

《2008高考必备超级考生备战》

图书基本信息

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前言

高考理论与实践表明，高考在测试考生的一般心理能力的基础上，着重考查考生的学科知识学习与掌握情况和继续学习的潜力（即学术倾向能力）。近几年高考已向社会昭示：高考命题已顺利从知识立意转向以能力立意，更多地在知识的交汇点处命题，尽可能地体现学科教育改革的成果，更好地反映课程改革的精神和要求。近几年高考命题的改革和变化，对高中教学工作尤其是高三备考提出了新的、更高的要求和挑战。如何加强教学研究，如何创新课堂教学设计，如何开展有效的针对性训练，如何进行及时反馈诊断和监控分析，如何培养学科思维能力，如何实施以人为本的具有实效性的心理调节和疏导等，已引起教学研究部门和高中学校的高度关注和重视。为了加强高考复习的针对性，优化高三课堂教学，切实有效培养学生的学科思维能力和综合能力，也是为了提高学习效益，降低高三复习备考成本，我们会集名校名师之研究成果和成功经验，为广大高三师生编撰此套重视学科基础、突出学科主干知识和思想方法、凸显学科能力培养的备考方略丛书。该丛书立足学科基础，强化学科思想方法学习与训练，渗透创新意识和探究能力培养，体例科学实用，立意新颖，既体现了国家考试中心各科考试大纲的考查要求，又反映了湖北地区名校名师研究的最新成果。此套丛书由武汉市教育科学研究院牵头，资深学科教研员共同策划，湖北省各城市教研机构共同参与编写，是“湖北省城市间教学资源开发与共享联合体”在高中教学领域资源开发的一次新的探索和尝试。我们希望此套丛书能切实帮助广大师生解决“高考考什么，怎样复习好，如何去备考”的问题，正确引导广大师生备战高考，决胜高考。

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内容概要

《2010超级考生·备战高考二轮复习:英语》内容渐渐：一切为了考生，为了一切考生！新颖：高考制度改革后湖北省推出的首套最新备考丛书。传递最新高考信息，反映最新高考动向，体现最新研究成果。权威：湖北省15大城市共同研发，15家教研单位联合打造，60余所名校、300余位名师潜心编著。作者权威、作品精粹。实用：联系高考实际，总结高考规律，阐释高考考点，关注高考热点，讲解高考难点，提高应考能力。

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章节摘录

Kathy started at my nursery school at the age of three. She settled into the group easily, and would be first on the slide and highest up the climbing frame. She could put on her coat without help and not only fasten her own buttons but other children's too. She was a lovely child but unfortunately a scratcher. If anyone upset her or stood in her way, her right hand would flash out fast and scratch down the face of her playmates. Children twice her age would fly in fear from her. This must have been very rewarding for Kathy but obviously it had to be stopped. All the usual ways failed and then I remembered an account by G. Atkinson of Highfield School, of how fights in the playground had been stopped. No punishment had been given, but the attacker had been ignored and the victims rewarded. So I decided to try this Out on Kathy. With a pocketful of Smarties I followed Kathy around. She was so quick that it was impossible to prevent her scratching, but I was determined to stay within arm's length all afternoon. All was peaceful but then I saw Kathy's hand moved and heard the scream. Ge~atly I gathered up the little hurt one in my arms and said "Nice, nice sweetie" and I put a Smartie into her mouth. Kathy opened her mouth, expecting a Smartie and then looked puzzled when she got nothing. Soon came another scream, this time from John. While holding him in my arms, I said, "Look, Cathy, a nice Smartie for John" and put it into John's mouth. A smile of understanding flashed across Kathy's face. Minutes later, she came to me and said loudly, "Give me a Smartie! I have hurt my finger!" "No," I replied, "you'll get it if someone hurts you." On purpose, she turned and scratched a nearby boy, Tom, and waited quietly while I mothered and rewarded him, then she walked away. She has never scratched a child since. Parents who find older children bullying younger brothers and sisters might do well to replace shouting and punishment by rewarding and giving more attention to the injured ones. It's certainly much easier and more effective.

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