第三周 3.3 第十二课时 课程检测题目（第二部分：读写题目）

《五代史伶官传序》测试题

微写作（满分10分）

清代文学家沈德潜认为本文“抑扬顿挫，得《史记》之神髓，《五代史》之第一篇文字。”请同学们写一写，如何理解这句话。200字微写作。

要求：观点明确，分析合理，讲究逻辑，字数在200字左右。

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20×10＝200 | | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | | | | | | | | | | |

要点提示：

评论这篇文章“抑扬顿挫”，是指这篇文章在创作笔法上与《史记》有异曲同工之妙，《史记》在情节上大开大阖，跌宕起伏，而《伶官传序》也是在论证语势和情感上一波三折，得失之间，盛衰之势，语皆出于此：意气之盛，可谓壮哉！泣下沾襟，何其衰也！作者开头提出论点，“盛衰之理，虽曰天命，岂非人事哉！”然后用庄宗的事迹来证明论点，来表达叹息之情，融议论说理，情感表达于一体，此为理解此文第一层。接下来看其为“《五代史》第一篇文字”的评论。欧阳修重修五代史，就是为了弥补旧史缺憾，想要“垂劝诫，示后世”，这与当时作者所面对的社会背景有着密切的关联。这也是作为一篇“史论”序言，达到警醒世人的目的，“后人哀之而不鉴之，亦使后人而复哀后人也。”此为理解此文的第二层。