# **课时评价作业（十二） 风景谈**

分值：35分

## **基础达标练**

阅读下面的文字，完成题目。

于是我又回忆起另一个画面，这就在所谓“黄土高原”！那边的山多数是秃顶的，然而层层的梯田，将秃顶装扮成稀稀落落有些黄毛的癞头，特别是那些高秆植物颀长而整齐，等待检阅的队伍似的，在晚风中摇曳，别有一种惹人怜爱的姿态。可是更妙的是三五月明之夜，天是那样的蓝，几乎透明似的，月亮离山顶，似乎不过几尺，远看山顶的谷子丛密挺立，宛如人头上的怒发，这时候忽然从山脊上长出两支牛角来，随即牛的全身也出现，掮着犁的人形也出现，并不多，只有三两个，也许还跟着个小孩，他们姗姗而下，在蓝的天、黑的山、银色的月光的背景上，成就了一幅剪影，如果给田园诗人见了，必将赞叹为绝妙的题材。可是没有完。这几位晚归的种地人，还把他们那粗朴的短歌，用愉快的旋律，从山顶上飘下来，直到他们没入了山坳，依旧只有蓝天明月黑魆魆的山，歌声可是缭绕不散。

1．下列各句中的“给”与文中加点的“给”意义和用法相同的一项是（3分）（ ）

A. 您可真有闲心，给他们操持这样的事！

B. 去年他曾寄给我有关这个问题的一篇论文。

C. 两边地里的秋庄稼，却给雨水冲洗得青翠水绿，珠烁晶莹。

D. 她知道得给我一点儿独处的时间，得有这样一段过程。

2．从修辞手法的角度赏析文中画波浪线的句子。（5分）

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

3．文中画横线的部分采用短句排列的方式，这样写有怎样的语言表达作用？（4分）

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

【答案】1．C

2．运用拟人和比喻的修辞手法。（1分）①“秃顶”“装扮”赋予山和梯田人的特征和动作，生动展现出黄土高原山和梯田的状态，增添描写趣味性，让地貌更直观。（2分）②把山比作“稀稀落落有些黄毛的癞头”，形象描绘出山的形态，便于读者想象。（2分）

3．①短句排列节奏紧凑，增强了语言的紧迫感和画面的动态感。②“忽然”“随即”等词配合短句，生动地表现出牛和人从山脊出现时那种突然且连续的过程，使读者仿佛亲眼看到这一画面，增强了画面的现场感和吸引力，也突出了这一画面给作者带来的意外与惊喜之感。（每点2分）

【解析】

1．文中的“给”是介词，被。A项，介词，为。B项，介词，用在动词后面，表示交与。C项，介词，被。D项，动词，使对方得到某些东西或某种遭遇。

2．首先明确句中使用的修辞手法，然后分别分析拟人、比喻手法的作用，从表现对象的特点和表达效果等方面进行阐述。

3．解答本题，需从短句节奏与画面、动态的关系等方面进行分析。

阅读下面的文字，完成题目。

文学评论与文学创作本为文学之双翼，两者相互砥砺又①。但很长时间以来，文学评论似乎只会说“好话”了。这里所说的“好话”，就是那种“强将笑语供主人”式的言不由衷的“好话”，或是那种“矮人看戏何曾见？都是随人说短长”式的人云亦云的“好话”，或是那种“皇帝的新衣”式的自欺欺人的“好话”。

假如文学作品确实达到了炉火纯青之境，又何尝不可以②，逢人说项呢？这种毫无保留的“叫好”，不仅是“有力量”的评论，而且意义重大。《百合花》以残酷的战争显现灵妙之笔，讲究铺垫、留白、象征，风格迥异于当时流行的英雄书写，令人深受震撼。茅盾③，读后立即为之撰写评论，通篇都是赞语。小说得以转载，赢得如潮好评，至今仍是脍炙人口的经典佳作。设若当年没有茅盾的披沙拣金与着意推举，《百合花》是很有可能沉寂于当时的文坛的。

4．请在文中横线处填入恰当的成语。（3分）

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

5．文中画波浪线的句子有语病，请进行修改。可少量增删词语，但不得改变原意。（4分）

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

【答案】4．（示例）①并驾齐驱 ②拍手称赞 ③慧眼识珠（每处1分）

5．《百合花》以灵妙之笔显现残酷的战争，讲究铺垫、留白、象征，与当时流行的英雄书写风格迥异，令人深受震撼。（每处2分）

【解析】

4．第①处，根据语境，此处是强调“文学评论与文学创作”同等重要，可填“并驾齐驱”。并驾齐驱：比喻齐头并进，不分前后；也比喻地位或程度相等，不分高下。第②处，此处要填与“逢人说项”意思相近的成语，强调对作品的赞扬，可填“拍手称赞”。拍手称赞：不住地称赞。第③处，此处说茅盾看到了《百合花》的价值，可填“慧眼识珠”。慧眼识珠：有特别的眼力能识别人或物。

5．画波浪线的句子有两处语病：一是语序不当，“以残酷的战争显现灵妙之笔”状语与中心词颠倒，应为“以灵妙之笔显现残酷的战争”；二是结构混乱，“风格迥异于当时流行的英雄书写”结构混乱，前一个分句主语是《百合花》，后一个分句主语变成了“风格”，应改为“与当时流行的英雄书写风格迥异”。

## **素养提升练**

阅读下面的文字，完成题目。

**长街灯语**

秦 牧

北京的灯海，很美！

夜间，不论是乘坐飞机，还是火车、汽车，临近北京的时候，都可以从高空，或者从陆上看到远方有一团光雾，越走越近，隐约出现了一个朦朦胧胧的光海。飞机下降的时候，首先映入眼帘的，是长长的跑道两旁紫蓝色的灯光。驱车进城，各种色彩的灯光就陆续出现了。如果是乘坐火车呢，进入那个光海的边缘以后，一颗颗明亮的灯，就迅速地掠过车窗，起初还是每隔一段遥远的距离才有一颗，渐渐地越来越密，进入那个光海的内圈以后，就逐渐使人目不暇接了。

北京的街灯，有的是圆球状的，像是一颗颗珍珠放大了几万倍；它们集结在一起的时候，又很像一串葡萄。有的是玉兰花状的，这些玉兰花，有的含苞待放，有的微微绽开；北京饭店那头，灯光又很像一朵朵梅花了。车在经过天安门广场或者北海公园的时候，我常常被这种灯景迷住，从心里赞叹道：“真美！”黄昏散步的时候，我又常常爱到天安门前、金水河畔的石栏杆上坐坐，守候万灯齐亮时刻的来临。在暮色苍茫中，望着迅速流动的车辆的洪流，望着辽阔的广场周围庄严的建筑，追溯在中国现代史中这个广场上曾经出现过的许多次群众的怒吼，常常感想如潮。时间一到，远远近近的灯顷刻间一齐亮了。仿佛华灯也在递着眼色，诉说往事，或者鼓掌呐喊，喝退了黑暗一样。

盛大的节日之夜，像海水满潮似的，这片灯光之海也涌起高潮了。节日之夜，用灯串装饰起来，镀金镶银，流光溢彩的大建筑，北京是有不少的，但是它们特别密集在东西长安街上。在西方，有人描绘壮丽的大建筑，曾经用上“石头的交响乐”这样一个奇特的短语。北京的节日之夜，我很想改动这样的譬喻，形容它是“灯光的交响乐”。不只是街灯、大房屋都在闪闪放光，人民大会堂和革命历史博物馆周围的那些松柏树丛中，也被装上许多彩色小灯泡，它们也都一齐亮了起来，璀璀璨璨，闪闪烁烁。远远近近，形成了一座座灯光的喷泉，一条条灯光的河流，汇合起来，又构成一片灯光的海。这一团团光雾，把湛蓝色的天空，也渲染成紫蓝了。

我在这里描绘北京的灯光之美，可能有些人是不以为然的，特别是某些到过国外的人们。外国自然有好些大都市，灯光的强度超过我们，灯的花样也多过我们。先进的科学技术我们都得不断学习，北京的灯光灯饰也还需要不断改进，这是不在话下的。但是，我们不能够因为这样，就对于国内达到先进水平的东西不加赞美。再说，有些资本主义国家的大城市，灯光亮得刺眼，霓虹灯颜色不断变换，几乎像是一段疯狂的爵士音乐的那种夜景，我个人可并不怎样欣赏。那种夜景，是适合纵欲败度的人刺激感官、寻欢作乐的，可未必和劳动者工作之余理应享受到的闲适和安宁相适应。再说，北京灯光之美，是我们许多技术工人和科学家心血和汗水的结晶，这一点很值得我们珍惜。一位吹玻璃工人成长为造灯的科学家，他发明了许多新型的灯，这些灯被装在北京的大街上。听说一些到中国旅游的外国人曾经向这位工人科学家说：“你发明这么好的灯，如果在我们国家，你是可以发财成为富翁的了。”这位工人科学家回答得很有趣，他说：“但是，在你们那里，我也可能什么都发明不出来，或者，已经死掉了。”

在古老的时代，有些人家生了个男婴，就到祠堂去挂上一盏灯，表示一个生命降临到地面上来了，封建社会歧视妇女，女婴可没有这个权利。不少妇女从小到大，对此愤愤不平，在她们扬眉吐气的时候，也就总是要把自己譬喻为能够发出光芒的一盏灯。义和团运动中，天津的许多妇女战士，就个个按其身份，以“灯”来作为自己一群的绰号，这也就是“红灯照”“蓝灯照”这些名称的由来了。

走在北京的长街上，看看那一簇簇、一盏盏的明灯，想着历史，思索中国的今日和未来，不知道为什么，我就觉得远远近近的灯，都像在呢呢喃喃、絮絮叨叨地讲着各种各样的语言了。长街华灯，表面上看，是没有这么丰富的语言的，但你一想到历史上那些自号“红灯照”“蓝灯照”的妇女，一想到旧时代到祠堂挂灯报告婴孩诞生的习俗，一想到那许许多多的劳动模范，包括那位造灯的工人科学家一类的人物，有时就会把长街的华灯、高屋顶上的红灯、绿树丛中的小彩灯、各条胡同的普通白炽灯人格化了。它们不也个个像某些人一样，能够发出各种声音吗？那长街的灯盏在说：“单独我一盏，是不能照亮你的道路的，但是我们集结起来，就有力量了。一簇一簇、一盏一盏的灯，就可以照着你一直向大街走去了。”高屋顶上的红灯在说：“飞机注意吧，你们既然号称飞机，就得飞高一些，别把人民辛苦建成的建筑物碰坏，并把自己也碰得粉身碎骨了。”那些绿树丛中的小彩灯在说：“我们虽然没有太多的光辉，但我们有一分热，发一分光，但愿也能给你们一点欢乐！”胡同里孤零零的小白炽灯在说：“虽然我的力量不大，我的工作也是寂寞的。但是要是没有我们，大街上光辉灿烂又怎么样？小胡同里还不是一片黑暗！尽管有人沐浴在我们的光辉中却无视我们的存在，但我们可是知道自己的价值的！”至于那些发着强光的“高压水银荧光灯”和“碘钨灯”之类，我想它们大概响着这样的声音吧：“是人民耗尽了心血才把我们发明出来的，也让我们以特大的光辉报答人民吧！如果我发着强光却忘记了人民倾注了特大的心血和汗水，我就连一枚小小的灯泡的价值也不如了。”

璀璀璨璨，闪闪烁烁，“琉璃玉匣吐莲花，错镂金环映明月。”北京灯海，真是多姿多彩，斗巧竞妍。在长街上漫步，观赏它们，真是一种艺术享受。有时，像进入童话世界似的，也就不禁把一盏盏灯人格化，而且想入非非，要倾听它们究竟在诉说些什么了。

1979年1月

（有删改）

6．下列对文本相关内容的理解，不正确的一项是（3分）（ ）

A. 第三段中，作者由广场中的灯与周围的建筑等，联想到中国现代史上的革命斗争，使文章内涵更加深刻。

B. 第五段中，通过工人科学家与外国人之间的对话，体现了资本主义国家对工人的剥削程度之深。

C. 文章中作者既赞美了国家先进技术，也意识到在科技方面，中外之间还存在一定的差距。

D. 文章借对北京灯光的描写，来表达作者对各式各样灯盏的喜爱，并以此突显其对北京的赞美之情。

7．下列对文本艺术特色的分析鉴赏，不正确的一项是（3分）（ ）

A. 文章紧扣标题《长街灯语》，以“灯”为全文线索，通过各种“灯语”来表达自己的所思所想。

B. 文中作者将西方壮丽的建筑与北京节日之夜进行对比，从而突出了北京节日之夜的繁华。

C. 文中写到“生了男婴要到祠堂挂灯”“妇女战士也以灯自称”等，运用插叙，丰富了灯的意蕴。

D. 本文与茅盾《风景谈》有异曲同工之效，集“景、情、理”于一体，既有现实之景又突显人的精神。

8．作者在文中最后一段提到“要倾听它们究竟在诉说些什么”，请结合文本中“灯”的象征意义，分析这句话所蕴含的思想情感。（4分）

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

9．“言之无文，行而不远。”本文的语言体现了作者的深思熟虑和精益求精。班级读书小组想写一篇语言鉴赏札记，请结合文本第三段，从用词、句式、修辞中任选一个角度，列出语言鉴赏札记要点。（6分）

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

【答案】6．D

7．B

8．①对劳动者奉献精神的赞美。作者以“灯”象征普通劳动者，如“长街的灯”默默照亮街道，恰似劳动者在岗位上的坚守。“倾听它们究竟在诉说些什么”是对劳动人民创造价值的尊重与赞美。②对城市发展与时代变迁的感慨。文中“灯”形式多样，成为城市发展的见证。“倾听”暗含对历史纵深感的感悟，借灯光变迁展现中国社会的进步与文化的延续性。（每点2分）

9．（示例1）用词：①用词精准得当，生动活泼，如“喝”这一动词，生动传神地写出华灯驱散黑暗的情态，同时蕴含着坚定的情感，抒发作者对人民群众的崇敬；②叠词使用恰当，用“微微”“朵朵”等叠词，增强语言的生动性与形象性，体现出北京街灯的不同形态，表达作者对北京街灯的喜爱与赞美之情；③文言与口语交织，既有“顷刻”等文言词语，又有“时间一到”“一齐亮了”等口语化的词语，使文章语言呈现出亦庄亦谐之感。

（示例2）句式：①陈述句与感叹句交错运用，既有对北京街灯的描绘陈述，也有作者发自内心的感叹与赞美，句式灵活，避免单调；②整、散句搭配适当，“有的是玉兰花状的……灯光又很像一朵朵梅花了”以整句的形式来写北京街灯的形状，句子中夹以“这些玉兰花”这一散句，句式参差，音韵和谐；③长、短句灵活变换，长、短句变换强化了气势，字里行间透露着革命的力量，行文错落有致，生动活泼，富于变化。

（示例3）修辞：①比喻，将街灯比作珍珠、葡萄等，形象生动地刻画出灯的形状与排布，富有画面感，使人如临其境；②拟人，将华灯人格化，用“递着眼色”“诉说往事”写出对革命岁月的回忆，以“鼓掌呐喊”“喝退了黑暗”写出人民群众力量之大，饱含敬仰之情。

（每点3分，答出两点即可）

【解析】

6．理解错误，本文写作目的是表达对默默奉献的劳动人民的赞美，而不仅仅只有对北京的赞美。

7．“进行对比”错误，此处没有对比。作者借鉴西方人对壮丽建筑的形容之语，以“灯光的交响乐”写出北京节日之夜的繁华。

8．①文中以灯喻人，如通过人格化的灯的“集结起来，就有力量了”“以特大的光辉报答人民”等话语，象征劳动者用智慧和汗水创造价值，体现了作者对劳动人民奉献精神的赞美。②随着时代的发展，各式各样的灯被发明出来。历史中女性以“灯”为绰号的故事与旧时代女性无“挂灯”权利的对比，暗示女性的地位转变。这些发展变化体现出作者对城市发展与时代变迁的感慨。

9．解答本题，若选用词，可分析动词、叠词及文言口语交织的表达效果；若选句式，需关注整、散句和长、短句的搭配及陈述句与感叹句交错的节奏变化；若选修辞，需找出比喻、拟人等手法，分析其如何生动刻画灯海景致、传递历史感慨与情感。三个角度均需结合具体语句，点明手法对营造画面、抒发情感、凸显主题的作用。