

高考读后续写

精彩结尾 主题升华

故事结尾有很多种方式，有的以画面描述结局做结尾，有的以景物描写为结尾，还有的用哲理性语言结尾。在读后续写中，结束方式发挥着至关重要的作用。

在众多结尾中，欧·亨利式结尾以“意料之外、情理之中”而闻名，但这种结尾多出现于短篇小说中，常常不适用于读后续写。150 词左右的续写内容不仅要考虑结尾，还要考虑高潮的情节和丰富的语言，在限时的考场作文中很难达到欧·亨利式的结尾效果。

为了表明故事的意义，作者常常在记叙文的结尾，融入自己的观点和评价。精彩的结尾，可以凸显文章的主题，升华事件的意义，从而起到画龙点睛的作用。

一、五种简单易学的结尾方式：

哲理点睛

画面定格

对话收尾

首尾呼应

结尾留白

1. 哲理点睛

直接点出主题，用哲理升华意义，起到画龙点睛的作用。

可结合文本分析后采取：

- 1) 引用名人名言；
- 2) 自己组织哲理性语言。

Many years have gone by, but when I looked back to that day, I still remember the lesson he taught me: **Honesty is the best policy. / Forgiveness is more powerful than hatred. / It's unwise to judge people by their looks.**

Staring at the blisters on my palms and the test paper covered with red crosses. I slumped down on the playground steps, the thought of giving up surging in my mind. Just then, a quote from Winston Churchill popped into my head: **“success is not final, failure is not fatal. It is the courage to continue that counts.”** All of a sudden, I realized that **one setback meant nothing. True growth always took root and sprouted from the courage to stand up again after every fall.**

2. 对话收尾

借文章人物之口点题，对话应简洁且蕴含深意。如：

Chester said his father told him he had tried to search for him and his brother, but both brothers had changed their last names. “He does remember me and my older brother and he told me that he’s been looking for us ever since we lost contact,” he said. Chester said his brother has since flown to Colombia to be reunited with Urea as well. When asked how the reunion with his father will change his life, Chester said, **“I got family everywhere, so it might lead to many more trips now.”**

...They hung all the things back to the wall. Jack asked Paisley, “Are you really willing to lead a tough life with me?” She patted away the ashes on her hands and looked at the walls with loads of stuff on them satisfactorily,

saying, “Yes! For me, it is not a suffering to live anymore.”

3. 画面定格

将故事结尾以一幕景象呈现，塑造画面感。如：

They stood there for a moment, side by side, waiting for the rushing holiday current and for their place in it. Then the daughter glanced over and momentarily regarded her mother. **And slowly, almost reluctantly, she placed her arm with apparently unaccustomed affection around her mother’s shoulders and gently guided her back into the deluge (人潮).**

His hard work paid off! Holding the soda tin firmly, Reuben rushed for the shop to buy the brooch. The moment he got the beautiful brooch, he burst through the front door and placed it in Dora’s hand. Never had Dora received such a gift. **Speechless and happy, she held her son tightly in her arms, with tears welling up in her eyes.**

4. 首尾呼应

结尾回到文章开头阐明的中心思想或主题句上，深化主题，起到画龙点睛的效果。但是注意不要照搬开头的句子，要变化句式或者用词来表达相同的主题。如：

开头：I had an interesting childhood. It was filled with surprises and amusements, all because of my mother—loving, sweet, yet absent-minded and forgetful. One strange family trip we took when I was eleven tells a lot about her.

结尾：**Despite mom's being absent-minded and forgetful, she was still a kind and nice mom.**

开头：Kayla couldn’t believe it. This was a holiday. A day when she was supposed to be enjoying freshly squeezed lemonade while playing in her tree house.

结尾：**When she finished her meaningful chores, Kayla enjoyed relaxing in her tree house. The lemonade tasted wonderful after a hard day’s work.**

开头：It was summer and my dad wanted to treat me to a vacation like never before. He decided to take me on a trip to the Wild West.

结尾：**Never had I had such a thrilling yet dangerous vacation before. The special trip to the Wild West was deeply engraved in my mind.**

5. 结尾留白

用故事结尾留白，给予读者想象空间。此类技巧较难把握，谨慎使用。

The beggar hesitated for a moment, and decided to open it. “Who cares? He wanted me to have it anyway. I might as well enjoy it now.” he declared aloud. Then he unwrapped the white tissue paper. **To his surprise, there was no hard rock candy inside. Instead, into his fingers fell a shiny white pearl worth thousands of dollars.**

二、案例分析

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。

Monty Roberts owns a horse ranch (牧场) in San Francisco. He is willing to help the young who want to pursue their dreams. We were always curious about the reason behind it and one day he told us his story.

When Monty was young, he was the son of an itinerant (四处奔波的) horse trainer who would go from stables

to stables, racetracks to racetracks, farms to farms and ranches to ranches, training horses. As a result, his high school career was continually interrupted. When he was a senior, he was asked to write a paper about what he wanted to be and do when he grew up.

That night he wrote a seven-page paper describing the goal of owning a horse ranch someday. He wrote about his dream in great detail and he even drew a diagram of a 200-acre ranch, showing the location of all the buildings, the stables and the tracks. Then he drew a detailed floor plan for a 4,000-square-foot house that would sit on a 200-acre dream ranch.

He put a great deal of his heart into the project and the next day he handed it into the teacher. Two days later he received his paper back. On the front was a large red F with a note that read, "See me after class."

The boy with the dream went to see the teacher after class and asked, "Why did I receive an F?"

The teacher said, "This is an unrealistic dream for a young boy like you. You have no money. You come from an itinerant family. You have no resources. Owning a horse ranch requires a lot of money. You have to buy the land. You have to pay for the original breeding stock and later you'll have to pay large stud (种马) fees. There's no way you could ever do it." Then the teacher added, "If you rewrite this paper with a more realistic goal, I will reconsider your grade."

注意: 1.续写词数应为 150 左右;

2.请按如下格式作答。

Paragraph 1: *The boy went home and thought about it long and hard.*

Paragraph 2: *Twenty years later, the teacher brought 30 students to camp out on a ranch for a week.*

1. 审题

Theme: Stick to dreams / Never give up dreams however unrealistic they seem to be.

Conflict: A boy's big dream VS. the reality in the adult's world

2. 设定情节

Para 1. The boy went home and thought about it long and hard.

Contents: soul-searching; self-dialogue; self-reflection; dialogue between father and son...

Methods: descriptions & dialogues (mental activities; judging and weighing between dreams and reality; environment...)

Transition to Para 2: response to the teacher and grade with an unchanged mind.

Para 2: Twenty years later, the teacher brought 30 students to camp out on a ranch for a week.

Contents: brief description of the ranch; ranch owner's identity recognized; teacher's apology; Instructive lesson to the students; elevation of the ending...

Methods: descriptions & dialogues & moral

注: 第二段涉及到的情节和要点较多, 注意详略和手法。

结尾主题升华

方法一: 哲理点睛

Twenty years later, the teacher brought 30 students to camp out on a ranch for a week. As they wandered around the 200-acre land, admiring the well-built stables and spacious house, the teacher was stunned to recognize the layout—it was presumably the one in the paper he marked an F decades ago. Just then, Monty walked over

smiling. “Welcome to my ranch, sir,” he said. The teacher stared in awe, regret and pride filling his eyes. “I was wrong back then,” he admitted softly. Monty shook his head gently: **“Dreams aren’t measured by how realistic they seem, but by how fiercely we chase them.”** The students listened quietly, their young minds grasping the truth that **persistence can turn even the wildest dream into reality.**

As Helen Keller once said, “The only thing worse than being blind is having sight but no vision.” The students around fell silent, their hearts stirred. They realized that dreams are not bound by reality’s limitations; they are fueled by the courage to hold on, even when the world says “impossible.”

方法二：画面定格

Twenty years later, the teacher brought 30 students to camp out on a ranch for a week. As they wandered around the 200-acre land, admiring the well-built stables and spacious house, the teacher was stunned to recognize the layout—it was exactly the one in the paper he marked an F decades ago. Just then, Monty walked over smiling. “Welcome to my ranch, sir,” he said. The teacher stared in awe, regret and pride filling his eyes. “I was wrong back then,” he admitted. **The setting sun dipped below the horizon, painting the ranch in warm gold. Monty stood beside the teacher, watching the students laugh as they fed the colts, the wind carrying the faint whinny of horses across the grassland—a perfect snapshot of a dream come true.**

方法三：对话收尾

Twenty years later, the teacher brought 30 students to camp out on a ranch for a week. As they wandered around the 200-acre land, admiring the well-built stables and spacious house, the teacher was stunned to recognize the layout—it was exactly the one in the paper he marked an F decades ago. Just then, Monty walked over smiling. “Welcome to my ranch, sir,” he said. The teacher stared in awe, regret and pride filling his eyes. He realized how wrong he was back then! **“I should’ve never told you to give up!”** he said earnestly. Monty clapped him on the shoulder: **“No, sir. Your words made me want to prove it even more.”** The teacher smiled, relief washing over him: **“Then I’m glad I was wrong.”**

Remorse captured the teacher’s heart and he apologized, saying **“I’m sorry for what I said. Dreams are achievable for everyone and the future is promising for people with aspirations like you!”**（学生习作已修改）

Under Monty’s guidance, the students looked around the office in delight and excitement. To their surprise, they found a huge “F” in red on the wall. Smiling, Monty told them the story, which he ended by saying **“Go for your wildest dreams, kids, because nothing is impossible / impossible is nothing!”**（学生习作已修改）

方法四：首尾呼应

Twenty years later, the teacher brought 30 students to camp out on a ranch for a week. As they wandered around the 200-acre land, admiring the well-built stables and spacious house, the teacher was stunned to recognize the layout—it was exactly the one in the paper he marked an F decades ago. Just then, Monty walked over smiling. “Welcome to my ranch, sir,” he said. The teacher stared in awe, regret and pride filling his eyes. “I was wrong back then,” he admitted. **Monty pulled out a tattered paper book from his drawer—the seven-page dream he’d written as a senior, marked with a red F. “I kept all these things to remind myself why I started,” he said smilingly. The teacher looked at the old paper, then at the ranch, and understood: the boy who once dreamed of a ranch had turned that F into a future beyond imagination.**

方法五：结尾留白

Twenty years later, the teacher brought 30 students to camp out on a ranch for a week. As they wandered around the 200-acre land, admiring the well-built stables and spacious house, the teacher was stunned to recognize the layout—it was exactly the one in the paper he marked an F decades ago. Just then, Monty walked over smiling. “Welcome to my ranch, sir,” he said. The teacher stared in awe, regret and pride filling his eyes. “I was wrong back then,” he admitted softly. Monty nodded, looking out at the endless grassland stretching to the horizon. The students were already planning to explore the stables tomorrow, their voices full of excitement. As the stars began to twinkle in the sky, the teacher turned to Monty, who was gazing silently at the ranch—the very ranch that had once been a “ridiculous” dream on paper. **He opened his mouth, as if to say something more, but finally just smiled. The night breeze carried the faint whinny of horses, and nothing more needed to be said.**

三、结尾句的语言提升

Approach 1: _____

Sample 1:

Having studied volcanoes now for many years, I am still amazed at their beauty as well as their potential to cause great damage.

(选自教材 M6 U5 An exciting job)

Sample 2:

What a wonderful, limitless world it was down here! And what a tiny spot I was in this enormous world.

(选自教材 M7 U3 A New Dimension of Life)

即便是今天，我仍然将此番经历视为值得珍藏的记忆。

Even today, I still _____ this experience _____ treasured memory.

这个惊险的假期将永远不会从我的头脑中淡忘。

The thrilling vacation will never f _____ from my mind.

Approach 2: _____

Back in the farm house, we reflected on the exciting yet dangerous experience, which was carved in our mind permanently.

Many years have passed. Till now, I still remember the thrilling trip to the Wild West.

Life is full of dilemmas and conflicts, but we should smile and never give up, just like Kelly.

Approach 3: _____

① 在险境中学会遇事不慌，沉着冷静。

我逐渐明白如果我们在险境中不放弃希望，总是会有出路的。

② 脱险后亲朋相聚的喜悦和激动。

坐在客房里，我意识到有你所爱的人陪伴着，这是多么幸福的事啊！

四、实战演习

阅读下面材料，根据其内容和所给段落开头语续写两段，约 150 词，使之构成一篇完整的短文。

“How did the tryouts (试镜) go, Shayna?” Mom asked after school.

“Terrible,” I said. “Kristie got Cinderella’s part!”

“What part did you get?” Mom asked.

“None,” I said. I ran to my room and started drawing in my sketchbook. Drawing always makes me feel better.

The next day, Kristie was very happy. But when the last bell rang, her mood changed. “I’m nervous, Shayna,” she said. Will you come to rehearsal?”

I wanted to say no. Then I realized I couldn’t leave yet. My parents had signed me up for the late bus because I thought I’d be in the play.

“All right,” I said, “but only today.”

In the auditorium, Ms. Carson handed out copies of the script to the cast. I sat in the third row, wishing I were in my room drawing.

Ms. Carson pulled a cardboard castle onto the middle of the stage. It was brown with small windows and doors.

Ms. Carson turned on the music, and Kristie and the Prince started dancing. I had to say, Kristie was really good. Ms. Carson hit a metal bell with a little stick 12 times. Kristie ran off the stage and dropped her left shoe. The curtain came down.

“Thanks, everyone,” said Ms. Carson. “We’ll go through the rest tomorrow.”

“When will we get the real sets?” Kristie pointed to the cardboard castle.

“These are the real sets,” Ms. Carson said. “We don’t have an art teacher this year. So that’s the best we could do.”

Kristie and I walked outside.

“You were great,” I said. “Everyone will love the play.”

“Thanks,” Kristie said. “But did you see the sets?”

I thought for a moment. “Maybe there’s something we can do.”

I spent that evening drawing. In the morning, I stuck my sketchbook into my backpack and ran to the bus.

The day passed slowly. Finally, the last bell rang. “Thanks for yesterday,” Kristie said. “I’ll see you tomorrow.”

“I’m not going home yet,” I said, “I have something to show Ms. Carson.” After Ms. Carson saw my ideas, she talked to some other teachers. They liked my ideas too.

Over the next two weeks, a corner of the lunchroom was filled with cardboard and paints. And lots of kids joined me in painting too.

Paragraph 1: Finally, the night of performance arrived.

Paragraph 2: Then Ms. Carson called me up to the stage.