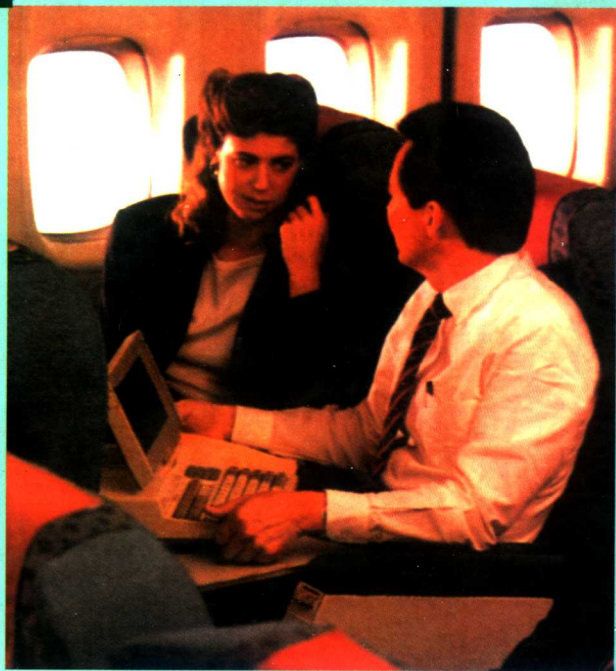


王守仁 肖锁章 主编

Speak with Confidence

新编英语口语教程

Book Three



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上海外语教育出版社

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新编英语口语教程

Speak with Confidence

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前 言

改革开放以来，我们国家综合国力日益增强，对外交流不断扩大，在国际事务中起着举足轻重的作用。在中国大踏步走向世界、世界也大踏步走近中国之际，肩负时代重任的青年一代学会用英语进行有效口头交际，越发显得重要。为了适应时代与社会对人才培养的要求，我们以《高等学校英语专业基础阶段教学大纲》（以下称《大纲》）为指导思想，编写了《新编英语口语教程》。

《新编英语口语教程》全套四册，对学生进行循序渐进、全面系统的口语训练。四册书是一个整体，每册各有其重点，又相互衔接。第一册根据《大纲》规定的功能意念，侧重交际功能训练。第二册紧扣《大纲》关于“语言基本得体”的要求编排情景对话，注意培养学生对文化差异的敏感性。第三册参照《大纲》“作3—4分钟连贯性即席讲话”的规定，主要进行英语演讲训练。第四册的重点是英语辩论。学生使用这套教材，经过四个学期较为系统的训练，可以有效提高英语口语表达和交往能力。

中国学生上英语口语课有时会感到无话可说，一个原因是使用的口语教材偏重“固化”的机械性操练，让学生只是跟读背诵，为语言交流而操练语言。其实，语言交流的内容是思想和感情，语言交流的目的在于思想和感情的交流。《大纲》明确指出口语课的教学要求是要学生“能正确表达思想”。《新编英语口语教程》在练习设计上注意培养学生主动表达能力和独立思考问题能力。第一、二册中设置了看图说话、编故事、写对话等练习形式，旨在培养学生创造性灵活运用语言的能力。第三、四册中的演讲、辩

论、专题讨论等训练项目为学生提供机会就某一话题连贯地阐述自己的观点看法，并展开争论。我们希望，这样教学能使学生不仅练了英语口语，也锻炼了思辨能力。

英语一定要通过实践和运用才能真正掌握，英语口语尤其如此。作为一门单项技能训练课，口语课的任务是让学生在课堂上开口自己讲英语，而不是听教师讲英语。教师主要起组织活动、辅导训练的作用。《新编英语口语教程》的编写思路是通过交际性活动来进行口语训练，这些活动包括对子练习、小组讨论、大组汇报、复述、表演、游戏等。学生通过参与各种富有创造性的语言实践活动，扮演角色，交流信息，解决问题，成为口语课的主人。教师以开展活动的方式组织课堂教学，不仅能提高学生交际运用语言的能力，而且活跃了课堂气氛，使口语课不至于呆板单调。本套教材内容比较丰富，每一单元活动较多，教师可以根据学生实际需要，选择使用。

《新编英语口语教程》第三册是在学生的英语已有一定基础、具备用英语表达思想感情的初步能力之后，向他们提供难度较大、富有挑战性的英语演讲训练。我们设计的学习任务是让学生通过系统规范的训练，学会写演讲稿，掌握演讲技巧，能就各种话题进行即席演讲、背诵演讲。开展小型调研活动并口头报告调研结果有助于培养学生的分析问题能力和口语表达能力，也是这一阶段训练的一项内容。

《新编英语口语教程》在南京大学英语系、国际商务系试用时，学生和教师积极配合，并提出不少宝贵的改进意见。在编写过程中，我们得到上海外语教育出版社智象老师、汪义群老师、梁泉胜编辑的指导和帮助，在此一并表示衷心的感谢。

欢迎使用《新编英语口语教程》的同志批评指正。

王守仁

2000年2月

Table of Contents

PART ONE ***Basics of Public Speaking*** ---

- Unit 1* Speaking to Develop Self-confidence *1*
- Unit 2* Making Impromptu Speeches *10*
- Unit 3* Preliminary Preparation *21*
- Unit 4* Structuring the Body of the Speech *34*
- Unit 5* Creating an Effective Introduction and Conclusion *46*
- Unit 6* Speaking to Inform *60*
- Unit 7* Speaking to Persuade *70*
- Unit 8* Wordng the Speech *81*
- Unit 9* Oral Practice *93*

PART TWO ***Special Types of Speeches*** ---

- Unit 10* Welcomes and Introductions *98*
- Unit 11* Presentation and Acceptance *107*
- Unit 12* Birthdays and Weddings *114*

Unit 13 Farewells and Thanks 124

PART THREE *Mini-research Projects*

Unit 14 Choosing a Mini-research Topic 134

Unit 15 Mini-research Design and Methods 141

Unit 16 Data Analysis 149

Unit 17 Mini-research Results and Interpretation 156

Unit 18 Oral Practice 162

Appendix 9 166

Appendix 10 187

UNIT 1

SPEAKING TO DEVELOP SELF-CONFIDENCE



WARM-UP

Discuss the following topics in class.

- 1 Your Summer Vacation
- 2 Your Best or Worst Memories of the First-year College Life

LISTENING

Listen carefully as your teacher reads the following speeches, and then answer the questions below.

Today is a day of pride and joy for all teachers. For today we are gathered here to salute the teachers and at the same time to do honor to the teaching profession. As I stand here in my capacity as Minister of Education in the midst of this representative gathering of teachers from all over the country, I am filled with a deep sense of pride in all the teachers and a deeper sense of responsibility towards the teaching profession. I know that my feelings of pride are shared by all teachers, for today, September the 10th, is an historic and memorable day for all teachers: historic because for the first time in the history of the nation, the teachers are celebrating Teachers' Day, and memorable because from henceforth September the 10th will be commemorated as Teachers' Day.

In this moment of pride and happiness, teachers all over the country must reflect on their role as teachers, and ponder whether they have earned the respect of the public for the teaching profession. They must also ponder whether they have lived up to the high ethical standards of the profession. Entrusted as all of you are with the responsibility of educating the youth of the country, it could be said that teachers can make or mar the good name and future prosperity of the nation.

We like to have a high standard of national behavior and this we

can only do, if our nation is made up of men and women rightly molded in their years of childhood and whose youthful enthusiasm and energy are properly channeled during their formative years. Our teachers, therefore, have a key and vital role to play in this task of what I would like to call nation building.

On this historic occasion, I call upon all teachers through their representatives at this gathering to resolve to do their best to meet the demands of the profession, to uphold the high ethical standards of the teaching profession, and to serve our nation loyally and efficiently!

Questions:

- 1 In what capacity does the speaker deliver his speech?
- 2 Why is September the 10th an historic and memorable day?
- 3 What does the speaker ask teachers to think about?
- 4 What role can teachers play in the task of nation building?
- 5 How does the speaker conclude his speech?

Read the speech once again, and then summarize the main points to your partner. You may take notes.

PAIR WORK

Choose one of the following topics to discuss with your partner.

- Proper Aims of Education
- The Teaching Profession
- Alternatives to College Education
- Education's Role in the 21st Century China

TIPS FOR PUBLIC SPEAKING

Speaking to Develop Self-confidence

Overcoming stage fright

Most people are nervous about public speaking. Try to accept nervousness as a natural way of helping you to be alert and to do your best. You will be able to reduce your nervousness and after a few speeches, you will understand and accept it. The best way to cope with nervousness is to be really well prepared. If you know that your topic is interesting, and that your material is well organized, you have already reduced a major worry.

Having good posture

Posture is the way that you stand before your audience. Do not lean on the podium. Try to stand naturally erect. If there is no podium in the room, place yourself in a good visible position in the middle of the room. You should try to look casual.

Facial expressions

If you smile before you start your speech you can give your audience the impression that you are not nervous and are looking forward to speaking. During your speech try to change your facial expressions to convey the emotions that you feel. Throughout your speech you need to use expressive facial expressions.

Movements and gestures

Movements and gestures help your audience to understand the

meaning of your speech. They also help you to express emotions connected with these meanings. If you are nervous, take a few steps to your right or left while speaking. This will help you to relax and move naturally.

Gestures are your hand and arm movements. Gestures help you to relax. Gestures also help you to emphasize important points in your speech. Always start your speech with your hands hanging naturally at your sides. Keep them down until you feel like emphasizing a point — then use your hands as you would in everyday conversation.

Eye contact

When you speak, you should look your audience straight in the eye. The idea is to give the impression that you are talking to each individual in your audience. If you have a large audience you can't actually look at each person's eyes, but you can causally move your eyes from one section of the audience to another throughout your speech. Try to look at people in the middle of the room, then slowly look to the right side of the room, then to the left side, then back to the center of the room. Don't look at the floor, the ceiling or out the window because this will give the audience the idea that you are not interested in your topic or in them.

Speaking with enthusiasm

Enthusiasm is being lively and showing your own personal concern for your subject and your audience. Your voice should be strong: you should *want* to communicate. If you are truly interested in your topic, your delivery is certain to be enthusiastic and lively.

Varying speaking rate

Your words should not be too fast or too slow. If you speak too slowly you will bore your audience. If you speak too rapidly you will be difficult to understand. Adapt your rate to the content of your speech. For example, if you are explaining complex information, slow down. If you are happy or enthusiastic, you should speed up.

PRACTICE

Title: Introduce your partner

Format: Classroom activity

Procedure:

- 1 Talk to your partner, and find as much information as possible about him/her.
- 2 Prepare a 1 – 2 minute speech of introduction about your partner. Include any information you find interesting.
- 3 Walk down the aisle, holding the body erect.
- 4 Stand in front of the class, and deliver the speech to the audience. Pay attention to posture, facial expression, eye contact, and volume of the voice.

SPEECH WORK

Format: Group work

Suggested topics:

- Personal Experiences I've Had
- Opinions I Feel Strongly About

- Fears/Concerns I Have
- Activities I'm Good At

Procedure:

- 1 The whole class is divided into groups of 4 – 5 students.
- 2 Within the group, each student gives a 2 – 3 minute talk on the chosen topic.
- 3 Each group selects one student to be Today's Speaker, and helps him/her to improve the talk.
- 4 Today's Speaker gives a talk to the whole class on behalf of his/her group.

Use the following form to evaluate your classmates' performance.

Mechanics	
Eye Contact	
Volume of Voice	
Rate of Speech	
Adherence to Time	
The Speech	
Attention Getting Introduction	
Organization of Ideas	
Sufficient Support/Examples	
Memorable Conclusion	

Key to Grading

5 = Excellent

4 = Good

3 = Fairly Good

2 = Poor

1 = Must Improve

HOMEWORK

1. Below are some topics for public speaking exercises. Try to think more of your own, and prepare a 2 - 3 minute speech. Practice it at home and time yourself.

- My Opinion of This City
- Why I Like University Life
- Higher Education Reform in China
- An Embarrassing Moment
- A Day I'll Always Remember
- My First Paid Job
- Military Service Training

II Drama performance assignment

- The whole class is divided into groups of 5 - 6 students.
- Each drama group member thinks about what and how should be staged for the drama performance in the 9th week. You can find ready-made plays, rewrite scripts, or create stories yourself.

Quotations

Teachers, who educate children, deserve more honor than parents, who merely gave them birth; for the latter provided mere life, while the former ensure a good life.

— *ARISTOTLE*

If a man keeps cherishing his old knowledge, so as continually to be acquiring new, he may be a teacher of others.

— *CONFUCIUS*

We cannot always build the future for our youth, but we can build our youth for the future.

— *FRANKLIN ROOSEVELT*

An educator never says what he himself thinks, but only that which he thinks it is good for those whom he is educating to hear.

— *NIETZSCHE*

He who can, does. He who cannot, teaches.

— *GEORGE BERNARD SHAW*

UNIT 2

MAKING IMPROMPTU SPEECHES



WARM-UP

Choose one of the topics, and deliver your short speech in class.

- My Opinion of This City
- Why I Like University Life
- Higher Education Reform in China
- An Embarrassing Moment