

...an iron curtain has descended across the Continent.

...THE LUCKIEST MAN ON  
THE FACE OF  
THE EARTH.

...SLIP THE SURLY  
BONDS OF EARTH...

Women's rights are human rights.

...an iron curtain has descended across the Con

I have a dream today...

THE ONLY THING WE HAVE  
TO FEAR IS FEAR ITSELF.

...give me liberty, or g

...give me liberty, or give me death.

Stephen E. Lucas  
Yin Suyu

# The Art *of*

# 演讲的艺术

# Public Speaking

*Specially adapted for Chinese readers*

Tenth Edition 第十版(中国版)

FOUR SCORE AND SEVEN  
YEARS AGO...

**Teacher's Manual**  
**教师用书**

...the solitude of self...

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

...HARD, TOIL, TEARS, AND SWEAT.

# 演讲的艺术

## *The Art of* **Public Speaking**

第十版（中国版）

TENTH EDITION

*Specially adapted for Chinese readers*

教师用书

TEACHER'S MANUAL

**STEPHEN E. LUCAS (美)**

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外语教学与研究出版社

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# Preface

This manual is a guide to teaching from *The Art of Public Speaking, 10th Edition, Specially Adapted for Chinese Readers*. It offers guidance and resources for teachers who are using *The Art of Public Speaking* in their English public speaking classes.

The growth of such classes in China is a remarkable phenomenon. Only a few years ago, there were very few classes in the subject. Today there are more than one hundred, and the number continues to grow. At many schools, *The Art of Public Speaking* is the textbook of choice. It is being read by students throughout China, and I am very pleased to be able to furnish this manual for the teachers who are guiding them.

Taken together, the book, the *Teacher's Manual*, and the DVD of student speech videos that accompanies the book constitute an integrated teaching and learning system for English public speaking. Each element in the system is linked with the other elements, and each adds value for teachers and students alike.

This is the first such teaching and learning system in China for English public speaking. In future, the system will be developed further with additional supplementary materials and resources.

In Part One of this manual, you will find an introduction to *The Art of Public Speaking*. Written by Professor Yin Suya, of Richard Stockton College of New Jersey, the introduction provides an insightful overview of the book and of four major kinds of speech assignments.

In Part Two, I provide a detailed course syllabus and sample teaching plan. The syllabus focuses on three primary speech assignments—introductory, informative, and persuasive—plus a number of shorter speeches.

The teaching plan is based on a class enrollment of twenty to thirty students, and it assumes that instruction will proceed primarily on the basis of class discussion and activities, rather than on the basis of lecture and recitation. If you are teaching a large class, you should be able to utilize many of the assignments and activities covered in the teaching plan, but, of course, you will need to adapt them to the number of students.

Regardless of whether you are teaching a small class or a large one, I do not anticipate that you will have time to include everything that I discuss in the sample teaching plan. My intent is to provide a rich buffet of options that will allow you to pick and choose those options most appropriate for your students, class size, and teaching methods.

Part Two also supplies a course syllabus and a sample teaching plan from Professor Yin Suya. The sample teaching plan covers some of the same materials as mine, but it is briefer and more concise. Teachers may want to combine elements of the two plans when constructing their classes.

Part Three of this manual presents a chapter-by-chapter guide to *The Art of Public Speaking*. For each chapter of the book, it provides a wealth of teaching resources, divided into three sections.

The first section consists of pedagogical objectives, teaching suggestions, further explanation of key concepts in the book (written in Chinese), and additional examples of speech topics, specific purposes, main points, outlines, and the like. Almost all the additional examples are drawn from daily life in China, and I hope they will be of value to teachers in relating concepts from the book to students in Chinese colleges and universities.

The second section of the chapter-by-chapter guide expands upon the exercises for critical thinking that accompany all chapters in the book. These exercises are intended to help students develop their thinking and speaking skills by working with the concepts and principles explained in each chapter. In section two of the chapter-by-chapter guide, teachers will find many ways to use those exercises for speech assignments, class projects, and individual student activities.

The third section of the chapter-by-chapter guide provides speech evaluation forms, instructional worksheets, extra sample speeches with analysis, and further suggestions for student exercises and classroom activities.

In addition to the *Teacher's Manual*, Foreign Language Teaching and Research Press has provided for instructors a new DVD (in addition to the CD-ROM packaged with the book). Titled *Speeches for Analysis and Discussion*, this new DVD has ten full student presentations, two of which are from the 2010 FLTRP Cup English Public Speaking Contest. Here is a listing of the speeches:

- Pot, Soil, Water (Needs Improvement)
- Pot, Soil, Water (Final Version)
- Securing Yourself Online (Needs Improvement)
- Securing Yourself Online (Final Version)
- The Hidden World of Chili Peppers (Needs Improvement)
- The Hidden World of Chili Peppers (Final Version)
- The Horrors of Puppy Mills
- The Ultimate Gift
- To Execute Plans Is My Top Concern
- How Would You Introduce the Song, "Jasmine Flowers," to Foreigners?

As with the book itself, all these materials are designed to provide the most helpful resources to teachers of English public speaking in China.

Finally, I would be remiss if I did not mention the indispensable role played by Professor Yin Suya in the development of this *Teacher's Manual*. Although I determined the overall structure and content of the manual, many of the materials in it come from Professor Yin. Her most obvious contributions are those written in Chinese, but she also provided a number of English speech examples and commentaries. Her expert contributions are central to the value of this manual as an instructional resource for Chinese teachers of English public speaking.

Stephen E. Lucas  
Madison, Wisconsin

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# 《演讲的艺术》(中国版) 使用说明

## 本教程的教学宗旨

国家中长期教育改革和发展规划纲要(2010-2020年)(以下简称“纲要”)明确指出,中国要“借鉴国际上先进的教育理念和教育经验,促进我国教育改革发展,提升我国教育的国际地位、影响力和竞争力。适应国家经济社会对外开放的要求,培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才。”

根据纲要的精神,外研社引进了美国最具权威性的高校演讲教材《演讲的艺术》这本教程,并为中国高校专门出版了该教程的中国版。《演讲的艺术》(中国版)旨在培养中国高校学生英语演讲的整体水平,增强中国大学生跨文化交流的能力,促进中国大学生了解西方文化的积极性,激发中国大学生对外传播中国文化的热情。

## 本教程的核心成分

本教程的核心成分是四个演讲作业,每个演讲作业都包含写作和演示两大步骤。这四个演讲作业依次是介绍性演讲(Chapter 3, Giving Your First Speech)、说解性演讲(Chapter 13, Speaking to Inform)、说服性演讲(Chapter 14, Speaking to Persuade)和纪念性演讲(Chapter 15, Speaking on Special Occasions)。课本的其他章节则为完成这四个演讲作业提供了必要的辅助指导。下面就逐一介绍这四个演讲作业的具体要求以及同每一个演讲作业相关的其他章节。

### 一、介绍性演讲

#### 1. 作业介绍

介绍性演讲是本教程的第一个演讲作业,在课本第43页 Exercises for Thinking and Speaking 3-4 中有简单的介绍。在课本中这个演讲作业被称为“第一个演讲”(Your First Speech)。这个作业要求学生逐字逐句地写出一篇演讲稿来介绍自己或班上的一位同学,讲稿的长度应不低于300个单词。在按要求准备好讲稿后,学生要对全班的同学演示自己的讲稿,演示的时限是2分钟。这项作业的讲稿分数占总分的70%,演示分数占总分的30%。

#### 2. 教学指导

学生完成这项演讲作业的第一步是熟读课本第3章(Chapter 3, Giving Your First Speech),并完成所有相关的练习。教师可以充分利用教师用书提供的教学策略、补



充练习和范文点评来帮助学生尽快领会作业的要求和所要达到的水准。

教师在布置作业时要特别强调，学生在介绍自己或同学时要有一个明确的主题，比如自己或同学的性格、背景、追求、梦想、经历、信仰等等，要避免只是简单、机械地介绍自己或同学的主要经历。为帮助学生正确地把握讲稿的构思，教师可以首先指导学生阅读课本第3章（Chapter 3, Giving Your First Speech）的范文。另外，课本所附的光盘中提供了8篇介绍性演讲范文的录像，教师可以指导学生有针对性地运用这些录像来学习如何作好第一个演讲。

学生在对讲稿进行初步构思的过程中还要同时学习其他有关章节的内容。比如，教师可以建议学生阅读课本的第8章（Chapter 8, Beginning and Ending the Speech）来学习如何设计演讲的开头语和结束语，教师也可以在课堂上系统地介绍开头语和结束语的写法。另外，这个演讲作业对语言的使用也有一定的要求。因为是介绍性写作，所以学生在讲稿中要使用大量的具体词语来描述场景，人物的心理活动、以及其他细节等。为增强演讲的语言效果，教师还应该要求学生在讲稿中恰当地使用一些修辞手段。要熟悉和掌握这些语言技巧，学生应该阅读课本第10章（Chapter 10, Using Language）的有关内容，教师也需要指导学生完成第10章（Chapter 10, Using Language）的一些练习以及教师用书中提供的补充练习。

这里要特别提到的是，有些学生在用英语写作时比较喜欢使用大词、难词或意义抽象的词语，教师应指出这是语言使用的一个误区，有这种倾向的学生应尽早走出这个误区。教师用书的第195页 Additional Exercises and Activities 1 提供了抽象词语和具体词语之间递进关系的练习，教师可以指导学生在这个阶段完成这些练习。教师用书第199页中提供的 Concrete Words Worksheet 可以帮助学生巩固对具体词语的掌握。另外，教师用书第196页 Additional Exercises and Activities 3 可以帮助学生练习如何用简单、易懂的词语代替复杂、难懂的词语。

词义辨析是很多学生在英语写作上的弱项，这在很大程度上是因为这些学生对词义辨析的重要性认识不足，没有耐心和兴趣去认真地研究每一个单词的内涵、外延和用法。有些学生习惯于把中英文词语简单地对应起来，而完全没有意识到这种简单化的对应往往会引起误会或误解。就拿英语中一个常用的单词“orange”为例，很多学生认为“orange”与中文中“桔子”一词相对应，所以当他（她）们想用英语表达“桔子”时，便想当然地使用“orange”这个英语单词。但事实上，西方人使用“orange”这个单词时所指的并不是中国人所认为的“桔子”，而是中国人所说的“橙子”；中国人所说的“桔子”在英文中被称作“tangerine”。“Orange”（橙子）是西方人日常生活中必不可少的水果，而中国人喜欢的“tangerine”（桔子）对于西方消费者来说远不及“orange”那样重要。这个小例子足以说明词义辨析的重要性。教师用书第195-196页中 Additional Exercises and Activities 2 提供的词义辨析练习对学生提高辨析词义的能力会有帮助，教师应指导学生在这个阶段完成这项练习。

使用赘词（多余的词语）是学生在英语写作中容易出现的另一个问题。学生在作文中使用赘词会出于不同的原因。比如说，有的学生有意识地使用“填充词”（filler words）去充数以达到讲稿所要求的字数；有的学生习惯用重叠式的词语而无意间堆积了赘词；还有的学生使用赘词是因为思路不清，表达不当所致。教师用书第184页清除赘词的例子和第197-198页 Additional Exercises and Activities 5 可以帮助学生练习如何在写讲稿时避免赘词。