# **第一单元 科学与文化论著研习——理论的价值**

##### **单元目标**

1.了解人文社科经典论著的观点及其形成的历史背景，体会其理性探索的精神。

2.掌握阅读科学论著的一般方法，如抓住主要概念、把握核心观点、厘清论述思路等。

3.学习社科经典论著常用的表述方式，把握文章的论证、论辩艺术和严密、准确的语言风格。

4.联系现实，积极思考社会现象，深化对问题的认识，提高认识的深刻性和思维的严谨性。

## **第1课 社会历史的决定性基础**

**课时目标：**

1.了解文中的基本观点，并思考其逻辑关系。

2.理解文中含意深刻、富有表现力的语段，体会语言表达准确、严密的特点。

3.学习恩格斯论述问题的辩证思维和严密的逻辑性，厘清论述思路，理解文章思路严谨、说理辩证的特点。

4.明确写作背景和针对性，深化对马克思主义的辩证唯物史观的认识。

#### **自主学习·悟新知**

###### **一、作者名片**



恩格斯（1820—1895）,德国思想家、哲学家、革命家、教育家、军事理论家,全世界无产阶级和劳动人民的伟大导师，坚定的革命民主主义者。他是马克思主义创始人之一,是马克思的亲密战友,被誉为“第二提琴手”。他和马克思共同撰写了《共产党宣言》,共同创立了科学共产主义理论。马克思逝世后,恩格斯担负了整理和出版马克思文献遗稿的工作，先后出版《资本论》第二卷和第三卷。他在从事理论工作的同时，还肩负指导国际共产主义运动的重担。在他的直接领导和关怀下，各国社会主义政党建立第二国际。他帮助和指导德、法、英等国社会主义政党开展反对“左”、右倾机会主义的斗争。

代表作品：《共产党宣言》《自然辩证法》《英国工人阶级状况》《家庭、私有制和国家的起源》《反杜林论》等。

###### **二、写作背景**

19世纪90年代，资产阶级学者和德国党内的机会主义者大肆歪曲、攻击和篡改马克思主义唯物史观。他们或鼓吹思想、理性是社会发展的决定性因素，否定经济条件具有决定性作用；或宣扬只有经济状况才是原因，才是唯一积极的因素，否认上层建筑的作用，妄图达到解除无产阶级思想武装，反对无产阶级革命的目的。这些谬论在德国大学生中引起了思想混乱。恩格斯于1894年1月25日写给瓦尔特·博尔吉乌斯的这封信，就是为了澄清这些错误思想。

###### **三、知识链接**

**常考实用文体——书信**

“书信”是我们日常生活中经常使用的一种应用文，一般由六部分构成：

称呼：先把对收信人的称呼顶格写在第一行,在称呼后面加上冒号,还可以加上一定的限定、修饰词，如“尊敬的”等。

问候语：如“您好”等，写在称呼的下一行,空两格，可以独立成段。

正文：一般分为连接语、主体文、总括语三个部分。可根据对象和所述内容的不同，选用不同的文笔和风格。写信时要条理清晰，文字简洁。一般先回答对方问题，再说自己的事。

祝颂语：正文写完后，要写上表示敬意、祝愿或勉励的话，可以紧接着正文写,也可以独占一行,空两格写。另外,在写与“此致”和“祝”配套的“敬礼”“健康”一类的话语时,一般要另起一行,顶格写。

署名：写在祝颂语另起一行的右下方。在署名的前面一般还可以加上合适的称谓,如“同学”“好友”“弟”“妹”等。

日期：在署名下一行注明写信的时间，与署名上下对称。

###### **四、语言基础**

1．**读准字音**

①撰写（ ） ②虔诚（ ）

③奴颜婢膝（ ） ④编纂（ ）

【答案】zhuàn； qián； bì； zuǎn； chuànɡ； chuānɡ； zhóu； zhòu

2．**写对字形**

【答案】粹； 萃； 裁； 栽； 障； 嶂； 斟； 湛

3．**辨析词义**

（1） 界限·界线

**辨析** 二者都有“事物的分界”的意思。“界限”，指不同事物的分界，也指尽头处；限度，多用于抽象事物。“界线”，可以指两个地区分界的线，也指不同事物的分界，还指某些事物的边缘，多用于具体事物。

**应用** “业主知情权”的范围与\_ \_ 该如何界定？这是物业管理工作中备受关注的问题。

（2） 字斟句酌·咬文嚼字

**辨析** 二者都有“斟酌、推敲字句”的意思。字斟句酌：对每一字、每一句都仔细推敲，形容说话或写作的态度慎重；强调仔细，含褒义。咬文嚼字：过分地斟酌字句，多用来指死抠字眼儿，也用来指对文字的使用反复推敲，十分讲究；既含贬义，又含褒义。

**应用** 在写文章时,我们要\_ \_ \_ \_ \_ \_ \_ \_ ,尽量将可有可无的词句删去;但也要注意，不能死抠字眼儿,钻牛角尖。

【答案】（1） 界限

（2） 字斟句酌

4．**积累成语**

请根据词义，在横线上填写恰当的课内成语。

①\_ \_ \_ \_ \_ \_ \_ \_ ：归结到根本上。

②\_ \_ \_ \_ \_ \_ \_ \_ ：形容人感情脆弱，容易发愁或感伤。

③\_ \_ \_ \_ \_ \_ \_ \_ ：形容卑躬屈膝奉承巴结的样子。

④\_ \_ \_ \_ \_ \_ \_ \_ ：形容非常疲劳，体力消耗已尽，形容极度疲乏。

【答案】归根到底； 多愁善感； 奴颜婢膝； 精疲力竭

5．赏析词语的表达效果

在这封回信中，恩格斯使用了很多个“我们”，为什么不用“人们”“学者”等词语。请赏析下面句子中“我们”的表达效果。

我们视之为社会历史的决定性基础的经济关系，是指一定社会的人们生产生活资料和彼此交换产品（在有分工的条件下）的方式。

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

**语用知识**

【答案】①“我们”是一个集体代词，指代的是一群具有共同认知或立场的人。这里的“我们”暗示了一种共识或共同的理解，通过使用“我们”建立了一种群体认同感，使得读者或听众感受到自己也是这个认知共同体的一部分。②“我们”代表了一种权威性，因为它代表的是一个集体的智慧和判断，这样的表述增强了所述观点的说服力。

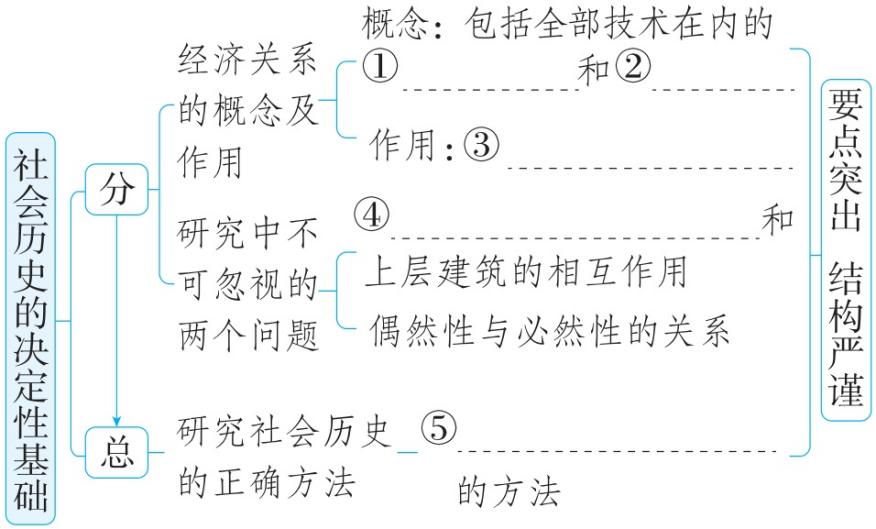
赏析词语的表达效果

赏析词语表达效果题考查频率高,多联合人称代词与叙述视角一起考查,还会考查一些特殊的词语,如叠词、拟声词等。赏析词语表达效果题可能会结合原句和改句的表达效果来考查，应从以下几个角度入手答题：

|  |  |
| --- | --- |
| **联系语境** | 找出这个词语在文章中的位置，从词语的上下文中去品析。 |
| **联系含义** | 对词语的字面义和语境义进行解说，容易理解的可以不解说。 |
| **联系特色** | 注意词语的特殊性，即该词语的比喻义（找出本体）、双关义（谐音双关还是语义双关）、象征义（象征对象是什么）、反语义、色彩义（褒贬互换）等。 |
| **联系内容** | 联系文章中心和作者的情感态度。 |
| **联系结构** | 看这个词语和上下文在结构上有什么关系。 |
| **联系效果** | 有特色的词语要写出词语的艺术形式和表达效果。 |

###### **五、文意梳理**

1．**厘清结构**



【答案】生产方式； 交换方式； 社会历史的决定性基础； 经济基础； 历史唯物主义

2．**概括主旨**

本文针对①\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ，以丰富的历史知识和辩证的理论分析，论述了②\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 的关系，并指明了正确理解、把握马克思主义辩证唯物史观的方法，解答了③\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 。

【答案】当时资产阶级理论家对马克思观点的歪曲； 经济因素与历史发展、上层建筑； 当时德国青年的疑惑

#### **合作探究·提能力**

**情境探究**

社会历史的决定性基础是什么？有人认为杰出的英雄人物是社会历史发展的决定性力量，比如伟大的帝王将相凭借个人的能力塑造了整个国家和民族的历史；有人把地理环境看作决定性因素，比如气候炎热地区的人们往往性格温和，适合发展农业，而气候寒冷地区的人们勇敢好战；还有人强调文化因素，如价值观、信仰、思想体系的重要作用，比如一些学者认为基督教文化从政治制度、法律体系到社会伦理等各个方面对西方社会的发展起到了至关重要的作用。这些观点在马克思和恩格斯看来，都没有触及问题的实质。那么社会历史的决定性基础到底是什么呢？

**任务一 理观点·辨析逻辑关系**

1．恩格斯是如何解读经济关系的？（6分）

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

【答案】先明确概念：经济关系是指生产生活资料和交换产品的方式。（2分）再指出经济关系的四个构成要素：包括生产和运输的全部技术，还包括这些关系赖以发展的地理基础和先前各经济发展阶段的残余以及围绕着这一社会形式的外部环境。（4分）

2．在《社会历史的决定性基础》这封信中，恩格斯提出了两个不应当忽视的问题，请概括这两个问题。（4分）

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

【答案】①上层建筑的发展以经济发展为基础并反作用于经济基础，经济基础决定上层建筑。②历史发展中存在着必然性和偶然性，必然性通过偶然性表现出来，偶然性中又蕴含着必然性。（每点2分）

3．“在所有这样的社会里，都是那种以偶然性为其补充和表现形式的必然性占统治地位”中，“偶然性”和“必然性”分别指什么？二者之间有什么关系？（6分）

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

【答案】

（1）①“偶然性”指社会历史发展过程中看似不确定、不一定会发生，可以这样出现也可以那样出现的现象和趋势。②“必然性”指社会历史发展过程中由本质且根本的因素决定的、合乎规律的、一定要发生的现象和趋势。（每点2分）

（2）二者相互依存：必然性存在于偶然性之中，通过大量的偶然性表现出来并为自己开辟道路。偶然性背后隐藏着必然性，是必然性的表现形式和补充，不存在脱离必然性的纯粹偶然性。（2分）

4．在德国，对偶然性和必然性关系很难正确理解的最大障碍是什么？应该如何获得正确途径？（4分）

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

【答案】

（1）最大的障碍在于著作界对于经济史的不负责任的忽视。这种忽视主要体现在很难抛掉学校里灌输的那种历史观，而且更难搜集为此所必需的材料。（2分）

（2）要想真正地解决问题，就要从马克思主义原著中学习历史唯物主义。（2分）

**任务二 厘思路·学论证之精妙**

5．本文的论证思路是什么？请简要概括。（4分）

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

【答案】文章始终围绕经济关系是社会历史的决定性基础这一论题展开论述。（1分）恩格斯用编排序号的方式，首先阐述了经济关系的内涵，并分析了其对社会历史的决定作用；（1分）然后论述了经济关系归根到底制约历史发展的两方面的具体表现：一是经济基础和上层建筑之间的相互作用与上层建筑各要素之间的作用；（1分）二是历史发展的偶然性和必然性之间的关系。（1分）

**素养必备**

三步妙答“论证思路”题

先厘清文章思路：找出各段中心句、观点句及过渡句，找出全文的线索。

再判定行文结构。在上述思路的基础上，对文章总体结构（总分式、并列式、对照式、层递式）作出论定。

最后组织语言回答。具体模式如下：

模式一（适合段落比较多的文本）：

首先……其次……最后……。文章采用××结构组织行文，条理明晰，层次清楚。

模式二（适合段落比较少的文本）：

第一段写……第二段写……最后一段写……。文章采用××结构组织行文，条理明晰，层次清楚。

6．本文运用了多种论证方法，请举出两例并予以简要分析。（6分）

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

【答案】①举例论证。“恰巧拿破仑这个科西嘉人……如凯撒、奥古斯都、克伦威尔等等。”这里使用了举例论证，证明伟大人物的出现有其偶然性。②比喻论证。“如果您画出曲线的中轴线……就越是同后者平行而进。”这里使用了比喻论证，把偶然性比作“曲线”，把必然性比作“曲线的中轴线”，强调曲线始终围绕着中轴线上下摆动，偶然性总是表现着必然性。③假设论证。如用“假如没有拿破仑这个人，他的角色就会由另一个人来扮演”来论证伟人出现的必然性。（每点3分，答出两点即可）

**任务三 赏语言·体会准确严密的论证语言**

7．这篇文章语言严密准确，请赏析下列句子中的加点词语。（2分）

如果像您所说的，技术在很大程度上依赖于科学状况，那么，科学则在更大得多的程度上依赖于技术的状况和需要。

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

【答案】“很大程度上”“更大得多的程度上”，表达准确严谨，强调了科学依赖于“技术的状况和需要”。（2分）

8．作者为加强论证的针对性，不时采用“不是……而是……”“不是……不是……是……”等句式，请找出来并分析其论证效果。（6分）

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

【答案】

例句①：这并不是说，只有经济状况才是原因，才是积极的，其余一切都不过是消极的结果，而是说，这是在归根到底不断为自己开辟道路的经济必然性的基础上的相互作用。（1分）

论证效果：此句先否定了当时一些人持有的经济状况是唯一原因的观点，再肯定它们（指政治、法、哲学、宗教、文学、艺术等等）之间的相互作用是发生于经济必然性基础之上的。先否定，后肯定，使表达更有逻辑和说服力。（2分）

例句②：他们并不是按照共同的意志，根据一个共同的计划，甚至不是在一个有明确界限的既定社会内来创造自己的历史。他们的意向是相互交错的。（1分）

论证效果：此句先否定了当时人们的两种错误观点，然后提出了自己的看法。在正反对比中使自己的观点更加鲜明。（2分）

**任务四 重实践·撰写研讨报告**

9．请结合现代社会的实际问题，如经济危机、科技发展等，撰写一篇200个字左右的研讨报告，阐述对经典理论时代意义的理解和思考。（10分）

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

【答案】（示例）在现代社会，恩格斯关于经济关系的理论仍具有重要的现实意义。科技发展改变了经济关系的形态，但并未改变其决定性作用。数字经济的崛起，既推动了生产力的飞跃，也带来了新的经济不平等和就业结构变化。这要求我们在推动科技发展的同时，关注其对经济关系和社会结构的深远影响，确保科技红利能够惠及更广泛的社会群体。恩格斯的理论提醒我们，只有深刻理解和把握经济关系的本质，才能更好地应对现代社会的各种挑战，推动社会的全面进步。（观点明确2分;结构清晰,语言流畅,有文采8分）

###### **思维发展与提升**

10．阅读下面这段文字，结合刘邦和项羽的事迹，谈谈你对“杰出人物”出现的必然性和偶然性的认识。（6分）

恰巧某个伟大人物在一定时间出现于某一国家，这当然纯粹是一种偶然现象。但是，如果我们把这个人去掉，那时就会需要有另外一个人来代替他，并且这个代替者是会出现的，不论好一些或差一些，但是最终总是会出现的。

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

【答案】（示例）杰出人物的出现，都是必然性和偶然性的统一。在楚汉之争中取得最后胜利的刘邦就是这样一位集偶然性与必然性于一身的杰出人物。比如，刘邦的出身、起家，乃至夺取关中先入咸阳、鸿门宴脱险等，都充满了偶然性，稍有差池，楚汉之争的结局恐怕就会大相径庭。但我们也不能把这些偶然因素绝对化、神秘化，因为偶然性的背后，是必然性在起作用。刘邦最后能胜出，是具有必然性的。刘邦审时度势、知人善任，方针、政策受到了广大士兵和人民的拥护，他的胜利是大势所趋，是必然性使然。而项羽的失败也是必然的，因在刘邦成功的必然性因素方面，项羽大多相反，最后只能落得乌江自刎的结局。（答出偶然性和必然性,每答出一点得3分）

#### **文本联读·拓思维**

恩格斯的《社会历史的决定性基础》和《在马克思墓前的讲话》分别写于1894年和1883年。由于写作背景的不同，这两篇文章在写作目的、内容侧重点上也有着明显的不同。试根据自己的理解简要说明。（4分）

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

【答案】①写作目的：前者不仅是对某一位青年的回答，更是对一种思潮的回答，体现了恩格斯对马克思主义唯物史观的丰富和发展；后者是为了悼念马克思，对马克思所作的伟大贡献给予了高度评价和热情赞颂。②内容侧重点：前者侧重解决人们疑惑的思想理论问题，指导人们正确运用唯物史观分析经济关系方面的理论问题；后者侧重介绍马克思的逝世，评述马克思的理论和实践贡献，表达自己的悼念之情，弘扬马克思主义精神，激励人们向马克思学习。（每点2分）

##### **读写结合**

###### **一、课内积累**

**不朽的丰碑：恩格斯**

恩格斯是伟大的马克思主义思想家和理论家。他为马克思主义学说的创立、完善与发展作出了杰出贡献。他是坚定的共产主义信仰者，毕生对机会主义和教条主义进行强有力的斗争和批判；他也是伟大的共产主义革命家，他从青少年时代就开始为工人阶级的解放事业而奋斗。当马克思的理论被恶意篡改和歪曲的时候，他挺身而出，用渊博的知识、科学的态度、缜密的理论分析向世人宣告：真理毋庸置疑，内涵历久弥新。

**运用角度**

理想信念 理论价值 坚持真理 科学精神 伟大人格

**素材运用**

理论对于实践有着巨大的指导意义，一个人的理论素养越高，就越能在实践中见微知著、行稳致远。提高理论素养的重要途径，就是努力学习经典理论著作。认真研读马克思、恩格斯经典著作，坚持读原著、学原文，学习掌握马克思主义基本原理，学会运用马克思主义立场观点方法分析问题、解决问题；积极主动地学习马克思主义中国化最新成果——习近平新时代中国特色社会主义思想，自觉用它武装头脑，指导实践。

###### **二、课外拓展**

**在维也纳欢迎大会上的演说**

恩格斯

亲爱的同志们!

今天晚上我受到了当之有愧的接待,在我离开这个会场以前不能不对此表示深切的、衷心的感谢。我必须说,可惜现在只能由我来享受我的亡友马克思的荣誉了。我是在这个意义上接受你们的热烈欢迎的。如果说我在参加运动的50年中的确为运动做了一些事情,那么,我并不因此要求任何奖赏。我的最好的奖赏就是你们!到处都有我们的同志:在西伯利亚的监狱里,在加利福尼亚的金矿里,直到澳大利亚。没有一个国家,没有一个大的国家,在那里社会民主党没有成为一支不容忽视的力量。现在全世界无论做什么事,都得看看我们的神色。我们就是一个使人畏惧的强国,一个比其他强国更能起到决定作用的强国。这使我感到骄傲!我们没有白活,我们能够自豪地、满意地回顾自己的事业。在德国,有人曾想用暴力来镇压运动。每一次,社会民主党都以资产阶级完全意料不到的方式作了回答。在每一次新的选举中,社会民主党的选票总是不可遏止地增长,这使资产阶级战栗,使卡普里维战栗,使所有的执政者战栗（暴风雨般的掌声）。刚才一位讲演人提到,在国外,社会民主运动总是被人估计不足。亲爱的同志们,我走过维也纳的街道,看了资产阶级殷勤地为未来的无产阶级建造的非常漂亮的大厦（会场大为活跃）,我还请人指给我看了你们曾经正大光明地占领过的富丽堂皇的市政厅大厦。从你们占领市政厅大厦的那一天起,谁也不会再对你们估计不足了（掌声雷鸣）。这是一个划时代的日子。那时候我正在伦敦,看到了英国报纸记者们的那种惶恐的样子。当时他们报道说,7月9日无产阶级占领了维也纳,而且是比过去任何时候都更巧妙地占领了它。

1893年9月14日

**名师赏评**

逻辑清晰。恩格斯用无可辩驳的事实表明社会民主党和无产阶级取得的成绩,流露出骄傲和自豪之情,激发了无产阶级继续奋斗的信心。

主旨明确。本文号召全体无产阶级,以“这是一个划时代的日子”为新的起点,顽强英勇地同资产阶级进行斗争。由此，我们可以看出一代伟人恩格斯那高尚的人格和昂扬的斗志。

感情激昂。全文感情激越,演讲者与听众息息相通,使得演讲真正具备了强烈的感召力。

###### **三、读写结合**

请以“理论的价值”为主题，运用课内积累的素材《不朽的丰碑：恩格斯》，拟写一段200个字左右的短文。（10分）

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

【答案】（示例）当马克思的“经济基础决定上层建筑”理论被恶意歪曲时，恩格斯挺身而出，用严谨的理论分析捍卫真理；当资本主义的剥削本质被粉饰为“自由市场”时，恩格斯以《英国工人阶级状况》的翔实调查揭露了工人的悲惨境遇。当唯心主义试图用抽象观念解释历史时，马克思与恩格斯以唯物史观揭示了社会发展的客观规律；当无政府主义者否定一切权威时，马克思与恩格斯以科学的社会主义理论阐明了无产阶级专政的必要性。马克思和恩格斯始终以理论与实践相结合的方式，捍卫真理的纯粹性，为无产阶级的解放事业奠定了坚实的理论基础。（运用素材3分，主题明确3分，语言连贯3分，符合字数要求1分）

## **第2课 改造我们的学习 人的正确思想是从哪里来的？**

**课时目标：**

1.理解文章的主要观点，分析文章各部分的逻辑关系，梳理文章的论述思路，分析论证方法。

2.鉴赏作者创造性语言的运用，把握文章准确、严谨、生动、活泼的语言特点。

3.联系文章的写作背景，理解文章的针对性和现实性。

4.提高对马克思列宁主义的思想认识，学习和体会理论联系实际的思想学风。

### **课时1 改造我们的学习**

#### **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，中国无产阶级革命家、战略家、理论家、军事家，中国共产党、中国人民解放军和中华人民共和国的主要缔造者和领导人，近代以来中国伟大的爱国者和民族英雄。毛泽东的文章立意高远,说理深刻透彻，逻辑严密；文笔独特，语言流畅，形象鲜明。不管是何种文体，他都能借典说理或借事言情，深入浅出。

代表作品：哲学理论著作《矛盾论》《实践论》等，政论文《评战犯求和》，诗词作品《七律·长征》《沁园春·雪》《采桑子·重阳》《卜算子·咏梅》等。

###### **二、写作背景**

中国共产党在历史上曾发生过几次“左”倾和右倾的错误，给革命事业造成了巨大损失。其根本原因就在于当时的领导者不从中国革命的具体情况出发，不能把马克思列宁主义理论同中国革命的实际相结合，而是从主观臆断出发，教条主义地对待马克思列宁主义理论。1935年1月召开遵义会议后，中国共产党对“左”、右倾的错误进行了纠正，但由于当时处于战争条件下，形势变化快，对这些错误思想的根源一直没来得及进行清算，机会主义和教条主义思想的影响在党内还存在着，对党的正确路线的执行有很大干扰。全面抗战爆发后，新党员大量增加，许多人出身小资产阶级，思想还没有彻底转变，这也对党的思想作风产生了一定的不良影响。

在这种情况下，为了纯洁党的作风，清算“左”、右倾的思想影响，提高党的战斗力，中国共产党开展了著名的延安整风运动，对全党和全体干部进行了一次深刻的马克思列宁主义教育。毛泽东同志于1941年5月在延安干部会议上作了这个报告，号召全党坚持理论联系实际的学风，反对主观主义。

###### **三、知识链接**

**政论文**

政论文就是政治性论文，是从政治角度阐述和评论当前重大事件或社会问题，提出见解或主张并说明理由，使读者信服的文章。政论文主要有以下三个特点：

政治性：政论文常常研究重大政治问题，对于那些政治色彩浓厚的社会问题和思想问题，也会进行理论与实际的探讨，体现政论文的政治敏锐性。

指导性：政论文不仅要用道理说服人，而且常常会成为人们行动的指导。

严密性：政论文强调评价的准确性、论证的逻辑性以及行文的周密性。

**延安整风运动**

延安整风运动是中国共产党自1942年春至1945年春在全党范围内开展的一次马克思主义的思想教育运动。主要内容包括反对主观主义以整顿学风，反对宗派主义以整顿党风，反对党八股以整顿文风。

###### **四、语言基础**

1．**读准字音**

①钦差（ ） ②滥调（ ）

③谆谆（ ） ④生吞活剥（ ）

⑤闭塞（ ） ⑥臆造（ ）

⑦有的放矢（ ） ⑧前仆后继（ ）

【答案】qīn； làn； zhūn； bō； sè； yì； dì； pū

2．**写对字形**

【答案】谬； 缪； 戮； 辑； 缉； 揖

3．**辨析词义**

（1） 前仆后继·前赴后继

**辨析** 两个成语都有“一个接着一个去做”的意思。“前仆后继”指前面的人倒下了,后面的人继续跟上去,形容英勇奋斗，不怕牺牲。“前赴后继”指前面的人上去,后面的人就跟上去,形容奋勇向前，连续不断。

**应用** 消防队员在熊熊大火前\_ \_ \_ \_ \_ \_ \_ \_ ，不顾自身安危，一次次冲入火海救援被困群众，有的甚至献出了宝贵的生命；而更多的消防员\_ \_ \_ \_ \_ \_ \_ \_ ，不断加入灭火和救援的行动中，用他们的勇敢和担当守护着人民的生命财产安全。

（2） 一知半解·浮光掠影

**辨析** 二者都有“不深入、不深刻”的意思。“一知半解”指知道得不全面，理解得不透彻。“浮光掠影”指像水面的光和掠过的影子一样，一晃就消逝，形容印象不深刻。前者侧重对知识的掌握不完整、不深刻，批评意味较强，多用来形容学习不认真或能力不足；后者侧重对事物观察或了解非常肤浅，中性或略带批评，多用来形容初步印象或浅显的了解。

**应用** 对于古典诗词，她向来是\_ \_ \_ \_ \_ \_ \_ \_ ，在游览古迹时，面对那些刻在墙壁上的千古名句，也只是\_ \_ \_ \_ \_ \_ \_ \_ 地欣赏一下字面意思，无法领略诗词背后的意境和情感。

【答案】（1） 前仆后继；前赴后继

（2） 一知半解；浮光掠影

4．**积累成语**

请根据词义，填写恰当的课内成语。

①\_ \_ \_ \_ \_ \_ \_ \_ ：值得歌颂，使人感动得流泪，指悲壮的事迹使人非常感动。

②\_ \_ \_ \_ \_ \_ \_ \_ ：比喻盲目行事，没有明确目标。

③\_ \_ \_ \_ \_ \_ \_ \_ ：形容不细致，做事粗心大意。

④\_ \_ \_ \_ \_ \_ \_ \_ ：没有箭靶乱射箭，比喻言语、行动没有明确目标或不切合实际。

⑤\_ \_ \_ \_ \_ \_ \_ \_ ：当作平常的人或事物看待。

⑥\_ \_ \_ \_ \_ \_ \_ \_ ：形容对问题或情况有所认识却不很清楚，也指对某事态度不明朗。

⑦\_ \_ \_ \_ \_ \_ \_ \_ ：对准靶子射箭，比喻言论、行动目标明确。

⑧\_ \_ \_ \_ \_ \_ \_ \_ ：只开花不结果，比喻外表好看，内容空虚。

⑨\_ \_ \_ \_ \_ \_ \_ \_ ：比喻生硬地接受或机械地搬用（别人的理论、经验、方法等）。

【答案】可歌可泣； 瞎子摸鱼； 粗枝大叶； 无的放矢； 等闲视之； 若明若暗； 有的放矢； 华而不实； 生吞活剥

5．**句子重组**

将下面一句话改写成一个以“自己的祖宗”为开头的被动句，可适当增删词语，但不能改变原意。

许多马克思列宁主义的学者也是言必称希腊，对于自己的祖宗，则对不住，忘记了。

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

【答案】自己的祖宗，在许多言必称希腊的马克思列宁主义的学者那里则是对不住，被忘记了。

【解析】解答本题，首先审清题目，题目要求将句子改写成一个以“自己的祖宗”为开头的被动句；接着分析原句特点，原句是以“许多马克思列宁主义的学者”为主语的陈述句；然后按要求变换，先将“自己的祖宗”放在句首，使其作主语，将“忘记了”变换成“被忘记了”；最后检验改写后的句子是否改变了原意，是否符合题目要求和语言规范。

**语用知识**

句子重组

句子重组题，多是改变句子的开头或陈述对象，在不改变句子原意的情况下，对句子进行重新组合，重新表述。

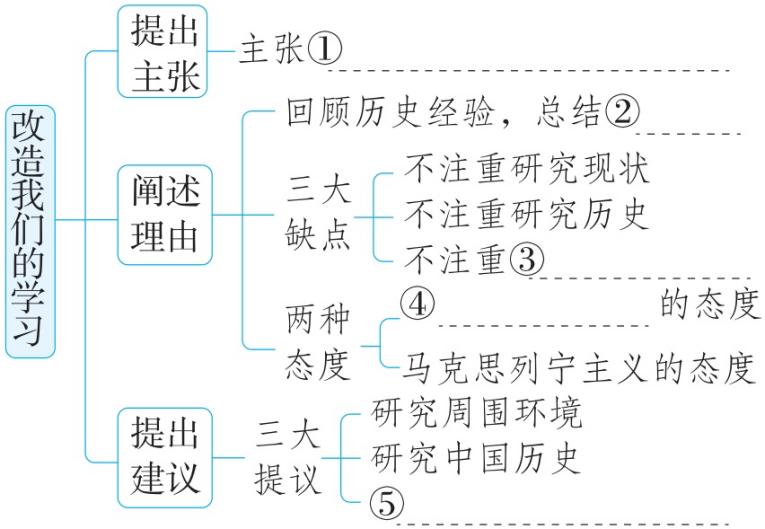
答题步骤： 第一步：审题干，明方向。审清题干要求关键点，明确答题方向。

第二步：读原句，析特点。仔细通读原句，分析其特点，包括句式特点、分句间的关系等。

第三步：依要求，组句子。根据重组的要求组合句子，或适当调整原句的语序，或变换原句的句子结构，或将置于句首的词语作为叙述对象（主语），或组合句群中的某一句子作为重组后的句子的主干，或将其他句子转化为修饰主干的限制成分。

###### **五、文意梳理**

1．**厘清结构**



【答案】改造学习； 成绩与进步； 马克思列宁主义的应用； 主观主义； 理论联系实际

2．**概括主旨**

本文深刻地批判了①\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 学风，精辟地阐明了②\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 的马克思列宁主义的学风，号召全党必须改造③\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ，以便更好地完成④\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 的历史任务。

【答案】理论和实际分离的主观主义； 理论和实际统一； 学习方法和学习制度； 认识世界和改造世界

#### **合作探究·提能力**

**情境探究**

“金无足赤，人无完人。”任何人都会犯错误，即使圣人也不例外。“始吾于人也，听其言而信其行；今吾于人也，听其言而观其行。”（《论语·公冶长》）犯错误不要紧，重要的是要改正错误。改正错误有两个途径，一是别人发现，听取别人的批评；二是自我发现，进行自我批评。毛泽东把“批评”概括为“我们分析一个事物，首先加以分解，分成两个方面，找出哪些是正确的，哪些是不正确的，哪些是应该发扬的，哪些是应该丢掉的，这就是批评”。《改造我们的学习》依然闪耀着真理的思想光芒和不朽的精神力量，我们中学生也可以通过学会“自我批评”，反思和改进自己的学习方法和态度。

**任务一 明观点，体会毛泽东思想的伟大力量**

1．毛泽东写文章必定是出于革命和建设的实际需要，是为了真正解决问题，因而总是针对性极强，思想说服力与艺术感染力兼备。请你借助课文的写作背景理解毛泽东的写作意图和理论观点。（4分）

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

【答案】

（1）写作意图：纯洁党的作风，清算“左”、右倾的思想影响，提高党的战斗力。（2分）

（2）理论观点：改造学习方法和学习制度，提倡将马克思列宁主义理论与中国革命的具体实践相结合。（2分）

2．第二部分，毛泽东从三个方面反思了我党在学习中存在的缺点，并有针对性地提出了对策。请结合内容，填写表格。（12分）

|  |  |  |
| --- | --- | --- |
| **方面** | **缺点** | **对策** |
| 研究现状 | ① \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | ② \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 研究历史 | ③ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | ④ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 学习国际经验 | ⑤ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | ⑥ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |

【答案】不系统、不周密，研究氛围不浓厚。； 向全党提出系统地周密地研究周围环境的任务。依据马克思列宁主义的理论和方法，对敌友我各方面的动态进行详细的调查和研究的工作，然后引出应有的和必要的结论。； 没能有组织地进行，研究氛围不浓厚。； 聚集人才，分工合作地去做，克服无组织的状态。； 不是为了革命实践的需要而学习，而是为了单纯的学习。； 以研究中国革命实际问题为中心，以马克思列宁主义基本原则为指导方针，废除静止地孤立地研究马克思列宁主义的方法。（每点2分）

3．毛泽东在第三部分将“主观主义的态度”和“马克思列宁主义的态度”的表现进行了对照。请在文中找出相关语句,说明这样写的好处。（14分）

|  |  |  |
| --- | --- | --- |
| 态度 | 表现 | 对比的好处 |
| 主观主义的态度 | ① \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | ⑦ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
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| 马克思列宁主义的态度 | ④ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| ⑤ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
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【答案】“对周围环境不作系统的周密的研究,单凭主观热情去工作,对于中国今天的面目若明若暗”； “割断历史,只懂得希腊,不懂得中国,对于中国昨天和前天的面目漆黑一团”； “抽象地无目的地去研究马克思列宁主义的理论”； “对周围环境作系统的周密的调查和研究”“不是单凭热情去工作”“把革命气概和实际精神结合起来”； “不要割断历史”； “有目的地去研究马克思列宁主义的理论”； 这种鲜明的对比，既有利于揭示主观主义学风的实质和危害，也有利于加强我们对马克思列宁主义学风的实质和好处的认识（每点2分）

**任务二 赏论证，感受严密的逻辑思路**

4．既然《改造我们的学习》的中心论点是“主张将我们全党的学习方法和学习制度改造一下”，那么充分肯定我党在学风方面一些“很好的现象”的第一部分能否删去？为什么？（5分）

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

【答案】不能。（1分）①文章第一部分从历史发展的角度正面论证了树立马克思列宁主义理论联系实际的学风的重要性。（2分）②第一部分通过对二十年来我党在理论与实际相结合方面所取得的成绩与进步的回顾，阐述改造学风不仅具有重要性，而且具有可能性，从而增强了我们改造学风的信心。（2分）

5．第三部分说要“反复地说明这个意思”，这一部分是不是第二部分的简单重复？（5分）

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

【答案】不是。（1分）①第三部分虽然也谈到主观主义的表现、危害等，但在概括、归纳其表现的基础上又进行了进一步分析，将其分为教条主义和经验主义两种类型，并在揭示其危害的同时揭露出它的实质，指明对待它应有的态度。（2分）②在这部分不是单写主观主义的态度，而是将它与马克思列宁主义的态度相对照，从而更加突出了改造学风的迫切性。（2分）

6．《改造我们的学习》综合运用了多种论证方法，请举例说明。（6分）

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

【答案】①举例论证：举例论证有概述的和具体的，如第一部分中关于二十年来党对马克思列宁主义和中国革命认识的叙述，是概述性的。第二部分中提到教哲学的、教经济学的、教政治学的等事例，是具体的。②道理论证：道理论证主要是引用马克思、恩格斯、列宁、斯大林的教导。如文中“不是单凭热情去工作，而是如同斯大林所说的那样：把革命气概和实际精神结合起来”。③比喻论证：如文中作者用芦苇、竹笋的比喻来阐释自己的观点；用“闭塞眼睛捉麻雀”“瞎子摸鱼”比喻不做调查研究，凭主观热情毫无目的地开展工作等。④对比论证：文章的第三部分把主观主义的态度同马克思列宁主义的态度，从表现、特点等方面逐一加以对照，揭示了主观主义的危害，论证雄辩有力。（每点2分，答出三点即可）

7．《改造我们的学习》通过清晰的论证结构和严密的论证思路，深刻批判了当时党内存在的不良学风，提出了正确的学习方法和态度。请概括本文的论证思路。（4分）

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

【答案】①文章先在第一部分回顾党成立二十年来在理论与实践相结合方面所取得的进步,正面论证了“改造我们的学习”的重要性。②接着在第二部分指出我们“还有很大的缺点”,从反面论证“改造我们的学习”的必要性。③然后第三部分将正、反两方面加以对照,说明主观主义的态度和马克思列宁主义的态度的区别,从而进一步论证了“改造我们的学习”的迫切性。④最后在第四部分提出了改造的基本途径和方法。（每点1分）

**任务三 赏语言，学习严密准确而鲜活灵动的语言**

8．本文的语言准确、严谨，题目中的“改造”能否替换为“改进”或“改善”？为什么？（5分）

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

【答案】不能。（1分）①“改造”是从根本上改变旧的、建立新的，使适应新的形势和需要，它包含“改”（改变）和“造”（创造）两个语素，体现了在学风问题上破旧立新的精神。（2分）②“改进”“改善”是在原有的基础上进一步改变，未强调“立新”这一方面。“改造”的程度重于“改进”“改善”。用“改造”说明程度深，范围广，希望彻底改变学风。（2分）

9．本文的语言通俗易懂、生动活泼。作者善于使用口语、成语、文言词语，还善于使用修辞手法。第三部分中的对子“墙上芦苇，头重脚轻根底浅；山间竹笋，嘴尖皮厚腹中空”，除了对偶，还运用了什么修辞手法？形象地挖苦了哪类人？有何表达效果？（6分）

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

【答案】

（1）修辞手法：运用了比喻的修辞手法。上联把学习根基不深厚的人比喻为芦苇，说他们只会随风摇摆，四处附和；下联把没有真才实学的人比喻为竹笋，说他们空有其表，华而不实。（2分）

（2）这副对子挖苦了只会背诵马克思列宁主义的理论，不能解决实际问题，徒有虚名并无实学的主观主义者。（2分）

（3）用芦苇、竹笋的比喻来阐释自己的观点，使论证生动鲜明，通俗易懂。以此给那些主观主义者画像，形象而有力地讽刺了主观主义的学风。（2分）

**素养必备**

对对子

对子，即对联,雅称楹联，由上下两联组成。上联又叫出句，下联又叫对句。对对子，要注意以下四点：

1.上下联的字数必须相等，相同位置上词语的词性必须相同。

2.上下联的内容要相关。上下联意义要相近或相反，彼此联系，表达一个中心思想。

3.对仗工整。一是正对，上下联意思既相对独立，又相互补充，如“高山须厚土，大厦要良材”。二是反对，上下联意思相反，如“文章草草皆千古，仕宦匆匆只十年”。三是串对，又称“流水对”，上下联具有承接、递进、因果、假设、转折等关系，如“高山仰止疑无路，曲径通幽别有天”。

4.平仄合律。对联要求上联尾字必须为仄声，下联尾字必须为平声，即仄起平收。

10．复兴中学校团委计划组织以“悟润之思想汲取奋进力量，做自我剖析涵养高尚品格”的演讲比赛。假如你是这场演讲比赛的主持人，请你拟写闭幕词，要求：语言表达简明、连贯，150个字左右。（10分）

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

【答案】

（示例）

尊敬的各位来宾、亲爱的同学们：

通过今天的比赛，我们一同重温了毛泽东同志的重要思想，感受到了经典著作中蕴含的巨大力量。希望大家能把这种力量转化为实际行动，在日常生活中学会“自我批评”，践行实事求是的精神，不断学习、勇于创新。让我们带着今天的收获继续前行，为实现个人梦想和国家的伟大复兴贡献智慧与力量。感谢大家的积极参与，愿我们的探索永不止步。（内容包含本课重要观点6分，语言简明、连贯2分，字数符合要求2分）

###### **思维发展与提升**

11．党的十八大以来，以习近平同志为核心的党中央，不断开展学习活动，努力构建具有时代特色和创新精神的马克思主义学习型政党。学过《改造我们的学习》后，你认为我们应该树立怎样的学习观？（6分）

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

【答案】

（示例1）理论和实际相结合。面对跨世纪的宏图和历史赋予的重任，我们不仅要认识到《改造我们的学习》中理论联系实际的重要性，更要真切地感受到学习“有的放矢的态度”的迫切性。我们一定要注重理论与实际相结合，而不是成为一个只拥有一纸文凭而没有真才实学的学生。

（示例2）树立实事求是的优良学风。求知求学必须讲究实证，求索真相，踏踏实实，知之为知之，不知为不知。从校园到社会，各种诚信缺失的现象屡见不鲜，放眼今天的校园，考试作弊、学风浮躁、作业抄袭等现象十分严重。因此，我们不仅需要在实事求是思想路线的教育中倡导严谨的学风，还需要进一步弘扬踏实做事、诚信做人的重要品质。

（明确观点2分，结合课文和生活分析4分）

### **课时2 人的正确思想是从哪里来的？**

#### **自主学习·悟新知**

###### **一、写作背景**

根据1962年党的八届十中全会的决议精神， 一场持久的大规模的全国城乡社会主义教育运动 开展起来了。1963年2月11日至28日，中共中央 召开工作会议，决定在全国范围内开展增产节约和 “五反”运动，制定了《中共中央关于厉行增产节约 和反对贪污盗窃、反对投机倒把、反对铺张浪费、 反对分散主义、反对官僚主义运动的指示》。这 是在城市进行社会主义教育的方式之一。

1963年5月20日，中共中央印发了《中共中央关于目前农村工作中若干问题的决定（草案）》。发布前，毛泽东在该文件前面加写了具有前言性质的《人的正确思想是从哪里来的？》，提出应当对我们的同志进行辩证唯物主义认识论的教育，强调学习和普及马克思主义认识论的必要性，提出要让哲学从哲学家的课堂上或书本里解放出来，变为群众手里的尖锐武器。

###### **二、知识链接**

**辩证唯物主义认识论**

辩证唯物主义认识论是辩证唯物主义的重要组成部分，是关于人类的认识来源、认识能力、认识形式、认识过程和认识真理性问题的科学认识理论。

它首先表现为可知论。可知论认为客观物质世界是可知的。人们不仅能够认识物质世界的现象，而且可以透过现象认识其本质。

它的基本前提是反映论。反映论认为物质世界是独立存在的，人的意识是物质世界长期发展的产物，是人脑的机能，是对物质世界的反映。

它还表现为实践论。实践论第一次把科学的实践观引入认识论，认为实践是认识的基础，即实践是认识的来源、认识发展的动力、认识的目的和检验认识的真理性的唯一标准。

它把辩证法应用于认识论，强调人的认识是一个不断深化的、能动的辩证发展过程。认识的辩证法，表现在认识和实践的关系上，即认识来源于实践，又反过来指导实践，为实践服务；表现在认识过程中，强调人对世界的认识不是一次完成的，而是一个多次反复、无限深化的过程。

###### **三、语言基础**

1．**写对字形**

【答案】辩； 辨； 查； 察

2．**辨析词义**

（1） 反映·反应

辨析 二者都可表示“对外界事物的反响”。“反映”作动词时，指把客观事物的实质表现出来；把情况、意见等告诉上级或有关部门。“反应”作动词时，指机体受到体内或体外的刺激而引起相应的活动或变化；作名词时，指事情所引起的意见、态度或行动。

应用 当他听到这个突如其来的坏消息时，第一\_ \_ 是震惊，随后便陷入了深深的沉默。他决定将这件事情如实地\_ \_ 给上级领导，希望能得到妥善的处理。

（2） 滔滔不绝·喋喋不休

辨析 两者都有“话多”的意思。“滔滔不绝”形容话多，说起来没完，是中性词。“喋喋不休”指唠唠叨叨，说起来没完没了，多含贬义。“滔滔不绝”侧重于口才好,“喋喋不休”侧重于说话唠叨。

应用 他只要一谈起文学，就\_ \_ \_ \_ \_ \_ \_ \_ ，如数家珍。

【答案】（1） 反应；反映

（2） 滔滔不绝

3．**赏析设问的表达效果**

下面这段文字运用了设问的修辞手法，请简要赏析其表达效果。

人的正确思想是从哪里来的？是从天上掉下来的吗？不是。是自己头脑里固有的吗？不是。人的正确思想，只能从社会实践中来，只能从社会的生产斗争、阶级斗争和科学实验这三项实践中来。

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

【答案】①从观点表达上看，设问句在自问自答中提出正面主张，使正确的观点和错误的观点形成鲜明对照，使论点极为鲜明。②从阅读效果上看，以设问句开头能引起读者的“疑”，读者急于了解问题的答案，说理自然形成一种高屋建瓴的论辩气势。③从与论点的关系上看，本文是一篇立论文，作者巧妙地运用设问的手法在立论中加入了驳论的成分，增强了文章的战斗性。

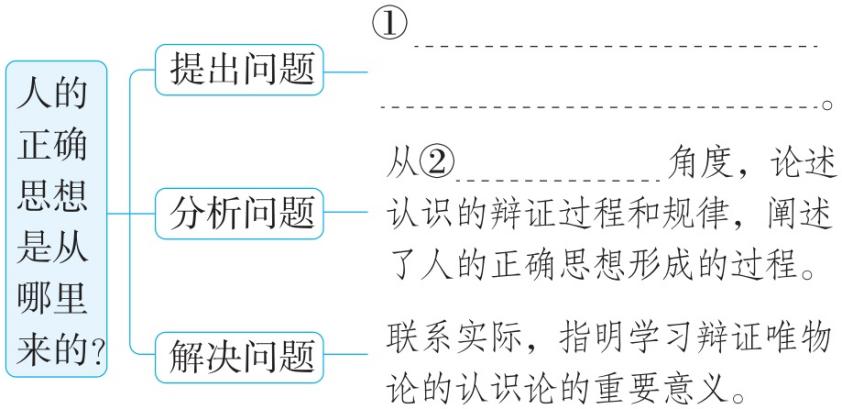
**语用知识**

常见的修辞手法——设问

|  |  |
| --- | --- |
| **概念** | 为了引起读者的注意，故意先提出问题，紧接着说出自己的看法（有时不说出看法）的修辞手法。 |
| **种类** | ①自问自答。例如：社会生产力有这样巨大的发展，劳动生产率有这样大幅度的提高，靠的是什么？最主要的是科学的力量、技术的力量。  ②问而不答。例如：若言琴上有琴声，放在匣中何不鸣？ |
| **作用** | ①引起读者注意，启发读者思考。  ②强调重点内容。  ③增强表达的生动性和感染力。 |

###### **四、文意梳理**

1．**厘清结构**



【答案】人的正确思想，只能从社会实践中来； 实践和认识的关系

2．**概括主旨**

本文用通俗易懂的语言，阐明了①\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 的道理,科学地论述了人的认识的②\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ,以及正确思想对于③\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 的重大意义。

【答案】人的正确思想只能来源于社会实践； 辩证过程和发展规律； 改造社会、改造世界

#### **合作探究·提能力**

**情境探究**

“专家”原本指对某一门学问有专门研究或擅长某项技术的人，称某人为专家，多表达一种肯定和赞誉。但是，近年来“专家”一词被赋予了贬义色彩。究其原因，主要是一些所谓专家没有经过实际考查，就发表自己的观点和看法，并且想当然地指导和教育人民群众，结果遭到人民群众的反对。那么，如何获得正确的观点和看法？人的正确思想到底是从哪里来的？为此，复兴中学决定组织一场关于“人的正确思想是从哪里来的？”的辩论会，正方认为“人的正确思想只能从社会实践中来”，反方认为“人的正确思想主要来源于学习和思考”。请同学们认真学习《人的正确思想是从哪里来的？》，学会理性、有条理地表达自己的观点，为你在辩论会上增分添彩。

**任务一 明观点·学思辨**

1．“自己头脑里固有的”和“从天上掉下来的”这两种观点为什么是错误的？（4分）

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

【答案】①“自己头脑里固有的”是主观唯心主义的观点，认为世界是人的主观意识的产物，正确思想是自己头脑里固有的。②“从天上掉下来的”是客观唯心主义的观点，认为在人的主观意识之外还独立存在着所谓“世界精神”，世界上的一切事物不过是“世界精神”的产物。（每点2分）

2．结合文章内容，查阅相关资料，分析感性认识和理性认识的区别。（6分）

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

【答案】①感性认识只反映事物的片面现象和外部联系，它以直接感受为特点，以事物的现象为内容，包括感觉、知觉和表象三种形式。②理性认识反映的是客观事物的本质、全体和内部联系，它以抽象性、间接性为特点，以事物的本质为内容，包括概念、判断、推理等形式。（每点3分）

3．为什么人的认识要有第二次飞跃？第二次飞跃为什么比第一次飞跃“意义更加伟大”？（4分）

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

【答案】

（1）从实践中得来的理性认识是否正确地反映客观外界的规律，是没有被证明的，必须把它再放到社会实践中去检验，看它是否能得到预期的成功，于是产生了第二次飞跃。（2分）

（2）①只有这一次飞跃，才能证明第一次飞跃中得到的认识正确与否。②“无产阶级认识世界的目的，只是为了改造世界，此外再无别的目的”。（每点1分）

4．根据文本内容，概括认识过程的阶段。（4分）

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

【答案】①第一个阶段，由客观物质到主观精神的阶段，由存在到思想的阶段。②第二个阶段，由精神到物质的阶段，由思想到存在的阶段，即把第一个阶段得到的认识放到社会实践中去。（每点2分）

**任务二 学论辩·赏手法**

5．《人的正确思想是从哪里来的?》文章开头连提三个问题，有什么作用?三个问题之间有什么关系?（5分）

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

【答案】

（1）作用:①形成疑问和悬念,引起读者的注意和思考。②正误对照,强调了回答的内容,使中心论点突出。③强调并说明了中心论点的内在意义。（每点1分）

（2）关系:第一个问题引出议论的中心,统摄全篇,同时包含后两个问题。（2分）

6．本文是一篇立论文，请简要分析本文的论证思路。（6分）

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

【答案】①首先提出问题（从开头至“改造世界的物质力量”）,指出人的正确思想只能从社会实践中来,这种思想一旦被群众掌握,就会变成改造社会、改造世界的物质力量。这是全文的总纲。②然后分析问题（从“人们在社会实践中从事各项斗争”至“就是辩证唯物论的认识论”）,从实践与认识的关系上,论述认识的辩证过程和规律,阐述了人的正确思想形成的过程,有力地论证了中心论点。③最后解决问题（从“现在我们的同志中”至结尾）,点明对“我们的同志”进行辩证唯物论的认识论的教育的意义。（每点2分）

**素养必备**

立论文

从论证方式看，议论文一般可以分为立论文和驳论文两大类型。

立论指对一定的事件或问题从正面阐述自己的见解或主张。立论时，必须围绕中心论点进行论证。在论证过程中，不能任意变换论题。开篇提出怎样的问题，结尾就要归结到这一问题上。所有论证都要围绕中心论点进行。高考所选的论述类文本，基本上都是以正面阐述自己的观点为主的立论文。但需要注意的是，“立”往往建立在“破”的基础之上。在立论的过程中，有时需要辨析一些错误的见解和主张，加以否定和辩驳，以增强说服力，使读者不会误解自己的观点。

**任务三 学语言·写辩稿**

7．本文语言鲜明准确，通俗易懂，请结合具体内容简要分析。（6分）

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

【答案】①运用鲜活灵动的口语。如“是从天上掉下来的吗？不是。是自己头脑里固有的吗？不是”，运用口语，通俗易懂。②用词准确，逻辑严密。如“一般的说来”修饰限定推理结果，“有时候”“有些”“暂时”修饰“失败”，在肯定普遍性的同时不否定特殊性，思维严密。③语言高度概括。文章以“思想”一词指代包括意见、政策、方法、计划、文章等在内的一切思想成果；用“由物质到精神，由精神到物质”高度凝练地概括了两次飞跃的认识过程。（每点2分）

8．学习了本课，想必你对“人的正确思想是从哪里来的？”这个问题有了更深刻的理解。请你为正方辩友写一则辩稿，阐明你的思想认识，200个字左右。（10分）

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

【答案】

（示例）

尊敬的评委、对方辩友，大家好！

我方主张人的正确思想只能从社会实践中来。作为高中生，我们都清楚“纸上得来终觉浅，绝知此事要躬行”。就拿生物实验来说，若只是死记硬背理论知识，不亲自操作显微镜观察细胞，不参与实验过程，怎能深刻理解生命现象？袁隆平如果不是几十年如一日地在田间地头实践探索，仅凭书本知识和空想，能培育出高产杂交水稻吗？学习和思考固然重要，但没有实践，就如同无本之木、无源之水。只有在实践中摸爬滚打，才能获得真正正确、经得起检验的思想，我方坚信不疑！谢谢！（观点明确2分，论据充分4分，语言表达4分）

###### **思维发展与提升**

9．在现代社会，知识的传播和获取都极为便捷，学习和思考在塑造正确思想方面发挥着关键作用，因此反方观点也不无道理。请你结合所学和生活实践，为反方撰写一则辩稿，200个字左右。（10分）

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

【答案】

（示例）

尊敬的评委、对方辩友，大家好！

我方认为人的正确思想主要来源于学习和思考。身为高中生，我们日常会从课本、课堂中汲取大量知识，这是形成正确思想的基石。以爱因斯坦为例，他在提出相对论时，更多的是基于对物理知识的深度学习和独特思考，并非依赖大量的实践操作。又如，我们在学习历史时，通过研读史料、思考历史事件的因果，能总结出社会发展规律。学习让我们站在巨人的肩膀上，思考使我们突破局限，虽然实践能提供经验，但学习和思考才是形成正确思想的关键，所以我方坚持此观点。谢谢！（观点明确2分，论据充分4分，语言表达4分）

#### **文本联读·拓思维**

1．《改造我们的学习》和《人的正确思想是从哪里来的?》在论点的提出上有何异同?（4分）

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

【答案】

（1）相同之处：都在开头就提出了论点。（1分）

（2）不同之处：论点的提出方式不同。（1分）①《改造我们的学习》采用了开门见山式，开头第一句就提出了观点。（1分）②《人的正确思想是从哪里来的?》则是在提出问题、否定了两种情况后引出观点的。（1分）

2．《改造我们的学习》和《人的正确思想是从哪里来的？》写于不同的历史时期，对当时和后世都产生了深远的影响。试结合相关背景，分析两篇文章的针对性和现实意义。（8分）

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| --- | --- | --- |
| **角度** | **《改造我们的学习》** | **《人的正确思想是从哪里来的？》** |
| 针对性 | ① \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | ② \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 现实意义 | ③ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | ④ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |

【答案】当时党内存在不注重研究现状、不注重研究历史、不注重马克思列宁主义应用的主观主义、教条主义学风。一些“党内理论家”简单套用马克思列宁主义论著，机械执行共产国际决议，不从中国革命具体情况出发，给革命造成重大损失。； 当时许多同志不懂得辩证唯物主义认识论的道理，在实际工作中存在思想认识与实践相脱节的问题。部分党员干部对正确思想的来源认识不清，不能正确地将理论与实践相结合来指导社会主义建设工作。； 强调理论联系实际的学风，对当今的学习和工作仍有重要启示，提醒人们要立足实际，避免主观主义和教条主义，注重将知识与实践相结合，提高解决实际问题的能力。； 有助于人们树立正确的认识论观点，对指导人们的认识活动和实践活动具有重要意义。为社会主义建设时期的各项工作提供了科学的思想路线和工作方法。（每点2分）

##### **读写结合**

###### **一、课内积累**

**实事求是，坚持真理**

从工人运动,到农民运动,再到武装斗争,毛泽东深入学习马克思列宁主义，并活学活用,调查研究，在枪林弹雨中找到了中国革命的正确道路。王明曾是党的领导人之一，却因套用苏联经验，差点断送中国共产党的生命。教条主义是一种错误的思想方法，会给实践带来危害；而实事求是是科学的思想路线和工作方法，是取得成功的重要保证。我们应该坚决反对教条主义，始终坚持实事求是的原则。

**运用角度**

实事求是 实践 理论联系实际 调查研究

**素材运用**

历史从未终结,实践仍将继续。我们党坚持来自人民、为了人民、造福人民的理论:人民的创造性实践是理论创新的不竭源泉。毛主席曾说，“正确不正确,还得交由人民群众去考验”；习近平总书记也指出，“马克思主义不是书斋里的学问，而是为了改变人民历史命运而创立的，是在人民求解放的实践中形成的，也是在人民求解放的实践中丰富和发展的，为人民认识世界、改造世界提供了强大精神力量”。让我们以时不我待、只争朝夕的奋斗精神,向着美好未来,踔厉奋发，阔步前进!

###### **二、课外拓展**

**论共产党员的修养（节选）**

刘少奇

《孟子》上有这样一句话：“人皆可以为尧舜”，我看这句话说得不错。每个共产党员，都应该脚踏实地，实事求是，努力锻炼，认真修养，尽可能地逐步地提高自己的思想和品质，不应该望到马克思列宁主义创始人那样伟大的革命家的思想和品质，认为高不可攀，就自暴自弃，畏葸不前。如果这样，那就会变成“政治上的庸人”，不可雕的“朽木”。

当然，学习马克思列宁主义创始人的品质，学习马克思列宁主义，应该采取正确的态度。否则，是学习不好的，是学习不到的。事实上，在我们的队伍中，对于这种学习，是有几种不同的人采取几种不同的态度的。

有一种人学习马克思、列宁，不能学习到马克思列宁主义的本质，只是肤浅地学习到马克思列宁主义的词句。他们虽然读了马克思列宁主义的书籍，但是，不能把这些书籍中的马克思列宁主义的原理和结论当作行动的指南，运用到活生生的具体实际问题上去。他们以背诵个别的原理和结论而自满，甚至以“真正”的马克思列宁主义者自居，然而他们决不是真正的马克思列宁主义者，他们的活动方法是和马克思列宁主义完全相反的。

这一种人在中国共产党内曾经是不少的。在过去某一时期内，某些教条主义的代表人，就比上述的情形更坏。这种人根本不懂得马克思列宁主义，而只是胡诌一些马克思列宁主义的术语，自以为是“中国的马克思、列宁”，装作马克思、列宁的姿态在党内出现，并且毫不知耻地要求我们的党员象尊重马克思、列宁那样去尊重他，拥护他为“领袖”，报答他以忠心和热情。他也可以不待别人推举，径自封为“领袖”，自己爬到负责的位置上，家长式地在党内发号施令，企图教训我们党，责骂党内的一切，任意打击、处罚和摆布我们的党员。这种人不是真心学习马克思列宁主义，不是真心为共产主义的实现而斗争，而是党内的投机分子，共产主义运动中的蟊贼。这种人在党内，终归要被党员群众所反对、揭穿和抛弃，是无疑问的。我们的党员也果然抛弃了他们。然而我们是否能够完全自信地说，在我们党内就从此不会再有这种人了呢？我们还不能这样说。

另一种人就完全和前一种人相反。他们首先把自己看作是马克思列宁主义创始人的学生，他们认真地学习马克思列宁主义的理论和方法，掌握马克思列宁主义的精神和实质。他们仰望这些创始人的伟大人格和无产阶级革命家的品质，而在革命斗争中认真地去进行自我修养，去检查自己处事、处人、处己是否合于马克思列宁主义的精神。他们熟读马克思列宁主义的书籍，同时又着重调查和分析活生生的现实，研究自己所处的时代和本国无产阶级所处的各方面情势的特点，把马克思列宁主义的普遍真理和本国革命的具体实践结合起来。他们不以背诵马克思列宁主义的原理和结论为满足，而要站在马克思列宁主义的坚定立场上，掌握马克思列宁主义的方法，身体力行，活泼地去指导一切的革命斗争，改造现实，同时改造他们自己。他们的一切活动，都受着马克思列宁主义一般原理的指导，都是为着无产阶级事业的胜利，民族的和人类的解放，共产主义的成功，而没有其他。

只有这种人的态度，才是正确的态度。用这种态度去学习马克思列宁主义，学习马克思列宁主义创始人的品质，才能使自己成为马克思列宁式的、无产阶级的、共产主义的革命家。

**名师赏评**

文章思路清晰，第一、二段提出“学习马克思列宁主义创始人的品质，学习马克思列宁主义，应该采取正确的态度”的论点；第三、四、五段列举并分析学习马克思列宁主义的两种人，否定第一种人，赞成第二种人；第六段强调论点。

文章语言通俗，生动形象，特色鲜明，如“径自封为‘领袖’，自己爬到负责的位置上，家长式地在党内发号施令”，修饰语“径自”“家长式地”，动词“封”“爬”，生动形象地刻画出一个“不是真心学习马克思列宁主义，不是真心为共产主义的实现而斗争”的“党内的投机分子”“共产主义运动中的蟊贼”的形象，给人以深刻的印象。

###### **三、读写结合**

在当今信息爆炸的时代，各种知识和思想纷繁复杂。请结合本课学习的两篇课文，以“如何在新时代构建正确的学习与思维体系”为主题，写一篇读后感，谈谈你认为在新时代背景下，我们应该怎样学习以及如何形成正确的思想。要求：语言生动活泼，200个字左右。（10分）

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

【答案】（示例）《改造我们的学习》告诉我们学习不能马虎，不能“差不多就行”，要认真研究、脚踏实地。《人的正确思想是从哪里来的？》则让我们知道正确思想不是天上掉下来的，是从实践中来的。就像做菜，光看菜谱不实操，肯定做不出美味菜肴。我们要多去实践中“折腾”，多动手多思考，让自己的思想像小树苗一样，在实践的阳光雨露下，茁壮成长，结出智慧的果实，这样才能在学习和生活中一路“升级打怪”，越来越棒！（结合自身总结学习意义4分，语言生动活泼4分，论述有条理2分）

## **第3课 实践是检验真理的唯一标准**

**课时目标：**

1.把握文章的基本观点和总体结构，理解文章各个部分和主题之间的关系。

2.全面理解“实践是检验真理的唯一标准”的深刻内涵及其重大现实意义。

3.分析在演绎推理中展开论述、运用经典理论文献和典型事例进行论证、立论与驳论相结合等论证方式。

4.学习用历史事实和亲身经历印证本文的观点，并运用相关理论对现实问题进行辩证分析。

#### **自主学习·悟新知**

###### **一、作者名片**



胡福明（1935—2023），江苏无锡人。1955年9月就读于北京大学新闻专业，翌年进入中国人民大学哲学研究班学习。1962年毕业后，到南京大学政治系（后更名哲学系）任教，曾任系党总支副书记兼系副主任。1982年11月调至江苏省委工作，历任江苏省委宣传部副部长、省委常委、省委党校校长、省政协副主席等职。是1978年5月11日《光明日报》特约评论员文章《实践是检验真理的唯一标准》的主要作者。2001年退休。荣获“江苏社科名家”称号。2018年12月18日，党中央、国务院授予胡福明同志改革先锋称号，颁授改革先锋奖章。

###### **二、写作背景**

1976年10月，中共中央一举粉碎“四人帮”。举国欢腾，人心思变，百业待兴，党面临着思想、政治、组织等各个领域全面拨乱反正的任务。但是，这一进程受到“两个凡是”片面机械思想的严重阻碍。针对这种状况，邓小平多次旗帜鲜明地提出，“两个凡是”不符合马克思主义，人们要完整准确地理解毛泽东思想。与此同时，其他老一辈无产阶级革命家也从不同的角度提出，要恢复和发扬党的实事求是的优良作风，正确认识与把握理论和实践的关系，把实践作为检验真理的标准。

在此背景下，《实践是检验真理的唯一标准》这篇文章横空出世，提出检验真理的标准只能是社会实践，理论与实践的统一是马克思主义的一个最基本的原则，任何理论都要不断接受实践的检验。这从根本上否定了“两个凡是”的错误观点，对中国社会发展产生了深远的影响。

###### **三、知识链接**

**特约评论员文章**

特约评论员文章是报刊约请有关权威人士就某一重大理论或现实问题发表看法的评论，属于评论员文章的特殊形式。文章论及的内容大都是事关全局和举足轻重的大问题，具有极强的专题性、理论性和政论性，往往会在社会上产生较大的反响。它一般要求多侧面、多角度地展开论述，强调理论的系统性和严密性。

**社 论**

社论是新闻评论的一种，是代表媒体（报纸、杂志、广播电台、电视台等）编辑部和媒体主办者对重大新闻事件或时事政治问题发表的权威性评论。媒体的社论集中反映并传播一定的政党、社会集团、社会阶层对即时发生的新闻事实或现实问题的立场、观点、主张，是社会舆论的重要组成部分，并对社会舆论产生重大的影响。

###### **四、语言基础**

1．**读准字音**

①舆论（ ） ②倾向（ ）

③蒙昧（ ） ④枷锁（ ）

⑤禁锢（ ） ⑥削弱（ ）

⑦胡诌（ ） ⑧永葆青春（ ）

【答案】yú； qīng； mèi； jiā； ɡù； xuē； zhōu； bǎo

2．**写对字形**

【答案】拨； 拔； 泼； 锐； 蜕； 兑； 悦； 谬； 缪

3．**辨析词义**

（1） 制定·制订

辨析 “制定”与“制订”都有创制、拟定的意思。“制定”侧重于作出最后决定，使完全确定下来，一般不能轻易更改，用于长期稳定的重大问题的决定，常与政策、法令等搭配。“制订”侧重于从无到有的创制、草拟而后的订立，可根据实际情况在短期内补充和更改，用于一般的具体事项，常与计划、方案等搭配。

应用 我们根据课程安排和学生的具体情况，\_ \_ 了2024下半年到2025上半年的工作计划。

（2） 五花八门·琳琅满目

辨析 “五花八门”和“琳琅满目”都指花样多。“五花八门”形容花样繁多或变幻多端，多指未列入正统、多种多样的杂事或手段，适用范围较广。“琳琅满目”形容各种美好的东西很多（多指书籍或工艺品），适用范围较窄。

应用 现代物品丰富，购物方式又\_ \_ \_ \_ \_ \_ \_ \_ ，很多人在冲动性购物后，恨不得“剁手”。

【答案】（1） 制订

（2） 五花八门

4．**积累成语**

请根据词义，在横线上填写恰当的课内成语。

①\_ \_ \_ \_ \_ \_ \_ \_ ：自己吹喇叭，自己打鼓，比喻自我吹嘘。

②\_ \_ \_ \_ \_ \_ \_ \_ ：治理混乱的局面，使恢复正常。

③\_ \_ \_ \_ \_ \_ \_ \_ ：接连不断地出现，没有穷尽。

【答案】自吹自擂； 拨乱反正； 层出不穷

5．**正确使用标点符号——括号**

下列各句中的括号，和“毛主席说：‘理论与实践的统一，是马克思主义的一个最基本的原则。’（《毛泽东选集》第5卷第297页）”中的括号，作用相同的一项是（ ）

A. 我用什么方法来报答母亲的深恩呢?我将继续尽忠于我们的民族和人民，尽忠于我们的民族和人民的希望——中国共产党，使和母亲同样生活着的人能够过快乐的生活。（朱德《回忆我的母亲》）

B. （桃花源人）见渔人，乃大惊，问（渔人）所从来。（渔人）具答之。（桃花源人）便要（渔人）还家，设酒杀鸡作食。

C. 寂寞地在室中徘徊，突然想到希夷（叶挺的字），但希夷还有一个爱女在他的身旁，应该是可以得到些安慰的。

D. （二）对于近百年的中国史，应聚集人材，分工合作地去做，克服无组织的状态。

【答案】A

【解析】A项和例句中的括号都标示引语的出处。B项，标示订正或补加的文字。C项，标示注释内容或补充说明。D项，标示次序语。

**语用知识**

括号的常见用法及注意点

1.常见用法

①标示注释内容或补充说明。例如：

我校拥有特级教师（含已退休的）17人。

②标示订正或补加的文字。例如：

信纸上用稚嫩的字体写着：“阿夷（姨），你好！”

③标示序次语。例如：

语言有三个要素：（1）声音；（2）结构；（3）意义。

④标示引语的出处。例如：

他说得好：“未画之前，不立一格；既画之后，不留一格。”（《板桥集·题画》）

⑤标示汉语拼音注音。例如：

“的（de）”这个字在现代汉语中最常用。

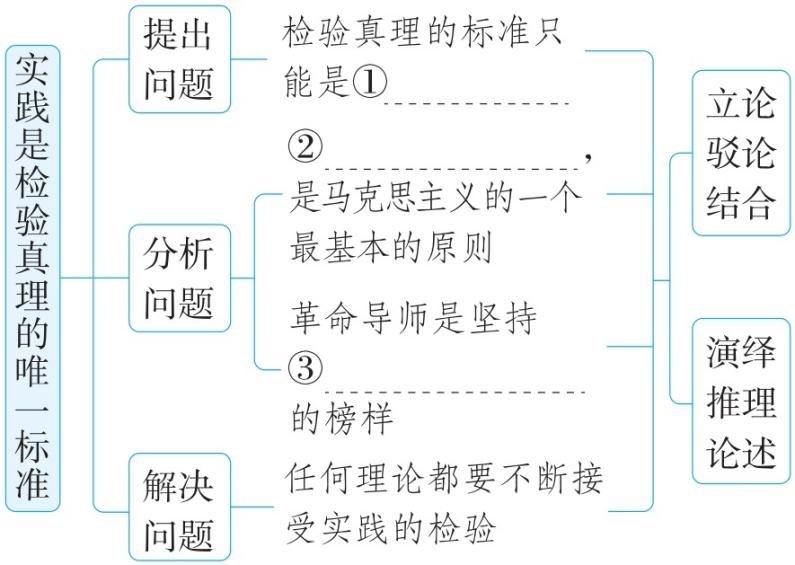
2.注意点

①除科技书刊中的数学、逻辑公式外，所有括号（特别是同一形式的括号）应尽量避免套用。必须套用括号时,宜采用不同的括号形式配合使用。

②括号可分为句内括号和句外括号。句内括号用于注释句子里的某些词语，即本身就是句子的一部分,应紧跟在被注释的词语之后。句外括号则用于注释句子、句群或段落，即本身结构独立，不属于前面的句子、句群或段落，应位于所注释语段的句末点号之后。

###### **五、文意梳理**

1．**厘清结构**



【答案】社会实践； 理论与实践的统一； 用实践检验真理

2．**概括主旨**

本文针对当时中国①\_ \_ \_ \_ \_ \_ \_ \_ 、“两个凡是”至上的现实，鲜明地阐述了“实践是检验真理的唯一标准”这一马克思主义认识论的基本原理，澄清了当时人们的一些模糊乃至错误的认识，推动了全国性的马克思主义②\_ \_ \_ \_ \_ \_ \_ \_ 运动，为当时中国共产党重新确立③\_ \_ \_ \_ \_ \_ \_ \_ 思想路线、政治路线和组织路线，进行了重要的理论准备。

【答案】思想僵化； 思想解放； 马克思主义

#### **合作探究·提能力**

**情境探究**

“百年中国正青春”，为了庆祝中华人民共和国成立76周年，学校校刊面向全校进行征集活动，要求选出中国百年历程中最有影响力的社论文章，你所在的班级打算推荐《实践是检验真理的唯一标准》，为此我们需要深入学习本文并为其写一则推荐词。

**任务一 读经典·把握文章内容**

1．文章围绕中心论点“实践是检验真理的唯一标准”，从哪几个方面展开了论述？请结合文本内容简要分析。（8分）

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

【答案】本文围绕中心论点“实践是检验真理的唯一标准”，从四个方面展开了论述：①首先，从自然科学和社会科学方面，列举元素周期表和马克思主义成为真理等史实，有力证明了“实践是检验真理的唯一标准”的观点。②其次，从理论与实践的关系方面，引用革命导师的语录，充分论证“实践是检验真理的唯一标准”的观点。③再次，列举马克思与恩格斯随着实践发展不断修改、完善《共产党宣言》与毛泽东为《中国农村的社会主义高潮》一书写了104篇按语的例子，论证了“革命导师是坚持用实践检验真理的榜样”的观点。④最后，在前面论证的基础上，引用革命导师的语录进一步阐述“任何理论都要不断接受实践的检验”的观点。（每点2分）

2．文章第二部分主要针对哪两类同志的疑惑和担心来展开议论？（4分）

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

【答案】①第一类同志担心坚持实践是检验真理的唯一标准，会削弱理论的意义。②第二类同志担心强调实践的作用，会影响用马列主义、毛泽东思想批判修正主义。（每点2分）

3．文章第四部分，作者认为怎样才是对待马克思主义的正确态度？（4分）

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

【答案】作者认为，我们要有共产党人的责任心和胆略，勇于研究生动的实际生活，研究现实的确切事实，研究新的实践中提出的新问题。（2分）只有这样，才能够逐步地由必然王国向自由王国前进，顺利地进行新的伟大的长征。（2分）

**任务二 研经典·学习论证技巧**

4．文章有四个小标题，这四个小标题之间的关系是怎样的？试简要分析。（6分）

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

【答案】第一个小标题提出了全文的观点；第二个小标题表明自己的观点是符合马克思主义的基本原则的，是论证的第一个层次；第三个小标题指明“革命导师”坚持“用实践检验真理”，在行动上为我们树立了榜样，是论证的第二个层次；第四个小标题强调要用发展的观点看待实践标准，联系实际，发出倡议。（阐述小标题，每个1分）四个小标题，按照“提出问题—分析问题—解决问题”的思路，逐层解答“是什么—为什么—怎么办”的问题，环环相扣，形成了层进式结构。（2分）

5．文章综合运用了哪些论证方法？有什么作用？请加以分析。（6分）

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

【答案】①引用论证。文章大量引用《马克思恩格斯选集》《实践论》《列宁选集》《毛泽东选集》等革命导师的经典论著中的著名论断，有的甚至标上了卷次和页码，以示严谨。这些引用准确、权威，具有毋庸置疑的说服力。②举例论证。文章以门捷列夫制定元素周期表、哥白尼提出太阳系学说等科学史上的事实以及革命导师的事例来论证论点，选例典型，说服力强。③对比论证。“四人帮”种种唯心主义谬论的失败和马列主义、毛泽东思想生命力的强大，一反一正，对比鲜明，突出了“实践是检验真理的唯一标准”这一论点的正确性。（每点2分）

6．这篇特约评论员文章，运用了立论与驳论相结合的论证方式。试根据自己的理解举例分析。（6分）

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

【答案】总标题和第一部分提出了本文的观点，这是“立”；（1分）第二部分中，“有的同志担心，坚持实践是检验真理的唯一标准，会削弱理论的意义。这种担心是多余的”指出“担心”是“多余”的，是直接驳斥错误观点。（1分）“有的同志说，我们批判修正主义，难道不是用马列主义、毛泽东思想去衡量，从而证明修正主义是错误的吗”，列举错误认识和错误观点，提供批驳的靶子，然后进行分析批驳，揭示其片面、错误之处，这是“破”。（2分）全文以立论为主，立中有破，边立边驳，破立结合，使文章的针对性更强，批判更有力。（2分）

**素养必备**

驳 论

驳论的常用方式：

1.反驳论点，即证明对方的论点错误。常用的有直接反驳和间接反驳。直接反驳，即指出对方论点的荒谬之处，用正确的道理和确凿的事实直接加以驳斥，揭示谎言和事实、谬误和真理之间的矛盾，以证明对方论点是错误的。间接反驳，即不直接反驳对方论点。常用的有反证法和归谬法。反证法，即为证明对方论点是错误的，先证明与其相矛盾的另一论点是正确的；归谬法，先假定对方的论点正确，然后以它为前提，推导出一个明显荒谬的结论，从而证明对方论点错误。

2.反驳论据，即指出论据的荒谬、错误。论据是论点的根据，错误的论点往往建立在虚假的论据之上，驳倒了论据，等于釜底抽薪，论点自然站不住脚。

3.反驳论证，即揭露对方在论证过程中论点和论据之间的逻辑错误，或证明对方论点和论据之间无必然的逻辑关系，或揭露对方论证过程中的自相矛盾，或揭穿对方在论证过程中偷换论题或概念。

**任务三 品语言·感受语言魅力**

7．这篇文章的语言表达严密、准确,富于思辨性。请根据自己的理解，赏析下面的句子。（8分）

（1） 怎样区别真理与谬误呢?1845年,马克思就提出了检验真理的标准问题……这就非常清楚地告诉我们,一个理论,是否正确反映了客观实际,是不是真理,只能靠社会实践来检验。这是马克思主义认识论的一个基本原理。（4分）

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

（2） 但是,这些五花八门的谬论,根本经不起革命实践的检验,它们连同“四人帮”另立的“真理标准”,一个个都像肥皂泡那样很快破灭了。（4分）

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

【答案】（1） 采用设问开头,发人深省；（1分）自问自答,水到渠成地引出自己的观点。（1分）第一个“这”指向明确，确定无疑，指代前面所引述的马克思的话，表达严密、准确；“非常清楚”指出马克思的话明确揭示了理论必须由社会实践检验这一观点；“只能”强调了理论由社会实践检验的唯一性，表达严密、准确，无可辩驳，不容置疑。（1分）第二个“这”指向前面的原理，明确肯定；“基本”准确揭示了这一原理在马克思主义认识论中的地位。（1分）

（2） ①语言简洁有力,“根本”“很快”说明了谬论经受不起实践检验的事实，表达严密、准确;②“像肥皂泡那样”运用比喻,生动形象地写出了谬论如肥皂泡一样经不起“推敲”。（每点2分）

**任务四 传经典·撰写推荐词**

8．为成功入选中国百年历程中最有影响力的社论文章，请为《实践是检验真理的唯一标准》写一则推荐词。要求：语言表达简明、连贯，至少运用一种修辞手法，200个字左右。（10分）

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

【答案】（示例）它冲破了“两个凡是”的严重束缚，为重新确立马克思主义的思想路线、政治路线和组织路线奠定了理论基础；它使“解放思想、实事求是”获得了不仅广泛而且坚实的认同,树立了在未来改革关口破路前行的思维模式;它使中国的现代化探索回归“实践”,开启了理论创新与实践检验的良性互动。今天，我们要继续学习《实践是检验真理的唯一标准》，在新征程上，继续传承和弘扬该文所倡导的解放思想、实事求是的精神，用马克思主义中国化时代化的最新成果武装头脑，坚定中国特色社会主义道路自信、理论自信、制度自信、文化自信。（中心明确3分，语言表达简明、连贯3分，至少运用一种修辞手法2分，符合字数要求2分）

#### **文本联读·拓思维**

在《改造我们的学习》和《实践是检验真理的唯一标准》两篇文章的最后,作者都提出了自己的主张,即“怎么办”，但提出的方式有所不同。试根据自己的理解，说说提出方式的区别和产生这种区别的原因。（6分）

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

【答案】

（1）区别:《改造我们的学习》的最后,作者分点罗列,详细地提出了自己的主张。《实践是检验真理的唯一标准》的最后,作者简略地提出要认识、研究新问题的主张。（2分）

（2）原因:《改造我们的学习》的论点属于行为型论点,落脚点在“改造”这一行为上。论点不仅需要分析认识的对象,也需要详细指出解决问题的方法。《实践是检验真理的唯一标准》的论点属于认识型论点,落脚点在对“标准”的认识上,论点只是作者分析的对象，所以只简略地提出主张。（4分）

##### **读写结合**

###### **一、课内积累**

**破立结合，论证有力**

有的同志担心，坚持实践是检验真理的唯一标准，会削弱理论的意义。这种担心是多余的。凡是科学的理论，都不会害怕实践的检验。相反，只有坚持实践是检验真理的唯一标准，才能够使伪科学、伪理论现出原形，从而捍卫真正的科学与理论。这一点，对于澄清被“四人帮”搞得非常混乱的理论问题，具有特别重要的意义。

**技法解读**

此部分一开始就针对“有的同志担心，坚持实践是检验真理的唯一标准，会削弱理论的意义”这个反面观点，指出“这种担心是多余的”。接着摆出了自己的观点：“只有坚持实践是检验真理的唯一标准，才能够使伪科学、伪理论现出原形，从而捍卫真正的科学与理论。”做到了破立结合，矫正了部分同志的不正确认识，增强了论证的力量。

做到“破立结合”，可以从下面两点入手：

1.引述现象，为立论作依据。示例：

时下，一些名曲、名句出于商业目的被大肆窜改，而不同艺术类别的鉴赏、引用、结合必须服从于一个崇高的主旨——美。席勒的《欢乐颂》被贝多芬谱以音乐，广为传唱；世界名曲被作为广告歌曲流于街头。两者同样是艺术主题的再创造，产生的效果却截然不同。（引）前者是审美的升华，后者却是审美的毁灭。（破）而只有例如前者的事物，才能让我们在成长中获得美的教育、美的熏陶、美的享受，才能培养性情。（立）

2.摘引不当言论，为立论作依据。示例：

这就是中国教育的一个现状：对科学知识抓得狠，也把各类奥赛办得红红火火，却似乎对常识的教育力度不够。学校的课程包罗万象，独缺“常识”。学生们便因此被搁在高高的“象牙塔”上，只搞着高端学问。当今中国要强国，靠的是飞机、大炮、火箭这些高科技，似乎就应该给学生“喂饱”科技知识。“常识那些小事儿，何足挂齿，成大事者不拘小节嘛。”（边引边破）每当看到这样的言论，我真想拍案而起，高呼一句：“此言谬矣，别拿常识不当干粮！”（立）

**技法运用**

**传统与创新**

长久以来，人们盲目信奉传统，认为传统就是绝对真理，不容置疑。传统固然有其深厚根基，但也存在落后于时代之处。比如传统商业观念强调稳定，而忽视创新的作用。（“破”是破除对传统的盲目尊崇，指出传统存在的不足）

其实，创新并不是对传统的彻底抛弃。创新是在继承合理的传统元素的基础上，打破固有思维和模式的局限。（“立”为立足创新，阐述创新是在继承传统合理成分上的突破）在互联网时代，将传统经营中的诚信、优质服务等要素融入新商业模式，发展出直播带货等新形式。创新使传统重焕生机，赋予传统新的时代内涵。（先破后立，通过对传统与创新的关系的论述，逻辑清晰地强调了要正确对待传统、积极创新）

###### **二、课外拓展**

**实践论（节选）**

毛泽东

人的社会实践,不限于生产活动一种形式,还有多种其他的形式,阶级斗争,政治生活,科学和艺术的活动,总之社会实际生活的一切领域都是社会的人所参加的。因此,人的认识,在物质生活以外,还从政治生活文化生活中（与物质生活密切联系）,在各种不同程度上,知道人和人的各种关系。其中,尤以各种形式的阶级斗争,给予人的认识发展以深刻的影响。在阶级社会中,每一个人都在一定的阶级地位中生活,各种思想无不打上阶级的烙印。

马克思主义者认为人类社会的生产活动,是一步又一步地由低级向高级发展,因此，人们的认识,不论对于自然界方面,对于社会方面,也都是一步又一步地由低级向高级发展,即由浅入深,由片面到更多的方面。在很长的历史时期内,大家对于社会的历史只能限于片面的了解,这一方面是由于剥削阶级的偏见经常歪曲社会的历史,另方面,则由于生产规模的狭小,限制了人们的眼界。人们能够对于社会历史的发展作全面的历史的了解,把对于社会的认识变成了科学,这只是到了伴随巨大生产力——大工业而出现近代无产阶级的时候,这就是马克思主义的科学。

马克思主义者认为,只有人们的社会实践,才是人们对于外界认识的真理性的标准。实际的情形是这样的,只有在社会实践过程中（物质生产过程中,阶级斗争过程中,科学实验过程中）,人们达到了思想中所预想的结果时,人们的认识才被证实了。人们要想得到工作的胜利即得到预想的结果,一定要使自己的思想合于客观外界的规律性,如果不合,就会在实践中失败。人们经过失败之后,也就从失败取得教训,改正自己的思想使之适合于外界的规律性,人们就能变失败为胜利,所谓“失败者成功之母”，“吃一堑长一智”,就是这个道理。辩证唯物论的认识论把实践提到第一的地位,认为人的认识一点也不能离开实践,排斥一切否认实践重要性、使认识离开实践的错误理论。列宁这样说过:“实践高于（理论的）认识,因为它不但有普遍性的品格,而且还有直接现实性的品格。”马克思主义的哲学辩证唯物论有两个最显著的特点:一个是它的阶级性,公然申明辩证唯物论是为无产阶级服务的;再一个是它的实践性,强调理论对于实践的依赖关系,理论的基础是实践,又转过来为实践服务。判定认识或理论之是否真理,不是依主观上觉得如何而定,而是依客观上社会实践的结果如何而定。真理的标准只能是社会的实践。实践的观点是辩证唯物论的认识论之第一的和基本的观点。

然而人的认识究竟怎样从实践发生,而又服务于实践呢?这只要看一看认识的发展过程就会明了的。

原来人在实践过程中,开始只是看到过程中各个事物的现象方面,看到各个事物的片面,看到各个事物之间的外部联系。例如有些外面的人们到延安来考察,头一二天,他们看到了延安的地形、街道、屋宇,接触了许多的人,参加了宴会、晚会和群众大会,听到了各种说话,看到了各种文件,这些就是事物的现象,事物的各个片面以及这些事物的外部联系。这叫作认识的感性阶段,就是感觉和印象的阶段。也就是延安这些各别的事物作用于考察团先生们的感官,引起了他们的感觉,在他们的脑子中生起了许多的印象,以及这些印象间的大概的外部的联系,这是认识的第一个阶段。在这个阶段中,人们还不能造成深刻的概念,作出合乎论理（即合乎逻辑）的结论。

社会实践的继续,使人们在实践中引起感觉和印象的东西反复了多次,于是在人们的脑子里生起了一个认识过程中的突变（即飞跃）,产生了概念。概念这种东西已经不是事物的现象,不是事物的各个片面,不是它们的外部联系,而是抓着了事物的本质,事物的全体,事物的内部联系了。概念同感觉,不但是数量上的差别,而且有了性质上的差别。循此继进,使用判断和推理的方法,就可产生出合乎论理的结论来。《三国演义》上所谓“眉头一皱计上心来”,我们普通说话所谓“让我想一想”,就是人在脑子中运用概念以作判断和推理的工夫。这是认识的第二个阶段。外来的考察团先生们在他们集合了各种材料,加上他们“想了一想”之后,他们就能够作出“共产党的抗日民族统一战线的政策是彻底的、诚恳的和真实的”这样一个判断了。在他们作出这个判断之后,如果他们对于团结救国也是真实的话,那末他们就能够进一步作出这样的结论:“抗日民族统一战线是能够成功的。”这个概念、判断和推理的阶段,在人们对于一个事物的整个认识过程中是更重要的阶段,也就是理性认识的阶段。认识的真正任务在于经过感觉而到达于思维,到达于逐步了解客观事物的内部矛盾,了解它的规律性,了解这一过程和那一过程间的内部联系,即到达于论理的认识。重复地说,论理的认识所以和感性的认识不同,是因为感性的认识是属于事物之片面的、现象的、外部联系的东西,论理的认识则推进了一大步,到达了事物的全体的、本质的、内部联系的东西,到达了暴露周围世界的内在的矛盾,因而能在周围世界的总体上,在周围世界一切方面的内部联系上去把握周围世界的发展。

**名师赏评**

1.引用恰当。第三段引用谚语“吃一堑长一智”等是为了论证“人们经过失败之后,也就从失败取得教训,改正自己的思想使之适合于外界的规律性,人们就能变失败为胜利”的观点。

2.过渡自然。第四段承上启下,由上文论述实践的重要性,转入论述认识在实践中的发展过程。

3.举例贴切。第五段举了外面的人们到延安来考察的事例,论证了“原来人在实践过程中,开始只是看到过程中各个事物的现象方面,看到各个事物的片面,看到各个事物之间的外部联系”的观点。

###### **三、读写结合**

现在社会上有一些佛系青年凡事不愿出头，看淡一切，随遇而安，在自己的小天地里感悟自己的小幸福。假如你对这种生活观点不认同，请以“拒绝佛系”为主题，运用破立结合的方法，写一段文字，不超过200个字。（10分）

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

【答案】（示例）佛系青年看似悠然，实则消极。他们不愿出头，看似随遇而安，实则是对现实生活的逃避。人生本就是一场奋斗的旅程，若一味佛系，便会在岁月的长河中迷失自我。拒绝佛系，不是盲目争斗，而是积极进取。我们要在挑战中磨砺意志，在竞争中提升能力。只有努力拼搏，才能在广阔的天地中找到真正的幸福。让我们拒绝佛系，拥抱奋斗，用汗水浇灌梦想，用行动书写青春的华章，让生命在奋斗中绽放耀眼的光芒。（观点明确2分，运用破立结合的方法6分，语言表达准确、连贯2分）

## **第4课 \*修辞立其诚 \*怜悯是人的天性**

**课时目标：**

1.理解文中关键概念的内涵，了解文章的写作背景与作者的立场。

2.把握文章的论证思路，探究文章在选择和运用材料方面的特点及其论证风格，分析论证方法。

3.揣摩文章蕴含的人生智慧，把握和领会文章的思想内涵及其秉持的价值观念，体味“真”和“善”的美好品格。

### **课时1 \*修辞立其诚**

#### **自主学习·悟新知**

###### **一、作者名片**



张岱年（1909—2004），河北献县人，哲学家、哲学史家。1933年毕业于北平师范大学教育系，曾任教于清华大学。1952年，任北京大学教授。后又任中国社会科学院哲学研究所兼职研究员，中国哲学史学会会长、名誉会长。张岱年长期致力中国哲学史研究，后又从事文化哲学的研究。他治学严谨，尤重文德。其学术研究主要分为三个方面：一是中国哲学史的研究；二是哲学理论问题的研究；三是文化问题的研究。在不同的时期，各有侧重。

代表作品：《中国哲学大纲》《中国唯物主义思想简史》《中国古典哲学中若干基本概念的起源与演变》《中国哲学史史料学》《中国哲学发微》《真与善的探索》《求真集》《文化与哲学》等，有《张岱年全集》（八卷本）行世。

###### **二、写作背景**

本文写于1992年，当时中国的市场经济蓬勃发展，人心浮动，社会风气渐趋浮躁，一些学者、文人也受到这种社会风气的影响，变得急功近利，言辞浮夸。有感于此，张岱年写了《修辞立其诚》一文，以表达自己的真实情感。

###### **三、知识链接**

**学术论文**

概念：学术论文是某一学术课题在实验性、理论性或预测性上具有新的科学研究成果或创新见解和知识的科学记录，或是某种已知原理应用于实际取得新进展的科学总结，是对某个科学领域中的学术问题进行研究后，表述科学研究成果的理论文章。

分类：按研究的学科，可分为自然科学论文和社会科学论文；按研究的内容，可分为理论研究论文和应用研究论文；按写作的目的，可分为交流性论文和考核性论文。

特点：科学性、创造性、理论性、学术性。

###### **四、语言基础**

1．**读准字音**

①诚伪（ ） ②干扰（ ）

③儒家（ ） ④辕固（ ）

⑤畏惧（ ） ⑥阿世（ ）

⑧

【答案】wěi； rǎo； Rú； yuán； jù； ē； tí； dī； zhuàn； chuán

2．**写对字形**

①

【答案】损； 勋； 陨； 殒； 崇； 祟

3．**辨析词义**

（1） 曲解·误解

**辨析** 二者都有“对客观事物或别人的意思理解错了”的意思。但侧重点不同。“曲解”指错误地解释客观事实或别人的原意（多指故意地）。“误解”指理解得不正确。

**应用** 这种解释\_ \_ 文意，完全背离了作者的本意。

（2） 曲学阿世·曲意逢迎

**辨析** 二者都有“迎合”的意思。“曲学阿世”指歪曲学术（指曲解经典的原义）来迎合世俗。“曲意逢迎”指违背自己的本心去迎合别人的意思。

**应用** 学者应该有独立精神，不\_ \_ \_ \_ \_ \_ \_ \_ ，要坚持学术原则。

【答案】（1） 曲解

（2） 曲学阿世

4．**积累成语**

请根据词义，在横线上填写恰当的课内成语。

①\_ \_ \_ \_ \_ \_ \_ \_ ：比喻顺着情势改变态度（多含贬义）。

②\_ \_ \_ \_ \_ \_ \_ \_ ：用言论行动迎合众人，以博得好感或拥护。

【答案】顺风转舵； 哗众取宠

5．**语体转换**

假如你要在给小学生讲作文时讲述这段话，请根据听众的特点在缩短内容的基础上进行转换。

“修辞立其诚”，是《易传·文言》的一句话。这句话虽然是两千年以前讲的，现在仍应加以肯定，仍应承认这是发言著论写文章的一个原则。“立其诚”即是坚持真实性。诚者，实也，真也。现代所谓真，古代儒家谓之为“诚”。

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

【答案】（示例）同学们，古人说的“修辞立其诚”在今天仍然值得我们肯定，对我们的写作有帮助，它说的是我们写作时要诚实、真实、真诚。

【解析】在给小学生讲作文时讲述这段话，要用叙述的方式，说出它的核心要义——“诚实、真实、真诚”，并且要选用合适的语体。

**语用知识**

语体转换

1.概念

语体转换是变换句式的一种，是指口语语体和书面语语体的转换、生动语言和平实语言的转换。

2.语体转换题答题步骤

第一步：明确题干要求，把握关键内容。弄清将哪种语体转换成哪种语体。

第二步：理解转换内容，进行同义转换。找出材料中涉及相关语体转换的关键语句，按题干要求进行语体转换，并适当加以润色。

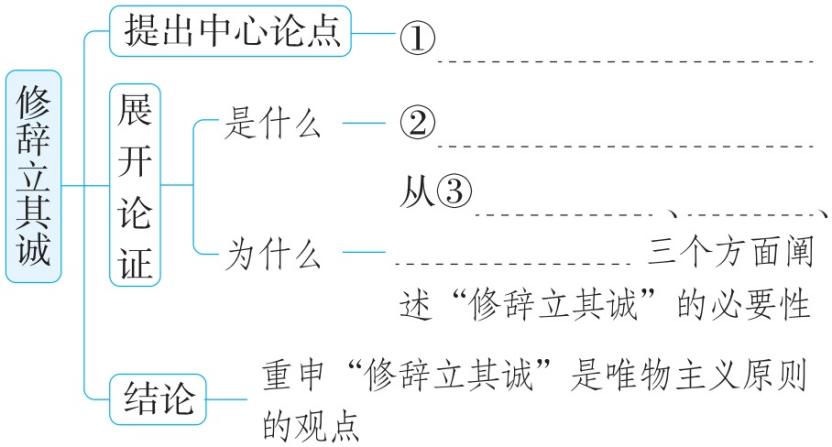
第三步：替换原句内容，检查句意是否通顺。

3.语体转换注意点

①注意保持语意的一致性。②注意符合语体色彩。③注意对象。对象不同，采用的语体也就不同。

###### **五、文意梳理**

1．**厘清结构**



【答案】修辞立其诚，就是要坚持真实性； “立其诚”的含义； 认识世界； 端正学风； 社会现实

2．**概括主旨**

本文对“①”这个核心概念进行阐释,就“立其诚”的三层含义,由②\_ \_ 到③\_ \_ ,展开了深入的思考和阐述,进而运用④\_ \_ \_ \_ \_ \_ \_ \_ 观点,对“立其诚”存在的问题进行了⑤\_ \_ \_ \_ \_ \_ \_ \_ ,强调做人要⑥“\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ”,具有深刻的现实意义。

【答案】诚； 修辞； 为人； 唯物主义； 分析和批判； 说真话、讲实话

#### **合作探究·提能力**

**情境探究**

很多同学写出的文章不能打动人的一个重要原因就是没有真情实感。因为他们在写文章时习惯于东拼西凑，生编硬造。

那么，如何才能改变这种现状呢?古人说:“修辞立其诚。”“修辞”就是修饰词句，是写作。“立其诚”就是写文章要实在、诚实，写真话，抒真情。由此看来，文章能打动人的第一要务就是要有真情实感，要采撷生活中足以令人感动的事，用朴实率真的文字加以表现。今天就让我们一起学习《修辞立其诚》。

**任务一 分析文章内容·把握观点态度**

1．“修辞立其诚”出自哪里？该如何解释？（6分）

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

【答案】

（1）“修辞立其诚”出自《易传·文言》。（1分）

（2）“修辞”就是修饰言辞。“立诚”就是立我诚心。“诚”即为人处世“诚实”“真诚”。（2分）“修辞立其诚”指文章修辞要服从于内容的真实。（1分）在本文中，“修辞立其诚”指作文、为人都要说真话、讲实话，表达自己的真情实感，对自己的言辞切实承担责任。（2分）

2．作者秉持的价值观念是“诚”，并明确了“立其诚”的三层含义，阅读文章内容，填写表格。（4分）

|  |  |  |
| --- | --- | --- |
| **立其诚** | **内容** | **理解** |
| 第一层含义 | ①\_ \_ \_ \_ \_ \_ \_ \_ | 言辞或命题与客观实际的一致 |
| 第二层含义 | ②\_ \_ \_ \_ \_ \_ \_ \_ | ③\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 第三层含义 | 表里一致 | ④\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |

【答案】名实一致； 言行一致； 理论与实践一致，思想与行动一致； 口中所说的与心中所想的应该一致（每点1分）

3．“修辞立其诚”最起码的要求是什么？怎样才能做到这一点？（4分）

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

【答案】

（1）文中强调，把自己的真实见解表达出来，应是“修辞立其诚”的起码要求。（2分）

（2）人们常常把真实的思想感情隐藏起来。这是由复杂的不正常的社会关系造成的人心的扭曲，这种人心的扭曲必须改变，而改变的方法就是说真话、讲实话。（2分）

4．文章倒数第三段引用《汉书·儒林传》中的话，表明了作者怎样的观点？（4分）

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

【答案】作者反对“曲学阿世”，指明这种做法违反了追求真理的学术宗旨，（2分）说明“修辞立其诚”应是端正学风的首要准则，号召大家在今天应强调社会主义的基本原则。（2分）

**任务二 分析论证思路·赏析论证特点**

5．作者围绕“立其诚”展开论证，请简要分析文章的论证思路。（6分）

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

【答案】文章首先指出“修辞立其诚”出自《易传·文言》，引出“立其诚”的含义，并从三个方面进行解释。（2分）然后论述了“修辞立其诚”的原因，指出“发挥主体性，应以认识的客观性为前提”，同时强调“修辞立其诚”也包含端正学风的问题。（2分）最后指出应该怎么做，肯定“修辞立其诚”是一个唯物主义的原则，要坚持唯物主义，总结全文。（2分）

6．概括分析文章在论证上的特点。（4分）

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

【答案】①采用层进式论证结构，大致遵循“立其诚”“是什么—为什么—怎么办”的思路；中间也有并列式的结构，如“立其诚”的三层含义。②多处运用道理论证，文中引用了《易传·文言》《管子·心术上》《汉书·儒林传》等传统经典著作中的语句，有力地证明了论点。（每点2分）

**素养必备**

并列式结构

并列式结构是典型的横式结构，即先提出总论点，然后并列地从几个方面分别对总论点加以论述。并列式结构，一般在“本论”部分，用两个或两个以上具有并列关系的分论点分层论述，从不同角度和层面对中心论点进行论证。运用并列式结构要注意：

1.在论证时，几个层次之间的关系是平行的，分别从几个侧面来证明观点的正确性。

2.分论点一般不少于两个，分论点不能重复。分论点一般位于每段的开头或单独成段。

3.分论点的语言要精练，每个分论点的字数应大致相同，结构也应相似。

4.分论点的表述要尽量紧扣中心论点的关键内容。

**任务三 品味文章语言·赏析语言特色**

7．《修辞立其诚》谈论的是一个比较抽象的理论，但读起来并无晦涩艰深之感，请从语言表达的角度进行赏析。（4分）

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

【答案】①文章语言平实，文风质朴。除因论证的需要而引用典籍史料之外，作者的论述语言十分平实朴素，毫无艰涩之感。说理时娓娓道来，拉近了与读者的距离，符合大众的阅读和认知习惯。②作者往往在引用古籍文献之后，紧跟着对文献进行通俗易懂的解释说明，使道理深入浅出，便于读者理解。（每点2分）

###### **思维发展与提升**

8．古人曾说：“为人要直，为文要曲。”而《修辞立其诚》强调作文、为人都要说真话、讲实话。二者在为文的要求方面是否矛盾？为什么？（6分）

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

【答案】

（示例1）不矛盾。（2分）“为文要曲”中的“曲”侧重指文章的外在形式，如在构思、选材、立意、语言等方面曲折，谋篇布局不单调，立意含蓄，善用曲笔，等等。而《修辞立其诚》强调作文、为人都要说真话、讲实话，侧重指文章的内容要真实，要表达自己的真实感情。形式是为内容服务的，“曲”的形式有时反而会更有助于表达“真”的内容。（4分）

（示例2）矛盾。（2分）人们常说“文如其人”“言为心声”，文章有时候能如实地反映一个人的内心想法、品德修养。一个正直的人，他的文章会充满浩然之气；一个虚伪的人，他的文章会假话连篇。因此，“为文要曲”和强调作文、为人都要说真话、讲实话在某种程度上是矛盾的。（4分）

### **课时2 \*怜悯是人的天性**

#### **自主学习·悟新知**

###### **一、作者名片**



卢梭（1712—1778），法国启蒙思想家、哲学家、教育学家、文学家，18世纪法国大革命的思想先驱，启蒙运动的代表人物之一，杰出的民主政论家和浪漫主义文学流派的开创者。卢梭出生于瑞士日内瓦，当过学徒、仆役、乐谱抄写员等，一生颠沛流离，备历艰辛。1750年其应征论文《论科学与艺术的复兴是否有助于使风俗日趋纯朴》一文获奖，后因此文而闻名。卢梭主张感觉是认识的来源，坚持“自然神论”的观点；强调人性本善，信仰高于理性。卢梭坚持社会契约论，主张建立资产阶级的“理性王国”；主张自由平等，反对大私有制及其压迫；提出“天赋人权说”，反对专制和暴政。卢梭主张教育的目的在于培养自然人；反对封建教育戕害、轻视儿童，要求提高儿童在教育中的地位。

代表作品：《论人与人之间不平等的起因和基础》《社会契约论》《爱弥儿》《忏悔录》等。他的《爱弥儿》和柏拉图的《理想国》、杜威的《民主主义与教育》并称为教育史上的三大里程碑。

###### **二、写作背景**

十七至十八世纪，欧洲启蒙运动兴起并发展，这是继文艺复兴之后，欧洲发生的又一次思想解放运动。作为著名的启蒙思想家，卢梭对人的思想、教育、社会权利等进行了大量研究与思考。1743年，卢梭在威尼斯逗留时，就已经打算写一部关于政治制度的著作。1753年，第戎科学院发布了论题为“人与人之间不平等的起因是什么？这种现象是否为自然法所容许？”的征文启事。卢梭参加第戎科学院的征文竞赛，撰写了他的著作《论人与人之间不平等的起因和基础》，后结集出版。《怜悯是人的天性》即节选自该著作。

###### **三、知识链接**

**启蒙主义文学**

启蒙主义文学是十八世纪启蒙运动的一个重要组成部分，是启蒙运动的重要工具和思想武器。启蒙作家通过文学创作，批判封建专制制度和宗教迷信，宣扬启蒙思想，形成了具有鲜明的政治倾向、强烈的战斗气息的启蒙主义文学思潮。

十八世纪启蒙主义文学由英国的现实主义长篇小说揭开序幕，经由法国哲理小说的发展，在全欧范围的启蒙戏剧的繁荣中达到高潮，最后由歌德以其创作对启蒙主义文学进行光辉而全面的总结，并与十八世纪后期兴起的感伤主义文学融合，从理性和感性两个方向为十九世纪西方文学的两大潮流（浪漫主义和现实主义）的繁荣铺平道路。

###### **四、语言基础**

1．**读准字音**

①嗜血（ ） ②禀性（ ）

③汲汲（ ） ④摒弃（ ）

⑤熏陶（ ） ⑥精辟（ ）

【答案】shì； bǐnɡ； jí； bìnɡ； xūn； pì

2．**写对字形**

【答案】捐； 娟； 厮； 撕

3．**辨析词义**

（1） 怜悯·怜惜

**辨析** 二者都有“同情”的意思，但在语义侧重点和使用语境上有一些细微的差别。怜悯：对遭遇不幸的人表示同情。怜惜：同情爱护。“怜悯”是对弱者的同情，而“怜惜”除了对弱者表示同情，还有一种发自内心的不含嘲讽的爱。

**应用** 时隔多年，聂赫留朵夫听说了玛丝洛娃的悲惨遭遇，不由得生出了浓浓的\_ \_ 之心。

（2） 充耳不闻·置若罔闻

**辨析** 二者都有“不听取”的意思。充耳不闻:塞住耳朵不听，形容不愿听取别人的意见。置若罔闻:放在一边儿不管,好像没听见一样,形容不重视，不关心。“充耳不闻”指故意不听；“置若罔闻”指听了他人的话但不理睬，不搭理。

**应用** 贾元春被封为贵妃，宁荣两府上下里外，莫不欣然踊跃，只有贾宝玉\_ \_ \_ \_ \_ \_ \_ \_ 。

【答案】（1） 怜悯

（2） 置若罔闻

4．**积累成语**

请根据词义，在横线上填写恰当的课内成语。

①\_ \_ \_ \_ \_ \_ \_ \_ ：把不同的事物混在一起，说成是同样的事物。

②\_ \_ \_ \_ \_ \_ \_ \_ ：形容公开地、无所顾忌地做坏事。

③\_ \_ \_ \_ \_ \_ \_ \_ ：原指感激的心情如同亲身受到对方的恩惠一样（多用来代替别人表示谢意），现多指虽未亲身经历，但感受就同亲身经历过一样。

④\_ \_ \_ \_ \_ \_ \_ \_ ：对令人感动或应该关注的事情毫无反应或漠不关心。

⑤\_ \_ \_ \_ \_ \_ \_ \_ ：不受任何约束，形容自由自在。

⑥\_ \_ \_ \_ \_ \_ \_ \_ ：设想自己处在别人的地位或境遇中。

⑦\_ \_ \_ \_ \_ \_ \_ \_ ：好像没有那么回事似的，形容不动声色或漠不关心。

【答案】混为一谈； 明目张胆； 感同身受； 无动于衷； 无拘无束； 设身处地； 若无其事

5．**正确使用标点符号——问号**

下列各句中的问号，和“是处在既不担心别人对自己作恶……的境地更幸福，还是处于全面依附的地位……的指挥更幸福？”中的问号，作用相同的一项是（ ）

A. 人的正确思想是从哪里来的？是从天上掉下来的吗？不是。是自己头脑里固有的吗？不是。人的正确思想，只能从社会实践中来，只能从社会的生产斗争、阶级斗争和科学实验这三项实践中来。

B. “你多大了？”“十九。”“参加革命几年了？”“一年。”

C. 然而她是从四叔家出去就成了乞丐的呢，还是先到卫老婆子家然后再成乞丐的呢?

D. 座中泣下谁最多？江州司马青衫湿。

【答案】C

【解析】C项和题干中的问号都用于选择问句的末尾。A项，用于设问句的末尾。B项，用于疑问句的末尾。D项，用于设问句的末尾。

**语用知识**

问号的常见用法及注意点

1.常见用法

（1）用于句子末尾，表示疑问语气（包括反问、设问等疑问类型）。使用问号主要根据语段前后有较大停顿、带有疑问语气和语调，并不取决于句子的长短。示例： 一个外国人，毫无利己的动机，把中国人民的解放事业当作他自己的事业，这是什么精神？这是国际主义的精神。

（2）用于特指问句的末尾。示例： 什么样的社会才是最理想的社会呢？

（3）用于是非问句的末尾。示例： 这事你不知道吗？

（4）用于叹词构成的疑问句的末尾。示例： “嗯？”老杨的眉毛拧了个结。

（5）选择问句中，通常只在最后一个选项的末尾用问号，各个选项之间一般用逗号隔开。当选项较短且选项之间几乎没有停顿时，选项之间可不用逗号。当选项较多或较长，或有意突出各个选项的独立性时，也可每个选项之后都用问号。示例：

①诗中记述的这场战争究竟是真实的历史描述，还是诗人的虚构？

②要一个什么样的结尾：现实主义的？传统的？大团圆的？荒诞的？民族形式的？有象征意义的？

2.注意点

（1）在多个问句连用或表达疑问语气加重时，可叠用问号。通常应先单用，再叠用，最多叠用三个问号。在没有异常强烈的情感表达需要时不宜叠用问号。示例： 这就是你的做法吗？你这个总经理是怎么当的？？你怎么竟敢这样欺骗消费者？？？

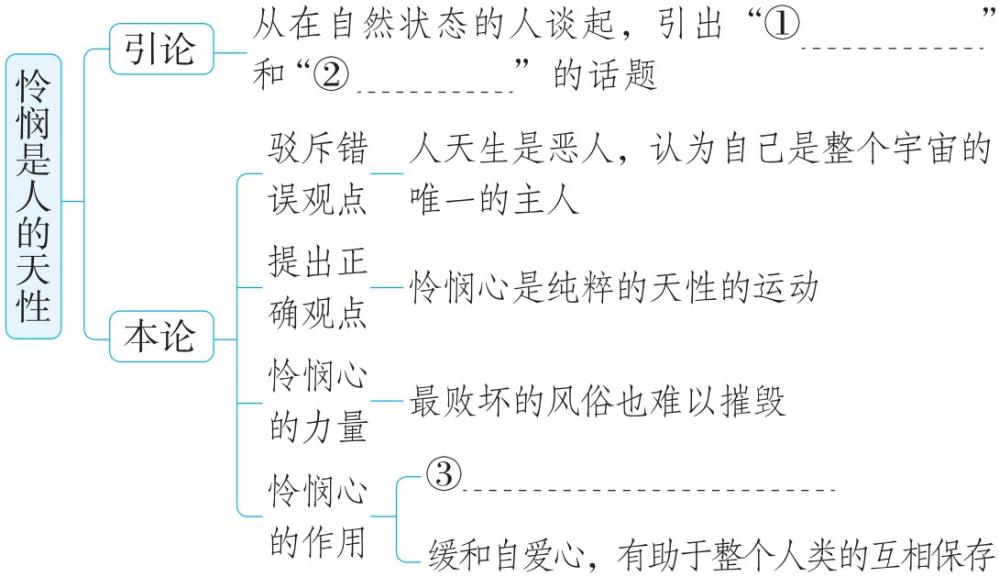
（2）问号也有标号的用法，即用于句内，表示存疑或不详。示例： 吕不韦（？—前235），战国末秦相。

（3）使用问号应以句子表示疑问语气为依据，而并不根据句子中包含有疑问词。当含有疑问词的语段充当某种句子成分，而句子并不表示疑问语气时，句末不用问号。示例：

我也不知道他究竟躲到什么地方去了。

###### **五、文意梳理**

1．**厘清结构**



【答案】天性； 美德； 是人类种种社会美德的基础

2．**概括主旨**

本文批驳了霍布斯“人天生是恶人”的观点,指出善是人的本性,①\_ \_ \_ \_ \_ \_ 作为一种善,是人类最②\_ \_ 和最③\_ \_ 的一种美德，阐述了怜悯心对于人类生活、对于调节④\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 的重要意义。

【答案】怜悯心； 普遍； 有用； 人与人的关系

#### **合作探究·提能力**

**情境探究**

真和善是人类美好的品德，也是长期以来哲学领域探讨的重要话题。《怜悯是人的天性》关注的是善，这篇文章蕴含着深刻的理性精神和人生智慧。今天我们就这篇文章展开研讨，进一步体会善的内涵，思考其对我们立身处世的启发意义。

**任务一 把握文本内容**

1．阅读课文，根据文章内容，简要概括“怜悯心”的含义。（6分）

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

【答案】①怜悯心就是人们所说的善意和友谊。②怜悯心就是设身处地地为受苦的人着想的一种感情，是最普遍的和最有用的美德。③怜悯心是一种能缓和每一个人只知道顾自己的自爱心的自然的感情。④怜悯心是柔弱和最容易遭受苦难折磨的人类在开始运用头脑思考以前就有的一种最应该具备的、合乎自然的人心。（每点2分，答出其中三点即可）

2．《怜悯是人的天性》中，后三段主要论述了什么内容？文章最后一段指出了怜悯之心的哪些作用？（5分）

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

【答案】

（1）主要论述了即使是最败坏的风俗也难以将天然的怜悯心的力量摧毁，人类的种种社会美德正是从怜悯心中派生出来的；（1分）怜悯心能缓和每一个人只知道顾自己的自爱心，有助于整个人类的互相保存；怜悯心对于人类生活、对于调节人与人的关系的重要意义。（1分）

（2）①能缓和每一个人只知道顾自己的自爱心，从而有助于整个人类的互相保存。②不仅可以代替法律、良风美俗和道德，而且还能让每一个人都不可能对它温柔的声音充耳不闻。③在训导人们方面，坚持“在谋求你的利益时，要尽可能不损害他人”的原则。（每点1分）

**任务二 赏析论述艺术**

3．研读第二段，思考：卢梭是如何评价霍布斯的观点的？卢梭运用了什么方法对霍布斯的观点进行批驳？（4分）

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

【答案】

（1）卢梭认为，霍布斯对人性的解释的着眼点是错误的，他把为了满足许许多多欲望而产生的需要，与野蛮人为了保护自己的生存而产生的需要混为一谈了，他还忽略了人天生就有一种不愿意看见自己同类受苦的厌恶心理这个事实。（2分）

（2）卢梭在批驳霍布斯观点时主要运用了逻辑推理中的归谬法。（2分）

**素养必备**

归谬法

归谬法，是间接反驳的方法之一，是“以退为进，引入荒谬”的方法。“以退为进”，是说这种方法通过假定对方的论点是真的这一手段，来达到反驳对方论点的目的；“引入荒谬”，是说这种方法可以从对方的论点合乎逻辑地引出荒谬的结论。这种“以退为进，引入荒谬”的方法使人一听一读就会立刻感到对方的论点站不住脚，然后根据充分条件假言推理的否定后件式，证明对方的论点必然为假。这一步，往往不用说出，因为不言而喻。

归谬法与反证法之间既有联系又有区别。联系：在反证法中要运用归谬法。区别：归谬法是反驳的方法，反证法是论证的方法；归谬法用的是单一的推理形式，反证法在运用归谬法之后还需进一步运用排中律。

4．文章是怎样围绕“怜悯是人的天性”这一核心论点一步步展开论述的?（6分）

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

【答案】①引出接近中心论点的论题。作者首先从在自然状态中的人谈起,引出“天性”和“美德”的话题。②批驳“人天生是恶人”的观点。可分为两个层次:第一个层次,以霍布斯“人天生是恶人”的观点作为自己批驳的靶子,采用分析推演和归谬法等方法,彻底驳倒“人天生是恶人”这一与自己观点相左的观点;第二个层次,以动物、暴君尚有怜悯之心的事实,树立起自己的观点。③指出“怜悯心”的作用。“怜悯心”有助于整个人类的互相保存,甚至在自然状态下可以代替法律、良风美俗和道德,软化人的心灵,“让每一个人都不可能对它温柔的声音充耳不闻”。文章最后,作者甚至将其作用上升到人类存亡的高度。（每点2分）

5．《怜悯是人的天性》一文综合运用了多种论证方法，请举例分析。（6分）

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

【答案】①道理论证：如文中引用霍布斯的错误观点，树立批驳的靶子，在对其进行批驳的基础上提出自己的观点。②类比论证：用“动物有时候也有明显的怜悯之心”来类比，论证“怜悯是人的天性”的观点。文中以母兽保护幼兽、马不愿意踩着一个活着的生物的身体跑过去、动物在同类的尸体旁边走过时总是感到不安、动物以某种方式掩埋死去的同类、屠宰场的动物发出哀鸣等类比论证人天生具有怜悯心的观点。③举例论证：第二段举《蜜蜂的寓言》的作者描述的一个事例，论证“怜悯是人的天性”的观点；第三段举苏拉和亚历山大的例子，指出即使是这样残酷暴虐、对伤害他人习以为常的人，依然会像其他人一样被悲剧震撼，会对他人的痛苦起恻隐之心，从而进一步论证怜悯心出于自然天性的观点。④对比论证：第四段将哲学家和野蛮人进行对比，将理智状态和自然状态分别作为自爱心压倒怜悯心和怜悯心得到自然发挥的两种情况的具体表现，进一步论证怜悯心的存在本身便是源于自然的天性。（每点2分，答出其中三点即可）

**任务三 品味语言特色**

6．这篇文章深刻阐明了作者的观点，语言表达特色鲜明。请根据自己的理解，重点赏析下面的句子。（8分）

（1） 我们尤其不可像霍布斯那样,因为人没有任何善的观念,便认为人天生是恶人;因为人不知道什么是美德,便认为人是邪恶的。（4分）

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

（2） 他看到的这件事情虽与他个人无关,但他心中的感受是何等悲伤啊;目睹这种情景,而自己却不能对晕过去的母亲和垂死的孩子一伸援手,他难道不难过吗?（4分）

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

【答案】（1） 句子先亮明观点：不可像霍布斯那样。（2分）接着运用两个相同的句式“因为人……便认为……”，表明霍布斯的错误认识，用简约的文字表达了丰富的内容，句式整齐，语言简洁有力。（2分）

（2） 援引事例，发挥想象，由一件事想到了人性最柔软、最本真的“怜悯心”。（2分）“何等”，即“多么”，表示程度之深；“难道不难过吗？”运用反问句式，表示难过之极。（2分）

###### **思维发展与提升**

7．春秋时期著名的政治家管仲说“仓廪实则知礼节，衣食足则知荣辱”，卢梭却认为，“文明与自然、理性与自然本能相比，是一种蜕变，甚至是堕落”。你是否赞同卢梭这种观点？请结合文章内容，谈谈你的看法。（4分）

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

【答案】

（示例1）不赞同。（1分）人类社会是从低级向高级不断发展的，在这个过程中会带来自私、冷漠等负面影响，但这些负面影响并不完全是这种发展造成的，人类可以通过法律等方面的约束来减少负面影响。虽然科技是把双刃剑，但是只要我们运用好这把双刃剑，就能让它的利刃持续高效作用于对人类最有益的部分，而不是刺伤人类自己。（3分）

（示例2）赞同。（1分）人天生就具有怜悯心，在原始社会中，人与人、人与自然都能和谐相处，人们满足于最低的生存需求。文明的发展，使人们产生了远超于生存需求的欲望。有些人疯狂追求金钱和享受，变得贪婪、自私、冷漠，这无疑是一种蜕变，甚至是堕落。文化有其自身的传承性和相对的独立性，物质基础并不是决定人的思想的唯一因素，人的成长环境以及受教育状况等也会影响人。科技改变了我们的生活，让我们的世界变得更加美好，但前提是我们必须理智地应对和利用它，它也必须与公正、正义和道德共存。（3分）

#### **文本联读·拓思维**

1．比较两篇文章，思考其在立论方式、提出论点的方式、论证结构、论证方法等方面存在的不同，完成表格。（8分）

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **篇目** | **立论方式** | **提出论点的方式** | **论证结构** | **论证方法** |
| 《修辞立其诚》 | ① \_ \_ \_ \_ \_ \_ \_ \_ | ② \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | ③ \_ \_ \_ \_ \_ \_ \_ \_ | ④ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |
| 《怜悯是人的天性》 | ⑤ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | ⑥ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ | ⑦ \_ \_ \_ \_ \_ \_ | ⑧ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ |

【答案】正面立论。； 开篇引用《易传·文言》中的“修辞立其诚”，并对此加以阐释，然后又引用《庄子》中的话对“诚”的含义进行阐释，由此提出中心论点。； 总—分—总。； 举例论证、道理论证等。； 破立结合（驳论）。； 首先比较自然状态中的人和文明人的不同特点，然后批驳霍布斯的错误观点，最后在此基础上提出“怜悯是人的天性”的中心论点。； 层进式。； 举例论证、对比论证、类比论证等。（每空1分）

2．《修辞立其诚》《怜悯是人的天性》这两篇文章的思想内涵和现实意义有何不同？请简要分析。（6分）

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

【答案】

（1）《修辞立其诚》强调为文、为人要“真”。（1分）①《修辞立其诚》关注的是“真”。文章基于“诚”这个核心概念进行阐释，就“立其诚”的三层含义，由修辞到为人，展开了深入的思考和阐述。（1分）②作者运用唯物主义观点，对在“立其诚”方面存在的问题进行了分析和批判，强调做人要“说真话、讲实话”，具有很强的现实针对性。（1分）

（2）《怜悯是人的天性》认为人的天性为“善”。（1分）①《怜悯是人的天性》关注的是“善”。文章在批评霍布斯“人天生是恶人”的观点的基础上，用事实指出，善是人的本性，怜悯心作为一种善，是人类最普遍和最有用的一种美德。（1分）②在现实社会中，怜悯心对于人类生活，对于调节人与人的关系具有重要意义。（1分）

##### **读写结合**

###### **一、课内积累**

**豹尾收篇，论证有力**

应该承认，“修辞立其诚”是一个唯物主义的原则。唯物主义肯定事实，肯定客观真理。唯物主义者无所畏惧，敢于把自己的思想见解亮出来。虽然在今天的世界上唯心主义比较流行，我还是相信，唯物主义是科学研究的真实基础。

**技法解读**

文章最后一段，进一步强调了本文的观点“‘修辞立其诚’是一个唯物主义的原则”，指出“唯物主义肯定事实，肯定客观真理。唯物主义者无所畏惧，敢于把自己的思想见解亮出来”，接着又进一步指出了“虽然在今天的世界上唯心主义比较流行，我还是相信，唯物主义是科学研究的真实基础”，使论述更加全面，增强了论证的力量。

**议论文如何结尾**

好的结尾一要收束全文；二要简洁有力；三要激励读者，发人深省；四要呼应开头，照应前文。

那么，怎样才能写好议论文的结尾呢？下面介绍几种形式：

1.戛然而止，干脆利落式

文章结尾重在自然简洁，议论文主要是对所论之事进行合理的剖析和推理，当阐述的事理已经说清，文章就可戛然而止，显得干脆利落。

2.水到渠成，卒章显志式

为帮助读者把握和理解文章的论证思路和进一步增强论证的力量，我们可以在本论部分充分分析、论证的基础上，于结尾处自然而然地归纳出中心论点，给读者以深刻、鲜明的印象。如《改造我们的学习》一文，在分析、阐明了为什么要“改造我们的学习”和怎样“改造我们的学习”之后，用三句话自然地结束了全文：“我们走过了许多弯路。但是错误常常是正确的先导。在如此生动丰富的中国革命环境和世界革命环境中，我们在学习问题上的这一改造，我相信一定会有好的结果。”

3.首尾圆合，画龙点睛式

这是指依据议论文的结构特点，联系题目、开头、中心论点等来设计文章的结尾，使之与论题、开头相照应，使文章结构完整、严谨，强调文章的主旨。这类议论文的结尾部分往往就是文章的中心论点。

4.巧用修辞，文采飞扬式

为了增添文章的艺术魅力，我们也可在议论文的结尾运用含蓄委婉的手法，或托物言志，或含蓄议论，或借助引用、比喻、象征、比拟、排比、设问、反问、对偶等手法，使结尾既形象生动，又寓意深远，“言有尽而意无穷”，给人以深刻的启迪。

5.自戒他戒，号召启迪式

所谓自戒法，就是收笔的内容是针对作者自己或自己所属的群体，根据实际情况提出今后的理想、方向、决心等。有些文章在收笔时向别人征求对自己的意见，也属于自戒法。

所谓他戒法，就是在写作过程中，把写作的意图，对读者的劝诫、要求、希望等，在文章最后表达出来，以引起读者的注意，给读者以感染，使读者产生共鸣，起到教育、鼓舞或激励作用。

**技法运用**

**选择善良**

善良是人性中最基本的品格，也是人性里最为朴素的美。只有在善良的土壤里，才能开出更为崇高的品德之花。我们不能苛求每一个平凡的人都去用崇高的品德感天动地，但我们必须人人心存善良，只有这样，这个世界才会更加美好。

###### **二、课外拓展**

**修辞立其诚**

朱朝敏

“修辞立其诚”是《易传·文言》中的一句话，虽然其内涵有多种解说，尚无定论，但其中最重要的一点就是，要求修辞者持中正之心，怀敬畏之情，对自己的言辞切实承担责任，采用恰当的方式进行表达。简而言之，就是怀真诚之心，发出来自心灵的声音，讲真话。

一个真字，看似简单，却万般艰难。真，是文章根本，亦为文章灵魂。从小处说，是一个人为人处世的基本态度、与世界对话交流的纽带，关乎我们的日常生活。从大处讲，是一个人在与世界交流中的心灵写意、精神流露，当个体的“真”源源不断地流淌出一条清澈河流时，“真”就是情怀与胸襟。

我们鲁迅文学院第十九届高研班的学习主题是“作家的责任与使命”。我在填写报名表看见这个主题时，心中忐忑不安，心想这个题目太大、太高了，就我个人创作来说，我一直这样定位：写自己想写的，表达我自己的见解和态度，于生活和生命，都是一种尊严和体面。如此而已，从来不敢妄谈责任和使命。在我看来，文章担当的责任和使命，在这个物质崇拜非常狂热的时代，在个人言语容易被淹没的时代，它几乎退守为一个人的自吟自唱。它的孱弱和孤寂，仿佛入秋时虫子的低鸣，只能增加无垠旷野的纵深感。无论它发出怎样的声音，都很难冲破愈来愈浓厚的黑暗和季节的萧索。

但静下心来想，虫子如何，它又何曾退避。因为这看得见看不见的黑暗和萧索，它仍旧在鸣叫，蛰伏于泥土中，固执并深情地发出自己的声音。

写作大体也是如此。写作或其他的艺术创作不仅是自我表述，更是一种交流。一个从事文学创作的人，在他拿起笔，以文字发声，诚挚而坚韧地与外界交流时，他便从个体的孤立中走出，与外界发生了碰撞融合，或者抗衡。总之，作者与生活在相互影响，相互渗透。在长久的坚守中，一种传递和吸纳的功能出现，它会赋予作者一种浑厚有力的声音。

不能不说，再个体的文字，也是有意义的。这已足够。

我想，有了这样的理由，源自心灵的文字，在日积月累中，其实已在自觉与不自觉中与生活关联，已在参与良性生活的构建。生活承载的时代感严峻地摆在每个作者面前，我们该如何去对待？

在我看来，这个问题涉及文字的担当性，即文字对我们生活的时代能否担当和担当多少的问题。

纳博科夫在《文学艺术与常识》中这样说道：“有时，在事物进程中，当时间的溪水变成一股混沌之流，历史的洪荒漫过我们的地窖，认真的人们总要在作家与国家或宇宙体之间寻求内在关系，而作家自己也开始为他们的职责而忧心忡忡。”他在语重心长地告诉我们，真正意义上的写作从来就不是轻松的，不是私人的。每一个作家，当他拿起了笔，都会出于本能地进行思考，关于生活、命运、环境、时代、精神等。这些东西看似芜杂又虚妄，却构成了作家的创作资源和重要内容。也正因其芜杂又虚妄的本质，作家内心才会有困惑，有痛苦，有挣扎。真正的作家会为文字只停止于表象描摹而不安。而不断努力并清楚呈现对命运处境的深邃思考，这是何等艰巨的任务，或者说，这是多么厚重的责任与使命。

从这层意义上讲，说真话，发出心灵的声音，实际就是充分表现心灵探索的深度，构建灵魂的高度，并发散情感的温度，书写出时代生活的复杂性和可能性。

这恐怕是文学在当下需要做的，也是每个作家应该担当的。而就我自己而言，如何把心灵资源库丰富起来、深邃起来、清澈起来，再对生活环境进行准确而适当的表达，这是一项需要长期坚持修炼的任务。

我们的生活，处于历史绵长、文化驳杂、物质与精神越来越背离的时代，可以说问题层出不穷，形势严峻。这是限制，也恰恰是机遇。它在砥砺创作者真诚面对思索，“修辞立其诚”，使创作者创作出具有担当的文字，从而收获大情怀、大境界。

（有删改）

**名师赏评**

本文侧重从文字的担当性的角度论证“修辞立其诚”需要作者怀真诚之心，讲真话，发出心灵的声音，书写出时代生活的复杂性和可能性。强调做人要“说真话、讲实话”，具有深刻的现实意义。本文采用例证法、引证法进行论证，作者举自己填写报名表看见“作家的责任与使命”这个主题的事例，论述了写出时代生活的复杂性的观点；作者引用纳博科夫的相关论述，从文字对时代能否担当和担当多少两个方面，具体阐释了文字的担当性。本文语言严谨准确、平实质朴，句式丰富，富有说服力。

###### **三、读写结合**

阅读下面的材料,根据要求写作。

我国著名国画家李苦禅,为人重诺守信。他曾允诺一位老友索画的要求,后因生病和其他事情牵扯,耽误了作画,不久他的那位老友突然病故,他闻讯后后悔不已,立即挥毫作《百莲图》,并郑重地题款钤印。随后携画至后院,肃立焚烧,祭奠亡灵。事后,他对儿子说:“今后若再有老友索画,要及时提醒我,做人可不能失信啊!”

要求:根据上述材料,自定立意,写出文章的结尾，不超过100个字。（10分）

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

【答案】

（示例1）言而无信,未知其可。君子一诺,价值千金。相信李苦禅的表现,会为我们燃起诚信的火炬,指引整个社会前行的方向。

（示例2）我们可能还看不到,横在梦想前面的荆棘,但是,身为“00后”的我们没有丝毫畏惧,我们会吟唱“长风破浪会有时”,会高呼“会当凌绝顶”,而这一切,都离不开诚信这对坚硬的翅膀。

（示例3）美好的品德,会在传承的过程中得到彰显;优雅的人性,会在和谐的氛围里充分散发。“人无信不立。”诚信,是社会发展进程中的健康精神,于个人,于国家,都非常重要。

（总结全文3分，主题明确3分，语言连贯2分，符合字数要求2分）

## **第5课 \*人应当坚持正义**

**课时目标：**

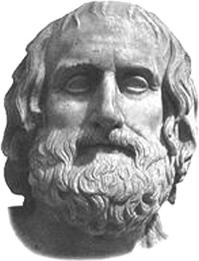
1.把握文中重要理念的内涵，体会语言的准确性和严密性。

2.厘清论证思路，分析论证方法，把握层层铺垫、步步设问的提问技巧，提升辩论能力。

3.学习苏格拉底追求真理、捍卫正义的精神品质，并形成有一定深度的思考和判断，丰富自己的精神世界。

#### **自主学习·悟新知**

###### **一、作者名片**



柏拉图（前427—前347），古希腊哲学家，西方客观唯心主义的创始人。他拜苏格拉底为师，在苏格拉底被处死后，他离开雅典，在外游历多年。他才思敏捷,著述颇丰。其作品内容丰富深刻,论证严密细致,语言优美华丽,达到了哲学与文学、逻辑与修辞的高度统一,在哲学、文学方面具有极其重要的价值。“理念论”是柏拉图哲学体系的核心，他认为物质世界之外还有一个非物质的理念世界。理念世界是真实的，而物质世界是不真实的。柏拉图非常重视教育，主张教育应该由国家来组织。他与其老师苏格拉底、学生亚里士多德并称为古希腊“三哲”。

代表作品：《理想国》《柏拉图对话集》等。

###### **二、写作背景**

公元前399年,雅典法庭以“不敬神明”的罪名判处哲学家苏格拉底死刑。判决执行前夕,苏格拉底的朋友格黎东潜入监狱,试图劝说他越狱逃跑,但苏格拉底不赞同逃跑,他宁可死,也不肯违背自己的信仰。他针对格黎东的建议,抛出了“正道”“道义”“道理”“正当”等一系列他所坚守的“正义”理念。课文记载的就是这次谈话的过程。

###### **三、知识链接**

**对话体**

对话体是在艺术、政治、哲学和科学著作中的一种文体。这种文体的著作采用两个或多个角色对话的形式。对话体是一种特殊的体裁，原则上区别于不同体裁的作品中用以表现人物性格和作为艺术语言手段的那种对话。

对话体著作通常设置尖锐的冲突，对话方发表各自的见解，而最终则表露出作者关于论争的倾向以及争论者的生动形象。这种体裁上的特点甚至可以使那些并不属于文学艺术领域的、关于科学和哲学问题的对话也具有异常鲜明的情趣及出色的艺术性。

苏格拉底式对话是一种采用对话的方式，以澄清彼此观念和思想的方法。苏格拉底认为通过对话可以使学生澄清自己的理念、想法，使谈论的课题清晰。而且他认为只要一直更正不完全、不正确的观念，便可使人寻找到真理。这种对话模式，犹如戏剧，拥有无比的张力。对话中穿插轻松、诙谐的语调，屡屡让人陷入推理的自我矛盾中，这样就达到了澄清的效果。

###### **四、语言基础**

1．**读准字音**

①褒贬（ ） ②枚举（ ）

③遭殃（ ） ④恫吓（ ）

【答案】bāo； méi； yānɡ； dòng

2．**写对字形**

①

②

【答案】① 膺；鹰；赝

② 誉；誊；眷

3．**辨析词义**

（1） 恫吓·恐吓

**辨析** 二者都有“威胁、吓唬”的意思。“恫吓”指用势力威胁，对象通常为个人、集团或国家，词义较重，适用范围较窄；“恐吓”指用言语、手段威胁，只用于别人，不用于自己，适用范围宽。

**应用** 匈牙利欧盟事务部长博考表示，布达佩斯并不知道欧盟这项“金融威胁”计划，他的国家不会屈服于欧盟的\_ \_ 。

（2） 无可非议·无可厚非

**辨析** 二者都有“不必加以指摘”的意思,但有所区别。①肯定程度不同。“无可非议”表示言行合乎情理，肯定程度高；“无可厚非”表示虽有缺点，但是可以理解或原谅，肯定程度要低一些。②评判立场不同。“无可非议”表示是非已经很明确；“无可厚非”表示说话人公正合理，实事求是。

**应用** 外交部发言人在例行记者会上表示，中国根据国际法和国内法规开展正常的海洋活动\_ \_ \_ \_ \_ \_ \_ \_ 。

【答案】（1） 恫吓

（2） 无可非议

4．**积累成语**

请根据词义，在横线上填写恰当的课内成语。

①\_ \_ \_ \_ \_ \_ \_ \_ ：惶恐不安，原是君主时代臣下给君主奏章中的套语。

②\_ \_ \_ \_ \_ \_ \_ \_ ：诚恳地信奉。

③\_ \_ \_ \_ \_ \_ \_ \_ ：形容十分恭敬。

【答案】诚惶诚恐； 拳拳服膺； 毕恭毕敬

5．**正确使用标点符号——顿号**

下列各句中的顿号，和“如果那个为道义所改善、为不义所毁灭的部分毁了”中的顿号，作用相同的一项是（ ）

A. 凡有超越于实践并自奉为绝对的“禁区”的地方，就没有科学，就没有真正的马列主义、毛泽东思想，而只有蒙昧主义、唯心主义、文化专制主义。

B. 我和我的同学好友们读了柏拉图《对话》的英译本，西洋哲学史，古罗马史，希腊悲剧，英国16、17世纪诗剧，等等。

C. 冷冰川也叫大陆性冰川。它是发育在地势高、气温低、降水稀少的大陆性气候条件下的冰川。

D. 办公室里订有《人民日报》（海外版）、《光明日报》等报刊。

【答案】C

【解析】C项和题干中的顿号都用于并列的修饰语之间。A项，用于并列词语之间。B项，用于缩略形式的相邻两数字间。D项，用于并列的书名号间（书名号之后还有括注）。

**语用知识**

顿号的常见用法及注意点

1.用法

①用于并列词语之间。示例： 桃树、杏树、梨树，你不让我，我不让你，都开满了花赶趟儿。

②用于需要停顿的重复词语之间。示例： 他几次三番、几次三番地辩解着。

③用于某些序次语（不带括号的汉字数字或“天干地支”类序次语）之后。示例： 我准备讲两个问题：一、逻辑学是什么？二、怎样学好逻辑学？

④相邻两数字连用为缩略形式，宜用顿号。示例： 农业是国民经济的基础，也是二、三产业的基础。

⑤若有其他成分插在并列的引号之间或并列的书名号之间（如引语或书名号之后还有括注），宜用顿号。示例： 李白的“白发三千丈”（《秋浦歌》）、“朝如青丝暮成雪”（《将进酒》）都是脍炙人口的诗句。

2.注意点

①表示含有顺序关系的并列各项间的停顿，用顿号，不用逗号。下例解释“对于”一词的用法，“人”“事物”“行为”之间有顺序关系，各项之间应用顿号。示例： ［对于］表示人、事物、行为之间的相互对待关系。

②用阿拉伯数字表示年月日的简写形式时，用短横线连接号，不用顿号。示例：

2025-03-02

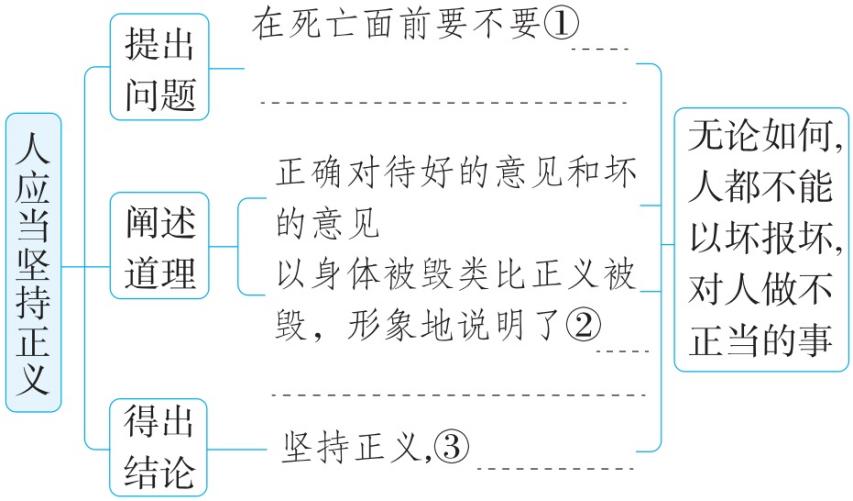
③互相包含的内容之间不能用顿号，也不能用逗号。示例： 这次受到沙尘暴袭击的共有三省五十六个县（市）。

④相邻或相近两数字连用表示概数通常不用顿号。示例： 这种凶猛的动物常常三五成群地外出觅食和活动。

⑤标有书名号的并列成分之间通常不用顿号。示例： 《红楼梦》《三国演义》《西游记》《水浒传》，是我国长篇小说的四大名著。

###### **五、文意梳理**

1．**厘清结构**



【答案】坚持正义； 坚持正义的重要性； 绝不越狱

2．**概括主旨**

本文围绕①\_ \_ \_ \_ \_ \_ \_ \_ 和②\_ \_ \_ \_ \_ \_ 的对话，展现了苏格拉底坚守的“③\_ \_ ”“道义”“④\_ \_ ”“正当”等“正义”理念，深入浅出地阐述了他唯正义是从的道德信念和坚守正义的人生准则，体现了苏格拉底愿意⑤\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 的精神。

【答案】苏格拉底； 格黎东； 正道； 道理； 为正义而献身

#### **合作探究·提能力**

**情境探究**

元旦已过，墨香社团拉开了新年“改变人类的对话”读书活动的序幕，李华想把《人应当坚持正义》以室内剧的形式演出，这个主意得到了好友小明等人的赞同，于是准备工作紧锣密鼓地开始了。请你研读文本，帮助李华他们撷取其中最精彩的段落，适当添加舞台提示，写一篇1000个字左右的剧本。

**任务一 读文本·知内容**

1．苏格拉底在这场提问中先后提出了哪些观点？（5分）

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

【答案】①我们不必尊重人们的一切意见,有些意见要重视,有些就没有必要,也不必听从所有的人的意见,有些人的要听,有些人的不必听。②好的意见就是明白人的意见,坏的意见就是糊涂人的意见。③最重要的并不是活着,而是活得好。④做不正当的事在任何情况下对于做此事的人都不可避免地是邪恶的、可耻的。⑤既不能以坏报坏,也不能对人做不正当的事,不管人家对我们做的什么事。（每点1分）

2．苏格拉底在与格黎东的对话中提出了很多问题，其中的核心问题是什么？结论是什么？阅读全文，根据自己的理解，简要概括。（4分）

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

【答案】

（1）核心问题：越狱逃跑的行为是否正当？是该越狱逃跑，还是该从容赴死捍卫自己的信仰和正义？（2分）

（2）结论：越狱逃跑的行为是不正当的，宁可被处死，也不能做不正义的事情，即坚持正义，绝不越狱。（2分）

3．苏格拉底提出的“正道”“道义”“道理”“正当”的内涵是什么？苏格拉底之所以能说服格黎东是因为他的坚持,从课文内容来看,他的坚持是什么？（6分）

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

【答案】

（1）苏格拉底提出的“正道”“道义”“道理”“正当”的内涵是真理，是正义。（2分）

（2）①他坚持的是正义。苏格拉底提出的“正道”“道义”“道理”“正当”等都可以认为是他从不同侧面对“正义”进行的诠释,或者在某种程度上可以认为是“正义”的代称。②他听从道义而不是其他，如果为了免于死刑而越狱逃跑，就违背了自己的原则，损害了法律，就是对国家的不正义。③直到最后，苏格拉底都坚持正义，这就是一代哲人超脱生死，始终遵守法律追求正义的至高精神。④他坚持认为人的灵魂比身体重要。苏格拉底对灵魂、信仰的珍重超过了他对身体、生命的珍重。（每点1分）

**任务二 读对话·赏形象**

4．苏格拉底与格黎东的对话，向我们展示了一位伟大的思想家的形象。通过这篇文章，我们对苏格拉底有了较为全面的认识，试根据自己的理解，简要概括苏格拉底的优秀品质。（6分）

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

【答案】①苏格拉底有信仰，有原则，有底线，舍生取义，绝不苟活。②苏格拉底人格高尚，心胸坦荡，临危不惧,坦然自若。③苏格拉底为人和蔼，待人和善，循循善诱，有着高超的谈话艺术。（每点2分）

**任务三 学论辩·赏“话术”**

5．苏格拉底是如何通过提问一步一步使格黎东的思路进入自己的逻辑轨道的?（6分）

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

【答案】①面对格黎东让他逃跑的劝说,他首先提出格黎东的关怀是否合乎“正道”的问题,即是否符合他所服从的“道理”。②然后苏格拉底谈到应该听从内行,否则“就会损伤我们那个为道义所改善、为不义所毁灭的部分”。他把“道义”和“不义”对举,突出了道义对于人的重要意义,得到了格黎东的肯定。③接着苏格拉底由身体到灵魂,步步深入,谈到我们必须听从“真理”,就是听从我们一贯遵循的“道理”。④最后苏格拉底回到格黎东的提议上,是否逃离需要看是否正当，无论在什么时候,都不能做不正当的事情。苏格拉底开始并没有否定格黎东的建议,而是以此为基础,抛出“正道”“道义”“道理”“正当”等一系列他所坚守的“正义”理念,层层铺垫,步步深入,将格黎东的思路引入自己的逻辑轨道。（每点2分，答出其中三点即可）

**素养必备**

铺垫法

铺垫法是指在行文或说理时，为了情节的展开或说理的顺畅酝酿气氛、作好铺陈的写作方法。运用铺垫法能够蓄积气势，突出主旨，揭示出情节或人物性格发展的必然性、合理性，达到水到渠成的效果。

常用的铺垫方式有：

1.设问式铺垫。为了反对对方提出的设想，采取步步设问的方式，促使对方沿着自己的思路思考，最后放弃原来的结论。

2.描写式铺垫。在文章开篇尽情铺陈，来渲染气氛、烘托人物。

3.背景式铺垫。交代故事发生的原因或环境，让故事的发展事出有因，也使故事更真实合理。

4.衬托式铺垫。先描写次要人物或叙述次要情节，以从正面衬托主要人物的出场或主要情节的发展。

5.反差式铺垫。就是铺垫的方向与情节发展的方向相反，使情节跌宕起伏、意味深长，收到很好的艺术效果。

6．当被格黎东问“你看我们该怎么办”时，苏格拉底连用了八个“是不是”的问句，这对表达看法有什么作用？（4分）

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

【答案】①苏格拉底连用八个“是不是”来质问格黎东，是为了进一步确立自己的观点，强调坚决不容许故意做不正当的事的道理，指出承受一些比死刑更加重或比较轻的刑罚的必要性。②同时，告诫了格黎东必须坚定信念，至死无悔。排比句式的使用，增强了语言的表达效果，有一气呵成之效。（每点2分）

**任务四 摹文本·重运用**

7．假如你是本次读书活动的主持人，请你拟写一则闭幕词。要求：主题明确，语言连贯，符合情境。（6分）

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

【答案】（示例）尊敬的各位观众，感谢您全程参与这场思想的盛宴。通过《人应当坚持正义》的室内剧演绎，我们见证了苏格拉底唯正义是从的道德信念。在现实生活中，正义也始终是我们前行的灯塔。感谢每一位演员的精彩呈现，让经典在舞台上焕发生机。墨香社团“改变人类的对话”读书活动将持续开展，期待与您共赴下一场思想旅程，一同探寻生活的真谛。（主题明确2分，语言连贯2分，符合情境2分）

###### **思维发展与提升**

8．有人认为苏格拉底坚守正义、舍生取义的精神令人感动；但也有人认为，他应该越狱逃跑，毕竟“留得青山在，不怕没柴烧”。请结合课文内容，谈谈你的观点。（6分）

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

【答案】

（示例1）苏格拉底应该越狱逃跑。他本来就是无罪的，强加给他的罪名是莫须有的。而且苏格拉底学识渊博，能言善辩，如果越狱成功，他就能够通过自己的学识影响更多的人，传播他的观点，进而改变社会，改变世界，从这个角度来看，越狱逃跑才是目光长远之举。

（示例2）苏格拉底舍生取义的精神令人感动。因为这个世界上除生命之外，还有更重要的东西，那就是追求真理和正义。苏格拉底认为真理和正义被毁所造成的损失比身体被毁所造成的损失要大得多。对于毕生追求真理和正义的苏格拉底而言，越狱逃跑意味着以坏报坏、以不义对不义，这是对真理和正义的破坏。（观点2分，论述观点4分）

#### **文本联读·拓思维**

《修辞立其诚》强调为文、为人要“真”，《怜悯是人的天性》认为人的天性为“善”，《人应当坚持正义》实际上也是强调要真诚。请概括三篇文章的主要观点，并说说这些观点之间的联系。（6分）

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

【答案】

（1）①《修辞立其诚》阐明了“立其诚”的三种含义——名实一致、言行一致、表里一致，由修辞到为人，展开了深入的思考和阐述，即在学说、言论、文章等方面应以诚待人、端正学风，把唯物主义作为科学研究的基础，把自己的真实见解表达出来。②《怜悯是人的天性》一文中用事实指出，善是人的本性，怜悯心作为一种善，是人类最普遍和最有用的一种美德。怜悯心对于人类生活，对于调节人与人的关系具有重要意义。③《人应当坚持正义》一文中，苏格拉底针对格黎东的建议，抛出了“正道”“道义”“道理”“正当”等一系列他所坚守的“正义”理念，层层铺垫，步步设问，深入浅出地阐明了自己唯正义是从的道德信念。（每点1分）

（2）①这三篇课文都阐述了关于为人处世的看法。②《修辞立其诚》基于“诚”这个核心概念进行阐释，由修辞到为人；《怜悯是人的天性》则从“善”的角度切入，体现了民主、平等、博爱的人文主义思想；《人应当坚持正义》则对“正义”这一理念进行了阐述，体现了高超的劝说艺术和严密的逻辑思维。③无论是“诚”“善”，抑或是“正义”，都共同构成了心性修养的哲学体系。（每点1分）

##### **读写结合**

###### **一、课内积累**

**坚守哲人的节操**

苏格拉底，古希腊哲学家。他认为哲学的目的不在于认识自然，而在于“认识自己”。强调“美德即知识”，知识的对象即“善”。当时奴隶主统治者控告他传播异说，毒害青年，以反对民主之罪，判他死刑。他从容地对法官说：“作为一位哲人，我坚持哲人的节操，如果你们提出条件，说只要我以后不再从事哲学研究，就可以放我，让我活下去，那么我的回答是：只要我活着，我就不会放弃我的信仰。”苏格拉底誓死坚持真理的气节，值得后世景仰。

**运用角度**

坚守自我 保持气节 坚持真理

**素材运用**

在历史长河里，因坚守气节而流传千古之人值得我们尊敬。河边垂钓的庄子，面对高官厚禄的诱惑，悠然自得地“曳尾于涂中”。他坚守的气节，正是这一份超然于世外的见解。嵇康一曲《广陵散》流传至今。他即使面对司马氏的屠刀，仍凛然抚琴，为气节弹奏一曲。苏格拉底慨然赴死，更是为了坚守自己的气节，坚守自己心中的正义。这就是气节，是为了自己认定的价值而宁死不屈的气节，人性的光辉，在此表现得更加耀眼。

###### **二、课外拓展**

**苏格拉底**

他曾经邀请一些富人，当克珊娣珀说她为饭菜寒酸而感到羞愧时，他说：“没有关系，因为如果他们是懂理的，他们会忍受它；而如果他们是毫无善意的，我们大可不必为他们烦恼。”他会说，这个世界上其余的人为吃而活着，而他自己为活着而吃。埃斯希内对他说：“我是一个穷人，送不起别的什么东西，而我只有把我自己给你。”苏格拉底回答说：“不，难道你没有看到你正把世上最贵重的礼物给我吗？”

当他行将喝下毒药时，阿波罗多罗斯送给他一件华美的大氅，让他穿着它死去。他说：“我自己有什么善行可以活着穿它而不是穿着它死去呢？”当有人告诉他某人说他的坏话时，他回答说：“是的，因为他从未学会说好话。”当安提西尼翻转他的大氅这样能看到破裂处时，他说：“我通过你的大氅看到了你的虚荣心。”有人对他说：“你没有发现某人十分无礼吗？”他的回答是：“不，因为要两个人才吵得起架。”当克珊娣珀先辱骂他随后用水把他淋得浑身湿透时，他的回答是：“我不是说过，克珊娣珀的雷霆会在雨中收场吗？”当亚西比德宣称克珊娣珀的辱骂是不能容忍的时候，他说：“不，我已经对辱骂习惯了，就像习惯于辘轳的不断嘎吱声。而且你不会介意鹅的嘎嘎叫吧。”亚西比德回答说：“不，但是鹅向我提供蛋和小鹅呀。”苏格拉底说：“克珊娣珀则是我孩子的妈呀。”当她在市场上把他的外套从背后剥脱时，认识他的人劝他还击，他说：“是的，以宙斯的名义，当我们进行拳击时，你们每一个人都会参加进来喊着‘加油，苏格拉底！’‘干得好，克珊娣珀！’。”他说，他与一个泼妇生活在一起，就像骑士喜欢烈马，“但是正如当他们制服了这些烈马时，他们就能容易地对付其余的马匹了，所以在我与克珊娣珀相处时应该学会使自己适应世界的其余人”。

这一些以及与此相似的就是他的言语与行为，对此皮提亚的女祭司提供了证据，当时她给了海雷封这个有名的答复：在所有活着的人中苏格拉底是最有智慧的。为此，他最遭人妒忌；而且特别因为他要责备那些自视甚高的人，证明他们是愚蠢的人，根据《柏拉图对话集·美诺篇》的记载，他确实是那样对待安尼托的。因为安尼托不能忍受苏格拉底的嘲笑，所以他首先唆使阿里斯托芬及其朋友反对苏格拉底，随后与人共同说服梅勒托控告他不虔敬和腐蚀青年。

在吕西阿斯为他写了辩护词之后，这位哲学家通读了它，并且说：“吕西阿斯啊，这是一篇极好的辩护词，然而，它不适合我。”因为它更多是法庭论辩式的而不是哲学式的。吕西阿斯说道：“如果它是一篇极好的辩护词，那么它怎么能不适合你呢?”他回答说：“是的，不是漂亮的服装和漂亮的鞋子同样不适合我吗?”

死刑以添加80票新的赞成票而通过。他被送往监狱，数日之后，喝下了毒药。

这样他从人们中永远消失了；过了不久，雅典人感到非常悔恨，以致关闭了训练场和运动场。他们放逐了其他的起诉人但是将梅勒托处死；他们以一座青铜像来纪念苏格拉底，铜像是吕西波斯的作品，雅典人把它安置在列队进行祈祷的大厅中。欧里庇得斯在他的《巴拉麦德》中这样谴责他们：“你们已经屠杀了，已经屠杀了最有智慧的人、天真无辜的人、缪斯的夜莺。”

（摘编自《苏格拉底传》）

**名师赏评**

本文主要从苏格拉底生前的家庭生活、临刑前的从容、死后所受的敬仰与怀念等方面表现苏格拉底的美好品质。文章第一段采用对比的手法，表现苏格拉底对妻子克珊娣珀与穷人不同的态度。妻子克珊娣珀爱慕虚荣、重视物质享受与苏格拉底不慕虚荣、注重真诚形成鲜明的对比。本文通过苏格拉底的言行，以讽刺与幽默的方式表现苏格拉底的智慧。讽刺与幽默体现在善于取譬类比，妙语连珠，表现苏格拉底高于常人的智慧。如他在处理与妻子的矛盾时的容忍，体现了他的豁达，同时也讽刺了他妻子的蛮横。

###### **三、读写结合**

以“坚守自我”为话题，写一个片段，要求使用素材《坚守哲人的节操》作论据，观点明确，论述有条理，150个字左右。（10分）

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

【答案】

（示例）苏格拉底身处古希腊动荡思潮中，犹如一座坚毅灯塔。奴隶主统治者以莫须有的罪名判他死刑，妄图用停止哲学研究来迫使他放弃信仰。在生死抉择面前，他毫不退缩，坚守自我的节操。

他深知哲学“认识自己”与追求“善”的真谛，这份对真理的执着远超对死亡的恐惧。在黑暗的时代，他用生命捍卫思想自由，践行着对信仰的忠诚。

反观当下，外界诱惑繁多，我们极易在随波逐流中迷失。但苏格拉底的坚守警醒着我们，唯有坚守自我，才能在人生的波涛中不偏离航向，让灵魂闪耀光芒。（使用素材4分，观点明确2分，论述有条理2分，符合字数要求2分）

## **单元主题阅读·理论的价值**

##### **主题阅读**

**调查研究非求“实”不可**

焦超超

如今，第二批主题教育正在全国各地全面开展，正是广泛深入开展调查研究的大好时机。①很多党员干部花了很多时间和精力开展调研，应该使调查研究真正发挥作用，这就需要在调研时以求“实”为导向和目标，在察实情、出实招、求实效上下功夫②，在夯实调查研究中把第二批主题教育抓出高质量、好效果。

下实功，掌握真实情况。③了解情况的渠道千条万条，但是调查研究要放在第一条，这是不可替代、不会失真的一条。早在革命斗争时期，毛泽东同志就坚持求实的调查研究方法，坚持眼睛向下，掌握真实情况，形成很多具有创造性的真知灼见。在现实工作中，有的党员干部虽然下到了基层调研，但仅仅是走马观花、蜻蜓点水，了解情况一知半解、囫囵吞枣，因为没有下实功，所以无法察实情。要掌握真实情况，就要做到既迈进群众的门槛，也走进群众的心坎。比如有的单位在主题教育中开展干部下基层蹲点实践活动，党员干部通过走家串户、蹲点调研，与群众建立起面对面的联系，交几个能说心里话的基层朋友，才有利于拆除与群众之间的“心墙”,使群众敞开思想，畅所欲言，从而真正获得第一手资料，掌握最鲜活的情况。

谋实招，解决实际问题。④《关于在全党大兴调查研究的工作方案》强调，调查研究要坚持问题导向，以解决问题为根本目的。这就需要在开展调研时，去一些困难多、问题多的地方，搞清楚问题是什么、症结在哪里，把准群众需求的脉搏，用好靶向治疗思维。⑤聚焦涉及群众切身利益的民生事项，建立问题清单，及时挂账督办；针对群众普遍关切的急难愁盼，解疑释惑，积极满足需求；围绕基层治理中出现的新情况、新问题，深入分析研判，谋求改革发展。⑥通过对症下药、精准滴灌，努力做到件件有着落、事事有回音，真正让调查研究成为解决实际问题的“金钥匙”。

见实效，抓出实在成效。⑦正所谓“道不虚谈，学求实效”,要以在基层开展主题教育为契机，抓好调查研究实效，使调研过程成为推动事业发展、增进人民福祉的过程。在确定工作目标、提出工作举措、作出工作部署时，深入分析研究，科学把握尺度，通过集思广益、反复论证挤掉“水分”,在总结经验、抓好短板、深化创新上下功夫，使思路、规划、方案符合客观规律，避免走弯路、“翻大饼”。同时，要把加强顶层设计和坚持问计于民统一起来，客观真实地让群众给工作“画画像”“打打分”,找到群众意愿和要求的最大公约数，拿出来的方案才能有底气、接地气，方针政策才能符合人民群众的所思所盼，真正让人民群众享受党和国家事业发展的成果。

（有删改）

**写作宝典**

①论述背景，引出主题。

②提出总论点，明确分论点，回扣主题，引出下文。

③ 分论点一：下实功。

提出分论点后，作者采用了哪些论证方法来论证观点？

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【答案】举例论证：以毛泽东同志在革命斗争时期的做法为例，证明调查研究对于掌握真实情况的重要性，增强了文章说服力。对比论证：将毛泽东同志坚持求实的调查研究方法与现实工作中有的党员干部下基层时走马观花、蜻蜓点水的调研进行对比，突出了下实功进行调查研究的重要性，给人留下深刻印象。

④分论点二:谋实招。

⑤通过举例论证论点，强调问题导向、靶向思维。

⑥小结提升，回扣论点。

⑦分论点三：见实效。

**阅读鉴赏**

主题明确，逻辑清晰。这篇文章紧扣“调查研究非求‘实’不可”这一主题，逻辑层次分明。首先在开篇指出调查研究要以求“实”为导向和目标的中心论点，然后依次从“下实功”“谋实招”“见实效”的角度展开论述。论述有力，案例恰当。在“下实功，掌握真实情况”部分，通过对比革命斗争时期毛泽东同志坚持求实的调查研究方法与现实中部分党员干部走马观花的调研，突出下实功的重要性，并以有的单位开展干部下基层蹲点实践的活动为例，生动具体地说明了如何掌握真实情况。在“谋实招，解决实际问题”部分，引用《关于在全党大兴调查研究的工作方案》，强调要坚持问题导向，并列举了针对不同问题的解决思路和方法，具有很强的指导性。在“见实效，抓出实在成效”部分，阐述了抓好调查研究实效的方法，如深入分析研究、集思广益等，同时强调将加强顶层设计与坚持问计于民统一起来，使论述更全面。

## **单元写作任务·深化理性思考**

##### **知识导引**

理性思考是一种有明确的思维方向,有充分的思维依据,能对事物或问题进行观察、比较、分析、综合、抽象与概括的思维。简单地说,理性思考就是一种建立在证据和逻辑推理基础上的思维方式。学生应在提高自身观察、感受、分析、判断能力的同时，重点关注思考问题的深度和广度，增强探究意识和兴趣，学习探究的方法，使语文学习的过程成为积极主动探索未知领域的过程。

深化理性思考，首先要明确概念。思维有“感性”和“理性”两种基本形式。感性思维往往同具体形象联系在一起，理性思维则更多体现着对客观现实认识的深化。其次是准确判断，是对某一事物内部联系作出肯定或否定的论断。最后是严密的推理，是从已知判断推出新的判断的思维形式。它能反映出事物发展的必然趋势。从不同的侧面、角度、高度深化对事物的认识，以达到更加客观、透彻地认识事物的目的。分解事物的过程就是深化认识的过程，就是深化理性思考的过程。

##### **技法指导**

**技法1 由表及里，揭示本质**

理性思考要透过表象探究被忽略的事实真相，推导事物的发展趋势。生活中的现象纷繁复杂，在分析现象时，要由表及里，剥开现象的外壳，揭示出问题的本质。在论说和阐述观点时，应该在“有理有据”的基础上，进一步向理性深化，逼近事物的本质。事物的本质可能比较复杂，有主次之分，也有深浅之分。我们需要抓住主流，鞭辟入里，真正把握事物的本质。

**典例示范**

首先来说研究现状。像我党这样一个大政党，虽则对于国内和国际的现状的研究有了某些成绩，但是对于国内和国际的各方面，对于国内和国际的政治、军事、经济、文化的任何一方面，我们所收集的材料还是零碎的，我们的研究工作还是没有系统的。二十年来，一般地说，我们并没有对于上述各方面作过系统的周密的收集材料加以研究的工作，缺乏调查研究客观实际状况的浓厚空气。“闭塞眼睛捉麻雀”，“瞎子摸鱼”，粗枝大叶，夸夸其谈，满足于一知半解，这种极坏的作风，这种完全违反马克思列宁主义基本精神的作风，还在我党许多同志中继续存在着。马克思、恩格斯、列宁、斯大林教导我们认真地研究情况，从客观的真实的情况出发，而不是从主观的愿望出发；我们的许多同志却直接违反这一真理。

（摘自毛泽东《改造我们的学习》）

**技法点评**

毛泽东同志运用了“由表及里，揭示本质”的技法深化理性思考。文中指出，“闭塞眼睛捉麻雀”“瞎子摸鱼”，这些只看表面、不深入探究的工作作风，是主观主义的表现。毛泽东同志没有停留在对这些现象的简单描述上，而是深入剖析，指出其违背了理论联系实际的马克思主义原则，是党性不纯的体现。他通过层层分析，让读者清晰地认识到问题的根源，从而为提出改造学习的主张奠定坚实基础。

**技法2 敢于质疑，勇于创新**

理性思考要敢于质疑，勇于追问，对事物作出理性的判断。理性思考体现为独立思考、不迷信、不盲从、敢于质疑。不同的材料从不同的角度进行分析思考，就可能获得不同的认识。我们还可以运用逆向思维进行创新。当然，质疑不代表对所有事物都持否定态度，而是对事物有自己的认识和判断。创新突破也不是那么容易的，要对传统的、大家公认的观点进行反驳，是需要建立在对社会现实有着准确把握和深刻思考的基础上的。若是随意唱反调，只会弄巧成拙。

**典例示范**

“修辞立其诚”，包含端正学风的问题。据《汉书·儒林传》记载，齐诗的经师辕固曾对公孙弘说：“务正学以言，无曲学以阿世。”所谓曲学阿世即是哗众取宠，曲解经典的原义以讨好于时尚，也就是背离了原则而顺风转舵，这就违反了追求真理的学术宗旨。“修辞立其诚”应是端正学风的首要准则。汉代经师所尊崇的是儒家的原则，我们今天则应强调社会主义的基本原则。

揭示客观真理确非容易，但是表达自己的真实思想应该并非难事。然而，千百年来，由于世事的错综纷繁，说真话、讲实话，却不是容易做到的。人们常常把真实的思想感情隐藏起来。这是复杂的不正常的社会关系所造成的人心的扭曲。然而，把自己的真实见解表达出来，这应是“修辞立其诚”的起码要求。

（摘自张岱年《修辞立其诚》）

**技法点评**

强调“修辞立其诚”的重要性。这种思想也体现了“敢于质疑，勇于创新”的精神，鼓励读者在思考问题时保持独立性，不被权威或传统观念束缚。

**技法3 联系实际，有的放矢**

理性思考还需要学会结合时代，针对现实进行思考与分析。如毛泽东的《改造我们的学习》一文，就是针对机会主义和教条主义思想产生了不良影响的实际情况，而在延安干部会议上所作的报告。

**典例示范**

检验真理的标准是什么？这是早被无产阶级的革命导师解决了的问题。但是这些年来，由于“四人帮”的破坏和他们控制下的舆论工具大量的歪曲宣传，把这个问题搞得混乱不堪。为了深入批判“四人帮”，肃清其流毒和影响，在这个问题上拨乱反正，十分必要。

（摘自《实践是检验真理的唯一标准》）

**技法点评**

《实践是检验真理的唯一标准》之所以能在社会上产生巨大的轰动，使人民群众欢欣鼓舞、奔走相告，是因为文章针对当时的社会背景，击中了“两个凡是”的要害，打破了人们的精神枷锁。这篇经典的议论性文章具有较强的现实性与针对性，引领了社会的风气。

**技法4 辩证分析，全面认识**

理性思考还要注意提高思维品质，对看似简单的事物作深层思考，不能把问题简单化。理性思考需要全面、客观地认识现象，辩证地分析问题。事物往往具有两面性，如果只论述其中一个方面，而忽略另一个方面，就会导致思考的片面性与狭隘性。我们要学会运用辩证的方法来论证说理，学会一分为二地看待事物。论述时应注意辩证地观察事物，理性地辨别是非曲直；论说不偏激，有分寸，不危言耸听，不咄咄逼人，留有余地，这样文章才更有说服力。

**典例示范**

一

中国共产党的二十年，就是马克思列宁主义的普遍真理和中国革命的具体实践日益结合的二十年。如果我们回想一下，我党在幼年时期，我们对于马克思列宁主义的认识和对于中国革命的认识是何等肤浅，何等贫乏，则现在我们对于这些的认识是深刻得多，丰富得多了。

马克思列宁主义的普遍真理一经和中国革命的具体实践相结合，就使中国革命的面目为之一新。抗日战争以来，我党根据马克思列宁主义的普遍真理研究抗日战争的具体实践，研究今天的中国和世界，是进一步了，研究中国历史也有某些开始。所有这些，都是很好的现象。

二

但是我们还是有缺点的，而且还有很大的缺点。据我看来，如果不纠正这类缺点，就无法使我们的工作更进一步，就无法使我们在将马克思列宁主义的普遍真理和中国革命的具体实践互相结合的伟大事业中更进一步。

（摘自毛泽东《改造我们的学习》）

**技法点评**

毛泽东在《改造我们的学习》一文中，先肯定了抗战以来我们对马克思列宁主义的认识和对中国革命的认识更深刻丰富了，且研究方面出现了很好的现象；后又指出“我们还是有缺点的，而且还有很大的缺点”，强调纠正缺点的必要性。既指出好的一面，又点出不足之处，这样便较为全面地论证了观点。

##### **写作任务**

运用理性思维深入思考，有理有据地把道理说清楚，是发表言论、阐述见解的基本要求。从下列任务中任选一项完成。

任务一：．认识事物时，我们的判断常常会受到一些因素的影响，如笃信古人、权威和书本，听信大多数人的意见等。“自古以来”“著名专家表示”“书上说”“大多数人认为”等常见说法，就体现了这些影响。围绕这样的短语，延伸思考，充实依据，选取合适的角度，写一篇不少于800字的文章，题目自拟。

任务二：．人们在获得一些新的东西时，也有可能失去另一些东西。互联网为人们的生活带来不少便捷，那么人们可能会失去什么呢？就这个问题进行深入思考，写一篇不少于800字的文章，题目自拟。

【答案】

任务一： **［佳作展台］**

**敢于质疑，积极探索**

古往今来，人类的求知欲从未停歇。一个人乐意去探索未知的领域，是因为敢于质疑，积极探索。正如居里夫人所言：“我要把人生变成科学的梦，然后把梦变成现实。”

敢于质疑，积极探索，要有对古人、权威和书本的质疑精神。

“书上说的”“古人说的”，未必就完全正确。北宋理学家张载有云：“在可疑而不疑者，不曾学；学则须疑。”战国时期的先哲孟子倡导“民为贵，社稷次之，君为轻”，质疑自古以来君权神授的思想；明代李贽大力宣讲启蒙思想，勇敢地质疑孔子，质疑传统儒学；晚清时期康有为、梁启超等维新人士，他们敢于质疑根深蒂固的封建制度，开启了近代中国学习西方革命的序幕；中华人民共和国成立后，建筑学家梁思成敢于质疑著名专家提出的北京市政府改造城市的方案，发出了保护文物的聩耳之声。质疑如一股强大动力，激活创造性思维，从而推动科学、社会的车轮滚滚向前。

敢于质疑，积极探索，要有敢于“打破砂锅问到底”的求知精神。

“问渠那得清如许？为有源头活水来。”善于“打破砂锅问到底”的人总会有所发现，有所发明，有所创造，有所成就。古有北宋科学家沈括，他博学多才、勤学好问、刨根问底、善于钻研，终写成了《梦溪笔谈》。今有中国共产党人，从建立之初就提出“中国的出路在哪里？”的问题，抽丝剥茧、寻找症结、由表及里，最终找准问题的“突破点”，以“星星之火，可以燎原”为答案，带领中国人民站了起来。

敢于质疑，积极探索，要有对未知事物感兴趣的追寻精神。

兴趣是最好的老师。载人航天工程总设计师周建平就是因为小时候看见了夜空中的中国首颗人造卫星，从此点燃了自己的科学梦想；南方科技大学教授俞大鹏，多年来始终保持对科学的兴趣，在半导体纳米线材料和量子科学的研究道路上孜孜以求，勇攀高峰。

“山重水复疑无路，柳暗花明又一村。”无论是在求知的路上，还是在更广阔的天地里，吾辈更应有所思，有所问，有所求，永远对新事物保持积极向上的求索心，为社会发展贡献自己的力量！

任务二： **［佳作展台］**

**扬优除劣，为我所用**

**——互联网利弊之我见**

江流日夜，日新月异，如今互联网已渗透到我们生活中的各个角落。诚然，它为我们带来了诸多便利，但其弊端亦不可被忽视。我们应全面看待互联网之利弊，让其为我们所用。

作为时代发展的产物，互联网不仅成为人们沟通的桥梁，更成为跨越时空的巨大信息库。人们从中各取所需，使自己的生活更加美好。人们的生活因互联网而更加便利，人们对互联网的依赖程度也越来越高。

然而，互联网在为我们提供便利的同时，也让我们慢慢地失去了亲身实践、踏实做事的诚心。我们在网络上查找旅游攻略，去别人去过且推荐的地方，不再亲自寻找独特的风景；我们在网络上搜索答案，照搬别人的解题思路，不再体会思考的乐趣；我们在网络上学着别人的成长经验，走别人的老路，却忘了成长本应是自己跌跌撞撞闯出来的奇迹……或许没有互联网，我们会活得更加精彩——就像徐霞客，可以“说走就走”，游遍祖国大好河山；就像王贞仪，在封建礼教的重重束缚下，苦心钻研，为中国的天文学发展作出了巨大贡献；就像陈独秀，摒弃前人的“经验之谈”，在不断实践中探索救国的新路……他们自主、自立、自强，不像现代人这般依赖互联网，甚至沉迷其中无法自拔。

但时代所趋已不可逆转，我们不能因为互联网的弊端就连同它的优点一同抹杀。要解决这个问题，关键不在于互联网，而在于我们自己。一方面，我们要积极拥抱互联网，让其为我们所用；另一方面，我们要提高自控力和辨别力，不为互联网所惑。袁隆平院士生前因一套豪宅被某些媒体指责贪财，真相却是国家给袁老一套豪宅作为科研奖励，结果袁老用这套豪宅做了实验基地……不少网友在真相曝光前一味跟风辱骂国士，鲜少有人愿意冷静下来思考这些报道的真实性。这不正是人们过于相信互联网上的信息、毫无主见的表现吗？唯有不为网络信息所惑，努力提高自己的自控力和辨别力，互联网才能真正为我们助力，为我们所用。

“红日初升，其道大光。”互联网的前景无疑是光明的。但要做到扬优除劣，为我所用，让其更好地助力人们的生活，仍任重道远，且责任就在你我。

**［名师点评］** 本文首先提出中心论点“我们应全面看待互联网之利弊，让其为我们所用”，然后分别从互联网之便利和互联网之弊端两个方面展开论述，之后表明正确利用互联网的做法，最后回扣中心论点，说明我们应全面看待互联网之利弊，要做到扬优除劣，让其为我们所用。本文逻辑严密，辩证地分析问题，全面思考，既指出互联网之弊端，又分析到互联网之便利，符合实际情况，具有说服力。

**［名师点评］** 本文开篇即提出总论点“敢于质疑，积极探索”，具有很强的针对性。然后运用并列式结构，从“要有对古人、权威和书本的质疑精神”“要有敢于‘打破砂锅问到底’的求知精神”“要有对未知事物感兴趣的追寻精神”三个方面对总论点加以论述。本文运用道理论证，以张载、孟子等人的话，增添了文化内涵。运用举例论证，举了李贽、梁思成、沈括、周建平等人的事例，增强了说服力。结尾发出号召，语言铿锵有力，极富感染力。

**［写作指导］** 任务一引导我们对事物进行独立思考和判断。审题时，要注意材料列出的说法。“自古以来”是经验因素，“著名专家表示”“书上说”是权威因素，“大多数人认为”是人们的从众心理因素。写作时，要围绕这些短语进行延伸思考：人们在认识事物并且即将作出判断时，如何降低或者减少来自经验的、权威的、从众心理的因素的影响，从而作出科学的判断。在学习中或者生活、工作中，应学会思考，敢于质疑，善于发现问题，勇于探索问题。写作时，可借鉴本单元《实践是检验真理的唯一标准》一文中的论证方法。

任务二引导我们培养辩证的思维能力。互联网在获取信息、交流沟通、购物出行等方面的确为人们的生活带来了便捷，但同时也有可能让人们失去阅读能力、陪伴亲人的时间、个人隐私等。写作时，可学习本单元毛泽东在《改造我们的学习》一文中辩证分析问题的方法，全面思考。可以深入分析问题的本质和产生的原因，也可以思考该如何解决这一问题。