

普通高等教育“十一五”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

英语口语演示：报道篇

Oral English Presentations: Informative Presentations

主 编 / 黄次栋



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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、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”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、文化知识和相关专业知识四大板块,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”。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。

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



前言

早在 2000 年,美国的全美大学和企业联合会(the National Association of Colleges and Employers)曾经作过一次调查,了解企业对大学毕业生的能力要求。联合会对企业发放问卷,请他们将问卷中提到的十项技能按重要性进行排序。结果显示:列为首位的是口头沟通能力。口头沟通能力包括对当事人、同事、上级、下属、同行、顾客、来宾或自己的服务对象等提供想法或信息的交际能力和口、笔头语言能力。

据 Joseph A. Quattrini,商界人士在日常交际中将其 85%—90% 的工作日用于与人沟通。口头沟通能力的表现形式主要有三:一是会话(conversation speaking),有两人或数人之间通话。轮换说话是其标志之一,参与者一会儿是说话人,一会儿是听话人。二是讲演(presentation speaking),有一人讲演,十数人或上百人,乃至数百人听讲。多为专题演讲,听众也是专业人员,或对讲题熟悉或感兴趣的人。一般在演讲结束后听众还有提问时间。三是对公众讲演(public speaking),场面大、主题广,如群众大会、代表大会等。

笔者曾在某上市公司兼职七年,每周一必有晨会,上有董事长、总经理用数据、实例对比演示本公司集团与五百强中同行间的差距及努力方向,下至部门经理、一般员工就本部门工作的计划、进度、成果、问题、建议等做演示在公司内部交流想法、沟通信息。演示全部用英语,这样做的目的是:对内作练兵,对外讲实战。

随着我国改革开放的进一步深化,这样的公司或机关不胜枚举。鉴于社会的需要、学生的需要,2006 年我们于上海杉达学院开设了“英语口语演示课”,进行课程建设。2007 年我们又在此基础上申请并获准了市教委的重点课程建设的教学科研课题,同时自编了重点培养英语讲演能力的这套《英语口语演示》教材,并已进行了两年的教学实践。

本教材按口头沟通能力的主要交际功能表现,分为三册:一、报道性演示(Informative Presentations);二、劝导性演示(Persuasive Presentations);三、商务演示(Business Presentations)。本册“报道性演示”教材力求在一年级的会话课及故事朗读课的基础上,培养与操练学习者的讲演能力,报道的重点是告知、描述、解说、指示、示范、澄清、纠正等。此外,本册还包括了表达善意的讲演(goodwill presentations)、对公众的授奖讲演(award presentations)及典礼上的讲演(ceremony presentations)。

由于口头英语讲演的技能要求很高,要求讲演者的写作能力及语音、语调和朗读的技能均需达到标准且熟练的程度,讲演者必须边准备,边操练,才能最后演示。准备中先写好书面稿,再加以口语化。这样在口笔语两种语言形式上都得到操练并熟练,才能更好地达到演示的目的。

我们学会用英语进行国际交往有着双重的目的:一方面用以了解国际时事,吸收国外有用的东西以及先进的科技;一方面向外国介绍中国的事情,如我国的历史、文化、经济等等。帮助学生发展用英语进行国际沟通的能力正是学校专业教育的重要任务之一。为此,我们在本专业首创开设“英语口语演示”课程,并编写了新教材。教材的设计、编写及使用都旨在让学生学好英语,立足本国,放眼世界,用英语向世界介绍中国。

本教材的编写是一种尝试,教材中难免有疏漏谬误之处,还恳请广大读者和使用者批评指正。

黄次栋
上海杉达学院



使用说明

本教材作为“英语口语演示课”的教学用书,已在上海市教委重点课程建设中立了项。在正式出版以前,教材曾在大学里进行了为期两年的试用,受到师生的广泛好评。笔者在两年的教学实践中悟出了四个道理,也是在使用中需要注意的重点。

首先,要创造一个接近现实生活的使用情景(a comparable real-world situation),帮助学生选好学习及练习做英语口语演示的题目。让学生设想未来要做的工作以及在这种工作环境中可能需要做的英语口语演示。就国内涉外的的工作而言,如政府的涉外部门以及文教、卫生、新闻、出版、旅游、贸易、海关、体育等单位需要使用英语的工作,这些都有很多适合学生选择演示题目的内容。如果学生选择了英国伦敦的“St. Paul's Cathedral”为题目用英语介绍“圣保罗大教堂”,就明显与现实生活不符,也与教学目的相悖。英语口语演示课的宗旨是学习并运用英语向世界介绍中国。因此,不如改题为“上海徐家汇天主教堂”,以其历史的变迁,介绍今日中国宗教的政策及现状。这就非常接近学生未来的现实生活,因为对学英语的学生来说,担任这样类似的任务是完全有可能的。

其次,英语口语演示课程限定了学生的学习、操练及模拟演示都应英语为沟通工具,以说英语者为沟通对象,以本土的实情为内容,这样的演示演练才是真实的或接近真实的。其原因是有了“信息差”。以本国、本土的人或事为演示内容对外国人士来说,基本上是陌生的,是新信息。如果学生因崇拜外国足球明星,欲以“Beckham”为题,向外国人士做英文报道性的演示,难有新信息可言。倒不如用英语对外介绍中国的或本地的富有特色的体育活动或杰出的体育明星才有信息差。没有信息差的报道也就不存在信息交流或沟通。在现实生活里,交谈中一方知道的事,另一方不知道,但又很想知道,双方存在信息上差距,构成了信息差。而报道性演示的目的就是克服信息差。有了信息交流,就有了交际。英语口语教学中的演示,一旦失去了信息差,也失去了交际的

目的,成了为说而说的口语技巧的操练而已。

再次,用英语向世界介绍中国需要学生做多方面的努力。首先要努力了解祖国,了解祖国的文化、历史、地理、经济等等。这需要多参加社会实践,丰富经历,增进体会。另外,在准备讲稿时,还需要多读书,多查阅资料,多实地采访,锻炼自己收集材料、调查研究的能力,使自己在这一专题上变得聪明起来。

最后,学生必须学会正确、得体地使用英语,口笔语并举。在准备及操练的过程中,要将收集到的素材有重点地加以组织,书面成文。文字要正确,结构要清晰,要有逻辑性。这是练笔头。演示前,要准备发言提纲,并把书面文本口语化,反复朗读做到音调正确、话语流利,要有演有讲,切忌照稿宣读。这是练口头。学生坚持手写口诵,双管齐下,讲演定能自然、有效。



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Introduction to the Course



I. THE COURSE: WHYS AND HOWS

1. Oral presentation in English occurs every day in international relations.

English is one of the most widely used languages in the world. It is natural for it to be used as a means of international communication. Communication between and among different peoples requires the use of a language known and used by both sides. It is often through communication in English that people of different nations get to know each other. Communication is, in general, the presentation and exchange of information or ideas, and it occurs in most cases in speech. This means, oral presentations in English are a daily occurrence in international relations.

2. Oral presentation is a communication skill that makes you competitive.

In some countries the skill to make an oral presentation in English has long been considered a must for educated people. By demonstrating your ability to present yourself effectively in English to an audience, you show how proficient you are in your work. You show how able and ready you are to plan, collect and organize your information to meet the expectation of your audience, and how efficient you are in completing your task and achieving your objective. Such ability may invariably put you in a favorable position when it comes to employment or promotion.

This skill is being sought and desired in China today as the country is opening up to the outside world. At work, educated Chinese are always expected to

communicate effectively with English-speaking people they are dealing with, whether they be peers, superiors, subordinates, customers, clients, counterparts or people they serve. The ability to give effective presentations in English will make you much more competitive nowadays on occasions and in places when and where English is spoken.

3. Oral presentation in English is a skill to be trained and practised.

For the reasons discussed above, a course in oral presentation or public speaking is offered at colleges and universities in many foreign countries, and now is offered in China, too. It is not easy to master the ability to speak publicly and effectively, which requires a great deal of training and practice. We started to offer a course of oral presentation in English two years ago and ever since we have made many significant improvements. Now we are using the classroom as a training ground where students can practise in real-life situations. This practice will help them to develop a skill useful for the rest of their lives.

4. Oral presentation in English is a performance as well as a skill.

Oral presentations are often made with the help of visual aids. Presentations are given by presenters in carefully structured sections to a chosen audience. There can be numerous purposes for a presentation: to inform, to describe, to explain, to promote or to persuade, to entertain or to express goodwill, to name but a few. At the end of a presentation, the presenter may offer to answer any questions the audience would like to ask. Feedback is thus obtained and the purpose, achieved. Clearly then, a presentation is also a performance.

A presentation is a skill that involves performance. This course will tell you how to prepare, practise and perform a good presentation for whatever purpose. For example, if you have prepared an English essay describing the people you met or an event you witnessed or heard about on a tour, you can make a presentation in oral English with visuals accompanying it. This would be a vivid and effective way to inform your audience about the people or event. There may be many instances in which presentation skills may be required. When you talk about your graduation paper or thesis, give the main ideas, arguments, supporting details with the assistance of charts and graphs, photos and pictures to illustrate your points. When you respond to an interview for a job, you should present yourself in an effective way. When you introduce your school, institution, or company to visitors, you can give a presentation to describe and to inform. When you wish to prove your ideas or proposals to be correct or feasible, you can give a presentation to compare and

contrast so as to convince or persuade your audience. If you are employed by a company or an institution after graduation, you may often have to make an informative and / or persuasive presentation about your new product or service to win over those potential customers.



II. CONVERSATION, PRESENTATION AND PUBLIC SPEAKING

1. Presentation vs. conversation

Conversation and presentation are two different types of speaking. In conversations, people usually speak face to face by turns. Each knows when and where the other stops, when and where the other resumes. **Conversations** are marked by this characteristic of turn-taking. You are a speaker and also a listener. You change roles with your conversation partner. You listen, think and speak almost at the same time. **When you give a presentation**, you speak to a larger group, your audience. Usually, you will have a pre-determined topic, and you will spend more time for your preparation and presentation. You will speak louder than usual because you face a larger audience and want to be heard by them all. You will generally not stop to interact with your audience members until the question time. Therefore, it is essential that you ask yourself the following questions:

Purpose: Why are you speaking? (What do I want my audience to know, think, believe, or do as a result of my presentation? Given my purpose, how can I best focus on my topic?)

Audience: Who are your audience? (How well do my audience know the topic? In what ways can I make my presentation meet the needs of my audience?)

Credibility: Will what you are going to say be convincing? (What shall I do to demonstrate my expertise/knowledge on this topic?)

Logistics: Where and when will you be speaking? (Does the occasion require special adaptations?)

Content: What ideas and information should you include? (How much and what kind of supporting materials do I need?)

Organization: How should you organize your thoughts? (How should I begin and end?)

Performance: How should you deliver your presentation? (What form of delivery is appropriate for my purpose, for my audience, and for the setting?)

2. Presentation speaking vs. public speaking

Public speaking is yet another type of speaking you may practise or hear. It occurs when speakers address public audiences in a community and / or an organizational setting. Public speeches are usually open and accessible to the public and the press, and are generally intended to affect people's feelings and attitudes. In contrast, **presentation speaking** is a much broader term, which refers to verbal and nonverbal messages speakers use to convey meanings and establish relationships with their audience. Following Engleberg & Day (7–8), this book prefers the term presentation speaking for three reasons:

First, presentations are **more common** than public speeches. You are much more likely to be asked to make a presentation in smaller, private, or more professional settings; for example, presenters teach classes, summarize sales strategies, or report special plans. It is a broad term because it covers everything from small, intimate talks in private settings to major speeches in front of large public audiences. For this reason, the book uses the broader term, presentation speaking, to include more formal types of speaking such as ceremony speeches. However, it still wishes to focus your full attention to the kind of presentations you will most likely be asked to give.

Second, presentations are **less formal** than public speeches. Generally, a public speech is more formal than a private presentation. Presentations are normally delivered from notes rather than written out and delivered word for word. Given that most presentations take place in the work place, you are also more likely to use visual aids during a presentation. Most public speakers simply stand behind a lectern and speak.

Third, presentations are **more important** to employers. According to statistics of a survey conducted by the National Association of Colleges and Employers in the U.S. in 2000, employers were asked to rank in the survey, in order of importance, a list of ten skills they sought in college graduates. The results showed oral communication skills were first on the list. Oral communication skills include the ability to present ideas and information to colleagues and clients. In fact, most business settings use the term presentations rather than public speaking, and tend to provide training sessions accordingly.

3. Presentation skills vs. language skills

In international exchanges, people are known to spend 85 to 90 percent of the working day communicating, or presenting information or ideas. (Quattrini: vii) Therefore the ability to communicate well is extremely important. To develop an ability to communicate may be difficult, but as has already been discussed, it is

rewarding. The reasons are given in the above. One thing we must be aware of is that a communication ability does not equate a language ability; yet the former entails and bases itself on the latter. For example, *doing a greeting or exchanging greetings* is a presentation skill, while how to do it, *saying "good morning, ladies and gentlemen"*, for example, is a language skill. Effective presentations therefore require a simultaneous development of the two abilities. However, given more practice, you can rest assured that this course on presentation will help you to achieve that goal.



III. The Textbook

In view of whatever purposes you may hope to achieve in your presentations, we have arranged this textbook into three volumes, each having its own major emphasis:

Volume 1 Informative presentations: The informative presentation is one of the major forms of presentation. The presentation itself has its own structure. It has its beginning, middle and ending; or its introduction, main messages and conclusion. The presentation is often given in such situations as conferences, seminars, meetings, briefings, talks and workshops, and even in everyday life. It also has an aim to give information, ideas, or facts. It achieves its aim by describing, explaining, showing, clarifying, reporting, or analysing. An informative presentation may cover topics such as people, objects, organizations, institutions, processes, events, places, and concepts. For example, if a presentation deals with a person, it may describe his looks, constitution, characteristics, personality, and his feats or achievements. For an object, it might describe its size, colour, shape, material, and function. With regard to an institution, the presentation may trace its history, describe its development, applaud its accomplishments and look ahead to its future. In the case of a process, or procedure, the presenter may explain the various steps of a given operation.

While informative presentations will take the bulk of Volume 1, presentations of introduction and goodwill presentations will also be dealt with, as these presentations are two sub-types of the informative presentation. When there is a need to emphasize the presenter's authority and credibility on his topic, it is helpful for the host to give a presentation of introduction. Goodwill presentations are usually given in honour of a person or a group, who has made great contributions in the field. They are likely to occur at a dinner party where the presenter proposes a toast, or at a special event such as an awarding or a commencement ceremony.