

# 实用演讲技能教程



辽宁教育出版社

美国Heinle & Heinle出版公司

联合出版

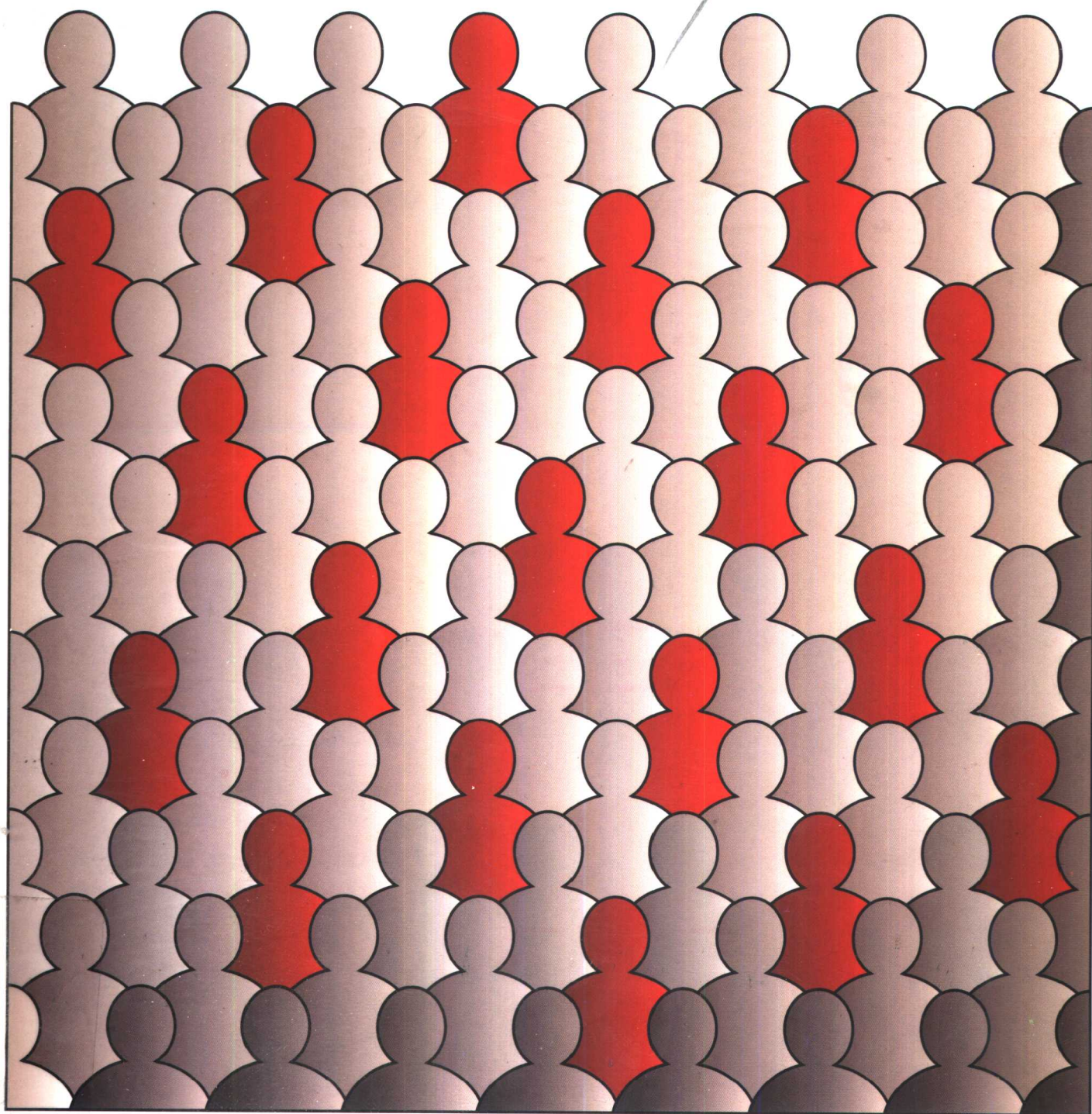
原著：玛莎·G·卡明斯

编译：杨俊峰 吴娟

杨俊峰 吴娟 编译



H319.9  
347



# 实用演讲技能教程

**Listen, Speak, Present**

原著：玛莎·G·卡明斯

编译：杨俊峰 吴 娟

辽宁教育出版社

美国 Heinle & Heinle 出版公司

联合出版

版权合同登记：图字 06 - 1999 - 204 号

图书在版编目 (CIP) 数据

实用演讲技能教程/杨俊峰, 吴娟编译. - 沈阳: 辽宁教育出版社, 2000.1

ISBN 7 - 5382 - 5657 - 1

I. 实… II. ①杨… ②吴… III. 演说 - 教材 IV. H019

中国版本图书馆 CIP 数据核字 (1999) 第 71505 号

Getting the Picture: Everyday Listening/Speaking with Idioms

COPYRIGHT © 1998, by Heinle and Heinle Publishers, A Division of International Thomson Publishing Inc.

ALL RIGHTS RESERVED. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any information storage and retrieval system without permission, in writing, from the Publisher. AUTHORIZED EDITION FOR SALE IN P. R. CHINA ONLY. ISBN 0 - 8384 - 2667 - 0

本书中文简体字版由美国 Heinle & Heinle 出版公司授权辽宁教育出版社独家出版, 只供在中华人民共和国境内销售。

版权所有, 翻印必究

辽宁教育出版社出版

(沈阳市和平区北一马路 108 号 邮政编码 110001)

沈阳新华印刷厂印刷 辽宁省新华书店发行

开本: 787 × 1092 毫米 1/16 字数: 360 千字 印张: 14 1/8 插页: 2

印数: 1—3 000 册

2000 年 1 月第 1 版

2000 年 1 月第 1 次印刷

责任编辑: 许苏葵

责任校对: 王 玲

封面设计: 吴光前

版式设计: 赵怡轩

定价: 20.00 元

# 前 言

---

人所共知，在学习外语时所强调的 listening, speaking, reading, writing 四项技能中，其中两项 (listening, reading) 是属于 receptive skills，用于被动地吸收外来信息；两项 (speaking, writing) 是属于 productive skills，用于主动地与外界进行交流。多年来的外语教学经验告诉我们，productive skills 的获得要比 receptive skills 的获得困难得多。口头表达与笔头表达相比，前者比后者难度大，因为口头表达不仅暴露一个人的词汇量，还会暴露演讲者其他方面的素质，如发音是否准确、讲话是否流畅、口齿是否清楚、思路是否敏捷等。而笔头表达则不然，一句话写不好可以重写，他会有足够的时间来纠正自己，有充裕的时间查阅词典。因此可以说，在这四项技能中，口头表达是难中之难。

近年来，随着我国英语水平的逐年提高，人们开始重视对口语表达技能的培养。在不少大学里，甚至中学里，每年都举行各式各样的口语大赛，其中也有不少是学生自发组织的各种各样的外语报告会。他们的努力无疑对提高大学生的外语水平和激发大家的学习积极性起到了极大的推动作用，促使很多同学从过去的“默读”外语，逐步过渡到“朗读”外语，再到“背诵”外语，最后达到“脱口而出”。

这种“脱口而出”只是一种机械的掌握，距离“运用自如”还相差很远，更谈不上什么技巧。若要运用自如，还需要进行严格的训练并接受系统的指导。这本《实用演讲技能教程》就是针对大家对演讲技能的需求而编写的，本书共分四个部分：培养和使用听的技能、演讲前的准备工作、不同的演讲形式和演讲者参考大全。每个部分又分若干个单元，对演讲步骤和技巧进行了解剖式讲解，如第四部分第三单元的“克服心理恐惧”就被细分为“如何克服讲台恐惧”、“如何克服听众不听的恐惧”、“如何克服健忘恐惧”等多个环节进行了详细讲解。

我相信，凡是能对本书进行系统学习和研究，并严格按照书中的指导一步步去做的教师和学生，都会从中大受裨益。

杨俊峰  
1999年8月20日

# 写给老师的话

---

《实用演讲技能教程》是一本全面培养和提高学员演讲技能的教材，通过使用本教程，学员将逐步掌握在正式和非正式场合下演讲的技能。每位成功的演说家都必须首先学会对演讲题目和听众进行深入分析，以便使自己的演讲内容与听众的心理和口味相吻合。本书的独到之处就是为学习者提供一个用于指导起草演讲稿的“演讲模板”。

## 适用对象

本书是专为英语作为外语的学员设计的，学员的英语水平应在“托福”500分以上，使用本教程的培训班应着重强调口语表达能力与交际能力。在试用阶段，本教程得到广大教师和学员的好评，他们普遍认为，通过脚踏实地的培训，绝大部分学员，包括从事外事活动、外经外贸业务、三资企业实践的人员，都能大幅度提高自己与英语作为本族语的人的语言交际能力，清楚地表达自己的思想。

## 教程内容

本教程共分四个部分，第一部分的重点是帮助学员掌握倾听和语言交流的技巧，培养和提高学员参与交流的意识，教授学员如何对不同问题做出不同反应，如何表露自己与对方交流的愿望。

第二部分讲解演讲应掌握的基本知识，包括在演讲的开头部分如何使用小窍门抓住听众的注意力等。“演讲模板”是本教程的一大发明，通过使用“演讲模板”，学员可以“看见”自己演讲稿的各个组成部分。通过修改演讲模板的某些部分，学员可以使其适应不同场合。“演讲模板”不仅是演讲的向导，而且还是一个帮助学员组织讲稿的强大工具。通过使用“演讲模板”，学员还可以对听众进行分析，以便使自己的演讲内容

与听众的愿望保持一致。本部分还指导学员如何准备演讲素材，如何使用相关的数据与资料，同时教授学员如何与不同领域的专家打交道，从他们身上获取知识，丰富自己的演讲内容。

第三部分教授学员对“演讲模板”进行实际操作，通过大量的举例说明和详尽的讲解，并通过对即兴演讲、信息式演讲、演示式演讲、说服式演讲、辩论等常见的五种类型的演讲形式进行实践，使学员真正掌握各种形式的演讲技巧。

第四部分是演讲者的参考大全，包括如何提高讲台技巧、如何选用视听设备、如何克服心理恐惧等。在最后一个单元里为演讲人员提供一个演讲评价系统，用于指导教师和学员本人对自己演讲的信息反馈，帮助演讲人总结经验，吸取教训，使下次的演讲水平更加高超。

### 教材编写

《实用演讲技能教程》采用内容交叉的方式编写而成，每一单元的内容都会在下一单元中得到进一步巩固和发展。例如，学员不仅在第二部分学习如何提问和回答各种各样的问题，还要巩固在第一部分里学到的倾听技巧，这种编写方式能使学员达到“温故而知新”的目的。

《实用演讲技能教程》语言通俗，结构合理，使学员在完成每单元任务的过程中培养自信心。在过去的 20 多年中，原书作者一直在教育界和企业界从事演讲培训工作，本书是她多年教学经验的结晶。由于她所介绍的经验和技巧来源于生活，一旦被学员掌握，就会迅速转化为自信心和口头交际能力。

希望这是一本你得心应手的教材。祝你成功。

编译者

1999 年 8 月

# 写给学员的话

---

为什么有些人对公开演讲有种恐惧感，认为比死亡还要可怕？或许是因为对将要发生的事情缺乏了解。然而无论是演讲还是死亡，我们都可以做到有备无患，充分的准备工作不仅会使我们增强信心，而且也会使“等待”变为一种乐趣。

公开演讲的一个重要环节是对演讲材料的准备，在《实用演讲技能教程》中，你将学会如何为正式的公开演讲和非正式的公开演讲准备演讲材料。双方交流不仅要学会说，还要学会听，不仅要学会如何提出问题，还要学会如何回答问题。提问和回答都需要把握时机才能应付自如。

在第二部分中，你将学习有关演讲的基本知识，包括如何采用抓住听众兴趣的技巧，如何展开演讲题目和主题，如何准备演讲素材等。最后还要学习如何利用“演讲模板”来帮助你组织演讲素材。

第三部分集中讨论几种常见的演讲形式，通过对本部分的学习，你将对即兴演讲、信息式演讲、演示式演讲、说服式演讲有一个感性认识。在本部分的最后你将学习辩论技巧，这是各种公开演讲形式中最具挑战性的一种。

第四部分为你提供一些有价值的参考，在准备演讲阶段甚至演讲过程中，你会发现它们特别实用。其中一个单元专门向你介绍如何选用视听辅助设备，一个单元专门为你解决心理恐惧问题，最后一个单元为你提供演讲评价表。

我希望《实用演讲技能教程》能给你带来好运和信心，改进和提高你的演讲水平，最终能指引你走向成功，有朝一日成为演讲大师。

编译者

1999年8月

# Contents 目录

---

Preface 前言

To the Teacher 写给老师的话

To the Student 写给学员的话

## SECTION 1 DEVELOPING AND USING LISTENING SKILLS

培养和使用听的技能

1

### UNIT 1

Listening and Communication Concepts 倾听与交流的概念

3

Focus on Listening 4

Keys to Good Listening 5

### UNIT 2

Active Listening 积极主动地听

12

Introduction 12

Getting Involved in Listening 13

Asking Questions 16

Putting It Together 21

## SECTION 2 DEVELOPING THE PRESENTATION

演讲前的准备工作

25

### UNIT 1

Elements of the Presentation 演讲要素

27

Introduction 27

Speaker's Self-Evaluation Form 27

Attributes of a Good Speaker 29

Building an Effective Presentation 29

Putting It Together 36

The Professional Introduction Presentation 36

### UNIT 2

Selecting Your Topic and Analyzing Your Audience 选择题目与分析听众

39

Introduction	39
Choosing a Topic	40
Limiting Your Topic	40
Developing Your Thesis	42
Analyzing Your Audience	42
Using the Audience Analysis Check Sheet	43
Making the Presentation Relevant to the Audience	46
Using Questions to Involve the Audience and Keep Its Attention	46
Putting It Together	48

### UNIT 3

#### **Researching the Presentation 收集素材 50**

Introduction	51
Researching Your Topic	51
Citing Information	53
Taking Notes	54
Dealing with Information	55
Other Sources of Information	59
Putting It Together	62

### UNIT 4

#### **Using the Presentation Matrix 使用固定的演讲模式 64**

Introduction	64
The Presentation Matrix	64
Putting It Together	68

## **SECTION 3 PRESENTATION FORMATS**

### **不同的演讲形式 71**

#### UNIT 1

#### **The Impromptu Speech 即兴演讲 73**

Introduction	74
The Impromptu Speech	74
Preparing for the Impromptu Speech	75
Putting It Together	80

#### UNIT 2

#### **The Informative Presentation 信息式演讲 82**

Introduction	82
Examining the Informative Presentation	83

Examining the Informative Presentation Matrix	84
Developing the Informative Presentation	86
Putting It Together	93

### UNIT 3

<b>The Demonstration Presentation</b> 演示式演讲	95
Introduction	96
Defining and Limiting the Demonstration	96
Task Analysis Using the Demonstration Analysis Matrix	98
Shaping the Demonstration Analysis Matrix into a Speech	101
Presenting the Demonstration	104
Putting It Together	105

### UNIT 4

<b>The Persuasive Presentation</b> 说服式演讲	107
Introduction	107
Emotional Appeals	108
Appeals to Reason	110
Using Appeals to Develop a Commercial Using the Persuasive Presentation Matrix	112
Examining the Persuasive Presentation	114
Developing the Persuasive Presentation	120
Putting It Together	127

### UNIT 5

<b>The Debate</b> 辩论	130
Introduction	130
Examining the Debate Process	131
Preparing the Formal Debate	133
Analyzing the Audience	138
Debate Matrices and Strategies	140
Evaluating the Debate Matrices	145
Preparing for the Debate	147
The Debate	149
Evaluating Your Presentation	150
Putting It Together	150

<b>SECTION 4 THE SPEAKER'S REFERENCES</b>	
<b>演讲者参考大全</b>	<b>151</b>
<b>UNIT 1</b>	
<b>Platform Techniques 讲台技巧</b>	<b>153</b>
Introduction 153	
Elements of Delivery 154	
Stage Use 160	
Appearance 160	
Putting It Together 160	
<b>UNIT 2</b>	
<b>Selecting and Using Visual Aids and Attention-Getting Devices</b>	
<b>选择和使用视听设备</b>	<b>162</b>
Introduction 162	
Selecting and Using Verbal Attention-Getters 162	
Selecting and Using Audiovisual Devices 164	
Selecting and Using Audience Participation Devices 169	
Putting It Together 170	
Evaluating Attention-Getting Devices 171	
<b>UNIT 3</b>	
<b>Conquering Speaking Anxieties 克服心理恐惧</b>	<b>172</b>
Introduction 172	
Examining Common Speech Anxieties 172	
Putting It Together 179	
<b>UNIT 4</b>	
<b>Speaker Evaluation Forms 演讲评价表</b>	<b>181</b>
Introduction 181	
Speaker's Self-Evaluation Form 182	
Instructor's Evaluation Form 185	
<b>学习指导</b>	<b>189</b>
<b>Index</b>	<b>213</b>

## SECTION 1

---

# **DEVELOPING AND USING LISTENING SKILLS**



## UNIT 1

---

# Listening and Communication Concepts

---

Although we don't think about it, listening, the process of attending to and attempting to understand what is said, is a matter of choice. Hearing, the physical act of receiving sound, may not be. For example, when you are in a crowded restaurant, you can hear other people talking around you but instead choose to concentrate on the conversation you are having with a companion.

Whenever we're in a "listening" situation, whether the speaker is a professor, a friend, a parent, or a television personality, we automatically ask ourselves several questions:

1. Does the speaker have anything worthwhile to say?
2. What will I get out of listening to the speaker?
3. Do I have time to listen?
4. Do I *want* to listen?

Listening is a skill you can develop, but, if you want to use it well, you must *want to listen*.

Sometimes, however, we may want to listen and understand but are unable to grasp the speaker's message. Think about the first time you tried to understand someone who was speaking a language or a language dialect you were trying to learn. Answer these questions and share your experience with your class:

1. Could you understand everything the speaker said? What did you have trouble understanding?

2. What did you do or say if you could not understand the speaker? How did the speaker respond?
3. Did the speaker's accent, speed of delivery, or use of idioms or abbreviations make a difference in your ability to understand the speaker's message? Why? Give an example.

In this chapter, we will learn how communication works and techniques to sharpen your listening skills.

## Focusing on Listening

---

Let's see for ourselves how listening works. Try these exercises:

1. Your teacher will ask a student at one end of the classroom to whisper something to the person beside him or her. This person will then whisper the message to the next person. Each person will pass the message on until everyone has had an opportunity to hear the message. The last person to hear the message must tell the class what the message is.

Now answer these questions:

- a. Was the message the first person whispered the same as the message the last person received?
  - b. How were the messages different?
  - c. Why did this happen?
  - d. What does this tell you about the communication process?
2. Repeat exercise #1; however, the first person should use a different message. This time, each person should reword the message instead of merely repeating what was said. The last person then must tell the class the message he or she received.

Now answer these questions:

- a. Was the message the first person whispered the same as the message the last person received?
  - b. How were the messages different?
  - c. Why did this happen?
  - d. What does this tell you about the communication process?
3. Choose a partner whom you don't know well. Then take turns telling each other the following but do not take notes on what you are told.

- ☐ One thing that makes you happy.
- ☐ One thing that worries you.
- ☐ Something you have done or can do that you are proud of.
- ☐ The name of a tree that you feel is like you and tell why (for example, a willow tree because I am flexible).

When you have finished, tell another person what your partner *has told* you about himself or herself.

Now answer these questions:

- a. Could you remember all the things your partner told you?
- b. Which ones did you forget? Why?
- c. Which ones did you remember? Why?
- d. What does this tell you about listening?

## Keys to Good Listening

---

The keys to good listening are the ability and willingness to pay attention. We also need to be willing to analyze and to try to understand the speaker's message. In addition, we have to let the other person know we're interested and are receptive to what he or she has to say.

### SHOWING OUR INTEREST

Our actions show the speaker that we are interested in his or her message. First, position yourself about 4–6 feet from the speaker during ordinary conversation. For intimate or very confidential conversations, people sometimes sit as close as 2.5 feet apart. Any closer, however, would make an American uneasy. Avoid crossing your arms in front of you or behind your head when you are listening. Doing this may indicate that you are hostile or uninterested



Audience Inattention (Reprinted with permission)

in the speaker's message. Maintain eye contact but don't stare. While in many countries, direct eye contact is considered rude, in the United States it is expected behavior. Avoid making distracting motions such as looking away, fidgeting, yawning, and foot swinging. These show the speaker you have lost interest.

## REMOVE DISTRACTIONS

If possible, remove distractions from the listening environment. If possible, eliminate unnecessary noises, such as radios or corridor noises. Remove physical barriers, if appropriate, by moving chairs closer or shifting to a less formal environment. Plan the time and the place carefully. For example, a noisy restaurant or immediately after a meal is not a good place or time to encourage listening.

## WORD CHOICE

Another way that the speaker may make his or her message clear is to choose words that the listener can understand. The speaker should use only those words for which he or she knows the use, proper pronunciation, and meaning, and which the audience knows and understands.

Many speakers, to add variety to their presentations, will choose synonyms from the *Thesaurus*, a very helpful book that lists antonyms and synonyms for commonly used words. Although many words are given, not all will be appropriate in the context of your presentation. Take, for example, the word "speech." *Roget's College Thesaurus* gives many synonyms, including talk, faculty of speech, locution, parlance, vernacular, oral communication, word of mouth, prattle, and conversation. It also gives several colloquialisms, such as gab and pow-wow. Each of these has a particular meaning and appropriate use. If you were talking about an informal discussion you had with your friends on Friday evening, you might say, "We had an interesting gab session about the new sports requirements." However, if you were speaking in a more formal setting to your professors, you might say, "We had an interesting talk about the new sports requirements." Your choice of synonym should be based on the actual meaning of the synonym and the level of your audience.

## LET'S PRACTICE

Use your *Thesaurus* to look up synonyms for each word in italics in the following sentences. First, choose a word that would be appropriate in an informal speaking situation, such as when you are talking with your friends. Then choose a word that would be appropriate in a formal speaking situation, such as when you are speaking with your professors or with businesspeople, or when you are giving a presentation in a formal situation.