

教 案（首页）

课程名称	高级英语	授课专业	翻译	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	4×18		周学时	4 学时	
学时分配	课堂讲授		学时；	实践课 学时	
教 学 目 标	<p>训练学生综合英语技能尤其是阅读理解、语法修辞与写作能力。课程通过阅读和分析内容广泛的材料、包括涉及政治、经济、社会、语言、文学、教育、哲学等方面的名家作品，扩大学生对名篇的分析和欣赏能力、逻辑思维与大量的相关练习，包括阅读理解、词汇研究、文体分析、中英互译和写作练习等，使学生的英语水平在质量上有较大的提高。本学期主要是巩固并深化一、二年级所学基础知识，提高词义辨析能力，扩大词汇量和知识面，尤其注重提高语言运用能力。使学生具有三种意识，即：语篇意识、文体意识和文化意识；四种能力，即：语篇分析能力、文体分析能力、文学鉴赏能力和跨文化交际能力。</p>				
使用教材	教材名称	《高级英语》（Book 2）.（重排版）.			
	编（著）者	张汉熙.主编			
	出版社及出版时间	.北京：外语教学与研究出版社，2010			

指定参考书	<p>[1] 梅仁毅 王立礼. 《高级英语》(教师用书). (重排版). 北京: 外语教学与研究出版社, 1995</p> <p>[2] 高等学校外语专业教学指导委员会 英语组. 《高等学校英语专业英语教学大纲》. (第一版). 上海: 上海外语教育出版社, 2000</p> <p>[3] 高校英语专业八级考试大纲修订小组. 《高校英语专业八级考试大纲》. (2004年新版). 上海: 上海外语教育出版社, 2004</p> <p>[4] 黄任. 《英语修辞与写作》. (第一版). 上海: 上海外语教育出版社, 1996</p>
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教 案

周 次	授 课 时 间		
授课章节	Lesson Four Inaugural Address		
本(章)节 授课方式	课堂讲授 (√) 实践课 ()	教学时数	
授 课 要 点	本 (章) 节 教 学 目 标	<p>1 To understand the difficult language points in the address with the help of related cultural information.</p> <p>2. To improve students' ability in the appreciation of the English language.</p> <p>3 To arouse the desire to improve one's own speech habits for better communication</p>	
	教 学 重 点 和 难 点	<p>1. Biblical language/quotations/style.</p> <p>2. Identifying figures of speech in the speech.</p> <p>3. Paraphrasing and translating some major sentences.</p>	

思考题 或 作业	<ol style="list-style-type: none"> 1. Cite examples to show that Kennedy is very particular and careful in his choice and use of words. 2. Is the address well organized? Comment on the order in which he addressed all the different groups of nations and people. 3. Is Kennedy's argument and persuasion based mainly on facts and logic or on an appeal to emotions? Would this type of speech be successful on all occasions? 4. Is the tone and message suited to the different groups he addresses? Give your reasons.
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教学内容与组织安排

PART ONE GENERAL INTRODUCTION TO THE TEACHING PLAN

I. Time Allotment

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|--|--------------|
| 1. Preview-checking; Students' Presentation ; Introduction | 2class hours |
| 2. Text Appreciation; Detailed Discussion of the Text | 7class hours |
| 3. Evaluation and Translation | 1class hours |

II. Strategies and Activities

1. Dictation is used to check the preview of the new words.
2. Students presentation is needed to explain their learning plan, including the keys points, the difficult points, the puzzling points, and the worthily discussed statements, etc.
3. Questions are largely used to help, to check, and to judge students' understanding of the text.
4. PPT and video are applied to assist illustration.
5. A short part of the speech will be chosen to be recited and imitated in class.
6. More political speeches will be recommended for students to read after class, and try to analyze their features if time permits

III. Requirement

1. Before the class students are expected to thoroughly preview Guide to Reading, Vocabulary, Notes and Questions on the Content as well as the Text itself.
2. Each group prepares their teaching plan, and gets ready to explain it to the whole class with the help of PPT if needed.
3. Take notes in class and try to learn actively under the guidance of the teacher.
4. Do the assignment earnestly and punctually.

IV. Evaluation

Quiz will be arranged to check whether or not students can achieve the teaching aim on completion of this lesson.

PART TWO TEACHING PLAN OF THE TEXT

I. Cultural information

A. Warming-up activities.

1. What do you know about John F. Kennedy?
2. What do you know about American Inauguration Day and presidential oath?

B. Students' presentation on background information

1. John F. Kennedy. (1917-1963)

Of Irish descent, he was born in Brookline, Massachusetts, on May 29, 1917. Graduating from Harvard in 1940, he entered the Navy. In 1943, when his PT boat was rammed and sunk by a Japanese destroyer, Kennedy, despite grave injuries, led the survivors through perilous waters to safety.

Back from the war, he became a Democratic Congressman from the Boston area, advancing in 1953 to the Senate. He married Jacqueline Bouvier on September 12, 1953. In 1955, while recuperating from a back operation, he wrote Profiles in Courage, which won the Pulitzer Prize in history.

In 1956 Kennedy almost gained the Democratic nomination for Vice President, and four years later was a first-ballot nominee for President. Millions watched his television debates with the Republican candidate, Richard M. Nixon. Winning by a narrow margin in the popular vote, Kennedy became the first Roman Catholic President.

He wished America to resume its old mission as the first nation dedicated to the revolution of human rights. With the Alliance for Progress and the Peace Corps, he brought American idealism to the aid of developing nations. But the hard reality of the Communist challenge remained.

Shortly after his inauguration, Kennedy permitted a band of Cuban exiles, already armed and trained, to invade their homeland. The attempt to overthrow the regime of Fidel Castro was a failure. Soon thereafter, the Soviet Union renewed its campaign against West Berlin. Kennedy replied by reinforcing the Berlin garrison and increasing the Nation's military strength, including new efforts in outer space. Confronted by this reaction, Moscow, after the erection of the Berlin Wall, relaxed its pressure in central Europe. Instead, the Russians now sought to install nuclear missiles in Cuba. When this was discovered by air reconnaissance in October 1962, Kennedy imposed a quarantine on all offensive weapons bound for Cuba. While the world trembled on the brink of nuclear war, the Russians backed down and agreed to take the missiles away. The American response to the Cuban crisis evidently persuaded Moscow of the futility of nuclear blackmail.

Kennedy now contended that both sides had a vital interest in stopping the spread of nuclear weapons and slowing the arms race--a contention which led to the test ban treaty of 1963. The months after the Cuban crisis showed significant progress toward his goal of "a world of law and free choice, banishing the world of war and coercion." His administration thus saw the beginning of new hope for both the equal rights of Americans and the peace of the world.

2. The social background of the speech.

The Cold War followed a struggle between communism and the free market systems of Europe and the United States, fought with propaganda, rising military budgets, wars by proxy, covert activities, and the political use of military and economic aid.

These events and decisions marked the beginning of the Cold War, a struggle between communism and the free market systems of Europe and the United States, fought with propaganda, rising military budgets, wars by proxy, covert activities and the political use of military and economic aid. During the decade of the 1940s, the United States reversed its traditional reluctance to become involved in European affairs. The Truman Doctrine pledged aid to governments threatened by communist subversion. The Marshall Plan provided billions of dollars in economic assistance to eliminate the political instability that could result in communist takeovers of democratically elected governments. When the Soviets cut off all

road and rail traffic to Berlin, the United States and Great Britain responded with a massive airlift that supplied the besieged city for 231 days until the blockade was lifted. In 1949, the United States joined the North Atlantic Treaty Organization, the first mutual security/military alliance in American history.

During the next decade, with the European situation essentially frozen in place, the conflict between East and West took place mainly in Asia, Africa and Latin America. The struggle to overthrow colonial regimes frequently became entangled in Cold War tensions as the superpowers competed to influence and control anti-colonial movements. In 1949, the communists triumphed in the Chinese civil war, setting off a bitter political debate in the United States concerning "who lost China." In 1950, after North Korea invaded South Korea, the United Nations and the United States sent military forces. When Communist China also intervened, several years of bloody campaigns were fought until a truce was signed in 1953 ending the Korean War.

The 1960 presidential campaign was dominated by Cold War rhetoric. John F. Kennedy and Richard M. Nixon both pledged to strengthen American military forces and both promised a tough stance against the Soviet Union and international communism. Kennedy warned (inaccurately) of a missile gap with the Soviets and pledged to revitalize American nuclear forces. He also criticized the Eisenhower administration for permitting the establishment of a pro-Soviet government in Cuba.

During the period between his election and inauguration, JFK was briefed on a plan drafted during the Eisenhower administration to train Cuban exiles for an invasion of their homeland. The plan anticipated that support from the Cuban people and perhaps even from elements of the Cuban military would lead to the overthrow of Castro and the establishment of a non-communist government friendly to the United States. Kennedy approved the operation and some 1,400 exiles landed at Cuba's Bay of Pigs on April 17. The entire force was either killed or captured. Kennedy took full responsibility for the failure of the operation.

In June 1961, Kennedy met with Soviet premier Nikita Khrushchev in Vienna. Khrushchev threatened to sign a separate peace treaty with East Germany, effectively cutting off Allied access to Berlin. Kennedy was surprised by Khrushchev's combative tone. At one point, when the Soviet leader identified the Lenin Peace Medals he was wearing, Kennedy retorted "I hope you keep them." In August, in order to stop the flood of East Germans fleeing to West Germany, Khrushchev ordered the construction of the Berlin Wall, a massive structure of concrete blocks dividing the two parts of Berlin.

As a result of these threatening developments, Kennedy ordered substantial increases in American intercontinental ballistic missile forces. He also added five new army divisions and increased the nation's air power and military reserves. The Soviets meanwhile resumed nuclear testing and President Kennedy responded by reluctantly reactivating American tests in early 1962.

In May 1961, JFK authorized sending 500 Special Forces troops and military advisers, supplementing the 2,000 Americans already sent by the Eisenhower administration, to assist the pro-Western government of South Vietnam. In February, 1962, the president approved sending an additional 12,000 military advisers to support the South Vietnamese army. These forces arrived in the small southeast Asian nation by June.

In the summer of 1962, Khrushchev reached a secret agreement with representatives of the Castro regime in Cuba to supply nuclear missiles capable of protecting the island against another American-sponsored invasion. In mid-October, American spy planes photographed the missile sites while still under construction. Kennedy and his advisers agreed to place a naval blockade around Cuba while demanding the removal of the missiles and the destruction of the sites. Khrushchev, recognizing that the crisis could easily escalate into nuclear war, finally agreed to remove the missiles in return for an American pledge not to invade Cuba. The Soviet leader also decided to commit whatever resources were required for upgrading the Soviet nuclear strike force. His decision led to a major escalation of the nuclear

arms race.

In June 1963, JFK spoke at the American University commencement in Washington, D.C. He urged Americans to critically reexamine Cold War stereotypes and myths and called for a strategy of peace which would make the world safe for diversity. In the final months of the Kennedy presidency Cold War tensions seemed to soften as the Limited Nuclear Test Ban Treaty was negotiated and signed. In addition, the "Hotline," a direct line of communication between Washington and Moscow, was established to help reduce the possibility of war by miscalculation.

3. United States presidential Inauguration.

The inauguration of the President of the United States occurs upon the commencement of a new term of a President of the United States.

The only inauguration element mandated by the United States Constitution is that the President make an oath or affirmation before that person can "enter on the Execution" of the office of the presidency. However, over the years, various traditions have arisen that have expanded the inauguration from a simple oath-taking ceremony to a day-long event, including parades, speeches, and balls.

This day, now known as Inauguration Day, was on March 4 from 1793 until 1933. Since then, Inauguration Day has occurred on January 20. From the presidency of Andrew Jackson through Jimmy Carter, the primary Inauguration Day ceremony took place on the Capitol's East Portico. Since the 1981 inauguration of Ronald Reagan, the ceremony has been held at the Capitol's West Front. The inaugurations of William Howard Taft in 1909 and Reagan in 1985 were moved indoors at the Capitol due to cold weather. The War of 1812 and World War II caused two inaugurations to be held at other locations in Washington, D.C.

II. Detailed Discussion of the text

A. Review of the cultural information

- 1 Questions about Kennedy, his presidency and his assassination
- 2 Questions about American Inauguration

B. Lead-in questions.

- 1 What was the background against which the speech was delivered?
- 2 What's the purpose of the speech?
- 3 What is the language feature of the speech?
- 4 How is the speech organized?

(The teacher does not expect exact answer from the student immediately. The raised questions are to help students know how to learn this piece of speech and the answer may be given at the end of the learning.)

C. Study of the text

Paragraph 1:

1 The main purpose of the first paragraph: Emphasis on the importance of his election as new president of the country.

2 The key words in the first paragraph: celebration of a party; victory of freedom; renewal; change; end; beginning.

Paragraph 2:

1. The topic sentence of this paragraph: the world is different now.

2 He directly turns to the situation today and the problems we face today. Here we must be conscious of what has changed and what has kept constant for the country – the constitution and the beliefs. And these are just the things that he has been discussing here.

Paragraph 3:

1 Revolutionary belief:

2 The torch has been passed to the new generation of Americans:

3 Paraphrase and translate the second sentence of the paragraph.

Paragraph 4:

1 The function of this paragraph in the speech: statement of the general policy of the new administration.

2 This is a very typical periodic sentence, in which what is suspended and underlined is liberty.

Paragraph 5:

The function of this paragraph in the speech: Transitional paragraph

Paragraph 6-9:

General idea: His different promise to friends and neutral nations

Para 6. to their old, intimate friends.

1 Who are the old and intimate friends of America? (pair work)

2 What did he promise to them? (pair work)

3 Paraphrase and translate the last sentence. (pair work)

He alludes to Benjamin's well-known quotation: We can hang together or hang separately.

This quotation is to state the significance of forming a strong and solid ally with their friend countries to fight against their enemies.

at odd: in conflict

asunder adverb LITERARY into forcefully separated pieces; apart:

Their lives were torn asunder by the tragedy.

Para 7-8:

1 Who did he talk to in this part?

2 What did he say to them?

3 Paraphrase the sentence: One form of colonial control ... iron tyranny.

To the former colonial and newly independent countries and the under developed countries. He tries to persuade the upper and upper middle class to give him help in dealing with these countries which will finally be in their interest.

Para 9:

1 Who did he talk to in this part?

2 What did he say to them?

3 Comment on his tone and diction.

4 What figures of speech are used in this paragraph?

The neighboring countries, namely the Latin American countries, whose fate is closely related to the fate of the USA.

Para 10:

- 1 what did he say to the United Nation?
- 2 what does he mean by “ the instruments of peace” and “the instruments of war”?
- 3 Translate the second sentence into Chinese.

Para 11-Para 20 (50 mins)

- 1 How did he address the socialist camp led by the U.S.S.R? Why did he do so?
Those nations who would make themselves our adversary.
- 2 What is his attitude to the relationship with the Soviet Union?
Peace
- 3 How did he explain the importance of peace between the two superpowers?
 - 1) dark powers of destruction will be self-destruction (Para 11)
 - 2) strong and sufficient arms make us safe. (Para 12)
 - 3) neither can two great and powerful groups of nations take comfort from our present course. (Para 13)
- 4 Since the war is self-destruction, what can we both sides do?
Negotiation (Para 14)
- 5 What can we negotiate when both camps are so different?
Let both sides explore what problems unite us instead of the belaboring those problems which divide us. (Para 15)
- 6 What are the problems that might unite the both sides?
 - 1) control arms (Para 16)
 - 2) invoke the wonders of science instead of its terrors. (Para 17)
 - 3) undo the heavy burdens and let the oppressed go free (Para 18)

Note: when discussing the sixth question, the students are supposed to think about Kennedy’s word in his presidency, for instance, Nuclear Test Ban Treaty, space program and the like.

- 7 what will happen to the world when all work together to solve those problems?
The world may become a place where the strong are just and the weak secure and the peace preserved. (Para 19)

- 8 It might take a pretty long time to accomplish all that Kennedy said above, but let us begin. (Para 20)

Identify and explain the rhetorical device in this paragraph

A hundred days: (a historical allusion) alluding perhaps to the first hundred days of Franklin D. Roosevelt’s presidency, a famous period in American history.

Summary:

Para 21-Para 27 (30 mins)

Paragraph 21:

1. Many Americans died for their country, showing their loyalty to the country in the past.
- 2 The speaker intends to boost their ego and stir their patriotic emotions, so that they would willingly do what the speaker calls on them to do.

Paragraph 22:

- 1 Now our generation is called upon to make new sacrifices, to face the challenge of the cold war, to struggle against tyranny, poverty, disease and the threat of war.

2 Now our country is calling on us once more (to fight and die for it). Our country is not calling on us to join the army or to go to war, although we need a strong army and although we are prepared for war. It is a call to face the challenge of the cold war which includes a fight against poverty and disease which would serve to win over the poor developing countries of the Third World.

Paragraph 23:

1 Kennedy is calling upon his fellowmen to join in the historic effort for a more fruitful life—to fight against tyranny, poverty, disease and war.

2 Translate this sentence into Chinese.

Paragraph 24:

1 Kennedy emphasizes the situation and responsibility.

2 Identify the figure of speech used here.

Paragraph 25:

Kennedy calls on his fellow-American to make new sacrifices, to do what his country calls on him to do. He should be prepared to sacrifice everything, even his life if necessary, to defend freedom, to wage constant war against tyranny, poverty, disease and war.

Paragraph 26:

My fellow citizens of the world: people all over the world. Let's seek cooperation to realize the freedom of human being.

Paragraph 27:

Kennedy is determined to lead the country as president to go forth, with a good conscience, the judge of history and God's blessing and help.

Summary:

Organizational Pattern

Section 1: Para.1-5: Introduction , the general statement of the basic policy of the US

Section.2: Para.6-10: He addresses different groups of allied nations and would-be allied nations; friends and would-be friends.

- (1). the allies
- (2). the newly independent countries
- (3). the developing countries
- (4). the Latin American countries
- (5). the UN

Section.3: Para11-20: His specific policy toward the enemy.

- (1) Both sides are overburdened with the cost of modern weapons.
- (2) Both sides are anxious with the wide spread arms.
- (3) Both sides try to change the uncertain balance of military power.

Section.4: Para21-27: He calls on the Americans to support him and to sacrifice their lives for their country. He calls on the people of the whole world to unit and work for the freedom of men.

D. Text appreciation

1. Organizational Pattern

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2. Characteristic of the speech

- (1). The order is clear. Each Para. has its own topic.
- (2). The tone is appropriate. He uses different tone to different people.
- (3). The style is rigid. It is made beforehand. So it is a sort of written language.
- (4). The language is rhetorical.

Parallelism, metaphor, antithesis, balanced structure, repetition of words and phrases --- for force, vividness and emotional appeal.

- (5). Successful appeal to the emotion of the audience

What he says represents the interests of the whole people.

- (6). The speech must have high-sounding words.

- (7). The speech must be concise and short.

(8). Clever-choice of words to convey different meanings/tones. Kennedy carefully makes his tone and message suited to the different groups he addresses. There is proclaimed loyalty to old allies to sustain unity, assured help and support to minor friends to keep them closely tied to the US , warning advice to newborns to make them over, and veiled threat, warning and advice to the enemy camp to check ambitions on the part of the enemies.

- (9). The use of biblical style to make it formal/ rigid.

E. Assignment:

- 1 Review and preview.
- 2 Translation some sentences in the speech into Chinese.
- 3 Finish the corresponding exercises in the text book.

III. Evaluation and Translation

Quiz for lesson four

填写说明:

- 1、教案封面和首页每门课程按授课学期填写，只填一页。
- 2、教案内容（第3、4页）按授课次数或周次填写，平行班教学教案只填写一份。
- 3、表中（ ）选项请打“√”；其中“授课方式”一栏可复选，即如果此门课程既有课堂讲授又有实践课时复选。
- 4、“指定参考书”栏，请依次列出参考书名称、编（著）者、出版社及出版时

间。

5、请按照表格中所显示的字体格式填写，封面用“宋体，小三”，正文中文用“宋体，小四”，英文用 Times New Roman 字体。

6、表格间距可以调整，可另加附页。