



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

2022—2024 年高考应用文写作试题分析

年份	卷别	体裁	主题	形式
2024	新课标 I / II 卷	告知信	分享在公园上美术课的经历	文字提纲
	全国甲卷	发言稿	中国交通发展	文字提纲 + 图片
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

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，近几年出现了倡议书、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，2024 年全国甲卷运用了“文字提纲 + 图片”式的提示语。

3. 写作主题深刻化。2024 年新课标 I / II 卷要求学生以自己在公园上美术课的经历给英国朋友写一封邮件，分享自己创作的作品和感想，进一步凸显学习生活情境，给予考生充分的空间发挥想象力和创造力，渗透了学用结合和美育的理念。2024 年全国甲卷要求学生根据提供的关于共享单车、高铁和新能源汽车的三幅图片，撰写一篇题目为“中国交通发展”的发言稿，引导学生关注我国经济社会的发展变化，有机融入社会主义核心价值观，增强国家富强、民族复兴的自豪感和自信心。

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	完全完成了试题规定的任务。 ——覆盖所有内容要点。 ——应用了较多的语法结构和词汇。 ——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。 ——有效地使用了语句间的连接成分，使全文结构紧凑。 完全达到了预期的写作目的。	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”。 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。

	评分标准	解读
第四档 10~12 分	完成了试题规定的任务。 ——虽漏掉一、两个次重点,但覆盖所有主要内容。 ——应用的语法结构和词汇能满足任务的要求。 ——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。 ——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。	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。
第三档 7~9 分	基本完成了试题规定的任务。 ——虽漏掉一些内容,但覆盖所有主要内容。 ——应用的语法结构和词汇能满足任务的要求。 ——有一些语法结构或词汇方面的错误,但不影响理解。 ——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。	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。

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。

[2024·新课标 I 卷]

假定你是李华,上周五你们班在公园上了一堂美术课。请你给英国朋友 Chris 写一封邮件分享这次经历,内容包括:

- 1. 你完成的作品;
  - 2. 你的感想。
- 注意:1. 写作词数应为 80 个左右;  
2. 请按如下格式在相应位置作答。

Dear Chris,

I'm writing to share with you an art class I had in a park last Friday.

Yours,  
Li Hua

One possible version :

Dear Chris,

*I'm writing to share with you an art class I had in a park last Friday.*

*I created a work with the theme of "Nature's Harmony", whose main elements are trees, flowers, and a small pond. I started by sketching the outlines of the main elements, with different colours to create a gentle and harmonious atmosphere. Taking the art class in the park was really a novelty. It made me feel so*



close to nature and appreciate its beauty in a whole new way.  
I can't wait to show you my creation in person and

perhaps we can enjoy a similar experience together.  
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 [2024·新课标 I 卷] (普通表达) I really want to show you my creation in person and perhaps we can enjoy a similar experience together.

→(升级表达) I **can't wait to** show you my creation in person and perhaps we can enjoy a similar experience together.

我迫不及待想亲自向你展示我的创作，或许我们可以一起享受类似的经历。

例 2 [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/account**.

如果你能认真考虑我的建议，我将不胜感激。

例 3 [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	普通单词	升级单词
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

(续表)

汉语意思	普通单词	升级单词
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
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

(续表)

汉语意思	单词	短语
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
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

(续表)

汉语意思	短语	短语
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
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部分

1. I will **be active in** ( = \_\_\_\_\_ ) the volunteer work for the marathon to be held in our city.
2. When it comes to education, **most** ( = \_\_\_\_\_ ) people believe that it is lifetime

- study.
3. Try to communicate with the natives in simple Chinese as much as possible, which will help you practise it and **master** ( = \_\_\_\_\_ ) it.

4. **During** (= \_\_\_\_\_) the mountain-climbing, please help each other and pay special attention to your safety.
5. What you should **remember** (= \_\_\_\_\_) is that you have to apply for membership before the deadline.
6. Only through the activity can you **understand** (= \_\_\_\_\_) the traditional Chinese culture.
7. I know that you **like** (= \_\_\_\_\_) playing table tennis, so I **want to know** (= \_\_\_\_\_) whether you would like to join us.
8. **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.

II 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 4** [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 5** [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。

## 十一类写作句式

句式	例句
句式一： 同位语	[2022·新高考全国Ⅰ卷] I'm Li Hua, <b>the student</b> in charge of "Talk and Talk", <b>an English programme</b> in our school radio station.
句式二： 平行结构	[2022·全国甲卷] <b>To protect</b> the ocean is <b>to protect</b> ourselves.
句式三： 被动语态	[2023·全国甲卷] The significance of Confucius <b>cannot be overstated</b> .
句式四： 各种从句	[2024·新课标Ⅰ卷] I created a work with the theme of "Nature's Harmony", <b>whose</b> main elements are trees, flowers, and a small pond. (非限制性定语从句) [2023·全国乙卷] It is simply <b>because</b> music is the best medication for my soul. (表语从句) [2023·全国乙卷] <b>When</b> 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)
句式五： 非谓语动词	[2024·新课标Ⅰ卷] <b>Taking the art class in the park</b> was really a novelty. (动名词短语作主语) [2023·新高考全国Ⅰ卷] This can hinder the progress of students as the more advanced one may dominate the conversation, <b>leaving little room for the other student to improve</b> . (现在分词短语作状语) [2023·新高考全国Ⅰ卷] My suggestion is <b>to group students based on their language abilities or to let students choose their own partners</b> . (不定式作表语 + 过去分词短语作状语)
句式六： 倒装句	[2024·新课标Ⅰ卷] <b>From within the car floated the determined voice</b> before I could finish my words. (全部倒装句) [2023·全国乙卷] <b>Little did I know</b> that this journey would be so meaningful to me. (否定词开头的部分倒装句) [2020·全国卷Ⅱ] <b>Exhausted as we were</b> , we were more than pleased with this meaningful experience. (状语从句的倒装)

句式	例句
句式七： 强调句	[2023·新高考全国Ⅰ卷] <b>It's you who</b> make me fall in love with writing, my social studies teacher.
句式八： with复合结构	[2024·新课标Ⅰ卷] <b>With gratitude and unspeakable joy in my heart</b> , I headed for the cafe, visualizing the delighted look on Gunter's face.
句式九： 独立主格结构	[2024·新课标Ⅰ卷] "Oh, God!" he responded in a somewhat surprised tone, <b>traces of disappointment easily detected</b> .
句式十： 虚拟语气	[2023·新高考全国Ⅰ卷] <b>Without your recognition and guidance, I couldn't have written</b> this article.
句式十一： 固定句式和形式主语/宾语it	[2023·全国乙卷] <b>That was the first time I had watched</b> a live musical performance. [2023·新高考全国Ⅰ卷] If the two students paired together are both poor in spoken English, <b>it'll be extremely difficult for them to carry on the practice</b> .

## 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)到了某人该做……的时间了。
5. It doesn't make sense (for sb) to do sth. (对某人而言)做某事没有意义。
6. It occurs to/hits/strikes sb that ... 某人突然想到……
7. It is essential that... 有必要……
8. It is good manners to do sth. 做某事是有礼貌的。
9. It takes... to do sth. 做某事需要……

10. 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。

11. 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

12. There is no doubt that... 毫无疑问……

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

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

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

### C as 引导的定语从句

16. As the popular saying goes... 俗话说得好……

17. Just as sb puts it... 正如某人所说……

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

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

### D 状语从句

20. When it comes to... 当谈到/涉及……时

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

22. 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……

23. It is/has been + 时间段 + since... 自……以来已有……时间。

24. It will be + 时间段 + before... 要过……时间才会……

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

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

### E 表语从句

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

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

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

### F 主语从句

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

### G 宾语从句

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

32. I never doubt that... 我从未怀疑……

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

### H 同位语从句

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

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

### I 特殊句式

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

37. the + 比较级, the + 比较级 越……越……

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

### J 常见结构

39. do what(ever) one can to do sth/do as much as one can to do sth 某人竭尽所能做某事

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

41. 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

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

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

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

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

46. frankly speaking/to be frank 坦白说

47. compared with/to ... 和……相比

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

49. 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. Just then, I almost fainted and my mind went blank.

→ Just then, I almost fainted, \_\_\_\_\_ . (用独立主格结构)

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)

9. My classmates and I will carry out a scheduled activity about visiting the nursing home. The purpose of it is to enrich the life of the elderly.

→ \_\_\_\_\_ by my classmates and me, \_\_\_\_\_ is to enrich the life of the elderly. (用被动语态和定语从句)

10. Exercise will lower blood pressure and possibly

protect against heart attacks.

→ \_\_\_\_\_ .

(用 not only... but also... 句式)

## II 从句填空

假设你是红星中学高三学生李华。你班的交换生 Jim 对中国的诗歌、地理、历史、风俗习惯感兴趣, 准备下学期选修一门相关课程, 故向你征询建议。请你给 Jim 写一封邮件, 内容包括:

1. 推荐一门选修课;
2. 说明推荐的理由;
3. 提出学习这门课程的建议。

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 Jim,

I am particularly glad to know 1. \_\_\_\_\_

(你对中国的诗歌、地理、历史、风俗习惯感兴趣)(宾语从句) and that now you are eager to explore more by attending an optional course.

I think the Ancient Poetry is your best choice. By learning ancient Chinese poems, you can have an extensive knowledge of history and culture of ancient China. Also, you can feel the charm of the language by reading poems, 2. \_\_\_\_\_

(这有助于提高你的中文)(非限制性定语从句). To follow the course well, you'd better read and recite as many poems as possible. Besides, 3. \_\_\_\_\_ (是个好主意)(it 作形式主语) search for related background knowledge 4. \_\_\_\_\_

(这样你就可以完全理解诗歌的概念)(目的状语从句).

I am sure you will have a lot of fun from the course. 5. \_\_\_\_\_ (如果你对此还有任何疑问)(条件状语从句), don't hesitate to let me know.

Yours sincerely,  
Li Hua

## 微技能 3 衔接过渡自然

在写作中, 在句与句、段与段之间恰当地使用一些承上启下的连接(过渡)性词语能使上下文语义连贯、逻辑清晰。

**例 6** [2023 · 新高考全国 I 卷] To begin with, randomly pairing up students may lead to unbalanced language abilities within the groups.



(续表)

类别	例词
5. 表示因果关系的过渡性词语	because, as, since, for, thanks to, due to, as a result of, so, thus, therefore, as a result/consequence 等。
6. 表示条件关系的过渡性词语	if, unless, in case of, as/so long as, on condition that 等。
7. 表示递进关系的过渡性词语	besides, in addition, what's more, furthermore, moreover, what's worse, still less, to make matters worse, worse still, on the one hand ... on the other hand..., for one thing ... for another... 等。
8. 表示列举事实的过渡性词语	such as, for example/instance, take ... as an example, that is to say, as follows, in other words 等。
9. 表示观点的过渡性词语	in my opinion, in my view, from my point of view, as far as I am concerned, as for me, personally (speaking) 等。
10. 表示总结的过渡性词语	in short, in brief, in conclusion, in a word, to sum up, all in all, on the whole, in general, generally speaking 等。

首先,随机把学生分组可能会导致组内(学生)的语言能力不平衡。

**例 7** [2021 · 全国乙卷] **First of all**, as smart online learners, we can make full use of the most extensive educational resources to broaden our horizons. **Besides**, we can take the initiative in our study by ourselves without time and space limits.  
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。此外,我们可以在自主学习中不受时间和空间的限制,发挥自己的主动性。

十类过渡性词语

类别	例词
1. 表示起始的过渡性词语	above all, first of all, to begin with, according to, as you know/as is known, as is shown, when it comes to 等。
2. 表示时间顺序的过渡性词语	firstly, secondly, thirdly, then, later, in the end, finally, at last, after that, afterwards, since then, meanwhile 等。
3. 表示并列关系的过渡性词语	and, or, also, as well as, neither...nor..., not only ... but also..., either ... or..., not...but... 等。
4. 表示转折关系的过渡性词语	but, yet, however, while, otherwise, on the contrary 等。

对点训练

① 使用过渡性词语完成句子

1. \_\_\_\_\_ (首先), the most significant thing is to set a goal, work out a plan and carry out the plan step by step.
2. \_\_\_\_\_ (恰恰相反), smartphones not only take up our valuable time, but also do great harm to our health.
3. I lost my way in the forest and \_\_\_\_\_ (更糟的是), it was getting dark.
4. \_\_\_\_\_ (况且), I can experience different cultures and enrich my knowledge.

5. \_\_\_\_\_ (总之), changes in our life have brought us comfort and convenience in the past twenty years.
6. \_\_\_\_\_ (与此同时), we all enjoyed the beauty of nature.
7. \_\_\_\_\_ (另一方面), online shopping also has many disadvantages.
8. \_\_\_\_\_ (因此), I suggest we should be given more time for sports and sleep.
9. \_\_\_\_\_ (那就是说), if you want to succeed, you have to believe in yourself.

第一章 读后续写高分总攻略

考情分析

一、考情分析

2022—2024 年高考读后续写试题分析

年份	卷别	主要内容	词数	主题
2024	新课标 I / II 卷	如约支付出租车司机车费	329	人与社会:人际交往
	浙江 1 月	克服恐惧完成长跑	337	人与自我:完善自我
2023	新高考全国 I / II 卷	老师鼓励“我”参加写作比赛	327	人与自我:个人成长
	浙江 1 月	救助被蜘蛛网困住的蜂鸟	352	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	320	人与自我:学校生活
	浙江 6 月	给无家可归的人发放食品	330	人与社会:社区服务
	浙江 1 月	与队友合作完成课题	337	人与社会:人际沟通

命题规律:

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;

2. 这三年新高考的读后续写分别出自主题语境“人与社会”和“人与自我”,是关于人际交往、认识自我、完善自我等方面的故事;

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。

二、考查能力

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

【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

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:

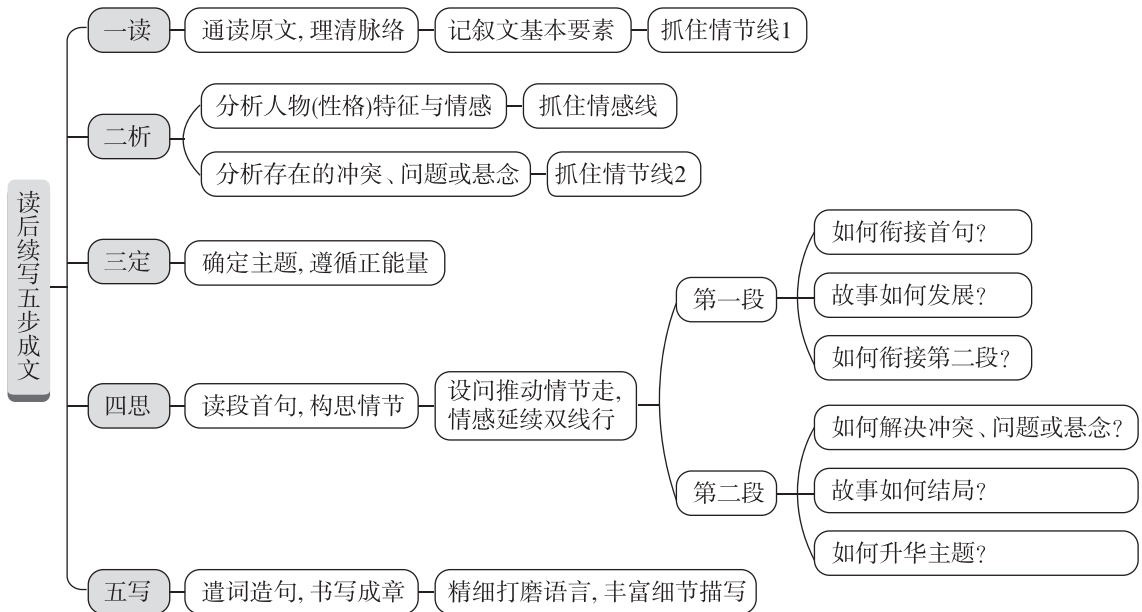
- (1)续写内容的质量、完整性以及与原文情境的融洽度;
- (2)所使用词汇和语法结构的准确性、恰当性和多样性;
- (3)上下文的衔接和全文的连贯性。

【评分参考】

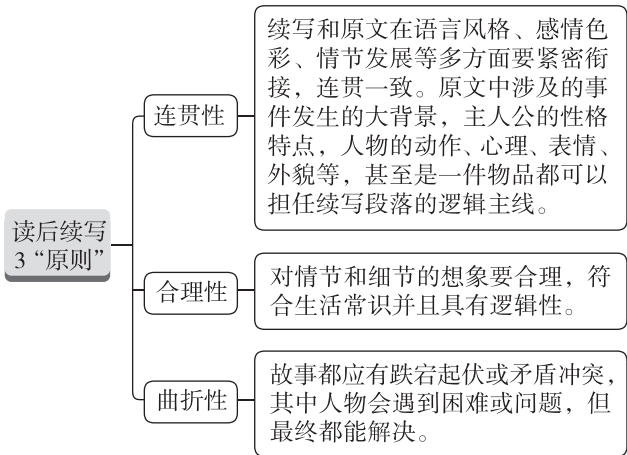
1. 故事融洽度,情节重于语言;
2. 发现续写点,续写的完整性;
3. 创作质量要高,符合社会主义核心价值观;
4. 两段内容均匀,重视长句的使用。



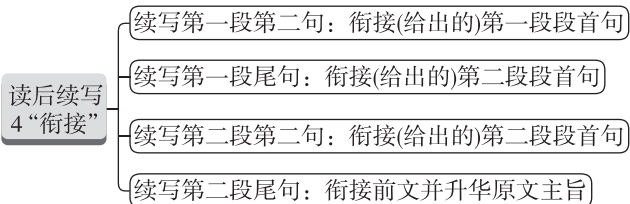
四、写作步骤



【读后续写 3“原则”】



【读后续写 4“衔接”】



【作文示例】

[2024·新课标 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。

I met Gunter on a cold, wet and unforgettable evening in September. I had planned to fly to Vienna and take a bus to Prague for a conference. Due to a big storm, my flight had been delayed by an hour and a half. I touched down in Vienna just 30 minutes before the departure of the last bus to Prague. The moment I got off the plane, I ran like crazy through

the airport building and jumped into the first taxi on the rank without a second thought.

That was when I met Gunter. I told him where I was going, but he said he hadn't heard of the bus station. I thought my pronunciation was the problem, so I explained again more slowly, but he still looked confused. When I was about to give up, Gunter fished out his little phone and rang up a friend. After a heated discussion that lasted for what seemed like a century, Gunter put his phone down and started the car.

Finally, with just two minutes to spare we rolled into the bus station. Thankfully, there was a long queue (队列) still waiting to board the bus. Gunter parked the taxi behind the bus, turned around, and looked at me with a big smile on his face. "We made it," he said.

Just then I realised that I had zero cash in my wallet. I flashed him an apologetic smile as I pulled out my Portuguese bank card. He tried it several times, but the card machine just did not play along. A feeling of helplessness washed over me as I saw the bus queue thinning out.

At this moment, Gunter pointed towards the waiting hall of the bus station. There, at the entrance, was a cash machine. I jumped out of the car, made a mad run for the machine, and popped my card in, only to read the message: "Out of order. Sorry."

注意:续写词数应为 150 个左右。

Paragraph 1:

I ran back to Gunter and told him the bad news. \_\_\_\_\_

Paragraph 2:

Four days later, when I was back in Vienna, I called Gunter as promised. \_\_\_\_\_

【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	On a cold, wet and unforgettable evening in September
Where	In Vienna, at the airport and the bus station
Who	I, Gunter(a taxi driver)
What	I jumped into a taxi and Gunter took me to the bus station in time despite some struggles, but I had no cash to pay the taxi fare after trying every possible means.
Why	I had no cash and the card machine and a nearby cash machine did not work.

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。

	原文句子	情感线	情节线
I	I ran like crazy through the airport building and jumped into the first taxi on the rank without a second thought.	anxious ↓	flight delay ↓ urgent schedule ↓ unknown bus station ↓ no cash ↓ card machine failure ↓ last chance uncertainty
	Thankfully, there was a long queue (队列) still waiting to board the bus.	relieved ↓	
	I flashed him an apologetic smile as I pulled out my Portuguese bank card.	embarrassed ↓	
	A feeling of helplessness washed over me as I saw the bus queue thinning out.	desperate ↓	
	I jumped out of the car, made a mad run for the machine, and popped my card in, only to read the message: "Out of order. Sorry."	disappointed	
Gunter	I told him where I was going, but he said he hadn't heard of the bus station.	confused ↓	
	...Gunter fished out his little phone and rang up a friend.	helpful ↓	
	After a heated discussion that lasted for what seemed like a century, Gunter put his phone down and started the car.	patient ↓	
	Gunter parked the taxi behind the bus, turned around, and looked at me with a big smile on his face. "We made it," he said.	optimistic	

读后续写之三定:确定主题,遵循正能量

本文以第一人称描述了作者“我”乘飞机到维也纳,然后要转乘公共汽车去布拉格参加一个会议。但由于暴风雨,飞机被延误一个半小时,当作者到达维也纳机场时,离最后一班到布拉格的公共汽车仅剩半小时。于是,作者下飞机后狂奔出机场,跳上出租车,紧赶慢赶,终于赶上末班车。但由于没有现金无法向出租车司机支付车费。作者承诺四天后返回维也纳时再联系出租车司机。其核心价值在于引导考生讲诚信、守承诺,学

会感恩以及赞扬出租车司机信任他人、宽以待人的品质。

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	How did the author and Gunter feel in that situation? Did Gunter allow the author to leave without paying? What did the author promise to do?	由第一段首句“我跑回到 Gunter 那里，告诉他这个坏消息。”和第二段首句中“按照承诺”可知，第一段可描写“我”留下 Gunter 的电话，承诺会还钱给对方，Gunter 同意，最终作者及时登上了公共汽车。	urgency and desperation ↓ frustration and embarrassment ↓ trust and understanding ↓ gratitude and relief
第二段	What did they say over the call? How did they react and feel when meeting? What did the author get from this experience?	由第二段首句“四天后，当我回到维也纳时，我按照承诺给 Gunter 打了电话。”可知，第二段可描写“我”如约付费给 Gunter，两人再次见面的情形，及后续友谊的发展，最后是作者的感悟。	relief ↓ warmth ↓ generosity ↓ connection

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

【参考范文 1】

I ran back to Gunter and told him the bad news. I explained to him the urgency of catching the bus, emphasizing that otherwise I would be forced to stay overnight and buy a new ticket the next morning(分词短语作状语;宾语从句). Ultimately, I suggested, “I will return to Vienna in 4 days. If it’s OK with you(条件状语从句), I can pay you then, with an additional 10 euros as a gesture of my gratitude.” Following an uncomfortable pause(分词短语作状语), he simply nodded, saying, “I agree to this arrangement and trust you.” I thanked him with the biggest smile you can imagine(定语从句), and we exchanged contact information before I got on the bus(时间状语从句).

Four days later, when I was back in Vienna, I called Gunter as promised. We arranged to meet at the airport, and upon our arrival, we hugged each other like long lost friends. When I gave him the extra 10 euros I had promised(定语从句), he didn’t accept. “Buy me a beer next time you are in Vienna(时间状语从句),” he said with a warm smile. Then we parted ways with a

firm handshake and a promise to keep in touch(不定式作后置定语). Gunter’s kindness had turned a potentially disastrous evening into a memorable story I would cherish for years to come(定语从句).

【参考范文 2】

I ran back to Gunter and told him the bad news. “Oh, God!” he responded in a somewhat surprised tone, traces of disappointment easily detected(独立主格). I was greatly embarrassed, blushing to the roots of my flaming hair(分词作状语). “May I ...” I proposed tentatively in a timid whisper. “You may pay me when you are back here(时间状语从句). And 50 euros more for you to catch the bus.” From within the car floated the determined voice(倒装) before I could finish my words(时间状语从句). He had spoken what I vaguely hinted at, but dared not speak(宾语从句). “Thank you from the bottom of my heart,” I chirped, my voice brisk(独立主格). I gave him my telephone number, promising to pay when I returned to Vienna(分词作状语).

Four days later, when I was back in Vienna, I called Gunter as promised. From his voice, I could easily distinguish the surprised disbelief. We both approved of

the idea of an appointment at a nearby cafe. With gratitude and unspeakable joy in my heart (with 复合结构), I headed for the cafe, visualizing the delighted look on Gunter's face (分词作状语). The sense of gratitude, however, gave way to the joy of reuniting with Gunter. We embraced like old friends. I handed him the

envelope containing the money I owed him (分词作后置定语), along with some extra money to show my appreciation. But he refused the extra money. What an experience! Gnawing troubles paled in comparison to trust, generosity, and more importantly, the happy reunion.

/ 对点训练 /

● 语篇训练

[2024·山东省实验中学高三二模]

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。

On a sunny Friday morning, Mr Stone, the Grade 4 head teacher, walked into the classroom with a new student following him. She was a lively girl from Mexico, and her red mushroom haircut immediately drew everyone's eyes. With a welcoming smile, Mr Stone gestured for her to sit beside Mike, a student known for teasing others.

During break time, Mike couldn't help but laugh when he caught sight of his new deskmate. Sara's distinctive hairstyle seemed like an open invitation for him to make fun of her. Leaning towards Sara, he playfully suggested, "Hey, Sara. Ever thought about changing your name to Dora? You look just like Dora the Explorer!" His words caused laughter from the others in the classroom.

Sara's eyes filled with tears, her cheeks turning red with embarrassment. Feeling hurt and upset, she stood up suddenly, rushing to the teacher's office to seek support from Mr Stone. After hearing her story, Mr Stone offered her gentle comfort, saying, "Sara, your hairstyle is truly pretty. Remember, everyone has their own sense of beauty."

Mr Stone then directed his attention to Mike, expressing his disappointment and urging Mike to apologize to Sara. "Mike," he continued, "your

action was unkind. We must treat everyone with empathy (同理心). Laughing at Sara's hair has deeply hurt her."

This conflict was temporarily settled, but Mr Stone found himself lost in thought. Reflecting on his own childhood, Mr Stone recalled how he had been teased for being overweight. The pain caused by hurtful words was like wrinkles on a crumpled (压皱的) ball of paper. Even if you smoothed them out, the wrinkles stayed.

He wanted to teach an important lesson to Mike, the troublemaker. Then, a unique strategy came to mind. He contacted Mike's mother, explaining the situation and discussing a plan with her to develop empathy in her son. They agreed that over the weekend, Mike's mother would arrange for Mike to have his hair cut extremely short.

注意:续写词数应为 150 个左右。

Paragraph 1:

On Monday morning, Mike unwillingly approached the classroom. \_\_\_\_\_

Paragraph 2:

At that moment, Mr Stone walked into the classroom with a ball of paper. \_\_\_\_\_

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

(续表)

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
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: loved my stories	鼓励肯定:encouraging
Para.3	I: funny idea, 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: wrote again and again, enjoyed it, 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)”三个角度添加合理细节,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“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.”可知,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