

<<高中英语阅读300篇（提高卷）>>

图书基本信息

书名：<<高中英语阅读300篇（提高卷）>>

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前言

这是一套旧书，从中学英语300训练丛书自第一本《中级英语阅读300篇（高中卷）》初版算起，已有十多个年头了。

现在，整套丛书已有近20种书，市场反应热烈，多次重印，总印数超过百万。

丛书中的单本印数已超过了20万册，并有数本书获“全行业优秀畅销书”奖，深受广大中学生读者的欢迎。

这又是一套新书，因为现在呈现在读者面前的，是为2010世博年以后的学生读者重新修订与增补的全新的“300系列”丛书。

时代是在发展的，这套丛书当然也必须随着时代的发展而发展，随着教育的发展而变化。

这十多年来，教育事业，特别是英语教学有了很大的变化。

随着新课标在全国各地的推广，英语教学更加重视基础、重视实用。

反映在考试中，是更加强调基础性和实用性。

正是在这样的形势下，丛书的编者决定对其实行改版。

首先，是更换了部分较陈旧的题型和题目，更换了某些略嫌过时的内容，而代之以更新鲜的话题和内容。

其次，考虑到考试的实际情况，将原先分别出书的语法，词汇及基础知识三册书合而为一，作为《词汇和语法300题》出版。

此外，为了让更多读者结合自身的学习情况有更多的选择，一个很重要的变动是除了听力和写作外，其余各册都推出“基础卷”和“提高卷”。

读者可以根据学习的进度和深度，在使用“基础卷”感到学有余力时，选用“提高卷”。

英语学习中最重要、学生花时间最多的、也是考试中分值最多的部分，是阅读。

在这方面，再怎样重视都不为过。

近年来国家教育部和上海市教委分别编制、并已付诸实践的新《英语课程标准》对英语阅读能力给出了明确的规定，特别是不约而同地对课外阅读量作了具体要求。

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内容概要

本书共收集了近300篇短文，分文化教育、新闻报道、科普知识、微型故事、旅游天地、广告通知及最新题型共7个单元。

书中文章取材广泛、语言规范、难度适中，能够满足高中学生扩大知识面、提高阅读水平的要求。

本书可供广大高中学生课外阅读；也可作为参加高考复习的学生及指导老师的阅读材料。

书籍目录

文化教育新闻报道科普知识微型故事旅游天地广告通知最新题型练习参考答案

章节摘录

4. We can infer that the writer of this passage wants to tell readers that A. all languages are paradoxes B. languages obey certain regular rules C. you should take the paradoxes in English for granted when you learn it D. it is important to explore the unique lunacy of a language

Joy Hirsch, a neuroscientist in New York, has recently found evidence that children and adults don't use the same parts of the brain when learning a second language. He used an instrument called fMRI magnetic resonance imaging to study the brains of two groups of bilingual people. One group consisted of those who had learned a second language as children. The other consisted of people who learned their second language later in life. People from both groups were placed inside the MRI scanner. This allowed Hirsch to see which parts of the brain were getting more blood and were more active. He asked people from both groups to think about what they had done the day before, first in one language and then the other. They couldn't speak out loud, because any movement would disrupt the scanning. Hirsch looked specifically at two language centers in the brain—Broca's area, believed to control speech production, and Wernicke's area, thought to process meaning. He found that both groups of people used the same part of Wernicke's area no matter what language they were speaking. But how they used Broca's area was different. People who learned a second language as children used the same region in Broca's area for both languages. People who learned a second language later in life used a special part of Broca's area for their second language—near the one activated for their native tongue.

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