

校企合作系列丛书



应用英语专业

English Speech and Oratorical Skills

# 英语演讲与口才

主编 · 纵瑞昆 公 晨



WUHAN UNIVERSITY PRESS

武汉大学出版社

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主 编 纵瑞昆 公 晨

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## 本书合作企业

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## 前 言

随着世界经济及贸易的发展,英语作为一门国际性语言已被广泛用于各种职场。培养良好的职场英语交际能力,尤其是在各种职场中用英语进行演示的技能,对在校大学生或即将步入职场的大学生都是非常重要的。本书从中国学生学习英语的特点出发,将英语语言基础教学与语言技能应用有机结合,以教授规范、真实的陈述性语言知识及表达为基础,以组织阶段任务明确、情智发展兼顾、多重技能应用相结合的教学活动为载体,归纳总结出其在英语信息陈述及演示中的难点和弱点,以提高学生英语信息陈述及演示水平,改善学生的思辨力和创造力,培养学生在多种语境中用英语进行交流的能力。

本书具有较为完整的体系,有效地融合了理论知识、技能训练和案例等内容,是一本兼有理论指导和实际应用价值的教材。它可帮助学生从理论和实践应用两个层面把握英语信息陈述及演示的规则,了解英语信息陈述及演示的模式、语言文体和组织结构,锻炼学生用英语阐述思想并解释问题的能力,从而提高学生的信息陈述能力和逻辑思维能力。

本书知识完整,功能丰富,语言简洁,内容深入浅出、易读易懂,结构清晰,方便实用;文理兼顾,面向各科学生,不仅有利于高校学生为进一步学习和提高英语交流及演示能力打下坚实的基础,还有利于意欲进入职场或已在职场从业的人士培养和提高符合国际交流规范的英语信息陈述能力和英语演示水平。

本书由上海行健职业学院纵瑞昆和公晨担任主编,并负责全书的统稿和审稿,上海医疗器械高等专科学校金焱和上海贝塔斯曼商业服务有限公司人力资源部总经理王庆雅担任副主编。具体编写分工为:纵瑞昆负责第1~5章;公晨负责第6~13章;金焱负责第14~15章;王庆雅负责第16~17章。

由于编写时间及编者水平有限,不足之处在所难免,恳请读者批评指正。

编 者

2015年6月

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# Unit One    Learn to Pronounce

A good **pronunciation** means: ① to **pronounce** correctly all the speech sounds of the language and all the **combinations** in the proper order not only in **isolated** words, but also in sentences; ② to pronounce sentences fluently at the speed required by the situation, with correct **stress**, **linking** of sounds, **rhythm**, pauses and **intonation**.

语音;发音  
组合  
单独的  
  
重音;连接;节奏;  
语调

## Part One    Pronunciation Differentiation

Pronunciation is important when you speak English. If you don't have good pronunciation, even if you use correct grammar, people may simply not understand what you want to say.

### I . Alphabet Pronunciation

The **alphabet** is the set of 26 letters that we use to represent English in writing.

Below is the pronunciation of the 26 letters. This is just for how we say the “name” of each letter. When we use the letters in words, they often have a different sound.

字母表

Alphabet Pronunciation									
A	B	C	D	E	F	G			
[ei]	[bi:]	[si:]	[di:]	[i:]	[ef]	[dʒi:]			
H	I	J	K	L	M	N	O	P	
[entʃ]	[ai]	[dʒei]	[keɪ]	[el]	[em]	[en]	[əʊ]	[pi:]	
Q	R	S	T	U	V	W			
[kju:]	[ɑ:(r)]	[es]	[ti:]	[ju:]	[vi:]	[ˈdʌblju:]			
X	Y	Z							
[eks]	[waɪ]	[zed]							



## II. Phonemics

This **phonemic** chart uses **symbols** from the International Phonetic Alphabet (IPA). The symbols on this **chart** represent the 44 sounds used in British English speech.

音素的;符号  
图表

VOWELS		monophthongs				diphthongs		Phonemic Chart voiced unvoiced	
		i:	ɪ	ʊ	u:	ɪə	eɪ		
		sheep	ship	good	shoot	here	wait		
		e	ə	ɜ:	ɔ:	ʊə	ɔɪ		əʊ
bed	teacher	bird	door	tourist	boy	show			
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ			
cat	up	far	on	hair	my	cow			
CONSONANTS		p	b	t	d	tʃ	dʒ	k	g
		pea	boat	tea	dog	cheese	June	car	go
		f	v	θ	ð	s	z	ʃ	ʒ
fly	video	think	this	see	zoo	shall	television		
m	n	ŋ	h	l	r	w	j		
man	now	sing	hat	love	red	wet	yes		

## III. Vowels and Consonants

A vowel is defined as a voiced sound in forming which the air **issues** in a continuous stream through the **pharynx** and mouth, there being no **obstruction** and no narrowing such as would cause **audible** friction. Vowel sounds are **differentiated** principally by two factors, the position of the tongue in the mouth and the shape of the lips.

To provide a **referential** frame of general **validity**, independent of the vowel sounds of any particular language, either vowel sounds, **articulated** at fixed position of the tongue and lips, **transcribed** as follows:

### Short Vowels:

[æ] bag cat hat map [e] pen bed ten hen  
[ɪ] big pig sit hill [ɒ] box hot dog frog  
[ʌ] but mum bus mug

### Long Vowels:

[ɑ:] [ɔ:] [ɜ:] [i:] [u:]

元音;辅音

发出;咽  
阻碍;可听见的  
区分

参考的;有效性

发音;转录

**Diphthongs:**

[eɪ] [aɪ] [ɔɪ] [ɪə] [eə] [ʊə] [əʊ] [aʊ]

Consonants are all the non-vowel sounds, a, e, i, o, u and sometimes y are not consonants. In consonants, the two most important **components** are the place of **articulation** and the manner of articulation.

Consonants are **categorized** as follows:

**Voiceless Consonants:**

[p] pig skip purple

[t] tea ten tiger

[k] kite book skip

[f] floor fat wolf

[θ] three teeth thin

[s] six skate bus

[ts] meets cats its

[ʃ] fish cash chef

[tʃ] teach watch peach

[tr] try train trash

**Voiced Consonants:**

[b] bus big bag

[d] dog red dad

[g] girl frog golf

[v] van five seven

[ð] mother brother feather

[z] zoo zero zebra

[dz] [ʒ] [dʒ] [dr]

**Others:**

[m] [n] [ŋ] [l] [r] [h] [w] [j]

成分;发音

分类

**Part Two Intonation**

Apart from pronunciation, intonation is another key factor to speak English, which makes you have a native **accent**.

Intonation, or speech **melody**, refers to the rise and fall of the **pitch** of the voice in speech; it has **intimate** ties to **facial** expression and **bodily** gesture, and **conveys**, **underneath** it all, and attitudes **emotions**. It is how we say things, rather than what we say. Without intonation, it's impossible to understand the expressions and thoughts that go with words.

Generally, intonation has four functions: **semantic** function; **attitudinal** function; grammatical function and **accentual** function.

Broadly speaking, we can classify all the English intonation patterns under two types. Both types normally begin with the first stressed **syllable** fairly high, and fall **step-wise** from stress to stress until the last meaningful stress is reached. Different pitches may **indicate**

口音

音调

音高;密切的;面部的  
身体的;传达;底部  
情感

语义的

态度的;强调的

音节;步进式  
表示



different meanings for the same **utterance**. Different pitches help us express our feelings: happiness, sadness, surprise, **annoyance**, anger, and so on. In listening to the meaning of an utterance, therefore, we listen to how speakers talk as well as what they say. The HOW and WHAT together give us the meaning of an English utterance.

When the patterns go together, they can make a falling-rising **tone**.

(1) Is ↗John in?

—No, John's ↘not in.

(2) Is ↗John in?

—No, ↘John's ↗not in.

“Is John in?” has rising intonation. The pitch of the voice goes up at the end of the utterance. The speaker is asking a question. “No, John's not in” in (1) has falling intonation. The pitch of the voice goes down at the end of the utterance. The speaker is answering a question. “No, John's not in” in (2) has falling-rising intonation. The pitch of the voice goes down first and then goes up at the end of the utterance. The speaker is answering a question with **implication**, such as: John's not in, but his wife/sister/brother is.

所说的话, 句子  
厌恶

语调

含义

## Part Three Stress

### I. Word Stress

Word stress refers to the **emphasis** of one syllable in a word over another, or others, referring to the placement of emphasis within a word that has more than one syllable. It is the stress on a syllable inside a word. In English, we do not say each syllable with the same force or strength. In one word, we **accentuate** one syllable. We say one syllable very loudly and all the other syllables very quietly. Stressed syllables in English are usually longer, louder and higher in pitch.

There are two very important rules about word stress:

(1) One word, one stress. (One word cannot have two stresses.

So if you hear two stresses, you have heard two words, not one word.)

(2) The stress is always on a vowel.

强调

重读

### II. Sentence Stress

Sentence stress is the placement of emphasis on specific words, such as nouns, verbs and

adjectives within a sentence or phrase, it is what gives English its rhythm or “beat”. With sentence stress, some words in a sentence are stressed and other words are weak. In an English utterance, stressed words give information to the listener and unstressed words join the information words together.

There are three basic rules about sentence stress:

- (1) **Content words** are stressed.
- (2) **Structure words** are unstressed.
- (3) The time between stressed words is always the same.

## Part Four Liaison (Linking Words)

Native English speakers don't separate all their words in their speech; in fact, they join them together whenever possible. This is called linking or **liaison**.

When we say a sentence in English, we join or “link” words to each other. Because of this linking, the words in a sentence do not always sound the same as when we say them **individually**.

There are two basic types of linking:

- (1) Linking consonant to vowel.

When a word ends in a consonant sound, we often move the consonant sound to the beginning of the next word if it starts with a vowel sound.

- (2) Linking vowel to vowel.

When one word ends with a vowel sound and the next word begins with a vowel sound, we link the words with a sort of W or Y sound.

节拍

实词

结构词

连读

分别地

### *Tips*

1. One word, one stress.
2. The stress is always on a vowel.
3. Content words and structure words are stressed.
4. The time between stressed words is always the same.



### Notes

1. required by: 过去分词短语, 用作定语。
2. what you want to say: 名词性从句, 用作宾语。
3. alphabet: 指整个字母系统, 不表单个字母。
4. the International Phonetic Alphabet (IPA): 国际音标。
5. there being no...: 独立主格结构, 用作原因状语。
6. the manner of articulation: 发音方法。
7. content words: 实词。指词语中含有实际意义的词语。实词能单独充当句子成分, 一般包含名词、动词、形容词、数词、代词及副词等。
8. structure words: 虚词。指没有完整的词汇意义, 但有语法意义或功能意义的词。

### Exercises

#### I. Answer the following questions.

1. What a good pronunciation means?
2. Why should we have a good pronunciation?
3. How many kinds is English sound generally divided into? And what are they?
4. What does intonation refer to?
5. How important is intonation?
6. How many types is English intonation classified into?
7. What does word stress refer to?
8. What is sentence stress?
9. What is liaison?
10. What are the two types of linking?

#### II. Read the following.

1. Pay special attention to the two words with similar vowel sound.
  - (1) Hi, Mary. I'd like you to meet (Jones, James), my roommate.
  - (2) Do you see the white (horse, house) near the tree?
  - (3) Can you tell me where your (pain, pen) is?
  - (4) We are all waiting for the (boss, bus).
  - (5) I enjoy (working, walking) in the garden.
  - (6) Pass me the (soup, soap) please.
  - (7) Jack's father (owns, earns) a lot of money.
  - (8) He told me to (look, lock) it up before I left.
  - (9) Have you got the (meal, mail) ready?
  - (10) Go and pick up the (books, box).
2. Pay special attention to the two words with similar consonant sounds.
  - (1) He began to lose (faith, face) after the incident.

- (2) See the (clouds, crowds) over there?
- (3) It's a (right, light) apartment at the top of the building.
- (4) Betty took away the (sheet, seat) and cleaned it.
- (5) He has made a (fast, vast) amount of money.
- (6) When do you want to (try, dry) it again?
- (7) Tell me whether you can (write, ride) well.
- (8) I don't want to (collect, correct) the papers until tomorrow.
- (9) He's excited because he's received a lot of (carts, cards).
- (10) I didn't know Bill was a (sick, thick) man until I met him.

3. Pay special attention to the intonation you use in reading.

- (1) He wanted to sell it and buy a better one.
- (2) He attempted to sell it for a long time.
- (3) He was not successful.
- (4) He decided to solve the problem by using a real estate agent.
- (5) The agent advertised the house promptly.
- (6) The owner saw a very attractive photograph of the house.
- (7) He saw a wonderful description of its gardens.
- (8) He saw the advertisement in an expensive magazine.
- (9) He read through the advertisement.
- (10) It's exactly the kind of house I've wanted to live in all my life.

4. Pay attention to the division of the intonation groups.

It's 'Saturday afternoon. There's a 'knock at the \ door. Our \ neighbors, 'Mr. and 'Mrs. \ White have ar \ rived. The 'maid 'opens the \ door and 'lets them \ in. She 'shuts the \ door, and 'shows them into the \ lounge. We \ greet them, 'shake \ hands with them, and 'ask them to 'sit \ down.

A 'few minutes \ later we 'hear a 'ring at the \ door. It's 'Betty \ Smith, my 'wife's \ niece. She's 'just ar \ rived from the \ country, and she's 'going to \ stayed with us over the 'week \ end. She 'kisses her \ aunt, who intro \ duces her to the \ Whites, and we 'all sit \ down.

The 'ladies 'talk about the \ weather and the 'latest \ fashions. \ We \ men dis \ cuss \ politics, \ business and the 'latest \ new. \ Presently the 'maid brings 'in the \ tea on a \ trolley: a 'pot of \ tea, 'cups and \ saucers, 'hot \ water, a 'jug of \ milk, and \ sugar; 'also \ sandwiches, 'bread and \ butter, \ jam and \ cakes. My 'wife 'pours out the \ tea. 'I hand it \ round. My 'niece 'passes round the 'sandwiches and \ cakes. We 'all en \ joy the 'tea very \ much.

5. Mark the stress in each word.

- |            |            |               |              |
|------------|------------|---------------|--------------|
| (1) become | (2) expect | (3) discover  | (4) national |
| (5) active | (6) silent | (7) automatic | (8) hospital |



- (9) apartment                      (10) Italy                      (11) window                      (12) success  
(13) magazine                      (14) Chinese                      (15) thirteen

6. Stress each bolded word. Then match each stressed sentence with its corresponding meaning below.

- (1) I said she might consider a new haircut. (      )  
(2) I **said** she might consider a new haircut. (      )  
(3) I said **she** might consider a new haircut. (      )  
(4) I said she **might** consider a new haircut. (      )  
(5) I said she might **consider** a new haircut. (      )  
(6) I said she might consider a **new** haircut. (      )  
(7) I said she might consider a new **haircut**. (      )

- a. Not just a repeat of her usual haircut.  
b. It's a possibility.  
c. It was my idea.  
d. If she wants something new, changing her haircut might be nice.  
e. Don't you understand me?  
f. Not some other person; only she.  
g. She should think it over. It's a good idea.

7. Mark the linking parts.

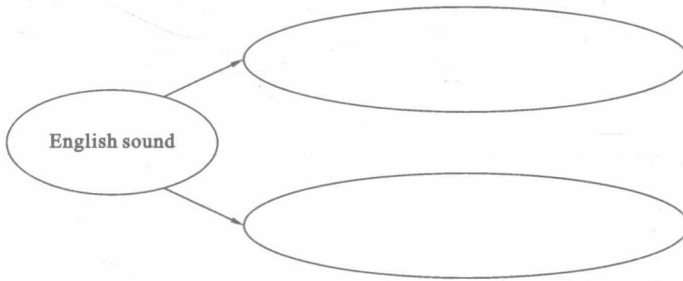
- (1) come on                      (2) half a year                      (3) ten o'clock  
(4) sold out                      (5) stand up                      (6) keep on  
(7) there are                      (8) for ever                      (9) all of us  
(10) take it off                      (11) made up of                      (12) once in a while  
(13) not at all                      (14) half an hour                      (15) first of all

8. Mark the linking parts.

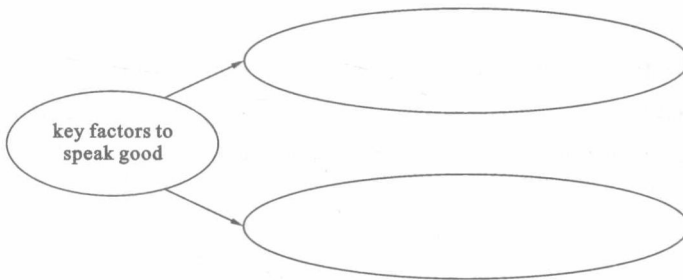
- (1) Two pounds of potatoes, one pint of oil, what else do you want?  
(2) Rock and roll started to be popular in the 1950s.  
(3) Did you know a lot about your company?  
(4) Did you know that a good deed erases a bad one?  
(5) Cheer up—you have to help yourself out.  
(6) Give him an inch and he'll take a yard.  
(7) Green grass is seen in most parts of our city.  
(8) Little is known about the general's life.  
(9) Where there is a will, there is a way.  
(10) We put up quite a lot of money.

## III. Fill in the boxes.

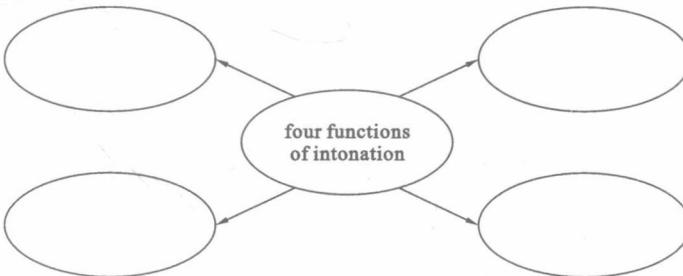
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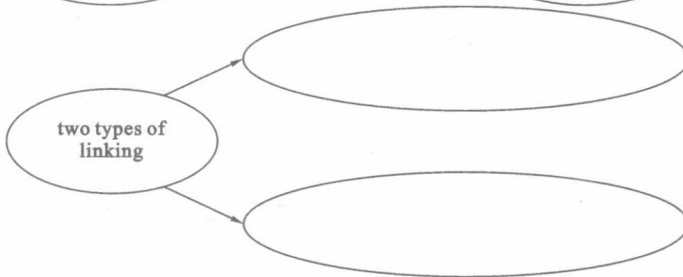
2.



3.



4.



## IV. Fill in the blanks using the expressions in the box.

link with   apart from   have ties to   refer to   be transcribed as   rather than   be defined as

1. Productivity \_\_\_\_\_ output per hour of work.
2. The English word "little" may \_\_\_\_\_ broadly using the IPA \_\_\_\_\_ [ 'lɪtl ].
3. \_\_\_\_\_ my immediate family, all of my relatives are in Libya.



4. His statement \_\_\_\_\_ people in general, not to anyone in particular.
5. The shooter who was arrested \_\_\_\_\_ the bombing in Oslo.
6. Enter their world and stand beside them, \_\_\_\_\_ in opposition.
7. The bridge \_\_\_\_\_ the island \_\_\_\_\_ the mainland.

### **PROVERB**

If you have tried to do something and you failed, you are better off than if you tried to do nothing and succeeded.

1. Put this proverb into your own words. What does it mean to say if you tried to do nothing and succeeded?
2. Do you agree with this proverb? Is it sometimes better not to try than to try and fail?