

# Unit 1 The Gettysburg Address



## GUIDE TO READING

Gilbert Highet (1906 — 1978) took “all literature for his province”. As Professor of Latin Language and Literature at Columbia University, where he taught from 1938 until retirement in 1972 (with time out for military service during World War II), he wrote and edited critical works on poetry, satire, literary history, criticism, classicism, and “the joy of teaching and learning”. He wrote “the English language with affectionate ease” from a personal, enthusiastic, anecdotal perspective that charmed general readers and antagonized literary scholars who objected to his popular treatment of canonical works — as the erudite often do when laypeople are invited into their exclusive circle. Born in Glasgow, Scotland, in 1906, Highet emigrated to the United States in 1937, after an education at Glasgow and Oxford, from which he later received honorary degrees, as well. Among his most popular works are *The Classical Tradition: Greek and Roman Influences on Western Literature* (1949), *The Art of Teaching* (1950), and *The Anatomy of Satire* (1962). His last book, *The Immortal Profession: The Joy of Teaching and Learning*, was published two years before his death in 1978.

With the same understated eloquence and ease that Lincoln used in “The Gettysburg Address”, Highet places the speech and the speaker in their biographical, historical, literary, and political contexts. Highet’s knowledge of his subject is equaled by his love of Lincoln and profound respect for his work, indeed a work of art as well as oratory.



### The Gettysburg Address

Abraham Lincoln

[1] Four score and seven years ago our fathers brought forth on this continent, a new nation, **conceived** in liberty, and **dedicated** to the **proposition** that all men are created equal.

[2] Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

[3] But, in a larger sense, we cannot dedicate—we cannot **consecrate**—we cannot **hallow**—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or **detract**. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion—that we here highly **resolve** that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that the government of the people, by the people, for the people, shall not **perish** from the earth.

### The Monument of American Prose

Gilbert Highet

[1] *Fourscore and seven years ago...*

[2] These five words stand at the entrance to the best-known monument of American prose, one of the finest **utterances** in the entire language and surely one of the greatest speeches in all history. Greatness is like **granite**: it is molded in fire, and it lasts for many centuries.

[3] *Fourscore and seven years ago...* It is strange to think that President Lincoln

was looking back to the 4th of July 1776, and that he and his speech are now further removed from us than he himself was from George Washington and the Declaration of Independence. Fourscore and seven years before the Gettysburg Address, a small group of patriots signed the Declaration. Fourscore and seven years after the Gettysburg Address, it was the year 1950, and that date is already receding 30 rapidly into our troubled, adventurous, and **valiant** past.

[4] Inadequately prepared and at first scarcely realized in its full importance, the dedication of the graveyard at Gettysburg was one of the supreme moments of American history. The battle itself had been a turning point of the war. On the 4th of July 1863, General Meade **repelled** Lee's invasion of Pennsylvania. Although he did 35 not follow up his victory, he had broken one of the most **formidable** aggressive enterprises of the **Confederate** armies. Losses were heavy on both sides. Thousands of dead were left on the field, and thousands of wounded died in the hot days following the battle. At first, their burial was more or less haphazard; but thoughtful men gradually came to feel that an adequate burying place and memorial 40 were required. These were established by an interstate commission that autumn, and the finest speaker in the North was invited to dedicate them. This was the scholar and statesman Edward Everett of Harvard. He made a good speech—which is still **extant**; not at all academic, it is full of close strategic analysis and deep historical understanding. 45

[5] Lincoln was not invited to speak, at first. Although people knew him as an effective debater, they were not sure whether he was capable of making a serious speech on such a solemn occasion. But one of the impressive things about Lincoln's career is that he constantly strove to *grow*. He was anxious to appear on that occasion and to say something worthy of it. (Also, it has been suggested, he was 50 anxious to remove the impression that he did not know how to behave properly—an impression which had been strengthened by a shocking story about his clowning on the battlefield of Antietam the previous year.) Therefore when he was invited he took considerable care with his speech. He drafted rather more than half of it in the White House before leaving, finished it in the hotel at Gettysburg the night before 55 the ceremony (not in the train, as sometimes reported), and wrote out a fair copy the next morning.

[6] There are many accounts of the day itself, 19 November 1863. There are many descriptions of Lincoln, all showing the same curious blend of **grandeur** and

60 awkwardness, or lack of dignity, or—it would be best to call it **humility**. In the procession he rode horseback; a tall lean man in a high plug hat, **straddling** a short horse, with his feet too near the ground. He arrived before the chief speaker, and had to wait patiently for half an hour or more. His own speech came right at the end of a long and exhausting ceremony, lasted less than three minutes, and made little  
65 impression on the audience. In part this was because they were tired, in part because (as eye-witnesses said) he ended almost before they knew he had begun, and in part because he did not speak the Address, but read it, very slowly, in a thin high voice, with a marked Kentucky accent, pronouncing “to” as “toe” and dropping his final R’s.

70 [7] Some people of course were alert enough to be impressed. Everett congratulated him at once. But most of the newspapers paid little attention to the speech, and some sneered at it. *The Patriot and Union* of Harrisburg wrote, “We pass over the silly remarks of the President; for the credit of the nation we are willing. . . that they shall be no more repeated or thought of”; and the *London Times*  
75 said, “The ceremony was **rendered** ludicrous by some of the **sallies** of that poor President Lincoln”, calling his remarks “dull and **commonplace**”. The first commendation of the Address came in a single sentence of the *Chicago Tribune*, and the first discriminating and detailed praise of it appeared in the *Springfield Republican*, the *Providence Journal*, and the *Philadelphia Bulletin*. However, three  
80 weeks after the ceremony and then again the following spring, the editor of *Harper’s Weekly* published a sincere and thorough **eulogy** of the Address, and soon it was attaining recognition as a masterpiece.

[8] At the time, Lincoln could not care much about the reception of his words. He was exhausted and ill. In the train back to Washington, he lay down with a wet  
85 towel on his head. He had caught **smallpox**. At that moment he was **incubating** it, and he was stricken down soon after he reentered the White House. Fortunately it was a mild attack, and it evoked one of his best jokes; he told his visitors, “At last I have something I can give to everybody.”

[9] He had far more than that to give to everybody. He was a unique person, far  
90 greater than most people realize until they read his life with care. The wisdom of his policy, the sources of his statesmanship—these were things too complex to be discussed in a brief essay. But we can say something about the Gettysburg Address as a work of art.

- [10] A work of art. Yes; for Lincoln was a literary artist, trained both by others and by himself. The textbooks he used as a boy were full of difficult exercises and skillful devices in formal rhetoric, stressing the qualities he practiced in his own speaking: antithesis, parallelism, and verbal harmony. Then he read and reread many admirable models of thought and expression: the King James Bible, the essays of Bacon, the best plays of Shakespeare. His favorites were *Hamlet*, *Lear*, *Macbeth*, *Richard III*, and *Henry VIII*, which he had read dozens of times. He loved reading aloud, too, and spent hours reading poetry to his friends. (He told his partner Herndon that he preferred getting the sense of any document by reading it aloud.) Therefore his serious speeches are important parts of the long and noble classical tradition of **oratory** which begins in Greece, runs through Rome to the modern world, and is still capable (if we do not neglect it) of producing masterpieces.
- [11] The first proof of this is that the Gettysburg Address is full of quotations—or rather of adaptations—which give it strength. It is partly religious, partly (in the highest sense) political; therefore it is interwoven with memories of the Bible and memories of American history. The first and last words are Biblical **cadences**. Normally Lincoln did not say “fourscore” when he meant eighty; but on this solemn occasion he recalled the important dates in the Bible—such as the age of Abram when his first son was born to him, and he was “fourscore and six years old.” Similarly he did not say there was a chance that democracy might die out; he recalled the somber phrasing of the Book of Job—where Bildad speaks of the destruction of one who shall **vanish** without a trace, and says that “his branch shall be cut off: his remembrance shall perish from the earth.” Then again, the famous description of our State as “government of the people, by the people, for the people” was **adumbrated** by Daniel Webster in 1830 (he spoke of “the people’s government, made for the people, made by the people, and answerable to the people”) and then elaborated in 1854 by the abolitionist Theodore Parker (as “government of all the people, by all the people, for all the people”). There is good reason to think that Lincoln took the important phrase “under God” (which he **interpolated** at the last moment) from Weems, the biographer of Washington; and we know that it had been used at least once by Washington himself.
- [12] Analyzing the address further, we find that it is based on a highly imaginative theme, or group of themes. The subject is—how can we put it, so as not to disfigure it—the subject is the **kinship** of life and death, that mysterious linkage

which we see sometimes as the physical succession of birth and death in our world, sometimes as the contrast, which is perhaps a unity, between death and **immortality**.

130 The first sentence is concerned with birth:

Our fathers *brought forth* a new nation, *conceived* in liberty.

The final phrase but one expresses the hope that this nation, under God, shall have a *new birth* of freedom. And the last phrase of all speaks of continuing life as the triumph over death. Again and again throughout the speech, this mystical contrast and kinship reappear: “those who *gave their lives* that that nation might *live*,” “the brave men *living* and *dead*,” and so in the central assertion that the dead have already consecrated their own burial place, while “it is for us, the *living*, rather to be dedicated. . . to the great task remaining.” The Gettysburg Address is a prose poem; it belongs to the same world as the great **elegies**, and the **adagios** of

140 **Beethoven**.

[13] Its structure, however, is that of a skillfully **contrived** speech. The oratorical pattern is perfectly clear. Lincoln describes the occasion, dedicates the ground, and then draws a larger conclusion by calling on his hearers to dedicate themselves to the preservation of the Union. But within that, we can trace his constant use of at least two important rhetorical devices.

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[14] The first of these two is *antithesis*: opposition, contrast. The speech is full of it. Listen:

The world will little *note*

nor long *remember* what *we* say here  
150 but it can never *forget* what *they* did here.

And so in nearly every sentence: “brave men, *living* and *dead*”; “to *add* or *detract*.” There is the antithesis of the Founding Fathers and the men of Lincoln’s own time:

Our fathers *brought forth* a new nation. . . .

155 Now we are testing whether that nation. . . can *long endure*.

And there is the more terrible antithesis of those who have already died and those who still live to do their duty. Now, antithesis is the figure of contrast and conflict. Lincoln was speaking in the midst of a great civil war.

[15] The other important pattern is different. It is technically called *tricolon* — the division of an idea into three harmonious parts, usually of increasing power. The most famous phrase of the Address is a tricolon:

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government of the people  
                                 by the people  
 and                        for the people.

The most solemn sentence is a tricolon:

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we cannot dedicate  
 we cannot consecrate  
 we cannot hallow this ground.

And above all, the last sentence (which has sometimes been criticized as too complex) is essentially two parallel phrases, with a tricolon growing out of the second and then producing another tricolon: a trunk, three branches, and a cluster of flowers. Lincoln says that it is for his hearers to be dedicated to the great task remaining before them. Then he goes on,

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that from these honored dead  
 —apparently he means “in such a way that from these honored dead” —  
 we take increased devotion to that cause.

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Next, he restates this more briefly:

that we here highly resolve. . .

And now the actual resolution follows, in three parts of growing intensity:

that these dead shall not have died in vain  
 that this nation, under God, shall have a new birth of freedom

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and that (one more tricolon)

government of the people  
                                 by the people  
 and                        for the people

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shall not perish from the earth.

Now the tricolon is the figure which, through division, emphasizes basic harmony and unity. Lincoln used antithesis because he was speaking to people at war. He used the tricolon because he was hoping, planning, praying for peace.

[16] No one thinks that when he was drafting the Gettysburg Address, Lincoln deliberately looked up these quotations and consciously chose these particular patterns of thought. No, he chose the theme. From its development and from the emotional tone of the entire occasion, all the rest followed, or grew — by that marvelous process of choice and rejection which is essential to artistic creation. It does not spoil such a work of art to analyze it as closely as we have done; it is

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altogether fitting and proper that we should do this: for it helps us to **penetrate** more deeply into the rich meaning of the Gettysburg Address, and it allows us the rare privilege of watching the workings of a great man's mind.

(2,420 words)



## NEW WORDS

- conceive /kən'si:v/ *v.* 想出;构思;设想
- dedicate /'dedikeit/ *v.* 把(时间,精力,自身)用于,献身
- proposition /prəpə'ziʃn/ *n.* (表达判断或意见的)陈述,主张;论点
- consecrate /'kɒnsɪk'reɪt/ *v.* 奉(某事物,尤指教堂)为神圣;供奉,奉献
- hallow /'hæləu/ *v.* 把...奉为神圣
- detract /dɪ'trækt/ *v.* 贬损,贬低;抹杀
- resolve /'rɪzɒlv/ *v.* 决定,决心;解决(问题、争端、争论等)
- perish /'perɪʃ/ *v.* 死亡;消亡,毁灭;被摧毁
- utterance /'ʌtərəns/ *n.* 言语,言辞,发声
- granite /'grænit/ *n.* 花岗岩,花岗石
- valiant /'væljənt/ *adj.* 勇敢的,英勇的
- repel /rɪ'pel/ *v.* 击退,赶走,驱逐
- formidable /'fɔ:mɪdəbl/ *adj.* 令人生畏的,可怕的;令人惊叹的
- Confederate /kən'fɛdərɪt/ *adj.* (有关美国)南部邦联的
- extant /'ɛkstənt/ *adj.* (尤指文件)尚存的;现存的
- grandeur /'grændʒə/ *n.* (尤指外表或风格)壮丽;辉煌
- humility /hju:'mɪlɪti/ *n.* 谦卑;谦恭,谦逊
- straddle /'strædl/ *v.* 骑;跨,跨立于
- render /'rendə/ *v.* 使成为;使得
- sally /'sæli/ *n.* (感情等)迸发;俏皮话;妙语
- commendation /kəmən'deɪʃn/ *n.* 表扬,称赞
- eulogy /'ju:lədʒi/ *n.* 颂词,赞歌
- smallpox /'smɔ:lpɒks/ *n.* 天花
- incubate /'ɪnkjuəbeɪt/ *v.* (传染病)潜伏
- oratory /'ɔ:rətɔ:ri/ *n.* 演讲术,雄辩术
- cadence /'keɪdəns/ *n.* (声音的)抑扬顿挫,节奏
- vanish /'vænɪʃ/ *v.* 突然不见;消失



adumbrate /'ædəmˌbreɪt/ *v.* 隐约显示;报告概要;预示(未来事件)

interpolate /ɪntəˈpəleɪt/ *v.* (在固定点间)插入;插话;篡改

kinship /'kɪnʃɪp/ *n.* 血缘关系,亲属关系

immortality /ɪmɔːtæləti/ *n.* 不朽,不朽的名声

elegy /'elədʒi/ *n.* 感伤怀旧的诗;挽歌,挽诗

adagio /əˈdɑːdʒəʊ/ *n.* 柔板乐章(或乐句、乐曲)

Beethoven /'beɪtəʊvən/ *n.* 贝多芬(1770—1827,德国作曲家)

contrived /kən'traɪvd/ *adj.* 设计的;人为的

penetrate /'penɪtreɪt/ *v.* 刺入,戳入;刺穿,穿透



1. **Gettysburg:** borough, seat of Adams County, southern Pennsylvania; incorporated 1806. It is famous as the site of the decisive Battle of Gettysburg (July 1863), one of the bloodiest encounters of the American Civil War.
2. **Gettysburg Address:** famous speech delivered by United States president Abraham Lincoln on November 19, 1863, at Gettysburg, Pennsylvania. He presented it at the dedication of the Gettysburg National Cemetery, honoring those who died in the Civil War Battle of Gettysburg earlier that year.
3. **Battle of Gettysburg:** The Army of the Potomac, under the Union general George Gordon Meade, numbered about 85,000; the Confederate army, under General Robert E. Lee, numbered about 75,000. After the Battle of Chancellorsville on May 2 to 4, 1863, an important victory for the Confederates, Lee formulated a plan for invading Pennsylvania, hoping to avert another federal offensive in Virginia and planning to fight if he could get the federal army into a vulnerable position; he also hoped that the invasion might increase Northern war-weariness and lead the North to recognize the independence of the Confederate States of America. On June 30, Confederate troops, on their way to Gettysburg, noted federal troops that Meade had moved down to intercept the Confederate army. The battle began on July 1 outside of Gettysburg and lasted until July 4. Although the Union troops suffered more losses at first, they resolved not to retreat and remained secure in their positions with the Confederates losing their offensive stance. During the three days of battle, the Union Army had about 23,000 casualties, and the Confederates had at least 25,000.

4. **Edward Everett** (1794—1865): American statesman, educator, and orator.
5. **Francis Bacon** (1561—1626): English philosopher and statesman, one of the pioneers of modern scientific thought. He is widely considered the most influential and versatile English writer of the 17th century.
6. **Abram**: also as Abraham, biblical patriarch, according to the Book of Genesis, progenitor of the Hebrews, who probably lived in the period between 2000 and 1500 BC.
7. **The Book of Job**: book of the Old Testament. It is attributed to Job, the principal character of the book. The book is part of the Wisdom Literature of the Old Testament, which includes Ecclesiastes and Proverbs.
8. **Daniel Webster** (1782—1852): American statesman, famed for his oratorical skills. Webster argued numerous cases before the Supreme Court, served in the Congress of the United States, and twice served as secretary of state (1841—1843 and 1850—1852). A vigorous advocate of a strong national government, Webster championed the continued unity of the United States in the pre-Civil War era.
9. **Theodore Parker** (1810—1860): American preacher and social reformer.
10. **Mason Locke Weems** (1759—1825): American preacher and writer.
11. **Ludwig van Beethoven** (1770—1827): German composer, considered one of the greatest musicians of all time.



### QUESTIONS ON THE CONTENT

1. What is the historical background of the dedication of the graveyard at Gettysburg?
2. How was Lincoln invited to the ceremony? What did he do in preparation for the occasion?
3. How was the speech delivered? What was the public's response to the speech?
4. How was Lincoln trained to be a literary artist?
5. How does the Gettysburg Address reflect Lincoln's knowledge in literature and history?
6. What is the relation between life and death according to Lincoln's address?
7. How does Highet analyze the subject of the Gettysburg Address?
8. How does Highet analyze the structure of the Gettysburg Address?
9. How does Highet analyze Lincoln's use of rhetorical devices in the Gettysburg

Address?

10. How do you think such an analysis by Highet helps you understand the Gettysburg Address?



### QUESTIONS ON STRATEGY AND STYLE

1. What is the tone of Lincoln's address? And what is its style?
2. What rhetorical devices does Lincoln mainly use in the address?
3. What is Highet's purpose of repeatedly quoting "Fourscore and seven years ago..."? And what is the effect?
4. What is the function of Paragraph 9 of the essay?
5. Highet provides us with a detailed stylistic analysis of Lincoln's address. What is its theme? Is it explicitly stated or not?
6. Why does Highet use parenthesis from time to time in the essay? What is its function?
7. What rhetorical devices according to Highet are used in Lincoln's address?
8. What do you think of the diction, structure and pattern of Highet's analysis of Lincoln's address?



### VOCABULARY AND STRUCTURE

- I. Define the following words according to the context where they occurred.
1. dedicate
  2. consecrate
  3. advance
  4. repel
  5. incubate
  6. interweave
  7. interpolate
  8. assertion
  9. contrive
  10. penetrate into

II. Paraphrase the following sentences.

1. These five words stand at the entrance to the best-known monument of American prose, one of the finest utterances in the entire language and surely one of the greatest speeches in all history.
2. But one of the impressive things about Lincoln's career is that he constantly strove to *grow*.
3. The textbooks he used as a boy were full of difficult exercises and skillful devices in formal rhetoric, stressing the qualities he practiced in his own speaking: antithesis, parallelism, and verbal harmony.
4. The subject is—how can we put it, so as not to disfigure it?—the subject is the kinship of life and death, that mysterious linkage which we see sometimes as the physical succession of birth and death in our world, sometimes as the contrast, which is perhaps a unity, between death and immortality.
5. It is altogether fitting and proper that we should do this; for it helps us to penetrate more deeply into the rich meaning of the Gettysburg Address, and it allows us the rare privilege of watching the workings of a great man's mind.

III. Note the differences among the following words or phrases, and fill in the blanks with the appropriate ones in their proper forms.

1. *evoke*, *elicit*

- (1) The psychologist went round the ward, talking to each woman in turn but \_\_\_\_\_ little response from any of them.
- (2) Walking along the busy street, I suddenly heard a song that \_\_\_\_\_ old memories of my childhood in the countryside.
- (3) His funny performance \_\_\_\_\_ thunderous laughter among the audience.

2. *detract*, *contract*, *distract*

- (1) Metals expand with heat and \_\_\_\_\_ with cold.
- (2) The fact that she divorced did not \_\_\_\_\_ from her sense of achievement.
- (3) The noise in the street \_\_\_\_\_ me from my reading.
- (4) She became a German citizen by \_\_\_\_\_ a marriage with Hans.

3. *haphazard*, *hazard*, *hazardous*

- (1) The file department was said to have a most \_\_\_\_\_ system of record-

keeping.

(2) As to the author of this piece of writing, I will \_\_\_\_\_ a guess that it is Jerome.

(3) Alcohol and nicotine are \_\_\_\_\_ to health.

(4) Don't blame yourself too much. Events seemed to happen by \_\_\_\_\_.

IV. Fill in the blanks with words and expressions from the text.

1. June 6, 1944 marked a \_\_\_\_\_ in the world history in that it heralded the beginning of offensive operation of the Allied forces during World War II.
2. Donor's fatigue is increasing \_\_\_\_\_ because of economic fears at home, \_\_\_\_\_ because of her failing health.
3. It is believed that more than 200 planes, ships and boats have disappeared in the Bermuda Triangle \_\_\_\_\_.
4. After he was released, he tried hard to \_\_\_\_\_ that he was once a thief, but nobody seemed willing to give him a chance.
5. The climax came \_\_\_\_\_ of the party, when 14 deaf dancers began their breathtaking performance.
6. Unfortunately, that champion gymnast did not \_\_\_\_\_; she vanished right after her first championship.
7. In the second round of the argument, our team was credited with a clear \_\_\_\_\_ the Beijing University team.
8. To her disappointment, soon after her victory, the memory of her glory is \_\_\_\_\_ from people's mind.
9. Four masculine voices \_\_\_\_\_ in a beautifully sung quartet.
10. The sudden blow from behind must have \_\_\_\_\_ him unconscious for a considerable period.

V. Rewrite the following sentences according to the hints in the brackets.

1. Inadequately prepared and at first scarcely realized in its full importance, the dedication of the graveyard at Gettysburg was one of the supreme moments of American history. (Even though...)
2. At the time, Lincoln could not care much about the reception of his words. (It was impossible for...)
3. He had far more than that to give to everybody. (What he gave...)

4. There is good reason to believe that Lincoln took the important phrase "under God" from Weems. (We may well...)
5. It does not spoil such a work of art to analyze it as closely as we have done. (Analyzing it...)

VI. Translate the following into English.

1. 中国贫穷落后的时代已经成为过去,现在中国人民正在为国家的稳定和繁荣努力奋斗。
2. 在新出版的与回忆录编织在一起的那部小说中,作者详细描述了战争中他们那代人忍受的艰难困苦。
3. 她天生头脑机敏,总是能想出办法独自应对进退两难的境地。
4. 洪水使数千人无家可归,地方政府正全力为灾民提供食物和栖身之地。
5. 在故事结尾,女主人公凭着在各种逆境中塑造成的永不放弃的精神,最终战胜了疾病并开始了新的生活。
6. 媒体对候选人政治生涯的歪曲报道,并没有减损他竞选演讲的感染力,他的演讲幽默而睿智。
7. 反对党所担心的不是他们能否在选举中取得进一步胜利,而是掌权后能否信守诺言,为选民创造更多的工作。
8. 一些科学家认为,探寻地球生命的起源和进化有助于我们探索宇宙的奥秘。

VII. Choose the item that best completes the sentence.

1. Last term we had a series of wonderful \_\_\_\_\_ by Professor Eric on western civilization.  
A. addresses    B. speeches    C. lectures    D. discourses
2. The contract between the two companies will \_\_\_\_\_ at the end of the year.  
A. perish    B. expire    C. vanish    D. decay
3. Nowadays many people prefer reading \_\_\_\_\_ to poetry.  
A. prose    B. verse    C. essay    D. article
4. The government has \_\_\_\_\_ that the new tax policy is a disaster to the economy.  
A. receded    B. preceded    C. conceded    D. acceded
5. In the US of the 1960s it was a \_\_\_\_\_ action for a white woman to get married to a black man.

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- A. robust      B. bold      C. chivalrous      D. gallant
6. Despite the scandal of corruption involving his son, the prime minister claimed innocence and immediately \_\_\_\_\_ all suggestions that he should resign.
- A. repelled      B. rebuffed      C. resisted      D. repulsed
7. The government has set up a \_\_\_\_\_ to investigate the problem of inner city violence.
- A. commission      B. committee      C. board      D. delegation
8. A low-budget film as it is, it has much to \_\_\_\_\_ itself to the critics.
- A. commend      B. compliment      C. applaud      D. acclaim
9. \_\_\_\_\_ is an infectious illness of children which causes a sore throat, a high body temperature, and red spots on the skin.
- A. Smallpox      B. Anthrax      C. Malaria      D. Scarlet fever
10. In the trial, the judge \_\_\_\_\_ an international law that protects prisoners of war.
- A. evoked      B. invoked      C. provoked      D. aroused
11. Usually, people wear \_\_\_\_\_ black suits in funerals.
- A. somber      B. sober      C. solemn      D. melancholy
12. A church service was held in \_\_\_\_\_ of the victims in the terrorist attack.
- A. remembrance      B. souvenir      C. memento      D. memorial
13. Plastics won't \_\_\_\_\_ even at temperatures of over 100 °C.
- A. disfigure      B. deface      C. blemish      D. deform
14. To \_\_\_\_\_ electricity, people are urged to form the habit of switching off whenever possible.
- A. preserve      B. reserve      C. conserve      D. retain
15. These dogs are specially trained to follow the slightest \_\_\_\_\_ left by a fox.
- A. trace      B. trail      C. track      D. trial
16. This is only a rough \_\_\_\_\_ — the finished version will have pictures as well.
- A. draft      B. outline      C. abstract      D. sketch
17. From her slow, \_\_\_\_\_ speech I think she must not be drunk yet.
- A. deliberate      B. intentional      C. voluntary      D. willful
18. Despite all the strikes, Virginia is still struggling to be a \_\_\_\_\_ and dedicated mother.

- A. conscious    B. conscientious    C. conscience    D. unconscious
19. I'm not \_\_\_\_\_ about my clothes; I don't mind what I wear.  
A. particular    B. specific    C. given    D. designated
20. This type of nursery care may well be the best \_\_\_\_\_ for your child.  
A. choice    B. selection    C. alternative    D. option

## VIII. Fill in each of the blanks with an appropriate word.

Few documents in the growth of American democracy are as well known or as beloved 1. the prose poem Abraham Lincoln 2. at the dedication of the military cemetery in Gettysburg, Pennsylvania.

In June 1863 Confederate forces under Robert E. Lee moved north in an 3. to win a dramatic victory that would reverse the South's declining fortunes. On July 1—3, Lee's forces fought the Union army 4. the command of George C. Meade, and before the fighting ended, the two sides suffered more than 45,000 5.. Lee, having lost more than a third of his men, retreated, and the Battle of Gettysburg is considered a 6. point in the American Civil War.

The dedication of the battlefield and cemetery thus provided Lincoln 7. an opportunity for a major address, but he 8. many of his supporters when he gave this short talk. In 9., many of the spectators did not even know the president had started speaking when he 10.. But in this talk Lincoln managed, as the great orator Edward Everett (the main speaker at the dedication) understood, to combine all the elements of the battle and the dedication 11. a unified whole.

These men 12., and died, for the Union. Now their work was 13.; they had made the supreme sacrifice, and it was 14. to those living to 15. on the task. But Lincoln's rhetoric, as subsequent generations 16., did far more 17. memorialize the dead; it transformed the meaning of the Constitution for those still alive. Lincoln read into the Constitution a promise of equality, the "proposition that all men are created equal." That, of 18., had been a premise of the Declaration of Independence, but everyone understood that the drafters of that document had not intended to 19. slaves and other "inferior" peoples in their definition. Now the country had fought a great war to test that notion, and the



lives of the men who died at Gettysburg could be hallowed only one way—if the nation, finally, 20. up to the proposition that all of its people, regardless of race, were in fact equal. The power of the idea still informs American democratic thought.

### K Proof-reading.

#### Need for Cultivating the Art of Speaking

My regret at the loss of the art of speaking is all the more keen at seeing even our great national leaders reading from texts probably prepared by their assistants. What is annoyed is that they do not lift their eyes up even once to look at audience, their eyes being glued to the manuscript. Their faces, fortunately, are screened from the audience by the ubiquitous presence of battery of microphones. How do they expect to communicate with their audience in this way?

Here I must share with my readers a story of a minister asked his secretary to draft a speech for him which should take not more than 15 minutes to deliver. The secretary dutifully prepared the text and sent it to the minister who did take the trouble of looking in it even once beforehand, but started reading it at the meeting. When he finished reading, he was annoyed to see that the speech had taken double the time stipulated. He was naturally angry and took his secretary to task for not following his instructions strict. The story goes that the secretary politely replied, stating that the speech written by him was to last exactly fifteen minutes, but what he would do if the minister read the speech as well as the attached carbon copy!

I hope it is only a story and not the record of what really happens. The story, however, is not without its moral. Those who tend to read speeches prepared by their assistants should take the elementary precaution of going through it at least once and familiarizing themselves about their contents beforehand.