

文言文阅读重点语句的 翻译及理解学法指导

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关于文言文的理解,可以分两方面来说:一是关于词句的,二是关于全文的。关于词句理解,先要从词义的解释入手,次之是文法知识的运用。词义的解释如不正确,不但读不通眼前的文字,还会于写作时凸显问题。词义的解释正确了,逐句的文句就可通解了。文字的理解,最要紧的是捕捉大意或要旨,否则逐句虽已理解,但对于全文仍难免有不得要领之弊。一篇文章,整体必有一个中心思想,每节每段也必有一个要旨。全文中心思想与每节、每段的要旨可以用一句话或几个字来概括。

文言文阅读“理解”题型——“依据上下文,理解所翻译的句子”。此题的解题技巧:①理解与本句或上下文翻译内容是否一致;②理解本句与上下文逻辑关系是否合理。这样既可以帮助考生锁定答案,又可以提高做题速度、保证做题质量。下面讲解详细例题:

【2019 年北京中考】13. 翻译文中两处画线语句,并依据上下文对其作出进一步理解,全都正确的一项是:

【甲】所以动心忍性,曾益其所不能。

翻译:用(这些)来使他内心受到震动,性格变得坚忍,增加他所不具备的才能。

理解:孟子认为,只有让一个人内心愁苦,筋骨劳累,挨饿受冻,身体疲惫,有做不完的事,才能锤炼他的意志,增长他的才干。这句话理解与翻译内容不一致,原文中“行拂乱其所为”翻译成“使他做事不顺”而不是“有做不完的事”,所以甲错误,排除这个选项,故选择乙。

【乙】然后知生于忧患而死于安乐也。

翻译:这样以后人们才会明白,人(或国家)常处于忧愁祸患之中可以生存,而常处于安逸享乐之中则会灭亡。

理解:孟子在阐明困境能使人奋起的道理,并指出造成国家灭亡的原因之后,才得出了“生于忧患,死于安乐”的结论。

【2020 年北京中考】12. 翻译文中两处画线语句,并依据上下文对其作出进一步理解,全都正确的一项是:

【甲】忠之属也。可以一战。

翻译:(这)是尽职分之类的事情。可凭借(这个条件)打一仗。

理解:曹刿认为鲁庄公能够公正处理百姓的诉讼事件,与“小惠”和“小信”相比,更能赢得百姓的信任,具备了迎战的条件。

【乙】吾视其辙乱,望其旗靡,故逐之。

翻译:我发现他们的车印混乱,军旗也倒下了,所以才下令追击他们。

理解:曹刿能敏锐地观察战场形势的变化,他根据“辙乱”“旗靡”判断齐师撤走了伏兵,认为可以追击敌人了。这句话的理解与翻译内容不一致。“夫大国,难测也,惧有伏焉。吾视其辙乱,望其旗靡,故逐之”翻译成:(齐是)大国,难以摸清(它的情况),怕的是有埋伏。我发现他们的车印混乱,军旗也倒下了,所以才下令追击他们。曹刿推断齐国没有伏兵,而不是撤走了伏兵,所以理解与翻译内容不一致,排除乙选项,故选择甲。

综上,对于句子翻译,要做到句不离段,段不离篇。对于句子理解,要厘清句间逻辑关系,做出准确判断。

(续 完)

初三英语阅读专项训练指导

——推理判断题

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推理判断题主要考查考生透过文字表层信息,根据上下文逻辑关系进行推理、分析,挖掘文章的真正内涵,推断出材料中没有直接交代,而需要加以阐述的概念与结论。可能是考查同义词、近义词,也包括推断隐含意义、推断下文内容、猜测作者态度等。

一、推断隐含意义

推断隐含意义,即要求考生根据文章的某个句子、段落或全文所提供的事实进行逻辑推理,推断出作者没有提到的或没有明说的事实或可能发生的事实。常见的设问形式有:

1. We know from the passage that _____.
2. We can infer from the (first/last) passage that _____.
3. The passage/author/writer suggests that _____.

【例 1】

The position was offered at the last minute, and I was given two weeks to prepare, a period I spent searching for briefcase(公文包)and standing before my full-length mirror, repeating the words, “Hello, class. I’ m Mr. Davis.” sometimes I would give myself an aggressive voice. sometimes I would sound experienced. But when the day eventually came, my nerves kicked in and the true Mr. Davis was there. I sounded not like a thoughtful professor, but rather a 12-year-old boy.

1. What can we learn about the author from the paragraph?
- A. He would be aggressive in his first class.
- B. He was well-prepared for his first class.
- C. He got nervous upon the arrival of his first class.
- D. He waited long for the arrival of his first class.

【答案】C

【解析】根据本段中的“ But when the day eventually came, my nerves kicked in and the true Mr. Davis was there. ”和“ I sounded not like a thoughtful professor, but rather a 12-year-old boy.”可推断出他很忐忑。

二、推断写作意图

推断写作意图,即要求考生根据短文内容推断作者写该文章的目的,或引用某个例子的原因。常见的设问形式有:

1. The author’s main purpose in writing the passage is to _____.
2. The writer uses the example of...to show that _____.
3. What’s the writer’s purpose of writing the passage?

【例 2】

Cold weather can be hard on pets, just like it can be hard on people. Sometimes owners forget that their pets are just as used to the warm shelter(住所)as they are. Some owners will leave their animals outside for a long period of time, thinking that all animals are used to living outdoors. This can put their pets in danger of serious illness. There are things you can do to keep your animal warm and safe.

Keep your pets inside as much as you can when the weather is bad. If you have to take them out, stay outside with them. When you’re cold enough to go inside, they probably are too. If you must leave them outside for a long time, make sure they have a warm, solid shelter against the wind, thick bedding, and plenty of non-frozen water.

2. What is the purpose of this text?
- A. To solve a problem.
- B. To give practical advice.
- C. To tell an interesting story.
- D. To present a research result.

【答案】B

【解析】推断写作目的。根据第一段的中心句(最后一句)可知,这是一篇说明文,其目的是给养宠物的人提

一些实用建议。

三、推断态度意图

态度意图题是指针对作者的写作意图、观点态度和对事件的评价设问的阅读理解题目。作者在文章中不仅客观地进行叙述和说明,往往还持有某种态度,如对某一观点赞同或反对,肯定或批评。该题型常出现在 C、D 篇,以说明文和议论文为主,难度大。要求考生在理解文章主旨大意的基础上进行合理推断,可以是对文章中提到的事件、例子、实验等细节方面设问;也可以是对文章整体的写作目的、作者态度、情感等方面设问。常见提问形式有:

1. What is the purpose of the passage?
2. The purpose of the passage is to _____.
3. The writer mentioned(提到)...to _____.
4. _____ is/are mentioned in the 3rd paragraph to show _____.
5. When the writer saw..., she felt _____.
6. What does the writer think of ...?
7. How did the writer feel about...?
8. What is the opinion of the writer in this passage?
9. What does the author mean by saying “_____”?
10. What is the attitude of the author towards_____?

【例 3】

Boredom is often linked with loneliness, but a writer named Meera Syal said boredom had helped here in developing her mind. She told researchers about her childhood. Having few things to do, Syal often talked with her neighbors. She also tried to do things like learning to bake cakes. “But importantly, I Thought and wrote a lot, because I was bored,” Syal said. She kept a diary, filling here time with short stories and poems she made up.

Grayson Perry, an artist, grew up in a family with little money. He enjoyed himself by making up stories, drawing pictures for his stories and reading many books in the library. Bored but free, he spent hours looking out of the window, watching the changing clouds and seasons. Perry filled up his free time with what he liked. He became creative, because he could think freely.

3. The writer talks about Syal and Perry to ____.

- A. stress the great differences between them
- B. introduce a popular writer and a famous artist
- C. suggest good ways of going through boredom
- D. show effects of boredom on developing creativity

【答案】D

【解析】推断态度观点题。本文从“发呆提供思考空间,从而开发青少年的创造力”角度来行文。在上述段分别提到了作家 Meera Syal 和艺术家 Grayson Perry,此题考查作者提到他们的目的。Syal 这样描述自己的童年:无事可做(having few things to do),只是聊聊天,学烘焙,在无聊的时候就写诗,日记等,她对“发呆”的观点是 developing her mind(开发心智)。Perry 在童年时观察云和四季变化,画画编故事,Perry 对“发呆”的看法是提供想象空间(think freely),自己变得有创造力了(creative)。可以看出,作者提及两人的目的就是验证第一段提出的观点:开发创造力(develop their ability to be creative)。故答案为 D。

这是从语段层面上的考查。从文段用到的积极词汇如: developing her mind, enjoyed himself, bored but free, became creative, think freely 可以看出,作者对“发呆”这一现象持肯定态度。所以可排除选项 A 和 C。

推理判断题常见的考查形式体现在推断隐含意义、写作目的和态度观点,其共同特点是需要考生根据字面意思合理推测,这样的推测往往需要考生研读文章的情感色彩,从而做出正确推断。