

<<高级英语>>

图书基本信息

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## &lt;&lt;高级英语&gt;&gt;

## 前言

编写本书的目的：目前英语专业三年级所使用的由上海外国语大学李观仪教授主编的《新编英语教程》第五册和第六册，虽然配有一定的练习和相应的答案，但是其中有关同义词辨析的练习以及课文中的语言难点缺乏指导性的解析，对于学生自学，难度较大，而且其中与课文密切的语言复用练习分量比较少，难以满足强化语言基本技能训练的要求。

《高级英语（一）教与学指南》（Practice Tests for Advanced English）旨在为《新编英语教程》第五册的精读课文的教学提供足够分量的参考材料，以及为英语教育专业本科段函授教学和自学考试助学提供大量针对性的练习，从而使在职的自学者能根据本教学指南，基本完成《新编英语教程》第五册的学习，达到规定的要求。

本书的主要特点：1.紧扣精读课文编写练习，实用性、针对性强。

2.对于同义词辨析的练习配以详尽的解释和相应的例句，旨在帮助学生真正弄懂并掌握这些词的用法。

3.设计了旨在提高学生语言运用熟练程度的系列练习，分别为：（1）英语释义（2）英语句型转换（3）汉译英（4）完形填空（5）成段改错4.练习均配有参考答案。

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### 内容概要

《高级英语2：教与学指南（修订版）》旨在为《新编英语教程》第五册的精读课文的教学提供足够分量的参考材料，以及为英语教育专业本科段函授教学和自学考试助学提供大量针对性的练习，从而使在职的自学者能根据本教学指南，基本完成《新编英语教程》第五册的学习，达到规定的要求。

目前英语专业三年级所使用的由上海外国语大学李观仪教授主编的《新编英语教程》第五册和第六册，虽然配有一定的练习和相应的答案，但是其中有关同义词辨析的练习以及课文中的语言难点缺乏指导性的解析，对于学生自学，难度较大，而且其中与课文密切的语言复用练习分量比较少，难以满足强化语言基本技能训练的要求。

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## 章节摘录

1. Grant and Lee were in complete contrast , representing two diametrically opposed elements in American life. Grant was the modern man emerging; beyond him, ready to come on the stage, was the great age of steel and machinery, of crowded cities and a restless burgeoning vitality. Lee might have ridden down from the old age of chivalry, lance in hand, silken banner fluttering over his head. Each man was the perfect champion of his cause, drawing both his strengths and his weaknesses from the people he led. 2. Grant, the Westerner, would fight with an equal tenacity for the broader concept of society. He fought so because everything he lived by was tied to growth, expansion, and a constantly widening horizon. What he lived by would survive or fall with the nation itself. He could not possibly stand by unmoved in the face of an attempt to destroy the Union. He would combat it with everything he had, because he could only see it as an effort to cut the ground out from under his feet. 3. These frontier men were the precise opposites of the tidewater aristocrats. Back of them, in the great surge that had taken people over the Alleghenies and into the opening Western country, there was a deep, implicit dissatisfaction with a past that had settled into grooves. They stood for democracy, not from any reasoned conclusion about the proper ordering of human society, but simply because they had grown up in the middle of democracy and knew how it worked. Their society might have privileges, but they would be privileges each man had won for himself. Forms and patterns meant nothing.

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