

全品



教辅图书



功能学具



学生之家

基础教育行业专研品牌

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全品一线

特色专项

AI智慧教辅

语料背诵+精准写作

广东
专版

高中
英语

主编 肖德好

本书为AI智慧教辅

“讲题智能体”支持学生聊着学，扫码后哪题不会选哪题；随时随地想聊就聊，想问就问。



吉林教育出版社

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热考话题 1 中国文化

话题语料背

文化活动与体验

1. 文化集市与展览

【核心短语】

(1) feast one's eyes on 大饱眼福

a feast for one's eyes 一场视觉盛宴

(2) experience/be exposed to traditional Chinese culture first-hand 亲身体验中国传统文化

(3) have a taste of handicrafts 体验手工艺品

(4) gain a deeper understanding of/gain a deeper insight into the symbolism of...

更深入地了解……的象征意义

(5) immerse oneself in ancient crafts

沉浸在古老工艺中

【高级句式】

(1) The museum's exhibition serves as a bridge, **introducing visitors to the art of Chinese calligraphy and paper-cutting.** (introducing... 现在分词短语作状语)

博物馆的展览如同一座桥梁,引领参观者走进中国书法与剪纸的艺术世界。

(2) The culture fair features live demonstrations of traditional crafts like embroidery and paper-cutting, **allowing visitors to marvel at the delicate designs and skilful techniques.** (allowing... 现在分词短语作状语)

文化集市现场展示刺绣、剪纸等传统工艺,让游客惊叹于精美设计与娴熟技艺。

(3) Visiting a handicraft exhibition allows one to gain a deep insight into the symbolism contained in traditional Chinese lanterns, **which often feature patterns symbolizing happiness and prosperity.** (which often feature... 定语从句; symbolizing... 现在分词短语作定语)

参观手工艺品展览能让人深入了解中国传统灯笼所蕴含的象征意义,这些灯笼常以寓意幸福与繁荣的图案为装饰。

2. 文化交流与传播

【核心短语】

(1) deepen my understanding of...

深化我对……的理解

(2) promote cultural exchange 促进文化交流

(3) promote and spread Chinese culture

推广和传播中国文化

(4) carry forward traditional culture 弘扬传统文化

(5) arouse passion for... 激发对……的热情

【高级句式】

(1) Live-streaming traditional arts **not only** preserves cultural heritage **but also** makes them accessible to global audiences, **effectively bringing different cultures closer.** (not only... but also 并列结构; effectively bringing... 现在分词短语补充结果)

直播传统艺术不仅能保护文化遗产,还能让全球观众接触到这些艺术,从而有效拉近不同文化之间的距离。

(2) The Silk Road showcases how trade routes can facilitate cultural exchanges, **shaping mutual understanding across civilizations.** (shaping... 现在分词短语作状语)

丝绸之路彰显了贸易路线如何能促进文化交流,从而塑造跨文明间的相互理解。

传统文化元素

1. 艺术与工艺

【传统工艺】

(1) Chinese knot 中国结

(2) shadow puppetry 皮影戏

(3) porcelain 瓷器

(4) embroidery 刺绣

(5) paper-cutting 剪纸

(6) woodblock printing 木版印刷

(7) weaving 编织

【艺术形式】

(1) traditional Chinese painting 国画

(2) ink and wash painting 水墨画

(3) calligraphy 书法

(4) Peking Opera 京剧

(5) martial arts 武术

【高级句式】

(1) Shadow puppetry, **with a history traced back to the Tang Dynasty**, reflects the wisdom of ancient Chinese artisans. (with a history traced back to... 插入语的非限制性修饰)

皮影戏可追溯至唐代,反映了中国古代工匠的智慧。

(2) Embroidery, with its thousand-year history, **not only** reflects the exceptional craftsmanship of the Chinese people **but also** conveys deep cultural meanings like harmony and good luck. (not only... but also 并列结构)

刺绣拥有千年历史,不仅反映中国人非凡的工艺,更传达和谐、好运等深刻文化内涵。

(3) **Learning traditional calligraphy not only** cultivates patience **but also** enhances students' awareness of Chinese cultural identity. (动名词作主语; not only... but also 并列结构)

学习传统书法不仅培养耐心,还能增强学生对中国文化身份的认知。

2. 传统节日与习俗

【节日名称】

(1) Spring Festival 春节

(2) Dragon Boat Festival 端午节

(3) Mid-Autumn Festival 中秋节

(4) Lantern Festival 元宵节

(5) Tomb-Sweeping Day 清明节

【节日习俗】

(1) eat *zongzi* 吃粽子

(2) admire the full moon 欣赏满月

(3) sweep graves 扫墓

(4) set off/let off/light firecrackers 放鞭炮

(5) give out/hand out/present red envelopes 发红包

【高级句式】

(1) During the Spring Festival, families gather for a reunion dinner, **symbolizing unity and good fortune for the new year**. (symbolizing... 现在分词作状语)

春节期间,家人团聚在一起吃年夜饭,象征新年团圆和好运。

(2) The Mid-Autumn Festival, **which falls on the 15th day of the 8th lunar month**, emphasizes family reunion and harmony. (非限制性定语从句)

中秋节在农历八月十五,强调家庭团聚与和睦。

(3) During the Spring Festival, the character “Fu” is often pasted upside down, as its pronunciation in Chinese resembles “the arrival of happiness”. (主从结构)

春节期间,“福”字经常被倒贴,因为它的中文发音类似于“幸福的到来”。

【话题写作背(倡议书)】

[2025·广东珠海高三模拟]

假设你是校学生会主席李华,请你以学生会名义写一封倡议书,号召全校师生参加将于4月21—25日举办的“中国传统文化周”活动。内容包括:

1. 发出活动倡议;

2. 介绍活动亮点。

注意:1. 写作词数应为80个左右;

2. 可以适当增加细节,以使行文连贯。

Call for participation: embrace our cultural heritage

Dear Teachers and Schoolmates,

On behalf of the Student Union, I earnestly **call on everyone to join in** the “Traditional Chinese Culture Week” from April 21 to 25, which aims to deepen our understanding of national heritage (非限制性定语从句).

Featuring diverse activities (v.-ing 作伴随状语), it includes a calligraphy exhibition where masters will demonstrate brush techniques (定语从句), inspiring us to appreciate the beauty of characters (v.-ing 作结果状语). There will also be a folk dance workshop, teaching traditional moves to those interested in preserving such art forms (v.-ing 作伴随状语). **Additionally**, lectures on ancient philosophy, given by renowned scholars (过去分词作定语), will help us grasp the wisdom passed down for centuries (过去分词作定语).

Let's seize this chance to inherit our culture together!

The Student Union

① 话题词块练

1. The art of paper-cutting in China can _____
_____ the Han Dynasty, reflecting people's love for life.

中国的剪纸艺术可追溯至汉代,这一艺术形式体现了人们对生活的热爱。

2. Confucian teachings _____
respecting elders, a value still cherished by modern Chinese families.

儒家学说重视尊敬长辈,这一价值观仍为现代中国家庭所珍视。

3. Participating in tea ceremonies allows people to _____
_____ the Chinese pursuit of tranquility and respect.

参与茶道能让人们更深刻地领悟中国人对宁静与尊重的追求。

② 话题句式练

1. 强调句: It is + 被强调部分 + that + 句子其他成分

It is _____ we can truly understand the wisdom of our ancestors.

正是通过实践传统工艺,我们才能真正理解祖先的智慧。

2. with 复合结构

_____,
the cultural fair was filled with laughter and joy.
游客们纷纷尝试剪纸,文化集市上充满欢声笑语。

3. 目的状语从句

Schools should organize cultural activities _____
_____.
学校应组织文化活动,以让学生沉浸在传统艺术的魅力中。

4. 倒装句

Chinese calligraphy, the art of beautiful handwriting, has developed over many centuries and has been widely practised in China. _____

_____ Chinese characters, _____
_____ expressing the writer's inner world.

中国书法是一门优美的书写艺术,已经发展了好几

个世纪,在中国被广泛练习。它不但展现了汉字的美妙,而且用于昭示书写者的内心世界。

5. v.-ing 作定语

The programme covers a wide variety of cultural activities, _____ learning Chinese daily expressions _____ on Chinese history and traditional culture.

此项目涵盖了各种各样的文化活动,从学习汉语日常表达到参加一些关于中国历史和传统文化的讲座。

③ 应用文写作

写作类型:发言稿

[2025·河北保定一模]

假定你是李华,你校将与英国友好学校联合举办“文明对话”线上交流活动,作为中国学生代表,请你写一篇发言稿,向英国师生介绍一项中华优秀传统文化,内容包括:

1. 所选文化项目(如书法、茶艺、节日习俗等);
2. 其文化内涵及纽带作用。

注意:写作词数应为 80 个左右。

【范文填空】

Dear Friends from the UK,

It's a great honour to share Chinese calligraphy,

1. _____
_____ (一种已盛行 3000 余年的艺术形式,它反映着我们民族的灵魂)。

2. _____ (以笔墨创作),
each character carries both meaning and emotion, with strokes varying from bold to delicate to express the writer's spirit. Practising calligraphy, 3. _____
_____ (需要耐心与专注),
teaches us to balance strength and gentleness—values deeply rooted in Chinese culture.

4. _____
_____ (这门艺术不仅通过共通的技法将几代人联系在一起) but also bridges cultures, as its beauty transcends language. It's a living tradition 5. _____
_____ (我们满心自豪地与世界分享)。

Thank you for listening.

话题 1 个人成长

话题语料背

话题词块

1. gather courage 鼓起勇气
2. gather strength 积蓄力量
3. confront fears directly 直面恐惧
4. heart pounding 心跳加速
5. inch forward 缓慢前进
6. step out of the comfort zone 走出舒适区
7. overcome obstacles 克服障碍
8. be frozen with fear 因恐惧而呆住
9. be stuck in a dilemma 被困在进退两难的境地
10. build resilience 培养韧性
11. turn weaknesses into strengths 化弱点为优势
12. pride comes/goes before a fall 骄者必败

描写句式(推进情节)

1. My hands trembled as I reached for the door, but I **took a deep breath** and stepped through. 我的手颤抖着伸向门,但我深吸一口气,迈了过去。
2. The stage lights blinded me, and I froze—**throat tight, hands shaking**. (独立主格结构)
舞台灯光让我睁不开眼,我僵在原地——喉咙发紧,双手颤抖。
3. He stood rooted to the spot, **too scared to move**. (形容词短语作状语)
他僵在原地,吓得动弹不得。
4. Every time I wanted to give up, the memory of his encouraging words pushed me forward. 每次想放弃时,记忆中他鼓励的话语都推着我前进。
5. I gathered my courage and took my first step onto the rope bridge, then another, **inching forward while holding tight to the handrail**. (现在分词短语作状语)我鼓起勇气迈出踏上吊桥的第一步,接着又一步,紧紧抓着栏杆慢慢向前挪。

主题升华句(结尾点题,提炼感悟)

1. Courage isn't the absence of fear—it's taking the first step even when you're scared. 勇气不是没有恐惧——而是即使害怕也要迈出第一步。
2. The greatest challenge isn't overcoming the outside world, but defeating the doubts within. 最大的挑战不是战胜外界,而是打败内心的疑虑。
3. It turns out that there's always a way out of any difficulty as long as we stay calm.

事实证明,只要我们保持冷静,任何困境都有出路。

4. Determination and optimism are what it takes to conquer your fear and accomplish your goal.

决心和乐观是战胜恐惧、实现目标的必备品质。

5. Stepping out of the comfort zone isn't just about growth—it's about finding the courage to be truly yourself. 走出舒适区不仅仅关乎成长——更是为了找到做真实自己的勇气。

读后续写赏析

[2025·河北衡水中学高三一模]

【文章大意】本文讲述了作者在考试失利后向Thompson夫人求助的经历。Thompson夫人让作者种植番茄幼苗,以此让作者明白成长和努力的成果不会立即显现,就如同照顾幼苗一样,学习上的努力也会在未来开花结果。作者深有感触,明白了学习需要坚持,才会有好的结果。

"Let's go to check on the plant," Mrs Thompson said to me a week later. **With a heart full of anticipation**, I followed her to the garden. When we reached the spot (时间状语从句) where we'd planted the seedling (定语从句), I was amazed. The once-tiny plant had grown significantly. Its leaves were greener and it stood taller, reaching towards the sky (v.-ing 作伴随状语). Mrs Thompson looked at me and smiled, "You see, just like this seedling, growth doesn't always happen at a speed we can immediately notice (定语从句). Your efforts in studying are like the care you gave this plant (定语从句). They're working, even if you can't see the results right away (让步状语从句)."

One day, as I bent down to water it, a tiny yellow flower caught my eye. A sense of joy and accomplishment washed over me (拟人). That little flower was a symbol of hope and proof that my care had paid off (同位语从句). It made me realize that just as the seedling needed time and consistent care to bloom, so did I in my studies (倒装句). I no longer felt as lost or hopeless. From then on, I faced my study challenges with newfound confidence, knowing that with perseverance, my efforts would surely lead to beautiful "blooms" in my future (v.-ing 作伴随状语).

读后续写

事件发展	情感变化
参加某种比赛或活动	不自信
让自己害怕或恐惧的事情出现	恐惧
克服恐惧,直面困难或挑战	积极 乐观 自信
挑战成功及感悟	喜悦 兴奋 骄傲

[2025·江苏南通高三第二次大联考]

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。

It was a presentation for my literature class, where every student had to present their analysis of a classic novel. My knees were shaking, and my throat felt drier with every passing second. As I looked around, 30 pairs of eyes were fixed on me, waiting for me to speak.

Though I was comfortable sharing my ideas in small group discussions, I felt nervous about speaking in front of the whole class. Fear flooded me, and my mind went blank. I could hear my heart beating in my ears, blocking out the words I wanted to say. I ended up messing up the presentation.

With another presentation coming soon, I refused to let fear hold me back again. I decided to sign up to perform at a campus comedy club event. I admired how confident stand-up comedians were, and I hoped I could act like them. When I spoke there later, though my jokes didn't get much of a reaction, I surprisingly enjoyed being on stage and felt I could do better next time.

Inspired by this, I knew I needed advice from someone more experienced. That was when I noticed Sania, a talented performer whose humour and confidence made her the highlight of the evening. I gathered the courage to talk to her and introduced myself as a beginner looking to improvement. She listened closely and gave me great advice, "Attend

more open microphone (麦克风) events and watch more comedy performances."

Over the next few weeks, I attended more open microphone events and observed how Sania and other skilled comedians made their performances engaging with clever stories. Surprisingly, this helped me understand literature in a new way. I started to think of literature as something to be told. The characters I analysed became lively figures in a story that I could explain in a more interesting way. Having prepared for some time, I took a chance and asked Sania if she would like to watch my novel presentation and offer advice. She gladly agreed and we met at a study hall one afternoon after school.

注意:续写词数应为 150 个左右。

Paragraph 1:

I introduced the novel's main characters to Sania, still a bit nervous. _____

Paragraph 2:

When the time came for my next class presentation, I was quite different. _____

话题 2 亲情故事

话题语料背

话题词块

1. feel a sense of belonging 有一种归属感
2. immerse oneself in tremendous happiness
使某人沉浸在巨大的幸福中
3. run to embrace/hug sb tightly/run to wrap sb in one's arms tightly 跑过去紧紧拥抱某人
4. stroke one's hair 轻抚某人的头发
5. give sb constant encouragement
给某人不断的鼓励
6. comfort sb with soft/comforting words
用温柔/安慰的话来安慰某人
7. boost one's mood with inspiring/encouraging words 用鼓舞人心的话来振奋某人的心情

描写句式(推进情节)

1. Mum's words were like rain falling gently, **nourishing my heart.** (分词作状语)
妈妈的话像轻轻落下的雨,滋润着我的心。
2. **Gazing down at Denny,** I patted him comfortingly, **reassuring him,** "Honey, I will come back soon." (分词作状语)
低头凝视着丹尼,我安慰地拍拍他,宽慰他,“亲爱的,我很快就回来。”
3. The boy's eyes grew misty at the sight of his parents and he wrapped his parents in his arms tightly. 一看到他的父母,男孩的眼睛就变得模糊,他紧紧拥抱了他们。
4. Love is invisible but pervasive, **which melted solid ice in my heart and swept away coldness and bitterness in winter.** (定语从句)
爱是看不见的,但却无处不在,它融化了我心中的坚冰,扫除了冬日的苦寒。

主题升华句(结尾点题,提炼感悟)

1. Family isn't just blood—it's the people who love you even when you're hard to love.
家人不只是血缘关系——更是那些即使你难相处,也依然爱你的人。
2. The best part of family is not never fighting, but fighting and then choosing to forgive.
家庭中最美好的不是从不争吵,而是争吵后依然选择原谅。
3. A parent's love is a shield—it protects you from the world, even when you don't see it.

父亲/母亲的爱是盾牌——即使你看不见,它也在守护你,抵御世界的风雨。

4. Family love isn't just a warm feeling—it's the unshakable support **that carries you through life's toughest storms.** (定语从句)

亲情不只是一种温暖的感觉——更是支撑你熬过人生最艰难风雨的坚定力量。

读后续写赏析

[2025·安徽马鞍山高三二模]

【文章大意】随着母亲生日的临近,艾瑞亚要为妈妈设计一件可爱的礼物。于是她打算制作一个雕塑,雕塑由许多不同的材料制成——布、羽毛、闪光、纸和油漆。结果在等待胶水变干的时候,弟弟毁了礼物。弟弟解释自己也想给妈妈制作礼物,最后姐弟俩一起完成了礼物,妈妈收到后很高兴。

"Now, let's fix this mess together," Aria encouraged her little brother. She brushed away her tears and gave her brother a hug. "It's okay. We can make something even better—together!" She handed him some crayons and paper, and they sat side by side, working on a new masterpiece (v.-ing 作伴随状语). Aria carefully rearranged the feathers, turning her brother's scribbles into colourful patterns (v.-ing 作伴随状语), while he proudly added his own little drawings (时间状语从句). Their laughter filled the room as they mixed paints, and created a joyful, messy artwork (时间状语从句). Aria realized that her brother's "mistake" had actually made the gift more special (宾语从句).

After finishing the gift, the two kids brought it to their mother. With excited smiles, they presented the gift, wrapped in handmade paper (过去分词作定语). "Happy birthday, Mum!" they cheered. **Their mother's eyes widened** as she unwrapped it (时间状语从句)—bright colours, feathers, and even tiny fingerprints. "Did you make this together?" she asked. They nodded eagerly. "It's perfect," she whispered, pulling them close (v.-ing 作伴随状语). Aria looked at her brother, full of pride (形容词短语作状语). This gift wasn't just a painting; it was a memory they had created—and fixed—together (定语从句).

● 读后续写

情节	亲人间产生矛盾—解决矛盾—珍惜亲人间的亲情
主题 升华	化解冲突和矛盾,与亲人握手言和。抒发感悟,认识到亲情的重要性

[2025·广东两校高考三模]

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。

My dad’s best flower

I remember my first home was a small apartment on the second floor with a lovely and spacious balcony. When my mum was busy in the kitchen, she let me stay on the balcony watching the kids playing in the street. On that balcony I played sometimes with my elder sister, Maria. She was seven years old and when my mum was absent, she was like a mother to me. The balcony was a great hobby place for my father. After his work he used to grow carnations (康乃馨) in flower boxes. His carnations were red, pink and white, and everyone appreciated them for their beauty.

He took care of them with so much love and devotion. He dealt carefully with his flowers like a mother taking care of her baby. Many times I sat on the floor of the balcony for hours observing him and his lovely flowers with patience. He was always doing something on that balcony. He was watering them every day, cleaning the balcony floor, changing the potting soil and when the stems were thick, strong and high enough, he started his improvement operation attentively like a doctor.

My dad took a tiny knife and with his left hand he held the stem of the carnation and measured the height. Then he made a small mark on the stem with his finger. Afterwards he made a sharp cut with the

knife, just enough to fit in again of barley (大麦). Then he bandaged the stem with a small bandage. His job was then to water the plants and to take care of them. “No one should touch them,” he said to Mum. Every day, when he came home from work he went straight to the balcony.

Mum used to tell us, “Do not touch daddy’s flowers.” For us it was a fascinating experience to watch how the small stems were growing and making flowers. When the carnations had grown big enough, my dad enjoyed watching them every day. We the kids did too.

注意:续写词数应为 150 个左右。

Paragraph 1:

One day, my elder sister, who loved Dad very much, had a great idea. _____

Paragraph 2:

When my dad arrived, he went, as usual, straight to the balcony and saw his flowers lying on the floor like dead animals. _____

第一部分 应用文写作高考趋势分析

考情分析

命题透视				
2023—2025 年高考应用文写作试题分析表				
年份	卷别	体裁	主题	形式
2025	全国一卷	建议信	选择英语报增设的栏目及其理由	文字提纲
	全国二卷	问询信	向外教询问稿件进展	文字提纲
	浙江 1 月考	演讲稿	对在校园内用手机拍摄短视频的看法	文字提纲
2024	新课标I/II卷	电子邮件(记叙文)	公园里的美术课	文字提纲
	全国甲卷	发言稿	中国交通的发展	文字提纲 + 图画
	浙江 1 月考	推荐信	推荐课间运动及理由	文字提纲
2023	新高考I/II卷	建议信	指出外教分组练习口语的方式存在问题并提出自己的建议	文字提纲
	浙江 1 月考	报道	认识我们身边的植物	文字提纲
	全国甲卷	短文投稿(记叙文)	介绍一位历史人物	文字提纲
	全国乙卷	短文投稿(记叙文)	描述假期中学习一项新技能的经历以及从中获得的体验和感受	文字提纲

应试点睛

一、命题规律

(一)考查载体多样化趋势明显

1. 传统应用文保持稳定

书信/邮件形式仍是考查重点,且电子邮件的亚类型不断丰富:

• 咨询类(2025 全国二卷文章进展问询):语言需委婉、礼貌,契合咨询场景语域。如“Could you kindly update me on the progress of the manuscript?”,避免生硬催促表述,契合咨询场景语域要求。

• 建议类(2025 全国一卷栏目选择):需清晰合理阐述理由,展现个性化思考。像“Choosing ‘Fun at my school’ allows me to spotlight the vibrant club performances, where students’ talents burst like fireworks, and the class games that knit our bonds tighter. This not only showcases campus vitality but also reflects my unique perspective...”,借助比喻修辞、复杂句式体现语言丰富性,符合高分作文语言要求。

2. 新兴文体占比提升

• 发言稿(2024 全国甲卷交通发展):要结合主题,用富有感染力、逻辑清晰的语言传递内容,可通过事例、数据增强说服力,展现语言运用能力,体现语法结构与内容逻辑的连贯性。

• 征文类写作(2023 全国甲卷历史人物):需围绕主题深入挖掘内容,从文化、历史等维度展开,运用多样词汇和句式,体现对主题的深刻理解,满足内容要点全覆盖与语言表达丰富性要求。

3. 混合文体成为新常态

• 演讲稿外壳 + 说明文实质(2025 浙江 1 月考校园短视频现象分析):需在演讲稿的格式框架下,用说明性语言辩证分析现象,清晰阐述观点,合理运用连接词让结构紧凑,如“Firstly ... Secondly ... In conclusion...”,通过连接词增强逻辑连贯性,优化文章结构。

• 邮件载体 + 记叙文实质(2024 新课标I/II卷美术课):借助邮件传递信息,用记叙文的生动描写展现事件过程,如“Brush strokes danced on the canvas as the sun cast a golden glow over the park, making every leaf a vivid witness to our creative journey.”,

通过拟人修辞、场景刻画提升语言表现力,符合高分作文结构要求。

· **短文投稿+议论要素(2023 全国甲卷历史人物):**在介绍人物基础上,融入对人物事迹、精神的议论评价,丰富内容层次,运用议论性语句展现思维深度,满足评分中“内容要点齐全、语言丰富”的要求,助力提升作文档次。

(二)命题形式创新特点突出

题目呈现方式的多元化创新,不仅是对考生语言能力的考查,更是契合当下对综合素养的要求。

· **纯文字提纲:**需精准解读提纲要点,全面覆盖内容,合理组织语言,体现逻辑条理,如写 2025 全国一卷建议信,要依据文字提纲清晰说明选择栏目及理由。

· **图文结合(2024 全国甲卷):**要善于提取图画关键

1. 主题维度立体化

主题类型	典型案例	核心素养	考查要点
个人成长	2025 全国一卷“栏目选择”	批判性思维与决策能力	要求学生在两个栏目中做出个性化选择并论证
校园实践	2025 全国二卷“加拿大体育文章催稿”	跨文化沟通能力、责任意识与时间管理	考查事务性沟通中的礼貌表达与规范意识
科技伦理	2025 浙江 1 月考“校园拍短视频”	数字公民意识	要求平衡科技使用与校园规范

2. 价值引领显性化

· **个性化发展:**2025 全国一卷通过“栏目选择”考查学生个性化表达,体现“因材施教”理念。写作时要展现独特思考,用个性化语言论证选择,如运用独特事例、新颖词汇,通过独特事例与新颖词汇展现个性化表达。这一过程中,学生展现出的独特思考和语言运用能力,正是批判性思维与个性化素养的体现。

· **国际视野:**2025 全国二卷“加拿大体育文章催稿”隐含中外文化交流导向。

· **责任意识:**催稿邮件考查学生的事务协调能力,呼应劳动教育要求。需用礼貌、清晰的语言沟通,合理安排内容,体现责任意识,以礼貌、清晰的语言完成事务性沟通。

· **数字责任:**2025 浙江 1 月考通过“短视频拍摄现象”,引导学生反思科技使用的边界。写作时要辩证分析,提出合理方案(如设立拍摄区域),而非单向批判,通过辩证分析与合理建议展现思维深度。

(四)命题新特征

1. **情境真实性:**聚焦真实校园场景,如媒体决策、校报编辑等工作情境模拟。要求考生精准把握场景语域,校园媒体决策用活泼条理的语言,校报编辑用正式清晰表达,考查语言实际运用与问题解决能力。

信息(如 2024 全国甲卷里的“高铁”元素),并融入写作内容,转化为丰富表达,像“The high-speed train, a shining pearl of China’s transportation, zips across the land, symbolizing our rapid development and technological strength.”,实现图文信息精准转换,确保内容要点完整呈现。

· **跨学科情境(2024 新课标I/II卷美术课:美育与英语写作结合):**需融合不同学科知识(美术课的场景、美育的感知),用英语准确表达,体现跨学科整合能力,在语言运用上展现多样性,融合学科知识与英语表达,展现语言运用多样性。

(三)主题设置体现育人导向

命题在主题选择上紧密围绕育人目标,通过多样化主题考查学生的核心素养,体现高考“立德树人”的导向。

2. **思维深度性:**选取争议性话题(如校园短视频拍摄),强调辩证分析。需兼顾利弊,如分析短视频对校园生活的积极(记录美好、展示创意)与消极(干扰教学、分散注意力)影响,并提出合理建议(如设立拍摄区域),突出批判性思维考查。

3. **能力综合性:**强化能力融合考查,如选择与论证、沟通与时间管理能力结合。2025 全国一卷需清晰选择并充分论证,运用多样语言结构增强说服力;2025 全国二卷在沟通中体现对时间的关注,如礼貌询问稿件进展及合理时间期待。

4. **育人渗透性:**通过校园生活话题渗透核心价值观,培养职业素养。催稿邮件培养职场沟通规范,短视频分析树立正确科技观,实现写作与育人结合。

二、命题趋势总结

基于上述对高考应用文写作命题规律的分析,我们可以预见未来的命题趋势将朝着更创新、更综合的方向发展,具体表现为以下几个方面。

(一)考查形式创新:从单一文体到多元融合

未来将突破传统书信框架,强化“演讲稿+议论文”“邮件+记叙文”等混合文体考查,同时图文结合、跨学科情境题占比将进一步提升。考生需强化文体转换能力,如将美术课中的色彩描写(美育)与英语叙事结合,体现跨学科表达优势。

(二)命题内容拓展:从校园生活到社会议题

主题将更贴近时代热点,如“碳中和校园实践”“数字遗产保护”等,要求考生既能描述现象,又能辩证分析(如科技使用的利弊)。备考时需积累如digital heritage 等话题词汇,提升社会议题的英语表达能力。

(三)考查目标升级:从语言技能到核心素养

命题将更聚焦跨学科整合(如环保科技知识与英语写作结合)、批判思维(AI 伦理分析)、数字化素养(短视频创作的版权意识)等,持续探索“真实情境+能力融合”的创新模式。考生要关注热点,积累相关英文表达,提升在真实情境中运用语言、融合能力的水平,以适应命题趋势,在高考写作中取得优势。

(二)优秀作文的要求

三、评分标准

(一)评分原则

- 1. 本题总分为 15 分,按 5 个档次给分。
- 2. 评分时,先根据文章的内容和语言初步确定其所属档次,然后以该档次的要求来衡量、确定或调整档次,最后给分。
- 3. 评分时应注意的主要内容:内容要点、应用词汇和语法结构的丰富性、准确性以及上下文的连贯性。
- 4. 拼写与标点符号是语言准确性的一个方面,评分时,应视其对交际的影响程度予以考虑。英、美拼写及词汇用法均可接受。
- 5. 词数不够,酌情降档;词数无上限,但是不能写出格。
- 6. 如书写较差,以致影响交际,可将分数降低一个档次。

	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。 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	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。
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	

通过评分原则和优秀作文的要求,我们知道,应用文要想得高分,需要注意:

1. 书写一定要整洁;
2. 内容要点要齐全;
3. 词汇和语法结构要丰富;
4. 注意连接词的使用。

(三)应用文写作的 5C 原则

1. 完整(completeness)
2. 清楚(clarity)
3. 礼貌(courtesy)
4. 连贯(coherence)
5. 简洁(conciseness)

四、应试策略

备考建议:

1. 三步审题法:

以审 2025 全国一卷建议信为例:

第一步:划体裁关键词“建议信”,明确文体要正式、有建议意图,语言风格需得体、清晰。

第二步:数内容要点“选择栏目、说明理由”,共 2 个核心要点,写作时需全面覆盖。

第三步:标限定条件“词数(常规 80~120)、格式(建议信格式)”,严格遵循格式,合理控制词数,避免因格式、要点、词数问题失分,契合评分的“内容完整、文体准确”。

2. 掌握文体转换技巧:

重点掌握 3 种以上文体转换技巧,如书信转演讲稿(调整语言风格,增加互动性、感染力)、记叙文转说明文(梳理事件要素,清晰说明过程、影响)等,提升应对混合文体、新兴文体的能力,满足命题形式创新对文体运用的要求。

3. 关注社会热点话题英文表达

积累社会热点话题的英文词汇、短语、句式,在写作中灵活运用,展现对热点的关注和语言储备,契合命题内容拓展中“主题多元化”趋势,提升作文语言丰富性。

4. 强化图文信息转换能力训练

• **训练方法:**选取 1~2 幅与高考常考主题相关的图表或图画(如科技发展、校园生活场景图),进行信息提取与转化练习。先列出图画中的关键元素,再用英语将其串联成完整句子,最后组合成段落。

• **示例:**针对 2024 全国甲卷“高铁”图文题,可先提取“高铁外形”“行驶速度”“连接城市”等关键信息,用句子“The high-speed train, with its streamlined appearance, zips across the land at an astonishing speed, connecting major cities efficiently.”进行表达,再融入整体文章中,体现图文信息的自然融合。

5. 精准语言训练

• **词汇升级:**建立“基础词—高级替换词”对应库,如将 important 替换为 crucial/vital/significant,结合语境灵活使用;背诵高考高频话题词块,像环保类 environmental conservation(环境保护)、文化类 cultural heritage(文化遗产)。

• **句式多样化:**每周专项练习一种复杂句式,如定语从句、倒装句、非谓语结构,通过改写简单句提升句式丰富度;分析高考范文中的长难句逻辑,模仿造句并应用于写作。

6. 思维深度提升

• **批判性思维训练:**针对热点话题(如 AI 与人类生活),采用“观点—论据—反驳”三段式练习,培养辩证分析能力;对争议性题目进行头脑风暴,列出至少 3 个不同角度的观点并拓展论述。

• **逻辑连贯性强化:**学习使用 moreover/furthermore/nevertheless 等衔接词,制作衔接词分类表并进行填空练习;完成作文后检查段落间、句子间的逻辑链条是否紧密。

7. 模拟实战与反馈

• **限时写作训练:**按照高考时间要求(建议应用文 15 分钟左右)进行全真模拟,训练时间分配能力和应急应变能力;记录每次写作耗时,针对性调整答题节奏。

• **多维度作文批改:**建立“自我检查—同学互评—教师点评”机制,自查语法错误,同学间交换作文关注内容逻辑,最后由老师给出评分及改进方向;整理高频错误类型,制作专属错题本定期复习。

8. 衡水体书写强化

• **每日练字打卡:**使用高考作文答题纸模板,每天临摹 10~15 分钟衡水体,重点练习字母间距、倾斜度和圆润度;录制书写视频回放,对比标准衡水体纠正书写习惯。

• **卷面设计训练:**模拟不同题型作文的排版,合理规划段落缩进、标题位置;练习在有限空间内保证字迹工整,避免涂改,提升卷面整洁度印象分。

高考英语应用文写作的命题规律与应试策略环环相扣,精准把握命题趋势,熟练运用备考技巧,是突破写作瓶颈、斩获高分的核心密码。从多样化的考查载体到创新性的命题形式,从育人导向的主题设置到综合能力的深度考查,每一个环节都在检验考生的语言素养与思维能力。而“三步审题法”“图文转换训练”等策略,正是应对这些挑战的有效武器。希望同学们以这份指南为基石,勤加练习、查漏补缺,在高考考场上自信挥笔,将积累转化为精彩表达,交出一份亮眼的答卷!

第一部分
 读后续写总攻略

考情分析

命题透视				
表 1 2023—2025 年高考读后续写试题分析表				
年份	话题	主题	核心价值观	考查方向
2025 全国一卷	家庭聚会中因对待兄弟的狗 Toby 的方式而产生矛盾,最终和解	亲情修复与理解包容	重视亲情、换位思考、主动化解冲突、体谅他人处境	宏观:立德树人、传递正能量 中观:三大主题、核心素养,凸显学科特征 微观:文本整体理解、把握主题、重要细节解读、构建故事情节,培养应用性和创新性
2025 全国二卷	中国留学生在爱尔兰因中文名字“秋雨”的发音与文化含义产生的跨文化互动	文化认同与跨文化交流	尊重文化差异、坚守文化根脉、主动传播文化、构建文化桥梁	
2025 浙江 1 月考	12 岁男孩 Kevin 看到有人跳进邻居 Green 家,报警抓小偷	个人成长	成长中的探索与担当	
2024 新课标 I/II 卷	与出租车司机的诚信之约	社会生活故事	相互信任,遵守诺言	
2024 浙江 1 月考	Eva 在高中初期应对校园方向困惑和一英里跑步任务的经历与心理调适	个人成长	面对困境的适应和韧性,自我激励,逐渐成长	
2023 新高考 I/II 卷	在老师的鼓励下参加写作比赛并获奖	校园生活故事	鼓励帮助,战胜自我,个人成长	
2023 浙江 1 月考	“我”在朋友农场救助一只被困蜂鸟,以及蜂鸟后续返回与“我”互动告别	人与动物	尊重与守护生命的善意,微小行动的意义	
	规律 1:读后续写的文章以记叙文为主,故事情节通常有波荡起伏或者按照事件顺序发生,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,如 2025 年全国一卷“家庭聚会矛盾”、2024 年新课标I卷“出租车诚信事件”均为学生可感知的日常场景; 规律 2: 新高考读后续写的主题语境包括“人与自我”(2023 新高考I/II卷)、“人与社会”(2024 新课标I/II卷、2025 全国一卷)、“人与文化”(2025 全国二卷,★新增主题),覆盖自我成长、社会交往、跨文化理解等维度,体现对学生全面发展的引导。2025 年全国二卷“人与文化”是对传统主题的补充,体现了命题的时代性; 规律 3:学生需要依照故事发展需要,在合理丰富情节线的基础上,增加情感线,如 2025 年全国一卷中“我”的情感从“固执”到“愧疚”再到“释然”(通过“反思”“拥抱”等细节体现);2025 年全国二卷中“秋雨”的情感从“尴尬”到“自信”(通过“声音平稳”“温暖蔓延”等描写展现)			

表 2 读后续写考查的能力	
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

题型探究

【选材特点】

- 1. 所需阅读的短文词数在 350 个左右；
- 2. 多以故事类记叙文为主,故事情节有曲折、有起伏,但故事线索的逻辑性比较强。

【评分参考】

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

【常见问题】

- 1. 篇章结构方面：
 - (1)审题不清,续写逻辑不合理；
 - (2)表达重复,语言简单；
 - (3)随意增加不相干信息；
 - (4)主要人物和次要人物颠倒,人物关系混乱。

- 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；
- 5. 重视第二段首句,在第一段续写中合理过渡。

- 2. 词汇语法方面：
 - (1)时态人称错误；
 - (2)连接词错误；
 - (3)词汇拼写错误；
 - (4)句子结构错误。

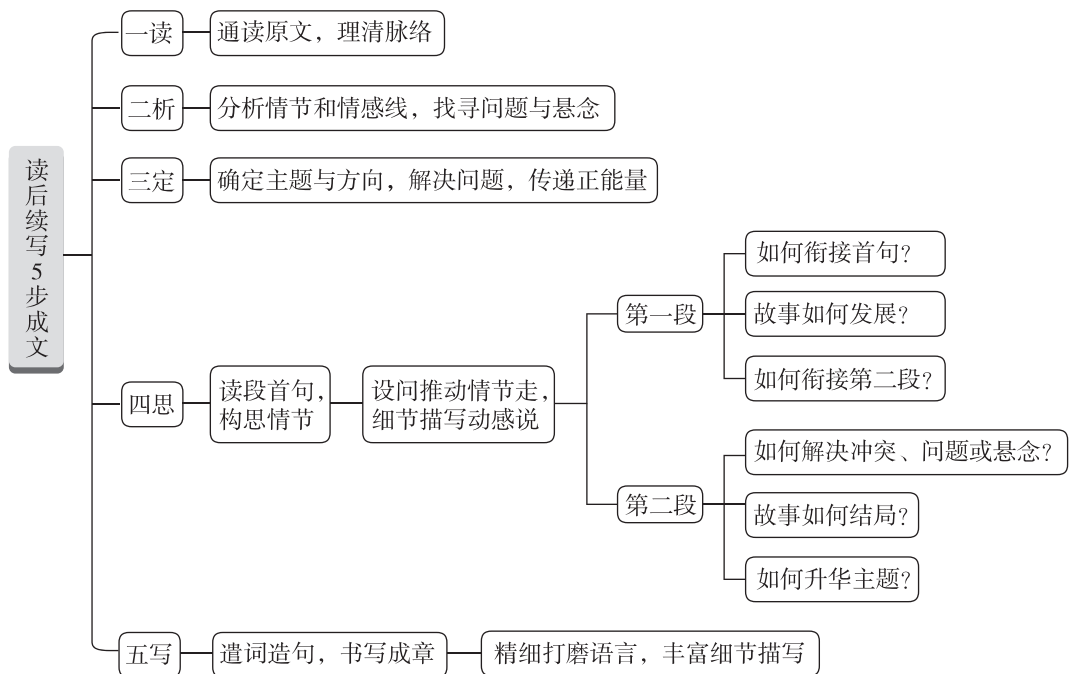
第二部分 解题流程

读后续写融合了阅读和写作,阅读是先导、是基础,写作是后续、是升华。因此,读和写是一个有机的整体,密不可分。在阅读、理解所给材料的基础上,需要思考以下几个方面的内容:

- 1. 梳理原文脉络：
 - (1)阅读所给材料,抓住文本的主要情节；
 - (2)分析所给材料,找出文本所包含的记叙文六要素(5W1H)；
 - (3)关注原文的主要角色,思考续文中如何“排戏”。
- 2. 构思合理情节：
 - (1)找出文本中的悬念、问题、矛盾或冲突,并根据常识去解决悬念、问题、矛盾或冲突,发挥想象,续

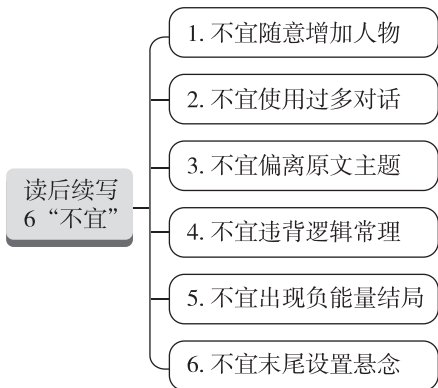
- 写故事；
 - (2)理解所给的两个段首句,以及其所蕴含的故事发展走向,注意续写故事的连贯性；
 - (3)发展续文的多种可能性,可以通过列提纲或列关键信息整理续文思路。
- 3. 完善行文结构：
 - (1)要与前文保持一致(语言风格、人物性格等),衔接合理；
 - (2)要根据前文的内容并结合自己的阅历及常识合理想象；
 - (3)注意语言的连贯及短文结构的紧凑。

【读后续写解题流程】

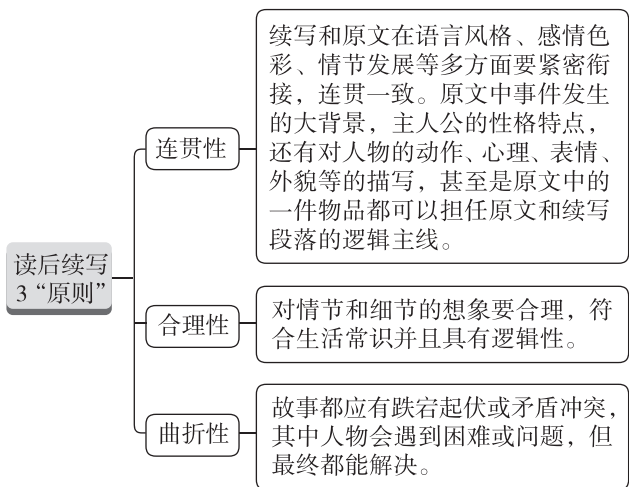


备注：这五步不是固定不变的，考生可以根据自己的想法打乱部分顺序，也可以简略处理个别环节或者几个步骤同步进行。参考此步骤，考生做读后续写有章可循，有法可依。

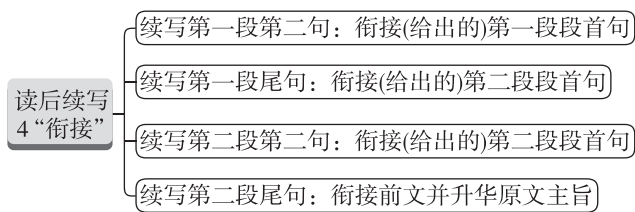
【读后续写 6“不宜”】



【读后续写 3“原则”】



【读后续写 4“衔接”】



【作文示例】

[2025 · 全国一卷]

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。

My wife and I wanted to share our new home with family and friends by hosting a small gathering in the early summer. She had prepared lots of snacks, while my job was to have the backyard in order.

There was plenty of space for the kids to run and play. There was just one thing I hadn't counted on: My brother chose to bring his dog Toby, a 50-pound ball of fire. Though friendly, he could easily knock over my niece's small boys and my six-month-old granddaughter. So, when my brother showed up, I asked him to watch Toby and keep him outside.

My plan was working out just fine. Toby was using up his energy by running back and forth in the backyard and giving the kids plenty of room. Unexpectedly, after supper, the weather changed. It started to rain and everyone went indoors.

It was an awkward moment. I didn't want Toby to be running around in the house, and my brother wasn't happy with driving home with a wet dog. Eventually, my brother decided to leave rather than force the issue.

A few days passed, and I hadn't heard anything from my brother. I texted him and expressed wishes for him to come out again. His reply came as a surprise—a shock, actually: “Not a chance.” Clearly, he was unhappy over the way we had parted. After all, I had left him little choice. Well, he'll get over it, I reasoned.

Two months passed. My wife suggested I get in touch with my brother, but I resisted, thinking he should call first. However, my conscience (良心) kept bothering me. I tried to put myself in my brother's shoes. He was facing health issues and his wife of thirty-five years had passed away a few months earlier. Toby was his constant companion, the one who kept him going.

注意：续写词数应为 150 个左右。

Paragraph 1:

I realized it was me who was at fault. _____

Paragraph 2:

With the biscuits my wife had made, I arrived at my brother's door. _____

【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	Early summer, a few days and then two months after the gathering
Where	My new home
Who	I, my wife, my brother, my brother's dog Toby, other family members
Why	I asked my brother to keep Toby outside during the gathering due to concerns about the kids, which led to a conflict
What	A family gathering was held. Toby was kept outside initially. Rain forced everyone indoors, causing an awkward situation. My brother left unhappy, and my subsequent invitation was refused. Later, I started to feel guilty

读后续写之二 析：分析情节和情感线,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。

- 情节线:准备家庭聚会→兄弟带狗参加→让狗留在户外→下雨后矛盾产生→兄弟离开→邀请被拒→内心愧疚反思
- 情感线:“我”从“担忧(狗会伤到孩子)→坚决(让狗留在外面)→不以为意(觉得兄弟会消气)→愧疚(意识到自己的错误)”;
兄弟从“正常→不满→生气”
- 核心悬念:“我”如何向兄弟道歉? 兄弟是否会接受道歉? Toby 在和解过程中会起到什么作用?

读后续写之三 定：确定主题与方向,解决问题,传递正能量

这一点至关重要,只有把握了文章的主旨意图,才能很好地完成续写。确保续写的内容和原文有逻辑上的一致性,并能回应原文的信息。读后续写要用正能量结尾。

主题为“亲情修复与理解包容”，续写需围绕“道歉和解”展开，传递积极的价值观。要呼应前文的伏笔，如兄弟面临的健康问题、妻子离世的痛苦以及 Toby 对他的重要性。

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）”三角度预设关键内容，推动故事发展，解决原文留下的冲突、问题与悬念，为后续细节打磨奠定基础。

段落	设问	构思情节
Paragraph 1: I realized it was me who was at fault	1. “我”意识到错误时，哪些动作能体现内心的愧疚？ 2. 想象兄弟的感受时，神态如何变化？ 3. 决定道歉时，语气里藏着怎样的决心？	“我”顿悟自己忽略了 Toby 对丧妻兄弟的意义，在妻子的建议下，决定带着她烤的饼干登门道歉，放下骄傲弥补过错
Paragraph 2: With the biscuits my wife had made, I arrived at my brother's door	1. 按门铃前的动作如何暴露紧张？ 2. 兄弟开门时的眼神藏着哪些情绪？ 3. 道歉时的语气如何传递真诚？ 4. “我”和兄弟之间的关系缓和了吗？	“我”带饼干登门，紧张按铃后，兄弟开门时眼神复杂，“我”脱口道歉，兄弟态度软化，邀“我”进门，Toby 的热情让气氛缓和

续写线索：反思过错→放下骄傲→留言道歉→约定见面→带饼干登门→拥抱和解→畅谈修复

注：细节紧扣原文“妻子做饼干”“Toby 的重要性”等元素，通过动作（递饼干、拥抱）和对话（提及妈妈配方、Toby 的陪伴）呼应亲情主题，情感变化自然递进。

续写线索：过错顿悟→决心弥补→登门致歉→初见互动→坦诚道歉→态度软化→氛围缓和

线索紧扣“反思→行动→见面→道歉→接纳”的逻辑链，体现从“自我中心”到“换位思考”的转变，最终指向“亲情修复”的主题。

注：续写的思路并不唯一，只要能够言之有物，情节合理，语言丰富就是好故事。

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

Paragraph 1 (I realized it was me who was at fault.): “我”具体反思了哪些行为？打算如何弥补过错？是否会准备一些表示歉意的东西？（比如想到兄弟喜欢的食物，或者为 Toby 准备玩具等）

Paragraph 2 (With the biscuits my wife had made, I arrived at my brother's door.): 兄弟看到“我”时的表情和反应是怎样的？Toby 有什么举动？“我”会如何开口道歉？兄弟最终的态度如何？（可以设想兄弟一开始很惊讶，Toby 热情地迎接“我”，打破一些尴尬气氛等情节）

在写的过程中，需要刻画细节冲突，优化连贯表达。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。如：

动作描写：用“pacing back and forth in the living room(在客厅里来回踱步)”体现内心的焦虑与挣扎，“Toby jumped up and down(Toby 上蹿下跳)”表现它的兴奋。

心理描写：“My heart raced with nervousness as I raised my hand to knock.(当我抬手敲门时，我的心紧张得怦怦直跳。)”

主题升华：结尾通过兄弟间的拥抱、真诚的对话，以及 Toby 在一旁欢快的样子，展现亲情修复后的温暖，如“We hugged tightly, with Toby wagging its

tail happily around us. The bond of family was once again strengthened, and I knew that understanding and apology were the keys to mending any relationship. (我们紧紧拥抱在一起, Toby 在我们身边欢快地摇着尾巴。家庭的纽带再次加固, 我知道理解和道歉是修复任何关系的关键。)"

【失分原因提醒】

1. 主题偏离: 未紧扣“道歉和解”主题, 续写内容未围绕亲情修复展开, 如过多描写聚会的其他琐事, 或偏离到与兄弟矛盾无关的话题上。
2. 情节不合理: 忽略前文关键信息, 如兄弟的遭遇和 Toby 的重要性, 导致续写情节突兀。比如直接写兄弟立刻热情迎接, 没有过渡, 或者 Toby 在和解中毫无作用, 与前文它对兄弟的陪伴意义脱节。
3. 情感表达欠缺: 描写情感时平淡无奇, 无法展现人物内心的复杂变化。例如, “我”去道歉时, 只是简单说“我很愧疚”, 却没有通过具体的动作、神态、心理描写来深化这种愧疚感, 难以让读者感同身受。
4. 语言单调乏味: 词汇匮乏, 句式单一, 缺乏细节描写, 使得故事干瘪, 不生动。如描写“我”递出饼干盒的场景, 只用“我把饼干给了他”简单带过, 没有刻画“手指因紧张微微颤抖”这类能体现忐忑的细节, 无法通过动作与物品传递道歉的真诚。

【参考范文】

I realized it was me who was at fault. My brother had lost his wife, and Toby was more than just a pet—he was a loyal companion who eased his loneliness. (呼应原文, 点明兄弟丧妻后 Toby 的精神支柱作用, 回应前文 “his wife... had passed away” “Toby was his constant companion” 的关键背景) *I had been so focused on keeping the house orderly that I failed to see how much Toby meant to*

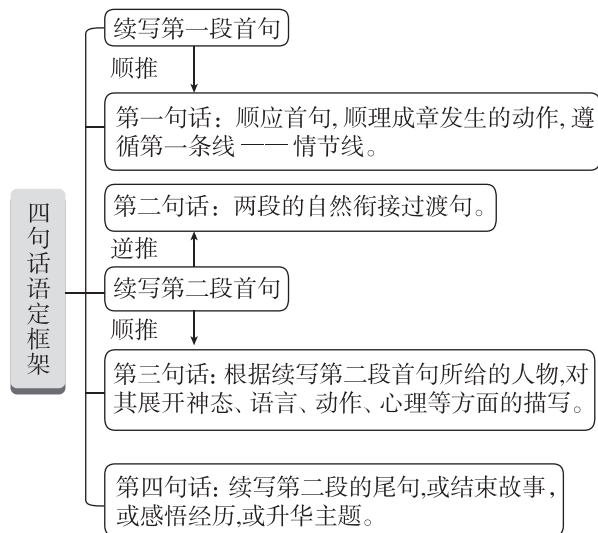
him. Guilt weighed heavily on me as I imagined how rejected my brother must have felt. (心理描写, 用 weighed heavily 具象化愧疚感, 体现从“固执”到“反思”的情感转变) *After talking with my wife, we agreed that a heartfelt apology was necessary. She baked his favourite biscuits, hoping the familiar comfort of homemade treats might soften the tension.* (铺垫情节, 为第二段“带饼干登门”埋下伏笔, 使后续行动更合理) *I knew it was time to swallow my pride and make things right.* (情感升华, 凸显“主动和解”的决心, 呼应“亲情修复”主题)

With the biscuits my wife had made, I arrived at my brother's door. My heart pounded with nervousness. Taking a deep breath, I rang the bell. (动作细节, 用 “pounded” “Taking a deep breath” 刻画紧张感, 让场景更真实) *He opened the door, surprise and caution in his eyes—a mix of hurt and something I couldn't name.* (神态描写, 细腻捕捉兄弟复杂情绪, 为“态度软化”做铺垫) *“I was wrong,” I blurted out. “So sorry... I didn't see how much Toby means to you, especially now.”* (语言呼应, 直接点出对 Toby 重要性的忽视, 与第一段 “failed to see how much Toby meant to him” 形成呼应) *My brother sighed, his expression softening. Tears were welled up in his eyes as he stepped aside: “Come in.” He squeezed my shoulder, the tension easing just as Toby bounded over, tail wagging.* (情节转折, 用 “sighed” “softening” “squeezed my shoulder” 体现兄弟态度转变, Toby 的 “tail wagging” 成为和解的催化剂, 让结局温馨且符合逻辑)

第三部分 谋篇布局

微技能 1 四句话语定框架

精读原文找准线索,确定主题后,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。



注意: 读后续写不同于其他作文, 有可能需要先倒着构思, 比如, 可以按照问题解决原则先构思故事的结局, 写出最后一句, 再把衔接句写好, 即第一段的最后一句, 再根据每段的提示语句展开续写, 形成与上下文衔接一体、符合逻辑的故事线。

【作文示例】

[2025·高三 T8 联盟第一次联考]

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。

My brother Jack was so smart that he earned a full scholarship to Harvard. I often wished he hadn't been so perfect because it made me feel like I had to work twice as hard just to prove myself to others. On one hand, his success was a challenge that I enjoyed, but on the other hand, it was an immense pressure that I struggled to cope with.

To balance his record in high school, I felt like I was constantly running on a treadmill (跑步机), dedicating every moment to a non-stop race. There was no room for relaxation as I pursued that perfect record. My life seemed to be compressed into a series

of endless tasks and deadlines.

"I need an A," I repeated to myself before the biology test, so that I would maintain my perfect record and secure a place on the honour roll. I studied till the last minute of lunch and rushed to class. I felt a sense of confidence as I glanced over the first page of the test, quickly filling in the answers with a smile. However, as I turned to the last page, my mind went blank. Time ticked by, and soon, the classroom began to empty as students finished their tests and left, except me. "Lara, class ended. I need you to hand in your test," Mrs Phloem said, stretching out her hand. Reluctantly, I handed her the test paper.

The next day, I received my test back. I stared dumbfounded at the red mark: 76. Not even a B minus, my mind screamed. Just average. It's over. No perfect record. I felt an unprecedented (前所未有的) sense of frustration and disappointment. After school, I dragged my heavy feet back home. When I pushed open the door, Jack was sitting on the couch, reading. Seeing his leisurely state, I cried, hard to contain the jealousy and sadness in my heart. Jack immediately noticed the depression on my face. He asked with concern, "What's wrong, Lara?" Blinded by frustration mixed with a touch of jealousy, I shouted at him "How I wish you were not so perfect!"

注意: 续写词数应为 150 个左右。

Paragraph 1:

With a hint of hurt and surprise in his eyes, Jack gently approached me. _____