# **课时评价作业（十） 大堰河——我的保姆**

分值：40分

## **基础达标练**

阅读下面的诗歌，完成题目。

大堰河，是我的保姆。

她的名字就是生她的村庄的名字，

她是童养媳，

大堰河，是我的保姆。

我是地主的儿子，

也是吃了大堰河的奶而长大了的

大堰河的儿子。

大堰河以养育我而养育她的家，

而我，是吃了你的奶而被养育了的，

大堰河啊，我的保姆。

大堰河，今天我看到雪使我想起了你：

你的被雪压着的草盖的坟墓，

你的关闭了的故居檐头的枯死的瓦菲，

你的被典押了的一丈平方的园地，

你的门前的长了青苔的石椅，

大堰河，今天我看到雪使我想起了你。

1．诗中“大堰河，是我的保姆”多次出现，从语句的重复运用与情感渲染的关联角度，说明其表达效果。（4分）

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

2．请从结构与内涵的角度，阐释画线句中作者强调双重身份的意图。（6分）

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

【答案】1．①加深读者对大堰河身份的认知，强化“我”与大堰河之间紧密的关系。②使情感层层叠加，逐步将“我”对大堰河的深厚情感推向高潮，让读者深切感受到大堰河在“我”生命中不可替代的地位，使诗歌的情感表达更具感染力和冲击力。（每点2分）

2．①采用并列句式，将“地主的儿子”和“大堰河的儿子”两种身份并列表述。“地主的儿子”表明作者的出身，物质条件相对优渥；“大堰河的儿子”突出作者在情感与精神上对大堰河的归属感。②作者通过这种句式结构强调双重身份，既体现出对自己地主家庭出身的复杂态度，又突出大堰河养育之恩对自己的深刻影响，使诗歌的情感表达更丰富、深沉且复杂。（每点3分）

【解析】

1．语句重复是诗歌常见手法，关键要明确其与情感渲染的关系。

2．解答本题，需先指出结构，再深入挖掘不同身份背后的内涵，从而明确作者意图。

阅读下面的文字，完成题目。

在宁静乡村的小河畔，一座老旧的磨坊孤独地矗立着。磨坊的外墙，石灰层大片脱落，露出内里粗糙不平的砖石，墙缝间顽强地生长着几株枯黄的杂草。那扇木质的大门，木板干裂，缝隙清晰可见，门上的铜锁早已失去光泽，锈迹斑斑，轻轻一碰便发出“嘎吱”的声响。走进磨坊，头顶的横梁布满灰尘，有几处甚至出现了蛀洞。角落里，是一台古老的石磨，磨盘上刻痕累累，旁边散落着几根断裂的推杆。

3．文中“锈迹斑斑”的“斑”字易错，请将以下词语中的“bān”字补充完整。（2分）

①（ ）师回朝 ②色彩（ ）斓

③（ ）弄是非 ④（ ）发奖状

4．从语言运用角度看，这段对乡村磨坊的描写与《大堰河——我的保姆》在修饰词的使用上有何相似之处？文中的这些修饰词对营造氛围起到了怎样的作用？（4分）

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

5．《大堰河——我的保姆》通过反复手法传递出真挚浓烈的情感。请依照这样的手法，以“对教室窗边的绿萝的回忆”为主题，创作一节诗歌，表达你对校园生活的深刻记忆。（8分）

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

【答案】3．班；斑；搬；颁；（每空0.5分）

4．（1）相似之处：都大量使用了细致且具有衰败感的修饰词。（2分）

（2）作用：这些修饰词如同《大堰河——我的保姆》中对大堰河生活环境的描写，营造出一种破败、陈旧、沧桑的氛围，让读者深切感受到磨坊历经时光冲刷后的落寞，传递出对往昔事物变迁的感慨。（2分）

5．教室窗边的绿萝啊，

当清晨第一缕阳光爬上你的叶片，

我正捧着课本，在书声里与你并肩；

教室窗边的绿萝啊，

当课间喧闹的欢笑掠过你的藤蔓，

我总爱趴在桌上，看你在微风中舒展腰肢；

教室窗边的绿萝啊，

当考试时笔尖沙沙滑过纸面，

你静默的身影是我在焦虑时最安心的陪伴；

教室窗边的绿萝啊，

当毕业的骊歌奏响离别的旋律，

你垂落的气根缠绕着我整个青春的记忆。

（运用反复手法3分，主题明确3分，意象鲜明2分）

【解析】

4．关注修饰词这一语言元素，对比不同文本中修饰词的使用及营造氛围的效果，理解其在表情达意上的作用。

5．在仿写时要注意运用反复的手法，突出“对教室窗边的绿萝的回忆”的主题。

## **素养提升练**

阅读下面的诗歌，完成题目。

**手推车**

艾 青

在黄河流过的地域

在无数的枯干了的河底

手推车

以唯一的轮子

发出使阴暗的天穹痉挛的尖音

穿过寒冷与静寂

从这一个山脚

到那一个山脚

彻响着

北国人民的悲哀

在冰雪凝冻的日子

在贫穷的小村与小村之间

手推车

以单独的轮子

刻画在灰黄土层上的深深的辙迹

穿过广阔与荒漠

从这一条路

到那一条路

交织着

北国人民的悲哀

一九三八年初

6．下列对这首诗相关内容的理解，不正确的一项是（3分） （ ）

A. 这首诗表现了北方农民生活的艰难。

B. 这首诗表现了北方农民劳作的艰辛。

C. 这首诗表现了当时中国历史的停滞。

D. 这首诗表现了我们中华民族的悲哀。

7．下列对这首诗艺术特色的分析鉴赏，不正确的一项是（3分）（ ）

A. 诗人善于在生活中捕捉具体可感的形象——手推车，进行艺术刻画，传达自己独特的感受。

B. 诗中的手推车具有象征意义，它是中华民族历史命运中深重灾难的某个侧面的体现。

C. 诗歌以手推车为中心，从听觉、视觉和触觉角度对手推车进行描写，给人以强烈触动。

D. 诗歌上下两节结构相同，句式一致，有几个句子一模一样，采用了重章复沓的手法。

8．同《大堰河——我的保姆》一样，这首诗体现了诗人新诗的自由性和一致性特点，请简要赏析。（4分）

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

9．诗中画横线的句子运用了怎样的表达技巧？有何表达效果？试加以赏析。（6分）

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

【答案】6．C

7．C

8．①体现了诗人新诗自由性的特点。如不讲究押韵；每行诗的字数不一，少则三字，多则十几字。②体现了诗人新诗一致性的特点。运用重章复沓的手法，诗歌上下两节句式一致，有的句子完全相同；上下两节结构相同；每节诗都选取典型细节来表现主题。（每点2分）

9．①运用拟人的修辞手法。用“痉挛”来写天穹，采用了拟人手法，写出了手推车因为自身负载的沉重以及行进的艰难，从而发出响亮而又刺耳的声音。②以虚写实。“寒冷”“静寂”“广阔”“荒漠”以无形写有形，以虚写实，写出了手推车所经之地的特点，暗示了手推车行进的艰难。③选取典型细节。以“尖音”和“辙迹”这两个细节来写手推车，真实地再现了手推车前进时的艰难情况，突出了北国人民的悲哀。④选用富有立体感的词语。如“尖音”“灰黄土层”“深深”“辙迹”等，声、色、形兼备，既表现了空间背景，又暗示了沉重、压抑的社会背景，突出了手推车行进的艰难。（每点2分，答出三点即可）

【解析】

6．“表现了当时中国历史的停滞”错误。手推车虽然沉重，行进艰难而缓慢，但是从“发出……”“穿过……”“从……到……”“刻画……”等来看，它一直在走，因此不能表现“当时中国历史的停滞”。

7．“从听觉、视觉和触觉角度对手推车进行描写”错误。对手推车的“轮子”“辙迹”的描写等内容是视觉角度，对手推车的“尖音”的描写是听觉角度；诗歌没有从触觉角度对手推车进行描写。

8．《大堰河——我的保姆》具有“自由性”的特点，即在押韵、诗句字数等方面自由；同时，诗人的新诗又有“一致性”的特点，如运用反复手法、选取典型的意象及生活细节等来表现主题。①在《手推车》这首诗中，诗人并没有刻意去遵循押韵的要求，诗行的韵脚较为自由随意，突破了韵律上的常规束缚，展现出一种自由奔放的表达风格。从每行诗歌的字数来看，每行诗的字数参差不齐，跨度较大，少则如“手推车”这般仅有三个字，多则如“发出使阴暗的天穹痉挛的尖音”这般有十几个字。这种长短不一的诗行安排，摆脱了传统诗歌在格式上整齐划一的限制，使诗歌在形式上更加自由灵动。②《手推车》使用重章复沓手法，部分句子重复，强化了节奏，深化了情感。结构上，上下两节均先呈现环境，再写手推车的动作或痕迹，最后写北国人民的悲哀，层次清晰。且每节都选取典型细节，如上节写手推车尖音，下节写手推车辙迹，都有力地展现了人民的悲哀，使诗歌在内在逻辑与主题呈现上保持高度一致，彰显独特艺术魅力。

9．本题为诗歌表达技巧赏析题，需从修辞手法、描写手法、用词特点等角度切入，分析技巧的表达效果。