



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

大三年级

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（ <input checked="" type="checkbox"/> ） 实践课（ <input type="checkbox"/> ）		考核方式	考试（ <input checked="" type="checkbox"/> ） 考查（ <input type="checkbox"/> ）	
课程类别	必修课	公共必修课（ <input type="checkbox"/> ） 专业必修课（ <input checked="" type="checkbox"/> ）			
	选修课	公共选修课（ <input type="checkbox"/> ） 专业限选课（ <input type="checkbox"/> ） 专业任选课（ <input type="checkbox"/> ）			
课程总学时	4*20		周学时	4 课时	
学时分配	课堂讲授		学时；	实践课 学时	
教 学 目 标	<p>通过听说读写四种技能的综合训练，提高学生听觉能力，即席发言、连贯表达、辩论、演讲的技巧与能力，使学生掌握阅读技巧，提高阅读速度、扩大词汇量、培养词义辨析能力；提高归纳、总结主题与写作能力，使学生具有较熟练的交际能力。尤其是阅读理解、语法修辞与写作能力的课程。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，扩大学生知识面，加深学生对社会和人生的理解，培养学生对名篇的分析和欣赏能力、逻辑思维与独立思考的能力，巩固和提高学生英语语言技能。</p>				
使用教材	教材名称	《高级英语》第二册（修订本）			
	编（著）者	张汉熙 主编、 王礼立 编			
	出版社及出版时间	外语教学与研究出版社 1995			
指定参考书	<p>《高级英语教师用书》，张汉熙， 外语教学与研究出版社，1995 《高级英语学习指南》，张鑫友， 湖北人民出版社，2003 《高级英语精读精解》，姚兰，西南交通大学出版社，2004 《高级英语理解与应用辅导》，姚念赓、胡英坤，东北财经大学出版社，1998</p>				

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Unit 4: Inaugural Address by John F. Kennedy		
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>To acquaint students with speech writing.</p> <p>To help students to understand the background for the speech</p> <p>To make students to learn all the expressions concerning ugliness</p>	
	教 学 重 点 和 难 点	<p>The background knowledge</p> <p>1. Biblical language/quotations/style</p> <p>2. Using the following methods for force, vividness and emotional appeal:</p> <p>--Parallel and balanced structure</p> <p>--Repetition of important words</p> <p>--Antithesis</p> <p>Identifying figures of speech embedded in the text</p>	
思 考 题 或 作 业	<p>some exercises following the text and a quiz for the lesson</p>		

教学内容与组织安排

Outline

- I. Pre-reading questions
- II. Background knowledge
 - 1. Presidential Election System
 - 2. Inauguration day and presidential oath
 - 3. John Fitzgerald Kennedy (1917—1963)
- 4. The Cold War baby.
 - 5. Arms Race
 - 6. Biblical allusion and biblical style
- III. Macro-Structure of the speech

I. Pre-reading questions

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

II. Background knowledge

1. Presidential Election System

By law any natural-born American citizen of and over 35 years of age can run for the Presidency. But in fact only the candidates nominated by the two major parties, the republican and the Democratic, have the chances to win a Presidential election.

The choosing of a candidate for the Presidency is extremely important for both parties. To do this, each party holds its national convention every four years, in the summer before the general election. The convention is an assembly of party bosses and activists. Several months before the convention, all the aspirants for nomination begin their personal campaigns within the party. His purpose is to have his supporters chosen as delegates to the convention. The more supporters he has, the bigger is the chance for him to be nominated for the candidacy. This process is called the primary election.

To win a Presidential election, a candidate has to spend many millions of dollars which comes from his personal collection, party's help and grant from the Government. He has to travel all over the country, making countless speeches and shaking hands with countless voters. He has to face his rival in debates on television. He has to make the best use of his glib tongue and arouse public confidence in him. In 1980, George Bush, to gain his publicity, raced through the streets. On his clothes were printed "George Bush for the Presidency".

A candidate must also try to profit from his rival's disadvantage, making harsh attacks on his policies and

exposing his personal flaw. This may become very disgusting sometimes. When Lincoln ran for the Presidency, his mother, for example, was abused of immortality.

A presidential candidate also tries to collect information about his rivals so as to employ the most profitable tactics. The case in point was Nixon's Watergate break-in. The general election, held on the second Tuesday after the first Monday in November in each election year,

What if no one wins the Majority of electoral votes?

In the case that no candidate wins the majority of electoral votes, the election is decided by the House of Representatives. The House of Representatives votes by state. Thus every state in the House of Representative gets one vote.

After that, the President elect will happily prepare his inaugural address for the inauguration ceremony taking place before the U.S. Capitol Building on January 20, following the November general election. He will be busy framing his administration and getting ready to move into the White House. But he must also remember that 3 years later, or in the fourth year of his first term, he will have to go through the whole process all over again if he wants to be re-elected. The White House is not a place for a President to stay permanently. He can never live in it for more than 8 years. His salary now is \$200,000 a year, and he also gets an extra \$50,000; but he must pay income tax on the whole amount. He gets up to \$100,000, tax-free, for travel and entertaining. His total pay is far less than a successful scientist, a big manager, a professional athlete or a film star.

THE ELECTORAL COLLEGE (选举团)

The founding fathers set up in the Constitution a rather bare-bones (梗概) presidential election system. They merely provided that the chief executive should be chosen by electors, whose number from each state should equal that state's combined representation in the U.S. House and Senate. Each individual elector would "vote by ballot for two persons," with the person various vice presidential choices. No story has ever emerged that an elector voted for Washington for vice president and someone else for president, though had one done so we could not have known the difference without an explanation.

With his self-imposed two term limitation, Washington removed himself from the 1796 presidential contest. When he left, political unanimity (一致) went with him. Political parties stepped into the forefront in a race between Federalist John Adams and Republican Thomas Jefferson.

2. Inauguration day and presidential oath

The first one on April 30, 1789, George Washington. Since 1937, Inauguration Day has been changed to Jan, 20. On this day every four years the newly elected president of the United States faces the people for the first time. Takes the presidential oath of office and delivers his inaugural address.

The solemn presidential oath: traditionally administered by the Chief Justice, is prescribed in Article II, section 1 of the Constitution of the United States. The oath runs as follows: "I do solemnly swear that I will faithfully execute the office of president of the United States, and will to the best of my ability, preserve, protect and defend the constitution of the United States."

3. John Fitzgerald Kennedy (1917—1963)

Born: May 29, 1917, in Brookline, Massachusetts

Died: November 22, 1963, in Dallas, Texas

Nickname: "JFK"

Married: Jacqueline Lee Bouvier (1929-1994), on September 12, 1953

Religion: Roman Catholic

Education: Graduated from Harvard College (1940)

Political Party: Democrat

Career: Author; officer, U.S. Navy, 1941-45; newspaper correspondent; member of U.S. House of Representatives, 1947-53; United States Senator, 1953-61; President of the United States, 1961-63

John Kennedy, the 35th president of the United States, was the first Roman Catholic to become president of the United States. At 43 he was also the youngest man ever elected to the highest office of his country. He was a Harvard graduate.

He first ran for Congress as a Democrat, then as Senate. Kennedy missed being nominated for vice-president by a few votes in 1956. But he gained an introduction to millions of Americans who watched the Chicago Democratic Convention of television when he decided to run for president in 1960, his name was widely known. Many thought that his religion and his youthful appearance would handicap him. He faced the religion issue frankly. He decided his firm belief in the separation of Church and state. Kennedy's four television debates with Republican candidate, Richard M. Nixon (37th), were a highlight of the 1960 campaign. He was assassinated in November 1963, when journeyed to Texas for a speech-making tour. He was shot in the neck and head by a 24-year-old man. He died half hour later. Within two hours, vice-president Johnson took the oath as president. A state funeral was held for him.

Campaign speech

July, 1960, John F. Kennedy accepts the democratic nomination for the office of president of the United States of America. "And I can assure all of you here, you have repose in the company of me, that I'll be worthy of your trust, we will carry the fight for the people. And we shall win."

Oct. 1960, campaigning in New York City

"Abraham Lincoln said in his election that this nation can not exist, half slave, half free. I don't say in the long run, the world can exist half slave, half free. And whether it moves in the direction of slavery, whether it moves in the direction of communist, or whether it moves in the direction of freedom, we depend upon our determination and our strong commitment."

Nov. 1960, New York city

I come to New York City and address in this City Hall and ask for your support. I ask your help and effort. I can assure you any degree of my commitment, I will be devoted to the freedom of the world and my wife and I are prepared for the new administration and for the new

4. The Cold War baby.

The Yalta conference is often cited as the beginning of the Cold War. This meeting of the "Big Three" at the former palace of Czar Nicholas on the Crimean southern shore of the Black Sea took place February 4-11, 1945. Stalin's army had reached the Oder River and was poised for the final attack on Berlin, but Stalin on Feb. 3 had ordered Zhukov to pause while the conference was in session. His occupation of Poland was complete, and he possessed command of the largest army in Europe, 12 million soldiers in 300 divisions. Eisenhower's 4 million men in 85 divisions were still west of the Rhine. Strategic bombing had devastated German cities, and the last untouched major city in Germany would be destroyed Feb. 13 when Churchill sent his bombers over Dresden. Roosevelt appeared weak and tired in photos of the Yalta conference, and he would present his Yalta report to Congress March 1 sitting down. In two months, he would be dead of a massive cerebral hemorrhage.

His physician, Dr. Howard Bruenn, has written that although FDR suffered from high blood pressure, there was no evidence that his health impaired his judgement at Yalta. Critics would accuse Roosevelt of a "sell-out" at Yalta, of giving away Eastern Europe to Stalin, of "secret deals" with a ruthless dictator. Bert Andrews in the New York Herald Examiner wrote about 4 secret deals: Russia's demand for \$20 billion in reparations from Germany, for Poland to the Curzon line, for 3 seats in the United Nations, for territory in the Far East including Outer Mongolia, south Sakhalin Island, the Kuriles. Stalin did not hold free elections in Eastern Europe and the American press turned increasingly hostile to Russia.

However, as Robert Dallek has pointed out in Franklin Roosevelt and American Foreign Policy, FDR was

hoping the future United Nations organization would be the place to deal with Stalin, not at Yalta. He told Adolf Berle "I didn't say the result was good. I said it was the best I could do." Both Roosevelt and Churchill recognized the reality of Soviet power in 1945.

INTRODUCTION OF JOHN KENNEDY

On November 22, 1963, when he was hardly past his first thousand days in office, John Fitzgerald Kennedy was killed by an assassin's bullets as his motorcade wound through Dallas, Texas. Kennedy was the youngest man elected President; he was the youngest to die.

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.

His Inaugural Address offered the memorable injunction: "Ask not what your country can do for you--ask what you can do for your country." As President, he set out to redeem his campaign pledge to get America moving again. His economic programs launched the country on its longest sustained expansion since World War II; before his death, he laid plans for a massive assault on persisting pockets of privation and poverty.

Responding to ever more urgent demands, he took vigorous action in the cause of equal rights, calling for new civil rights legislation. His vision of America extended to the quality of the national culture and the central role of the arts in a vital society.

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.

5. Arms Race

Vladimir Putin

Bush, George H.W

An arms race is a competition between two or more countries for military supremacy. Each party competes to produce superior numbers of weapons or superior military technology in a technological escalation. From Wikipedia, the free encyclopedia.

Historical examples of arms races abound. One significant recent example was the race to develop more and better nuclear weapons during the Cold War. Carl Sagan once famously described this arms race with the analogy of "two men standing waist deep in gasoline; one with three matches, the other with five."

The term "arms race" is used generically to describe any competition where there is no absolute goal, only the relative goal of staying ahead of the other competitors. Evolutionary arms races are common occurrences, e.g. predators evolving more effective means to catch prey while their prey evolves more effective means of evasion.

The most visible part of The Cold War was the arms race. Massive and expensive militarization movements on the part of both nations involved caused a new psychology to develop. Mutually assured destruction (appropriately know as MAD) was the philosophy that both nations had the power to destroy each other completely in the event of an attack. The theory was based on three ideas. One: both nations have enough weapons to destroy the other, tow: both nations can detect a first strike before it arrives, and three: both nations are able to respond adequately before they hit by the first strike. The invention and perfection of the International Ballistic Missile (ICBM) was the beginning of MAD. The ICBM was a creation made possible by the

The aim of both nations was to decrease the amount of response time that was inherent in their unclear defense system. The best way to do this was to put missiles as close to the other country as possible. The United States placed unclear missiles in Turkey and

The Soviets attempted to place missiles in . These sites did not remain, but were ideal for eliminating lengthy response launched ballistic missile. This weapon was able to fire a nuclear missile from an undetected location immediately offshore of the enemy's coastline. This missile would arrive at its target in a matter of minutes. Possibly eliminating enemy response. SLBMs were a very dangerous weapon because they created the possibility of a nuclear victory.

The other method of eliminating response time was by way of detection. At first, spy planes were used to fly over Russia and photograph missile sites within its borders. Shortly after World War Two, an American U-2 spy plane was shot down in Russia. It had been photographing inside the Soviet Union when it was surprised dismantled for help in developing Soviet technology, replacing the U-2 in the late 1960s was the SR-71, a spy plane that flew higher and faster than any missile. Officially, the plane was used to fly extremely high along (but not inside) Russia's borders

And using extremely high-powered photography equipment, take pictures inside the country.

was the first man-made satellite to orbit the earth. People around the world could turn on their radio and hear the little satellite emit a constant beeping sound. Little did the listener know that Sputnik was also the first spy satellite. Satellites were the best method of spying on the other nation during the Cold War. It was against international law to fire a weapon outside of the atmosphere, so satellites could not be destroyed. They were permitted to fly anywhere and take pictures of the other nation. Spy planes were no longer needed as photographic equipment from the satellites was able to read license plates on cars. The technology was incredible. Eventually, the technology was used for good as the methods and devices tricked down to the scientific community. Today, the decommissioned SR-71 spy plane is used by for upper0atmosphere research.

The concept of deterrence, or MAD, was effective. Though the Cold War came close to , it never did because it was not feasible. There was no issue that any country was willing to kill itself over. The threat of nuclear missiles was not in their use, but in their misuse or disposal. The real problem with a unclear weapon was that it could be accidentally fired or used in a situation of confusion.

It was recently discovered that the United States began work on a plan to detonate an atomic weapon on the moon in the late 1950s. Noted scientist Carl Sagan, then a graduate student, was asked to help perform some calculations for the project. The plan was to fire a fission device in a missile (fusion bombs were too heavy) and have it detonate on impact with the moon. The explosion would be clearly visible from earth and would not only reassure American citizens of their country's superiority, but also create fear in the hearts of the Soviets. The program was scrapped before much work was complete because the possibility that the missiles could veer off course and explode anywhere on Earth and also because scientists weren't sure what types of effect a nuclear explosion would have on the moon.

Improvement in conventional warfare also increased greatly during this time. Fast-attack submarines were developed to seek out and destroy the large nuclear missile subs hiding in the ocean. Attack planes were built and perfected in order to combat enemy bombers. Anti-missile systems, such as the Star Wars laser concept, were tried and built in order to reduce the number of missiles that reached Ground Zero. The military received an amazing budget so that they could better be prepared to fight the enemy. Conventional weapons were developed for situations such as where nuclear warfare would not be used, or for anti-nuclear purposes, such as fast-attack submarines.

The militarization of both nations was an extension of each country's fear. There was always the fear of a surprise attack. There were even some who supported the use of a surprise attack.

Bomb shelters were built in basements and drills were performed in schools. The fear of the war was an exhausting ordeal. People identified themselves by their nations and separated themselves from those that were the enemy. Identity was based on nationalism, a concept that ignited World War One and World War Two. Nationalism, a dangerous means of identifying oneself, was the driving force behind militarization. No red-blooded American would allow his country to be attacked. In order to make sure of this, the government used all available technology to defend the nation. It was a very dangerous time.

6. Biblical allusion and biblical style

Allusions in writing are references to well-known persons, things, or events that writers assume are familiar to their readers. This assumption is based on the knowledge or belief that their readers share with them a common historical, cultural and literary heritage, which enables the readers to identify the allusions and to understand their significance.

What are the chief sources of English allusions? As one would expect, they would come mostly from sources that are either familiar to the majority of the people of whatever age or background, on the one hand, or familiar to most educated people on the other. These sources, therefore, range from nursery rhymes, fairy tales, legends, Greek mythology and Bible stories at one end, and the works of great writers like Shakespeare, Dickens, Hardy at the other. In addition to these, there are the allusions to current figures or events that signify something to the public mind.

The Bible is a rich source of allusions, both from the Old Testament and the New Testament. Many are well-known. Those that are not can be easily looked up in the Bible. Below are some of the most common ones:

The Old Testament

Adam and Eve

The Garden of Eden --- Paradise

The tree of knowledge of good and evil

Cain (murderer of his brother Abel)

Noah and his Ark

The deluge of 40 days and 40 nights

The Tower of Babel, where people spoke in different tongues and no one could understand each other

The Exodus: mass migration (of Israelites from Egypt)

Moses and the Ten Commandments

Solomon: a wise man, who can judge between right and wrong, true and false

Job: a man of great patience. Job survived all the trials God subjected him to by enduring them patiently.

Jeremiah: a prophet who is pessimistic about the times, and foretells doom for the future

The New Testament

The Nativity, or birth of Christ

The Magi,(three wise men who went to worship the newly-born Christ at Bethlehem

Judas: the disciple who betrayed Christ to his enemies for 30 pieces of silver

Allusions from Christ's

The lost sheep: one who has strayed from faith

The eleventh hour: just before a deadline(said of those who repent at the last moment)

The good Samaritan: one who helps others in distress

Biblical style

In terms of paragraphs and forms

More short paragraphs

More italics, but not all of them for emphasis.

With the word 'Lord, God' capitalized

In term of grammar

Instead of elliptical and complicated sentences, the structures of the sentences are simple and complete

The old form of pronouns, such as 'ye, thou,thee, thy' etc

The verb form in the second version is in the oldest '-est' form. eg, shouldest.

There is no abbreviation

There is no auxiliary in negative form

'shall' is not only used to express future time, but contain some modal meaning.

Some inversions are no longer in use in modern English

In term of vocabulary

There are some archaic words which are not used today.eg subtil----subtle

Most of the words are short and small

Some words are not old enough, the use of them have altered completely.eg eat of , gave of

The 'did eat' in the paragraph is not for emphasizing, but indicating past tense, This is often seen in biblical style.

Some words are specifically employed in the Bible

III. Macro-Structure of the speech

Part 1:(Para 1-5): General introduction or evaluation of the international situation and general statement of basic policy goals.

Part 2: (Para.6-20) He addresses to different countries and declared his different policies: to old allies, to the new states--- finally to his enemy.

Part 3: (Para.21-27) Finally he appeals to both his fellow Americans and fellow citizens of the world.

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Unit 4: Inaugural Address by John F. Kennedy		
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>To understand and appreciate the text</p> <p>To check the Ss' understanding of the lesson</p>	
	教 学 重 点 和 难 点	<p>figures of speech</p> <p>discuss about the well-known writers</p>	
思 考 题 或 作 业	<p>What are some of the features of speech writing?</p>		

教学内容与组织安排

Outline

- I. Discussion on John Kennedy
- II. Analyze the text
 - 1. Reading comprehension of each paragraph
 - 2. Paraphrase and translate some sentences in each paragraph
- III. The rhetorical devices employed in this speech
- IV. Homework

I. Discussion on John Kennedy

On November 22, 1963, when he was hardly past his first thousand days in office, John Fitzgerald Kennedy was killed by an assassin's bullets as his motorcade wound through Dallas, Texas. Kennedy was the youngest man elected President; he was the youngest to die.

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.

His Inaugural Address offered the memorable injunction: "Ask not what your country can do for you--ask what you can do for your country." As President, he set out to redeem his campaign pledge to get America moving again. His economic programs launched the country on its longest sustained expansion since World War II; before his death, he laid plans for a massive assault on persisting pockets of privation and poverty.

Responding to ever more urgent demands, he took vigorous action in the cause of equal rights, calling for new civil rights legislation. His vision of America extended to the quality of the national culture and the central role of the arts in a vital society.

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.

II. Analyze the text

1. Reading comprehension of each paragraph

Para.1.

- 1) What does Kennedy mean by 'a victory of a party, but a celebration of freedom'?
- 2) What are 'an end and a beginning' and 'renewal and change' referred to respectively?
- 3) Who set down the presidential oath?

Para.2.

- 1) Why did he say that the world is very different now? What are the differences does he have in mind? Do you agree with him?
- 2) What belief is still at issue around the globe?

Para.3.

- 1) What does he mean by saying "heirs of that first Revolution"?
- 2) What's the figurative meaning of 'touch'?
- 3) Whom does Kennedy consider friends and whom as foes?
- 4) What are the new generation of Americans like?

Para.4.

How did he commit himself?

Para.6

- 1) What promise did he give to the old allies?
- 2) Find out the antithesis sentence in this para.
- 3) Explain the last sentence.

Para.7

- 1) What does he mean by 'new states' and 'iron tyranny'?
- 2) Understand the metaphor 'riding the back of the tiger'.
- 3) Explain 'end up inside'.

Para.8.

- 1) What figure of speech in the 'huts and village'? 2) Who are they referred to? Why did Kennedy want to help them?
- 2) How do you understand the last sentence?

Para.9

- 1) What is his stated policy towards Latin America?
- 2) Explain and translate "to convert our good words into good deeds".
- 3) Try to understand the metaphor in 'prey of the hostile powers'
- 4) Explain another metaphor in the last sentence.

Para. 10.

- 1) According to Kennedy, what is our age (modern age) like?

2) What's his message to the U.N.?

3) Explain the last sentence.

Para.11.

1) Who was he addressing to?

2) What was Kennedy's request to his adversary?

Para.12.

Sum up the policy Kennedy says he intends to pursue towards those nations whom he considers to be 'our adversary'.

Para.13

1) What are the two and powerful groups of nations?

2) What are the two groups worried about?

3) What are they really doing?

4) Explain 'stay the hand...'. .

Para.14-15

1) Identify the parallel structure in this para.

2) What's the meaning of the word 'civility'?

3) In paragraph 15, explain 'explore, belabor'.

Para.16.

1) What proposal did Kennedy make?

2) Notice the repetition of words 'absolute', is the first different from the second in meaning?

Para.17.

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

2) Explain the first sentence.

3) Explain the verb 'explore, conquer, eradicate, tap, encourage'?

Para.18.

1) He borrowed the sentence from the Bible, for the biblical story; see note 4. How do you understand 'undo the heavy burdens'?

Para.19.

Explain the metaphor 'beachhead.... A jungle'.

Para.20.

1) What does 'a hundred days' allude to?

Para.21.

1) Appeal the his fellow citizens to support him and his administration: what kind of feeling did he want to stir (arouse) in Americans?

2) Explain 'embattled we are'.

3) What's another call on the American people?

Para.23.

1) What's the main idea of this para.?

Para.24.

1) What method did he use to increase the sense of urgency?

2) Explain the figurative meaning of the last sentence 'fire, glow'.

Para.25-26

1) Notice the antithesis.

2) Try to understand the last sentence

2. Paraphrase and translate some sentences in each paragraph

Para.1-Para.26

III. The rhetorical devices employed in this speech

The object of a political speech is to explain, convince and persuade the people that what he is saying and planning to do best represents their interests so they should support him. As president of the United State, Kennedy has to address a world wide audience. He has to appeal not only to the American people but also to the different groups of nations in the international community.

This speech is well organized and highly rhetorical. It is mostly persuasion with very little explanation. As the address is generally short it has to rely chiefly on a successful appeal to emotions for it does not have enough time to cite facts and reasons which could convince. To do this successfully, the speaker must first understand the psychology of the audience to whom he is directing his words and then employ suitable rhetorical devices and words to create the desired emotional impact.

Another point that one notices is Kennedy's deliberate use of a pseudo-Roman style or Biblical language in some places. Perhaps, he thinks this kind of language adds solemnity to some of his weightier sayings. Here are some examples that illustrate this point:

The belief that the rights of man come not from the generosity of the state but from the hand of God.

Let the word go fourth from this time and place...

To strengthen its shield of the new, and to enlarge the areas which its writ may run.

And so, my fellow Americans ask not what... your country

IV. Homework

You can write a speech on any topic to a group of imagined audience with a logical organization, concise diction by using speech language.

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Unit 4: Inaugural Address by John F. Kennedy		
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	To understand and appreciate the text Exercises	
	教 学 重 点 和 难 点	Check students' mastery of the passage	
思考题 或 作 业	Quiz 1) What are some of the features of political speech? 2) What do you know about the qualifications for presidential candidates?		

教学内容与组织安排

Outline

- I. To understand and appreciate the text
- II. Exercises in the textbook
- III. Quiz of the text
 - 1. Choose the one which is equal to the word given blow
 - 2. Reading Comprehension:
 - 3. Translation

I. To understand and appreciate the text

II. Exercises in the textbook

III. Quiz of the text

1. Choose the one which is equal to the word given blow

- (1) inaugural
 - A. holy and sacred place in a church
 - B. formal speech made by a person on taking office
 - C. shelter from trouble, danger
 - D. talk for the purpose of teaching
- (2) sovereign
 - A. self-governing
 - B. self-sufficient
 - C. self-centered
 - D. self-respected
- (3) subversion
 - A. rebuilding
 - B. succession
 - C. destroying
 - D. salvage
- (4) invective
 - A. beautiful words
 - B. facial expressions
 - C. convincing speech
 - D. abusive language
- (5) invoke
 - A. call forth
 - B. take down
 - C. put up
 - D. take the form of
- (6) prescribe
 - A. order or direct
 - B. produce
 - C. protect
 - D. agree
- (7) tribulation

- A. contribution
- B. delivery
- C. distribution
- D. great difficulty or trouble

(8) adversary

- A. a person who gives advice
- B. a friend
- C. an enemy
- D. a listener

(9) civility

- A. rough manners
- B. polite behaviour
- C. polite citizen
- D. rude person

(10) engulf

- A. swallow up
- B. consider about
- C. clean up
- D. imprint on

2. Reading Comprehension:

(1) The real thesis of this piece of exposition is _____

- A. Pub talk and the King's English
- B. Conversation is the most sociable of all human activities
- C. Bar conversation has a charm of its own
- D. The King's English

(2) This piece of exposition is _____ in style.

- A. formal
- B. informal
- C. sarcastic
- D. serious

(3) One of the reasons for him to like bar conversation is that _____.

- A. He was a sociable person and enjoyed talking with others.
- B. e was brought up in the English pubs.
- C. He was deeply involved in bar-goers' lives.
- D. He was a frequenter of the English pubs

3. Translation

(1) 他们的友谊是在困难时期由于同甘苦共患难而结成的。(forge)

(2) 他为发展两国之间的联盟和协作关系作出了巨大的贡献。(alliance)

(3) 科学以现象为根据。(rest)

(4) 我是因兴趣才集邮的，并不是为了赶时髦或消磨时间。(out of)

(5) 他的记忆力随着病情的恶化逐渐减退。(push back)