

《2010考研英语阅读基础过关》

图书基本信息

书名：《2010考研英语阅读基础过关》

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前言

“得阅读者得天下”对于每一位备考2010年考研英语的考生而言也许是最能引发心灵触动的一句至理名言。考研阅读的四选一题型占据考研英语总分的40%。考研阅读四选一题型共包含4篇文章，每篇文章含有5个问题，4篇文章共20道题，每题2分，总计40分。显而易见，考研英语成败的关键首先在于阅读。考研阅读很自然地成为百万考研学子关注的焦点、复习的起点、努力的重点和向往的顶点。

作为一名考生首先要搞清楚：考什么？怎么考？怎么办？作为一名考生首先要牢记的是：知重点、懂重点、记重点、练重点、背重点。然而这“两个首先”的依据只有一个，即中华人民共和国教育部制订的《全国硕士研究生入学统一考试英语考试大纲（非英语专业）》。本书的编写目的是为了帮助广大考生解决考研英语阅读的根本问题，为广大考生2010年攻克考研英语阅读铺平道路；本书的编写依据恰恰是教育部的考试大纲。固然，每年教育部的大纲有所变化，但多年以来考研英语阅读的基本要求（即对阅读基本功的要求）是相对稳定的。针对全国考研学子的实际水平，根据考研英语阅读的具体要求和特点，以及国内外经常采用的提高阅读能力的语言学方法，我们将本书分为三个单元，由浅入深地进行讲解和分析。这种编排和讲解方法同时也是考虑到在校和在职考生的复习时间宝贵且有限。本书的第一单元从阅读的段落开始讲解和分解。众所周知，篇章是由段落构成的，段落是篇章最重要最基本的单位。对段落的良好理解是为篇章的理解奠定坚实的基础。常言道：“基础不牢，地动山摇”。第一单元尤其着重讲解和分析从四级过渡到考研水平的基本阅读段落，使考生在复习考研英语的初始就有一条清晰的思路，能及时发现自己的差距并以合适的方法迎头赶上。本书的第二单元着重从阅读题型的角度认识考研英语阅读。考研英语阅读归根到底是一种考题，答对了题才给分，因此搞清考研英语的出题方法与技巧是至关重要的。本单元结合近年考研经典真题深入剖析考研阅读出题的基本规律和方法，使考生不仅具有一种阅读能力，更重要的是具有一种良好的题感，能够心领神会地判断哪些是迷惑选项，选出正确答案，即培养具备一种“雾里看花”，透过现象看本质的解答阅读题的能力。

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内容概要

《2010考研英语阅读基础过关》的第一单元从阅读的段落开始讲解和分解。众所周知，篇章是由段落构成的，段落是篇章最重要最基本的单位。对段落的良好理解是为篇章的理解奠定坚实的基础。常言道：“基础不牢，地动山摇”。第一单元尤其着重讲解和分析从四级过渡到考研水平的的基本阅读段落，使考生在复习考研英语的初始就有一条清晰的思路，能及时发现自己的差距并以合适的方法迎头赶上。“得阅读者得天下”对于每一位备考2010年考研英语的考生而言也许是最能引发心灵触动的一句至理名言。考研阅读的四选一题型占据考研英语总分的40%。考研阅读四选一题型共包含4篇文章，每篇文章含有5个问题，4篇文章共20道题，每题2分，总计40分。显而易见，考研英语成败的关键首先在于阅读。考研阅读很自然地成为百万考研学子关注的焦点、复习的起点、努力的重点和向往的顶点。

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章节摘录

That experiences influence subsequent behaviour is evidence of an obvious but nevertheless remarkable activity called remembering. Learning could not occur without the function popularly named memory. Constant practice has such an effect on memory as to lead to skilful performance on the piano, to recitation of a poem, and even to reading and understanding these words. So-called intelligent behaviour demands memory, remembering being a primary requirement for reasoning. The ability to solve any problem or even to recognize that a problem exists depends on memory. Typically, the decision to cross a street is based on remembering many earlier experiences. Practice (or review) tends to build and maintain memory for a task or for any learned material. Over a period of no practice what has been learned tends to be forgotten; and the adaptive consequences may not seem obvious. Yet, dramatic instances of sudden forgetting can be seen to be adaptive. In this sense, the ability to forget can be interpreted to have survived through a process of natural selection in animals. Indeed, when ones memory of an emotionally painful experience leads to serious anxiety, forgetting may produce relief. Nevertheless, an evolutionary interpretation might make it difficult to understand how the commonly gradual process of forgetting survived natural selection. In thinking about the evolution of memory together with all its possible aspects, it is helpful to consider what would happen if memories failed to fade. Forgetting clearly aids orientation in time, since old memories weaken and the new tend to stand out, providing clues for inferring duration. Without forgetting, adaptive ability would suffer; for example, learned behaviour that might have been correct a decade ago may no longer be. Cases are recorded of people who (by ordinary standards) forgot so little that their everyday activities were full of confusion. Thus forgetting seems to serve the survival of the individual and the species.

Another line of thought assumes a memory storage system of limited capacity that provides adaptive flexibility specifically through forgetting. In this view, continual adjustments are made between learning or memory storage (input) and forgetting (output) . Indeed, there is evidence that the rate at which individuals forget is directly related to how much they have learned. Such data offer gross support of contemporary models of memory that assume an input-output balance.

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编辑推荐

认知段落构建模式，把握阅读基本方向，剖析命题潜在规则，轻松应对考试难点，凸显阅读重要地位，实现“得阅读者得天下”。

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