# **第一单元 中国革命传统作品研习——伟大的复兴**

##### **单元目标**

1.了解中国共产党领导全国人民不断奋斗的光辉历史，体会革命志士奋发进取的革命精神和无私无畏的伟大人格，了解党员干部和先进人物的光辉事迹，感受其中洋溢的革命豪情和建设热情。

2.注重结合历史背景研读作品，在历史和现实关照中理解把握作品内涵，领略富有时代特征的表达艺术，感受文章的独特魅力。

3.把握开幕词、新闻、回忆录等不同文体的风格特点和写作技巧，丰富自己的语言表达。

4.学习这些作品中对材料的巧妙运用，有意识地积累、组织、加工材料，服务于写作。

## **第1课 中国人民站起来了**

**课时目标：**

1.了解作品创作的历史背景，整体把握作品内容，理解“中国人民站起来了”的内涵。

2.品读重点段落，品味语言，体会其中蕴含的情感，感受讲话的感染力。

3.赏析本文观点鲜明、态度坚定的风格，了解开幕词的相关文体知识和写作手法。

#### **自主学习·悟新知**

###### **一、作者名片**

毛泽东（1893—1976），字润之，湖南湘潭人。湖南湘潭韶 山冲(今属韶山市)人。他是伟大的马克思主义 者，伟大的无产阶级革命家、战略家、理论家，是 马克思主义中国化的伟大开拓者、中国社会主 义现代化建设事业的伟大奠基者，是近代以来 中国伟大的爱国者和民族英雄，是党的第一代 中央领导集体的核心，是领导中国人民彻底改 变自己命运和国家面貌的一代伟人，是为世界 被压迫民族的解放和人类进步事业作出重大贡 献的伟大国际主义者。毛泽东的政论文立意高远，大气磅礴，论理透彻，生动活泼。代表作品：《矛盾论》《实践论》《论持久战》《新民主主义论》等。

###### **二、写作背景**

从鸦片战争到中华人民共和国成立的一百多年，中国人民经历了旧民主主义革命和新民主主义革命两个时期。经过艰苦卓绝的斗争，中国人民终于推翻了帝国主义、封建主义、官僚资本主义这“三座大山”，迎来了人民当家作主的时代。在中国人民解放战争已经基本取得胜利、中华人民共和国即将成立的背景下，经过一系列的协商筹备，1949年9月，中国人民政治协商会议第一届全体会议在北平召开。在这次会议上，毛泽东致开幕词，发表了《中国人民站起来了》这篇著名的讲话。

###### **三、知识链接**

**开幕词**

开幕词是党政机关、社会团体、企事业单位的领导人，在会议开幕时所发表的讲话，旨在阐明会议的指导思想、宗旨、重要意义，向与会者提出开好会议的中心任务和要求。具有简明性、口语化、宣告性、引导性、鼓动性的特点。

开幕词的构成：

|  |  |
| --- | --- |
| **结构** | **解说** |
| 标题 | 有三种写法：一是由大会名称加文体组成，如《中国共产党第十二次全国代表大会开幕词》；二是由致词人姓名、大会名称、文体组成，如《某同志在某大会上的开幕词》；三是由提示中心内容或主旨的主标题和起补充说明作用的副标题组成。 |
| 时间 | 加括号放在标题下方正中位置。 |
| 称谓 | 称谓是对与会者的统称。如果是党的会议，称谓比较简单，就是“同志们”三个字，后加冒号。如果是国际会议，要按照国际惯例来排列顺序，较常见的是“女士们，先生们，朋友们”，后加冒号。 |
| 正文 | 1.开头:宣布会议开幕；对会议的规模和参加会议的人员进行介绍；对大会表示祝贺，对来宾表示欢迎。  2.主体:阐明会议的重要意义、会议召开的背景、会议商议的问题、会议计划达到的目的等，说明会议的主要议程，向与会者提出希望和要求。  3.结尾：一般用祝颂语结束全文。 |

###### **四、语言基础**

1．**读准字音**

①侮辱（ ）（ ） ②警惕（ ）

③松懈（ ）

【答案】wǔ； rǔ； tì； xiè

2．**写对字形**

【答案】僚； 潦； 徽； 徵； 薇

3．**辨析词义**

不可磨灭·永垂不朽

辨析 二者都有“永久保存”的意思。“不可磨灭”形容永远存在，不会随着岁月的流逝而消失，指事迹、言论等将始终保留在人们的记忆中，不会消失。“永垂不朽”指（姓名、事迹、精神等）永远流传，不磨灭。

应用 在近代中国青年运动史上，他们有着\_ \_ \_ \_ \_ \_ \_ \_ 的伟大贡献。

【答案】不可磨灭

4．**积累成语**

请根据词义，在横线上填写恰当的课内成语。

①\_ \_ \_ \_ \_ \_ \_ \_ ：形容坚强不屈。

②\_ \_ \_ \_ \_ \_ \_ \_ ：形容国家、民族或事业兴旺发达。

【答案】不屈不挠； 繁荣昌盛

5．**逗号的表达效果**

请分析下面句子画横线部分中的逗号是怎样增强表现力的。

现在,数百万人民解放军的野战军已经打到接近台湾,广东,广西,贵州,四川和新疆的地区去了,中国人民的大多数已经获得了解放。

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①节奏的停顿：逗号的使用使朗读产生了自然的停顿，这种停顿有助于强调每个被列举的地名，使得整个句子更加有节奏感和层次感。②情感的递进：随着逗号的分隔，地名一个个被列出，给人一种人民解放军势如破竹、节节胜利的感觉。这种情感的递进让读者能够更深刻地感受到人民解放军的威猛和解放事业的伟大。

**语用知识**

**逗号的常见表达效果**

1.表示句子内部的停顿。逗号通常表示句子内部的停顿，使句子更加清晰、流畅。

2.突出主语。当句子较长时，在重要的主语后面使用逗号，可以突出主语。

3.营造气氛。在描述一系列动作时，逗号可以使读者感受到动作的连续性和节奏感。

4.强调重点。逗号可以强调句子中的某些部分。例如，在“惨象,已使我目不忍视了；流言,尤使我耳不忍闻”中，逗号强调了“惨象”的可悲和“流言”的可恨。

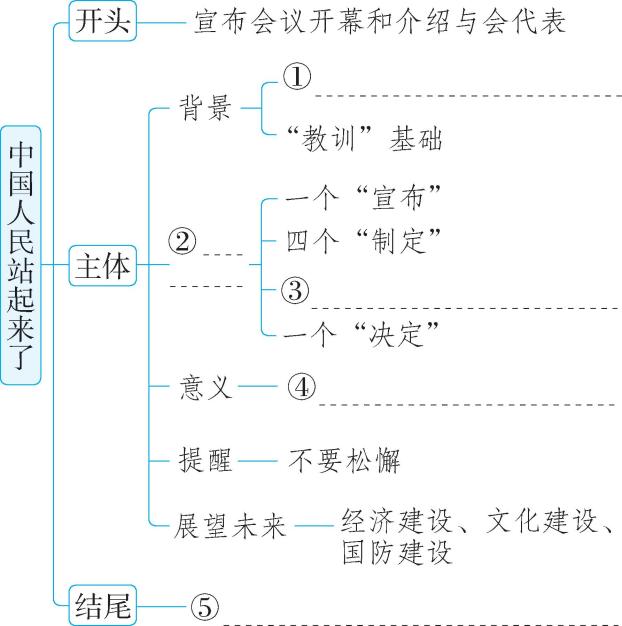
5.连接并列成分或分句。逗号连接并列的成分或分句，表示它们之间的停顿。

6.表示特殊语气。逗号可以表示特殊语气。例如，在“记住,昨天是你爹被害的日子”中，逗号强调了这句话严肃的语气。

7.插入解释性话语。在插入解释性话语时，前后可以用逗号分隔，以帮助读者更好地理解句子的含意。

###### **五、文意梳理**

1．**厘清结构**



【答案】“胜利”基础； 议程； 两个“选举”； 中国人民站起来了； 悼念和庆贺

2．**概括主旨**

这篇开幕词，介绍了中国人民政治协商会议第一届全体会议的召开背景，回顾了①\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ，道出了中国人民取得革命胜利的历史必然性。同时，指明了国家和人民当前面临的任务，并②\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 。本文处处洋溢着③\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 。

【答案】中国人民的斗争历程； 对国家的发展作出规划； 中国人民当家作主的自豪喜悦之情和豪迈的革命情怀

#### **合作探究·提能力**

**情境探究**

在一次模拟历史研讨会上，学生将扮演与会者，与会者包括历史学家、学者和学生等角色，他们将共同探讨毛泽东的《中国人民站起来了》这一重要文章。会议旨在通过深入解读文章的内容、语言、情感以及毛泽东的领袖智慧，分析其论证特点，加深对新中国建立初期历史背景的理解。与会者们被分为内容理解组、语言赏析组、情感感悟组、分析论证组等几个小组，每组负责探讨文章的一个特定方面。各小组在完成探讨后，派代表上台汇报。

**任务一 内容理解组代表汇报**

1．本文的精髓在于向全国和全世界宣告：中国人民站起来了。围绕这一点，作者论述了三方面的内容，这三方面内容分别是什么？它们之间有怎样的关联？（5分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】

（1）①第一方面，回顾过去，回顾中国近代一百多年来尤其是会议召开前三年多的战争历程，阐述“中国人民站起来了”的历史必然性。②第二方面，立足当下，正式宣布“中国人民站起来了”，对国家发展大计作出规划，阐述了“站起来”的伟大历史意义。③第三方面，展望未来，描绘出民族振兴的壮丽蓝图，阐述“中国人民站起来了”以后的美好前景。（每点1分）

（2）第一方面是第二方面的因，第二方面是第一方面的果，第二方面又是第三方面的基础和前提。（2分）

2．讲话中，毛泽东认为当前新中国建设还面临哪些任务？（5分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①继续努力，警惕帝国主义者和国内反动派的破坏活动。②必须和一切爱好和平自由的国家和人民团结在一起，使我们的斗争不致处于孤立地位。③做好经济建设。④做好文化建设。⑤做好国防建设。（每点1分）

3．“中国人民站起来了”这句话包括哪些具体内容？（3分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①新民主主义革命取得胜利。中国人民经过一百多年的英勇斗争，终于推翻了帝国主义、封建主义和官僚资本主义的统治，取得了新民主主义革命的胜利。②中华人民共和国的成立。实现了民族独立与人民解放，中华人民共和国成为拥有独立主权的国家。③人民翻身，当家作主。中华人民共和国对内将实行人民民主专政，各项制度法令、大政方针等都是人民的意志与愿望的具体体现。（每点1分）

**任务二 语言赏析组代表汇报**

4．本文第三段和第四段的第一句话在句式上有怎样的特点？这种句式有什么作用？（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】

（1）这两段的第一句话都采用了“之所以……是因为……”这种先说果再说因的句式。（2分）

（2）引起听众的注意，为下面阐释召开政治协商会议的条件和原因进行铺垫。（2分）

5．本文结尾的三句话运用了什么修辞手法？产生了怎样的表达效果？（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】

（1）运用了排比的修辞手法。（1分）

（2）这三句话既是对胜利的宣告，又是对奋斗的呼唤，同时又照应本文的标题。（3分）

6．本文善用具有明显感情倾向的词语、判断句和表示强调意义的词语来表达情感。请赏析下列句中的加点词语或句式，体会作者的语言艺术。（6分）

|  |  |  |
| --- | --- | --- |
| **分类** | **语句** | **赏析** |
| 使用具有明显感情倾向的词语 | 全国人民所渴望的政治协商会议现在开幕了。 | ① \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 英勇的世界上少有的中国人民解放军。 | ② \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 使用判断句 | 我们的会议是一个全国人民大团结的会议。 | ③ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 中国人从来就是一个伟大的勇敢的勤劳的民族。 | ④ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 使用表示强调意义的词语 | 现在的中国人民政治协商会议是在完全新的基础之上召开的。 | ⑤ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 这是必然的，毫无疑义的，我们务必不要松懈自己的警惕性。 | ⑥ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |

【答案】“渴望”一词表明了这次会议来之不易，是民心所向。； 用“英勇”“世界上少有”给予中国人民解放军高度评价。； 句式简洁，阐明了这次大会的特点。； 用一个语气肯定的判断句，指出中华民族历史悠久，中国人民勤劳勇敢。； “完全新”强调了这次大会与上次政协会议的不同。； “必然”“毫无疑义”表明了毛泽东对敌人认识的深刻，对自己判断的自信；“务必”强化了语气，提醒人民一定不要放松警惕。（每处1分）

**任务三 情感感悟组代表汇报**

7．选择本文中你喜欢的句子或语段进行诵读，再现领袖毛泽东当时的豪情。（6分）

|  |  |  |
| --- | --- | --- |
| **段落** | **表达情感的语句** | **情感特征** |
| 第六段 | 我们有一个共同的感觉，这就是我们的工作将写在人类的历史上，它将表明：占人类总数四分之一的中国人从此站立起来了。 | ① \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 第十二段 | 让那些内外反动派在我们面前发抖罢，让他们去说我们这也不行那也不行罢，中国人民的不屈不挠的努力必将稳步地达到自己的目的。 | ② \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 第十三段 | 在人民解放战争和人民革命中牺牲的人民英雄们永垂不朽！ | ③ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |

【答案】改变历史的骄傲、自豪之情。； “必将”道出了不予争辩的蔑视与坚定的自信。； 对人民英雄的缅怀、敬仰之情。（每处2分）

**任务四 分析论证组代表汇报**

8．本文有着怎样的论证特点？试从论证结构、论证思路、论证方法方面分析。（6分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①运用了递进式的论证结构，论证层层深入。②论证思路清晰，逻辑严密。从过去、现在、未来三个方面分别论证，在对未来的设想中又从经济、文化、国防三个方面论述。③灵活运用举例论证、比喻论证等论证方法，论证力度强，有说服力。（每点2分）

**素养必备**

论证思路

论证思路，指作者按照一定的条理，由此及彼表达思想的路径、脉络。这个路径和脉络实际上是一个连贯的、有条理的思维过程。这个思维过程，要求围绕一个中心点，由此及彼、由表及里、由浅入深，从一个方面到多个方面，沿着一条中心线索，把要表达作者思想的文字材料组织成一个有机的整体。

答题规范：

1.体现过程。答题时需要把握文章的大致结构，呈现文章的结构框架。因此，作答时应尽量使用“首先”“其次”“再次”“接着”“紧接着”“接下来”“一方面”“另一方面”等词语。

2.表明关系。答题时需要表明各论证环节之间的关系。比如，“交代了……立论背景”“确立了……立论前提”“引出后文的议论对象”“为后文对……的论述进行铺垫”“增强了论证的现实针对性”“使读者对……概念有了初步的认识”等。

3.点明特点。答题时要点明论证内容的特点。①结构特点：是总分式，还是并列式、递进式、对照式等。②论证方法：使用的论证方法。③论证角度：文章论证中心论点的切入点。论证角度多以名词性短语的形式呈现。

9．从本文哪些地方能看出毛泽东的高瞻远瞩？（6分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①清晰的民族认识。中华民族是一个伟大的民族，“只是在近代是落伍了”，而且“这种落伍，完全是被外国帝国主义和本国反动政府所压迫和剥削的结果”。②清醒的历史观、人民观。毛泽东在本文多次提到“人民”二字，表明人民是取得革命胜利的重要保证。③长远的大局观、发展观。他认为文化建设工作必须开展起来，文化建设搞好了，可以大力提升人民的文化水平。④冷静客观的时局观。他认为必须有强大的国防力量，保卫已取得的政权，保卫人民取得的胜利果实。（答出一点得2分，答出两点得3分，答出三点得4分，答出四点得满分）

#### **文本联读·拓思维**

请比较《中国人民站起来了》和《反对党八股》（节选）两篇文章的语言特点。（7分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】

相同点：都通俗易懂。（1分）《中国人民站起来了》中“中国人民的大多数已经获得了解放”这类表述直白简洁，易于大众理解。（1分）《反对党八股》（节选）通过运用谚语等方式，如“到什么山上唱什么歌”等，让语言贴近生活，普通民众也能领会要义。（1分）

不同点：《中国人民站起来了》语言富有情感，充满鼓舞性。如“一切困难都将被全国人民的英勇奋斗所战胜”洋溢着对人民力量的坚定信念以及胜利的豪情，能极大地激发民众的斗志。（2分）《反对党八股》（节选）语言辛辣幽默，批判性强。如把“空话连篇，言之无物”的文章比作“懒婆娘的裹脚，又长又臭”，以诙谐且犀利的表达，深刻地批判了党八股的弊病，让读者在轻松的氛围中认识到问题的严重性。（2分）

##### **读写结合**

###### **一、课内积累**

**毛泽东与中国梦**

在毛泽东的带领下，四万万中国人民恢复了自信，拥有几千年历史的文明古国重获了生机。他那一句“中国人民站起来了”，响彻寰宇，惊天动地。他是中华人民共和国的开国领袖，是世纪伟人。天安门城楼上，他的画像永远闪耀着动人的光芒，迸射出催人奋进的力量。

毛泽东思想是中国共产党人把马克思主义普遍原理同中国具体国情相结合而形成的理论成果，是对马克思主义的继承和发展，也是马克思主义中国化的第一次历史性飞跃。尽管毛泽东思想中没有明确提出“中国梦”这一词汇，但是毛泽东思想作为中国共产党的指导思想，其丰富的理论成果里蕴含着实现当代中国梦的方向与路径，对助推中国梦的早日实现具有重要的现实价值。

**运用角度**

民族复兴 赤诚之心 中国梦

**素材运用**

身为中华儿女，我们心中都怀揣着对祖国无尽的热爱与期盼。谁不愿见母亲笑颜常开？谁不盼祖国繁荣昌盛？毛泽东曾期盼，中国迅速崛起，傲立于世界，海陆空三军强大。如今，前辈们的梦想正一步步变为现实，我们身处民族复兴的伟大时代，更应思考如何将个人梦想融入中国梦的洪流中。让我们携手并进，为母亲的幸福、为祖国的繁荣复兴，贡献自己的青春与智慧。每一滴汗水，都将汇聚成推动国家前行的磅礴力量，让中国梦在我们这一代人的手中绽放更加璀璨的光芒。

###### **二、课外拓展**

**征途漫漫从头越（节选）**

一个时代的精神气质至关重要。“历史的道路，不全是坦平的，有时走到艰难险阻的境界，这是全靠雄健的精神才能够冲过去的。”革命先驱李大钊的警世名言犹在耳畔。

回望筚路蓝缕、风雨兼程的壮阔征程，正是因为党和人民在实践中孕育和形成了包括红船精神、长征精神、延安精神、“两弹一星”精神、抗洪精神、抗震救灾精神、改革开放精神等在内的伟大精神，我们才能跨过一道又一道沟坎，战胜一个又一个挑战，实现从“赶上时代”到“引领时代”的伟大跨越。

行进的中国，如今正站在一个更为复杂的关键节点，面对着更为严峻的风险考验——

身处世界百年未有之大变局，我们深知“越是接近民族复兴越不会一帆风顺，越充满风险挑战乃至惊涛骇浪”。世界百年未有之大变局，不是一时一事、一域一国之变，而是世界之变、时代之变、历史之变。今天，世界已经进入动荡变革期，经济全球化遭遇逆流，单边主义、保护主义、霸权主义不断抬头，各种“黑天鹅”“灰犀牛”事件时有发生，我们必须在逆风逆水的外部环境中开好顶风船，必须在不稳定性、不确定性明显增强的国际环境中谋求新发展。

踏上全面建设社会主义现代化国家新征程，我们深知“没有一个国家、民族的现代化是顺顺当当的”。从过去现代化的“迟到国”变成“世界上最大的经济和社会变革的实验室”，中国的现代化承载了14亿人民的梦想，中国人的奋斗更是全人类的奋斗。我们要实现的现代化，是人口规模巨大的现代化，是全体人民共同富裕的现代化，是物质文明和精神文明相协调的现代化，是人与自然和谐共生的现代化，是走和平发展道路的现代化。这样的道路前所未有，这样的变革没有先例，这样的征程充满挑战。

珍惜发展好局面、巩固发展好势头，我们深知“我国发展仍然处于重要战略机遇期，但机遇和挑战都有新的发展变化”。过去我们是顺势而上，机遇比较好把握；现在要顶风而上，把握机遇的难度骤增。过去大环境相对平稳，风险挑战比较容易看清楚；现在世界形势动荡复杂，地缘政治挑战风高浪急，暗礁和潜流又多，对应变能力提出了更高要求。过去我们发展水平低，同别人的互补性就多一些；现在我们发展水平提高了，同别人的竞争性就多起来了。在危机中育先机，于变局中开新局，尤须准确识变、科学应变、主动求变。

中华人民共和国成立前夕，在商定国歌时，有人提出修改“中华民族到了最危险的时候”这句歌词，毛泽东同志指出：“我们要争取中国完全独立、解放，还要进行艰苦卓绝的斗争，所以还是保持原有歌词好。”

实现第二个百年奋斗目标胜利在望，面对前所未有的历史性成就，习近平总书记提醒我们：“我们面临的各种斗争不是短期的而是长期的，将伴随实现第二个百年奋斗目标全过程”。

河入峡谷，风过隘口，尤须以精神对决，用意志较量。“神居胸臆，而志气统其关键。”当此紧要之时，唯有雄健的精神，才能冲破险阻，闯关夺隘，为实现中华民族伟大复兴提供势不可当的磅礴力量。

（有删改）

**名师赏评**

作者先分析了我们正身处百年未有之大变局；然后提出发展之路不会平坦，向第二个百年奋斗目标进军的号角已经吹响；最后号召我们要继承、巩固良好局势，脚踏实地，征途漫漫从头越，为实现中华民族伟大复兴提供磅礴的力量。

###### **三、读写结合**

请运用举例论证的方法，以“团结合作”为话题，写一个议论语段。要求：立意明确，逻辑严密，论证有力，200字左右。（10分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】 ( 示例)装扮大地的不是一朵鲜花，而是遍地芬芳；汇聚成 海洋的不是一滴水珠，而是无数细流。一个人的力量是有限的， 只有融入集体中，才能焕发无限生机。团结合作的力量巨大。 屠呦呦带领她的科研团队，在极其艰苦的条件下充分发扬团结 合作的精神，在经历多次失败后，终于成功提取出青蒿素，并将 它应用于疟疾治疗。在全体航天人团结一心的努力下，神舟十 七号航天员汤洪波、唐胜杰、江新林完成了天和核心舱太阳翼修 复试验等既定任务，出舱活动取得圆满成功。只要我们团结一致，同心同德，任何困难都会被我们克服。(立意明确4分，运用 举例论证2分，逻辑严密2分，字数符合要求2分)

## **第2课 长征胜利万岁 \*大战中的插曲**

**课时目标：**

1.梳理叙述思路，探究人物形象，了解回忆录写人叙事的艺术特色。

2.学习场面描写和细节描写以及运用恰当的议论和抒情来表达感受的写作手法。

3.理解长征的伟大意义，体悟伟大的革命人道主义精神，传承革命文化。

### **课时1 长征胜利万岁**

#### **自主学习·悟新知**

###### **一、作者名片**

杨成武（1914—2004），福建长汀人，中国无产阶级革命家、军事家。他参加过中央革命根据地第一次至第五次反“围剿”作战和二万五千里长征，还参加过抗日战争、解放战争、抗美援朝战争，为中华人民共和国立下了不朽功勋。1955年被授予上将军衔。

代表作品：《忆长征》《冀中平原的地道斗争》《杨成武军事文选》等。

###### **二、写作背景**

1934年10月，第五次反“围剿”失败后，中央红军主力为摆脱国民党军队的包围追击，被迫实行战略性转移，退出中央革命根据地，进行长征。1936年10月，红军三大主力会师，标志着万里长征的胜利结束。

本文就是长征的参与者杨成武将军对1935年10月红军胜利到达吴起镇后发生的一些事情的回忆，记录了他的经历和感想。

###### **三、知识链接**

**长征精神**

长征精神是中国共产党在二万五千里长征中创造的革命精神。1934年至1936年，中国工农红军经历的二万五千里长征是人类战争史上的奇迹。

伟大长征精神，就是把全国人民和中华民族的根本利益看得高于一切，坚定革命的理想和信念，坚信正义事业必然胜利的精神；就是为了救国救民，不怕任何艰难险阻，不惜付出一切牺牲的精神；就是坚持独立自主、实事求是，一切从实际出发的精神；就是顾全大局、严守纪律、紧密团结的精神；就是紧紧依靠人民群众，同人民群众生死相依、患难与共、艰苦奋斗的精神。

伟大长征精神，是中国共产党人及其领导的人民军队革命风范的生动反映，是中华民族自强不息的民族品格的集中展示，是以爱国主义为核心的民族精神的最高体现。

**回忆录**

回快录指用叙述和描写等方式追记自己或自己熟悉的人物的生活经历和社会活动的文体，如杨绛的《我们仨》和季羡林的《牛棚杂忆》。

1.特点：

①真实性，真实记载人物的经历和观感。

②广泛性，不仅回忆个人，还以个人为主线，串联与之有关的人和事，触及生活的各个角落，反映社会的历史面目。

③突出性，所回忆的人物要处于突出地位，提及的其他人物要有个性，所列事件要典型，有一定的代表性。

2.根据叙述的方式可分为：

①亲笔回忆录，即关于一系列事件的记录，通常由事件亲历者所写，是回忆录的主人公亲笔撰写的个人回忆录。

②口述回忆录，其口吻通常闲逸而亲切，采用自己口述、他人记录整理等方式完成。

###### **四、语言基础**

1．**读准字音**

①衷肠（ ） ②缴获（ ）

③豪绅（ ） ④寒噤（ ）

⑤雷霆（ ） ⑥马镫（ ）

⑦跋涉（ ）（ ）

⑧熙熙攘攘（ ）（ ）

【答案】zhōng； jiǎo； shēn； jìn； tíng； dènɡ； bá； shè； xī； rǎng

2．**写对字形**

【答案】剿； 巢； 惦； 掂； 踮

3．**辨析词义**

（1） 功绩·功劳·功勋

辨析 三者都含有“对事业的贡献或功劳”的意思。“功绩”指功劳和业绩；常指较大的贡献和成就，语义程度在三者中居中，多用于重要事业。“功劳”指对事业的贡献；运用范围比另两个词语广泛，语义程度在三者中最轻，它泛指贡献，多用于一般事情。“功勋”指重大的贡献，特殊的功劳；语义程度最重，多用于有关国家、人民的重大事业。

应用 这本书记录了“中国氢弹之父”于敏等多位中华人民共和国的\_ \_ 式人物的事迹。

（2） 名副其实·名不虚传

辨析 两者都指名实相符。“名副其实”指名称或名声与实际相符合。“名不虚传”指确实很好，不是空有虚名。

应用 干部应该全心全意为人民服务，做\_ \_ \_ \_ \_ \_ \_ \_ 的公仆。

【答案】（1） 功勋

（2） 名副其实

4．**积累成语**

请根据词义，在横线上填写恰当的课内成语。

①\_ \_ \_ \_ \_ \_ \_ \_ ：形容声势浩大、场面热烈。

②\_ \_ \_ \_ \_ \_ \_ \_ ：形容零散纷乱的样子。

③\_ \_ \_ \_ \_ \_ \_ \_ ：拍着手喊痛快。多用来形容仇恨或公愤得到消除，正义得到伸张后的快意。

④\_ \_ \_ \_ \_ \_ \_ \_ ：在后方决定作战策略，泛指筹划决策。

⑤\_ \_ \_ \_ \_ \_ \_ \_ ：形容人来人往，非常热闹。

【答案】万马奔腾； 七零八落； 拍手称快； 运筹帷幄； 熙熙攘攘

5．**正确使用标点符号——叹号**

下列各句中的叹号，和“说那就是吴起镇时，队伍中顿时沸腾起来了！”中的叹号，作用相同的一项是（ ）

A. 突然，“啪！”山谷里响起了清脆的枪声。

B. “二万五千里长征万岁！”口号声此起彼伏。

C. 你给我住嘴！

D. 你这算什么行军啊！

【答案】B

【解析】B项和题干中的叹号都表示感叹语气。A项，表示声音短促或突然。C项，表示强烈的祈使语气。D项，表示强烈的反问语气。

**语用知识**

叹号的常见用法

1.用于句子末尾，主要表示感叹语气，有时也可表示强烈的祈使语气、反问语气等。如：

①为祖国的繁荣昌盛而奋斗！

②你给我出去！

③我哪里比得上他呀！

2.用于拟声词后，表示声音短促或突然。如：

①咔嚓！一道闪电划破了夜空。

②咚！咚咚！突然传来一阵急促的敲门声。

3.表示声音巨大或声音不断加大时，可叠用叹号；表达强烈语气时，也可叠用叹号，最多叠用三个叹号。在没有异常强烈的情感表达需要时不宜叠用叹号。如：

①轰！！在这天崩地塌的声音中，女娲猛然醒来。

②这个吃人的旧社会，我要揭露！我要控诉！！我要以死抗争！！！

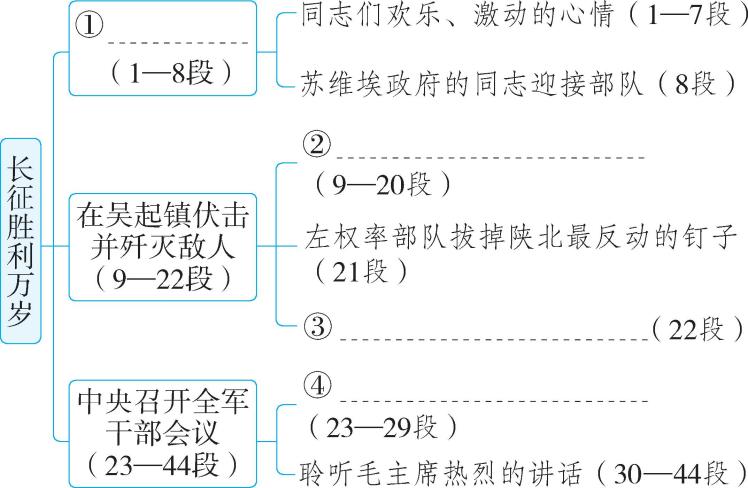
4.当句子包含疑问、感叹两种语气且都比较强烈时（如带有强烈感情的反问句和带有惊愕语气的疑问句），可在问号后再加叹号（问号、叹号各一）。如：

①这么点困难就能把我们吓倒吗？！

②他连这些最起码的常识都不懂，还敢说自己是高科技人才？！

###### **五、文意梳理**

1．**厘清结构**



【答案】部队到达吴起镇； 毛主席亲自指挥吴起镇伏击战； 中央红军与红二十五、二十七军会师； 参会途中接受邓小平同志指示

2．**概括主旨**

《长征胜利万岁》是杨成武回忆长征历程的一篇文章。本文通过记叙在吴起镇伏击并歼灭敌军等事件和①\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ，生动地展现出长征的艰苦卓绝，表达了②\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 之情，赞叹了领导人的英明决断和③\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 的伟大精神。

【答案】毛主席对长征伟大意义的总结； 对长征胜利结束的欣喜和激动； 红军战士不怕牺牲、勇往直前

#### **合作探究·提能力**

**情境探究**

学校组织“长征记忆：深入解读与体验”活动，旨在让学生深刻理解和体验长征的历史与精神。活动包括扮演红军战士，模拟长征途中的关键场景，如翻雪山、过草地等，以增强学生的代入感，让学生对这段历史有更深刻的认识。同时，通过分析《长征胜利万岁》一文的语言特点和叙事技巧，提升学生的文学鉴赏能力，培养其创新思维。

**任务一 长征记忆·长征艰辛的再现与意义**

1．红军“度过了长途跋涉、征战万里的艰难岁月”，根据本文内容，特别是毛主席的讲话，对长征的艰辛加以概括说明。（6分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①历时长。从瑞金算起，十二个月零二天，共三百六十七天。②地域广。走过了闽、粤、湘、黔、桂、滇、川、康、甘、陕，共十一个省。③行程远。最多的走了二万五千里。④路途险。跨过巍巍雪山，穿过茫茫草地。⑤军情急。天上每日几十架飞机侦察轰炸，地下几十万大军围追堵截。⑥条件差。缺衣少食，武器装备落后。（每点1分）

2．请结合毛主席的讲话，概括长征的伟大意义。（5分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①长征的胜利创造了历史。长征是一次名副其实的、前所未有的远征。②长征是宣言书。长征的胜利宣告了红军战略转移取得了成功，宣告了帝国主义和蒋介石围追堵截的破产。③长征是宣传队。它向十一个省内大约两万万人民宣布，只有红军的道路，才是解放他们的道路。④长征是播种机。长征散布了许多种子在十一个省内，发芽、长叶、开花、结果，将来是会有收获的。⑤长征的胜利证明了中国共产党的领导能力。只有跟着共产党，中国革命才能取得成功。（每点1分）

**任务二 长征记忆·展现红军战士形象**

3．本文展现了红军战士们怎样的形象特点？（5分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①坚强乐观，对革命胜利充满信心。经历了艰难的长途跋涉，终于迎来了长征的胜利，战士们沸腾欢呼；在全军干部会议上，听了毛主席的讲话后，战士们对中国革命的胜利充满信心。②不怕牺牲，英勇作战。在吴起镇战斗中，战士们虽然需要休整，但是为了保卫革命胜利果实，他们奋不顾身地投入战斗，并且取得了胜利。③亲民爱民，也深受百姓爱戴。军委警卫连、工兵连消灭了让老百姓恨之入骨的反动民团，老百姓欢天喜地，抬着猪、羊来慰问红军。④遵守军纪，服从指挥。在战斗中，红军听从统一指挥，歼灭敌军。⑤不畏艰难险阻，勇往直前，自强不息。本文通过对长征艰辛过程的描述，表现了红军不畏艰难险阻、勇往直前、自强不息的形象。（每点1分）

**任务三 长征记忆·文章语言特点与叙事技巧的鉴赏**

4．本文的语言有什么特点？请举例分析。（从简洁、生动角度作答）（6分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】本文语言简洁而又生动。①善于运用短句，简洁紧凑，如“苏维埃!多么亲切的名字啊，见了她，像见到久别重逢的亲人”。②本文描述战争场面的语言生动形象，如“突然，‘啪!’山谷里响起了清脆的枪声”。③本文运用了比喻、排比等修辞手法增强表现力，如“长征是宣言书，长征是宣传队，长征是播种机”。（每点2分）

5．结合本文语境，从描写手法或表现手法等角度赏析下面的句子。（6分）

（1） 战士们在一旁手里握着枪，眼睛紧盯着川里，从他们的神情可以看出，此刻谁都心里痒痒的，恨不得一下扑过去，将敌人彻底消灭。（3分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

（2） 虽然那天天降大雪，我们仍穿着单衣，但情绪很高，心里始终觉得是热乎乎的。（3分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】（1） 运用细节描写，（1分）表现了战士们急欲消灭敌人的强烈愿望。（2分）

（2） 通过“天降大雪”与“心里始终觉得是热乎乎的”的对比，（1分）突出了战士们的革命热情与战斗胜利后的喜悦，表现出战士们饱满的激情和高昂的士气。（2分）

6．作者运用了哪些手法表现战士们到达陕北后兴奋、激动的心情？请结合本文内容进行分析。（6分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】

（1）正面描写：①场面描写。比如，红四团到达吴起镇后，同志们“欢叫着冲着跑了下去”的欢乐、热烈的场面。②动作描写。比如，对同志们到达吴起镇时“欢叫”“冲”“跑”的动作描写。③心理描写。如“我们仍穿着单衣，但情绪很高，心里始终觉得是热乎乎的”。（每点1分）

（2）侧面描写：运用环境描写有力地烘托出战士们在长征胜利后的兴奋和激动的心情。如开头部分“吴起镇披着灿烂的阳光在欢迎我们”，“灿烂的阳光”烘托出战士们灿烂的心情；结尾部分“这时太阳在天空露出了笑脸，阳光灿烂”，太阳的“笑脸”映射出战士们的笑脸。（3分）

**素养必备**

场面描写

场面描写就是对一个特定的时间与地点内许多人物活动的总体情况的描写。场面描写一般由“人”“事”“境”构成，它是叙事性作品的基本构成单位，是刻画人物、展开情节、表现主题的主要手段。常见的场面有劳动场面、战斗场面、运动场面以及会议场面等。

场面描写要表现出一种特定的气氛，单一的表达方式和表现手法是不够的，要综合运用记叙、描写、抒情、议论等多种表达方式，以及衬托、象征等多种表现手法。这样才能使场面变成一幅生动而充满感染力的图画。

场面描写的作用：①塑造人物；②渲染气氛，烘托事物；③明示、暗示主题。

7．本文是一篇回忆录，请结合具体内容赏析其叙事特征。（6分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①叙事结构清晰，围绕时间和地点两条线索来组织材料。②多种叙述方式相结合，使文章在结构清晰、逻辑严密的同时又富于变化。（每点3分）

**素养必备**

叙事特征

分析叙事特征主要从叙述人称、叙述视角、叙述顺序、叙述方式等方面入手。

1.叙述人称

①第一人称。只能局限于叙述人的所见所闻。能使文章显得真实亲切，拉近与读者的距离。便于抒发作者自己和人物的思想感情。

②第二人称。拉近了叙述者与人物之间的距离，增强了文章的抒情性和亲切感，便于情感交流。营造了一种亲切的氛围，把要表现的事物更亲切地表现出来。

③第三人称。以局外人的视点进行叙述，相对自由。可以深入人物内心，将人物的心理活动告诉读者。便于展示不同人物在不同地点同时发生的事情。

2.叙述视角

①全知视角（外视角）。叙述者无所不知，既能写客观存在的东西，又能写一个人的主观世界，还能同时写不同时空中发生的事情。

②有限视角（内视角）。叙述者是隐藏于故事中的一个人物，甚至就是主人公，能参与事件的发生、发展等过程。

3.叙述顺序。包括顺叙、倒叙、插叙、补叙和平叙等。

4.叙述方式。包括对话式、独白式、重复式、对比式、双线索式、片段式、交叉式［历史（往事、回忆）与现实交织，梦境（想象、幻觉）与现实交织］等。

**任务四 长征记忆·长征精神的感悟与反思**

8．班级围绕“长征精神”话题召开座谈会，有同学认为如今社会安定，生活富裕，我们不必再回顾长征的艰辛了；有同学认为应该继续发扬长征精神。对此，你有什么看法？请简要分析。（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】（示例）我认为当下应继续发扬长征精神。（1分）①发扬长征精神有利于树立崇高的理想与坚定的信念。在困难重重的长征路上，崇高的理想、坚定的信念激励和指引着红军一路向前。崇高的理想与坚定的信念，能够为我们的学习与生活指明前进的方向，提供前进的动力。（1分）②发扬长征精神有利于培养不畏艰险、坚持奋斗的品质。红军凭借着不畏艰险、坚持奋斗的品质，在敌军的围追堵截之下取得长征的胜利。在生活富裕的今天，长征精神启示我们应戒骄戒躁，以不怕困难、不怕挑战的奋斗精神，走好自己的人生路。（1分）③发扬长征精神有利于始终保持乐观主义精神。革命乐观主义精神是长征胜利的关键因素之一。虽然山高水险、条件艰苦，但红军始终没有放弃希望。正是这样的革命乐观主义精神，让他们成为一支不可战胜的队伍。这启示我们在遭遇挫折时，不要轻易低头，要坚信希望就在前方。（1分）

### **课时2 \*大战中的插曲**

#### **自主学习·悟新知**

###### **一、作者名片**

聂荣臻（1899—1992），四川江津（今属重庆）人，无产阶级革命家、军事家，中国人民解放军创建人和领导人。

代表作品：《聂荣臻回忆录》《聂荣臻军事文选》。

###### **二、写作背景**

1940年，八路军发动了有105个团参战的大规模对日作战，即“百团大战”。在向井陉矿区进攻时，八路军救起了两个日本小姑娘。聂荣臻写了一封信，把信和两个小姑娘一起交给了一位可靠的老乡，并设法把信和孩子送到了城里，交给了日本人。元帅战火救孤，已成历史佳话。1980年，中日两国关系升温。那个大一点儿的小姑娘美穗子被《读卖新闻》找到了，而且他们还联系到了聂荣臻。聂荣臻邀请美穗子来华访问，并在人民大会堂接见了她。本文记录的就是聂荣臻对救助两个日本小姑娘这件事的回忆。

###### **三、知识链接**

**《聂荣臻回忆录》**

《聂荣臻回忆录》一书从作者的青少年时期写起，全面回顾了作者投身革命的艰辛历程，以口述的形式，回顾了人民解放事业和中华人民共和国曲折前进的壮丽往事，让读者重新感受那段艰难又辉煌的革命历史。

###### **四、语言基础**

1．**读准字音**

① 襁褓（ ）（ ）

② 沟壑（ ）

③ 颠簸（ ）（ ）

④ 俘虏（ ）

⑤ 横征暴敛（ ）

⑥ 幡然觉醒（ ）

【答案】① qiǎng；bǎo

② hè

③ diān；bǒ

④ lǔ

⑤ liǎn

⑥ fān

2．**写对字形**

①

②

【答案】① 陉；径；胫

② 殒；损；陨

3．**辨析词义**

（1） 不只·不止

**辨析** 不只：连词，不但，不仅。不止：动词，继续不停；副词，表示超出某个数目或范围。

**应用** “万物并育而不相害，道并行而不相悖”，文明的出路\_ \_ 一条，各文明之间是一场美好的相遇，互鉴互通才能构建美美与共的文明家园。

（2） 不堪设想·不可思议

**辨析** 二者都有“不能想象”的意思。“不堪设想”侧重于表现结果难以想象，“不可思议”用于描述某种奇妙、神秘或难以理解的现象。

**应用** 这些药物都含有抗生素，乱用的话，后果\_ \_ \_ \_ \_ \_ \_ \_ 。

【答案】（1） 不止

（2） 不堪设想

4．**积累成语**

请根据词义，在横线上填写恰当的课内成语。

① \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ：把战争或争斗变为和平、友好。

② \_ \_ \_ \_ \_ \_ \_ \_ ：事情的结果不能想象，指会发展到很坏或很危险的地步。

③ \_ \_ \_ \_ \_ \_ \_ \_ ：山形地势像龙一样连贯着。比喻人、物的来历或事情的前因后果。

④ \_ \_ \_ \_ \_ \_ \_ \_ ：做事能坚持到底。

⑤ \_ \_ \_ \_ \_ \_ \_ \_ ：形容激烈的厮杀、搏斗或杀气腾腾的气势。

⑥ \_ \_ \_ \_ \_ \_ \_ \_ ：用战争解决问题。

⑦ \_ \_ \_ \_ \_ \_ \_ \_ ：形容战时社会动荡不安的景象。

【答案】① 化干戈为玉帛

② 不堪设想

③ 来龙去脉

④ 有始有终

⑤ 刀光剑影

⑥ 兵戎相见

⑦ 兵荒马乱

5．**正确使用标点符号——引号**

下列各句中的引号，和文中“这是激烈的战火中一个很有意义的‘插曲’”的引号作用相同的一项是（ ）

A. 我们要牢记“安全第一”，不能懈怠。

B. 我问她叫什么名字，她“嗯嗯”地回答着。

C. 我想跟大家谈一谈“合作”的话题。

D. 日本旧军人的一个组织也送来了信和礼物，还称我是什么“活菩萨”。

【答案】D

【解析】例句中的引号标示特殊含义。A项，标示需要强调的内容；B项，标示直接引用人物的话语或声音；C项，标示需要着重论述的对象；D项，标示特殊含义。

**语用知识**

引号的常见用法

1.标示语段中直接引用的内容。如：

李白诗中就有“白发三千丈”这样极尽夸张的语句。（引号里的“白发三千丈”是引用的内容。）

2.标示需要着重论述或强调的内容。如：

这里所谓“文”，并不是文字，而是文采。（“文”是作者要强调的内容，本句旨在揭示“文”的内涵。）

3.标示特定称谓。如：

号称“世界屋脊”的青藏高原，有两个世界之最。（“世界屋脊”特指青藏高原。）

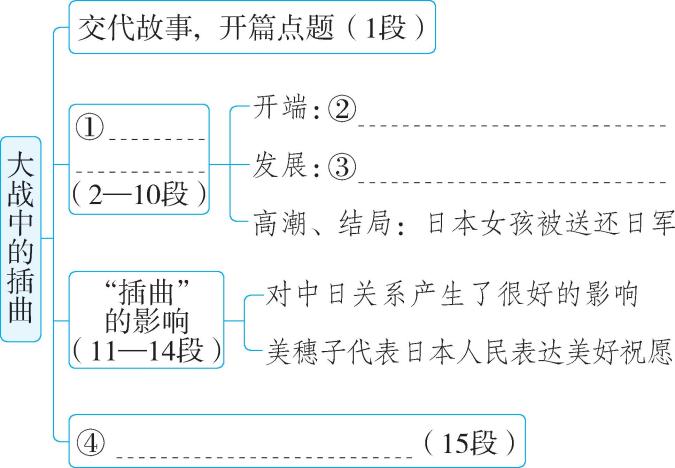
4.标示语段中具有特殊含义而需要特别指出的成分，如别称、简称、反语等。如：

①更有两位虎头虎脑的青年，他们走过“天下最难走的路”，现在却静静地坐着，温雅得和闺女一般。（“天下最难走的路”不是一般意义的路，此处指二万五千里长征之路。）

②你居然在课堂上传纸条，真是“勇于发言”。（“勇于发言”是对传纸条的同学的否定，不是赞扬和肯定。）

###### **五、文意梳理**

1．**厘清结构**



【答案】“插曲”故事原委； 八路军战场救治日本女孩； 日本女孩被送到八路军指挥所； 照应开头，点明题旨

2．**概括主旨**

这篇回忆录，通过讲述聂荣臻在战乱中救助日本孤女、四十年后日本孤女来中国探望答谢聂荣臻的故事，展现了①\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 的典型事迹，表达了中国军队在残酷战争中坚守②\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 的精神、③\_ \_ \_ \_ \_ \_ \_ \_ 的美好愿望,以及对日本侵略者残酷暴行的控诉。

【答案】中国军队关爱战争中无辜受害者； 革命人道主义； 热爱和平

#### **合作探究·提能力**

**情境探究**

在一个充满艺术氛围的学校礼堂里，学生们正忙着研讨校园历史剧《大战中的插曲》的剧本。几位学生和老师围坐在一起，正在对剧本进行最后打磨，他们既是演员，又是导演和编剧。学生们通过研讨《大战中的插曲》一文，深入挖掘聂荣臻的人物性格，力求在历史剧中还原一位有血有肉、情感丰富的英雄形象。

**任务一 理解内容，揣摩角色**

1．聂荣臻对两个日本小姑娘的关心和照顾体现在哪些方面？（4分）

答：\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①细心照顾孩子。聂荣臻抱起受伤的婴儿看她的伤口处理情况，嘱咐医生和警卫员寻找附近村里正在哺乳期的妇女给她喂奶，并拿梨子给稍大些的孩子吃，还亲自喂稍大些的孩子喝稀饭。②慎重地考虑孩子的安置问题。聂荣臻仔细地分析了把孩子留下来和送回日本两种做法的利弊，为了孩子的将来考虑，他认为还是把她们送回去更好。③妥善安排孩子的送还事宜。聂荣臻找了一个可靠的老乡，并准备了当时太行山区最好的交通工具——一副挑子。他担心孩子在路上哭，还在筐里放了许多梨子。此外，他还给日本官兵写了一封信，对孩子的安置提出了建议。④多年之后，还牵挂孩子的命运。孩子被送走之后，聂荣臻常常为她们担心，心系她们的下落。（每点1分）

**任务二 品味语言，台词演绎**

2．本文开头说，“这是激烈的战火中一个很有意义的‘插曲’”，句中“很有意义”的内涵是什么？（6分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①八路军在战斗中救治两个日本小女孩，拯救了两条鲜活的生命。②以送还日本小女孩为契机，向日军展示、宣传了中国共产党领导下的八路军的革命人道主义精神，对日军开展了一次有效的政治工作。③拯救日本小女孩的故事，于战争结束后在中日两国引起巨大反响，加深了日本人民对中国共产党领导的军队的认识，也引发了参加过侵华战争的日本旧军人的反省，对中日关系产生了积极影响。（每点2分）

3．聂荣臻这篇回忆录的整体语言风格有什么特点？他写给日军的信的语言风格有什么特点？为什么在信中会采用另外一种语言风格？（6分）

答：\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】

（1）这篇回忆录的整体语言风格：平易浅显，通俗易懂，口语与书面语共用，雅俗共赏，自然亲切。（2分）

（2）写给日军的信的语言风格：典雅庄重，义正词严，情理并重，言简意明，多文言词汇和成语，具有很强的说服力和感召力。（2分）

（3）原因：①这封信在当时具有外交属性，因而语言典雅庄重，言简意明，符合这封信外交属性的要求。②同时，这封信还具有给日军做政治工作的功能，不但借送还日本小女孩的事件动之以情，而且义正词严地阐明中国人民的立场，揭露日军的罪恶，晓之以理。情理并重，旨在让日本军人认识到日军发动的侵华战争的非正义性，具有很强的说服力和感召力，能有效发挥这封信对日军政治思想工作的功效。（每点1分）

**素养必备**

书信文体结构特点

1.标题，揭示书信内容，表明写作对象。

2.称呼，第一行顶格写，在后面加上冒号，以示尊敬，也表示下面有话要说。

3.问候语，开头空两格，可独立成段。

4.主体，一般在问候语的下一行空两格写。可根据收信对象和所述内容的不同，灵活地采用不同的风格。写信时要注意条理清晰，文字简洁。一般根据事情的轻重缓急情况分段。先答复对方提出的问题，再说自己的事。

5.结尾，写信人在书信结束时向对方表达敬意或祝福之类的话，如“此致”“祝”等。可以紧接着正文写，也可以独占一行，空两格写。

6.署名，写完信之后，在信的右下角写上写信人的姓名，也可在姓名的前面写上与收信人的关系，如“你的同学”“你的好友”等。署名后面可酌情加启禀语，如对长辈用“叩”“敬上”等。

7.日期，写在署名下一行的右下角。

**任务三 鉴赏技巧，舞台呈现**

4．本文的标题为《大战中的插曲》，作者是如何叙述这一“插曲”的？（4分）

答：\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①本文第一段介绍故事背景，点题并引出“插曲”。接着用倒叙的方式，回忆战争中救助日本小女孩这一事件。中间还用了插叙的方式叙述美穗子名字的故事及被俘虏的日本兵中西的经历等。②本文采用质朴、自然、亲切的语言回忆过去，用第一人称的口吻叙述，流露出作者理性而又真诚的感情。（每点2分）

5．除语言朴实之外，本文还有怎样的特点？（6分）

答：\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①结构严谨，线索明晰。本文以“救助日本小女孩”这一中心事件为线索，采用“总分总”的结构，思路清晰，构思精巧。②夹叙夹议，凸显主旨。叙事过程中，插入了一些深刻、透彻的议论性文字，揭示出文章主旨。③以小见大，主题深刻。作者选取了百团大战中“救助日本小女孩”这样一件小事来写，充分反映了中国军人的人道主义精神，表达了中国人民对和平的热爱。（每点2分）

**任务四 理解形象，角色演绎**

6．本文是一篇回忆录，重在记叙事件，也展现了鲜明的人物形象。读完本文，你看到了一个怎样的聂荣臻？（6分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①重情重义，富于理智。对战争中发生的一些小事记忆犹新，并且能够用善意和理智来看待战争中的人和事。②心思细腻、缜密。仔细分析了把孩子留下来和送回日本两种做法的利弊。③有很强的责任心。当前线部队请示如何处理两个小女孩的时候，聂荣臻说立刻把孩子送到指挥所，体现了他有很强的责任心。④平易近人，慈爱亲切。给稍大些的小女孩拿梨子吃，并亲自喂她吃饭。⑤运筹帷幄，有真知灼见，目光远大。深刻分析送小女孩回去和把她们留下的利弊，在信中不失时机地对日军进行政治工作。⑥胸怀宽广，有人道主义精神。在中日对战的特殊时期能够奉行革命人道主义精神，救助日本遗孤。（每点1分）

###### **思维发展与提升**

7．多年后聂荣臻与美穗子再次相见，请发挥想象，参考课本第14页的插图，从神情、动作和谈话主要内容方面，将他们相见的场景描绘出来。（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】美穗子很激动，热泪盈眶；聂荣臻亲切、和蔼、热情。两人都紧紧地握住对方的手。美穗子一再表达感谢，转达当年参加过正太路作战的日本旧军人再三表示的歉意。她说她不叫兴子，叫美穗子。聂荣臻告知美穗子：救助她的事情，任何一个中国军人都会做的，这是中国共产党的政策和军队的无产阶级性质决定的。两人都表达了化干戈为玉帛的美好愿望，愿中日两国人民世代友好。（神情、动作2分，谈话主要内容2分）

#### **文本联读·拓思维**

《长征胜利万岁》和《大战中的插曲》同是回忆录，同是战争亲历者的自述，却让人们看到革命的不同侧面。对比两篇课文，完成下表。（6分）

|  |  |  |
| --- | --- | --- |
| **文章特色** | **篇目** | |
| **《长征胜利万岁》** | **《大战中的插曲》** |
| 视角特点 | “我们”和“我”交织，亲历者“我”隐没在集体性的“我们”之中。 | ① \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 选材及其特点 | ② \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | ③ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 表达方式 | ④ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | 叙述事件和解释行为并重，时间跨度大，事件完整度高。 |
| 思想感情 | ⑤ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | ⑥ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |

【答案】有大段的心理描写来解释行为，如为什么把孩子送回日本，为什么要写信。； 选材：陕北会师，吴起镇伏击敌军，召开全军干部会议。特点：写的是处于历史节点、具有重大意义的事件，侧重写人物的感受。大胆取舍，真实严谨。； 选材：救助日本小女孩，致信日本官兵，与美穗子重逢。特点：写的是大战中的一个小“插曲”，突出小事件背后的大情怀。有梗概，有细节。； 细节描写与场面描写并重，作者情感的直接表达和间接呈现交织。； 歌颂长征中战士们上下一心、团结一致、全心投身革命的豪情。； 赞美中国人民在残酷的战争中对革命人道主义的坚守以及对和平的热爱。（每处1分）

##### **读写结合**

###### **一、课内积累**

**红军的大无畏精神**

长征精神是中华民族不屈不挠精神的典范。纵观整个长征的过程：四渡赤水河、巧渡金沙江、强渡大渡河、飞夺泸定桥、爬雪山、过草地……每一个战略方向的改变，每一项战略任务的确定，每一次战斗胜利的取得，无不体现出中国红军战士不怕艰难困苦、执着坚持的精神。红军的大无畏精神，永远激励着我们前进！

**运用角度**

不屈不挠 坚持 大无畏精神 激励

**素材运用**

在探讨中华民族坚忍不拔的民族性格时，我们不得不提及那个战火纷飞的年代，以及那段震撼人心的历史——长征。长征精神，作为中华民族不屈不挠精神的典范，如同一座巍峨的丰碑，矗立在每一个中华儿女的心中。它不仅仅是一段历史的记忆，更是一种精神的传承。回望那段峥嵘岁月，红军战士们以血肉之躯筑起了革命的钢铁长城。他们翻越雪山，走过草地，面对敌人的围追堵截，从未有过丝毫退缩。正是这种不屈不挠的精神，让他们在逆境中找到了前进的方向，最终取得了革命的胜利。在当今社会，这种精神依然熠熠生辉。它激励着我们在面对困难和挑战时，要勇往直前，不畏艰难。无论是科研攻关、体育竞技，还是日常生活中的点滴小事，弘扬长征精神，能够帮助我们战胜艰难险阻，书写属于自己的辉煌篇章。

###### **二、课外拓展**

**地球的红飘带（节选）**

魏 巍

部队终于在早六点前赶到了泸定桥。这时，风也停了，雨也住了。东方正涌上一轮红玫瑰般的旭日。战士们纷纷埋怨道：“这老天就是同我们作对，我们走到了，它也不下了。”

…………

下午四时整，王开湘发出了攻击信号。令人热血沸腾的冲锋号声响起来，接着轻重机枪和各种不同的音调像刮风一般扫向对岸。两侧的部队也情不自禁地喊起了冲杀声，一时竟显得山摇地动，震人心魄。

在这同时，突击队大步走上来了。连长廖大珠个子虽小，这时却显得十分英挺果决。他回头扫了一眼他的队员，低而有力地喊了一声：“上！”接着就攀上作为栏杆的粗大的铁索。由于圆滚滚的铁索不稳定，他身子趔趄了一下，随即又站稳了。接着一个十六七岁的苗族小鬼，随着廖大珠攀上去了。如果人们没有忘记，他就是在扎西茅屋里朱总司令亲自扩大来的扬各。其余的人，有的学着连长的样子，抓着另一边的铁索攀缘前进；有的就伏下身子来，骑着两根光溜溜的铁索，两只手抓着向前移动。敌人的子弹从对面噼噼啪啪地扫过来了，在铁索上不时闪出耀眼的火花。人们显然顾不上它了，比起子弹，令人心惊胆战的倒是下面震耳欲聋的激流。

杨成武直直地望着攀缘铁索向前移动的人们，一颗心只是随着那些战士在颤动的铁索上浮沉。不管哪个人在铁索上打个趔趄，或是铁索抖动一下，他的心就一阵发紧。落在最后面的那个战士似乎爬得十分吃力，爬出几步就爬不动了，他不时望着下面的激流，脸色变得蜡黄。杨成武忽然想起，他是去年第五次反“围剿”时入伍的。他家分了田地，他还娶了一个漂亮的妻子，日子过得很不错。后来基于保卫苏维埃政权的热忱，他还是来了。部队临离开苏区那天，他的妻子来看望他，他不巧外出。等到第二天部队出发了，他才同妻子见了一面。长征以来，他不断地问政委：“什么时候才能回到江西根据地呢？”……就是这样一个战士，他落到最后面去了。

正在这时，只听桥头上有人惊喊了一声：“有人掉下去了！”

“沉着一点！”只听远远传来一声威严的叫喊，这是廖大珠的声音。廖大珠一手紧紧抓着铁索在荡来荡去。队伍稳定住了，错落地继续在铁索上向前移动。

杨成武望望那个爬在最后的战士，他已经不见了，想来刚才正是他落下了滚滚的波涛。

杨成武望望爬在最前面的，是一个面孔黝黑而又颇为秀丽的青年。他是江西广昌人。在敌人进入广昌时，他的全家都被杀害，只剩下一个出了门的姐姐。他曾经探了一次家，回来后一连哭了几天。现在他像大蜥蜴一样爬得相当迅速，高高地昂起头颅，究竟是故意不看那轰鸣的流水以减少恐惧呢，还是蔑视死亡？

杨成武看到，在所有的人中，最轻松的，恐怕要算那个带点野味的扬各。可能是他那山野生活磨炼出的大胆，也可能是对于生死完全置之度外，他在铁索上竟像猴子般灵活轻松，甚至还把连长腰上没有插好的什么东西整理了一下，神态和动作都显得相当从容。

“好，好，到底爬过去了！”王开湘掏出手绢擦了擦额头，手绢上全是汗水。

杨成武刚松了一口气，忽然周围有人惊呼起来：“起火了！起火了！”

杨成武定睛一望，果然对岸桥头冒起一股浓烟，腾起了橘红色的火苗，转瞬间火焰飞腾，愈烧愈大。这是敌人把桥头上的什么东西点起来了。这突然发生的情况，使刚刚接近桥头的廖大珠他们大感意外，远远看见他们犹豫了，正在铁索上爬行的人们停住了。这时，杨成武高高地挥着驳壳枪，以他那年轻的、尖亮的声音喊道：

“同志们！这是胜利的关头呀！犹豫不得呀！冲过去！冲过去！冲过去就是胜利！……”

桥头上的人们也跟着大声喊道：

“廖大珠！不要慌，冲过去！！！”

接近桥头的人们镇定了。廖大珠回过头，向后面喊了一句什么，接着从背上抽出大刀，大刀在阳光里闪了一下，他第一个扑到烟火中去了。当他的身影再度从烟火中出现的时候，只见他把帽子一摘，一挥手，一顶冒着火苗的帽子就落到大渡河中去了。其他人也纷纷跃到火里，不一刻桥头周围就响起了一阵滚雷似的手榴弹爆炸声。

随着突击队的进展，三连很快将收集来的板子铺到了桥头。杨成武随即带领第二梯队冲上去了。刚才在桥头所经历的惊恐、不安，这时化作一团无名怒火，让廖大珠他们抡起大刀砍杀起来。贴近桥头是一条古老而破旧的市街，双方就在这条小街上厮杀起来。敌人见他们人少，正在举行全力反扑时，杨成武率领的第二梯队赶到了，又经过一阵激战，终于将守敌大部歼灭，残敌弃城向北逃窜。

当追击敌人的枪声在晚风里响起的时候，东方升起一轮明月，静静地照着泸定桥。

这桥虽然还是寒光闪闪，但看上去像是软软下垂的吊床，不再令人惧怕。

（有删改）

**名师赏评**

《地球的红飘带》是作家魏巍创作的小说，可谓精彩绝伦。在举世闻名的二万五千里长征路上，红军经历了千难万险，闯过了一道道难关，克服了重重困难。无数革命烈士为了中国人民的解放事业，献出了自己宝贵的生命！小说通过对恶劣战斗环境的描写，塑造了革命战士不怕牺牲、勇于献身的形象；通过飞夺泸定桥的事例，表现了革命战士不惧困难、勇担重任、沉着冷静的精神。小说给予我们深刻的启示：要向先辈学习，发扬长征精神，走好新时代长征路。

###### **三、读写结合**

《地球的红飘带》（节选）描写了红军长征途中飞夺泸定桥这一事件，体现了红军战士们的大无畏精神。作者选用真实的历史事件，有场面描写，有正、侧面描写，让文章更加真实感人。请写一个语段，描述让你印象深刻的场面。要求：有场面描写，运用正面描写和侧面描写相结合的艺术手法，语言形象，不少于150字。（10分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】（示例）清晨，一轮红日从东边的地平线上喷薄而出，映红了半边天，额济纳旗的草场一片安然。突然，一声巨响从高空传来。远远看去，一个红色的降落伞正从高空缓慢下降。“快看，是返回舱！”挂着神舟十六号载人飞船返回舱的降落伞越降越低，人们看得也越来越清晰。湛蓝的天幕下，红白相间的巨大降落伞在初升红日的照耀下分外鲜明。车辆涌向落地点，人们纷纷掏出手机、相机，记录下这难得的瞬间。（内容充实4分，手法恰当2分，语言形象2分，符合字数要求2分）

## **第3课 别了，“不列颠尼亚” \*县委书记的榜样——焦裕禄**

**课时目标：**

1.把握消息和通讯两种新闻体裁的不同特点。

2.把握将新闻事实和背景材料融为一体的写法；掌握“以言见人”的手法，分析选材与人物的精神品格的关系。

3.体会中国人民对维护国家主权、民族尊严和领土完整的不懈追求；了解焦裕禄精神的内涵，感受共产党人的伟大信念。

### **课时1 别了，“不列颠尼亚”**

#### **自主学习·悟新知**

###### **一、作者名片**

周婷、杨兴为周树春、胥晓婷、杨国强、徐兴堂四个人的合称，他们都是新闻创作者。

###### **二、写作背景**

20世纪80年代初，邓小平同志与时任英国首相的撒切尔夫人进行了多次交涉，明确地表达了中国政府将收回香港主权的意愿。最终，在1984年的《中英联合声明》中达成协议。

1997年7月1日零点，中国对香港恢复行使主权。为了报道并见证这一具有划时代意义的盛事，世界各大新闻媒体纷纷聚集在香港，其阵容之大、人数之多，是世界新闻史上所罕见的。本文的几位记者作为历史的见证人，真实、准确地记录下了这难忘的时刻，写下这篇实录性新闻佳作，并在第八届中国新闻奖评选中荣获一等奖。

###### **三、知识链接**

**消 息**

消息是迅速、简要地报道新近发生的事件的一种新闻体裁。消息极为常见，运用广泛，具有时效性、简洁性、客观性的特点。消息一般包括标题、导语、主体、背景、结语：

|  |  |
| --- | --- |
| **结构** | **解说** |
| 标题 | 对新闻内容的概括，好的标题可以激发读者的阅读兴趣。 |
| 导语 | 引导读者阅读新闻的开头语，是新闻开头的一句话或一段话。它用简明生动的文字，写出消息中最主要、最新鲜的事实，鲜明地提示消息的主题思想。形式：谁+何时+何地+何事+为何+结果如何。 |
| 主体 | 消息的主干部分。简明、扼要、生动地写出新闻事实，表达主题思想。 |
| 背景 | 对事件的历史背景、周围环境及与其他方面的联系等的说明。背景帮助读者深刻理解新闻的内容，起到深化主题的作用。 |
| 结语 | 新闻的最后一句话或最后一段话，主要阐明新闻所述事实的意义，加深读者对新闻的理解、感受。 |

###### **四、语言基础**

1．**读准字音**

①不列颠尼亚（ ） ②紫荆花（ ）

【答案】diān； jīng

2．**写对字形**

【答案】杆； 竿； 秆； 飘； 漂； 剽

3．**辨析词义**

管治·管制

辨析 两者都有“管理”的意思。管治：管辖统治。管制：强制管理；对犯罪分子不进行关押但施行强制管束、限制其一定行动自由的刑罚，是我国刑法规定的一种主刑。

应用 要整治线上娱乐消费乱象，监管机构采取一定的\_ \_ 措施是非常必要的。

【答案】管制

4．**时间词的表达效果**

在《别了，“不列颠尼亚”》一文的主体部分，作者以“分”为计时单位，详细记录了香港回归过程中的关键时刻，如“4时30分”“4时40分”“晚6时15分”等。这些具体时间的运用，有何表达效果？

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】使读者能够清晰地了解香港回归的每一个重要节点，增强了文章的真实性和现场感。

**语用知识**

新闻报道中时间词的表达效果

1.明确事件发生的时间：时间词能够帮助读者准确了解事件发生的具体时刻，如“上午9点”。这种精确的时间描述使得读者能够清晰地把握事件的时间框架，了解事件的即时性和紧迫性。

2.提供报道的时序信息：在新闻报道中，时间词用于描述事件发展的顺序和时序关系，如“先是……，然后……”或“过了几天之后……”。这种表述方式有助于读者理解事件发展的脉络，增强报道的连贯性和可读性。

3.强调事件的实时性：如使用“即刻”或“立即”等时间词，可以强调事件的实时性和重要性，吸引读者的注意力。这种表述方式能够让读者感受到新闻事件的迅速发展和冲击力。

4.描绘事件发展的紧迫感：时间词描述事件所产生的时间紧迫感，可以给读者一种“亲临现场”的感觉，增强他们对新闻事件的共鸣。

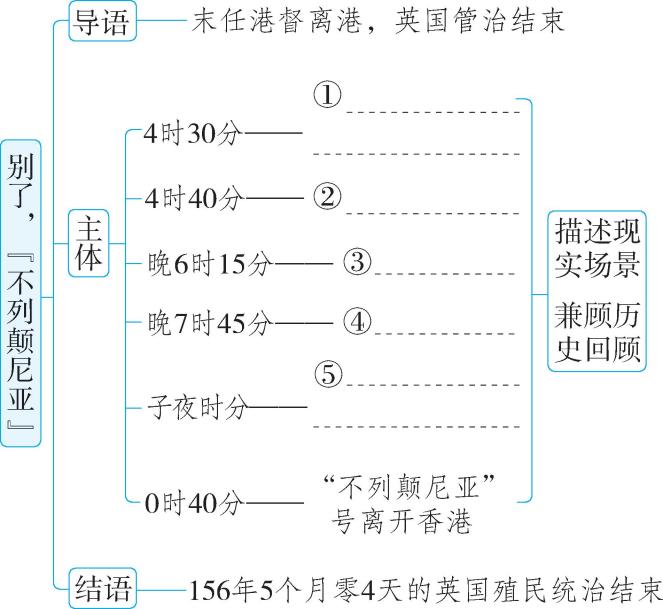
5.补充事件的历史背景和长期影响：时间词还可以用于补充事件发生的历史背景和长期影响，帮助读者理解事件的深层次含义和长远影响。

6.提醒读者关注时间变化：在报道中使用时间词可以提醒读者关注时间的变化，如政府的政策变动或市场波动等，帮助读者掌握时势变化，作出明智决策。

7.引发读者对未来的思考：通过时间词描述或预测未来事件，可以引发读者对未来的思考。

###### **五、文意梳理**

1．**厘清结构**



【答案】彭定康告别，降下港督旗帜； 彭定康离开港督府； 举行告别仪式； 举行第二次降旗仪式； 举行中英香港政权交接仪式（易帜）

2．**概括主旨**

《别了，“不列颠尼亚”》详细地写出了①\_ \_ \_ \_ \_ \_ \_ \_ 的情形，表明英国②\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ，反映了中国人民对③\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 的不懈追求。

【答案】香港回归； 殖民统治在香港的终结； 维护国家主权、民族尊严和领土完整

#### **合作探究·提能力**

**情境探究**

想象你是一位致力传承历史文化与民族情感记忆的作家，正在撰写一本关于重要历史事件及其新闻报道影响力的书籍。在你的研究中，《别了，“不列颠尼亚”》这篇报道引起了你极大的兴趣。它不仅是对香港回归这一历史时刻的忠实记录，更是一篇蕴含深厚情感与象征意义的文学佳作。你的任务是通过深入解读这篇报道，挖掘其背后的历史记忆与情感共鸣，同时探究新闻报道是如何成为连接过去与现在、个体与集体情感的重要桥梁的。

**任务一 历史记忆探寻**

1．为什么说英国的告别仪式是“日落仪式”？（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①英国曾经占领了广大的殖民地，被称为“日不落帝国”。这一称号指在它的领土上，太阳无论何时都不会落下，用此形容它曾经的繁荣强盛。②香港于1997年脱离英国的殖民统治，回归祖国。可以说在中国香港的土地上，英国殖民统治的“太阳”落了，所以说英国的告别仪式是“日落仪式”。（每点2分）

**任务二 情感共鸣体验**

2．试分析下列细节描写的意义。（4分） 4时30分，面色凝重的彭定康注视着港督旗帜在“日落余音”的号角声中降下旗杆。

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①“面色凝重”准确生动地描写了末任港督告别港督府时黯然的神情，以及他离开香港的失落感。这一神态描写，表现出彭定康当时复杂的心情，但是无论他如何“面色凝重”，历史的脚步都不会停止，香港终将回归祖国。②“港督旗帜”“降下旗杆”陈述事实，表明英国对香港长达一个半世纪的殖民统治宣告结束。（每点2分）

**任务三 标题与技巧鉴赏**

3．本文的标题有何妙处？请结合具体内容简要赏析。（3分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①主谓倒装，突出重点。倒装句式，突出“别了”，能更好地表达情感，突出主题。②运用借代，形象生动。用“不列颠尼亚”号指代英国，既妥帖合理，又形象生动。③巧用双关，意味深长。表面意思是参加完交接仪式的查尔斯王子和离任港督彭定康乘坐英国皇家游轮“不列颠尼亚”号离开香港，这是描述现实场景；深层意思是英国在香港的管治终结，中华民族的一段耻辱终被洗刷。（每点1分）

4．如何理解“大英帝国从海上来，又从海上去”这句话在本文中的深刻意蕴？（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①短短的十三个字，运用对比手法，包含着深刻的意蕴：当年英国殖民者从海上耀武扬威地来，今天却从海上黯然落寞地离去。②表达了中国人民的自豪之情。（每点2分）

5．本文在写现实场景的同时，又相应地介绍了一些历史材料，请找出来，并说明采用这种现实与历史交织的手法有什么好处。（7分）

|  |  |
| --- | --- |
| **现实场景** | **历史材料** |
| 第二至四段： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 第五至七段： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 第八至九段：\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 第十至十一段：\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 好处： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | |

【答案】：6月30日下午4时30分，港督府举行降旗仪式，表明港督将永远成为历史。； 港督府建成时间，其后的改建、扩建、装修。； 6月30日晚6时15分至7时45分，在添马舰东面广场举行告别仪式，象征150多年的英国管治结束。； 156年前，英国人占领港岛，升起英国国旗，英国管治开始。； 6月30日子夜时分，最庄严的政权交接仪式中，米字旗降下，五星红旗冉冉升起。； 英国对香港的殖民统治长达一个半世纪。； 7月1日0时40分，查尔斯王子和末任港督彭定康乘坐“不列颠尼亚”号离港。； 米字旗插上港岛的时间，英国管治香港的精确时间。； ①使内容更丰富。历史材料对事件作了必要的补充，使得每一项仪式都显示出历史的跨度，使人感受到深厚的历史内涵。②形成对比，突出主题。现实与历史的巧妙交融，形成了恰到好处的对比，将英方黯然离去、中方神圣接管而无比自豪的主题巧妙地表现了出来。③寄寓作者的深厚情感。虽然作者并不直接发表评论，说出仪式的历史意义，但其情感和评价暗藏其中。（“现实场景”与“历史材料”的对应4分，好处3分）

**素养必备**

分析新闻背景的作用

新闻背景有广义和狭义之分。广义上的新闻背景有三种类型：①导致新闻事件发生、发展的时代背景；②与新闻人物和新闻事件的发生、发展直接相关的背景；③向记者提供消息、介绍情况的人的背景。狭义上的新闻背景：写作过程中直接涉及的背景材料。

分析新闻背景的作用可从以下角度入手：①从背景与内容的关系的角度思考，新闻背景说明新闻主要内容或解释发生的原因，令新闻通俗易懂；②从背景与主旨的关系的角度思考，背景材料能揭示事物的意义，引起社会关注，充分体现新闻价值，更深刻地凸显主题；③从手法的角度思考，如背景和主要内容的关系方面，用背景衬托主要内容，突出事件特点，显示变化程度，等等；④从丰富新闻内涵的角度思考，新闻背景可增强新闻的知识性、趣味性，使其更具可读性。

**任务四 观察视角与选材创新**

6．本文在观察视角、选材角度方面有什么独到之处？（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①观察视角独特。作者没有将视角定位在一般的新闻报道可能会选择的庄严的交接仪式现场或激动地庆祝回归的人群上，更没有对这一事件进行政治分析，而是另辟蹊径，选择了英方撤离这样一个独特的视角。②选材角度新颖。作者并没有将文章写成英方撤离大事记的形式，而是在简略介绍英国人降旗、参加交接仪式、登上“不列颠尼亚”号回国等一系列事件的过程中，穿插对英国人占领香港、管治香港的历史的回顾，两相对比，将现实事件放在了历史的背景中，突出了事件的历史意义。（每点2分）

**任务五 总结与创作**

7．根据你的研究成果，撰写一段对《别了，“不列颠尼亚”》的分析，展现你的见解与思考。（5分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】本文不仅记录了香港回归的历史瞬间，更展现了深厚的情感共鸣。（1分）①本文通过细腻的笔触，描绘了英国撤离的场景，寓意着殖民统治的终结与民族尊严的重生。（1分）②标题的双关与倒装，增强了历史的厚重感与情感的冲击力。（1分）③报道中的细节描写，如港督旗帜的降下，五星红旗的升起，触动了无数人的心弦。它不仅是对过去的告别，更是对未来的期许。（1分）④本文以独特的观察视角与情感表达，成为香港回归事件中不可或缺的文化记忆。（1分）

###### **思维发展与提升**

8．这篇别具特色的报道体现出较高的政治把握水平和文字驾驭能力。在有关香港回归的报道中，对英方撤离进行报道存在一定的难度，既不能只写中方，又要完整反映英方撤离的情况；既不能对英方讽刺挖苦，又要突出殖民统治结束的重大意义。本文中哪些地方体现了作者的良苦用心？试加以探究。（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】

（示例1）课文中，“最后”一词多次出现，强调英国对香港150多年的殖民统治终于结束了，中华民族百年来的耻辱洗雪了，中国人民终于可以在自己的国土上行使主权。

（示例2）“不列颠尼亚”号和邻近大厦上悬挂的巨幅紫荆花图案，恰好构成“日落仪式”的背景。这标志着英国对中国香港150多年的殖民统治的结束和中国恢复对香港行使主权的新的历史阶段的开始。

（示例3）本文最后一句庄重而含蓄，颇有深意。“从海上来”指当年不可一世的英国强占了中国的领土，开始殖民统治；“从海上去”指英国殖民统治的结束。

（观点明确1分，分析3分）

### **课时2 \*县委书记的榜样——焦裕禄**

#### **自主学习·悟新知**

###### **一、人物名片**



焦裕禄（1922—1964），山东淄博人。他在兰考县担任县委书记时，兰考正在遭受严重的内涝、风沙、盐碱“三害”，他坚持实事求是，坚持走群众路线，同全县干部、群众一起，与自然灾害进行斗争，努力改变兰考面貌。他身患肝癌，依旧忍着剧痛，坚持工作，1964年5月14日病逝于郑州，终年42岁。焦裕禄用自己的实际行动，铸就了“亲民爱民、艰苦奋斗、科学求实、迎难而上、无私奉献”的焦裕禄精神。

###### **二、写作背景**

河南省兰考县位于黄河故道，饱受内涝、风沙和盐碱“三害”的侵扰。1962年底，焦裕禄出任兰考县县委书记。当时正是兰考“三害”严重时期，灾荒严重，全县的粮食产量下降到了历年的最低水平，全县36万人民面临着生存考验。焦裕禄亲自率领干部、群众进行了小面积翻淤压沙、翻淤压碱、封闭沙丘试验，然后以点带面，全面铺开，总结出了整治“三害”的具体策略，探索出了大规模栽种泡桐的办法。

1965年12月，时任新华社副社长的穆青带着记者冯健、周原等人抵达兰考，深入县乡基层采访，当听到焦裕禄的事迹时，他们深受感动。他们深入兰考田间地头、农户家中，采访了解情况，掌握了焦裕禄大量的感人事迹。1966年2月7日，《县委书记的榜样——焦裕禄》在中央人民广播电台第一次播出，感动全国！

###### **三、知识链接**

**通 讯**

通讯是一种较为详细地报道客观事物或典型人物的新闻体裁，是一种综合运用记叙、描写、议论、抒情等多种表达方式，具体形象地报道人物、事件或问题的新闻报道形式。它所报道的内容在时间的跨度上比较大。通讯选择现实生活中具有典型意义的人和事，选取丰富的材料，提炼具有重要意义的主题，并围绕主题，抓住矛盾，展开情节，同时注意对细节的描写，所以常常波澜起伏，引人入胜。

**人物通讯**

人物通讯以写人物的思想和事迹为主，一般有一个或几个中心人物。写人物通讯的关键是抓住人物的特点，揭示出具有鲜明个性特征的人物的情怀和思想境界。常见的写作手法：①通过矛盾冲突表现人物的思想境界；②通过人物的行动、语言等表现人物的性格特征；③通过细节描写展示人物的内心世界。

###### **四、语言基础**

1．**读准字音**

① 盐碱（ ）

② 脱坯（ ）

③ 堌阳（ ）

④ 痛悼（ ）

⑤ 抡着（ ）

⑥ 淤塞（ ）（ ）

⑦ 渍死（ ）

⑧

【答案】① jiǎn

② pī

③ gù

④ dào

⑤ lūn

⑥ yū；sè

⑦ zì

⑧ jiáo；jué

2．**写对字形**

①

②

【答案】① 概；慨

② 榻；遢

3．**辨析词义**

（1） 部署·布置

**辨析** 二者都有“安排事情”的意思。部署：安排，布置。对象多是人力、任务等，多用在较庄重的场合和较重大的事情上，适用范围较小。布置：在一个地方安排和陈列各种物件使这个地方适合某种需要；对活动做出安排。对象多是会场、学习、工作等，多用于一般场合和一般事情上，适用范围较大。

**应用** 会展中心在现场\_ \_ 了15个安检口，配置车底检查系统4套、电子检查镜12套。

（2） 毫不犹豫·不假思索

**辨析** 二者都有“行动迅速”之意。毫不犹豫：没有丝毫的犹豫，多用以形容办事或处理问题坚决果断。不假思索:用不着想，形容说话做事迅速。“毫不犹豫”强调不迟疑。“不假思索”强调不思考。

**应用** 在生死存亡的关头，黄继光\_ \_ \_ \_ \_ \_ \_ \_ 地用自己的胸膛挡住了敌人的枪口。

【答案】（1） 布置

（2） 毫不犹豫

4．**积累成语**

请根据词义，在横线上填写恰当的课内成语。

① \_ \_ \_ \_ \_ \_ \_ \_ ：共同享受幸福，共同担当艰苦。

② \_ \_ \_ \_ \_ \_ \_ \_ ：形容声势大，来势猛，到处都是。

③ \_ \_ \_ \_ \_ \_ \_ \_ ：形容大水滚滚流动，连续不断；也形容话多，说起来没完。

④ \_ \_ \_ \_ \_ \_ \_ \_ ：水势浩大，也泛指声势浩大。

⑤ \_ \_ \_ \_ \_ \_ \_ \_ ：不依赖外力，靠自己的力量把事情办起来。

⑥ \_ \_ \_ \_ \_ \_ \_ \_ ：振作精神，努力自强。

【答案】① 同甘共苦

② 铺天盖地

③ 滔滔不绝

④ 汹涌澎湃

⑤ 自力更生

⑥ 奋发图强

5．**赏析省略号的表达效果**

省略号具有表情达意的效果。请分析下列句子中省略号的表达效果。

他对这两位上级党组织的代表断断续续地说出了最后一句话：“我……没有……完成……党交给我的……任务。”

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①表现焦裕禄的艰难与虚弱。通过语言的中断和延迟，读者可以感受到焦裕禄因身心痛苦而难以完整表达句子的艰难。②增强语言的感染力。通过省略号造成的语言的不连贯，读者能够更加深刻地体会到焦裕禄内心的痛苦、遗憾和未完成任务的沉重感，使读者产生共鸣。③突出内容的重要性。在这里，省略号不仅表示说话的不连贯，还通过打断和延迟句子的完成，突出了“我没有完成党交给我的任务”这一关键信息的沉重和紧迫性。

**语用知识**

省略号的常见用法及表达效果

1.标示说话时断断续续。示例：

“可是……太太……我不知道……您大概是认错人了。”

表达效果：可以用来表现人物说话时的犹豫、迟疑、结巴或情绪激动等，使人物形象更加生动，语言更具表现力。

2.标示语意未尽。示例：

“你这样干，未免太……！”

表达效果：可以让读者根据上下文自行体会未尽之意，给读者留下思考和想象的空间，使文章更具韵味和深度。

3.标示列举或重复词语的省略。示例：

这样的词语有高兴、欣喜、欢喜、愉快……

表达效果：简洁行文，引发联想，强调重点。

4.标示对话中的沉默不语。示例：

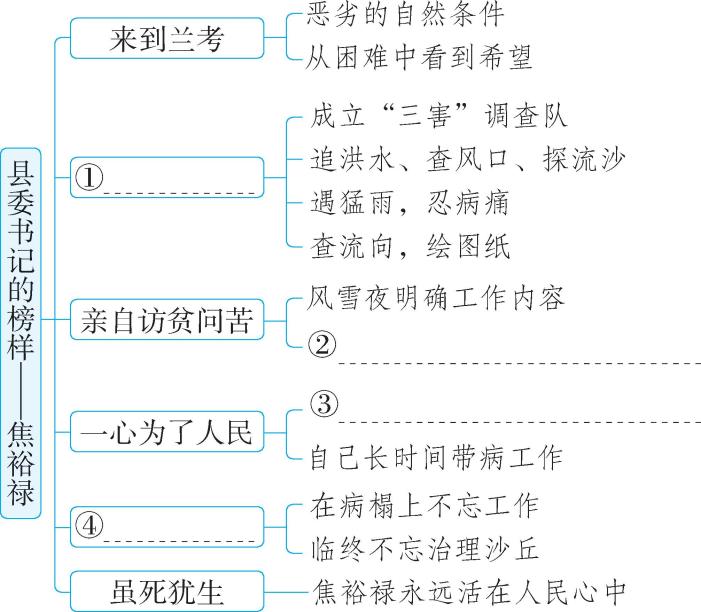
“你还没娶媳妇吧？”

“……”他飞红了脸，更加忸怩起来。

表达效果：在对话或描述中，用省略号表示人物处于沉默状态，此时无声胜有声，能营造出一种特定的氛围或情感。

###### **五、文意梳理**

1．**厘清结构**



【答案】注重调查研究； 雪天送粮暖人心； 别人生病，他无微不至地关怀； 病倒在工作岗位

2．**概括主旨**

《县委书记的榜样——焦裕禄》一文通过讲述①\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 以来，不顾病痛，与自然灾害顽强抗争，与百姓②\_ \_ \_ \_ \_ \_ \_ \_ ，舍身忘我工作的先进事迹，塑造了③\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ，铸就了“亲民爱民、艰苦奋斗、科学求实、迎难而上、④\_ \_ \_ \_ \_ \_ \_ \_ ”的焦裕禄精神。

【答案】焦裕禄到兰考县任县委书记； 同甘共苦； 优秀共产党员的光辉形象； 无私奉献

#### **合作探究·提能力**

**情境探究**

你是焦裕禄事迹展览馆的一名导览员，今天有学生团体来参观学习。你的任务是引导他们通过展览了解焦裕禄的生平事迹、精神品质，并引导他们完成《县委书记的榜样——焦裕禄》一课的学习任务。

**任务一 概括生平事迹，分析精神品质**

1．本文用小标题的形式组织全文，将人物的特点清晰明了地标示了出来。同时，本文还有两条线索，一条是焦裕禄的工作，另一条是焦裕禄的病情。请结合本文内容，把表格补充完整。（7分）

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| **工作** | **病情发展** | **对待病情的态度、做法** |
| 调研“三害”情况 | ① \_ \_ \_ \_ \_ \_ \_ \_ | 时时弯下身子用左手按着肝部；别人恳求他休息，他也不肯 |
| ②\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | 肝痛常常发作，有时痛得厉害 | ③ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 领导兰考人民同“三害”斗争胜利前进 | ④ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | 不在意；采取压迫止痛法；别人劝他治疗，他因工作而拒绝治疗，因药贵不肯买药 |
| 去三义寨公社 | 肝痛发作，痛得骑不动自行车；作笔记时，痛得手指发抖 | ⑤ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| ⑥\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | ⑦ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | 不得不放下工作前去治疗 |

【答案】一阵阵肝痛； 风雪天关心困难群众； 用一支钢笔硬顶着肝部； 肝病越来越重； 拒绝休息的提议，看起来神情自若； 除“三害”斗争达到高潮； 肝病到了严重关头（每处1分）

**素养必备**

小标题

小标题（不同于文章的大标题，即文章题目）通常指文章内部的次级标题，是对其下内容（或部分内容）的概括。

作用：①概括内容。小标题能够简洁明了地概括每个部分或段落的主要内容，使读者能够快速抓住文章的核心信息。②划分层次。通过设置小标题，文章可以被清晰地划分为不同的层次或段落，有助于读者更好地理解文章的逻辑结构和内容组织。③吸引读者。有趣或引人深思的小标题能够激发读者的好奇心，引导他们继续阅读下去，从而提高文章的阅读率。④提示重点。小标题可以突出文章中的关键信息或重点，帮助读者快速定位到他们感兴趣或想深入了解的内容。⑤便于检索。在长篇文档或学术文章中，小标题可以作为检索的关键词，帮助读者快速找到他们需要的特定信息或段落。⑥引导阅读。小标题可以作为一种视觉引导，帮助读者按照作者设定的逻辑顺序逐步深入阅读，从而更好地理解文章的主旨和意图。⑦增加文章的深度和广度。通过设置多个小标题，作者可以围绕一个主题展开多个方面的探讨，从而增加文章的深度和广度。

有的小标题还有特殊作用，如《县委书记的榜样——焦裕禄》中的小标题还有突出人物形象的作用。小标题选取的是焦裕禄生命中具有影响力的话语或他人的评语，这对彰显其伟大的品格具有画龙点睛的作用。

2．人物通讯在记叙人物事迹时，常常要通过人物的行为细节来表现人物的精神和品格，试填写表格。（6分）

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| **人物行为** | **作用** |
| 焦裕禄身患肝病，许多人劝他不要下乡，他毫不犹豫地拒绝：“吃别人嚼过的馍没味道。” | 表现了焦裕禄坚持亲自调研的求真务实的作风。 |
| 他和调查队的同志们经常在截腰深的水里吃干粮，有时夜晚蹲在泥水处歇息…… | ① \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 。 |
| 焦裕禄听见风雪声，倚在门边望着风雪发呆。 | ② \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 。 |
| 踏着积雪，一边走，一边高唱《南泥湾》。 | ③ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 。 |

【答案】表明焦裕禄与大家同甘共苦，一心为了工作； 表明焦裕禄在风雪到来时对人民生活的深深忧虑和对解决方案的思索； 表现了焦裕禄面对风雪灾害时的革命乐观主义精神（每处2分）

**任务二 分析文章语言，赏析表达方式**

3．请分析“他没有死，他还活着”中“他还活着”的两层含意。（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①焦裕禄虽然去世了，但他在兰考土地上播下的自力更生的革命种子，正在发芽成长，他带给兰考人民的毛泽东思想的红灯，愈来愈发出耀眼的光芒。②焦裕禄一心为公，无私奉献，他将永远活在人民心中，人们将以焦裕禄为榜样，不断开拓创新。（每点2分）

4．贴近群众是本文突出的语言特点，请举两例具体说明。（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】（示例）①“吃别人嚼过的馍没味道”，语言朴素却充满哲理，表现了一个县委书记深入调研的优良作风。②“贴了膏药，扎了针”，本是焦裕禄生前总结兰考人民治沙经验时说的话，用在此处，这一风趣的口语生动形象地展现了兰考人民举重若轻、乐观通达的大无畏的革命精神。（每点2分）

5．本文写的是焦裕禄同志的感人事迹，除记叙外，还运用了描写、议论和抒情等表达方式。请从表达方式的角度赏析下列语句。（8分）

（1） 送走了风沙滚滚的春天，又送走了雨水集中的夏季，调查队在风里、雨里、沙窝里、激流里度过了一个月又一个月，方圆跋涉了5000余里，终于使县委抓到了兰考“三害”的第一手资料。全县有大小风口84个，经调查队一个个查清，编了号，绘了图；全县有大小沙丘1600个，也一个个经过丈量，编了号，绘了图；全县的千河万流，淤塞的河渠，阻水的路基、涵闸……也调查得清清楚楚，绘成了详细的排涝泄洪图。（4分）

答：\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

（2） 焦裕禄虽然去世了，但他在兰考土地上播下的自力更生的革命种子，正在发芽成长，他带给兰考人民的毛泽东思想的红灯，愈来愈发出耀眼的光芒。他一心为革命，一心为群众的高贵品德，已成为全县干部和群众学习的榜样。这一切宝贵的精神财富，今天已化为强大的物质力量，推动着兰考人民在自力更生、奋发图强的大道上继续奋勇前进。（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】（1） ①这一部分运用描写与说明相结合的表达方式，写出了调查队冒着风沙、大雨进行实地调查研究的情形，给人以真实的感受；通过具体的数据来介绍调查队的任务之重，具有很强的说服力。②两种表达方式的结合，共同表现了调查队所取得的巨大成果。（每点2分）

（2） ①这一部分运用议论的表达方式，讴歌了“焦裕禄精神”。②体现了“焦裕禄精神”不仅给兰考人民带来物质生活的改变，更给兰考人民带来丰富的精神财富，使兰考人民自力更生，奋发图强，勇于与自然灾害作斗争，奋勇前进。（每分2分）

**任务三 分析选材特点，弘扬焦裕禄精神**

6．作为一篇人物通讯，本文在选材上有何特点？（6分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①典型性。选取了焦裕禄跟随调查队在风里、雨里、沙窝里、激流里绘制排涝泄洪图，在严重灾害袭来时镇定布置工作，等等典型事例。这些典型事例生动地展现了他在工作中面对困难时的坚定和果敢，凸显了他作为一名共产党员的优秀品质。②全面性。既选取了焦裕禄在工作场景中的事迹，如开展抗灾工作等，又选取了他关心群众生活的场景，如冒着风雪去访问无依无靠的老人，还选取了他在病痛中仍心系工作的事迹，从不同方面、不同角度展现了焦裕禄的形象，使人物形象丰满立体。③详略得当。对于一些能够突出焦裕禄核心精神和主要贡献的材料进行详细描述，如他带领群众抗灾等场景；而对于一些辅助性的、起到补充说明作用的材料的描述则相对简略，这样使得重点突出，读者能更清晰地把握人物的关键品质。（每点2分）

7．焦裕禄精神被概括为“亲民爱民、艰苦奋斗、科学求实、迎难而上、无私奉献”。在新时代，学习和弘扬焦裕禄精神应该怎么做？请结合本文内容或自身实际，选一个重点，谈谈你的观点。（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】（示例）①我们学习和弘扬焦裕禄精神，要像焦裕禄那样，始终保持一种敢做善成的勇气，迎难而上，不怕矛盾复杂，不怕任务艰巨，不怕责任重大，敢于挑起重担，敢于克难制胜。②要变压力为动力，善于在挑战面前捕捉和把握发展机遇，善于在逆境中发现和创造有利因素。（每点2分）

#### **文本联读·拓思维**

1．从内容、表达技巧和时效的角度比较本课的两篇文章的不同。（6分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①内容上，《别了，“不列颠尼亚”》按照时间顺序，集中记录了香港回归的数个“瞬间”。《县委书记的榜样——焦裕禄》记录了焦裕禄自任河南兰考县委书记至逝世后的多个事件，时间跨度大，通过不同事件细致而充分地展现了焦裕禄的精神品质。②表达技巧上，《别了，“不列颠尼亚”》以简洁的记叙为主。《县委书记的榜样——焦裕禄》通过大量的细节描写和富有个性的人物语言，展现了立体鲜活的人物形象。除了记叙，还运用了议论和抒情等表达方式，表现了兰考人民对焦裕禄的深厚感情。③时效上，《别了，“不列颠尼亚”》发表于香港回归当天。《县委书记的榜样——焦裕禄》发表于焦裕禄去世两年后。（每点2分）

2．根据第1题，总结消息和通讯两种文体的异同。（8分）

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| **异** | **内容** | \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_  \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| **表达技巧** | \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_  \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| **时效** | \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_  \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
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【答案】消息：多为高度概括的报道，细节描写较少。（1分）； 通讯：报道有影响、有特点的人和事，可以选择典型的事例，全面深入地报道事件的来龙去脉，反映人物或事物的本质。（1分）； 消息：以记叙为主。（1分）； 通讯：以记叙为主，也可以灵活运用描写、抒情、议论等表达方式，以及拟人、比喻、排比、反问等修辞手法。（1分）； 消息：对时效性要求更高，比通讯更快。（1分）； 通讯：对时效性要求较低。（1分）； 两者都是新闻体裁，都具有真实性。（2分）

##### **读写结合**

###### **一、课内积累**

**廖俊波的48载“樵夫”人生**

廖俊波，信念坚定，不忘初心，始终牢记党的嘱托，带领群众苦干实干。在政和县，他破解资金瓶颈，让莲子产业成为富民产业。他常说“能在现场就不在会场”，以务实担当的作风创造了“俊波速度”。廖俊波心怀群众，把为民谋利放在首位，无论大小事务都亲力亲为。他的微信昵称是“樵夫”，他一生甘为“樵夫”，为民披荆斩棘，最终以身殉职，年仅48岁。廖俊波的事迹激励着广大党员干部，他是我们身边的时代楷模，是共产党员的杰出代表。

**运用角度**

亲民爱民 人生榜样 精神财富

**素材运用**

在追求梦想的征途中，总有人以实际行动诠释着无私奉献的真谛，廖俊波便是其中的杰出代表。这位自称“樵夫”的党员干部，用他短暂的48年生命，书写了一段段感人至深的为民篇章。在政和县，他不仅是决策的智者，更是行动的巨人，让莲子产业在贫瘠的土地上绽放出希望之花。他坚信“能在现场就不在会场”，以脚踏实地的精神，创造了令人瞩目的“俊波速度”。廖俊波的一生，是对“为人民服务”宗旨的生动践行，他虽已离去，但那份为民情怀、那份担当精神，却如同璀璨星辰，照亮着后来者的前行之路。在我们追求个人梦想的同时，也应铭记廖俊波的光辉事迹，将个人的理想融入国家和民族的复兴大业之中。

###### **二、课外拓展**

**我的父亲焦裕禄（节选）**

焦守云

父亲去世已经50年了。

1922年8月16日，父亲出生在山东省博山县的小山村自耕农家庭里，小学毕业后，青少年时代他曾逃过荒，要过饭，做过长工，打过短工，还当过挖煤工。

父亲1945年参加革命，1946年加入中国共产党，1947年随军南下，曾经在河南省尉氏县搞过土改。他工作时间最长的地方是洛阳矿山机器厂（以下简称“洛矿”），他在那儿工作了9年。

在洛矿，父亲完成了从小学生到大学生的深造。厂里把他作为选干生派到哈尔滨工业大学学习，毕业后他又到大连起重机厂当了2年的实习车间主任。父亲在洛矿担任过车间主任、调度科长等职，1962年年初，他又调到当年参加土改的尉氏县，当了半年的县委副书记。

1962年冬天，他调到河南省兰考县，任县委第二书记，几个月后任县委书记。父亲在兰考的那一时期，也是大家最熟知的时期。

他身边的物件，都成了与疾病斗争的见证

到了1963年11月，父亲的病越来越重，肝疼得也越来越厉害。他越来越瘦，脸色又青又黄，颧骨高高耸起，变得憔悴不堪。他身边的一切物件，都成了他与疾病斗争的见证。

刚开始，父亲肝疼时，就用茶杯盖上的疙瘩使劲顶肚子里的疙瘩。如果在写字，父亲就会用钢笔伸进去摁着；如果两只手都被占用，他就用刷衣服的刷子一头顶着肝，一头顶着藤椅工作，时间长了，藤椅上就被顶出个窟窿。

有好几次，父亲工作结束了，还没站起来，就倒在了地上，那么大的个子，半天起不来，那是肝太疼了。母亲哭着劝他去看病，他说：“别着急，我把该安排的工作安排好了，就会去看的。”后来发展到肝疼得睡不着觉，他就把那些平时用的钢笔、杯盖搬到床上。母亲说那段时间父亲睡觉都是趴着睡，如果不趴着，那些东西就顶不住肝。

父亲的病越来越重，可他依然坚持工作。有次，父亲到农村听大队领导汇报工作，因为肝疼，冷汗一个劲儿地出，用来做记录的钢笔，两次从他手里掉了下来。在场的同志看到这种情况，非常紧张，立即把他送去开封地区人民医院。

到了地区人民医院，父亲被诊断为肝癌。当时大家不相信，送他到河南省医学院附属医院和北京协和医院去诊断。父亲最终被确诊为肝癌晚期，皮下扩散。据医生说，父亲肚子里长满了大大小小的瘤子，大的有鸡蛋那么大，小的像黄豆那么大，父亲的生命只有20多天了。

他们带着父亲回到了河南省医学院附属医院，那20多天里，父亲遭受了最大的苦、最大的罪。开始他还打止疼针，希望自己能好起来，再回到兰考领着大家除“三害”。当他觉得身体一天不如一天时，开始拒绝打止疼针：“止疼针只能止疼，不能治病，这个药这么短缺，我能省一针就省一针，把药留给最需要的人吧！”

不打止疼针怎么办，父亲有时趴在床上，有时跪在床上，甚至还会把香烟点燃来烧自己的胳膊，他说这是他发明的肝疼转移疗法：“我其他地方疼了，肝疼就会稍微好一点儿。”胳膊上的皮肤没用了，他又开始烧肚子上的皮肤，大家见了都扭头落泪。

当时省委组织部副部长和地委组织部副部长来看他，他拉着两位领导的手说：“我最大的遗憾就是没能完成组织上交给我的任务，我没有达到兰考人民对我的要求，我心里很难过。”这两位领导说：“组织上对你的工作非常满意，你对后事有什么安排，对组织上有什么要求，你就和我们说吧。”父亲沉默了一会儿说：“我对组织上只有一个要求，就是我死了以后，把我运回兰考，埋在兰考的沙丘上，我活着没有治好沙丘，我死了，也要看见兰考人民把沙丘治好。”

父亲临终时，把母亲叫到身边，说：“没有想到，我这么快就要走了，我走了以后你会很难，你一定要教育好孩子，你再苦再难，都要把孩子抚养成人，把他们培养成对社会有用的人。你还要记住，再苦再难，也不能向组织伸手要钱、要东西、要救济。”这是他对母亲最后的交代。母亲当时才33岁，需要照顾两家的老人，还得抚养6个孩子，就是在这样的情况下，父亲还是跟她约法三章。

1964年5月14日上午9时45分，父亲永远停止了呼吸，那一年，父亲42岁。父亲走了，我们家的天也塌了，母亲领着我们6个孩子，谨遵父亲临终前的嘱咐，艰难地生活。我们的日子是在母亲的泪水中度过的，父亲走了，她没有了精神支柱，母亲流了许多泪，老了后还留下眼疾，不哭也流泪。

父亲不是苦行僧，但在兰考他舍弃了一切爱好

父亲不是苦行僧，也不是天生就喜欢吃苦受罪，实际上他在生活中也有许多爱好与追求。

他身高一米七八，皮肤黝黑，长得非常英俊。到兰考前，父亲一直在哈尔滨、大连、洛阳等大城市工作，接触的都是新潮的东西。当时父亲有些文艺范儿，他二胡拉得非常好，舞也跳得好，还是个出色的男中音。早在南下工作队的时候，他就在文工团工作，他们工作队排练了歌剧《血泪仇》，由父亲出演男一号。

父亲对生活是很热爱的，工作再忙，胡子也刮得干干净净；衣服再旧，也洗得干干净净。父亲的文章写得非常好，还爱钻研。他在大连起重机厂时，给他们的厂报、广播电台写了很多文章。父亲这辈子穿的最好的一件衣服，就是母亲用他的稿费买来的。

但在兰考艰苦的环境下，首先面临的是解决民众温饱的严峻问题，父亲只能舍弃他的爱好，争分夺秒地带领兰考人民除“三害”。就像兰考一位领导干部说的：“焦裕禄在兰考的475天，是跑步度过的。”

（有删改）

**名师赏评**

本文以女儿的视角回顾父亲的一生。在文中，焦裕禄不仅是优秀的县委书记、人民的好公仆，也是从旧社会走出来的贫困山村青年、多才多艺且勤奋好学的文艺青年，更是一位热爱生活、可亲可敬的父亲。

###### **三、读写结合**

《中庸》说：“致广大而尽精微。”写文章时描摹人物、叙述事件、传递情感采用生动传神的细节描写，就能事半功倍。请你寻找相关资料，叙述某一人物直面困难的经历。要求：有一至两处细节描写。（10分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】（示例）消防员李明踹开扭曲的铁门，火舌卷着浓烟扑面而来。他面罩内侧的呼气阀已结满冰碴，每次呼吸都像含着砂纸，他却仍弓身摸索前进。火场二层传来微弱的敲击声，他跪在滚烫的瓦砾堆上，被钢筋划破的右手突然触到孩童发烫的脚踝。此时水带压力骤降，火苗如苏醒的野兽般反扑，他扯下呼吸面罩扣在女孩脸上，裸露的脖颈瞬间燎起水泡。当他把女孩托出窗口时，作战服后背的阻燃层已碳化剥落，露出被汗水浸透的蓝色衬里——那是比火焰更灼眼的生命底色。（内容充实4分，细节描写2分，结构2分，语言2分）

## **第4课 在民族复兴的历史丰碑上——2020中国抗疫记**

**课时目标：**

1.学习多角度、分层次、点面结合、议论抒情相结合的写作手法。

2.感悟文章宏阔、深刻的语言美，体会文章荡气回肠的情感美。

3.培养责任、担当意识，培养爱国情怀，增强民族自豪感。

#### **自主学习·悟新知**

###### **一、作者名片**

“钟华论”是由新华社领导直接指挥、集中全社评论骨干力量打造的重要政论栏目，于2019年创办。“钟华论”聚焦深入贯彻习近平新时代中国特色社会主义思想，打造有高度、有深度、有温度的重磅评论，实现文字、视频、图片、金句海报的全媒呈现，彰显新华社评论的权威性、传播力和影响力。

###### **二、写作背景**

2020年初，新冠疫情突袭湖北武汉，并蔓延全国。在这一危急情况下，以习近平同志为核心的党中央迅速作出战略部署，中国人民众志成城，团结一心，共同抗疫，把步调一致、令行禁止的执行力彰显得淋漓尽致，把一个个“不可能”变成现实。抗疫斗争取得了巨大的胜利。在这场抗疫斗争中，我们获得了很多宝贵的经验，危急之中，也涌现了一大批先进人物。这篇通讯便是在这一背景下产生的。

###### **三、知识链接**

**事件通讯**

事件通讯是报道具有典型意义的新闻事件的通讯。它具体完整地记叙事件发生、发展的情况和过程、原因和结果、意义和影响。事件通讯的题材非常广泛，既可以报道重大事件，又可以叙写“凡人小事”；既可以赞颂先进事物，又可以批评错误倾向。

事件通讯写作的基本要求：①深入开掘事件的典型意义，确立一个富于时代感的思想主题；②主次分明，详略得当，切忌平均使用笔墨；③层次清晰，结构合理；④处理好人物与事件的关系，在叙写事件的同时，注意写好人物。

###### **四、语言基础**

1．**读准字音**

①铆足（ ） ②淬炼（ ）

③罹难（ ） ④沉疴（ ）

⑤夯实（ ） ⑥通衢（ ）

【答案】mǎo； cuì； lí； kē； hāng； qú

2．**写对字形**

【答案】惶； 徨； 隍； 骛； 鹜

3．**辨析词义**

遏制·遏止

辨析 “遏制”重在“制”，强调制止、控制，使不发作，其对象多为某种力量、势头或喜怒哀乐等情绪。“遏止”，阻止，其对象多是来势凶猛而突然的事物，如病情、攻势、洪流等。

应用 那块被雕成英雄像的石头见人崇敬它，当然\_ \_ 不住它内心的骄傲。

【答案】遏制

4．**积累成语**

请根据词义，在横线上填写恰当的课内成语。

①\_ \_ \_ \_ \_ \_ \_ \_ ：大家同心协力，就像城墙一样的牢固，比喻大家团结一致，就能克服困难，得到成功。

②\_ \_ \_ \_ \_ \_ \_ \_ ：形容眼光远大。

③\_ \_ \_ \_ \_ \_ \_ \_ ：泉水干涸，鱼靠在一起以唾沫相互湿润。比喻同处困境，相互救助。

④\_ \_ \_ \_ \_ \_ \_ \_ ：形容一种事物逐渐发展、盛行，形成风气。一般形容好的事物。

⑤\_ \_ \_ \_ \_ \_ \_ \_ ：像磐石一样坚固。形容非常坚固，无法动摇。

⑥\_ \_ \_ \_ \_ \_ \_ \_ ：了解时势的特点，估计情况的变化。

【答案】众志成城； 高瞻远瞩； 相濡以沫； 蔚然成风； 坚如磐石； 审时度势

5．整句的表达效果

请赏析下面这组整句的表达效果。

从白衣战士冲锋在前的身影里，人们看到了“苟利国家生死以”的英勇无畏；从无数普通人坚守岗位的执着中，人们看到了“天下兴亡，匹夫有责”的责任感；从八方驰援的物资洪流中，人们看到了“岂曰无衣，与子同袍”的血脉深情；从方舱医院里“读书哥”的淡定中，人们看到了“莫听穿林打叶声，何妨吟啸且徐行”的乐观豁达……

答：\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①这组整句通过描绘一系列生动的场景，展现了不同人群在关键时刻的精神风貌，巧妙引用古典诗词，赋予其现代意义。从白衣战士的英勇到普通人的责任感，从物资驰援的团结到“读书哥”的乐观，每一幕都触动人心，彰显着中华民族的精神力量。②古典诗词的融入，不仅丰富了语言的表现力，更加深了情感共鸣，展现了人们在逆境中的坚忍与乐观，传递出积极向上的社会正能量。③读起来朗朗上口，富有节奏感。增强了语势，富有感染力。

**语用知识**

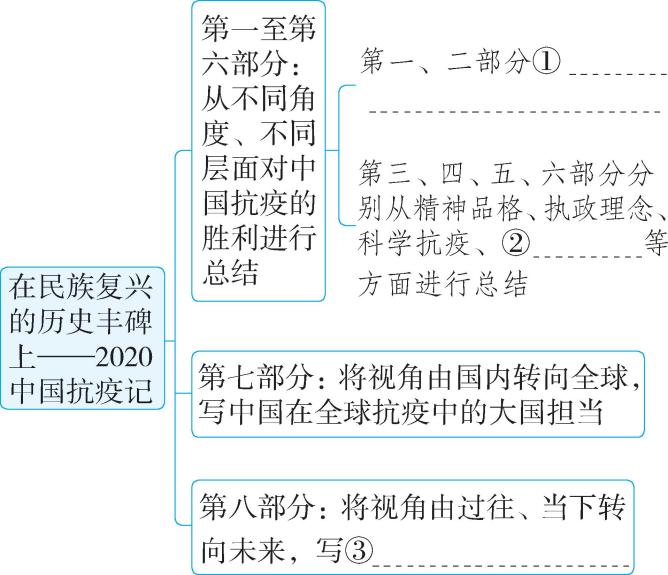
整句的表达效果

1.形式整齐，音韵和谐：整句的结构相似或相同，形式整齐，音韵和谐，节奏协调，气势贯通，易于上口，给人以美的享受。

2.增强语言气势，强调语义：整句常用于铺陈、渲染气氛，增强文势，表达丰富的感情，能给读者留下深刻印象。

###### **五、文意梳理**

1．**厘清结构**



【答案】主要从党中央的领导、国家制度层面进行总结； 经验教训； 抗疫斗争的胜利为民族复兴注入蓬勃之力

2．**概括主旨**

本文综合叙述了①\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 的理念，赞扬了②\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 和抗疫人员不顾个人安危的高尚品格，总结了抗疫斗争的经验教训，展现出中华民族③\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 的精神。

【答案】生命至上，人民至上； “一方有难，八方支援”的团结友爱精神； 直面磨难、坚忍不拔

#### **合作探究·提能力**

**情境探究**

为了深入解读《在民族复兴的历史丰碑上——2020中国抗疫记》一文，感受其细腻的笔触和宏大的视角，某班级举办了以“战‘疫’力量”为主题的读书会。本次读书会旨在通过深入理解文章内容、品味文章语言、赏析写作手法，让每一位参与者都能深刻感受到这场战“疫”中的中国精神。

**任务一 理解内容：走进历史与现实的交响**

1．根据本文内容，分别给八个部分拟写一个小标题，并分析内容编排上的逻辑性。（要求：每个小标题八个字，四四对照）（6分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】

（1）（示例）①党的领导，沉着应对；②制度优势，八方支援；③中国精神，力量之源；④生命至上，人民至上；⑤科学防治，贯穿始终；⑥总结经验，吸取教训；⑦全球抗疫，中国担当；⑧重焕生机，展望未来。（每两点1分）

（2）作者在内容编排上的逻辑，是从宏观到具体、从内到外，突出了我国抗疫成功的主要因素。（2分）

2．本文第三部分的第一段写到1938年抗战期间外国摄影师拍下武汉民众举起“不死”旗帜的照片，第二段写到2020年疫情暴发之初，武汉封城，却“从千千万万的窗户”里传来“武汉加油！”的呼喊。你怎样理解作者这样安排的意图？（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①内容：第一段突出了“不死”的历史照片，第二段突出了“武汉加油！”的现实呼喊。②意图：这样安排内容，将历史与现实贯通，突出了中华民族面对任何灾难都能够不屈不挠、顽强抗争，也丰富了文本的内涵。（每点2分）

**任务二 品味文章语言：探寻文字背后的力量**

3．如何理解本文第一部分“我们挺过来了！”中的“挺”字？（3分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①说明疫情的严重性。疫情发生之初，大量患者涌向医院，患者人数迅速增加，正常生产生活骤然“停摆”，不少人永失亲朋好友。②说明党中央决策的及时性。面对来势汹汹的疫情，党中央沉着应对，果断决策。③体现了人民群众的强大凝聚力。人民群众听党指挥，万众一心，联防联控，遏制了疫情，实现了复工复产。（每点1分）

4．本文语言生动隽永，富有表现力，请赏析表格中句子的表达效果。（6分）

|  |  |
| --- | --- |
| **语句** | **赏析** |
| 灾难，是观照一个民族灵魂的镜子。 | ① \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 反思，是面对灾难的应有态度；改变，是面对问题的最好回答。 | ② \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| “山川异域，风月同天”的互帮互助，“青山一道，同担风雨”的携手前行，不断给各国人民带来温暖与力量。 | ③ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |

【答案】运用比喻的修辞手法，生动形象。语句把“灾难”喻为“镜子”，生动地表现了中国人民在灾难中所展现的民族精神。； 运用对偶的修辞手法，对疫情给予中国人的启示进行了总结，语言简练且句式整齐，富有哲理。； 引用古语、化用诗句，增强文章的典雅厚重之感，更表现了全世界人民互帮互助、携手前行带来的温暖与力量。（每点2分）

**任务三 赏析写作手法：解密文章的匠心独运**

5．本文在叙述中运用了倒叙手法，请分析这样叙述的好处。（6分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①增强文章的生动性，引人入胜，避免叙述的单调。②设置悬念，引发读者对文章的思考。③打乱事件发展的顺序，使人猝不及防地进入事件发展的紧要关头，使文章波澜起伏，扣人心弦。（每点2分）

6．从描写手法、表达方式的角度分析本文的特色手法。（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①点面结合。既展现了医护人员的英勇无畏、辛劳坚守，也关注到典型人物，如张定宇、宋英杰等的无私奉献、舍生忘死，这都是对医者仁心的最好诠释。②议论与抒情相结合。如“从白衣战士冲锋在前的身影里……人们看到了‘莫听穿林打叶声，何妨吟啸且徐行’的乐观豁达……”论述了人物行为背后的中国精神，抒发了对人民精神品格的赞美之情。（每点2分）

**素养必备**

记叙中穿插抒情和议论

记叙中的抒情，是作者在记叙过程中对所记叙的人物、事件抒发感情。在记叙中恰当地穿插抒情，是为了突出人物的性格特点，深化文章的中心思想，增强文章的感染力。

记叙中的议论，是作者在记叙过程中对所记叙的人物、事件的评价或态度等。记叙中的议论，可以揭示事物的本质，起到画龙点睛、深化文章主旨的作用。 在记叙中穿插抒情和议论，应注意以下几点：

1.要把记叙的人物和事件写具体，写生动。记叙是抒情和议论的基础，如果记叙本身缺乏具体生动的描述，抒情和议论也就难以产生应有的表达效果。

2.抒情和议论要紧扣记叙的内容，自然贴切。记叙中的抒情和议论是为了帮助读者对记叙部分有更深的认识，只有做到这一点，才能起到画龙点睛的作用。

3.抒情和议论要言简意明，恰如其分。记叙文中的抒情和议论是起辅助作用的，要点到为止，不可长篇大论，否则会喧宾夺主，影响中心思想的表达。

4.在记叙中，抒情和议论常常是并存的。议论的时候会有作者感情的流露，抒情的时候往往也伴有作者的看法，这时，议论与抒情就融为一体了。然而，二者都必须以记叙为基础，这样才能更好地表达主题。

7．为了增强报道的说服力和感染力，本文选取了现实场景和翔实的数据。请结合具体内容分析。（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①新闻报道必须用事实说话，本文选取了大量现实场景，或概括叙述，或生动描写，使人如临其境，如闻其声，如见其人，增强了报道的说服力和感染力。如第三部分将1938年抗战期间武汉街头的情景与2020年疫情暴发时武汉的情景进行对比，鲜明生动，给读者留下深刻印象。又如第七部分：“4月19日凌晨，在巨大光束投射下，瑞士阿尔卑斯山脉……只要心中有光，世界就有希望。”②本文引用了大量具体准确的数据。如复工与复产数据，“截至4月中旬，全国规模以上工业企业平均开工率达99%，民营企业复工率超过90%，中小企业复工率超过80%”等。这些数据增强了报道的真实性，也增强了报道的说服力和感染力。（每点2分）

8．新闻报道往往需要从多角度切入，并且有一定的层次性。请梳理本文主要内容，结合第1题中的小标题，分析作者是如何进行多角度、多层次报道的。（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①本文在报道中国抗疫这一历史事件时，紧紧以“抗疫”为核心，探究了中国取得的抗疫成果及其原因，以及它对于我们在民族复兴道路上的意义，层次清楚，脉络清晰。②本文在阐述抗疫胜利的原因时，由主到次，从党的领导作用到全国人民的团结，再到中国的制度优势、精神文化优势、治国理念优势等角度，全面而系统地对中国的抗疫进行了总结。（每点2分）

**素养必备**

新闻报道的角度

新闻报道的角度不同，传播效果也不同。影响报道角度选择的有主观因素，也有客观因素。一般来说，选择报道角度有四种方式：一是从小处看大，二是从大处看小，三是比较，四是点面结合。

新闻是记者报道新事物的起点，也是读者看到新事物的焦点。新闻角度是报道新闻时必须注意的问题。新闻和其他事物一样，包含着多角度、多层次的内容和信息。但新闻报道受制于媒体、版面、时长等因素，不可能面面俱到。所以这里有一对矛盾：新闻事实的多样性和新闻报道不能面面俱到的矛盾，解决矛盾的唯一途径就是选择合适的报道角度。因此，记者报道某一新闻事件时一定要选准角度。

**任务四 读书会活动总结**

9．抗疫精神是第一批被纳入中国共产党人精神谱系的伟大精神之一，请你根据本文内容概括抗疫精神的内涵，并说说这种精神的时代价值。（6分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】

（1）①生命至上。党和政府始终把人民的生命安全和身体健康摆在第一位，不管是108岁的老人，还是出生仅30个小时的婴儿，医务工作者绝不放弃每一个生命。②举国同心。一方有难，八方支援，340多支医疗队、4.2万多名医务人员奔赴抗疫一线；全国各地的建设者们昼夜施工，让火神山医院、雷神山医院在很短时间内拔地而起。③舍生忘死。为了和病魔抢时间，医务人员冒着被感染的风险坚守抗疫一线，有的甚至献出了生命。④尊重科学。国家全力支持疫苗和药品的研发，坚持科学防治，医疗专家及时传递理性的声音。⑤命运与共。一批批中国专家积极与世界交流诊疗和防控方案，多国合作开展疫苗研发。（每点1分）

（2）在抗疫斗争中形成的伟大抗疫精神是中华民族精神在新时代的集中体现，丰富了民族精神和时代精神的内涵，是激励人们克服艰难险阻的强大精神动力。（1分）

#### **文本联读·拓思维**

1．同为报道重大历史事件的文章，《别了，“不列颠尼亚”》采用了场景式的形式，本文采用了分节的形式，试分析两篇通讯这样安排的原因。（4分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】①《别了，“不列颠尼亚”》报道的是香港回归事件，从1997年6月30日下午4时30分，末任港督彭定康告别港督府，降下港督旗帜，到1997年7月1日0时40分，查尔斯王子和彭定康登上“不列颠尼亚”号离开香港，只有不到9个小时，故采用了场景式的形式，展现有代表性的场景。②本文报道的事件时间跨度大，涉及的区域较广、部门较多，故采用分节的形式，便于更有层次地、全方位地展示中国的抗疫过程和精神等。（每点2分）

2．比较《县委书记的榜样——焦裕禄》和本文，以这两篇文章为例，概括人物通讯和事件通讯的异同。（5分）

|  |  |  |  |
| --- | --- | --- | --- |
| **类型** | | **人物通讯** | **事件通讯** |
| 不同点 | 概念 | 一种对人物事迹和经历进行具体、形象报道的新闻通讯类型。 | （1） \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 报道主体 | （2） \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | 一般以典型事件或先进事件为主。 |
| 写作重点 | 重在写人，把人物放在突出位置，一般多写某一个体。 | （3） \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 写作特点 | （4） \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | ①完整并形象地再现新闻事件发生和发展的过程，揭示事件的影响和意义；②可以概括叙述事件，或突出叙述部分内容。 |
| 相同点 | | ①同属新闻，具备新闻的基本属性——真实性、时效性、准确性等；②内容都涉及人和事；③写作目的都是记录与传播。 | |

【答案】一种对具有典型意义的新闻事件进行报道的新闻通讯类型。（1分）； 一般以具有突出贡献的正面人物为主。（1分）； 重在写事，但在记事中写人，并且多写人物群像。（1分）； ①抓住典型事件表现人物，通过典型细节把人物形象表现得丰满、立体；②通过人物个性化的语言表现人物的精神品格。（每点1分）

##### **读写结合**

###### **一、课内积累**

**抗疫精神**

抗疫精神，是在抗击新冠肺炎中形成的众志成城抗击疫情的精神，即生命至上，举国同心，舍生忘死，尊重科学，命运与共。生命至上，集中体现了中国人民深厚的仁爱传统和中国共产党人以人民为中心的价值追求；举国同心，集中体现了中国人民万众一心、同甘共苦的团结伟力；舍生忘死，集中体现了中国人民敢于压倒一切困难而不被任何困难压倒的顽强意志；尊重科学，集中体现了中国人民求真务实、开拓创新的实践品格；命运与共，集中体现了中国人民和衷共济、爱好和平的道义担当。

**运用角度**

众志成城 生命至上 命运与共

**素材运用**

这场战“疫”，让世界看到了面对生存危机时中华民族所展现的伟大抗疫精神——生命至上，举国同心，舍生忘死，尊重科学，命运与共。中华民族经历过许多磨难，但我们从来没有被压垮过，而是越挫越勇，不断在磨难中成长、从磨难中奋起。这种精神存在于中国人民抗击外部侵略、争取独立解放的斗争中，存在于改革开放、谋求发展的脚步中，同样也存在于抗震救灾、迎击非典等全民动员之中。

中华民族是历经磨难而百折不挠的民族，困难和挑战越大，我们的凝聚力和战斗力就越强。这种特质不仅存在于精神层面，还体现为医护人员脸上被口罩勒红的印记、方舱医院病床上举起的书本、风雪中社区人员坚守的身影、爱人去世却依然奋战在一线的医生的泪痕……

###### **二、课外拓展**

**推动更多优质医疗资源下沉基层**

上级医院预留门诊号源优先向辖区基层医疗卫生机构开放，推进中高级职称医师值守门诊，延长城市社区门诊服务时间……国家卫生健康委办公厅印发的《基层卫生健康便民惠民服务举措》，提出10条具体举措，有助于提升群众在基层医疗卫生机构获得基本医疗和卫生健康服务的便利度和服务质量。

让优质医疗资源沉下去，提升基层医疗服务能力，是构建优质高效医疗卫生服务体系的重要内容，也是全面推进健康中国建设的迫切要求。近年来，我国覆盖城乡的医疗卫生服务三级网络不断健全，90%的家庭15分钟内能够到达最近的医疗点，基层防病治病和健康管理能力持续提高，医疗服务可及性明显提升。同时也要看到，基层医疗卫生体系发展不平衡不充分问题依然突出，基层诊疗能力、服务水平、便捷性与人民群众需求相比还有很大的提升空间，需要下大力气补短板、强弱项。

从我国国情来看，建立分级诊疗制度，引导医疗卫生工作重心下移、资源下沉，是满足人民群众看病就医需求的治本之策。而推动分级诊疗体系有效运转，提升基层医疗卫生机构的服务能力和诊疗水平十分关键。此次推出的各项举措，旨在提升基层诊疗能力，改善患者就医体验，增强基层医疗卫生机构对患者的吸引力。群众信任度和满意度提升了，就能逐步改变就医习惯，从而实现把小病、慢病、常见病诊疗留在基层的目标，让分级诊疗有序有效。

基层卫生健康服务能力不足，和医疗资源分布不均有关。近年来，我国通过组建各种形式的医疗联合体、畅通双向转诊机制等方式，一定程度上缓解了这一问题。更好地发挥基层医疗卫生机构作用，需要进一步优化医疗资源布局，提高资源配置和使用效率。一方面，要引导城市优质医疗资源向县域辐射疏解，发挥县级医院向上承接资源、向下传导资源的作用。另一方面，要加强远程医疗服务网络建设，提供远程会诊等技术支持，探索基层数字健共体建设，促进医疗机构资源共享。在此基础上，乡镇卫生院等基层医疗卫生机构不妨在做好公共卫生服务的同时，有针对性、差异化地发展特色专科，使更多群众愿意也能够就地就近看病。

进一步提升基层卫生健康服务质量，关键在于吸引和留住人才。党的二十大报告提出：“发展壮大医疗卫生队伍，把工作重点放在农村和社区。”长期以来，不少地方反映基层医师招不来、留不住。解决这一问题，要强化基层卫生队伍建设，加强以全科医生为重点的基层医疗卫生人才培养和配备。同时，要统筹城乡资源，对乡村医疗卫生人员建立县乡村上下贯通的职业发展机制，通过县管乡用、乡聘村用等方式，将乡村医疗卫生人员纳入县域医疗卫生人员管理。此外，应完善激励机制，落实相应社会保障待遇，改善医疗环境和条件。只有让人才留得住、留得下，才能变“输血”为“造血”，激发基层医疗卫生机构的活力。

基层医疗卫生机构是守护群众健康的第一道防线。采取有力措施，促进优质医疗资源扩容和区域均衡布局，筑牢城乡基层医疗卫生服务网底，才能形成“小病在基层、大病到医院、康复回基层”的合理就医格局。期待更多强基层、惠民生的政策举措落地见效，让广大城乡居民在家门口就能看好病，享受优质便捷的卫生健康服务。

（有删改）

**名师赏评**

这篇时评针对中国公共卫生发展中“推动更多优质医疗资源下沉基层”一事作出评论，是以以人民为中心、发展中国长远卫生健康服务为主旨的评论。文章有理有据，切中要害，令人信服。

###### **三、读写结合**

无论哪个时代，中华民族都挺立着不屈的脊梁。有哪些人物、事情，令你敬佩？请据此写一段话。要求：侧重在描写中抒情，可使用恰当的议论；结构相对完整，语言简明、准确、生动；200个字左右。（10分）

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】（示例）秦岭脚下，黄河岸边，60多岁的村医刘永生，被乡亲们亲切地称为“村里的120”，他的事迹令我敬佩！1976年高中毕业后，他成为一名赤脚医生，从此用一生服务乡村医疗。他亲身体验上百味中草药，在自己身上练习针灸，多次自费参加全国各地知名专家教授举办的特色医疗技术培训班……刘永生边看病，边学习，边琢磨。从医40多年，刘永生接诊病人少说也有10万人次，出诊万余次。“把守护乡亲们的健康当作一生的事业。”刘永生这样说，也这样做。这种悬壶济世的大爱，这种守护百姓健康的至诚，这种润物无声的担当，就是中华民族的高尚品德！（内容充实4分，手法恰当2分，结构2分，语言2分）

## **单元主题阅读·伟大的复兴**

##### **主题解读**

中华民族的伟大复兴，包括国家富强、民族振兴、人民幸福等。近百年来，中华民族自强不息，风雨兼程，从建国到建设再到伟大复兴，从“站起来”到“富起来”再到“强起来”，留下了许多可歌可泣的英雄事迹，也记录了很多历史高光时刻。站起来，青年一代要了解中国近现代蒙受的屈辱与人民的苦难，理解老一辈革命家的情怀，理解中国人民捍卫国家尊严和领土完整的决心；富起来，青年一代要感受社会主义建设时期焦裕禄式领导干部无私忘我的奉献精神；强起来，青年一代要体会新时代党和国家为我们开辟、指引的道路，积极奉献，砥砺前行。

##### **主题阅读**

###### **主题阅读一**

**“90后”记者眼里的“90后”排雷英雄杜富国 ①**

**贺 凯**

“你退后，让我来”,无疑已成最铿锵的网红语。“90后”士兵杜富国，入围央视 “感动中国”候选人物.投票数高达400万票 。

三十而立

我是杜富国负伤两个月后，在他住的医院里见到他的。他的名字在当地已家喻户 晓，成为“英雄”的代名词，尤其在年轻一代中拥有极大的感召力。而我，在做了一些 功课之后，也被他深深打动。我很好奇，他的“英雄气”,究竞是怎么炼成的?③

杜富国出生于1991年，我和他同一年出生，相差不过几月。从业三年来，我采访 过许多人，其中不少都是“90后”,毫无疑问，杜富国是最勇敢的那个。可以不夸张地 说.昨天“90后”还饱受质疑.今天因为有了杜富国.大家终于放心：站在“而立”门口的 我们，立起来了④

英雄注脚

汽车抵达开远市，我们第一时间没有见到杜富国。来到医院，病房外摆满了花篮。 每个花篮里都有一张慰问卡片.其中一些格外引人注目. 因为通篇都是错别字⑤。就 算文化程度有异，人们对于“英雄”也往往有着相同的注脚。

到场的记者很多，大家都挤在一间病房里，蹲着、跪着，不约而同地保持秩序，决不 争抢提问，这又让人感到现场的人很少。

杜富国笔直地挺起脊背.声音洪亮地回答问题。他一直是这样. 当部队首长给他 送去勋章.喊他的名字时.他响亮地回答“到!”。这一声“到!”.让人一瞬间觉得他没 有受伤.可回过神来又颇觉惭愧、⑥设身处地地想. 同为“90后”的我.在军营里长大的 我，都不说排雷后失去双手和双眼了，就算只是普通生病在床，能否像眼前的同龄人一 样坚强?

在所有回答里，有一个我印象很深。杜富国说：“在条件允许的情况下，我想当一 个播音员，把我们队的故事讲给更多的人听。”

很显然，这是一个与“死神”和解后的回答。知道截肢后，他没有沉湎于伤痛，连 医生都感到惊讶。 而想到这.我又赧颜汗下⑦ .或许在杜富国的世界里.就根本没有那 道需要迈过的“槛”。

铁甲威龙

事实上，集中采访的时间只有10分钟。虽然记者们准备了很多问题，但看到杜富 国妻子焦虑的神情后又揣了回去。

我之前就在杜富国家里见到过他和妻子的照片.一对非常甜蜜幸福的小两口。无 法回避的是.杜富国是一个家庭的光荣.而他的伤也是一个家庭的痛。他们刚刚结婚. 作为妻子，她或许并不想要“英雄妻子”这个称号，她希望的只是丈夫安康。如今，她 成了他的眼和手，未来的路，慢慢走。⑧

作为一名摄影记者，多少难以启齿的是，在过往采访中，我也会用到所谓“技巧”, 暗示拍摄对象达到某种想要的效果。

但这次很不一样，我在摄影机背后，悄然注视着眼前发生的一切：杜富国开始做康 复训练，一个接一个地下蹲，即便医生和战友不断叮嘱“慢点来”。

我本来想形容杜富国“乐观”,但这个词实在是太轻了。这就是一个铁骨铮铮的 军人，之前是，现在是，以后也会是⑨。

战友曾私下和我讲过一件事。受伤后杜富国聊天.说自己将来可能被装上钢铁的 义肢和义眼，就像小时候看的《铁甲威龙》。“他说这样也挺好的。”⑩

吾国吾家

从开远市离开后，我们来到马关县，这里是云南扫雷大队的临时驻地。

我摸进了官兵住房，和他们聊开了。

我这才发现，除了一名上士是1989年生的“80后”外，其余20多人都是“90后”。 他们问我是哪年生的，我说1991年。

我们之间，近了许多。

我忽然觉得. “90后”也许不该是杜富国身上的一个标签. 因为在扫雷大队里莫不 如是。我的意思是，作为和平年代里与“死神”离得最近的一群人，他们的所作所为从 来都和年龄无关。

我问他们，看到战友受伤会不会后怕。其中一个高个子回答：“有什么怕的，我们 就是想着赶快把这些‘铁坯子’都搞了，然后一起去看他呢。”

这里的战士基本都结婚了。虽说“90后”都不小了，但军营里的已婚率如此之高 让我感到惊奇。他们和我说：“部队没有什么花花世界的期盼，我们只希望有一妻守一 家，然后等一人。”

我能够感觉到，他们的内心，其实也很脆弱……

扫雷大队的营地展板上.记录着历次扫雷牺牲的、负伤的、致残的排雷英雄们的事 迹，惊心动魄，又让人揪心。

采 访 感 言

我也是一个“90后”,父母都是职业军人，从小在军营里长大，能够参加这样的典 型报道，非常有共鸣。

我还是很感性的，特别是对同龄人。我们这一代“90后”备受期待，也遭过嘲讽。 我们自己也往往我行我素.狂放不羁爱自由。而当有一天身边一位“90后”已经成为 英雄，作为“90后”记者的我仿佛大梦初醒：我们得打起精神了，一定要挺起脊梁。

写下战书，“90后”扫雷兵奔赴了雷场。云南边境扫完，他们赶往广西。有他们戍 边，后方的我们，才有更多的可能。

在我的战场，也该有我的立场。“你退后，让我来!”⑤

(有删改)

**写作宝典**

①标题中两个“90后”对比鲜明，引人注意。

②首段简洁明了，采用“名言+人物+影响力”的写法。

③让人自然而然联想到奥斯特洛夫斯基的《钢铁是怎样炼成的》。

④照应文章题目和小标题， 十分巧妙。

⑤毫无贬低之意，反而更广泛地表现了人们对英雄的敬仰之情，写法

新奇。

⑥通过动作描写、语言描写等，表现人物的特点。

⑦多次联系自身实际、表现情感，使得文章情真意切。

⑧善于多角度表现英雄，表达了对杜富国及其妻子的赞美。

⑨语言简洁明了，赞赏之情溢于言表，言浅意深。

⑩通过战友的话，侧面表现了杜富国积极乐观的态度。

⑪手法独特，以点带面，由主要人物到人物所在的英雄群体，起到了

歌颂新时代英雄的写作效果。

⑫感人心莫乎情，动人情者莫乎细节描写。

⑬四字小标题清晰地展现出写作内容的重点，使文章的 结构一目了然。

⑭对比手法，引人思考。

⑮文章最后，作者表达了自己的感悟，给读者以深刻的启示。

**阅读鉴赏**

###### 这篇文章催人泪下，以采访荣获“八一勋章”的杜富国的过程为线索，把杜富国、军营的战士们等作为写作对 象，讴歌了一代边关士兵报效国家的情怀。报道通讯人物时，不仅关注个人，还关注他的生活、家庭，立体地呈现 人物思想境界、精神风貌。结构上，思路清晰， 一方面按采访时间顺序写作，采访前有背景，采访中有正面介绍、 他人叙述，采访后有感言；另一方面按小标题，选取特定的几个场景来描写。整篇文章歌颂了新时代英雄们的家国情怀。

###### **主题阅读二**

**聂荣臻回忆录（节选）**

聂荣臻

江津是一个丘陵起伏的地方，紧靠着长江，离重庆也近，自然风光很秀丽。①在江津，聂姓是个大家族，到我这一辈，按家谱排是“荣”字辈，所以给我取名荣臻。我出生的时候，家族已经破落了。从我记事的时候起，在我记忆中打下深深烙印的，不是家乡的山水风光、孩提时代的欢乐，而是岁月的艰辛、农村的动荡和农民生活的苦难。

孙中山先生领导的民主主义革命浪潮，不时向四川卷来。清政府对四川的统治摇摇欲坠，整个四川处在辛亥革命的前夜。由于四川的富饶，清政府不甘心放过这块肥肉，加上四川又是西南政治经济中心，清政府要统治西南，必须控制四川。但是，清政府又鞭长莫及。因为四川交通不便，它与外界的主要通道是长江，运兵进川和运物资出川全凭着长江。除长江之外，就是“难于上青天”的蜀道了。同时，四川人民富有反抗精神，对清政府的统治并不买账，不断掀起各种斗争。因此，清政府对四川人民是又气又恨，统治手段特别残酷。

我记得，很小的时候就听大人们说，清朝的官员扬言，“你们四川人想中状元，除非石头开花马生角”，可见他们对四川人厌恨之深。可是，四川人还是争了一口气，有个叫骆成骧的四川人，考中了状元。②这个人辛亥革命前就在成都办高等学堂，热心教育事业。四川人都觉得骆成骧给四川出了气，争了光，把他中状元的事情传为佳话，说什么“骆”字拆开是“马”字和“各”字，“角”和“各”在我们四川是谐音，也就说成马真的生了角了。

以后我听到的就是“保路运动”，这个运动在四川闹得最为轰轰烈烈。清政府为了侵吞四川民间为办铁路而筹集的巨款，竟然宣布四川的铁路由民办收归国有。这样一来，四川人民对清政府的愤恨，就好像火山一样迸发了，各地纷纷成立了“保路同志会”。③那阵子，一天几个消息，一会儿听说捉了赵尔丰，一会儿又听说捉了端方，以后又听到把这两个家伙先后处决的消息④。当我们听到四川人民的保路运动促成了辛亥革命的爆发，心里真是痛快极了！

在这伟大变革的日子里，我们大家再也无心读那些“之乎者也”了，整天在一起议论这些激动人心的大事，老师也不怎么管，在当地，我们最关心的是“同志军”围攻合江。⑤合江城三面濒江，城墙坚固，只有西门是陆路出入口，而这里又是高岗，在当时条件下，确实易守难攻。合江知县黄炳燮坚守合江，拒不投降，“同志军”汇集各路民军几万人，围攻合江几十天，从九月下旬一直打到十二月初，黄炳燮才觉得大势已去，出城投降。但到后来，合江又落到云南军阀手里。

辛亥革命胜利后，老式的私塾随着科举制度的废除，逐渐被新式学校代替。我也进入新式学校读书，知识面逐渐开阔起来。虽然还学文言文，但白话文越来越多，此外还增加了数学、历史、地理等课程，这使我懂得了许多国内外的历史、文化和科学知识。小学毕业后，我考入江津县立中学读书。这所中学设在江津县城，是20世纪初创办的。那时的学制为四年，规模比较大，有好几百人，学生都是住宿生。我进校的时候已经是第八班（即第八届）的学生了。⑥

中学时代，我已十八九岁。在这里，我一面读书，吸收文化科学知识，一面从当时国内国外发生的许多重大事变中，不断地思考，寻求真理，摸索自己要走的人生道路。

辛亥革命带着先天的软弱性。革命胜利不久，袁世凯签订卖国的“二十一条”，复辟称帝，接着就是连年不断的军阀混战。反对“二十一条”、抵制日货和反对军阀混战等运动，对我的思想触动最大。

江津中学订有各种各样的报纸刊物，包括《新青年》这样的进步刊物。另外，四川虽然交通闭塞，但电报还是通的，各种消息通过电讯传到四川，这些消息又在报刊上广泛传播。我们这些青年人经常在一起议论时弊，抒发爱国热忱。

签订“二十一条”以后，大量日本货流入中国，也源源不断地流进四川。处在长江边上的江津县城，商业比较发达，百货商店摆的几乎都是日本货。这引起了我们强烈的反感。⑦巴黎和会将德国在山东的特权转让给日本，消息传来，正值寒假前夕，同学们气愤已极，先是三三两两慷慨激昂地议论，后来就自发地在校园里集合游行，高呼口号，强烈抗议。

寒假中，由我们江津学生联合会出面，通知大家利用假期到各地演讲，宣传反对帝国主义的侵略，号召同胞们起来，打倒汉奸卖国贼，共赴国难。我在寒假中回到家乡，与别的同学一起，组织了一个宣传组，曾到各处进行过几次演讲。我演讲时特别激动，不管人家听懂听不懂，把我所知道的事情一口气诉说了一通，还获得了一阵阵掌声。这是我参加政治活动的开始。⑧

（有删改）

**写作宝典**

①开篇以简洁的语言描绘了家乡江津的自然风光，既为读者提供了一个地理背景，又通过“秀丽”一词为全文奠定了温馨而略带怀旧的基调。

②通过清朝官员瞧不起四川人的傲慢言论与四川人骆成骧中状元的成就的鲜明对比，既揭示了清政府对四川人民的压迫和歧视，又展现了四川人民的坚忍和不屈。这种对比手法不仅增强了文本的张力，还让读者对四川人民的命运有了深刻的理解。

③运用比喻的修辞手法，生动形象地写出了四川人民对清政府的愤怒之情。请参照这一写法，写一个句子。

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【答案】（示例）人民对不公平现象的愤怒，就如同江水般汹涌澎湃，各地不断涌现抗议的浪潮。

④运用蔑称“家伙”，表现对二人的厌恶。

⑤运用对比手法，将无心读“之乎者也”与整天议论大事进行对比，突出了变革时期青年学生对时局的关注和对旧式教育的疏离感，强化了情感。

⑥此段写辛亥革命胜利后，老式的私塾逐渐被新式学校代替，自己学到了更多的知识。运用了记叙的方式，凸显对变革的礼赞。

⑦通过描述江津县城商业繁荣却摆满日本货的情景，抒发了对帝国主义侵略的强烈反感。通过具体的描写让读者更能体会到当时青年的爱国情感。

⑧结尾通过描述参加反对帝国主义侵略的演讲活动，不仅总结了全文，还通过“这是我参加政治活动的开始”一句将个人的成长与时代的变迁紧密联系在一起，升华了全文的主题。

**阅读鉴赏**

本文详细记录了聂荣臻元帅早年的成长经历与当时的时代背景，展现了其深厚的家国情怀和革命理想。通过叙述保路运动、辛亥革命等重大历史事件，生动描绘了那个时代的风云变幻，让读者感受到历史的厚重与人民的觉醒。本文语言质朴流畅，叙事条理清晰。同时，本文也巧妙地融入了聂荣臻元帅的个人情感与思考，使得整篇作品更加饱满立体。

###### **主题阅读三**

**北极村的这片樟子松树林**

尚书华

走进黑龙江漠河，就走进了中国最北端这片寒冷的土地。①

走进位于漠河市北极村的北极村消防救援站，就走进了一群敢与严寒较量的勇士中间。

站长、指导员和9名消防员，共11人，组成了一个坚强的战斗集体，他们常年坚守在北极村，守护着这里百姓的平安生活。

还没进营区，我就被眼前一片壮硕挺拔的樟子松吸引。到近处细瞅，不少树上都挂着一个小木牌，上面写着不同的文字和人名。有一块木牌格外醒目，它挂在林边一棵较粗的樟子松上，上面写着：冰天雪地，三年坚守，无怨无悔——王淇。常年的风凿雨蚀、霜浸雪罩，木牌已褪了颜色，变得斑驳，但那朴拙有力的字迹，依然清晰可辨，仿佛在隐隐讲述着一段昨天的故事……②

说到北极村消防救援站，有一个人不得不提，那就是老班长王淇。多年前，北极村只是一个执勤点，只有老班长王淇一个人驻扎在这里。从驻地到边境界碑，往返路程12公里。每天，他都坚持去界碑那里一趟，或擦拭一下界碑，或把界碑上落的雪除掉，或什么也不做，只是默默凝视一会儿。只有这样，他心里才觉得踏实。后来，执勤点由1个人变成3个人，又由3个人变成7个人，再由7个人变成11个人，执勤点升级成消防救援站。老班长当年的做法也变成了一种传统被传承下来。

消防员吴俊明告诉我，冬天的时候，天还没亮，气温零下40多摄氏度，大家就从热乎乎的被窝爬起来，穿好棉衣，戴好棉帽、面罩、手套，开始沿黑龙江堤坝往界碑方向跑。刚开始跑时，身上还有些热乎气，没过多久，寒气就渗到了衣服里，嘴边、睫毛、眉毛、帽檐上全是白霜，手脚冰凉，江风吹得人头疼③。这时站长总会鼓励大家，做有意义的事都需要坚持，只有坚持才能达到目的。“最初的时候，我们每个人跑这么远的距离都很吃力，但必须咬牙坚持。有人落得远了，大家就慢跑等他一会儿。到界碑的时候，人一定是齐的。”他们擦拭界碑，给界碑除雪，那种带有仪式感的举动让他们很激动，让他们感到神圣而庄严。“无论春夏秋冬，每一次这样的体能训练都很苦很累。可每当想到这样做的意义，我们就有了坚持下去的勇气。”吴俊明说。④

俗话说，“养兵千日，用兵一时”。对消防救援指战员们来说，尤其如此。平时99%的训练只为了1%的实战。5000米长跑、耐寒能力锻炼、百米负重折返、绳索攀爬等9项训练课目，每天他们都在择项进行训练。近几年，随着救援业务的不断扩展，训练项目也不断增多。过人的体能、顽强的斗志、敢打硬仗的精神，让这支队伍总能在关键时刻发挥特殊作用。冰上、雪中，洪水、大火，人、畜、财物……无论何时何地，不管团体还是个人，只要遭难遇险，他们一定会第一时间赶到现场。

2021年夏天，北极村遭遇一场多年不遇的特大洪水，位于滨江大道西侧的古驿村景点因涨水被淹没。这里有一个熊园，里面养了9只棕熊，洪水若继续上涨，棕熊就有可能跑出围栏危害老百姓的人身安全。接到指令后，指战员们迅速赶到现场。此时，整个景区已形成了一个约2000平方米的小湖，最深处达7米多，湖内的水正在不断渗流进熊园，情况十分危急。现场指挥员当即进行部署，利用消防车水泵抽水，临时铺设水管干线，将抽出的水直接排进道路东侧的黑龙江。就这样，在政府联动单位的共同努力下，全体指战员经过三天三夜的奋战，终于及时排除了隐患。⑤

北极村不大，可随着旅游业的迅速发展，流动人口不断增多。人多了，各种预想不到的安全隐患也在增加，无形中给消防救援工作带来了更多压力。2021年3月的一天晚上，消防救援站接到漠河市消防救援大队转警：七星山后山腰有一名游客因体力不支，迷失方向被困，无法下山，请求救援。接警后，站里立刻调动一车7人，带上担架、强光手电，快速向山里进发。天黑路滑，雪深没膝，经过一个多小时的摸索前行，大家终于在一棵树下找到了这位被困者。当时他冻得浑身直打哆嗦。大家立即把他抬上担架，又给他身上盖了一件保暖的衣服，然后深一脚浅一脚地下山。途中，消防员张芳景不慎崴了脚，脚肿得跟馒头一样，他却一声没吭，硬是咬着牙把这位被困者抬到山下。

2023年除夕之夜，北极村温度降到有气象记录以来最低点——零下53摄氏度。这时站里接到报警，有一位游客的车陷到了村加油站附近的浅沟里。指战员迅速出警，冒着酷寒立即展开救援。没用多长时间，车被拖出来了。人无恙，车无损，有惊无险。

在营区走走、听听、看看，我一直被指战员们那种恪尽职守的工作态度和顽强无畏的战斗精神感动着。⑥就要离开救援站了，指导员于楷送我到门口，向我讲述起这些小木牌的来历。挂在最前面那棵树上的，是老班长王淇的。他一个人在这里孤独坚守了1000多个日夜，对北极村产生了一种特殊的感情。当组织决定调动他离开这里时，他自己动手制作了这块木牌，挂在营区门口的这棵樟子松上，作为自己忠诚履职的见证。后来，凡是到这里工作的指战员们都纷纷效仿，把自己的誓言写在木牌上，再挂到樟子松上。渐渐地，这片樟子松树林挂的木牌越来越多，大家郑重地将其命名为“忠诚林”。⑦林中，还铺设了一条石板小路，寓意着传承的脚步永不停歇。

站在这片“忠诚林”前，放眼望去，连绵苍郁的大兴安岭成为一道深远的背景。我蓦然意识到：这些年轻的指战员，为什么要选择一棵樟子松和自己的名字连在一起？那是因为，在这寒冷的神州北极，樟子松极为坚强。任天寒地冻，冰天雪地，任狂风暴雪肆意吹打，它们依旧苍翠挺拔，傲然站成一道壮美的风景。⑧

（有删改）

**写作宝典**

①简洁明了地交代了故事发生的背景，为后文的叙述奠定了基调。同时，通过“寒冷的土地”这一描述，暗示了指战员们面临的挑战和困难。

②对王淇的小木牌描写细腻，“褪了颜色，变得斑驳”写出木牌久经风霜，“朴拙有力的字迹”则与人物忠诚履职的形象相映生辉。

③通过细腻的笔触，生动地描绘了消防员在严寒中训练的艰苦场景。从“还有些热乎气”到“寒气就渗到了衣服里”，再到“嘴边、睫毛、眉毛、帽檐上全是白霜”，这些细节描写不仅让读者感受到了环境的恶劣，更凸显了消防员们坚忍不拔的精神品质。

④通过直接引语的方式，展现了消防员吴俊明的真实感受和体会。增强了文章的真实性和可信度，让读者更能够如临其境地感受消防员们的内心世界。

⑤通过具体的事例，论证了指战员们勇敢无畏、无私奉献的精神品质。同时，通过描述救援过程的艰难和最终的成功，展现了指战员们的专业素养和团队协作能力。

⑥通过“走走、听听、看看”等动作描写，将读者带入营区的场景中。同时，通过“感动”这一情感表达，将作者的情感与指战员们的精神品质紧密地联系在一起。

⑦“忠诚林”象征了指战员们对事业的忠诚和坚守。同时，“木牌越来越多”，寓意着这种精神的传承和延续。这种象征手法不仅深化了文章的主题，也使得文章更加具有象征意义。

⑧樟子松在严寒中坚忍不拔的形象，巧妙地象征了指战员们坚忍、顽强的精神品质。樟子松的“苍翠挺拔”与指战员们的“顽强无畏”形成照应，使得人物形象更加鲜明，同时也增强了文章的艺术感染力。请参照这一写法，仿写一句话。

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【答案】（示例）任烈日炎炎，酷暑难耐，任狂风暴雨无情肆虐，它们依旧郁郁葱葱，傲然挺立成一片不屈的绿洲。

**阅读鉴赏**

本文内容深刻，情感真挚，围绕北极村消防救援站的指战员们展开，通过叙述他们的日常训练、执行任务及坚守岗位的感人事迹，生动展现了他们恪尽职守、顽强无畏的战斗精神和无私奉献的爱国情怀。作者以樟子松为象征，巧妙地将指战员们的精神品质与樟子松的坚忍不拔联系起来，使得本文主题更加鲜明，情感更加真挚动人。本文条理清晰，语言流畅，既具有教育意义，又富有感染力。

##### **主题积累**

###### **一、积累格言**

1.一个有希望的民族不能没有英雄，一个有前途的国家不能没有先锋。——习近平

2.大江歌罢掉头东，邃密群科济世穷。面壁十年图破壁，难酬蹈海亦英雄。——周恩来

3.祖国如有难，汝应作前锋。——陈毅

4.寄意寒星荃不察，我以我血荐轩辕。——鲁迅

5.常思奋不顾身，以徇国家之急。——司马迁

6.位卑未敢忘忧国，事定犹须待阖棺。——陆游

7.英雄，就是这样一个人，他在决定性关头做了为人类社会的利益所需要的事。——伏契克

8.纵使世界给我珍宝和荣誉，我也不愿离开我的祖国，因为纵使我的祖国在耻辱之中，我还是喜欢、热爱、祝福我的祖国! ——裴多菲

###### **二、积累事例**

**1.血染之中写就辉煌**

在红军长征中，杨成武所在部队，连续突破国民党的封锁线，屡战屡胜。遵义会议后，在毛泽东同志的直接指挥下，杨成武所在部队参加了四渡赤水、抢渡金沙江、飞夺泸定桥等战斗。

1944年，杨成武在百姓的积极配合下，开创了平原游击战争的新局面，为大反攻作战建立了战略基地。

解放战争时期，杨成武在众多战役中取得了一个又一个胜利。1948年11月29日，杨成武带领部队打响了平津战役第一枪，在友军配合下歼敌5.4万余人，创造了华北战略区一次作战歼敌人数之最，毛泽东在贺电中称之为“伟大胜利”。‘在充满烽火硝烟的峥嵘岁月，杨成武指挥或参与指挥了许多战役、战斗，在战场上出生入死，为中华人民共和国立下了不朽功勋。

2.**聂荣臻与我国第一艘核潜艇**

毛泽东曾风趣地评价聂荣臻：“五台山，前有鲁智深，今有聂荣臻。”1968年，我国第一艘核潜艇开工建造。翌年年初，聂荣臻要核潜艇工程办公室主任陈右铭汇报有关鱼雷研制的情况。在认真听完汇报后，他关切地说：“你主管科研，工作一定很多，很辛苦。要注意把科技人员很好地组织起来攻关，充分发挥他们的作用，以减轻领导的负担。科研工作难免发生问题，出了问题，领导把责任承担起来，使科技人员敢大胆负责，不要遇事就请领导决策。”聂荣臻一直十分关心研制的进展，对每一项重要试验都亲自过问，多次听取核潜艇总设计师彭士禄的汇报。在周恩来和聂荣臻的关怀下，核潜艇进行了4个阶段的试验，累计出海20余次，航行6000多海里。1974年8月1日，中央军委发布命令，将这艘核潜艇命名为“长征一号”，正式编入人民海军的战斗序列，同时举行了庄严的军旗授予仪式。至此，中国成为世界上第5个拥有核潜艇的国家。

3.**焦裕禄给儿子补戏票**

焦裕禄始终保持艰苦朴素的作风，他身体不好，家里人口又多，生活比较困难，可是他坚决拒绝接受救济。他说：“兰考，是个重灾县，人民的生产、生活都很困难，我们应该首先想到他们。要把这些钱用到改变兰考面貌的伟大事业上去，用到改善兰考人民的生活上去。”焦裕禄还经常教育子女多做脏活，到最困难的地方去，穿衣要朴素，生活要节俭。有一次，焦裕禄发现大儿子去看戏，问道：“戏票哪儿来的？”孩子说：“收票叔叔向我要票，我说没有。叔叔问我是谁，我说焦书记是我爸爸，收票叔叔没有收票就让我进去了。”焦裕禄听了非常生气，当即把一家人叫来“训”了一顿，命令孩子立即把票钱如数送给戏院。后来，他又专门起草了一个《干部十不准》的文件，规定任何干部不准搞特殊化。

4.**延乔路尽头，是繁华大道——缅怀伟大复兴路上的先烈**

无数烈士在中国人民“站起来”的征程中，洒下了鲜血！陈延年，陈独秀长子，中央委员和政治局候补委员。1927年在上海被捕，宁死不屈，被国民党反动派残忍杀害，时年29岁。陈乔年，陈独秀次子，中央委员，1928年被国民党杀害于上海龙华，时年26岁。他们有着朴素的正直情感，有坚定不移、矢志不渝的品质，有一身硬骨，不利用父亲的关系，坚持自力更生，走自我追求与发展的道路。他们对中国的前途无比关切，在死亡面前也不曾放弃自己的信仰。合肥市的“延乔路”是为纪念他们而命名的，市民纷纷在此留言：“延乔路虽短，但尽头却是繁华大道。这短短的路途，却经历了一百年的艰苦奋斗。”“富起来的我们，不会忘记先辈的鲜血！”“强起来的国家、人民，一定会更加敬重你们这样的英雄！”

5.**壮着胆子，敲开钱学森的门**

18岁时，王永志以优异的成绩被清华大学录取，其间被派往莫斯科继续学习。留学期间，因他所学的专业非常敏感，保密要求十分严格，上课不允许记笔记，脑袋记住多少算多少。王永志竭尽全力强化记忆力，力争多带回一点知识。回国后，王永志参与了我国自主研制的“东风二号”的发射过程，然而在试射前夕，却遇到了难题。当时，30岁的王永志壮着胆子敲开钱学森的大门，提出解决问题的方案并被采纳。

1992年9月21日，王永志被正式任命为载人航天工程总设计师。作为工程的总设计师，王永志提出了从源头查找问题的“归零”制度。不带任何隐患上天，是“归零”的核心。在王永志的书柜里，摆放着好几摞旧笔记本，里面密密麻麻记载着关于航天的各种记录。

2003年10月15日，神舟五号成功发射，中国人终于第一次迈进太空。“飞云直上八千丈，只手拨云观沧海”,这是王永志在神舟五号上天之前，送给航天员杨利伟的两句诗。当杨利伟从神舟五号返回舱安全走出来的时候，王永志内心一时百感交集，“把中国人送上天，这也是天遂人愿，最后的目标都达成了，无怨无悔”。

##### **主题思考**

习近平在庆祝中国共产党成立100周年大会上的讲话中指出，“一百年来，在中国共产党的旗帜下，一代代中国青年把青春奋斗融入党和人民事业，成为实现中华民族伟大复兴的先锋力量”，习近平强调，“未来属于青年，希望寄予青年”“新时代的中国青年要以实现中华民族伟大复兴为己任”。对此，你有怎样的思考和感悟？请谈谈你的认识。200字左右。

答： \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

【答案】（示例）青春是用来奋斗的，奋斗的青春最美丽。越是到接近中华民族伟大复兴的紧要关头，越需要我们付出更为艰苦的努力。广大青年要敢于站在变革前沿，引领潮流之先，以“明知山有虎，偏向虎山行”的大无畏精神、“逢山开路，遇水架桥”的拼搏精神，做走在时代前列的奋进者、开拓者、奉献者。要坚持在实践中摸爬滚打，通过思想淬炼、政治历练、实践锻炼和专业训练，切实提高解决实际问题的能力。时代赋予了我们青年责任，也给了我们青年际遇，我们应大胆作为，只争朝夕，不负韶华，交上一份合格的时代答卷。

## **单元写作任务·材料的积累与运用**

##### **知识导引**

“巧妇难为无米之炊”，要想写出内容充实、思想深刻的好文章，就要学会积累语言材料和生活材料，将积累的材料融会贯通，在写作时加以运用。

##### **技法指导**

###### **一、材料的积累**

**技法1 热点素材积累法**

热点素材积累法就是注意搜集、积累时事热点材料。平时要多关注周围发生的事情以及社会上新近发生的重大事件，注意主流媒体中的新闻热点或焦点，随时记录下来，以备写作时运用。

把新闻热点恰当地写进文章，这样既能使文章的内容富有时代气息，又能彰显学生对社会生活、国际国内新闻极强的敏感性。

**技法2 “品位”素材积累法**

“品位”素材积累法就是积累有“品位”的独家素材。有“品位”的素材常常散发着文化的气息，折射着人性的光辉，它新颖、脱俗，意义深邃，趣味盎然。在积累过程中应避免素材的雷同，尽量选些“熟悉的陌生人”加以研究，读他们的传记或相关文章，有助于发现“品位”素材。

**技法3 教材素材积累法**

教材素材积累法就是从教材中积累写作素材。语文教材是我们写作时取之不尽、用之不竭的“米仓”，选文大都具有时代性和典范性，也有丰富的人文气息。

历年高考优秀作文所用事例有很多出自语文教材，语文教材和其他学科教材都是写作的“百宝箱”。我们要学会从教材文本中搜集、积累素材，并深入思考，学会分类梳理，以便写作时多方面解读教材中的写作素材。

###### **二、材料的运用**

**技法1 服务主题法**

引述事例，要注意事例与主题的相关性。这需要注意两个方面：一是明确自己的主张，赞成什么、反对什么；二是弄清事例的本质，进而分析其与主题的关系，选择与文章主题联系紧密的事例，剔除与文章主题没有联系的事例。

**典例示范**

青年携手，共创未来，青春不言败。青年立志，勇于追求理想，有志于成就一番大事业，但是有时事与愿违，往往遭遇失败。面对失败，有些青年缺乏韧劲，缺乏长远的眼光，缺乏理智的判断，这样的青年是难当大任的。面对失败，正确的做法是从失败中爬起来，把失败当作人生的催化剂。刘备，年轻时经历多次失败，但他每次都能从绝境中站起，最终建功立业；屠呦呦，在经历190次失败后，终于带领团队提取出青蒿素，为成功解除全球数百万疟疾患者的病痛作出了巨大贡献……他们都在青年时期经历失败却不言败，最终走向成功。

**技法点评**

为了证明“青春不言败”这一观点，文段引用刘备、屠呦呦两个事例，一古一今，从政治、医学两个角度，针对“青春不言败”这个关键点展开论证，用例典型，内涵一致，增强了文段的说服力。

**技法2 用例新鲜法**

作文用例要摆脱常见的旧材料，应从现实生活中选取具有浓郁生活气息和时代感的新鲜材料。

**典例示范**

时代青年追求理想，需要修身立德、正心诚意。古人提倡“修身、齐家、治国、平天下”。“修身”被奉为人生的第一要务，是因为修身立德、正心诚意是逐梦的基石。立人先立德，成才先成人，欲成一番事业者，必先在道德的土壤上深耕细作。大德生辉，乡村医生邓前堆，以平凡之躯行非凡之事，几十年来，他靠着溜索往返怒江两岸，为乡亲们看病送药，用医者仁心搭建起生命的桥梁，照亮了山区群众的希望之路。科技报国者颜龙安，则在农业科研领域默默奉献，致力杂交水稻的研究与推广，为提高我国粮食自给率作出了杰出贡献。追求理想的时代青年，当以他们为镜，修人品，砥德行，不断提升自己的精神境界，勇于担当，敢于追梦，用实际行动书写属于自己的青春华章，勇攀理想的高峰。

**技法点评**

文段展现出了鲜明的“求新”与“求实”特色，所选的两则材料均紧贴时代脉搏，富有时代气息。乡村医生邓前堆，以其几十年如一日的坚守和无私奉献，生动诠释了大德生辉的内涵，让人深切感受到医者仁心的力量；而科技报国者颜龙安则在农业科研领域默默耕耘作出杰出贡献，彰显了“科技兴农”的时代主题，体现了科技工作者的责任与担当。两则材料从不同维度支撑了文段的核心观点——时代青年追求理想，需修身立德、正心诚意，既具有新鲜感，又紧密贴合实际，实现了新颖性与针对性的有机结合。这两则生动鲜活的事例，不仅增强了文段的说服力，也赋予了读者更强的情感共鸣，激励广大青年以他们为榜样，不断提升自我，勇于追梦，为实现中华民族伟大复兴的中国梦贡献力量。

**技法3 用例典型法**

典型，这里指的是现实生活或历史长河中具有代表性的人物、事件。使用典型例子，还要善于从新的角度切入，并进行深入论证，使之焕发新的光彩。

**典例示范**

我说，我如果跌倒了，就选择焦裕禄这面镜子，画“坚忍不拔，心系群众，坚定地开拓新生活”的图画。焦裕禄在兰考县面对风沙、盐碱和内涝的肆虐，没有退缩，而是身先士卒，带领群众植树造林、改良土壤，与自然灾害抗争。他无私奉献，心系百姓，即使身患重病，也坚持工作，直至生命的最后一刻。焦裕禄的坚忍与担当，是我跌倒后重新站起的动力。

我说，我如果跌倒了，就选择史铁生这面镜子，画“身残志坚，重返生活，勇敢地将世界攥在手中”的图画。“活到最狂妄的年龄上忽地残废了双腿”的史铁生，也曾一蹶不振，差一点坠入万劫不复的深渊。但他痛定思痛，变得更加从容、超脱。少了些痛苦和绝望，少了些束缚与烦恼，他的文章也多了些淡然和对世界的思考。他说，路无法再用腿去蹚，便用笔去找。他一生都在死亡的边缘行走，却能从容面对。

**技法点评**

文段选择焦裕禄、史铁生这两个典型，人物虽为人所熟知，但作者别出心裁，将自己的心态与两人的人生经历结合起来，如“选择焦裕禄这面镜子，画‘坚忍不拔，心系群众，坚定地开拓新生活’的图画”“选择史铁生这面镜子，画‘身残志坚，重返生活，勇敢地将世界攥在手中’的图画”。这就使这两个典型在新的角度发挥了新的作用。

**技法4 同类叠加法**

同类叠加法，即围绕同一话题，按照一定的时空顺序或逻辑顺序，将内涵、倾向一致的事例有机地组合在一起，使这些事例形成互补关系，从而形成强大的论证合力。运用此法，不仅可以增强文章说理的气势，强化观点，还能够使文章内容丰富，意蕴深厚。

**典例示范**

战胜自己，如劲松般“咬定青山”，莫让诸多诱惑迷乱心志。正如明代吕坤在《呻吟语》中所言：“一念收敛，则万善来同；一念放恣，则百邪乘衅。”由此可见，战胜自己，当抵制诱惑，坚守信念，战胜邪念。看聂荣臻元帅，在革命战争年代，他舍生忘死，为中国的独立和解放事业立下了赫赫战功；而在和平建设时期，他更是以身作则，严于律己，不为个人的名利所动，始终保持着一名共产党员的高尚情操。面对外界繁华的诱惑，袁隆平仍然“喜看稻菽千重浪”，坚守稻田，初心不改。面对城市生活的诱惑，以黄文秀为代表的大学生村官们用青春书写饮水思源的情怀，坚守偏僻乡村，用让百姓脱贫的信念标注着当代青年的责任和担当。

**技法点评**

文段采用“同类叠加法”引入材料，在两个方面为我们树立了榜样。一是引入材料同属某一大类，涉及人物有一定的关联——聂荣臻、袁隆平、黄文秀等大学生村官都具有能抵制诱惑、坚守信念的特点。二是各材料指向重点各不相同，聂荣臻严于律己，不为个人的名利所动；袁隆平面对外界繁华，选择坚守稻田；黄文秀等大学生村官面对城市生活的诱惑，选择坚守乡村。三则材料充分地表现出思维的严密，论证有力。

**技法5 异质对照法**

异质对照法，就是通过对不同类型或性质的人物、事件进行组合对照，或正反对比，或互相映衬，更加鲜明、有力地表达自己的观点。

**典例示范**

刘向说：“义死不避斧钺之诛，义穷不受轩冕之荣。”道义是立人之本，理想之靶心。在追求理想的过程中，我们不仅要有雄心壮志，更要确保我们努力的方向是正确的，这就要求我们用道义来衡量自己并规范自己。杨成武将军，在中华民族危亡之际，毅然投身革命，历经无数战斗洗礼，屡建奇功。中华人民共和国成立后，面对国内外复杂局势，他更是忠心耿耿，矢志不渝，为国家的安全与稳定立下赫赫战功。当得知国家建设急需人才之时，杨成武将军虽已身居高位，但仍心系国家大局，积极响应号召，领导并参与了多项国防与军队现代化建设的重要工作。他的行动，是对“道义是立人之本，理想之靶心”的最好诠释。他的一生，是追求理想、坚守道义的光辉写照。而作为留学生的林烨却在学成后帮助美国主持研发洲际导弹，直接让祖国受到了国防上的威胁，被人唾弃至今。可见，理想如果没有道义的引领，就不能称为理想，借理想之名行损人利己之事是万万不可的。

**技法点评**

文段采用“异质对照法”引入材料，先讲杨成武将军为祖国奉献一生，再写林烨帮助美国主持研发洲际导弹，威胁祖国安全，先正后反，对比鲜明。作者引入性质相反的人物，使用材料时聚焦“用道义来衡量自己并规范自己”这个关键点，充分强调“道义”在追求理想的过程中的重要作用。

**技法6 对立思辨法**

有的材料，虽看似对立、矛盾，但细加审辨，都是正确的。将这样的材料组合起来，揭示其本质，能引人深思，给人启迪。

**典例示范**

“横看成岭侧成峰，远近高低各不同。不识庐山真面目，只缘身在此山中。”该诗蕴含的哲理是：认识事物的真相，不能“置身山中”，而必须“移足山外”。“事不目见耳闻，而臆断其有无，可乎？……士大夫终不肯以小舟夜泊绝壁之下，故莫能知；而渔工水师虽知而不能言。此世所以不传也。”这段文字又讲了一个道理：认识事物的真相，必须像认识石钟山一样，深入绝壁实地。前者强调“当局者迷，旁观者清”，后者突出“近水知鱼性，近山识鸟音”，两者所蕴含的道理截然相反，该怎么看待？把两者放在一起审视，我认为两者看似矛盾对立，但具体问题具体分析，它们都是正确的：庐山为巍峨的大山，宽广而高峻，森罗万象，其“真面目”在全局的气势。郭熙在《林泉高致》中说，“远观之以取其势”。如果置身山中，必然“一叶障目，不见泰山”，故以山外为重。石钟山为幽深的“江湖锁钥”，郭熙在《林泉高致》中又说，“近看之以取其质”。如果不临其地，难免臆断其奥而不中，故以穴中为宜。

**技法点评**

文段引用了苏轼《题西林壁》和《石钟山记》两则材料。前者强调“当局者迷，旁观者清”，后者突出“近水知鱼性，近山识鸟音”，两者所蕴含的道理看似截然相反，引发读者的思考，最后揭示出具体问题具体分析的道理。可见，不同材料的“碰撞”能引发思考，深化认识。

**技法7 关联建构法**

与某一话题或主题相关的材料可以融会贯通，这样有助于根据需要灵活建构。例如，与“目标”相关的材料：

［名言］生活没有目标，犹如航海没有罗盘。

［调查］某大学对一群智力、学历、环境等条件差不多的年轻人进行跟踪调查，得出令人信服的结论：杰出人士与平庸之辈最根本的差别在于有无人生的目标。

［竞赛］一家媒体进行了一次有奖智力竞赛，其中有这样一个题目：如果法国的博物馆卢浮宫失火，只允许抢救出一幅画，你会抢救哪一幅？获奖的答案是：救离出口最近的那幅画。可见，成功的最佳目标不是最有价值的那个，而是最可能实现的那个。

将这些相关的材料融会贯通，就可建构起关于“目标”的较为全面、深刻的认知：人生须有目标，设定人生的目标，才能创造人生的辉煌；确立适当目标，确立成功的最佳目标，才能演绎人生的精彩；学会分解目标，把人生的大目标分解成一个个容易实现的小目标，不断享受成功的喜悦，不断获取继续奋斗的力量，这是人生的大智慧；努力实现目标，收获幸福，实现人生的价值。

##### **写作任务**

[（2024湖北联考）]阅读下面的材料，根据要求写作。

《早安，阳光》节目汇集了来自全国各地、各行各业的演唱者，舞台上一抹抹“天使白”“橄榄绿”“守护蓝”“志愿红”绚丽夺目，这些“小人物”在属于自己的“大舞台”上尽情演绎。

《新时代的中国青年》白皮书指出，国家的希望在青年，民族的未来在青年。新时代中国青年要将个人奋斗的“小目标”融入国家事业的“大蓝图”。

以上材料对我们颇具启示意义。请结合材料写一篇文章，体现你的感悟与思考。

要求：选准角度，确定立意，明确文体，自拟标题；不要套作，不得抄袭；不得泄露个人信息；不少于800字。

**【答案】［佳作展台］**

**潮头登高我击桨，不计名利助国兴**

《新时代的中国青年》白皮书指出，国家的希望在青年，民族的未来在青年。因此，我辈当融入新时代，争做新青年。未来征途远，我辈建功名。功成有我辛勤力，功成无我争功名。秉持奉献精神投身时代，不计一时得失建功立业，由“小我”走向“大我”。

寄言燕雀莫相啅，自有云霄万里高。功成必定有我，未来路上，以我之凌云志，勇担当，善作为。你看那，以卓越功勋获得“国家杰出贡献科学家”荣誉称号的钱学森，为强国，立下“我的事业在中国，我的成就在中国，我的归宿在中国”的誓言；你看那，被誉为“人民的数学家”的华罗庚，为科研，抱定“为了抉择真理，我们应当回去”的信念；你看那，擦亮北斗“国家名片”的谢军，为圆梦，实现“三年一腾飞，十年一跨越”的成就。我辈青年当以前辈为榜样，萤烛之光增日月，微尘之力崇峻极，微光照社会，己力助国家。

背负青天适南冥，挂云帆而济沧海。功成不必在我，未来路上，以我之微薄力，不图利，甘奉献。你且看，兰考换新颜，“千年沙丘无觅处，百里河堤尽绿洲”，是功成不必在我的焦裕禄的孜孜不倦、不计名利；你且看，冲天云雷震世界，中国核弹响天边，是功成不必在我的林俊德的淡泊一世、百折不挠……愿作天上星星火，化作人间万丈光。我辈青年亦需学习他们，功成不必在我，以理想领初心，以初心印理想，扬鞭奋蹄闯时代，争做时代好青年，丹心一片报家国，莫做神州袖手人，济世不为名，己力助国兴。

融入新时代，有我奋斗身，浮舟不惧沧海，立马笑傲昆仑；争做新青年，无我争功名，大人不驰空想，君子莫骛虚声。“功成不必在我，功成必定有我”是责任，是担当，是境界。排雷英雄杜富国，投身时代，建功立业，在危难时刻挺身而出护战友；川航机长刘传健，恪尽职守，不畏艰难，面对“空中浩劫”依然坚守岗位，不顾生死……“功成必定有我”的态度和“功成不必在我”的境界，是我辈青年融入时代最好的身影，以身许国岂邀名，功成有我微尘影。

心中有信仰，肩上有责任，脚下有力量，我辈青年有“为天地立心，为生民立命”的魄力，有“敢教日月换新天”的骨气，有“天下兴亡，匹夫有责”的担当。功成必定有我，功成不必在我。擘画蓝图襄盛世，中国梦圆我辈强。融入新时代，争做新青年，潮头登高我击桨，不计名利助国兴。

**［写作指导］** 材料第一段，借节目《早安，阳光》的嘉宾——全国各地、各行各业的演唱者，展现“小人物”融入“大舞台”的时代风貌。从快递员、清洁工到医护人员、消防员，再到农民、牧民，虽然他们是一个个“小人物”，但是，他们振奋人心的和声，反映了整个中国最朴素的感情，也唱出了新征程上的百姓生活交响曲。而材料第二段，由第一段中“小人物”与“大舞台”的思辨关系，引申出个人奋斗中的“小”与“大”的思辨关系，并引发新时代中国青年思考，如何才能将个人奋斗的“小目标”更好地融入国家事业的“大蓝图”。由此看来，立意时，可立足个人与国家的关系，认识到民族的复兴需要一代代人的接力，只有做到与时代同频共振，将个人理想与民族梦想有机结合起来，才是真正的责任担当，才能既实现个人的梦想，又助力民族复兴的大业。写作时可采用层进式结构，首先论述我们既要拥有自己的理想，又要明白时代的担当，肩负起民族复兴的重任。然后论述由个人梦想到家国之梦，由小到大，由浅入深。身为当代青年人，要向前辈学习，传承追梦精神，勇于挑战，勇于承担。最后，指出个人是和伟大祖国紧密相连的。我们应该将个人前途和祖国命运连在一起，在实现中华民族伟大复兴的路上，实现自己的人生价值。

参考立意：①传承追梦精神，做好新时代青年；②高举追梦旗帜，砥砺家国情怀；③承追梦信仰，展青年芳华；④心中有追梦使命，脚下有奋斗力量。

**［名师点评］** 这篇文章除了语言生动形象之外，最值得借鉴之处是材料的积累和使用。文章中人物事件材料的积累和使用，不但数量多，而且典型性强。在材料的使用上，运用服务主题法、用例典型法、同类叠加法等，如第二段为了论述我辈青年当效仿时代榜样，列举了钱学森、华罗庚、谢军的高远志向、担当精神；第三段为了论述我辈青年当树立理想助力国兴时，列举了焦裕禄、林俊德的不图名利、丹心报国；第四段为了论述我辈青年当以身许国，列举了杜富国、刘传健的责任担当、不怕牺牲。文章用这些材料，深刻地论证了“潮头登高我击桨，不计名利助国兴”的观点。此外，文章用语古典，给人以浓厚的文化气息。