

研究生英语选修课系列教程（第一辑）

公共英语 演讲教程

*Public Speaking
in English*

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序 言

近年来，科技发展与人才竞争的新形势推动着我国研究生教育迅猛发展，研究生招生以较大规模逐年递增，但研究生外语教学明显落伍于实际需要的矛盾日渐突出。一方面，研究生英语教学需要突破传统的英语教学模式，即跳出学生自中学（甚至小学）一直到大学本科就早已习惯了的英语学习内容和英语学习模式，换言之，研究生英语教学呼唤多样化和差异性，以适应不同水平和不同层次学生的不同要求；另一方面，广大的教师又苦于没有一套好的、适应新形势下研究生英语教学要求的好教材。有鉴于此，中国人民大学出版社在深入调研的基础上，在参编兄弟院校的大力支持下，特编写出版这套《研究生英语选修课系列教程》（或必修课教程），以满足广大师生的急需。该系列教程的第一辑包括《英美媒体文章阅读教程》、《最新英美媒体时文选读》、《公共英语演讲教程》和《英语跨文化交流教程》，使用对象是非英语专业的研究生、博士生以及相当程度的英语学习者和英语爱好者，同时也可供英语专业的学生参考使用。

综观人类文明历史的长河，公共演讲是人们广泛使用的一种交流方式。在中国社会主义和谐社会的建设过程中，各行业、各阶层乃至中国与其他各国家之间的相互理解与协调合作日益重要，以英语为语言媒介的公共演讲也日趋频繁而广泛。现代社会中，善于在公众面前表达思想的人在许多方面更容易获得认可，赢得成功。

因此，我们深感有必要编写一本《公共英语演讲教程》，系统阐述公共英语演讲的基本技巧，提供相关的背景资料，从而提高广大学习者的英语演讲能力。

基于上述考虑，我们把本教材设计为十个单元，引导学生系统地学习演讲的主要环节，诸如如何组织策划，开篇与收尾，如何应对提问等；每单元自成一体，重点针对演讲的某一特定环节。前五章概述成功演讲所需的基本技巧；后五章则从理论与实践的层面探讨语言、风格、陈述策略等问题。在本书的答案部分，我们给出标准或供参考的答案，正文中没有问题的部分，或对于一些开放性问题的答案，则一概省略；该书还配有标准的录音磁带，以方便读者使用。

本书选材经典，名篇佳作，触手可及；哲言睿语，俯拾皆是；本书可读性强，融知识性、趣味性于一体；本书实用性强，我们坚信“实践出真知”。因此，尽可能涵盖一些实用的活动，让学生参与设计和发表演讲。本书每个单元中的“DV 拍摄演练”是该教材的最亮点之一。在这部分中，教师可拍摄下学生的演讲过程，然后进行回放，鼓励学生就该演讲进行评论，填写相应的评估表格，这样来开发学生演讲的潜力；除此之外，本书还适合众多层次的学习者使用：既适合课堂教学也可用于自学，是本科生、研究生和广大英语爱好者首选的一本公共英语演讲教材或参考书。

希望该教材为有兴趣提高公共演讲水平的学生提供行之有效的帮助和指导，也希望其他英语学习者从中受益。

是为序。

Preface

Throughout the history of civilization, people have extensively used public speaking as a means of communication. In modern times, when mutual understanding and cooperation have become more and more important, public speaking is more widely and frequently practiced. On many occasions, especially in modern societies, people who are good at conveying their ideas in public are more likely to win favorable recognition and to succeed in many ways.

Therefore, we strongly feel that it is essential to provide students some necessary background information and basic techniques to improve their ability to deliver speeches. The book is practical, accessible and best suited to classroom use but can also be used for self-study.

The book is divided into ten units, which take the learner systematically through the key stages of delivering speeches, from planning and introducing to concluding and handling questions. Moreover, each unit can also be used separately to focus on particular elements of delivering speeches. The first five units cover the basic skills needed for making a successful speech. The next five units discuss issues related to language, style, and strategies for presentation in public speaking from theoretical and practical perspectives.

We firmly believe in “learning by doing”. Therefore, we have tried to include many practical activities to get the students involved in designing and making speeches. Particularly, in each unit, there is a part called “DV presentation practice” which is the highlight of the book. In this part, teachers can video the performance of the students, then replay it, and encourage students to make comments on the speaker’s speech and fill out the assessment table. By doing so, we can improve students’ potential of delivering speeches.

We hope that this book will serve as a guide for students who are interested in improving their skills of public speaking. Wish the users of the book find it rewarding and beneficial.

At last, we would like to express our gratitude to the authors or compilers of the books which we referred to here in this book.

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Selecting a Speech Topic

Objectives

1. to distinguish between the specific purpose and the central idea of a speech
2. to formulate a specific purpose statement and a central idea statement in accordance with the guidelines presented in the text
3. to explain some methods that can be used in brainstorming for a speech topic
4. to identify the difference between a general and a specific purpose

Warm-up Practice

1. Do you like to be given a topic for a speech or to choose your own topic, and why?
2. What would you do if you have nothing to say when pressed to say something before an audience?
3. What do you usually do to prepare a speech after knowing the topic?
4. What do you suggest that we do to focus on the topic of a speech?

1. Selecting a Speech Topic

In this part, we talk about how to choose a topic, find background information, narrow the focus of your topic, and write a topic statement that will help guide the development of your speech or paper.

1. Generating Ideas

Think about the following questions. Better yet, take a pen and a piece of paper and write down some responses. Of course, you will keep the range of the assignment in mind.

Questions	Examples
How do you go to work everyday?	On foot.
What do you like to read in your free time?	Some light essays. Agriculture—feeding the world.
What drink do you prefer, coffee or tea?	It depends; coffee when working, tea in leisure.

What topics have been in the news lately?	Sino-U. S. trade disputes over cotton knit and clothing exports. Government measures to tackle the problem of rocketing housing prices.
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It is all right for you to think broadly at this point. You will narrow your topic by looking at some background information and asking yourself some questions about your topic.

2. Finding Background Information

Look at your list of topics. You might have to discard topics as not appropriate for this assignment. Choose one or two that interest you most as possible topics. Keep in mind your audience and the assignment.

The topics on your list are quite broad. A way to start to narrow your topic is to look at some general background information about the subject.

One of the best places to look for background information is in encyclopedias. The library has many encyclopedias, both general ones, like *Encyclopaedia Britannica*, and more specific ones, such as the *Concise Encyclopaedia of Foods and Nutrition*.

As you read the encyclopedia entries, note interesting facts or ideas (Write down some answers to these questions.). The example below is for the topic of coffee. Be sure to include the **source** of this information. You will need it for your bibliography.

Questions	Sample Answers (Topic: Coffee)
What new things have you learned about the topic?	Coffee has been cultivated since the 15th century. The first coffeehouse opened in 1652 in London. Coffee is consumed by a third of the world.
What aspects of the topic might be interesting to include in your speech or paper?	The history of coffee drinking. The popularity of coffee in the United States. How caffeine works in the human body.
What new questions do you have about the topic as a result of reading this encyclopedia entry?	How much land is used to grow coffee? How much money is made from coffee sales each year? What is the chemical structure of caffeine?

Please note that it is not a good idea to only use encyclopedias in preparing your research. You will need to consult other sources, such as books, journal articles and the Internet, in order to make a well-balanced examination of the facts and issues.

3. Narrowing Your Topic

By now you have one general topic (or two) and some background information. Your

topic is probably still too broad and needs to be made more manageable.

Take a look at the questions that you have answered about your topic and brainstorm what some narrower aspects of the topic might be. Write down your ideas.

Here's a list following the example of the topic coffee:

1. History of Coffee Growing
2. Popularity of Coffeeshouses
3. Impact of Coffee on the World Economy
4. How Caffeine Works in the Human Body
5. Coffee—from Growing to Brewing

Review the list that you just made. Choose one or two narrower topics. Keep the following in mind:

1. Who is your audience? Which of these narrower topics will be the most interesting to both you and your audience? Which topics will be better understood by the audience? (Is the audience professors, or students listening to a presentation?)
 2. What are the specifics of the assignment? Which topics will fit? (Note that the above examples are all informative in nature, perhaps not good for a persuasive speech.)
 3. How much time (speech) or space (paper) do you have to cover the topic? Is it still too broad?
 4. Which of these narrower topics interests you the most? After all, you need to do further research on this topic, and that would be more difficult if it doesn't interest you.
- Now that you have settled on a more specific topic, write it down as a topic statement.

4. Writing a Topic Statement

A topic statement expresses the topic and purpose of your speech. You will refer to the topic statement as you start your research. Referring to your topic statement during research can help you stay focused.

Continuing the theme of coffee, here is an example of a topic statement:

I will persuade the reader that moderate consumption of coffee is beneficial. I will use recent information on the health aspects (mental and physical) of coffee consumption. I will also address the negative aspects of excessive coffee drinking. Background information will include how the human body processes caffeine.

Questions

1. How shall we generate a good topic according to this article?
2. What is a topic statement?
3. What is the major function of books like encyclopedias in preparing a speech?
4. How do we arrive at a topic statement step by step in this passage?
5. Follow the above instruction and generate a topic statement about "environment".

II. Listening and Speaking

Section A Listen to the tape and fill in the blanks.

The first step in speechmaking is choosing a topic. For classroom speeches it is often best to choose a subject you (1) _____ or in which you have (2) _____, but you can also succeed with a topic you research especially for the speech. If you have trouble picking a topic, you can follow at least four brainstorming procedures. First, (3) _____ of your hobbies, interests, skills, experiences, beliefs, and so forth. Second, use the technique of clustering and write down on a sheet of paper the first topics that come to your mind in several categories. Third, look through a reference work for ideas. Fourth, use a World Wide Web subject directory such as Yahoo to help you scan possible topics.

After you choose a topic, you need to settle on (4) _____ of your speech. Usually the general purpose will be to inform or to persuade. When your general purpose is to inform, you act as a teacher. Your goal is to communicate information clearly, accurately, and interestingly. When your general purpose is to persuade, you act as an advocate. You go beyond giving information to espousing a cause. Your goal is to win listeners over to your point of view.

Once you know your topic and general purpose, you must (5) _____ that you can express with a single infinitive phrase. The phrase should indicate precisely what your speech seeks to achieve; for example, "To inform my audience of the major kinds of canoe races." The specific purpose statement should 1) be a full infinitive phrase, not a fragment; 2) be phrased as a statement, not a question; 3) avoid figurative language; 4) (6) _____; 5) not be too vague or too general.

In addition, keep several questions in mind as you formulate your specific purpose statement: Does my purpose meet the assignment? Can I accomplish my purpose in the time allotted? Is the purpose relevant to my audience? Is the purpose too trivial or too technical for my audience?

The central idea refines and sharpens your specific purpose. It is (7) _____ of what you will say in your speech, and it usually crystallizes in your thinking after you have done your research and have decided on the main points of your speech. An example of a central idea is, "The three major kinds of canoe races are marathon races, white-water races, and flat-water races." As you can see, the central idea usually encapsulates the main points to be developed in the body of your speech.

Section B Listen to the recording and then answer the following questions.

1. What is suggested to tackle with the problem of choosing a topic?

2. How does the suggested method usually start with?

3. What are the questions you can ask yourself to find out a good topic?

4. How does the suggested approach work, can you summarize it in your own words?

Section C You will hear a passage about selecting a topic. Please note down the major points, and then share your opinions of the speaker’s remarks with your classmates.

III . DV Presentation Practice

Students are required to record on a DV the speech on “competition and cooperation in promoting social development” (Students can make the topic specific and manageable to their own advantage.) and then discuss how the topic and purpose are conveyed after having watched it together with the class and fill in the table below.

Assessment Table

Unit Focus: Topic

item	poor	satisfactory	good	excellent
Content				
Organization				
Language				
sentence length				
style				
clarity and simplicity				
appropriateness				
transitions				
figures of speech				
rhetorical devices				
Delivery				
tempo				
volume				
expressiveness				
articulation				
Manner				
audience contact				
interest				
assurance/confidence				

Body Language

personal appearance

facial expression

eye contact

stance and posture

movement

gestures

Topic

selection

narrowing

topic statement

focusing

Overall Impression

Suggestion

IV. Tips for a Speech Topic**Step 1: Select Topic and Purpose**

1. Appropriate?
2. Culture-Sensitive?
3. Limit and Narrow
4. Characteristics of a Good Topic
5. Interest? Does it gain and hold the audience's interest?
6. Appropriateness—Does the topic satisfy the assignment/engagement?
7. Manageable Within the Time Available
8. For Audience and Occasion and Assignment
9. Can I develop responsible knowledge on this topic?

Step 2: Research Your Speech Topic

1. General Principles
2. What do you know?
3. Work from the General to the Specific
4. Take Accurate Notes
5. What sources are available?
6. Evaluation Questions:
 - Is the Source Reliable? Source, date, and type of data?
 - Is the Reasoning Logical?
7. Integrate into the Speech
8. Mention Who, When and Where