



四川外国语学院成都学院

教 案

XX ~ XX 学年第 1 学期

系	英语外事管理系
教研室(组)	大三高英
课程名称	高级英语
授课年级	三年级
授课教师	
职 称	

四川外国语学院成都学院教务处制

XX 年 X 至 X 月

教 案（首页）

课程名称	高级英语	授课专业	英语	班级	
授课方式	课堂讲授（√） 实践课（ ）		考核方式	考试（√） 考查（ ）	
课程类别	必修课	公共必修课（ ） 专业必修课（√）			
	选修课	公共选修课（ ） 专业限选课（ ） 专业任选课（ ）			
课程总学时	72		周学时	4	
学时分配	课堂讲授 62 学时；实践课 10 学时				
教学目标	<p>(一) 扩大学生的知识范围及认知领域、更广泛地接触多学科、多门类的非语言类的知识领域，提升学生的学习兴趣。</p> <p>(二) 扩大词汇量，以期达到《英语专业本科教学大纲》中所规定掌握的词汇。</p> <p>(三) 从理论与实践的结合上学习英语修辞学，强化学生在阅读与写作过程中的审美意识。</p> <p>(四) 传授英语四种基本文体的写作理论与基本构架，从而提高学生的英语写作水平，为今后的外语实践打下坚实的基础。</p>				
使用教材	教材名称	《高级英语》第一册（修订本）			
	编（著）者	张汉熙，王立礼			
	出版社及出版时间	外语教学与研究出版社，1995年			
指定参考书	<p>《高级英语教师用书》（梅毅仁、王立礼编，外语教学与研究出版社，1995年）</p> <p>《高级英语精读精解》（姚兰著，西南交通大学出版社，2004年）</p> <p>《高级英语理解与应用辅导》（姚念赓、胡英坤编，东北财经大学出版社，1998年）</p>				

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Unit 5 Speech on Hitler's Invasion of U.S.S.R		
本(章)节 授课方式	课堂讲授(√) 实践课()	教学时数	4
授 课 要 点	本 (章) 节 教 学 目 标	<p>1. read the passage with appropriate pronunciation, intonation and fluency,</p> <p>2. Widen their horizon with the knowledge of The World War II</p>	
	教 学 重 点 和 难 点	<p>1. Pre-reading questions</p> <p>2. Background knowledge</p> <p>3. Type of literature</p>	
思 考 题 或 作 业			

教学内容与组织安排

Outline:

I. Pre-reading questions

II. Background knowledge

III. Type of Literature

I. Pre-reading questions

What do you know about World War II?

II. Background knowledge

1. Winston Churchill
2. Adolf Hitler
3. The invasion of U.S.S.R
4. The characteristic of speech language

1) Winston Churchill

On Nov.30,1874, he was born in a noble family. He was the eldest son of Lord Randolph Churchill, a Tory politician. His mother was Jenny Jerome, the beautiful and talented daughter of a New York businessman.

As a small boy and a young man, he was neither happy nor successful at school. But very early in his life, he exhibited the physical courage and love of adventure and action that he was to keep throughout his political career. He reported the war affairs in Spain, India and Sudan as a war correspondent.

The major period of Churchill's political career began when he became Prime Minister in May 1940 at the age of 66.

On May 13,1940, Churchill announced his new government in these words: "I have nothing to offer but blood, toil, tear and sweat... You ask what is our policy? I will say: it is to wage war, by sea, land and air, with all our might... to wage war against a monstrous tyranny, which was never surpassed in the dark, lamentable catalogue of human crime. That is our policy. You ask what is our aim? I can answer in one word: Victory." He took part in all the important conferences with Roosevelt and Stalin during the war.

July,1945---he was defeated in the election while he was attending the Postdam Conference.

1951—he again became Prime Minister.

1953---he was created knight of the Garter (the highest order of English knighthood)by the queen. He was awarded the Nobel Prize in literature in the same year.

April 5, 1955---Churchill resigned office and ended his political career.

Jan 24, 1965---he died and was given a state funeral.

His major works--- Churchill's works, combining personal perspective with grand historical themes, are written with great sweep and lucidity. They include *The World Crisis*(6vols, 1923-1931), an account of World War I; *The Second World War* (6vols, 1948-1953); and *History of the English Speaking Peoples* (4vols, 1956-1958)

While Winston Churchill is best remembered as a statesman, politician and world leader who saved the world from Nazi domination in the dark days of 1940, throughout his life he cared for his family and sustained his lifestyle through use of the pen. His books and speeches were numerous and, generally, memorable and have led to many quotes and witticisms (妙语) from which one might be able to select just the right quote for almost any occasion.

Blood, Toil, Sweat and Tears--First Speech as Prime Minister
May 13, 1940 to House of Commons

“...I have nothing to offer but blood, toil, tears and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many long months of struggle and of suffering.

You ask, what is our policy? I can say: It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us; to wage war against a monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime. That is our policy.

You ask, what is our aim? I can answer in one word: It is victory, victory at all costs, victory in spite of all terror, victory, however long and hard the road may be; for without victory, there is no survival.

Let that be realied; no survival for the British Empire, no survival for all that the British Empire has stood for, no survival for the urge and impulse of the ages, that mankind will move forward towards its goal. But I take up my task with buoyancy (轻快, 快活) and hope. I feel sure that our cause will not be suffered to fail among men. At this time I feel entitled to claim the aid of all, and I say, "come then, let us go forward together with our united strength."

“热血、汗水和眼泪” 温斯顿·丘吉尔 1940年5月13日

上星期五晚上，我奉陛下之命，组织新的一届政府。

按国会和国民的意愿，新政府显然应该考虑建立在尽可能广泛的基础上，应该兼容所有的党派。

我已经完成了这项任务的最主要的部分。战时内阁已由五人组成，包括工党、反对党和自由党，这体现了举国团结一致。

由于事态的极端紧急和严峻，新阁政府须于一天之内组成，其他的关键岗位也于

昨日安排就绪。今晚还要向国王呈报一份名单。我希望明天就能完成几位主要大臣的任命。

其余大臣们的任命照例得晚一些。我相信，在国会下一次召开时，任命将告完成，臻于完善。

为公众利益着想，我建议议长今天就召开国会。今天的议程结束时，建议休会到5月21日，并准备在必要时提前开会。有关事项当会及早通知各位议员。

现在我请求国会作出决议，批准我所采取的各项步骤，启示记录在案，并且声明信任新政府。决议如下：

“本国会欢迎新政府的组成，她体现了举国一致的坚定不移的决心：对德作战，直到最后胜利。”

组织如此规模和如此复杂的政府原本是一项重大的任务。但是我们正处于历史上罕见的一场大战的初始阶段。我们在其他许多地点作战——在挪威，在荷兰，我们还必须在地中海做好准备。空战正在继续，而且在本土也必须做好许多准备工作。

值此危急关头，我想，即使我今天向国会的报告过于简略，也当能见谅。我还希望所有在这次改组中受到影响的朋友、同僚和旧日的同僚们对必要的礼仪方面的任何不周之处能毫不介意。

我向国会表明，一如我向入阁的大臣们所表明的，我所能奉献的唯有热血、辛劳、眼泪和汗水我们所面临的将是一场极其严酷的考验，将是旷日持久的斗争和苦难。

若问我们的政策是什么？我的回答是：在陆上、海上、空中作战。尽我们的全力，尽上帝赋予我们的全部力量去作战，对人类黑暗、可悲的罪恶史上空前凶残的暴政作战。这就是我们的政策。

若问我们的目标是什么？我可以用一个词来回答，那就是胜利。不惜一切代价，去夺取胜利——不惧一切恐怖，去夺取胜利——不论前路如何漫长、如何艰苦，去夺取胜利。因为没有胜利就不能生存。

我们务必认识到，没有胜利就不复有大英帝国，没有胜利就不复有大英帝国所象征的一切，没有胜利就不复有多少世纪以来的强烈要求和冲动：人类应当向自己的目标迈进。

我精神振奋、满怀信心地承担起我的任务。我确信，大家联合起来，我们的事业就不会遭到挫败。

在此时此刻的危急关头，我觉得我有权要求各方面的支持。我要说：“来吧，让我们群策群力，并肩前进！”

2) Adolf Hitler

Adolf Hitler: a charismatic, Austrian-born demagogue, rose to power in Germany during the 1920s and early 1930s at a time of social, political, and economic upheaval. Failing to take power by force in 1923, he eventually won power by democratic means. Once in power, he eliminated all opposition and launched an ambitious program of world domination and elimination of the Jews, paralleling ideas he advanced in his book, *Mein Kampf*. His "1,000 Year Reich" barely lasted 12 years and he died a broken and defeated man.

Hitler's Early Life: Adolf Hitler was born on April 20, 1889, the fourth child of Alois Schickelgruber and Klara Hitler in the Austrian town of Braunau. Two of his siblings died from diphtheria when they were children, and one died shortly after birth. Alois

was a customs official, who was described by his housemaid as a "very strict but comfortable" man. Young Adolf was showered with love and affection by his mother.

When Adolf was three years old, the family moved to Passau, The family moved once more in 1895 to the farm community of Hafeld. Adolf's dream was to enter the priesthood. While there is anecdotal evidence that Adolf's father regularly beat him during his childhood, it was not unusual for discipline to be enforced in that way during that period.

By 1900, Hitler's talents as an artist surfaced. He did well enough in school to be eligible for either the university preparatory "gymnasium" or the technical/scientific Realschule. Because the latter had a course in drawing, Adolf accepted his father's decision to enroll him in the Realschule. He did not do well there.

Adolf's father died in 1903 after suffering a pleural hemorrhage. Adolf himself suffered from lung infections, and he quit school at the age of 16, partially the result of ill health and partially the result of poor school work.

In 1906, Adolf was permitted to visit Vienna, but he was unable to gain admission to a prestigious art school. His mother died of breast cancer on December 21, 1907.

Hitler spent six years in Vienna, living on a small legacy from his father and an orphan's pension. Virtually penniless by 1909, he wandered Vienna as a transient, sleeping in bars, flophouses, and shelters for the homeless, including, ironically, those financed by Jewish philanthropists. It was during this period that he developed his prejudices about Jews, his interest in politics, and debating skills. According to John Toland's biography, Adolf Hitler, two of his closest friends at this time were Jewish, and he admired Jewish art dealers and Jewish operatic performers and producers. However, Vienna was a center of anti-Semitism, and the media's portrayal of Jews as scapegoats with stereotyped attributes did not escape Hitler's fascination.

In May 1913, Hitler, seeking to avoid military service, left Vienna for Munich, the capital of Bavaria. In January, the police came to his door bearing a draft notice from the Austrian government. The document threatened a year in prison and a fine if he was found guilty of leaving his native land with the intent of evading conscription. Hitler was arrested on the spot and taken to the Austrian Consulate. Upon reporting to Salzburg for duty, he was found "unfit...too weak...and unable to bear arms."

Hitler's World War I Service

When World War I was touched off by the assassination by a Serb of the heir to the Austrian Empire Hitler's passions against foreigners, particularly Slavs, were inflamed. He was caught up in the patriotism of the time, and submitted a petition to enlist in the Bavarian army.

After less than two months of training, Hitler's regiment saw its first combat near Ypres, against the British and Belgians. Hitler narrowly escaped death in battle several times, and was eventually awarded two Iron Crosses for bravery. He rose to the rank of lance corporal but no further. In October 1916, he was wounded by an enemy shell and evacuated to a Berlin area hospital. After recovering, and serving a total of four years in the trenches, he was temporarily blinded by a mustard gas attack in Belgium in October 1918.

Soon after the war, Hitler was recruited to join a military intelligence unit, and was assigned to keep tabs on the German Worker's Party. At the time, it was disorganized and had no program, but its members expressed a right-wing doctrine consonant with Hitler's. He saw this party as a vehicle to reach his political ends. His blossoming hatred of the Jews became part of the organization's political platform. Hitler built up the party, converting it from a de facto discussion group to an actual political party. Advertising for the party's meetings appeared in anti-Semitic newspapers. The turning point of Hitler's mesmerizing oratorical career occurred at one such meeting held on October 16, 1919. Hitler's emotional delivery of an impromptu speech captivated his audience. Through word of mouth, donations poured into the party's coffers, and subsequent mass meetings attracted hundreds of Germans eager to hear the young, forceful and hypnotic leader.

In January 1923, French and Belgian troops marched into Germany to settle a reparations dispute. Germans resented this occupation, which also had an adverse effect on the economy. Hitler's party benefited by the reaction to this development, and exploited it by holding mass protest rallies despite a ban on such rallies by the local police.

The Nazi party began drawing thousands of new members, many of whom were victims of hyper-inflation and found comfort in blaming the Jews for this trouble. The price of an egg, for example, had inflated to 30 million times its original price in just 10 years. Economic upheaval generally breeds political upheaval, and Germany in the 1920s was no exception.

Mein Kampf(My Struggle)

Hitler served only nine months of his five-year term. While in prison, he wrote the first volume of Mein Kampf. It was partly an autobiographical book (although filled with glorified inaccuracies, self-serving half-truths and outright revisionism) which also detailed his views on the future of the German people. There were several targets of the vicious diatribes in the book, such as democrats, Communists, and internationalists. But he reserved the brunt of his vituperation for the Jews, whom he portrayed as responsible for all of the problems and evils of the world, particularly democracy, Communism, and internationalism, as well as Germany's defeat in the War. Jews were the German nation's true enemy, he wrote. They had no culture of their own, he asserted, but perverted existing cultures such as Germany's with their parasitism. As such, they were not a race, but an anti-race.

Germany could stop the Jews from conquering the world only by eliminating them. By doing so, Germany could also find Lebensraum, living space, without which the superior German culture would decay. This living space, Hitler continued, would come from conquering Russia (which was under the control of Jewish Marxists, he believed) and the Slavic countries. This empire would be launched after democracy was eliminated and a "Führer" called upon to rebuild the German Reich.

A second volume of Mein Kampf was published in 1927. It included a history of the Nazi party to that time and its program, as well as a primer on how to obtain and retain political power, how to use propaganda and terrorism, and how to build a political organization.

Hitler's Rise to Power

Once released from prison, Hitler decided to seize power constitutionally rather than by force of arms. Using demagogic oratory, Hitler spoke to scores of mass audiences, calling for the

German people to resist the yoke of Jews and Communists, and to create a new empire which would rule the world for 1,000 years.

Hitler's Nazi party captured 18% of the popular vote in the 1930 elections. In 1932, Hitler ran for President and won 30% of the vote, forcing the eventual victor, Paul von Hindenburg, into a runoff election. A political deal was made to make Hitler chancellor in exchange for his political support. He was appointed to that office in January 1933.

Upon the death of Hindenburg in August 1934, Hitler was the consensus successor. With an improving economy, Hitler claimed credit and consolidated his position as a dictator, having succeeded in eliminating challenges from other political parties and government institutions. The German industrial machine was built up in preparation for war. By 1937, he was comfortable enough to put his master plan, as outlined in Mein Kampf, into effect. Calling his top military aides together at the "Führer Conference" in November 1937, he outlined his plans for world domination. Those who objected to the plan were dismissed.

Hitler Launches the War

Hitler ordered the annexation of Austria and the Sudetenland in 1938. Hitler's army invaded Poland on September 1, 1939, sparking France and England to declare war on Germany. A Blitzkrieg (lightning war) of German tanks and infantry swept through most of Western Europe as nation after nation fell to the German war machine.

In 1941, Hitler ignored a non-aggression pact he had signed with the Soviet Union in August 1939. Several early victories after the invasion of the Soviet Union in June 1941, were reversed with crushing defeats at Moscow (December 1941) and Stalingrad (winter, 1942-43). The United States entered the war in December 1941. By 1944, the Allies invaded occupied Europe at Normandy Beach on the French coast, German cities were being destroyed by bombing, and Italy, Germany's major ally under the leadership of Fascist dictator Benito Mussolini, had fallen.

Hitler's Last Days

Several attempts were made on Hitler's life during the war, but none was successful. As the war appeared to be inevitably lost and his hand-picked lieutenants, seeing the futility, defied his orders, he killed himself on April 30, 1945. His long-term mistress and new bride, Eva Braun, joined him in suicide. By that time, one of his chief objectives was achieved with the annihilation of two-thirds of European Jewry.

3) Hitler's Invasion of U.S.S.R.

In March 1939, British and France started talks with the Soviet Union on possible cooperation against Fascist Germany. At that time British under Chamberlain and France under Daladier were pursuing a policy of appeasement. After three months' fruitless negotiation, the talks were broken off. Then in order to protect itself, the Soviet Union signed the Non-aggression Pact with Hitler's Germany on Aug.23.

On Sep.1, 1939 Hitler invaded Poland.

On Sept. 17, Soviet troops also crossed the border and moved into Poland, taking 77,000

square miles of territory.

Before the fall of Poland, British intelligence officers managed to get hold of a German coding machine and a group of code-breaking experts, soon discovered how the machine worked. With the help of this machine, the British were able to decipher all German coded messages. So on June 6, 1940 the British had already learnt that Hitler was to attack Russia and passed on a warning to the Soviet Union, which was unheeded.

On June 20, 1940, two days before the invasion, Churchill worked on a speech to be broadcast to the world when the invading forces rolled into Russia. The speech was carefully composed, full of grave themes and weighty arguments. Churchill polished the text on June 22 in his Elizabethan manor at Chequers

On June 22nd, Hitler's troops invaded Russia.

III. Type of literature:

-- a piece of argumentation

The purpose of a piece of argumentation:

-- to persuade, that is, to defend what is true and to attack what is false by the use of reason

Ways of developing a piece of argumentation:

-- by deduction

-- by induction

4) The characteristics of speech language

Speech language is like inter-language between oral and written language. In public speeches all kinds of rhetoric devices are employed to catch audience's attention. Compared with conversational style, speech play more emphasis on one thing, that's to arouse, stimulate the passion of the audience, to win their support therefore, speech language is usually formal, more solemn, more

complex in sentence structure. But speech language is not supposed to be obscure, and it has a lot of emotion words and words have metaphorical meaning. All this makes the speech more forceful, vivid, persuasive, at the same time, there are also many abstract words. That makes the speech more sacred, more serious and solemn in tone.

A. Syntax

1) compound/ complex sentence

2) infinitive, gerund are frequently used

3) Many sentences begin with adverbials and periodic sentences

4) Simple present tense play an important part

5) declarative sentence and imperative sentence

are frequent

B. Vocabulary

1) complex, long words, unfamiliar words are frequent

2) abstract words are many

3) pronouns 'I' and 'we' are often used

C. Pronunciation

1) clearly pronounced, for example. always 'I am', not the contracted form 'I'm'

2) Words sound rhythmically

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Unit 5 Speech on Hitler's Invasion of U.S.S.R		
本(章)节 授课方式	课堂讲授(√) 实践课()	教学时数	4
授 课 要 点	本 (章) 节 教 学 目 标	1. to acquire the usage of the key words 2. to understand the meanings 3. to reproduce sentences by using as many useful phrases and idioms as possible from the text,	
	教 学 重 点 和 难 点	1. Words and Expressions 2. Macro-structure of the text 3. Detailed Study of the text	
思考题 或 作业			

教学内容与组织安排

Outline:

- I. Words and Expressions
- II. Macrostructure of the text
- III. Detailed study of the text

1. Words and Expressions

Chief of General Staff: general staff 参谋总长

A group of military officers charged with assisting the commander of a division or higher unit in planning, coordinating, and supervising operations.

参谋部

To bow down in the house of Rimmon: Rimmon, the Babylonian god who presides stroms. Milton indentifies him with one of the fallen angels.

To bow down in the house of Rimmon. To palterpalter (对...搪塞, 与...讨价还价) with one's conscience; to do that which one knows to be wrong so as to save one's face. The allusion is to Naaman obtaining Elisha's (In the Old Testament, a Hebrew prophet who was chosen by Elijah to be his successor.) permission to worship the god when with his master.

hardly 1 With energy, force, or strenuous exertion; vigorously, forcibly, violently. ME-E19.

2 Boldly, daringly, hardily. **3** Firmly.. **4** With severity or rigour; harshly. **5** *With trouble or hardship; uneasily, painfully. Now rare.* **6** *Not easily, with difficulty.* Long rare exc. as passing into sense **7**. M16. **7** Barely, only just; almost not; not quite; scarcely. M16. **8** In close proximity, closely. *rare.* L16.

1 The Lamprey caught fast hold on his hand, biting hardly.

2 Speake hardly thy minde.

4 The unconstant people..now began to speak hardly of him. The honour and loyalty of the hardly-used veteran.

5 What is made is slowly, hardly, and honestly earned.

6 His self-effacement was a little strained, his security too hardly achieved.

7 It was hardly to be borne. I constantly try and hardly ever succeed! It is hardly likely that he was still ignorant of the Reiss murder.

8 They were so hardly pursued.

Hun 1 *Hist.* A member of a warlike nomadic people of Asian origin who invaded Europe c375 and who later, under their king Attila, overran and ravaged a great part of it. OE. **2** *transf.* A wanton destroyer of the beauties of nature or art; *gen.* a person of brutal conduct or character. E19. **3** Chiefly during the war of 1914-18: a German. *slang. derog.*

Rescue and save

Save is a general word with broad application. It can refer to the help, which is offered when a person or thing has already been subjected to some kind of danger or threat of injury: diving into the lake to save a drowning child. It can designate the protective measures taken to ward off an impending disaster: inoculating a community to save it from the threat of a full-scale epidemic. In less serious situation, save can suggest the careful treatment employed to avoid fatigue, damage, etc.: Help save your eyesight by the use of good lighting. In all

these senses, save goes beyond the immediate helpful action to suggest the preservation of the person or thing which is saved for further life or use. Save also has a theological reference to a freedom from spiritual death or the consequences of sin: a firm belief that his soul would be saved only if he devoted his life to works of charity.

Rescue is interchangeable with the first meaning of save in its implication of aid to someone who is in imminent danger: brave firemen rescuing people from a burning building. Less commonly, it refers to the protective measures used to save something that is being threatened by injury or destruction; steps taken to rescue the tenement from the decay.

awaken (awakened, awakened)
awake (awoke, awoke; awaked, awaked)
wake (waked, waked; woke, woken)
waken (wakened, wakened)

The four words are very similar in usage. All can be used as vt, and vi.

I woke (up) / wakened / awoke / awakened at 7 this morning.

Please wake / waken me (up) at seven.

The noise awoke me.

A knock on the door awakened her.

a. The most common and the least formal is WAKE.

b. It may be better to use WAKEN, AWAKEN as transitive verbs. Therefore they are most likely to be used in the passive voice. I was wakened by their shouts.

I was awakened by the song of the birds.

c. AWAKE and AWAKEN are used somewhat more frequently in a figurative sense.

This at once awakened suspicion.

The national spirit awoke / was awakened.

d. AWAKE can be used as an adj. meaning "not asleep".

Is he awake yet?

I lay awake for about ten minutes.

conviction: a very firm and sincere belief

certainty: clearly established fact

Conviction usu. implies previous doubt or uncertainty. It stresses one's objective reaction to evidence rather than the objective validity of evidence itself. Therefore it commonly applied to the state of mind of one who has been in the process of being convinced.

I speak in the full conviction that our cause is just.

It's my conviction that you didn't try hard enough.

His political convictions are radical.

It's a certainty that this horse will win in the race.

After three days, our victory became a certainty.

4. doubt:

1) to be uncertain

2) to mistrust

doubt + noun (pron.)

I doubt the truth of it. (1) 我怀疑这事是真还是假。

I doubt his honesty. (2) 我不相信他是诚实的。

I am sorry that I doubted you before. (2)

doubt + clause

a. neg. / interrog. + that / what clause

Can you doubt what our policy will be? (1)

Can you doubt that he will win? (2)

I never doubt that you are honest. (1)

b. affirm. + if / whether clause

I doubt whether it is true / the truth of it. (1)

I doubt if he will come. (1)

3) to consider unlikely

affirm. + that (3)

I doubt that he will come. (3)

suspect:

1) to feel doubtful about the truth or value of, be uncertain

2) to believe to be true

3) to believe to be guilty

4) to guess, suppose

I suspect his motives. (1)

We suspected trouble. (2)

The mouse suspected danger and did not touch the trap. (2)

We suspected that he was lost before we were told. (2)

They suspect him of murder / him to be the murderer. (3)

He was suspected of theft / stealing. (3)

I suspect that's true / you may be right. (4)

DOUBT always implies uncertainty about the truth of sth. or inability to make a decision.

SUSPECT stresses fear that someone has worked or is working evil or injury, but the fear is accompanied by uncertainty.

cf: When meaning "be uncertain", they are similar, both can be followed by a noun or, when the main clause is in the negative, a that clause.

I doubt the truth of it. (1)

I doubt his honesty. (2)

I never doubt that you are honest. (1)

Everybody suspected the truth of the story. (1)

I suspect her motives / sincerity. (1)

We did not suspect that Mary could sing so well. (1)

But:

I doubt that he is honest. (consider unlikely)

I suspect that's true / you may be right. (guess, suppose)

I am sorry that I doubted you before. (mistrust)

The police don't know who committed the crime, but they suspect Jones. (believe to be guilty)

suspicious: a. not trusting b. causing suspect c. likely to suspect

She is always suspicious of us / our intention.

The policeman became suspicious of the man.

He shot a suspicious look at me.

He is a suspicious character.

If you see anything suspicious, call the police at once.

be suspicious of sb.:

The dog is suspicious of strangers.

doubtful: a. not trusting b. questionable c. uncertain

She was doubtful of his good intentions.

He seems to me a doubtful fellow.

She has a doubtful look on her face.

doubtful + clause:

I am doubtful whether he is still alive.

If you are suspicious of sb. you feel or show that you do not trust them. If sth. is suspicious, it causes people to feel that sth. is wrong in some way.

If you are doubtful about sth., you are unsure or uncertain about it.

5. lie: exist, be found, reside

6. presently: before long, shortly, soon

7. hasten: move fast (急忙)

cf: hurry (慌忙): confused, panic

Hasten implies urgent quickness while Hurry implies haste that causes confusion or prevents concentrated attention. Hurry implies a strong implication of confusion, agitation.

Whoever is in a hurry, shows that the thing he is doing is too big for him.

You must hasten and publish your result.

She hastened to explain the situation which now confronted her.

ground: (of pilot or plane) to stay on the ground

The ship grounded on a hidden sandbank in the shallow water.

The kite grounded because the wind stopped.

grounded on the airfield: lying stationary, not moving, standing still on the airfield

round up: to gather together scattered things, people, animals, to herd together, collect together animals that are scattered

A cowboy rounds up the cattle.

issue: a matter that is in dispute between two or more parties, the point at which an unsettled matter is ready for a decision

We must draw clear distinctions concerning cardinal issues of right and wrong.
major issues of principle

the act of publishing or officially giving out or making available

Have you seen the latest issue of the magazine?

His article was published on the fourth issue of...

be at issue: of importance, under consideration

That is not the point at issue.

to bring out sth. printed, or sth. official

to issue an order / a statement

to issue a commemorative set of 10-fen stamps

to supply or provide officially

to issue winter clothing to troops

count on: depend on, expect, take into account

If there is anything I can do, count on me.

You can always count on Fred in any emergency.

I think we can count on Mr White to support us.

to count on one's help / co-operation / sympathy

enlist: win the support of, get the help or services of, obtain help, or sympathy, to persuade sb. to help, to gain help sympathy etc.

Can I enlist your help in collecting the money for the Asian Games?

To try to enlist sympathy of sb is to win over his / her sympathy.

sympathy: feeling of support, pity and tenderness, feeling of approval of, or agreement with an idea

go all out: to spare no effort, to make one's utmost effort

Go all out, aim high and achieve greater, faster, better and more economical results in building socialism.

The United States was likely to go all out to support Kuwait on this issue.

be true of: be the same case, be suitable to

The same is true of all other cases.

What he says of women is true of men.

That is the rule true of all cases.

The same is true of the living condition in the countryside.

revert to: to go back to a former subject, talk about again

The pressure made him revert to his old habit of smoking.

Shall we revert to our previous topic?

arch: principal, chief

arch- angel, bishop, criminal, enemy, rebel, rival, villain, etc.

not bowing down in the House of Rimmon

Q: You are not doing sth. against your own beliefs, are you?

A: No, not at all.

Rimmon was a deity worshipped by Syrians of Damascus. Syrian Captain Naaman / ei / had leprosy. His Israeli servant told Elisha / ai /, a prophet of God. E told N to wash in the Jordan River 7 times and thus he was cured. Naaman therefore had faith in God and convert to Christianity. But being a Syrian, he has to following his King to worship in the House of Rimmon. Elisha granted him permission to do so.

Devil - Satan, most powerful evil spirit, the leader of the angels who rebelled against God and who were cast out of heaven. He and his followers are seen as tempter of man and the source of evil in the world.

reference: a piece of written information about sb.'s character, ability, esp. when he is looking for employment (also) a person willing to make a statement about sb.'s character or abilities

make a favourable reference: to write a recommendation for
Did you hear all those bad reference to me that Jones kept making?

cf:

recommendation: a letter or statement that speaks in favour of or praise sb. esp, when he is looking for a job

testimonial: a formal written statement of a person's character, ability, willing to work, etc.

A testimonial is kinder than a reference because it is shown to the person it describes while a reference is truer because it is not shown to him.

House of Commons: Lower House. House of Lords: Upper House

to the effect: with the information that, meaning that

He has had a telegram to the effect that his mother is dead.

A rumour was in the air to the effect that the firm was in financial difficulties.

devoid of: (fml) lacking in, complete without, empty of

The house is totally devoid of furniture.

He is complete devoid of humour / human feelings.

The word vacuum refers to space entirely devoid of matter.

racial domination: the state of having or exercising controlling influence or power over the other races by the Aryan nation, which is considered by Hitler as the most superior in the world. In concentration camps more than 6 million Jews and Poles were killed in gas chambers.

racial equality / apartheid / relations / prejudice / discrimination / domination / racism / racist

dominate: have controlling influence or power over, have the most important place or position

She complete dominates the family and makes all the decisions.

Sports, and not learning, seems to dominate in the school.

dominant:

The dominant influence in her life was her father.

She has a very dominant nature.

The dominant political party of the country is socialist.

excel: surpass, be superior to, outdo, exceed (having the same root of excellent, from Latin)

He excels in music and art / courage / at football / as a orator.

Beethoven excelled all other composers of his period.

He excels all his classmates in intelligence.

wickedness: badness, evil

ferocious: fierce, cruel, and violent

The Nazi regime is extremely cruel and it has invaded other countries in a most savage way. It can carry out its cruel invasions so effectively that it beats / surpasses any action of this kind in human history.

The Nazi regime is very effective in cruel suppression of and savage attack on other countries, in this respect it is worse than any other known form of evil.

consistent: constant, faithful, unwavering, having a regular pattern (of a person, behaviour, beliefs, etc.), continually keeping to the same principles or course of action, marked by steady continuity, regularity, showing no significant change or contradiction

He is not consistent in his action.

When you make a sentence, the subject and the verb should be consistent.

He reaffirmed the government's consistent policy of opposing racial discrimination.

opponent: person who takes the opposite side, esp. in playing or fighting

An opponent is one who is on the opposite side in a contest, as an argument, a disputation, an election or in a conflict

Since opposition is never considered to be legitimate, the government has no opponents.

It's his conviction that the president will beat any opponent and be re-elected.

a bitter / political / worthy / powerful

unfolding:

Folded into the shape of tiny birds.

to fold one's hands in prayer

to fold one's arms

a folding bed / chair / fan / bridge / ruler / money (paper money)

unfold: (lit.) to become clear, more fully known

He gradually unfolded her plan to them.

As the investigation goes on, the intrigue behind the dirty deal slowly unfolds

folly: (fml) foolishness, unwise act, habit

The old man smiled sadly as he remembered the follies of his youth.

threshold: a piece of wood or stone fixed beneath the door into a house or building

means of existence: way, method

Here: food and clothing to keep people alive, things for people to survive

wring / wrung: (not often used, partly poetic, partly archaic, slightly old fashion) to press hard on, squeeze, to get by force

This word basically applies to a compressive twisting together, often to extract. It implies a forcing that suggests a physical wringing.

to wring water from the wet clothes

His sad story wrung our hearts.

primordial: fundamental and primitive, basic, existing at or from the beginning, esp. of the world or the universe;

The universe was created out of a primordial ball of matter.

primordial joys: pleasures shared commonly by all human beings

maiden: virgin, suggest heightened purity and freedom from sexual intercourse

maiden voyage / flight

hideous: offensive to the senses and esp. to sight, exceedingly ugly, morally offensive, shocking, frightful, filling the mind with horror

a hideous crime, face, noise, creature

heinous: very wicked

a heinous crime, criminal □

clank: metallic sound made by the swords and 'sabres / ei / (军刀)

The prisoner's ankle chains clanked.

clicking: the sound of spurs and the metal piece underneath the soles

dandy: (derog.) a person who spends too much time and money on his clothing and personal appearance

dandified: dressed like a dandy

Here: officers in uniforms with shoulder boards, insignias and decorations

crafty: cleverly deceitful, clever in a negative way, cunning, foxy,

craft: a job needing skill, esp. esp. with one's hand

arts and crafts (工艺美术)

handicraft articles (手工艺品)

craft: skill in deceiving people for a bad purpose

a man full of craft

craft: boat, ship, aeroplane, vessel

cow: to intimidate, threaten, to conquer or bring under control by violence or threats

He cowed his wife into obedience.

She has a cowed look.

The gang of beggars were suddenly cowed by the sight of a cop.

tie down: (obsolete, out-of-date) to enslave

The SS agents who specialize in genocide have just accomplished the task of crushing and enslaving a dozen countries

literal meaning:

There was such a gale blowing that we had to tie the caravan down to prevent it overturning.

Prisoners were tied down hand and foot to the nails in the ground.

extended meaning: restrict to certain conditions

I'd like to go with you, but there are too many things tying me down here.

Ritual formula ties down our mind.

The navy tied the enemy down with big gun fire while the marines landed on the beach.

dull: stupid, not clever

dull speech / city / life / person

docile: easily taught or led, obedient, easy to manage

brutish: brutal, beast-like,

Brutish, like brutal / brute, is usu. applied to men or their acts, their minds, and their passions; it differs from brutal in that it rarely suggests cruelty and inhumanity but stresses likeness to an animal in stupidity, in lack of control over appetites, or in government by instinct.

Brutal is almost exclusively applied to men or their acts, characters, or words; it implies qualities (as sensuality, lack of intelligence of feeling, or inhumanity) that relate them to the lower animals.

plod: to continue to walk slowly along a road, with difficulty and great effort

cf: treading cautiously (Hiroshima)

swarm: a large group (of insects moving in a mass), throng

crawl: move slowly with the body close to the ground or on the hands and knees

smart: to be hurt in one's feelings, suffer in mind, feeling painful in one part of the body

The place where he had cut his knee was smarting.

He was still smarting under / over her unkind words.

He is still smarting from your remark.

72. prey: victim, a person or animal killed or hunted

73. glare: a rather vague term here. referring perhaps to hostility, hatred etc.

74. villain: (in old plays) a man who is the main bad character
(fml) a low, mean person utterly lacking in principles, completely given to crime, evil, a thoroughly wicked man who harms others. a rogue, gangster, knave, criminal, thug, etc.

cataract: large steep waterfall, overwhelming downpour

cataract of horrors: unparalleled miseries

dominion: a self-governing nation of the British Commonwealth the Dominion of Canada

in due course = in due time: in, at the suitable / proper time

I will answer all your questions in due course.

Spring and summer will arrive in due time.

After they were engaged, the wedding followed in due course.

In due course, you will realize all this.

due: proper, suitable, fitting

concur:

1) agree, express agreement

She has expressed her opposition to the plan, and I fully concur with her in this matter.

2) (of events, etc) happen together; coincide

It does happen that everything concurs to produce a successful result.

irrevocable: that cannot be changed once started

The decision to close the business is irrevocable.

revoke: (fml) withdraw or cancel (a decree, permit, etc)

revoke orders, promises

His driving licence was revoked after the crash.

vestige: trace, mark or sign of sth. that once existed but has passed away or disappeared, any sign / mark / trace that shows the previous existence of sth.

After the explosion, not a vestige of the building remained.

parley:

Parley stresses the talk involving the discussion of terms, while Negotiate implies compromise or bargaining.

yoke: a wooden bar used for joining two animals together in order to pull heavy loads

Here: power, control, crushing burden

foe (fml or dated): adversary, enemy, opponent, rival

divergence (also divergency): turning or branching away, disagreement, difference, splitting.

Divergence is a difference between two or more things, attitudes, opinions, etc that are usu. expected to be similar to each other.

There has been much divergence on how to handle the economic crisis. Should we devalue RMB?

diverge: to go out in different directions

I'm afraid our opinions diverge from each other (from a common starting point).

Divergence applies to a difference between things or less often persons having the same origin, the same background or belonging to the same type of class. There is usu. an implication of a difference that makes for increasing unlikeness

Distinction implies want of resemblance in detail. It commonly applies to a difference that is brought out by close

observation, study or analysis or difference that marks the line of division between two like things

There is a distinction between asking and begging.

Can you draw a distinction between these ideas?

Differences suggest notice of a quality or feature which marks one thing as apart from another, or a disagreement which separates individuals or makes them hostile to each other.

There are many differences between the two languages.

slack: not tight, not firm, weak, loose, slow

She was shocked at the slack discipline in the school.

A slack person is one who does things carelessly.

Business becomes slack after Xmas.

The horse was moving at a slack pace.

slacken: to make or become slack, to reduce in activity, force, or in tightness

Don't slacken your efforts till the work is done.

doom: terrible fate, unavoidable destruction or death

to meet / to go to / to be sent to one's doom

The Battle of Stalingrad sealed Hitler's doom.

be doomed to failure / to fail

woeful: heartbroken, tragic, sorrowful, mournful, pitiful

fortify: to strengthen against possible attack, to give vigour or physical strength or endurance to, strengthen mentally or morally

The Great Wall fortified China against invasion.

to fortify a dam against flood

to fortify one's theory with facts

rescue: to save from harm or danger, to set free

Rescue and Save are comparable when they mean to free a person or thing from confinement, danger of death, destruction or a serious evil.

One rescues a person who is in urgent danger (as of death, of capture, or of assault) by prompt or vigorous action. Rescue implies saving from immediate harm or danger by direct action.

to rescue the crew of a sinking ship.

One saves a person when one rescues him and enables him not only to be free from the evil that involves or threatens but also to continue in existence to enjoy security or happiness.

moralize: to express one's thoughts (often not welcome to the listeners or readers on the rightness or, more usu. the wrongness of behaviour, actions, etc.

to moralize upon the failings of the young generation

Do stop moralizing

catastrophe: a sudden unexpected and terrible event that causes great suffering, misfortune or ruin

Catastrophe, Cataclysm, Disaster, and Calamity are comparable when they denote an event or situation that is regarded as a terrible misfortune

Disaster is a piece of unforeseen bad luck (as a shipwreck, a serious railway accident, or the failure of a great enterprise) which happens either through lack of far sight or through external agency and brings with it destruction (as of life and property) or ruin (as of projects, careers or great hopes).

Such a war would be the final and supreme disaster to the world.

Calamity is a grievous misfortune, particularly one which involves a great or far-reaching personal or public loss. thus the wreck of the Don Juan was a disaster and as involving the loss of Shelley, it was a calamity.

Cataclysm is often used of an event or situation that brings with it a violent social change.

Catastrophe is used of a disastrous conclusion. It often emphasizes the idea of finality.

lust: strong evil desire, eagerness to possess, strong sexual desire, esp. when uncontrolled or considered wrong lust for gold / power / life / flesh / battle (穷兵黩武)

Lust implies domination by emotion, or appetite that can never be satisfied.

Appetite specifically applies to the longs which arise out of many physical nature.

impel: force, drive, push, implying an inner prompting, great urgency in the desire or motive force: make a person or thing yield to the will of a person or to the strength or power of a thing.

to force a woman is to rape her, to force a door is to break it open, to force a laughter is to make oneself to laugh against one's will

outrage: a very wrong or cruel act which causes great anger

The use of H-bombs would be an outrage against humanity.

Demolishing the church was an outrage.

prelude: introductory movement,

Here: an event that serves as an introduction, that paves the way for his planned invasion.

Prelude originally refers to the music played extemporaneously / ik, stemp 'reini sli / (without preparation) for making the one's fingers flexible. Later it became the first movement of a long composition.

Overture originally refers to the opening melody of an opera. Later on the symphonies were based on them. It can be played as an individual composition.

accomplish: to bring to completion, to fulfil, to succeed in reaching a stage in a progression.

It stresses the successful completion of a process rather than the means of carrying it out.

Sometimes it implies the fruitfulness of effort or the value of the results obtained.

Achieve adds to Accomplish the implication of conquered difficulties. One achieves a work, a task or an enterprise that is of great importance and that makes usu. demands.

Fulfil implies a full realization of what exists potentially.

The task will not be accomplished in one generation.

to accomplish one's purpose

He knew that he had accomplished something after all.

Only practice can achieve mastery.

He has achieved no fame, no success.

If you make a promise, you should fulfil it.

It's a great happiness to her to fulfil her father's desire.

subjugate: to bring under control, to conquer

She dominated him and subjugated his will completely.

subjugate the opposition

subjugation: the state of being conquered, the act of taking power over

She cowed him into subjugation.

subject: n.

1) person or thing that is being discussed or described

2) person or thing being treated in a certain way or being experimented on

We need some male subjects for a psychology experiment.

3) ~ for sth: person or thing that causes a specified feeling or action

a subject for pity, ridicule, congratulation

His appearance was the subject for some critical comment.

4) any member of a State apart from the supreme ruler

I am French by birth and a British subject by marriage.

subject v.

~ sb/sth (to sth): bring (a country, etc or a person) under one's control
Ancient Rome subjected most of Europe (to its rule).

She was repeatedly subjected to torture.

subject adj

1) under the control of sb else; not politically independent

a subject province / subject peoples

2) ~ to sth/sb: obliged to obey sth/sb; under the authority of sth/sb

We are subject to the law of the land.

Peasants used to be subject to the local landowner.

hearth: the area around the fire in one's home, esp. the floor or the fireplace
hearth and home: (poetic) home and its comforts

2. Macro-structure of the text

Part 1 (Para.1—5): the background of the invasion and the speech

Part 2 (Para. 6—11): the body of the speech

3. Detailed study of the text

Paragraph 1

1) What's the main idea of this paragraph?

2) When and how did the Germans attack the Soviet Union?

3) What was Churchill's reaction to the news of Hitler's invasion of Russia? Why?

4) Paraphrase "This changed conviction to certainty."

5) Explain "on an enormous front, and had surprised a large...and seemed to be driving forward with great rapidity and violence."

6) Paraphrase the last sentence of this paragraph.

Paragraph 2-3

1) Why did Churchill think it was unnecessary to consult the War Cabinet?

2) Explain 'may be of interest'.

3) What's the attitude toward Hitler's invasion on the part of capitalist and Right Wing?

4) Why did Churchill think that Hitler was wrong?

Paragraph 4

1) Do you know anything about the biblical allusion "bow down in the House of Rimmon"?

2) Explain the metaphor in the sentence "If Hitler invaded...in the House of Commons".

3) In this Para, Churchill mentioned "Hell, Devil, whom do you think he refers to in this context? Why?

Paragraph 5

1) What do 'F.O' and 'P.M.' stand or respectively?

Paragraph 6

1) What's Churchill's attitude toward communism?

2) What does he think of Nazi?

3) Paraphrase "It excels all forms of...ferocious aggression."

4) Why did Churchill side with the Soviet Union since he had always been an avowed enemy of communism? Will he change his attitude about communism?

5) What 'crimes, follies' and 'tragedies' was Churchill referring to?

6) Why did he want us to forget the past?

7) In Churchill's view, what were the communists supposed to believe in?

8) Churchill uses an apt simile, comparing the German soldiers to locusts, what effect does the simile achieve?

9) Paraphrase "still smarting from many a British whipping".

10) How do you interpret the word 'prey'?

Paragraph 7-8

1) What do the words 'glare, storm and cataract' respectively refer to

2) What is Churchill's single purpose?

3) What policy did Churchill declare Britain would pursue? Or Generalize some points of his policy.

Paragraph 9

1) What kind of war does Churchill call it?

2) Why did Churchill say that Hitler was woefully mistaken?

Paragraph 10

1) Again, how does Churchill explain the reasons why Britain should support and help Russia?

2) What, according to Churchill, was Hitler's motive in invading Russia? Do you agree with him?

Paragraph 11

1) What's the main idea in the last paragraph?

6. Rhetoric devices: Identify all the figures of speech used in this speech

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Unit 5 Speech on Hitler's Invasion of U.S.S.R		
本(章)节 授课方式	课堂讲授(√) 实践课()	教学时数	4
授 课 要 点	本 (章) 节 教 学 目 标	4. to acquire the usage of the key words 5. to understand the meanings 6. to reproduce sentences by using as many useful phrases and idioms as possible from the text,	
	教 学 重 点 和 难 点	1. Follow-up discussion 2. Exercise and Homework 4.	
思 考 题 或 作 业	HOW TO MAKE A GOOD SPEECH		

教学内容与组织安排

Outline:

I. Follow-up discussion

II. Rhetorical devices

III. Exercise and homework

1. Follow-up discussion: Comment on Churchill's speech

Reference to 6 and 7;

Most western politicians, by profession, are good, eloquent public speakers because this is the main way for them to win voters. A politician must be very skilful in deceiving or persuading the broad masses. Churchill is one of the best orators who enjoy historic fame.

The object of a political speech is to explain, to convince and to persuade the people what he is saying best represents the interests of the people so they should support him and commit themselves to the cause he is directing them.

This speech we are going to study was delivered at the crucial moment of World War II. It is highly persuasive, eloquent, emotional, and convincing. It is still regarded as one of the masterpieces of oration.

An oration, or an address, a speech has to be very eloquent, very convincing, highly rhetorical. Basically an oration appeals to the heart rather than the head of the audience. It does not appeal to the head so much as to the heart. It tries to agitate them, makes a strong request for support and to cause strong impact on the emotion of the audience.

To fulfil the object, a speaker always adopt many rhetorical devices:

Parallelism: to make the speech sound more rhythmic

Repetition: to reinforce the importance of his ideas

Periodic sentences: to create suspension and to draw attention.

A periodic sentence holds the main idea not expressed until the end of the sentence.

It is a truth universally acknowledged that a single man in possession of a fortune must be in want of a wife.

One day when I was 20 years old, I met one the street a girl with whom I had a

terrible quarrel.

Noun phrases: to make the sentences longer and more complicated, thus enhancing the solemnity and seriousness of the language

I asked that notice be given...

I had not the slightest doubt...

Imperative sentences: to call on the audience directly, to stimulate their excitement and emotion

Inverted sentences: to lay stress on the main points

The first part of the text is a narration while the speech proper may be considered as an argument or persuasion.

2. Rhetorical Devices:

Metaphor: They will be rounded up in hordes.
...was not bowing down in the House of Rimmon.
I see Russian soldiers standing on the threshold...
Means of existence is wrung from the soil...
cataract of horrors
rid the earth of his shadow...liberate people from his yoke
The scene will be clear for the final act.

Alliteration:

dull, drilled, docile...
for his hearth and home
with its clanking, heel-clicking...

Assonance: The use of the same or related, vowel sounds in successive words

clanking, heel-clicking,...cowing and tying...plodding on like crawling locusts, ...smarting from many a British whipping...
easier and safer prey

Metonymy: means of existence

Simile: like a swarm of locust

Rhetorical Question: Can you doubt what our policy will be?

Passive voice:

News was brought to me...
Notice should be given ...
He was never to be woken up...

Repetition:

devoid of all theme and principle
We have but one aim and one single purpose
nothing will turn us---nothing.
We will never parley, we will never negotiate...
This is our policy and this is our declaration
as we shall faithfully and steadfastly

Parallelism:

The past, with its crimes, its follies, and its tragedies...
I see,...I see...
the return of the bread-winner, of their champion, of their protector
We shall fight him by land, ...by sea..., in the air
Any man or state... Any man or state...
Let us... Let us...

Noun phrases:

I had not the slightest doubt where ...
I asked that notice should be given...

Periodic sentences:

When I awoke on...invasion of Russia.
If Hitler imagines that... woefully mistaken. (p. 73)
When I spoke of Hitler's bloodlust...one deeper motive.

Antithesis: deliberate arrangement of contrasting words / ideas in balanced structure / form to achieve emphasis

devoid of all theme and principle except appetite and racial domination

ADD:

Alliteration (头韵)

Alliteration is the repetition of initial identical consonant sounds or any vowel sounds in successive or closely associated words or syllables. 头韵就是在相连或密切相关的一些词或音节中重复其相同的首辅音或元音的修辞格。头韵简明生动，具有渲染或加强语言节奏感的效果。在文学作品、新闻报道、广告或口语中经常使用。尤其是在标题中使用头韵，几乎成为当代风尚了。

- 1) The Russian danger is therefore our danger. And the danger of the United States, just as the cause of any Russian fighting for his hearth and home is the cause of free men and free peoples in every quarter of the globe. (第5课例句) (因此，俄国人的危险就是我们的危险，也是美国的危险，就像俄国人保卫家园的战斗事业也是全世界自由的人们和自由民族的事业一样。) 文中 hearth 与 home 押头韵，三个 danger 是重复，也有头韵的效果。这两种辞格排比重复，加强了语气和节奏感。
- 2) Let us learn the lessons already taught by such cruel experience. Let us redouble our exertions, and strike with strength while life and power remain. (第5课例句) (让我

们从如此残酷的经历中吸取教训，让我们在生命与力量尚存的时刻加倍努力，团结奋斗。）这是丘吉尔在第二次世界大战号召英国人民抗击德国法西斯的讲话，这两句话用了 **Let, lesson, learn; strike, strength** 等词押头韵，语言既有明晰的节奏感，又有满怀信心战斗到底的决心，具有强大的号召力。

- 3) 《新闻周刊》上有一篇报道中国的文章，其中说：**China's cities, after decades of bolted doors and barred windows, are suddenly being opened to sweeping changes.**（中国的城市，经过几十年**闭关锁国**之后，突然开放，全面改革了。）头韵的使用使“闭关锁国”的概念更加形象化了。
- 4) 《时代》有一文介绍新的时髦泳衣，标题是 **Splashy and Stylish**。用了这两个词，情景跃然纸上：纵情嬉水，水珠四溅，而泳装入时，平添几分盎然的生趣。这恰好是头韵所创造的听觉形象：清脆明亮的[s]，起首重复，加上短促的[ae]和丰满的[ai]两个元音，十分悦耳动听。
- 5) 《时代》周刊报道巴黎著名的艺术宫殿——罗浮宫的扩建和改建。此项工程最后由法国总统密特朗亲自裁定，选择了著名建筑师、美籍华人贝聿铭(I. M. Pei)的设计方案。其中有一组金字塔，构思奇特、匠心独运。巴黎公众颇感困惑，为什么要在罗浮宫内建造这组金字塔的锥型？这篇文章的标题就是：**Pei's Pyramids Puzzle Paris**（《贝氏的金字塔使巴黎困惑不解》）。四个头韵的叠声俨然是部分法国公众的感叹。

Parallelism (平行)

I. 平行(结构)(parallelism)是以语法结构对称(包括相同或相似的词、短语或分句)来突出意义的一种修辞手段。平行结构的各成分之间用并列连词(**and, or**)，逗号，分号等连接。

平行结构的作用在于能够使读者感到语意特别丰富，力量特别集中，并能显示形式的整饬美；因此，用以说理，会使读者感到理特别直；用以抒情，会使读者感到情特别深；用以叙事写人，会使读者感到特别的细致、深切；而整饬的形式，也可以形成语气的贯通或音律的顿挫。

平行结构在演说、诗歌和散文中用得较多。平行结构句式比较整齐，平行部分结构相似，排比有力，动听悦耳。有时具有排山倒海之势，雷霆万钧之力，所以历来为作家和演说所喜爱。

II. 平行结构的类型

1. 一系列单词形成平行

1) **Lumber, corn, tobacco, wheat, and furs** moved downstream to the delta country; **sugar, molasses, cotton, and whiskey** traveled north. (第9课例句)(木材、玉米、烟草、小麦和皮毛运往下游三角洲；糖、糖浆、棉花和威士忌酒运往北方。)

2. 短语平行

1) **With his faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together**, knowing that we will be free one day. (有了这一信仰，我们就能够一起工作，一起祈祷，一起进大狱，一起追求自由，我们知道，有朝一日我们终会争得自由。)

2) **Without guilt** he enjoys his own accomplishments. **Without envy** he enjoys the accomplishments of theirs. (他赏悦自己的成绩而不感到内疚，他为别人的成绩感到高兴而不嫉妒。)句中有两个 **without** 短语相平行。

3) The merchant **sold shoes**, the politician **sold manhood**, and the representative of the people, with exceptions, of course, **sold his trust**; while nearly all **sold their honor**. (商人出卖鞋子，政客出卖人格，人民代表，当然除少数例外，出卖别人对他们的信任；他

们差不多都是在出卖自己的名誉。)

4) Together let us **explore the stars, conquer the deserts, eradicate disease, tap the ocean depths and encourage the arts and commerce.** (让我们共同来开发星球, 征服沙漠, 消灭疾病, 探测海底, 促进文学艺术和贸易。)

3. 从句平行

1) They vanish from a world **where** they were of no consequences; **where** they achieved nothing; **where** they were a mistake and a failure and a foolishness; **where** they left no sign that they had existed. (第9课例句) (他们在这样一个世界消失了: 在那里他们微不足道, 一无所有, 在那里他们的存在本身就是一个错误、一个失败和一种愚蠢, 在那里他们没有留下任何存在过的痕迹。) 本句中有四个平行的定语从句。

2) **When** a person wants to discover and change his “losing streak”, **when** he wants to become more like the winner he was born to be, he can use gestalt-experiments and transactional analysis to make change happen. (如果一个人想去发现并改变他已“失去的个性特征”, 如果他想成为常胜者, 他就能运用格式塔式实验和相互作用分析使自己发生变化。) 本句中有两个 when 引导的从句平行。

4. 句子平行

1) We are caught in war, wanting peace. We're torn by division, wanting unity. (我们卷入战争, 渴望和平。我们被分隔搞得四分五裂, 热望着统一。)

5. 排比平行

这种排比平行一般句子结构相同, 比较整齐, 部分成分重复, 读起来铿锵有力, 动听悦耳。

1) That is our policy and that is our declaration. (本课例句) (这就是我们的方针, 这就是我们的宣言。)

2) We shall fight him by land, we shall fight him by sea, we shall fight him in the air. (本课例句) (我们要在陆地上打击他, 我们要在海上抗击他, 我们要在空中袭击他。)

3) Any man or state who fights on against Nazidom will have our aid. Any man or state who marches with Hitler is our foe. (不论谁, 不论什么国家, 只要抗击纳粹就会得到我们的支持。不论谁, 不论什么国家, 只要同希特勒一个鼻孔喘气就是我们的敌人。)

REPETITION (重复)

Repetition is a rhetorical device reiterating a word or phrase, or rewording the same idea, to secure emphasis. 重复(亦称反复)是将一个词或词组重述, 或者将同一思想重新措词, 以达到强调目的的修辞手段。重复可加强语言的表达力, 使所表达的内容更清楚了。除此之外, 重复可增强语言的节奏感。正因为这一特点, 历来被诗人、演说家、作家所重用。很多修辞格中也都含有重复辞格。

I. 重复包括句首重复、句末重复、首末重复、交叉重复等。

1) This was the road home. **Soon now he would** get there. **Soon now he would** hear the simple Afrikans of the old folk. **Soon now he would** see Mabel. Yes, this was the road home. (这是回家的路。很快他就可以到家了。很快他就会听见老人讲的朴实的带南非口音的荷兰话了。很快他就会见到梅布尔了。这真是回家的路了。)(Abrahams) 句首重复

3) **I see** the Russian soldiers standing on the threshold of their native land, guarding the fields which their fathers have tilled from the time immemorial. **I see** them guarding their homes where mothers and wives pray... **I see** the ten thousand villagers of Russia... (本课例句) (我看见俄国的士兵站在自己祖国的大门口, 保卫着他们父辈自古以来耕种的土地。我看见他们守卫着他们的母亲和妻子在祈祷的家园--- 我看见成万的俄罗斯人

村庄……) 句首重复 (该句也可视为平行结构)

3) "I admit that my tone is **hard and sharp**," he told the judge. "The struggle of my life has been **hard and sharp**." (Fox) ("我承认我说话的语气是不妥而严厉的," 他对法官说, "我一生的斗争一直就是不妥和严厉的。") 句末重复

4) If slavery is not **wrong**, nothing is **wrong**. (Abraham Lincoln) (如果奴隶制还不是错误, 那么就没有什么是错误的了。) 句末重复

5) **Justice** took no note of Joe; and he paid the same tribute to **justice**. (公正不关心乔, 乔也不理睬公正。) 句末重复

6) **If he wishes** to float into fairyland, **he reads a book**; **if he wishes** to dash into the thick of battle, **he reads a book**; **if he wishes** to soar into heaven, **he reads a book**. (Chesterton) (如果他想飘入仙境, 他就看书; 如果他想投入激烈的战斗, 他就看书, 如果他想飞上天, 他就看书。) 此句中句首重复与句末重复相结合, 组成平行结构。

7) ...by which he has so long **thrived and prospered**. 他一直得心应手、屡次成功的…

8) We have but one **aim** and one single, irrevocable **purpose**. (本课例句) (我们只有一个目的, 只有一个不可改变的目的。)

9) We will never **parley**, we will never **negotiate** with Hitler. (本课例句) (我们永远不谈判, 我们永远不和希特勒谈判。)

句7) 中的 thrive 与 prosper 是同义词, 句8) 中 aim 与 purpose 是同义词, 句9) 中的 parley 与 negotiate 是同义词。这三句是词义重复, 同样起了强调的作用。

II. 重复可分为词或词组的重复以及句法结构(syntactical repetition)的重复

1. 词或词组的重复

1) Americans expect those seeking **higher** office to hold themselves to a **higher** code of ethics. (美国民众期盼, 角逐政府**较高**职位的人, 应该恪守一套**标准较高**的道德规范。) 职位高了, 道德标准也高。higher 重复, 称出对应关系。

2. 句法结构(syntactical repetition)的重复

1) If the spring of idealism and creativity in this country fails to revive, **it will not be because** one or two or three or more politicians **disappoint** us. **It will not be because** we **disappoint** ourselves---**maybe without** even knowing, **maybe without** caring---and continue to lose pride in the kind of people we are. (M. Zuckerman) (如果我们国家的理想和创造力不能再振兴, 这**不是因为**一两个或更多的政客使我们失望, **而是因为我们自己作贱自己**---**也许**在不知不觉之中, **也许**根本不在乎---并且继续不以我们的立国精神自豪。) 并列结构的重复, 起到**层进**的修辞效果: "不是因为…而是因为"; "不止失望, 而是自我沦丧, 也许不…也许不…" 造成语气的凝重, 反映出心情的沉痛。

注意: 平行不同于重复。前者以平行结构表示同等重要的不同意义, 而重复则表示同样的意义。试比较:

1) We shall fight him by land, we shall fight him by sea, we shall fight him in the air.

2) She could trace the smiles on his face, could sense the feedback of his feelings, and could even read the thoughts in his mind. (她能记起他脸上的微笑, 能体会到他的感情, 甚至还能看清楚他的心思。)

3) We have but one aim and one single, irrevocable purpose.

例1) 中 we shall fight him 三次出现, 加强语气, 属重复修辞, 但 by land, by sea 和

in the air 三个短语分别做状语, 结构平行, 又属平行结构。例2) 三句动宾结构

相同而意义不同，但同等重要，因此属平行结构。例3)属重复修辞格。

Periodic Sentence (掉尾句)

从修辞的角度，根据句子的结构，句子可分为松散句、掉尾句和平衡句三种。

Periodic sentence is one in which the meaning is suspended till the close of the sentence. 掉尾句(又称重尾句或圆周句)是一种把关键意思放在整句末尾，因而要读完全句才能了解该句完整含义的句子结构；从语法上看，掉尾句是一个不可分割的语言单位。

1. 掉尾句的特点是把整句的主要部分(如复合句的主句或主句的主要成分)置于末尾处，形成整句的高潮，从而达到突出该部分内容的目的，所以，掉尾句属于一种修辞强调句。

1) Having passed the house everyday for two years, and knowing that the man was a cripple, I could not believe what the next-door neighbor told me. (两年来我天天经过这幢房屋，而且知道那个男的是一个跛子，所以我不相信这个邻居讲的。)如果在这个句子的 years 或 cripple 之后停顿，语义和语法结构就都不完整。必须到句末，句子意思才清晰，才知道说话人要讲的是什么。

2) The most important psychological discovery of this century is the discovery of the "self-image". (本世纪最重要的心理学成果是发现“自我形象”。)本句的重心在句尾 self-image。

3) The past, with its crimes, its follies, and its tragedies, flashes away. (过去，连同过去的种种罪行、愚昧和悲剧从眼前飞逝而过。)谓语 flashes away 是本句重心，之前是较长的状语将它与主语隔开。

2. 掉尾句是一种比较正式的书面语体，结构上没有固定的模式，多数情况下是把较长的状语提前，而把较短的主句留到最后。

1) If Hitler imagines that his attack on Soviet Russia will cause the slightest divergence of aims or slackening of effort in the great democracies who are resolved upon his doom, he is woefully mistaken. (本课例句)

2) But if life hardly seems worth living, if liberty is used for subhuman purpose, if the pursuers of happiness know nothing about the nature of their quarry or the elementary techniques of hunting, these constitutional rights will not be very meaningful. (Aldous Huxley) 作者是用3个if引导的从句引出主句，达到突出主句的目的。

3. 掉尾句的修辞作用在于它一直吸引着读者或听众的注意力，句子不完，就得不到一个完整的概念。掉尾句一般都是一步步地扩展，而又一层层地上升，在句末达到一个高潮；强调了主要意思，给人以深刻的印象。有时，一个句子中间的某些地方也可以停顿，并且具有相对的语法结构完整性，但它仍不失为掉尾句，因为附加的成分或从句仍然吸引着读者的极大的兴趣。他们希望知道后面还要讲些什么。例如：

1) I venture to express the conviction, which I hold very strongly, that we shall emerge from this war stronger as a military power than when we went into it, --- stronger in numbers, in armaments, ... and stronger above all in experience. (Winston S. Churchill) (我敢说，我深信经过这次战争，我国作为一个军事力量将比我们进入战争时要更为强大，---在军队数量上，军备上……尤其是在作战经验上要比过去更为强大。)

这个句子在 went into it 之后可以停顿，而且语法上也是完整的。但它并不因此就是一个松散句，因为紧跟着的是对前文的阐述，所以，它是掉尾句。

Loose Sentence (松散句)

(非本课内容，为帮助理解掉尾句而讲解)

1. 松散句是一种组织松弛的句子。它的组成部分可以比较自由地拆散，在句中的某些

地方，可以随时停顿，而且语法上具有一定的完整性。例如：

He was sitting **before the fire in a large armchair** when we entered. (我们进来的时候，他正坐在火边一把大扶手椅上。) 在这个句子里，如果我们在 **fire** 或 **armchair** 后停顿，意义仍然是清晰的。

2. 与掉尾句相反，在一个松散句里总是把主要的思想或要说的东西首先提出来，把解释或充实它的细节，次要的东西放在它的后面。这是我们在谈话和书写中用得最普遍的一种句型。这种辞格可使句子意义一目了然，容易使读者抓住重点。

简单句和复合句都可以用松散的形式表达。并列句是一种松散句，它的分句各自表达比较完整的意思，并且前后次序常常可以颠倒。主句在前，从句在后的复合句也可算是一种松散句，因为一般说来主句表示的是整句意思的主体部分，而从句是表示次要部分，如补充、修饰等。松散句中的分句通常可以改成独立的句子。

1) On Sundays the girls would not allow him to work; he was theirs for the whole day. (星期天女儿们不让他(马克思)工作，一整天他都和孩子们在一起。) 本句的重点在第一句。

2) The proposal was rejected because it was undemocratic! (建议没有被采纳，因为它太不民主了。) 主句是主体部分，从句是补充。

3) Happy is he who dedicates his life to the emancipation of mankind. (献身于全人类的解放的人是幸福的。) 本句的主要意思是 **happy**，从句讲的条件。

3. 松散句的特点是自然、重点突出、易懂、句子流畅。松散句与掉尾句结合运用，使句型富于变化，增加情趣，增强语言的表达力。与掉尾句相反，松散句不属严谨的正式文体，而适用于一种自然朴实的文风。例如：

He was an inch, perhaps two, under six feet, powerfully built, and he advanced straight at you with a slight stoop of the shoulders, head forward, and a fixed from-under stare which made you think of a charming bull. His voice was deep, loud, and his manner displayed a kind of dogged self-assertion which had nothing aggressive in it. It seemed a necessity, and it was directed apparently as much of himself as of anybody else. He was spotlessly neat, apparelled in immaculate white from shoes to hat, and in the various Eastern parts where he got his living as ship-chandler's water-clerk he was very popular.

这是英国作家 Joseph Conrad 的小说 *Lord Jim* 的开头一段。作者使用了一连串松散句，把他的故事以轻松自如的口气随意道来，直到最后一句的后半部分，即从 **and** 开始作者才改变句子结构，以倒装掉尾句的形式使“**he was very popular**”得到强调。这个小小的段落表明，优秀作家是多么善于做到句式多样化。

我们教材的第4课 (Everyday Use for Your Grandmama)，也用了许多松散句。

3. Exercise and Homework

1) Do exercises in textbook

. Paraphrase

- 1) Hitler was hoping that his attack on Russia would help to win in Britain and the U. S. the support of those who were enemies of Communism.
- 2) Winant said the United State would adopt the same attitude.
- 3) In this way, it will be much easier for me to decide on my attitude towards various events.
- 4) I will not take back what I have said about Communism.
- 5) I see the German bombers and fighters in the sky, who, severely beaten and shocked by British air force, now feel happy because they think they can easily beat the Russian air

force.

- 6) We shall be more determined and shall make better and fuller use of our resources.
(resources: *pl.* available money or property; wealth; sth that a country, state, etc. has and can use to its advantage)
- 7) Let us strengthen our unity and take greater efforts to fight against Nazi Germany when we have not yet been overwhelmed and when we are still powerful.

2) Write a summary of the passage within 200 words

3) HOW TO MAKE A GOOD SPEECH

You are probably making this speech at an event which has a programme which has been published beforehand. So **make sure that the title of your speech is catchy** and then people will be looking forward to it even before the event.

Making a good speech starts weeks before with thorough preparation. You should have been thinking of themes and points, noting down ideas and sources, crafting phrases and sentences.

The best speeches tell your audience **things they didn't know** and/or give them **insights they didn't have**. So: In respect of the first, **research some salient, accurate and up-date facts and figures**. In respect of the second, **look at the subject differently** - think 'out of the box'.

You should have finalised the notes or text or slides at least the day before, so that you can concentrate on reading through the material, becoming very familiar and comfortable with it, and thinking about the actual delivery.

Once you are called upon to make your speech, **pause for a couple of moments before actually starting your delivery**. If you've had to walk up to a platform or over to a rostrum, this gives you time to steady your breath. If you are nervous as a speaker, it gives you time to take a few shallow breaths and calm those nerves. In any event, it gives the audience an opportunity to settle down and focus on you and your message. But the pause should be a few seconds only.

If you are not using a microphone, be aware of the need to speak sufficiently loudly that the furthest member of your audience can hear you clearly.

If you are using a microphone, speak at normal volume, but a little more slowly and distinctly than if you were not using amplification.

Occasionally **alter the speed, volume and tone of your delivery**. Speaking slower or faster and quieter or louder and being more cheerful or more serious all adds dramatic effect and keeps the attention of your audience.

Regularly **sweep your eyes** left-centre-right and back and front-middle-rear and back, so that you engage all members of your audience. The actor Tom Cruise once told an interviewer: "*A lot of the time, what acting is really about is meeting someone's eye*" - the same is true of public speaking.

Don't make a rambling opening. There is nothing worse than the speaker who starts with something like: "*When I was asked to speak on this subject, I wondered what to say ..*"

Make a dramatic opening which seizes the attention with the very first words. This might be a stirring statement: "*This year we are going to make a fundamental transformation of our whole organisation*". It might be a challenging question: "*How can we turn ourselves into an even more successful organisation?*" Whatever you do, don't ask a question that invites a cynical answer from your audience: "*Are we the best organisation in the country?*" **Have a very clear structure.** A good technique is to tell your audience what you are going to say, tell them, and then tell them what you have said. A good structure is for the core message to be three linked points which can be sub-divided as necessary.

If it is appropriate, **use PowerPoint**. It ensures that you stick to your structure and that the structure is clear to your audience. It looks professional and you can use images as well text. PowerPoint slides should not consist of simply a few words or conversely a mass of text.

Three or four bullet points of four or five words each is ideal.

Put the main verb early in the sentence, especially if it is a long sentence. So, not: *"When we have all the facts and we have considered all the options, we shall make our decision"*. But instead: *"We shall make our decision, when we have all the facts and we have considered all the options"*.

Consider the use of short sentences or even short phrases for dramatic effect. Examples of short sentences: *"Failure is not an option"* or *"The place is here. The time is now. The prize is great"*. Examples of short phrases: *"Never again"*, *"No excuses"*.

Use striking adjectives and adverbs. Not simply: *"We face many challenges"* but *"We face many exciting challenges"*. Not simply: *"We will work on our problems"* but *"We will work energetically on our problems"*.

Consider the use of striking images in the form of metaphors or similes. For example: *"an iron curtain"* (Winston Churchill, 1946), *"a paper tiger"* (Mao Zedong, 1946), *"the axis of evil"* (George Bush, 2002).

Make moderate use of alliteration in phrases or sentences. For example, some phrases: *"broadband Britain"*, *"the digital divide"*, *"silver surfers"*. For example, some sentences: *"The ballot is stronger than the bullet"* (Abraham Lincoln, 1856) or *"Now let us fulfil our mandate and our mission"* (Gordon Brown, Labour Party Conference 2002) or *"At our best when at our boldest"* (Tony Blair, Labour Party Conference 2002).

Consider the use of rhyme. For example: *"We will fight to show that we are right"*.

Use contrasts. For example: *"Politics is war without bloodshed, while war is politics with bloodshed"* (Mao Zedong, lecture, 1938) or *"Never in the field of human conflict was so much owed by so many to so few"* (Winston Churchill, House of Commons, 1940) or *"Ask not what your country can do for you; ask what you can do for your country"* (John F Kennedy, inaugural address, 1961) or *"Injustice anywhere is a threat to justice everywhere"* (Martin Luther King, letter from jail, 1963).

Make temporal comparisons. For example: *"When the company was first founded .."* or *"When we first moved to this office .."* and *"Many challenges are still the same"* or *"The situation now is so different"*.

Make geographical comparisons. Compare and contrast your situation with other companies or other organisations or with other regions or other countries. What does this tell us?

Use three-part lists. For example: *"Government of the people, by the people, and for the people"* (Abraham Lincoln, 1863) or *"I see one-third of a nation ill-housed, ill-clad, ill-nourished"* (Franklin D Roosevelt, second inaugural address, 1937) or *"The ultimate case for the third way is that it works - good values, good vision, good policies"* (Bill Clinton, Labour Party Conference 2002).

Very occasionally, **consider a longer list**. For example: *"We shall fight on the beaches; we shall fight on the landing grounds; we shall fight in the fields and in the streets; we shall fight in the hills"* (Winston Churchill, House of Commons, 1940).

Repetition can be very effective. For example: in his Washington speech of 1963, Martin Luther King used the phrase *"I have a dream .."* again and again.

Use short, pithy quotes. Clever people over the years have created witty aphorisms, so you should borrow them when it is appropriate.

Try humour - not by telling a story, but by using a short, witticism. For example: *"I don't mind how much my ministers talk, as long as they do what I say"* (Margaret Thatcher, 1980)

Self-deprecating humour often works well. For example: President Ronald Reagan

reassuring an audience: *"I know you fellows think I'm lazy, but this week I've really been burning the midday oil"* or former Prime Minister Margaret Thatcher telling a Conservative Party Conference that, on the way to the event, she had seen a cinema advertising *"The Mummy Returns"*.

Try puns. For example: *"Vodafone is now the largest telephone company in the UK which makes its Chief Executive the Lord of the Rings"*. Another example: TUC General Secretary Tony Monks, when asking for the President of the European Commission Jacques Santer to include a particular provision in a measure, said it would be known as *"the Santer clause"*.

Sometimes you can use the same word but in a different context. For example: *"There can be no whitewash at the White House"* (Richard Nixon, Watergate broadcast, 1973).

One way of commanding attention is to **use a redundant, but attention-seeking, short sentence**. Tony Blair is very fond of *"I say this to you"* or *"Let me be clear"*.

KISS (Keep it simple, stupid). Don't try to impress with over-complicated terminology. For example: when he was Labour's Shadow Chancellor, Gordon Brown famously praised *"neoclassical endogenous growth theory and a symbiotic relationship between investment in people and infrastructure"* (1996).

Remember that 50% of statistics are meaningless (see what I mean?). So, **if you are intending to use statistics** - and some well-chosen figures can add credibility and authority to your arguments - be sure that you understand them, that they are meaningful, and that they are both reliable and up-to-date. Be ready in the question and answer session, or if approached later, to be able to source your statistics and supply the full context.

Make clever use of the pause. If you expect laughter or applause or you would like to create a sense of drama, pause for a couple of seconds, before continuing your speech.

Finish with a strong, affirmative statement, possibly referring back to the opening sentence or question (note how many film scripts end with a variation of a line from the beginning of the movie).

Only use the techniques appropriate to the occasion. A speech in the mode of *"We will fight them on the beaches"* is not ideal for opening a church bazaar. An after-dinner speech needs lots of jokes, whereas an academic lecture needs lots of facts. In many respects, the most difficult speeches are family occasions like weddings and funerals - there are many sensitivities here, so think carefully about what you're going to say.

If you are speaking to an international audience (especially if your words are being translated into other languages), don't use any of the language-specific tips such as alliteration, rhyme or puns and be careful not to use culturally-specific allusions or organisational jargon. I once gave a lecture on British industrial relations to a group of Russian trade union officials and they were baffled by my apparent reference to a department store which never closed. I had mentioned the *"closed shop"*!

Beware of speaking for too long. The British aristocrat Lord Brabazon once said: *"If you cannot say what you have to say in twenty minutes, you should go away and write a book about it"*. Abraham Lincoln's address at Gettysburg in 1863 lasted a mere two minutes, but it is one of the most memorable speeches ever delivered. Nobody ever complains that a speech is too short - and there's usually a question and answer session to use up the rest of the time and to make further points.

When it's all over, **consider creating an on-line version of the speech**. If you put the text on a web site, you can add hyperlinks to more detailed information and provide up-dates to keep the material topical and relevant. In this way, you have a 'live' document and you reach a much wider audience.