

博学英语系列

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# 英语演讲与辩论：

English Speaking & Debating:

Effective Speaking

演讲篇

主编 高 瑛 孙利民

复旦大学出版社

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## 内 容 提 要

本教材为博学英语系列之一。《英语演讲与辩论》分上、下两册：“演讲篇”与“辩论篇”。本书为其上册——演讲篇。

现代社会，人们注重信息交流，演讲作为交际手段，在人们日常生活中发挥着越来越大的作用。随着英语交流的不断增多，人们越来越重视英语演讲技能的训练，许多高校开设了英语演讲课。但目前国内用英文编写的演讲教材还很少，内容亦不能满足广大师生的需求。

有鉴于此，本教材的两位编者从多年来的英语演讲与辩论课的教学工作和实际培训中汲取经验，以如何成功地用英语演讲为主题，将演讲分为“命题演讲”和“即席演讲”两大类。

本教材的初稿于2004年12月顺利完成，并于2005年在东北师范大学英语系本科二、三年级演讲与辩论课教学中试用，取得了成功并得到第一手反馈材料。在此基础上，编者又进一步完善了教材的整体结构。

根据学校课程特点，特设计成九个单元，详细论述决定成功演讲的各个方面，其中重点在命题演讲上。具体内容如下：演讲前的准备、恰当的语言表现形式、演讲目的与主题、演讲正文的构思与写作、开场白、结束语、演讲前的演练、演讲中的体态语、即席演讲。以上九个单元构成一个完整的演讲过程，但每个单元又可作为技巧训练来独立学习。

本教材适用于高等院校英语专业高年级学生、非英语专业同等英语水平学生及广大英语演讲爱好者。

# 前 言

本教材为博学英语系列之一。《英语演讲与辩论》分上、下两册,即演讲篇与辩论篇。本书为其上册——演讲篇。

在公开场合当众发表演讲,一般称之为公众演讲(Public Speaking)。这是一个人以听众为对象,针对某一主题或某一事件发表谈话,阐述自己的观点、看法的语言交际沟通行为。现代社会,人们注重信息交流,演讲作为交际手段,在人们日常生活中发挥着越来越大的作用。随着英语交流的不断增多,人们越来越重视英语演讲技能的训练,许多高校开设了英语演讲课。但目前,国内用英文编写的演讲教材还很少,内容上亦不能满足广大师生的需求。

本书编者在总体设计上遵循了如下原则:重演讲技巧,追求系统性、知识性、科学性、趣味性、实用性的目标。力求设计较为宽泛的现实演讲形式与内容,真正让学生破卷获益,提高英语演讲水平。

本教材的两位编者多年从事英语演讲与辩论课的教学工作,并负责培训东北师范大学参加国内各类各级演讲与辩论比赛的选手。多年的实践丰富了我们的教学经验,在各级比赛中我们的选手也取得了一次又一次的好成绩。在东北师范大学外国语学院领导的支持下,在几届学生的呼吁下,本教材的初稿于2004年12月顺利完成,外国语学院院长张绍杰教授在百忙中对稿件进行了审阅并提出了宝贵的修改意见。2005年本教材在英语系本科二、三年级演讲与辩论课教学中试用,取得成功并得到第一手反馈材料。在此基础上,我们对教材的整体结构又进行了进一步完善。在编写过程中,编者参考了大量国内外有关资料,并已在参考文献中列出,在此,我们向所有这些作者及出版社表示衷心的感谢。除署名编者外,长春大学的商薇教授、雷振环老师对本书提出了有价值的建设性意见并参加了本教材编写的部分前期工作,长春师范学院的周琪副教授,吉林大学的沈葆春副教授、聂大海副教授,白城师范学院的王秋媛副教授协助完成了部分资料的收集整理工作。美籍教师 Daniel W. Gosnell 对全文书稿做了最后的文字审阅。

本教材的顺利出版得益于东北师范大学外国语学院院长张绍杰教授以及复旦大学出版社的信任与支持,更离不开编辑与审稿人的悉心指导与严格把关,编者在此一并致谢。

由于编者水平及资料有限,书中欠妥与错误之处恳请专家、同仁及读者朋友批评指正。

编者  
2006年7月

# 教材使用说明

## 一、适用范围

高等院校英语专业二、三年级学生,非英语专业同等英文水平的学生及广大英语演讲爱好者。

## 二、编写体例

本教材以如何成功地用英语演讲为主题,将演讲分为命题演讲和即席演讲两大类。根据学校课程特点,特设计九个单元,详细论述决定成功演讲的各个方面,其中重点在命题演讲上。具体内容如下:

- (一) 演讲前准备(演讲者、演讲者心理准备、收集材料、演讲者与听众等)
- (二) 恰当的语言表现形式(语言及修辞的使用、正式与非正式的语言风格)
- (三) 演讲目的与主题(确定演讲目的与主题、陈述与强调个人观点、考虑听众的可能反馈)
- (四) 演讲正文的构思与写作(设计结构与内容安排、提出论点、论证观点、举例说明、撰写提纲)
- (五) 开场白(开场白的功能、常见错误、好的开场白——开首句子及段落)
- (六) 结束语(结束语的功能、常见错误、好的结束语——结尾句子及段落)
- (七) 演讲前的演练(声音的特点、提高声音的质量与英语发音的准确性、语音语调的训练)
- (八) 演讲中的体态语(体态语在演讲中的重要性、衣着、台上姿态、手势、面部表情等)
- (九) 即席演讲(一般要则、即席演讲总论、演讲比赛中的即席演讲、话题、内容组合)

以上九个单元构成一个完整的演讲过程,但每个单元又可作为技巧来独立学习。

## 三、使用建议

每个单元分别由以下五个部分组成:

1. 技巧指南(Communication Skills):提供演讲过程中的各种技巧的系统讲解,通过设计场景、题目,组织讨论,总结技巧。这部分为每章的核心内容,建议以教师讲解为主,同时调动学生讨论,上课前最好要求学生通读。

2. 即学即用(Lecture Example):配合技巧指南设计各种场合活用佳句,相关

范例、范文及讲解,为技巧训练提供生动的实例。

3. 单元练习(Exercises):练习内容包括有关技巧的知识性问题、实践练习场景、演讲练习话题等。练习的目的是检测学生对技巧的掌握情况,教师可结合实际教学情况有选择地使用这部分内容。

4. 演讲实战(Lecture in Practice):针对技巧应用设计实战演讲内容,明确练习目的,实战后同学讨论、教师讲评,分析典型演讲,体会技巧的应用。这是每章的重点,建议采用形式多样的方式充分调动学生的积极性,鼓励灵活运用技巧与语句,培养创新思维。

5. 名人名言(Selected famous sayings for speech):提供演讲中可能用到的名人名言让学生欣赏、记忆并活学活用。可在此基础上让学生利用网络、书籍等资源查找更多的名言警句。

本课程属技能训练课,适宜采用讲练结合的教学方法,每单元建议用4学时完成,前2学时讲为主、练为辅,后2学时练为主、讲为辅。另外,本书附演讲名篇欣赏,供学生课外阅读、模仿。名篇欣赏部分由12篇6种不同类型的、有时代感、语言优美、内容精彩的演说辞组成,并配有背景介绍、内容赏析、技巧分析等。这部分教师可根据教学内容需要,结合演讲类型有选择地在课堂讲解,其余部分让学生自学。



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# Unit

# 1

## Understanding Public Speaking

- ◇ **Part One**  
Communication Skills
- ◇ **Part Two**  
Lecture Example
- ◇ **Part Three**  
Exercises
- ◇ **Part Four**  
Lectures in Practice
- ◇ **Part Five**  
Selected Famous Sayings for Speech

### Objectives

- Communication Skills:** to understand what makes an effective speaker.
- Lecture Example:** to introduce oneself and one's talk.
- Exercises:** to familiarize with the skills and prepare introducing oneself.
- Lectures in Practice:** to practise giving a self-introduction.
- Selected Famous Sayings for Speech:** to appreciate, memorize and apply in speech.

# Part One Communication Skills

## 1. Effective Speaking

Throughout the history of civilization, people have extensively used public speaking as a means of communication. Public speaking as an important skill in communication is actually necessary for people of almost every walk. There are lots of occasions on which we may be asked to present a speech. As a college student or a researcher, we may be required to present our study or research orally; at a seminar or a symposium, we may have to stand up to put forward our opinion for or against that of others'; we give thanks for a welcome or a reception, or we are invited to propose a farewell toast at a party. These are just some of the many occasions that we might need to give a speech. Then, how can we speak effectively?

Good speakers are not born. In fact none of us could utter a word when we first emerged into a world which today demands that we communicate in some form or other almost every waking minute of our existence. Good speech is a skill which results from a well-planned program of improvement. With sufficient preparation and real commitment everyone can become a successful public speaker.

### The Speaker

Speech begins with a speaker. Anyone who initiates a talk is acting as a speaker. In public speaking, a speaker usually presents his speech without interruption. Edward S. Strother and Alan W. Huckleberry (1968) made the attempt to define the speaker as "one who communicates thought and feeling by voice and body to secure a desired response from his listeners". The definition seems simply, but it is rather revealing if we take a look at each of its elements.

#### (1) Communication

Four elements are basic to all communication: someone to originate the thought, someone to receive it, a medium for expressing the thought, and the thought itself. If we remove any one of the four elements, communication in the fullest sense cannot take place. There are many kinds of communication. The musician is a communicator. The sculptor, the painter, the actor, the dancer, the architect — all are communicators. In

different media of expression all of them convey to others some attitude, emotion or thought.

### (2) Thought and Feeling

Thought and feeling are the substance or the raw material of communication. They are the things talked about. Without them there can be no communication. Or if the speaker and his audience do not refer to the thought at the same time, there is no communication at that time. If the speaker utters words that make no sense to his listeners or speaks to an audience deaf to sense, there is no thought and no communication.

### (3) Voice and Body

These are the speaker's media of expression. The sculptor speaks with stone and wood; the painter with oil and canvas; the actor with voice and body. The speaker may resemble the actor. Using his body, he shrugs to indicate indifference, frowns to indicate dislike, or throws out his arms to indicate resignation. But the speaker is not an actor. The actor is an interpreter; he usually interprets or communicates the thought and feeling of others'. The speaker, by contrast, is not an interpreter; he presents by voice and body the thought which is his own.

### (4) A Desired Response

The architect who designs a church wants it to inspire a particular response. The poet or novelist writes for a clearly determined purpose. The speaker likewise speaks with a definite objective in mind. When there is no objective, when there is no purpose or reason for speech, communication becomes frivolous or inane.

### (5) Listeners

Though we can easily identify the listeners in a public speaking situation, we must not assume that listeners appear only as large audiences at our public auditoriums. They are present when an instructor gives an assignment, when the housewife tells her husband what to bring home for supper, or even when the brand new freshman asks about the direction of the administration building. The speaker meets his listeners on dozens of informal but important occasions every day, and together they talk and listen — for a purpose.

## The Effective Speaker

What are the standards for a good speech? Once the speech has been presented, what criteria can the listener use to determine the speaker's success? There are seven principles that will help to answer such questions.

**(1) The effective speaker has a worthwhile idea.**

An effective speaker realizes that his listeners judge him on his choice of ideas — on the level of their significance as well as their usefulness or appropriateness to the audience and the occasion.

Ideas may arise from many sources — from the speaker's observations, from his reading and listening, or from his discussions with friends and colleagues. But usually the worthwhile idea does not suddenly leap into the speaker's head. It is more likely to grow slowly as he matures and continues his research and his observations of life. Ideas appropriate to the listeners and the occasion are of vital importance in the delivery of a speech. The factory foreman must talk about the need for increasing attention to safety because accidents continue to happen. The coach must deliver his emotional pep talk at half-time because his team is losing the game. And the after-dinner speaker must delight his audience with good humor because the occasion calls for laughter. Each idea above is appropriate to the needs of the particular audience.

**(2) The effective speaker wishes to share the idea with others.**

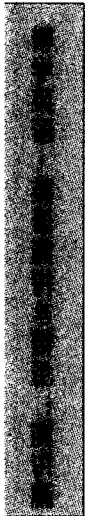
An effective speaker is eager to share his ideas with others. He realizes that on most issues there are at least two sides and that each side must be presented in its most reasonable light if the freedom to speak is to amount to anything.

Closely associated with the desire to speak is the desire to fulfill the social responsibility of exchanging ideas on controversial matters. Without an exchange, without a thorough, comprehensive discussion of vital issues, there is little need for the guarantee of free speech. Where the exchange does take place, the citizen is better prepared to vote and govern wisely. There are undoubtedly speakers who stifle their desire and shirk their responsibility to discuss certain issues because they are "too hot". Even on college campus, students may avoid discussing the faculty censorship of the student newspaper because the issue is "too delicate". In both instances the desire to speak may be present, but the desire and the courage to fulfill the social responsibility are missing.

**(3) The effective speaker communicates for a particular purpose.**

An effective speaker decides in advance how he wants his audience to respond. He realizes that ideas unrelated to purpose will rattle like pebbles in a bass drum.

The general purposes of speech are to inform, to persuade and to entertain. The teacher's chief aim is usually to inform, the political candidate's to persuade, and the humorist's to entertain. These general purposes become specific purposes when the speaker narrows his topic. The English teacher, for example, knows: he must inform



(*the general purpose*); he must inform about literature; he must inform about drama; he must inform about recent drama ... In this sequence the speaker's purpose becomes increasingly specific as he moves away from the first and most general purpose.

It is difficult to speak without any purpose whatsoever. Even the individual who talks to himself has the goal of "talking it out" or "thinking it over" or "releasing the self". When two people have idle social chat about the weather, there is the aim of breaking the ice and tearing down the social barrier that exists between them. Good speech is functional. And its practice indicates that the speaker is working toward a particularly desired response from his audience.

**(4) The effective speaker communicates ideas properly developed by the suitable material.**

An effective speaker is a selective speaker. Once he has chosen his idea, he selects the supporting material that is appropriate, clear, varied and authoritative so that he may clarify, reinforce and prove his idea.

An idea is the beginning of a speech, and this beginning grows as the speaker selects the additional material to develop it. To develop is to clarify, to reinforce through evidence and analytical reasoning, or to prove the probability of an assertion. To reach these goals, the speaker has to use materials appropriate or pertinent to the subject and the audience. They have to be interesting and varied. They have to be clear and concrete, free of ambiguity and double meaning. They have to come from authoritative sources rather than from the grapevine.

Suppose the speaker's controlling assertion is: "I believe that our private rights should have precedence over public rights." Such an assertion cries out for clarification. What does the speaker mean? Is he referring to the right to vote for Democratic or the right to wear a red necktie? Further development clarifies the point: he is talking about the right to own property, to run the business which he chooses, to hire and fire whomever he likes, and to reject whatever union that interferes with his policies. To reinforce such assertions, the speaker finds it necessary to rely on restatement, examples, statistics and authoritative opinions. To prove the absolute truth of his assertions is quite another matter. At this point the speaker is faced with an impossibility. All that he can hope to prove is a probability of the truth, not the truth itself.

**(5) The effective speaker is well organized.**

Since clear ideas, good intentions and volumes of the supporting material mean very little in the absence of good organization, the effective speaker — like the novel-

ist, the dramatist, or the musical composer — must decide how to order his thoughts. Though the precise organization varies according to the subject, the principles remain the same. The speaker selects his first words carefully to prepare his audience to receive his ideas. He creates an interest in his subject. Early in his presentation he reveals his controlling idea. As he moves from one subdivision to another, he binds them together with transitions and shows how each is related to his central point. When all the major subdivisions have been explored, he pulls them together with a summary and concludes with an appeal for the desired response.

By the use of good organization, the effective speaker reveals much more than the clarity of his ideas. He reveals both the nature and the sources of his evidence. Further, he indirectly reveals a sense of honesty. He implies: "I make no attempt to throw up a smoke screen to hide the issues. I want us to meet them head on."

**(6) The effective speaker uses appropriate language.**

Once the speaker has formulated his ideas, developed them by the good supporting material, and arranged them in the most reasonable order, he must express them in the most appropriate language. Appropriateness depends on three things — the nature of the audience, the occasion, and the kind of ideas to be presented. The President of the United States, in delivering a Report to the Nation, will use a dignified, simple style. The evangelist or revivalist will use words that have emotional power. The college professor, speaking to colleagues in his field, will use the language that is learned or sophisticated and is often foreign to people trained in another specialty. All effective speakers, however, use words that are simple, precise and concrete, as well as words that provide color and excite action or belief.

However, words do more than carry the thoughts and emotions of the speaker. They project an image of his personality and reveal his intelligence, his character, and his attitude toward society. Offensive words, words that are crude and vulgar, indicate an offensive personality and shock the audience accustomed to discretion. Words of taste and humanity indicate a wholesome personality and usually invite a fair hearing.

**(7) The effective speaker communicates by good delivery.**

Many students enter a speech class with the mistaken impression that delivery should be their only concern. Truly, it is a major concern, but for most speakers it is the concern developed last. A speaker should first develop, organize and phrase his ideas. Once that is done, he should rely on his voice and body to convey his thoughts. A platform speaker without skill in delivery is like a concert violinist without the violin.



Neither can win a favorable response from his audience. The speaker's delivery depends on two things: the effective use of his body and the effective use of his voice. Bodily communication includes the speaker's total appearances and behavior: his grooming; his posture; the way he sits, rises and walks; the way he gestures with his hands and arms; and the way he expresses thought by the varying expressions on his face. Vocal communication includes such things as volume, pitch, timing and quality. It also includes variety and, of course, articulation and pronunciation.

The effective speaker knows that good delivery is no social or academic frill. He has respect for its importance. When speaking to the audience, he adapts his delivery to the nature of the occasion. Through movement and gesture, he suits his actions to his words and makes his words more meaningful. He uses the voice that is active, natural and sincere to stimulate interests and win a favorable response from his audience.

## 2. The Speaker and His Audience

Who are the listeners? The speaker should have access to useful information about the audience during speech preparation and delivery. If the speaker knows the things concerning the audience, he can adapt his speech to them and make listening easier.

### The Nature of the Audience

Among the most easily acquired information about the audience are the occasion and the location of the speech and the educational level of the audience.

#### (1) Occasion

Is the meeting going to celebrate a particular day or event? Is it a regular meeting for a sponsoring organization, or is it special? Is the level of the audience's interest and enthusiasm low, or are the audience excited about the possibilities of getting something done? At annual ceremony and regular meetings organized every week or month, interest is usually only moderately high. Whether it becomes high or not depends on the speaker. At special meetings, however, the opposite is usually true. The implication for the speaker is apparent. When speaking on regular and routine occasions, the speaker may anticipate courtesy but only moderate interest or even boredom. His task is to relieve the listeners from their apathy and heighten their enthusiasm. When the occa-