



英语 English

公共演讲的艺术

夏芳莉 吴晓燕 史李梅 编著

Public speaking

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The Art of English Public Speaking
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Preface

The ability to powerfully and persuasively impact audiences is an important part of your career and life, especially for those who are still studying on campus. Despite the onslaught new communication technology, the need to develop your speaking skills seems to be greater than ever.

The Art of English Public Speaking is a comprehensive action plan for English speaking in public, especially in some English speech contests. It is loaded with facts, long-term perspectives, unique insights, and personal stories. These assets, combined with humor, make for a valuable, enjoyable, compelling book. Fundamentally, public speaking is a process that involves a series of steps focusing on aspects of content, structure, and delivery. That's why each chapter of this book teaches important concepts and then step-by-step methods for applying the concepts to a speech. In this book, the authors offer a comprehensive compendium of what it takes to succeed as a public speaker.

As teachers in university, we find that students can speak English, but they do not know how to prepare for an English public speaking and how to deliver it in the public. Throughout this book, we focus on a way adapting to audiences to have the best chance of being heard and understood. We stress the responsibilities and ethical issues involved in being a good public speaker. We attempt to provide students with a broad understanding of the nature of English public speaking as well as the specific skills they need to become successful, effective public speakers, both as college students and throughout their lives.

Organization of the Text

The basic structure of the the book is designed so that instructors may assign them in an order to deal with them in class instruction. It is organized into four parts so that readers can strategically and easily locate information

about preparing and presenting public speeches for diverse situations and audiences.

Chapter 1 to Chapter 2 deals with the foundations of the art and science of public speaking. Chapter 1, practically speaking, focuses on the personal, professional and public reasons for becoming a good public speaker. Chapter 2 provides an overview of what have been done before preparing a speech. It is helpful to analyze the audience and pick up a topic, purpose and develop supporting details etc.

Chapter 3 to Chapter 6 make explicit idea of preparing a speech. Chapter 3 provides students with the steps to develop a good introduction with some techniques.

Chapter 4 deals with the organization of the speech body, with a special emphasis on main points. Chapter 5 deals with the powerful conclusion, with a focus on conclusion techniques and pitfalls. Chapter 6 elevates the importance of outlining the speech.

Chapter 7 to Chapter 10 share with the students how to deliver a speech. After finishing the speech texts, it is important to deliver a speech in public. Chapter 7 is about methods of delivery, including impromptu, manuscript, memorized and extemporaneous methods. Chapter 8 and chapter 9 deal with the nonverbal communication and verbal communication in public speech. Chapter 10 offers students preparation aids, helping them improve the speech results.

Chapter 11 to Chapter 13 provide a basis for understanding speeches on different occasions. Chapter 11 focuses on the speech on special occasions; Chapter 12 provides the students with the great public speeches and they can learn a lot from them. In chapter 13, speech types are covered: informative, persuasive, and argumentative. Chapter 14 introduces the two widely-organized speech contests for university students, helping them to take part in them and get better results.

In our view, new media have altered our expectations of what a public speech can accomplish, and new research tools have sent us scrambling to ensure that we know as much about these emerging technologies as do most of

our students, but the fundamentals remain same. Sensitive audience analysis, adequate research, clear organization, and forceful delivery remain the key ingredients for effective speeches.

Therefore, we seek to engage students in the principles, practice, and ethnics of public speaking—both as speakers and as listeners.

Xia Fangli, Wu Xiaoyan, Shi Limei

From Yantai

March, 24, 2019

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Chapter 1 Becoming a Public Speaker

Learning Objectives

After reading this chapter, you should be able to:

- List the reasons why we should study public speaking and how to learn to speak in public.
- Define the concept of communication, its levels and elements.
- How to improve your confidence.
- Know the two main communicator anxieties and how to deal with them, respectively.

Whether in the classroom, workplace, or community, the ability to speak confidently and convincingly before an audience is empowering. This book offers the tools you need to create and deliver effective speeches, from presentations to fellow students to speeches delivered in virtually any setting—including those delivered online. Here you will find the basic building blocks of any good speech and acquire the skills to deliver presentations in a variety of specialized contexts—from the college classroom to the civic, business, and professional arenas. You'll also find proven techniques to build your confidence by overcoming the anxiety associated with public speaking.

1.1 Learning to Speak in Public

None of us is born knowing how to deliver a successful speech. Instead, public speaking is an acquired skill that improves with practice. It is also a skill that shares much in common with other familiar activities, such as conversing

and writing, and it can be much less daunting when you realize that you can draw on expertise you already have.

1.1.1 Draw on Conversational Skills

In several respects, planning and delivering a speech resembles engaging in a particularly important conversation. When speaking with a friend, you automatically check to make sure that you are understood and adjust your meaning accordingly. You also tend to discuss issues that are appropriate to the circumstances. When a relative stranger is involved, however, you try to get to know his or her interests and attitudes before revealing any strong opinions. These instinctive adjustments to your audience, topic, and occasion represent critical steps in creating a speech. Although public speaking requires more planning, both the conversationalists and the public speakers try to uncover the audience's interests and needs before speaking.

1.1.2 Draw on Skills in Composition

Preparing a speech also has much in common with writing. Both depend on having a focused sense of who the audience is. Both speaking and writing often require that you research a topic, offer credible evidence, employ effective transitions and devise persuasive appeals. The principles of organizing a speech parallel those of organizing an essay, including offering a compelling introduction, a clear thesis statement, supporting ideas, and a thoughtful conclusion.

1.1.3 Develop an Effective Oral Style

Although public speaking has much in common with everyday conversation and with writing, a speech is a unique form of communication characterized by an oral style of language.

Spoken language is simpler, more rhythmic, more repetitious, and more interactive than either conversation or writing. Effective speakers use familiar words and easy-to-follow sentences. Repetition in even the briefest speeches is important and speakers routinely repeat key words and phrases to emphasize ideas and help listeners follow along.

Spoken language is often more interactive and inclusive of the audience than written language. Audience members want to know what the speaker thinks and feels and that he or she recognizes them and relates the message to them. Speakers accomplish this by making specific references to themselves and to the audience. Yet in contrast to conversation, in order to develop an effective oral style you must practice the words you will say and the way you will say them.

Effective public speakers, engaging conversationalists, and compelling writers share an important quality: They keep their focus on offering something of value for the audience.

1.1.4 Demonstrate Respect for Difference

Every audience member wants to feel that the speaker has his or her particular needs and interests at heart, and to feel recognized and included in the message. To create this sense of inclusion, a public speaker must be able to address diverse audiences with sensitivity, demonstrating respect for differences in culture and identity. Striving for inclusion and adopting an audience-centered perspective will bring you closer to the goal of every public speaker and establish a genuine connection with the audience.

1.2 Why Study Public Speaking

You hear speeches almost every day when watching the news, listening to an instructor's lecture, or viewing a late-night comedian. But you might still wonder why it's important for you to study public speaking. Here are two reasons: By studying public speaking, you will gain long-term advantages related to empowerment and employment.

1.2.1 Empowerment

The ability to speak with competence and confidence will provide empowerment.

To be empowered is to have the resources, information, and attitudes that allow you to take action to achieve a desired goal.

Being a skilled public speaker will give you an edge that other, less skilled communicators lack—even those who may have superior ideas, training, or experience. It will position you for greater things. Former presidential speechwriter James Humes, who labels public speaking “the language of leadership,” says, “Every time you have to speak—whether it’s in an auditorium, in a company conference room, or even at your own desk—you are auditioning for leadership.” You feel truly empowered when you speak with confidence, knowing that your ideas are being expressed with conviction and assurance. And being an empowered speaker can open not only leadership, but also career, opportunities for you.

1.2.2 Employment

It was industrialist Charles M. Schwab who said, “I’ll pay more for a person’s ability to speak and express himself than for any other quality he might possess.” If you can speak well, you possess a skill that others will value highly. Whether you’re employed as an entry-level employee or aspire to the highest rung of the corporate leadership ladder, being able to communicate effectively with others is a key to success in any line of work. The skills that you learn in a public-speaking course, such as how to ethically adapt information to listeners, organize your ideas, persuade others, and hold listeners’ attention, are among the skills that are most sought by employers. In a nationwide survey, prospective employers of college graduates said that they seek candidates with “public-speaking and presentation ability.” Other surveys of personnel managers, both in the United States and internationally, have confirmed that they consider communication skills to be the top factor in helping graduating college students to obtain employment.

1.3 Definitions of Communication

The word communicate comes from the Latin verb *communicare*, meaning to make common to many, share, impart, divide. This concept of sharing is important in understanding communication and is implicit in our definition of the term. Simply stated, when you communicate, you are, or to

make common, your knowledge and ideas with someone else.

As a public speaker, you must try to ensure that the message your audience hears matches as closely as possible the message you intended. You do that by paying particular attention to your content, organization, and delivery, all major subjects of this book. To understand the complexity of public speaking, you need to realize how it related to other levels of communication.

1.4 Levels of Communication

Communication can occur on five different levels: intrapersonal, interpersonal, group, public, mass communication. Each level is distinguished by the number of people involved, the formality of the situation, and the opportunities for feedback. Public communication is the subject of this book and the focus of the course you are taking. Yet public speaking incorporates elements of the other four levels of communication, and a brief look at each will help you better understand public speaking.

1.4.1 Intrapersonal Communication

Simply stated, intrapersonal communication is communication with yourself. The prefix intra- means “within”. Intrapersonal communication serves many functions, and we all practice it every waking moment. For example, if you woke up this morning and panicked because you overslept and were late for a class, you were communicating intrapersonally. If in the middle of a public speech you tell yourself, “This is really going well,” or “I can’t believe I just said that,” you are also communicating intrapersonally.

As these examples demonstrate, much intrapersonal communication is geared toward a specific, conscious purpose: evaluating how we are doing in a particular situation, solving a problem, relieving stress, or planning for the near or distant future. Though we all have probably uttered something aloud to ourselves at times of stress, joy, puzzlement, or discouragement, intrapersonal communication is typically silent. We sit quietly as we reflect on a speaker explaining the difference between ambient and progressive jazz. We are

attentive as we hear another speaker explain the preparations of a first skydive. Both as public speakers and as audience members for others' speeches, we communicate intrapersonally a great deal. Keep in mind that intrapersonal communication is a continuous process of self-feedback and that it involves only one person.

1.4.2 Interpersonal Communication

As soon as communication involves us and one other person, it moves to a second level: **interpersonal communication**. This is sometimes called *dyadic communication*; *dyad* is Latin for "pair". Face-to-face conversations between friends, colleagues, or acquaintances are a common form of interpersonal communication. Yet even strangers communicate interpersonally: A police officer questioning a witness to a crime and a new student talking to a teacher are both communicating interpersonally. Even instant messaging between two friends is interpersonal.

Whenever two communicators are face to face or speaking on the telephone, the opportunity for verbal interaction always exists. If someone has secretly recorded your last conversation with your best friend and transcribed it for you to read, you would probably be surprised by the number of incomplete sentences each of you spoke. Ideas that do not appear to make much sense in writing were likely quite clear in conversation. Your best friend, someone who is really on your wavelength, often knows how you are going to finish a sentence and either finishes it for you or nods agreement and switches to another idea.

In some interpersonal situations, of course, the verbal interaction is less frequent and more self-conscious. We do not interrupt the interviewer sizing us up for a job or the police officer who has just pulled us over for a traffic violation as easily as we do a close friend. Yet the opportunity for verbal interaction exists in even those relatively stressful situations and is always a characteristic of spoken interpersonal communication.

1.4.3 Group Communication

As we add to the number of people involved, the next level is group

communication. We will present some important points about it here. **Group communication** generally takes place with three or more people interacting and influencing each other to pursue a common goal. Although researchers place varying limits on the size of a group, everyone recognizes that a sense of cohesion or group identity is essential to any definition of this level of communication.

Seven students who get together and spend half the night reviewing material and quizzing one another for an upcoming exam are engaged in group communication. When you present your speeches in class, you will not be engaged in group communication. However, if your presentation generates questions and discussion, your public speaking class might qualify as an example of group communication.

The important thing to remember about group communication is that the people involved must have a sense of group identity. A group of 14 people, for example, is not just seven dyads, or pairs, of people. They must believe and accept that they belong together for some reason, whether they face a common problem, share similar interests or simply work in the same division of a company.

Group communication may be informal, with all group members free to discuss issues as they wish, or formal, operating under the rules of parliamentary procedure. As long as members are relatively free to contribute to the discussion, what occurs is clearly group communication. However, once someone stands up and begins to present a report or make a speech, the communication shifts to the fourth level—public communication.

1.4.4 Public Communication

Public communication, the subject of this course, occurs when one person speaks face to face with an audience. That audience may be as small as your public speaking class or as large as the masses of people who fill stadiums and other public areas. As the size of the audience grows, the flow of communication becomes increasingly one directional, from speaker to audience. When the audience is large, individual members have less opportunity for verbal interaction with the speaker.