

“十二五”普通高等教育本科国家级规划教材



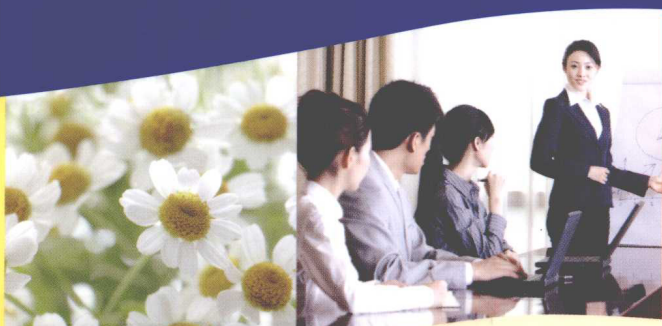
新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

英语会话与演讲教程

Public Speaking

Dr Michael Courtney Ian Smallwood



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外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
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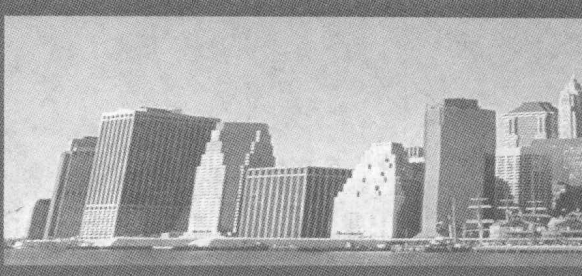
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总序

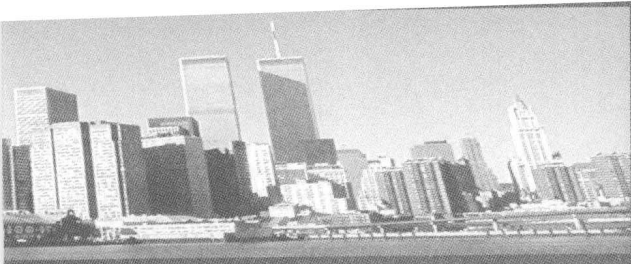
我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才”。为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”、“十二五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国30余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培



养的作用是有目共睹的。外教社为满足教学和学科发展的需要，与教材编写者们一起，力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”，以打造英语专业教材建设完整的学科体系。为此，外教社邀请了全国几十所知名高校40余位著名英语教育专家，根据英语专业学科发展的新趋势，围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究，并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识和相关专业知识三大板块，品种包括基本技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾200种，几乎涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员，总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十一五’国家级规划教材”。其专业技能板块的70多种教材更于2012年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员
国务院学位委员会外语学科评议组组长

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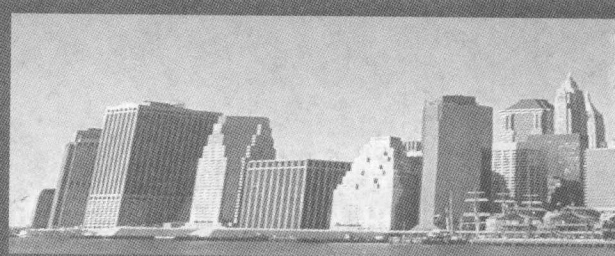
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李战子	解放军国际关系学院		



总序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、六级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才”。为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”、“十二五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

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作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培

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修订后的教材仍保持原有的专业技能、专业知识和相关专业三大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾200种，几乎涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员，总体上代表了中国英语教育的发展方向 and 水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十一五’国家级规划教材”。其专业技能板块的70多种教材更于2012年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质的英语专业人才奠定坚实的基础。

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Transcripts of model speeches and model answers to activities

INTRODUCTION

Welcome


Welcome and congratulations! Speaking to groups of people in public situations is a vitally important skill in modern life. That's why we are also congratulating you — you have made a very wise purchase in buying this book. There are many books which claim to teach you English, but this book will show you how to use the English you have to maximum effect in your professional life. It is true that spoken English is often more important than written English — the way that you speak is the main way that you will be judged in your profession. We hope that you will enjoy the course and that you will develop your confidence and your techniques for public speaking. The skills you will learn are transferable to all languages and professional public settings. Being able to speak competently is not just about your command of a language — it is also about maximising the language you have to achieve the best effect.

What will I find in the course?

In this course, you won't find lots of complicated linguistic theories, and you won't find lots of medical pictures of tongues and mouths. What you will find is a simple step-by-step structured approach to all of the basic elements of composing and delivering many different types of speeches, to many different types of audiences, in many different types of professional situations. You will also learn about the all-important aspect of the psychology of speech making and how to assess the requirements of your audience. These aspects are vital but often not included in other general English books. You will learn about how to control your own nerves and how to become a relaxed and effective speaker in a wide range of potentially stressful professional situations. You will feel much more confident about speaking in public, and this will help to make you a very successful professional.

How do I use the course?

In order to help you use the course on a self-study basis as well as with a tutor, we have supplied a MP3 recording containing a wide range of speech models from each of the units of *Public Speaking*.

You will see this sign  in the course when you need to either listen to the recording or record your own speech on your own recording device. You will also

find that each unit in the course has practice exercises and a self-study assessment method to help you consolidate what you have learnt and practised in the unit itself.

If you have not got a tutor, you can easily study this course by yourself, or with your friends. Each unit is a complete and independent part of the course, so you can also be selective if you do not have the time to work your way through each unit. For example, if you have an upcoming presentation, you can go directly to Unit 5. We would like to feel that this book will take pride of place on your study bookshelf, and that you will find it an invaluable reference every time you have to speak professionally.

How can I test myself?

The practice activities in the units have a simple checklist designed to allow you to assess how well you have covered the practice activities in *Public Speaking*. The checklists can also be used by tutors to check other speakers, so if you can work with a tutor, this would be even better, but we have designed the course so that you can study it yourself, and assess your own performance. The checklists are designed as self-assessment tools and will help you to focus on the important aspects of your speeches and your speech performance. If you answer "no" to any of the questions, then this will indicate to you or your tutor that you may need to review the activity and see where you could edit, or add to the content, or improve the particular aspect of your performance which appears to be deficient in some way.

Success

Lastly, we wish you every success after reading *Public Speaking*, and we hope that you will become a very successful public speaker. The limits of our world are the limits of our language. Please read on, and start the important process of extending your world and your own potential in it!



UNIT 1

The Basic Speech

Welcome to **Public Speaking!** This course will help you — in a very practical way — to develop one of the most important business and social skills you will ever possess — speaking competently in English to groups of other professionals. As you work your way through this book, either by yourself on a self-study basis, or with a tutor, you will quickly gain proficiency in one of the oldest skills — public speaking. Competency in this skill will ensure your professional success.

The psychology of public speaking

Let's start with a very basic problem — often the most important problem — your fear of failure when you speak in public. You might think that your standard of English is not good enough to speak in public, and this thought might be so strong in your head that you cannot even imagine talking to a group of people in English. You might feel extremely nervous even thinking about the idea. The biggest perceived problem of making speeches, either professionally or socially, is the issue of controlling your nerves. Many people actually have a *phobia* (fear) of standing up in public and being noticed, apart from actually saying something. So you need to feel reasonably confident before you can even attempt to deliver a speech. But how can you develop this confidence?

If you have ever been filled with dread at the thought of making a speech in front of colleagues at work, at a wedding or a social function, you actually have a very **normal reaction**. If you regularly have to speak publicly as part of your job, you must develop techniques to cope with this. Some people may appear to be “naturals” and seem to enjoy making speeches, but for most of us, a basic training in the psychology of speech making and audiences and how to prepare and practice is the key to successful public speaking.

Let's talk!

Work with a partner to discuss and make brief notes on the following:

- In what sorts of situations are you likely to have to speak to groups of people?
- List at least four emotions you have when you need to speak to large groups of people.
- Why do you think you feel like this?
- Is there anything you think you can do to make you feel differently?
- Why do you think some people “perform” better than others when speaking in public?
- What do you need to consider before making any kind of public speech?

Perfect public speaking!

In most public speaking situations, the audience will be on your side if you observe the first basic rules for **PERFECT** public speaking:

Prepare well;

Enjoy the opportunity to speak;

Respect your audience;

Follow up with questions and answers;

Evaluate your own performance during and after the speech;

Control your nerves;

Train hard for future public speaking success!

You and your audience

The way you approach speaking in public will, of course, greatly affect the success of your speech. To be an effective speaker, the first thing you need to do is learn how to approach the task positively and confidently. Before you start activity 1/1, read the short text below and complete the summary notes that follow.

You and your audience

Your body is naturally programmed to avoid dangerous situations, so if your brain perceives your upcoming speech as possibly a dangerous situation for you, then your body will respond with the normal indicators — increased heart rate, dry mouth, upset stomach etc. But why should a speaking situation be perceived as dangerous? You might imagine that you will fail in some way and that other people will laugh at you or find out that you don't know as much as you would like them to believe. It might also be the case that the situation of the speech is potentially hostile — you have to tell your workforce that some of them will have to lose their jobs, for example.

In these situations, careful analysis of your audience and good preparation are the keys for success. If you can't convince yourself that you can speak well to the audience, then you probably won't convince the audience either. In actual fact, in most speaking situations, the audience will actually want you to perform well — if you don't, they will also feel bad about it and so, in most situations of professional speech making, the audience will actually want you to make a good speech.

Most audiences you will face will want you to do several important things for them:

- ▶ They will want you to make them feel comfortable.
- ▶ They will want you to tell them something they did not already know.
- ▶ They will want you to make them think more deeply, see things more clearly, relax and laugh at things that might be worrying them.

They will also want you to tell them what you are going to do and how much of their time it will take.

Summary notes

Why do we perceive public speaking as threatening or dangerous in some way?

How do our bodies react to the threat of danger?

What are the keys to success?

What should we convince ourselves to believe?

What are four key words to summarise what your audience is likely to expect from your talk?

Starting out



A speech about yourself

This activity should be done with a partner. You are going to make your own first speech to one person on a subject you know well — so there is no need to feel threatened in any way. You should organize the talk into the three basic stages of any speech — an introduction, a main body and a conclusion.

This activity should be done with a recording device. First, listen to Model Speech 1/1. The aim of this activity is to get you to make your own first speech on a subject you know well, and to organize the talk effectively into the three basic stages of any speech — an introduction, a main body and a conclusion.