day did I know it was the creativity and emotions in my essay that impressed all judges. Immersed in excitement and joy, I couldn’t wait to share my feelings with my social studies teacher, whom I should be most grateful to.

I went to my teacher’s office after the award presentation. “Aha! Congratulations! I knew you had it in you.” He laughed out aloud, his eyes shining with pride. “I can’t thank you enough, sir,” said I with excitement. “But for your encouragement, I wouldn’t have seen my own potential.” Touching the trophy gently, he laughed again, “I’m glad that your commitment and persistence paid off! Keep going just like your horse!” A determination rose from my heart. I was so lucky to meet my social studies teacher.

对点训练

【语篇训练】

[2024·河北省部分重点高中综合素养测评]

阅读下面材料,根据其内容和所给段落开头语续写两段,使之构成一篇完整的短文。

Sandro was born and grew up in Milan. Until he was 13 years old, he never wanted to leave his hometown. But last year, Sandro’s father’s investment went bad, wiping out the family and sending his parents to prison. As a teenager under 16 years old, Sandro was forced to go to Newcastle in the northeast of England to stay with his uncle Lawrence.

Sandro had a lot of difficulties in the new environment. He didn’t like the food in England. Nobody could forecast the weather in Newcastle. He had to start learning the second foreign language in his new school. Pocket money was not enough as usual. Almost every subject was a challenge for him. Most importantly, he had no friends. It seemed that nobody knew him and that he knew nobody in the school.

On an early summer evening, when Sandro was going home alone from school as usual, a man called him from behind. Sandro turned around and saw