

演讲实训篇

Unit 1 Education

Part One: Analyzing the Audience

演讲不能没有听众,好的演讲以听众为中心。然而听众不会被动地接受你的观点,而是依据自己的判断和喜好评价你的演讲。所以,要想达到预期的效果,演讲者必须充分了解听众,包括听众的人数、演讲的场景、听众的文化特征以及听众对演讲话题、演讲者以及演讲场合的态度。这一切都决定了一个演讲能否成功。本章将介绍听众分析的要素以及听众分析的具体步骤和方法。

I. 听众分析的要素

要有效分析听众,有很多需要考虑的因素,一般可分为外在因素和内在因素:

1. 外在因素

外在因素主要包括听众的人数和演讲环境。

首先,需要了解听众的数量,因为这会影响语言的使用、说理的方式以及视觉工具的应用。例如,如果是对 10 个人进行演讲,可以不用话筒,语言可以随意些,还可以通过问一些私人的问题进行互动,比如,“Jenny, do you like the new policy? And why?”但如果演讲是在一个大礼堂举行,有上千的听众,就必须用话筒,使用的语言也要更正式,互动方式也要变成,“Those who prefer the newly-established policy please raise your hands.”因此,有必要提前了解听众人数,并适当调整你的演讲。请记住:听众越多,演讲越正式。

其次,需要了解演讲环境。演讲者都希望能有个良好的演讲环境,比如,是下午两点挤在一个闷热的房间进行演讲,还是上午十点,在一个通风舒适的房间演讲?大部分人都会选择后者。因为演讲的场合会影响听众的关注力和参与度。因此,如果可能的话,尽量提前去演讲现场确认场地和时间,并尽可能改善演讲场所的条件。但如果无法改变糟糕的演讲环境,演讲者自己首先不能受影响,可以通过调整自己的演讲来调整听众对环境的感受。比如,在一个闷热拥挤的礼堂,大部分听众都只能站着,而又无法改变演讲环境的情况下,演讲者可以改变演讲的开头向听众展示同情和理解。演讲者可以这么说,“There are so many of you standing here sweating. Trust me. I feel the same heat up on the stage.”通过承认环境的不适,演讲者很快与听众建立了联系。但这种即兴的发挥需要经验和实践。

2. 内在因素

外在因素固然重要,但内因才是关键。听众分析的内因包括:听众的人口特征、兴趣爱

好、知识结构以及他们的态度。

首先,听众的人口特征指他们的年龄、性别、教育程度、经济状况以及文化背景等因素。通过分析听众的特征可以推测他们对你的演讲会如何反应。比如要卖手机给一个年轻人,我们应该说,“The cell phone has a high performance ratio. The design is fashionable. And many trendy apps can be operated by the system.”所有这些特性对年轻人来说是很有吸引力的。但如果是要把手机卖给老年人,设计和操作系统或许不那么重要,我们该强调的是,“The script on the screen is large enough to be seen and the ringing is loud enough that you won't miss the calls.”同样的产品,因为销售对象不同,推销的侧重点也应不同。演讲也是这样,通过了解听众的特征,演讲者可以有针对性地对不同的听众说他们想听的内容,这样才能更好地实现自己的演讲目的。但切记,对于人口特征尽量不要有固有偏见,比如老年人也可能喜欢时尚的东西。

其次,听众对话题的兴趣度。大部分听众是以自我为中心的,因此他们往往对直接与之有联系或者对他们有益处的信息比较感兴趣。因此,演讲者需要提前了解听众的喜好,并据此调整自己的演讲内容。演讲者不应过度强调自己,而应试着从听众的角度思考和谈论问题。总之,通过迎合听众喜好,演讲者可以较容易地赢得听众的关注,并与他们展开互动。

第三,听众对话题的了解度。不要高估也不要低估听众对演讲话题的了解程度。比如,如果是向外国人介绍太极,我们需要提供尽可能多的信息,比如什么是“气”,张三丰是谁等。但如果是向对太极已经比较熟悉的中国人介绍这个话题,就可以将这些信息省略。因此,演讲需要通过分析听众的需求提供适度的信息量。

最后,听众的态度。听众的态度在很大程度上会影响演讲的效果,尤其在劝说类演讲中。首先,我们可以分析听众对话题的态度。比如,你要说服你的同班同学“College students should study English public speaking”,你会怎么说呢?在演讲之前,我们可以将听众分为四类:第一类,英语好且对英语演讲感兴趣;第二类,英语好但对英语演讲不感兴趣;第三类,英语不好但对英语演讲感兴趣;第四类,英语不好且对英语演讲不感兴趣。接下来,我们可以推测他们对这个演讲话题的态度,因为态度决定了他们被说服的可能性大小。通过分析听众的态度,我们可以了解哪些听众可以成为目标听众。比如,在这个例子中,第一类听众,根本不需要说服;第四类听众,不太可能通过一次演讲就被说服;所以我们的演讲目标应该集中于第二类和第三类听众。了解了谁是目标听众后,你可以这样开始你的演讲,“Firstly, I understand your feeling towards public speaking. You love it and you hate it at the same time. I had the same experience. I love its charm and I hate the difficulties that come along with it.”这么说,你可以找到与听众的共同点,从而与他们建立联系。

除了听众对话题的态度,我们还要考虑听众对演讲者的态度。如果听众认为演讲者可信,他们会比较容易支持演讲者的言论。然而如果听众认为演讲者就某一话题不太有发言权,那么演讲者就需要在演讲中,尤其是在演讲的开头建立其可信度和权威性。比如,当你有与话题相关的个人经历时,一定要与听众分享,这比较容易帮助你赢得认可。

II. 听众分析的过程

听众分析的最终目的是让演讲迎合听众的需求,因此,演讲的整个过程都应根据听众做



出相应的调整。上一节我们介绍了分析听众时要把握的重要信息,那么如何获得这些信息呢?听众分析可以分为三个阶段,具体如下:

1. 演讲前

在这个阶段,调查问卷或者采访是有效获取听众信息以及了解听众态度的方法,所获得的信息能帮助我们修改和完善演讲稿。调查问卷的问题一般分为固定选项题、量化题和开放题三种类型。比如,现在我们准备一个劝说类演讲,演讲目的是要说服听众当残奥会志愿者,我们的调查问卷可以设计如下:

1. Have you ever engaged in volunteer work for Special Olympics?

Yes _____ No _____

2. Have you or anyone close to you ever benefited from the volunteer work of Special Olympics?

Yes _____ No _____ Not sure _____

3. If you have engaged in volunteer work, how would you rate the experience?

a. Very rewarding

b. Somewhat rewarding

c. Neutral

d. Somewhat unrewarding

e. Very unrewarding

4. Do you agree or disagree with the following statement? To the extent possible, people have an obligation to help those in less fortunate circumstances.

a. Strongly agree

b. Mildly agree

c. Undecided

d. Mildly disagree

e. Strongly disagree

5. If you have worked as a volunteer, do you plan to do so again? Why or why not?

6. If you have not worked as a volunteer, what is your major reason for not doing so?

Please explain.

这个问卷由六个问题组成。前两个问题属于固定选项题,目的是了解听众对话题的了解度和参与度。第三和第四题是量化题,这类题能有效获取受调查者的态度信息。比如,第三题是想要了解参与过志愿者工作的听众的态度,第四题探究的是听众的社会责任感。最后两题属于开放题,可以了解听众对志愿者工作的态度倾向。最后一题是针对那些没有参与过志愿者工作的听众,这题获得的信息对演讲者尤为重要。与前两类问题相比,开放题可以获得更细节的答案,但也可能得不到我们需要的回答。

设计调查问卷有四点原则:1. 仔细规划问卷以精确选取你需要的信息;2. 尽可能包含固定选项题、量化题和开放题这三类问题,因为它们各有利弊;3. 确保问题清楚了;4. 问卷尽可能简洁。

2. 演讲中

即使演讲已经开始,演讲者还是要以听众的需求为先。演讲者须关注听众的反馈并及时调整演讲。比如,如果房间很热,演讲者应在演讲开头就承认这种不适以缓和听众的情绪;如果听众看上去很困惑,演讲者就需要阐释一些术语或者提供必要的背景信息;如果是快到吃饭时间,演讲者则应及时缩短演讲内容。通过关注听众的反馈,比如他们的表情、反应、肢体语言等,演讲者可以在演讲中做出适当的调整。

3. 演讲后

很多人会觉得既然演讲已经结束,就无须考虑听众了。但是如果你需要重复做你的演讲,听众对演讲的反馈可以帮助你下次演讲中避免犯同样的错误。即使不需要重复做演讲,我们获得的反馈信息还是可以帮助我们提高演讲技能。因此,在这个阶段,发放调查表可以帮助我们从中获得相关信息和评论。即使不用调查表,我们还可以通过反思或者自评来提升自我。

总之,在演讲前、演讲中和演讲后,我们都应以听众为中心。现在,我们基本了解了听众分析的重要性、听众分析需要考虑的要素以及听众分析的步骤和方法。大家可能会觉得有些复杂,而且费时。实际上,我们不需要每次演讲都做调查问卷和采访。在现实中,我们往往只需从组织者那里获取需要的相关信息。我们还可以在演讲开始前,与听众交流;在演讲中,与听众有眼神交流,与听众互动;在演讲后,写反思日志,记录自己演讲的优缺点,吸取经验,争取下次演讲做得更好。

Part Two: Sample Speeches with Commentary

The Fringe Benefits of Failure and the Importance of Imagination (excerpted)

The Commencement Address
at the Annual Meeting of the Harvard Alumni Association

By J. K. Rowling June 2008

President Faust, members of the Harvard Corporation and the Board of Overseers, members of the faculty, proud parents, and, above all, graduates.

The first thing I would like to say is “thank you.” Not only has Harvard given me an extraordinary honour, but the weeks of fear and nausea I have endured at the thought of giving this commencement address have made me lose weight. A win-win situation! Now all I have to do is take deep breaths, squint at the red banners and convince myself that I am at the world's largest Gryffindor reunion.

Delivering a commencement address is a great responsibility; or so I thought until I cast my mind back to my own graduation. The commencement speaker that day was the



distinguished British philosopher Baroness Mary Warnock. Reflecting on her speech has helped me enormously in writing this one, because it turns out that I can't remember a single word she said. This liberating discovery enables me to proceed without any fear that I might inadvertently influence you to abandon promising careers in business, the law or politics for the giddy delights of becoming a gay wizard.

You see? If all you remember in years to come is the "gay wizard" joke, I've come out ahead of Baroness Mary Warnock. Achievable goals; the first step to self improvement.

Actually, I have wracked my mind and heart for what I ought to say to you today. I have asked myself what I wish I had known at my own graduation, and what important lessons I have learned in the 21 years that have expired between that day and this.

I have come up with two answers. On this wonderful day when we are gathered together to celebrate your academic success, I have decided to talk to you about the benefits of failure. And as you stand on the threshold of what is sometimes called "real life", I want to extol the crucial importance of imagination.

演讲者引入演讲的主题——失败和想象力。

These may seem quixotic or paradoxical choices, but please bear with me.

Looking back at the 21-year-old that I was at graduation, is a slightly uncomfortable experience for the 42-year-old that she has become. Half my lifetime ago, I was striking an uneasy balance between the ambition I had for myself, and what those closest to me expected of me.

...

What I feared most for myself at your age was not poverty, but failure.

At your age, in spite of a distinct lack of motivation at university, where I had spent far too long in the coffee bar writing stories, and far too little time at lectures, I had a knack for passing examinations, and that, for years, had been the measure of success in my life and that of my peers.

I am not dull enough to suppose that because you are young, gifted and well-educated, you have never known hardship or heartbreak. Talent and intelligence never yet inoculated anyone against the caprice of the Fates, and I do not for a moment suppose that everyone here has enjoyed an existence of unruffled privilege and contentment.

However, the fact that you are graduating from Harvard suggests that you are not very well-acquainted with failure. You might be driven by a fear of failure quite as much as a desire for success. Indeed, your conception of failure might not be too far from the average person's idea of success, so high have you already flown.

Ultimately, we all have to decide for ourselves what constitutes failure, but the world is quite eager to give you a set of criteria if you let it. So I think it is fair to say that by any conventional measure, a mere seven years after my graduation day, I had failed on an epic scale. An

演讲者联系听众阐释对失败的理解同时探讨失败的好处。

exceptionally short-lived marriage had imploded, and I was jobless, a lone parent, and as poor as it is possible to be in modern Britain, without being homeless. The fears that my parents had had for me, and that I had had for myself, had both come to pass, and by every usual standard, I was the biggest failure I knew.

Now, I am not going to stand here and tell you that failure is fun. That period of my life was a dark one, and I had no idea that there was going to be what the press has since represented as a kind of fairy tale resolution. I had no idea then how far the tunnel extended, and for a long time, any light at the end of it was a hope rather than a reality.

So why do I talk about the benefits of failure? Simply because failure meant a stripping away of the inessential. I stopped pretending to myself that I was anything other than what I was, and began to direct all my energy into finishing the only work that mattered to me. Had I really succeeded at anything else, I might never have found the determination to succeed in the one arena I believed I truly belonged. I was set free, because my greatest fear had been realised, and I was still alive, and I still had a daughter whom I adored, and I had an old typewriter and a big idea. And so rock bottom became the solid foundation on which I rebuilt my life.

You might never fail on the scale I did, but some failure in life is inevitable. It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all—in which case, you fail by default.

Failure gave me an inner security that I had never attained by passing examinations. Failure taught me things about myself that I could have learned no other way. I discovered that I had a strong will, and more discipline than I had suspected; I also found out that I had friends whose value was truly above the price of rubies.

The knowledge that you have emerged wiser and stronger from setbacks means that you are, ever after, secure in your ability to survive. You will never truly know yourself, or the strength of your relationships, until both have been tested by adversity. Such knowledge is a true gift, for all that it is painfully won, and it has been worth more than any qualification I ever earned.

So given a Time Turner, I would tell my 21-year-old self that personal happiness lies in knowing that life is not a check-list of acquisition or achievement. Your qualifications, your CV, are not your life, though you will meet many people of my age and older who confuse the two. **Life is difficult, and complicated, and beyond anyone's total control, and the humility to know that will enable you to survive its vicissitudes.**

Now you might think that I chose my second theme, the importance of imagination, because of the part it played in rebuilding my life, but that is not wholly so. Though I personally will defend the value of bedtime stories to my last gasp, I have learned to value imagination in a much broader sense. **Imagination is not only the uniquely human capacity to envision that which is not, and therefore the fount of all invention and innovation. In its**



arguably most transformative and revelatory capacity, it is the power that enables us to empathize with humans whose experiences we have never shared.

One of the greatest formative experiences of my life preceded Harry Potter, though it informed much of what I subsequently wrote in those books. This revelation came in the form of one of my earliest day jobs. Though I was sloping off to write stories during my lunch hours, I paid the rent in my early 20s by working at the African research department at Amnesty International's headquarters in London.

演讲者结合自身经历讨论想象力的重要作用。

There in my little office I read hastily scribbled letters smuggled out of totalitarian regimes by men and women who were risking imprisonment to inform the outside world of what was happening to them. I saw photographs of those who had disappeared without trace, sent to Amnesty by their desperate families and friends. I read the testimony of torture victims and saw pictures of their injuries. I opened handwritten, eye-witness accounts of summary trials and executions, of kidnappings and rapes.

Many of my co-workers were ex-political prisoners, people who had been displaced from their homes, or fled into exile, because they had the temerity to speak against their governments. Visitors to our offices included those who had come to give information, or to try and find out what had happened to those they had left behind.

I shall never forget the African torture victim, a young man no older than I was at the time, who had become mentally ill after all he had endured in his homeland. He trembled uncontrollably as he spoke into a video camera about the brutality inflicted upon him. He was a foot taller than I was, and seemed as fragile as a child. I was given the job of escorting him back to the Underground Station afterwards, and this man whose life had been shattered by cruelty took my hand with exquisite courtesy, and wished me future happiness.

And as long as I live I shall remember walking along an empty corridor and suddenly hearing, from behind a closed door, a scream of pain and horror such as I have never heard since. The door opened, and the researcher poked out her head and told me to run and make a hot drink for the young man sitting with her. She had just had to give him the news that in retaliation for his own outspokenness against his country's regime, his mother had been seized and executed.

Every day of my working week in my early 20s I was reminded how incredibly fortunate I was, to live in a country with a democratically elected government, where legal representation and a public trial were the rights of everyone.

Every day, I saw more evidence about the evils humankind will inflict on their fellow humans, to gain or maintain power. I began to have nightmares, literal nightmares, about some of the things I saw, heard, and read.

And yet I also learned more about human goodness at Amnesty International than I

had ever known before.

Amnesty mobilizes thousands of people who have never been tortured or imprisoned for their beliefs to act on behalf of those who have. The power of human empathy, leading to collective action, saves lives, and frees prisoners. Ordinary people, whose personal well-being and security are assured, join together in huge numbers to save people they do not know, and will never meet. My small participation in that process was one of the most humbling and inspiring experiences of my life.

Unlike any other creature on this planet, humans can learn and understand, without having experienced. They can think themselves into other people's places.

Of course, this is a power, like my brand of fictional magic, that is morally neutral. One might use such an ability to manipulate, or control, just as much as to understand or sympathise.

And many prefer not to exercise their imaginations at all. They choose to remain comfortably within the bounds of their own experience, never troubling to wonder how it would feel to have been born other than they are. They can refuse to hear screams or to peer inside cages; they can close their minds and hearts to any suffering that does not touch them personally; they can refuse to know.

I might be tempted to envy people who can live that way, except that I do not think they have any fewer nightmares than I do. Choosing to live in narrow spaces leads to a form of mental agoraphobia, and that brings its own terrors. I think the wilfully unimaginative see more monsters. They are often more afraid.

What is more, those who choose not to empathize enable real monsters. For without ever committing an act of outright evil ourselves, we collude with it, through our own apathy.

One of the many things I learned at the end of that Classics corridor down which I ventured at the age of 18, in search of something I could not then define, was this, written by the Greek author Plutarch: What we achieve inwardly will change outer reality.

That is an astonishing statement and yet proven a thousand times every day of our lives. It expresses, in part, our inescapable connection with the outside world, the fact that we touch other people's lives simply by existing.

But how much more are you, Harvard graduates of 2008, likely to touch other people's lives? Your intelligence, your capacity for hard work, the education you have earned and received, give you unique status, and unique responsibilities. Even your nationality sets you apart. The great majority of you belong to the world's only remaining superpower. The way you vote, the way you live, the way you protest, the pressure you bring to bear on your government, has an impact way beyond your borders. **That is your privilege, and your burden.**

演讲者再次联系听众,提出期许。

If you choose to use your status and influence to raise your voice on behalf of those



who have no voice; if you choose to identify not only with the powerful, but with the powerless; if you retain the ability to imagine yourself into the lives of those who do not have your advantages, then it will not only be your proud families who celebrate your existence, but thousands and millions of people whose reality you have helped change. **We do not need magic to change the world, we carry all the power we need inside ourselves already: We have the power to imagine better.**

...

So today, I wish you nothing better than similar friendships. And tomorrow, I hope that even if you remember not a single word of mine, you remember those of Seneca, another of those old Romans I met when I fled down the Classics corridor, in retreat from career ladders, in search of ancient wisdom:

As is a tale, so is life: Not how long it is, but how good it is, is what matters.

I wish you all very good lives.

Thank you very much.

演讲分析

J. K. 罗琳, 1965 年生于英国, 全球畅销书《哈利·波特》的作者。2008 年 6 月 5 日是哈佛大学的毕业典礼日, 该校邀请她担任演讲嘉宾。在演讲中, 罗琳通过分享自己的经历, 告诉听众失败和想象力在人生中所起的重要作用。罗琳的演讲语言真挚, 幽默温馨, 从容淡定。这篇演讲从话题的选择到演讲内容的展开都以听众为中心, 具体体现在以下三点:

第一点, 话题的选择。该演讲的大部分听众是哈佛大学的毕业生。作为名校的学生, 他们本身十分优秀, 而且对演讲者会有很高期望。如果罗琳只是像大家所期待的那样, 谈谈成功的秘诀以及如何为走向社会做好准备, 演讲的效果可能并不理想。因此, 罗琳选择不谈成功, 却谈失败; 不说现实, 却说想象。她选取的话题与众不同, 与听众的预期产生了反差, 很容易吸引大家的注意力。

第二点, 演讲的开头。罗琳在演讲的开头, 先是以联系自身、回顾自己当年的毕业典礼的方式, 幽默地与听众建立联系。然后开始点明演讲主题, 说自己从毕业到今天, 21 年已经过去, “我又学到了哪些重要的人生道理。答案有两个”。在这个美好的日子, 大家庆祝的是学术成绩, 她则决定谈谈失败的好处; 同时, 大家即将进入“真实生活”, 她想要赞美想象力的作用。引出演讲的主题后, 她自己先承认“这两个话题可能看起来不切实际或自相矛盾, 但是请耐心听下去”。这样的开头, 通过预判听众的反应, 产生反差, 从而有力地吸引了听众。然而, 如果后面的演讲内容不是听众需要的, 这种新鲜感持续不了多久。

第三点, 演讲的主体。罗琳的演讲清晰地由两部分组成——失败的好处和想象力的作用。在谈论第一点, 失败的好处时, 罗琳说道, “和你们这般年纪的时候, 我最害怕的是失败。”与观众建立联系的同时, 她充分考虑了观众的特征, 如她所言, “能从哈佛毕业说明你们很少和失败打交道。失败的恐惧和成功的渴望有可能同样强烈地驱使着你们。事实上, 你们认为的失败可能和普通人认为的成功相差不远, 因为你们已经飞得太高。”随后, 罗琳联系自己毕业后失业、离婚等这些失败的实例, 问大家“为什么我要谈论失败的好处呢?”然后点明她的主旨: “因为失败意味着远离一切不重要的东西”。失败可以让人将精力放在对自己

唯一重要的工作上,从而获得真正的成功;此外,只有经过逆境的考验,我们才能真正认识自己、了解生活。这样看来,虽然罗琳在说成功的反面——失败,但她所说的正是这些优秀毕业生需要听的,就是经历失败才能学会成功。

接着,罗琳进入演讲的第二部分,即想象力的作用。她依然选择从听众的立场引入主题。她说:“你们也许认为我选择想象力的重要性作为演讲的第二个主题,是因为它在我重建人生中所起的作用,其实不完全是。”罗琳并没有像听众预期的那样讨论想象力对作家的重要性,而是引出了更为深层次的理解。她认为想象力是一种同情心。这里罗琳分享了她早期在伦敦国际特赦组织非洲研究部的工作经历,她认为这段经历让她感到无比幸运,让她对人性的善良有了更深刻的认识,也让她意识到人类无须体验就能学习和理解,人类可以设身处地为他人着想。所以要让现实更美好,我们需要想象力。通过实例和论述,罗琳紧接着联系听众,她问道,“2008届的哈佛毕业生们,你们影响他人生活的可能性有多大?”她指出哈佛毕业生们拥有的特权即是他们的责任,她同时呼吁大家用自己的想象力,让世界变得更好。

因此,罗琳的整个演讲,从话题的选择到演讲主题的展开,都充分考虑了听众的特征和他们的心理需求。演讲主题明确,富含哲理,让人回味无穷,最后听众会恍然大悟:原来,失败就是成功,而想象则意味着现实。

The Doors That Are Open to Us

Prepared Speech at the 9th “21st Century Cup”
National English Speaking Competition

By Hong Ye April, 2004

Good morning, ladies and gentlemen:

1. The title of my speech is “The doors that are open to us.” The other day my aunt paid me a visit. She was overjoyed. “I got the highest mark in the mid-term examination!” she said. Don’t be surprised! My aunt is indeed a student; to be exact, a college student at the age of 45.

2. Last year, she put aside her private business and signed up for a one-year, full-time management course in a college. “This was the wisest decision I have ever made,” she said proudly like a teenage girl. To her, college is always a right place to pick up new ideas, and new ideas always make her feel young.

3. “Compared with the late 70s,” she says, “now college students have many doors.” My aunt cannot help but recall her first college experience in 1978 when college doors began to be re-opened after the Cultural Revolution. She was assigned to study engineering despite her desire to study Chinese literature, and a few years later, the government sent her to work in a TV factory.

4. I was shocked when she first told me how she had no choice in her major and job. Look at us today! So many doors are open to us! I believe there have never been such



abundant opportunities for self-development as we have today. And my aunt told me that we should reach our goals by grasping all these opportunities.

5. **The first door I see is the opportunity to study different kinds of subjects that interest us.** My aunt said she was happy to study management, but she was also happy that she could attend lectures on ancient Chinese poetry and on Shakespearean drama. As for myself, I am an English major, but I may also go to lectures on history. To me, if college education in the past emphasized specialization, now, it emphasizes free and well-rounded development of each individual. So all the fine achievements of human civilization are open to us.

6. **The second door is the door to the outside world.** Learning goes beyond classrooms and national boundaries. My aunt remembers her previous college days as monotonous and even calls her generation “frogs in a well.” But today, as the world becomes a global village, it is important that our neighbors and we be open-minded to learn with and from each other. I have many fellow international classmates, and I am applying to an exchange program with a university abroad. As for my aunt, she is planning to get an MBA degree in the United Kingdom where her daughter, my cousin, is now doing her master's degree in biochemistry. We are now taking the opportunity to study overseas, and when we come back, we'll put to use what we have learnt abroad.

7. **The third door is the door to lifelong learning.** As new ideas appear all the time, we always need to acquire new knowledge, regardless of our age. Naturally, my aunt herself is the best example. Many of my aunt's contemporaries say that she is amazingly up-to-date for a middle-aged woman. She simply responds, “Age doesn't matter. What matters is your attitude. You may think it's strange that I am still going to college, but I don't think I'm too old to learn.” Yes, she is right. Since the government removed the age limit for college admissions in 2001, there are already some untraditional students, sitting with us in the same classrooms. Like these people, my aunt is old but she is very young in spirit. With her incredible energy and determination, she embodies both tradition and modernity.

8. **The doors open to us also pose challenges.** For instance, we are faced with the challenge of a balanced learning, the challenge of preserving our fine tradition while learning from the West, and the challenge of learning continuously while carrying heavy responsibilities to our work and family. So, each door is a test of our courage, ability and judgment, but with the support of my teachers, parents, friends and my aunt, I believe I can meet the challenge head on. **When I reach my aunt's age, I can be proud to say that I have walked through dozens of doors and will, in the remainder of my life, walk through many more. Possibly I will go back to college, too.**

9. Thank you very much, ladies and gentlemen.

演讲分析

这篇演讲是南京大学外国语学院英语系 2006 届学生洪晔, 在 2004 年参加第九届“21 世纪杯”全国英语演讲比赛时做的定题演讲, 她在那次演讲比赛中获得冠军。整篇演讲语言

通俗,结构清晰,娓娓道来。现在我们一起探讨下,演讲者洪晔是如何通过听众分析,做到以听众为中心的。

首先,话题的选择。这届英语演讲比赛的定题题目是讲我们每个人所面临的机会,这样的话题很容易变成空洞的议论,列举我们面对的机遇和挑战,然后再讲我们应该如何努力。如果大部分选手的演讲都是这样,恐怕听众会产生听觉疲劳,觉得没有新意。这篇演讲却将抽象的题目形象化,变成“The Doors That Are Open to Us”,这样生动的形象让人看得见摸得着,容易吸引人注意,也让人印象深刻。

其次,演讲的开头。演讲比赛的听众大部分是在校大学生、评委和指导老师,年龄从20~50岁不等,但他们的共同点是对大学生生活都比较熟悉。了解了这些听众特征后,我们看一下洪晔是如何开始她的演讲的。她从她阿姨的故事开始说起,一个45岁的商人重新回到大学校园学习管理。这样的故事真实有趣,容易吸引各个年龄层次的听众。然后,演讲者从阿姨的故事引入演讲主题,“第一次阿姨说她当年根本无法选择自己的专业和职业时,我非常吃惊。看看今天的我们!如此之多的机会之门在我们面前敞开。”通过过去与现在的对比,引入自己的主题,显得非常自然,而且容易引起共鸣。

第三,演讲的展开。紧接着,演讲者把我们面临的机遇归结为三扇门——第一扇门是学习自己喜欢的各种学科的机会;第二扇门是通向外部世界的大门;第三扇门是终生学习的机会。洪晔一扇接一扇地介绍这些机会之门,结构十分清晰,让听众非常容易跟着走。另外值得注意的是,在展开演讲的同时,洪晔始终在讲她自己和她阿姨的故事,又始终在讨论我们面临的机遇,这样的夹叙夹议,既讲故事又说道理,使听众在听故事的过程中不知不觉就被她说的道理折服。演讲的最后,洪晔说道,“当我到了阿姨那样的年龄,我可以自豪地说我走过许多扇机会之门,而且还将在以后的岁月穿过更多的机会之门。到那时,我可能也会重返大学校门。”这个结尾简洁明了地总结全文,展望未来,还做到了首尾呼应。

Part Three: Summary

在这一章,我们讨论了听众分析的要素和过程。听众分析的要素包括外在因素和内在因素。外在因素主要指听众的人数多少和演讲的场合环境;内在因素包括听众的人口特征(年龄、性别、教育程度、经济状况以及文化背景等)、听众对话题的兴趣度、对话题的了解度和对话题以及演讲者的态度。听众分析一般分为三个阶段,即在演讲前做问卷调查;演讲中关注听众反馈;演讲后做调查或者写反思。总之,好的演讲要以听众为中心。听众分析让我们学会从听众的角度思考问题,帮助我们完善演讲,从而获得最佳的演讲效果。在下一章节,我们将学习如何支撑观点。

Part Four: Speaking Activities

1. Suppose you are an honor graduate with excellent academic records, rich experience in social activities, and a tempting job offer in hand. You are now invited to give a speech to the freshmen before you leave campus about **how to spend the college life**. What will



- you talk about?
- For this speech, please design and circulate among freshmen an audience-analysis questionnaire. Use all the three kinds of questions discussed in the chapter: fixed-alternative, scale, and open-ended. After you have tabulated results of the questionnaire, please finish Exercise 3.
 - Based on the audience-analysis questionnaire in Exercise 2, please complete the following worksheet.

Audience-Analysis Worksheet

Topic: How to spend the college life

Specific purpose: _____

Central idea: _____

Target audience: freshmen

External factors analysis

Audience size: _____

Physical setting: _____

Internal factors analysis (1. demographic traits)

Age: _____

Gender: _____

Education: _____

Cultural background: _____

Internal factors analysis (2. disposition toward the topic)

Interest in the topic: _____

Knowledge of the topic: _____

Attitude toward the topic: _____

- Based on the audience-analysis worksheet in Exercise 3, what would you do to make your speech an audience-centered one?

Unit 2 Culture

Part One: Supporting Your Speech

一篇演讲的好坏往往取决于是否具备能够充分证明论点的论据。论据不仅能支撑观点,还能帮助演讲者不断吸引听众的注意力。因此,一个娴熟的演讲者必须要学会如何明智地选择并有策略地使用支撑材料。本章将着重介绍三类基本的论据,即例证、数据和证言以及如何有效使用论据的一些基本原则。

I. 例证

例证是代表某一类事物的具体案例,除了能够帮助演讲者阐明和强调演讲的观点,还能将这些观点个性化,并唤起听众的情感共鸣。没有例子,观点往往显得模糊、无生机;而有了例子,观点才能变得具体而生动。例证一般分为以下三种类型:

1. 简短的例子

简短的例子是指在演讲中为了证明某一点顺带提到的具体例证,长度一般在两到三句之内。比如,美国总统奥巴马在2008年的获胜演讲中说道,“But above all, I will never forget who this victory truly belongs to. It belongs to you. It belongs to you.”为了证明胜利来自人民,他继续说到:“Our campaign... was built by working men and women who dug into what little savings they had to give \$5 and \$10 and \$20 to the cause.”这个简短的例子让人更明确清楚地了解到美国人民在这次选举中做的贡献。因此,简短的例子可以快速地阐明一个观点或者介绍一个话题。

此外,几个叠加的简短例子的效果往往会好于单个的例子,甚至强于一个详细的例子。因为如果只举一个例子,观众或许会觉得那是个特例,并没有代表性。如果同时举几个简短的例子,就更有说服力。比如,为了强化胜利来自人民这一观点,奥巴马继续说道:“It grew strength from the young people who rejected the myth of their generation's apathy who left their homes and their families for jobs that offered little pay and less sleep. It drew strength from the not-so-young people who braved the bitter cold and scorching heat to knock on doors of perfect strangers, and from the millions of Americans who volunteered and organized and proved that more than two centuries later a government of the people, by the people, and for the people has not perished from the Earth. This is your victory.”正是通过叠加这些简短的例子,“胜利属于人民”才能够被人们进一步理解,且让人印象深刻。



2. 详细的例子

详细的例子比简短的例子更长,包含更多细节,往往通过实例、叙述或者一些趣文轶事的方式呈现,因为故事往往能让人记忆犹新,它能够在听众的脑海呈现生动的画面。因此,详细的例子可以深深地吸引观众,拨动他们的心弦。比如,在澳大利亚前总理陆克文(Kevin Rudd)的一个演讲中,他向原住民们道歉,为他们所遭受的残忍待遇感到抱歉。在演讲中,他分享了一位已80岁高龄的原住民老太太的故事,以阐明道歉的原因。

Nanna Nungala Fejo, as she prefers to be called, was born in the late 1920s. She remembers her earliest childhood days living with her family and her community in a bush camp just outside Tennant Creek. She remembers the love and the warmth and the kinship of those days long ago, including traditional dancing around the camp fire at night. She loved the dancing. She remembers once getting into strife when, as a four-year-old girl, she insisted on dancing with the male tribal elders rather than just sitting and watching the men, as the girls were supposed to do.

But then, sometime around 1932, when she was about four, she remembers the coming of the welfare men. Her family had feared that day and had dug holes in the creek bank where the children could run and hide. What they had not expected was that the white welfare men did not come alone. They brought a truck, two white men and an Aboriginal stockman on horseback cracking his stockwhip. The kids were found; they ran for their mothers, screaming, but they could not get away. They were herded and piled onto the back of the truck. Tears flowing, her mum tried clinging to the sides of the truck as her children were taken away to the Bungalow in Alice, all in the name of protection.

前半部分的细节,如一个四岁的女孩热爱跳舞,会让人觉得这就是我们身边的一个小女孩。然而后半部分,“The kids were found; they ran for their mothers, screaming... They were herded and piled... Tears flowing...”所有这些细节描写不仅和之前的快乐形成鲜明对比,还能让人直观地感受到原住民们受到的伤害。如果陆克文仅仅说:“The aboriginal people have received terrible treatments from the immigrants”,听众的感触恐怕不会那么深。因此,如果能恰当地使用详细的例子,可以把听众带入你的演讲,并让他们聚精会神。

3. 假设的例子

假设的例子可以是简短的例子也可以是详细的例子,但区别在于,它们并没有真实发生。使用这类例证,并非是要糊弄听众,而是通过有效的假设让听众们能够对某一情形下的某一个人产生共鸣。

比如,在一个题为“What I saw in the war”的演讲中,演讲者是这样开头的:“This is how war starts. One day you're living your ordinary life, you're planning to go to a party, you're taking your children to school, you're making a dentist appointment. The next thing, the telephones go out, the TVs go out, there's armed men on the street, there's roadblocks. Your life as you know it goes into suspended animation. It stops.”

这样一个假设的场景很自然地把听众带入战争这个话题,让他们感同身受——对于普