# **课时评价作业（二十四） 拟行路难（其四）**

分值：29分

## **基础达标练**

1．请写出诗中空缺的字词。（5分）

①（ ）水置平地，各自东西南北流。

人生亦有命，安能行叹复坐愁！

②（ ）酒以自宽，举杯③（ ）绝歌④（ ）。

心非木石岂无感？ 吞声⑤（ ）不敢言。

【答案】泻； 酌； 断； 《路难》； 踯躅； （写错一处扣1分，扣完为止）

2．下列对这首诗的理解和赏析，不正确的一项是（3分）（ ）

A. 本诗受汉乐府的影响，用长短相间的杂言体以及近乎口语的文字表达深邃的诗意。

B. 在诗的第三、四句，诗人以“命”来自我安慰，声称不要“行叹复坐愁”。表明诗人已安于命运，不再愁苦。

C. 第七句“岂无感”慷慨激昂，第八句“不敢言”又如此无可奈何，在对比中表现出诗人极度的矛盾、痛苦。

D. 诗人一直表达自己的悲愤，他无法借酒浇除胸中郁积的块垒，便着笔于如何从怅惘中求得解脱，在烦忧中获得宽慰。

【答案】B

【解析】由“酌酒以自宽”“吞声踯躅不敢言”可知，诗人虽声称安于命运，但其实满腔愁苦，并非真的安于命运。

3．结合全诗内容看，诗人是如何抒发 “愁” 情的？诗中塑造了怎样的人物形象？（6分）

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

【答案】

（1）①借事抒情，以“酌酒”“歌《路难》”等直陈排遣愁绪的无奈，饮酒非但未能消愁，反而更添悲怆，歌声中饱含愤懑；②直抒胸臆，“安能行叹复坐愁”“心非木石岂无感”等句，以感叹、反问的语气吐露对命运不公的激愤；③以“泻水”起兴，开篇“泻水置平地，各自东西南北流”以水流流向的随机喻人生贵贱的无常，为愁情奠定深沉基调。（每点1分）

（2）塑造了悲愤无奈、压抑挣扎的抒情主人公形象。（1分）面对命运的不公与壮志难酬的困境，诗人借酒浇愁却愁思更甚，欲慷慨悲歌却又“吞声踯躅”，在矛盾与挣扎中展现出被现实压迫的痛苦。（1分）其举杯痛饮、高歌长叹的举动，以及最终“不敢言”的隐忍，既彰显了内心汹涌的悲愤，也折射出在现实重压下的无奈与绝望，生动呈现出封建文人怀才不遇的典型困境。（1分）

4．补写出下列句子中的空缺部分。（6分）

（1） 在《拟行路难》（其四）中，诗人认为人的命运是既定的，没必要因此而怨天尤人的两句是：“\_ \_ \_ \_ \_ \_ \_ \_ ，\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ ！”

（2） 在《拟行路难》（其四）中，描写诗人举杯驱愁却中断了遣怀的歌吟的诗句是：“\_ \_ \_ \_ \_ \_ \_ \_ ，\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ 。”

（3） “水”是诗歌中常见的意象之一。诗歌或借“水”来抒发对时间流逝的感慨，或借“水”来书写对命运的感慨，如：“  ，  。”

【答案】（1） 人生亦有命；安能行叹复坐愁

（2） 酌酒以自宽；举杯断绝歌《路难》

（3） （示例1）泻水置平地 各自东西南北流

（示例2）问君能有几多愁 恰似一江春水向东流

（示例3）抽刀断水水更流 举杯消愁愁更愁；（每空1分，写错字不得分）

## **素养提升练**

阅读下面这首诗，完成题目。

**长安秋望**

杜 牧

楼倚霜树外，

镜天无一毫。

南山与秋色，

气势两相高。

5．下列对这首诗的理解和赏析，不正确的一项是（3分）（ ）

A. 首句“楼倚霜树外”中的“倚”字生动地写出楼阁高耸，凌驾于经霜树木之上的姿态，暗含诗人的高远视角。

B. 第二句“镜天无一毫”以“镜”喻天空，突出秋日天空的明净澄澈，没有一丝云彩，画面清朗开阔。

C. 后两句将南山与秋色并提，运用拟人的手法，赋予南山与秋色以人的“气势”，展现二者相互争高的动态感。

D. 全诗通过描写秋景，营造出萧瑟凄凉的氛围，表达了诗人壮志难酬的悲愤之情，与《拟行路难》（其四）情感基调相似。

6．《长安秋望》与《拟行路难》（其四）都蕴含诗人的情感，但抒情方式与情感内涵有明显差异。结合诗句，从抒情方式和情感内涵两方面分析二者的不同。（6分）

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

【答案】5．D

6．①抒情方式：《长安秋望》借景抒情，通过霜树、天空、南山等景物，含蓄表达对秋景的赞美；《拟行路难》（其四）用“心非木石岂无感”直抒胸臆，抒发愤懑无奈之情。②情感内涵：《长安秋望》表达诗人对秋日壮美景色的赞叹与诗人当时心旷神怡的感受和高远澄净的心境；《拟行路难》（其四）抒发命运不公、壮志难酬的压抑痛苦，展现个体在困境中的无奈挣扎。（每点3分）

【解析】

5．《长安秋望》以“霜树”“镜天”“南山”等意象，勾勒出清朗开阔、雄浑高远的秋景，营造了豪迈昂扬的氛围，表达了对秋景的赞美，无“萧瑟凄凉”之感，也未体现诗人“壮志难酬”。而《拟行路难》（其四）借“泻水”“酌酒”等，抒发了对命运不公的压抑愤懑，二者情感基调迥异。

6．在抒情方式上，《长安秋望》全篇以景传情，无直接抒情词句；《拟行路难》（其四）直白吐露心声。在情感内涵上，前者赞美自然，展现诗人的性格气质，后者聚焦人生困境与个体悲苦。

**［读懂诗歌］**

**长安秋望**

杜 牧

巍巍高楼倚靠着挂满秋霜的树丛，明净如镜的天空没有一丝云翳飘动。终南山与这秋色啊，气势相当，像是要一赛高低。