

提炼方法 提高效益

——初三文言文复习备考策略

北京宏志中学教师 董恩娣

如何运用考前几个月的时间,高效复习初三文言文知识点?总体来说,提炼有针对性的学习方法,提高复习效益,是重中之重。

一、立足教材,夯实基础,注重能力,自然迁移

语文教材是考生获取语言知识、培养语文能力的重要载体。从往年考试看,文言文阅读部分考题出自课内,课外材料链接题也是课本知识基础上的变形和延伸,考查考生学习文本过程中所形成的能力。因此,文言文复习,还要立足课本,考生要对课本所选文

章进行沉浸式阅读,深入文本情境去体会感受,从而实现对内容的深度理解,在深度理解教材经典文本的基础上提升能力。考生要以教材为纲,系统梳理课本知识,夯实基础,搭建知识框架,编制知识网络,水到渠成地实现阅读能力由课内向课外自然迁移。

二、统筹安排,循序渐进,多轮复习,全面备考

考生可进行三轮复习,由基础到综合,逐层推进,全面有效备考。

第一轮复习时间一般安排在三月初至四月底。用两个月左右的时间,将学考的考点归类,进行专题复习。以课本为中心,讲练结合,考生要全面把握学考内容及要求,夯实基础,初步形成各类试题的解题能力。这一轮复习以慢、细、实为特点。

第二轮复习时间安排在五月,以一个月

左右的时间来突破重、难点。此阶段考生可以薄弱点为主进行强化训练,通过类型题练习,规范解题要领,提升解题能力。

第三轮复习时间在学考前夕。此阶段以强化训练为主,内容为精选各区往年模拟试题和考试卷相关试题,进行实战演练,培养应试技巧和能力,同时进行知识盲点的查缺补漏工作。考试要做到限时、准确,解题要做到“会而对,对而全”,探索解题规律。

三、板块复习,分类总结,注重讲解,提升能力

首先,要对教材中所有文言文进行归类。同样题材的文言文作品会根据认知难度分别安排在各阶段课本中,有利于考生循序渐进接受知识。但是对于考生来说,知识点过于分散。所以,复习阶段,需要做的工作就是对文章按一定的标准归类,实行板块式复习,达到“把书读薄”的目的。可以将文言文分成“志人志怪类”“史传类”“劝诫类”“写景抒情散文类”和“诸子散文类”几大板块,便于总结类别特征,系统复习。

其次,针对近年来考试题型分类复习。第一部分知识点涉及词语意思的把握。考生可以通过“三步走”策略复习备考。第一步,在理解全文内容的基础上,整理、积累文言词句,分门别类归纳一词多义、通假词、古今异义词复习,把零散的知识点系统化,便于掌握。第二步,通过检测、改错、复测方法查缺补漏,巩固落实。第三步,选取历年各区模拟题和中考试题,模拟演练,做到学用结合。

第二部分知识点是课文的翻译和理解。考生可以自己讲解,在讲解过程中可以发现知识的疏漏,也会加深对知识的理解,甚至产生新的认识。考生可通过讲课文和讲习题相结合的方式复习。“讲课文”主要是全文本翻译讲解,即口头翻译+书面翻译(自译+互译)相结合。逐句讲解,教师更正,在自己讲和同学互相讲中加强对文章的理解。考生通过自己讲,给老师讲,同学互相讲,讲课文,讲习题,讲知识点,讲答题思路和方法等,实现对知识点的内化。

第三部分是材料综合运用题,考生要能

大致读懂课外链接材料内容,并对素材所提及内容进行归纳总结。这是一个需要长期训练的基本功,不可能凭突击训练一蹴而就。在扎实学习课内文言文的基础上,考生还可以利用假期完成诸如《世说新语》和《聊斋志异》等短小精悍的古文名著阅读,对考生的文言文阅读能力训练效果明显。

最后,训练技巧,完整答题也很重要。以下面材料为例:

结合选文《曹刿论战》和下面这则链接材料的具体内容,说说曹刿和商鞅的思想有什么共同点。【链接材料】:

令既具,未布,恐民之不信,乃立三丈之木于国都市南门,募民有能徙置北门者予十金。民怪之,莫敢徙。复曰:“能徙者予五十金。”有一人徙之,辄予五十金,以明不欺。卒下令。

于是太子犯法。卫鞅曰:“法之不行,自上犯之。”将法太子。太子,君嗣也,不可施刑。刑其傅公子虔,黥其师公孙贾。明日,秦人皆趋令。行之十年,秦民大说,道不拾遗,山无盗贼,家给人足。民勇于公战,怯于私斗,乡邑大治。(节选自《史记·商君列传》)

本题要答出都重视取信于民并解说曹刿思想和商鞅思想。考生在答题中往往会出现只答共同点不分别结合材料说明的情况,或者只结合其中一则材料说明,答题不完整。这需要考生在日常学习中多强化训练,多总结。

总之,在最后这段时间,要想有效提高语文成绩,需要在明确目标的基础上具备扎实的基础知识和科学实用的复习方法。

初三英语阅读专项训练指导

——细节理解题

清华大学附属中学永丰学校高级教师 张卫东

(续4月16日第1626期)

三、细节理解答题技巧在记叙文中的运用

细节理解题常出现在阅读理解A篇,但不限制于此。在阅读理解B篇文章中,也会以细节理解题为主。

【例3】

A Day at the Nature Center

Emma stared(凝视)sadly out of the window of the bus. Only 50 miles outside town was the farm. She thought about the farm all the time, especially the animals.

When her family sold the farm and moved to nearby town, Emma was excited. But when she got to the new school, she felt very lonely.

With a sigh(叹气), Emma turned her attention back to the present. The bus came to a stop. “Welcome to the Leinweber Nature Center,” her teacher said. “A guide will give us a presentation about animals, and then you’ll help to feed the baby squirrels, now, I want everyone to find a partner.”

Emma didn’t have any friends yet—who would be her partner? Emma got close to Julia, a talkative and outgoing

girl. “Could I be your partner?” Emma asked uncertainly.

“Sure,” said Julia warmly.

Together, the girls walked into the center. After the presentation, a keeper showed them how to hold the bottle of milk for baby squirrels. Then the girls started to feed their own baby squirrels.

After the babies finished eating, the keeper asked, “Would you like to help feed the adult squirrels, too?”

...

1. How did Emma feel when she got to the new school?

- A. Lonely. B. Lucky.
C. Surprised. D. Angry.

答案:A

解析:题干的关键信息是:Emma feel when she got to the new school,根据此关键信息可以把答案限定在第二段:“But when she got to the new school, she felt very lonely.”但是她到达新学校时,她感到非常孤独。可知,当艾玛到达新学校时,她感觉很孤独,故答案选A。

四、细节理解答题技巧在阅读表达中的运用

阅读表达题要求考生在阅读文章后回答5个问题,涉及Where, When, Why, Who, How等,通常情况下前3至4个小题多为细节理解题。因此,也可以按照细节理解答题技巧来作答。

【例4】

This 12-year-old Girl Built a Robot to Find Plastics in the Ocean

Anna Du was walking along the beach when she noticed plastics there. She reached down to pick them up, and quickly realized there were many more tiny pieces than she could deal with. It seemed impossible to clean them all up.

Du, 12 years old at the time, tried to solve the problem like any good scientist—first, by doing a little research. That’s how she learned that 8 million tons of plastics end up in the oceans every year.

.....

Du thanks her parents, who for years have taken her to student outreach activities, for supporting her interest in science, technology, engineering and math (STEM). She says she has been able to meet students and scientists there.

“I know I want to be an engineer because I like building things to help solve world problems,” says Du. “But I’m not sure what kind of engineer I want to be yet.”

1. What did Anna Du notice while

walking along the beach?

2. How old was Du when she did a little research to solve the problem?
3. Why does Du want to be an engineer in the future?

答案:

1. She noticed plastics.
2. At the age of 12. / When she was 12 years old.
3. Because she likes building things to help solve world problems.

解析:

1. 题干的关键信息是 Anna Du notice while walking along the beach,根据此关键信息可以把答案限定在第一段:“Anna Du was walking along the beach when she noticed plastics there.”可知Anna Du在海滩散步时注意到了塑料。

2. 题干的关键信息是 when she did a little research to solve the problem,根据此关键信息可以把答案限定在第二段:“Du, 12 years old at the time, tried to solve the problem like any good scientist—first, by doing a little research.”可知Du做了一些调查来解决问题的时,她12岁了。

3. 题干的关键信息是: Du want to be an engineer in the future,根据此关键信息可以把答案限定在最后一段“ I know I want to be an engineer because I like building things to help solve world problems”,可知她想要成为一名工程师是因为她喜欢制造东西来帮助解决世界问题。

(续完)