



普通高等教育“十五”国家级规划教材

*Advanced Spoken English:
Developing Career-oriented Speaking Skills*

高级英语口语教程 (上)

Effective Speaking Skills

总主编：文秋芳

主 编：王文宇

副主编：王立非 俞洪亮



高等教育出版社



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Preface

The purpose of the *Advanced Spoken English* series is to help advanced English learners develop speaking skills for their future jobs. The series consists of two books. Book One, *Effective Speaking Skills*, focuses on the skills required for producing the types of informative, persuasive and ceremonial speeches which are needed in business settings or on social occasions. Book Two, *Interview and Discussion Skills*, concentrates on the skills required for getting job interviews and journalistic interviews.

The series can be used for university undergraduates as a coursebook in which systematic training is provided preparing the students for their future jobs. It can also be used for the in-service training of staff members who are expected to make further improvements in their job-related speaking skills in English. Finally, the series can be used for self-directed learning since the series is presented in a very simple, clear style, and also includes more specifics.

The series has been written and designed according to the following key pedagogical principles:

1. All the activities aim at real-world communication.

The series provides learners with authentic communicative activities which are primarily for business purposes and sometimes for social purposes. Therefore, it is easy for the learners to see the close link between performing these activities and their future jobs.

2. Learners must be fully engaged in the learning process.

We strongly believe that learning cannot take place without learners' engagement. To guarantee the learners' participation, the series has been designed in such a way that the learners cannot avoid being engaged.

3. Systematic guidance is a must.

Every lesson consists of three sections. Within each section there are a series of activities, arranged from the easy to the difficult. Section One "A Sample Speech" gives learners quality input followed by a detailed analysis with the purpose of showing the learners a good model. Section Two "Guided Practice" enables the learners to practice speaking skills with adequate guidance from the book. Section Three "More Practice" includes a list of activities that are arranged from the less difficult to the more difficult.

4. Meaning-driven learning and form-driven learning are well integrated.

Every lesson tries to achieve a balance between meaning-driven learning and form-driven learning. For example, Section One starts with an understanding of a sample speech which is followed by creating the outline of the sample speech and identifying useful sentence structures and expressions.

5. Basic knowledge about effective speaking must also be provided.

We present basic knowledge about effective speaking skills in Appendix I *Introducing Effective Speaking* which includes types of speaking, types of delivery, criteria for effective speaking,

procedures for producing a speech and types of visual aids. We strongly recommend that students read this part by themselves before the first lesson since this type of knowledge can pave the way for reading the whole book.

Acknowledgements:

We want to express our appreciation to the people who supported our efforts during the past two years as *Advanced Spoken English* was being written.

We are greatly indebted to Professor Peter Falvey who took the greatest pains to proof-read the final manuscript and provide insightful comments as well as suggestions on further improvements, to Professor Liang Maocheng who made a number of corrections and offered valuable advice on revision.

Hearty thanks should be also given to Xu Zhan who tried out an earlier version of Book One and gave us valuable feedback on the difficulty level of sample speeches and activities for students; to the anonymous reviewer who read the first draft of a sample lesson and gave us constructive suggestions on revising the organization of materials in the lessons; and to the editor of Higher Education Press who corrected a number of errors and misprints.

Wen Qiufang

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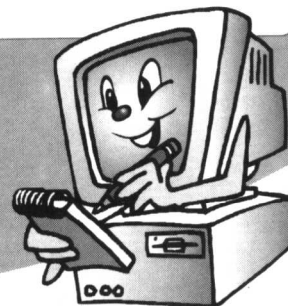
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UNIT 1

INFORMATIVE SPEAKING

☐ Overview

Unit One comprises four lessons (Lessons 1, 2, 3 & 4) and focuses on constructing informative speeches. In this unit, we discuss three major types of informative speaking: speaking to explain, speaking to report, and speaking to analyze.

Lesson 1, "Speaking to Explain," explores speeches aimed at explaining a concept, a method, or a process. Lessons 2 and 3, "Presenting Spoken Reports," discuss various types of reports, including regular reports (e.g. monthly reports, annual reports, and progress reports), incident and trip reports. Lesson 4, "Speaking to Analyze," discusses presentations of analytic studies such as feasibility studies and investigations.

After you have learned this unit, you should be able to:

1. understand the function of explanatory speeches, oral reports, and analytic speeches
2. understand the structure of explanatory speeches, oral reports, and analytic speeches
3. describe effective techniques of explanatory speeches, oral reports, and analytic speeches
4. produce explanatory speeches, oral reports, and analytic speeches effectively and efficiently



LESSON

1

Speaking to Explain



In our work as well as our daily life, there are many occasions in which we are required to explain something to others. For instance, as an English teacher, you must have often been asked to explain to your students the meaning of a word or how English can be learned effectively. As a marketing researcher, you cannot avoid explaining to your subjects what your research is about and what you require the subjects to do. As a project leader, you need to explain to team members what a project is about and how it will be carried out. If you are a manager of a company, the explanation of your work plan to your employees must be part of your routine work. Therefore, explanations are one of the major types of informative speeches in our work and life.

Not all of us, however, are good speakers who can provide clear, credible, and relevant information about a concept or a process. Or if you are such a good speaker in Chinese, you may not be able to do it equally well in English. If this is the case, you can learn from this lesson the skill of giving explanatory speeches in English.

In this lesson, we focus on three types of explanations you may need to give in a workplace: explaining a concept, a method, and a process. You will learn through three cases how to give these three types of explanations.

CASE

1

Explain a Concept



The simplest form of explanation we give in our work and life is to explain a concept or a term. Such explanations can be short or long. A short one can be delivered in less than a minute, for example, an explanation of word meaning. A long one can last a few minutes or more, such as a talk on impressionistic painting. A simple explanation includes the



fundamental characteristics of a term. A more extended explanation contains detailed information about a topic, which is particularly needed when the audience know little about it.



Warm-up Activities



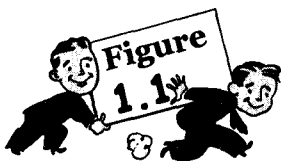
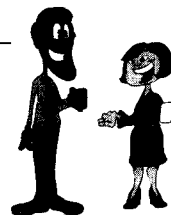
- 1 Choose one of the following Chinese concepts and explain it to a classmate or a friend: lao wai (老外), xia gang (下岗), zou hou men (走后门).
- 2 Ask your classmate or friend whether s/he has understood the concept you have explained. If not, discuss why you failed to do so.

Concept explanation is often needed in a workplace. Here's one case. Caroline Wang works at an art gallery in Shanghai. This month, the exhibition at her gallery is of impressionistic paintings. A class of students from Shanghai International Middle School will come to the exhibition this Friday, and it's Caroline's job to give a talk about impressionistic painting to these students. In order to fulfill this task well, she has sought to prepare fully.



Listening Activity

Listen to the speech Caroline has prepared for Friday (Figure 1.1). When you listen to the speech, note down the main features of impressionistic painting.



Caroline's Speech on "Impressionistic Painting"

Welcome to our Art Gallery. Today, I will show you great works of impressionism. Before we start, I will first talk briefly about what impressionism is.

Impressionism first emerged in the late 1800s and it was not popular at that time. However, as time has moved on, it has gained more and more popularity. Impressionism is defined as a practice in painting among French painters of the late 1800s. Their painting is characterized by three unique features. The first is depicting subject matter in its natural setting; the second is painting in vibrant hues of unmixed color; the third is using broad, fragmented brush strokes. Let's consider each of these



three features of impressionism.

The first unique feature is that it involves natural subject matter. In other words, impressionists loved to paint natural objects primarily outdoors. You know, the common practice at that time was to paint arranged things indoors such as a basket of fruit or a basket of flowers or posing a model. In fact, impressionists were the first artists to start painting outdoors. Because they didn't paint inside the studio at all, nature was the predominant source of their subjects. Many of their paintings featured landscape views. And they also painted water scenes quite often, since they were particularly fascinated with the effect of light on water.

Now let's consider the second feature of impressionistic painting. The second feature of impressionism is the unique use of color. Again, in contrast to the typical practice of the time, impressionists captured the colors of nature by using more vibrant hues. More distinctive was their use of color in shadows. Claude Monet was one of the originators of impressionistic painting. He found that a color, when cast on a neutral background, would tend to cast in complementaries. For example, a red when cast on a gray background will tend to cast a bluish-green hue. Yellow, on the other hand, would tend to cast a violet hue. Monet found that this same effect occurred in nature. So, there was no longer a need to render shadows as dark harsh tones when you could render shadows by using complementary colors. This unique aspect of impressionistic painting was a significant artistic advancement.

In addition to unique subject matter and unique use of color, impressionism, most notably, involves unique technique. The third feature of impressionism is the technique of using broad, fragmented brush strokes. On canvas, these brush strokes looked a little bit similar to a comma or a semicolon. Instead of mixing the colors on a palette or on a plate before putting them on a canvas, impressionists blended them by putting separate flashes of color on the canvas. Their effect was similar to the way a television screen works. When you sit very close to a television screen, you see different tiny dots of color. When you move away, those tiny dots of color form a solid visual impression. Because of the nature of these fragmented brush strokes, the paintings looked very unfinished by conventional standards. They didn't have the sharp clear outline that is characteristic of the painting of the time. Nor did they leave a smooth appearance. Again, this method was often frowned upon by the critics of the time. But it added to the originality of impressionism, and it created a sense of the immediacy and strength of the impressionists, which was the primary goal of their painting.

So, the next time you hear people refer to impressionistic painters, you can picture paintings depicting subject matter in its natural setting, painted in vibrant hues of unmixed color, with broad, fragmented brush strokes.

Okay, now I'll show you these great works.



Case-analyzing Activities

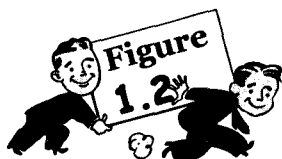


- 1 After hearing Caroline's speech, have you got a clear idea of what impressionistic painting is? Discuss in what ways Caroline has managed to get the meaning of this concept across to her audience.
- 2 In order to make her speech intelligible to an audience with little knowledge about her topic, Caroline has paid much attention to the structure of



her talk. Analyze her speech to find out how it is organized. Discuss the advantages of the way she organizes her speech.

Figure 1.13 (in **References**) presents the outline Caroline has drafted for her talk. The way Caroline organizes her speech actually conforms to the commonly used structure for explaining a term or a concept (Figure 1.2). Such a speech consists of three sections: Introduction, Body, and Conclusion. The introduction section contains a statement of the speech purpose and a simple definition of the term or the concept, together with a list of major aspects of the definition. These major aspects of the definition are explained in detail in the body section. The conclusion section re-emphasizes the major points and/or makes recommendations.



Structure of Concept-explaining Speeches

Introduction

1. *State speech purpose*
2. *Define pertinent term(s)*
3. *List major points to be discussed in the body*

Body

Discuss each major aspect cited in the introduction

Conclusion

Re-emphasize the major points, or make recommendations



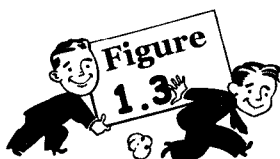
Language Activities

- 1 Listen to Caroline's speech again. Do you think it is easy to understand? Discuss how Caroline has managed to make her language easy to understand.
- 2 What sentences and expressions do you think you can learn from Caroline's speech?





The intelligibility of an informative talk stems not only from a clear organization, but also from easy-to-understand language. When preparing her speech on impressionistic painting, Caroline realized that the informative nature of her talk requires clear, coherent language and an objective tone. Therefore, she avoided complex sentence structures and poetic language. Instead, she used short sentences and 'small' words. Besides, she has used transitional sentences that orient the audience to follow her talk (e.g. Now let's consider the second feature of impressionistic painting.). Can you find other similar sentences? Fill in Figure 1.3 with transitional sentences you can find in Caroline's speech.



Transitional Sentences for Concept-explaining Speeches

1. *Let's consider each of these three features of (impressionism).*
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- ...
- ...



Reviewing Activities



- 1 Use Caroline's outline but your own words to talk about "impressionistic painting."
- 2 Explain the concept you have chosen in the Warm-up Activities to your classmate or friend again. Try to incorporate the structure and language you have learned from this lesson into your talk.



Guided Practice

Having learned the basics about the Concept-explaining speech, do you have an impulse to put them into real use? Here's such an opportunity.

Suppose you are the personnel training manager of a newly established international manufacturing company in Beijing. Currently you are engaged in training on management skills for first-line managers (e.g. foremen, project supervisors, and office managers), because most of them do not have much managerial experience. In the first training session, you will answer the question: "What is management?"

"What should I do now?" You may ask yourself this question. You should start to research it. Even though you may have much experience with management, you still need to read about it, because you want to start your talk with something a little theoretical.

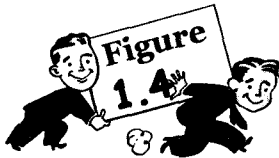


Researching Activities

Go to your school or community library, look for books and/or articles on the meaning, scope, and characteristics of management. Or search the Internet for such information.



If you have difficulty in doing library research, Figure 1.4 provides some important information about management that you may find useful for your speech. Read it and note down the information you need for your talk.



Information on "Management"

Management — the process of getting activities completed efficiently and effectively with and through other people.

Activities — primary activities engaged in by manager: planning, organizing, leading, and controlling.

Planning (the first management activity; lays the groundwork for the other activities) — the process of selecting a course of action to achieve objectives set by an organization: forecasting events and determining the best course of action from a set of options or choices, specifying what should be done, by whom, where, when, and how.



Organizing — the structuring of resources and activities to accomplish objectives in an efficient and effective manner: reviewing the plans, determining what is necessary to implement them, dividing the work into small units, and assigning them to specific individuals or groups.

Leading — motivating and directing employees to achieve organizational objectives: providing guidance, and taking measures to motivate the employees.

Controlling — the process of evaluating and correcting activities to keep the organization on course: checking actual events against plans, and reconciling the differences. Specific actions: measuring the performance of the organization, comparing present performance with objectives, identifying deviations from the objectives, investigating the causes of deviations, and taking corrective actions when necessary.

Efficiency — efficient use of scarce resources (e.g. people, money, equipment). Managers aim at increasing efficiency: getting more output from the given inputs, or getting the same output from less input.

Effectiveness — achieve the organizational objectives.

Based on the information provided in Figure 1.4, try to draw an outline for your talk. Pay attention to its structure; remember to include an introduction and a conclusion in your speech. You can use the structure in Figure 1.2.

When you finish drawing of the outline, compare it with the suggested one (Figure in **References**). Are there any differences between yours and this suggested one? Have you indicated the speech purpose and the importance of the topic in the introduction? Do you think it necessary to add some encouragement in the conclusion? See what improvement you can make to your outline.

Elaborate the major points in the outline and develop this into a complete speech. In order to speak both fluently and correctly, you need to write down the speech. Remember to use clear and coherent language. You can use the sentence structures and expressions in Figure 1.3.

After you finish drafting your speech, you can compare it with the suggested version (Figure in **References**). After comparing your speech with this suggested version in Figure (in **References**), what improvements do you think you need to make to your speech? Revise your speech and rehearse it until you can speak fluently. Find a partner, deliver your speech, and ask him/her to evaluate it on the checklist in Appendix II.

Based on your partner's evaluation, revise and rehearse your speech. Then, give your speech and ask your partner to re-evaluate it with the checklist in Appendix II.

Have you received a better rating? Congratulations!



More Practice

So, you have gained some experience in making Concept-explaining speeches. Do you want to have more practice with this type of speech? This section gives you more opportunities to practice.

**1**

Explain an important concept related to your major to some new students who need to understand this concept. In order to make your talk credible, you may need to do some research.

2

Select a field you may work in after graduation. Research a key concept in this field of work and explain it to an audience with little knowledge of this concept.

3

Explain a typical Chinese concept (e.g. foot-binding, Peking Opera) to some exchange students in your school or to international colleagues in your company who need to understand this concept.

CASE**2**

Explain a Method



In addition to interpreting a concept or a term, another type of explanation you may need to give is to explain a method. As a successful learner of English, for instance, you may be asked for effective ways of learning a foreign language. If you have been working for quite a few years, you will likely encounter those newcomers who turn eagerly to you for advice and suggestions on how to do the job well. Under these circumstances, you can be very articulate when talking in Chinese, but stumbling when you have to use English. If so, you should go through this section and learn how to explain a method clearly and effectively in English.



Warm-up Activities



- 1 Choose one of the following topics and talk about it to a classmate or a friend:
How to remember new words in learning a foreign language
How to keep fit
How to find a good friend
- 2 Ask your classmate or friend whether she/he has got a clear idea about effective ways to remember new words / keep fit / find a good friend. If not, discuss why you failed to do so.

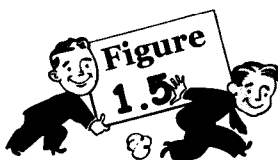
It's all right if you failed to give a clear explanation about how to remember new words or find a good friend. Here's a case from which you can learn how to explain a method clearly and effectively.

Jennifer Smith works in the Counseling Center at college. Last week, she gave a speech on how to improve grades to a group of freshmen.



Listening Activity

Listen to Jennifer's speech (Figure 1.5). When you listen to the speech, note down the effective ways of improving grades.



Jennifer's Speech on "How to Improve Grades"

Good morning, everyone,

We all know the importance of good grades for either getting into graduate school or getting the best possible job. R. P. Wiperman is a section head for Procter & Gamble. Once he told me that good grades "are the calling card that gets you in the door."

Today I'd like to share with you three relatively easy, proven techniques for improving your GPA that I've learned from my study. That is, number one, attend classes regularly; number two, maintain a positive attitude; and number three, study systematically.



The first proven technique is to attend classes regularly. It sounds so simple, doesn't it? But it turns out to be really important. Dr. Claude Olney is highly regarded for his publications on grades. According to him, one of the most significant differences between an A and a C in a course is attendance. Olney did a study of 800 students. He found that, on average, people who got A's missed less than one class per term, and people who got C's missed more than four classes per term. During class, professors clarify difficult concepts, emphasize key information, and give insights that can't be gotten any other way. Regular attendance is important to learning in general and to doing well on tests in particular.

If you need further motivation to attend class, think of it this way. Every day you attend class, it is worth \$ 1,000 to you. That's a thousand dollars! There was a Census Bureau study reported in a recent Cincinnati Enquirer. According to it, a college diploma hanging on the wall is worth \$ 1,039 a month in extra pay. It's worth more than \$ 12,000 a year and \$ 600, 000 over a lifetime. Since here we spend about 600 days in class over four years, that comes out to about \$ 1,000 for every day we come to school.

Now that we've seen the importance of attendance, let's consider the second technique.

The second technique is to develop a positive attitude toward school in general and each class in particular. Bill Moyers just finished a public television series, which reemphasized the power of the mind on all aspects of our behavior. I love the following quote from Dr. Olney: "If you think you can do it, you're right, and if you don't think you can do it, you're still right." Notice, whether you can do it or not depends a great deal on whether you think you can. So, go into class each day relaxed, confident that you're ready for class, and you're ready to make the most of what the professor chooses to discuss during that class. This will help the mind work for you. Joseph Murray said in his book The Power of Your Subconscious Mind: "Once the subconscious mind accepts an idea, it begins to execute it." Remind yourself of how much you are learning and how that learning is making you a better educated, more interesting person. On test days, say, "I'm ready for this test" or "I know this information." If you have a positive attitude, you'll get better grades.

Now let's consider the third technique.

The third proven technique is to learn to study systematically. Every one of the study sources I consulted suggested the importance of reading, processing, and reviewing.

First, read the text to be taught thoroughly before going to class. Many of us figure that the professor will cover what we need to know in class. So we don't really have to read the text before class. But learning works a lot better if we have a good idea of the material when we get to class.

Second, process the information in class. When the professor lectures, take careful notes and see how information relates to material you have studied for class. During class discussions, ask questions in order to check definitions and review examples.

Third, and more important, review the assignment material after class. This is the key to systematic study. Keep in mind that without reinforcement, we forget half of what we've read within 48 hours and 90 percent of what we've read within two weeks. However, if the information is reinforced, we can remember 80 to 90 percent of the information we have read. Reviewing assignment material after class provides this important reinforcement. So, tonight, before you begin reading information for tomorrow's classes, review information from today's classes!