



新思维应用英语系列

Applied English Courses

丛书主编 杨 敏 肖龙福

英语演讲与辩论

English Speech & Debate

■ 本书主编 曹 军 张 宇



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图书在版编目 (CIP) 数据

英语演讲与辩论/曹军, 张宇主编. —北京: 北京理工大学出版社,
2007. 5

(新思维应用英语系列/杨敏, 肖龙福主编)

ISBN 978 - 7 - 5640 - 1049 - 2

I. 英… II. ①曹…②张… III. ①英语 - 演讲②英语 - 辩论
IV. H311. 9

中国版本图书馆 CIP 数据核字 (2007) 第 051518 号

出版发行 / 北京理工大学出版社

社 址 / 北京市海淀区中关村南大街 5 号

邮 编 / 100081

电 话 / (010)68914775(办公室) 68944990(批销中心) 68911084(读者服务部)

网 址 / [http:// www. bitpress. com. cn](http://www.bitpress.com.cn)

经 销 / 全国各地新华书店

印 刷 / 北京地质印刷厂

开 本 / 787 毫米 × 960 毫米 1/16

印 张 / 13. 5

字 数 / 246 千字

版 次 / 2007 年 5 月第 1 版 2007 年 5 月第 1 次印刷

印 数 / 1 ~ 4000 册

责任校对 / 张 宏

定 价 / 21. 00 元

责任印制 / 母长新

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丛 书 前 言

2001年6月，教育部颁布了《基础教育课程改革纲要（试行）》，并于2001年9月开始在全国42个国家级基础教育课程改革试验区和大部分省级基础教育课程改革试验区展开了义务教育阶段的新课程试验。在总结义务教育阶段新课程实施经验的基础上，教育部于2003年又颁布了《普通高中新课程方案（试验）》，并决定在部分省区逐步开展普通高中新课程改革的试验。

《普通高中新课程方案（试验）》的实施要求我们必须重塑学校课程板块，本系列教材的编写与出版正是为了推进山东省乃至全国普通高中新课程试验工作，使要从事普通高中英语教学工作的本、专科学生有一个更加合适的知识结构和系统的理论储备。

再者，英语专业学生目前的就业渠道也呈现出更加多样化的态势。因此，本系列教材还可以为毕业后从事旅游、文秘、商务等职业的学生搭建一个良好的知识与实践平台。

本系列教材对应的课程全部是《普通高中新课程方案（试验）》中要求高中开设的选修课程，也是山东省高校“九五”重点课改项目，包括《英语演讲与辩论》、《文学赏析》、《英语报刊阅读》、《文秘英语》、《旅游英语》、《英语影视欣赏》6册。每册内容划分为若干个单元，每个单元都有一个固定的选题，以传授给学生相应的知识和培养他们的应用能力。单元中以课文开始，课文后附有相关背景和知识介绍、生词解释以及相应水平和内容的练习，以帮助学生巩固所学课文内容，进一步拓宽所学知识及视野（相应拔高练习）。最后，每单元都列出了一个参考书目以供有兴趣的学生选读，以此培养他们自主学习及应用的能力。

除了供师范类学生使用之外，本系列教材还可用来培养英语专业学生毕业后从事相应职业的知识能力。本系列教材要求两个学期授完。每学期授3册，且3册书按顺序依次进行。如，第一轮3周讲授《文学赏析》，第二轮3周可讲授《文秘英语》，第三轮3周讲授《英语演讲与辩论》。

本系列教材均配有相应电子教案，读者可以到北京理工大学出版社的网站（[http:// www. bitpress. com. cn](http://www.bitpress.com.cn)）下载。

前言

INTRODUCTION

英语演讲与辩论是英语语言综合能力的体现。在英语国家，它们是学生必须掌握的基本能力，在学校教育中极受重视。随着中国与国际社会交流与合作机会的增加，需要学生用英语演讲与辩论的场合越来越多，要想在不断变换的场合中全面、得体地表达、分析自己的观点和态度，仅仅掌握几句浅层次的交际口语远远不够。培养学生演讲与辩论的能力是相当必要的。

正是考虑到演讲与辩论的能力如此重要而且又是可以通过学习逐渐掌握的，编者才决定编写这本《英语演讲与辩论》教材。本教材共有 10 个单元，引导学生系统地练习和掌握用英语演讲和辩论的基本语言技巧和思维方法，培养学生系统、连贯、得体地阐述自己见解的能力，以及在此基础上就感兴趣的话题展开讨论的能力。

本教材具有以下特点：

1. 针对性强。本教材针对不同场合里不同的演讲类型，具体分析了如何介绍自己、介绍他人，如何向听众介绍、解释某物，如何讲故事，如何向听众展示资料和信息，如何批驳对方的观点等。以上话题都是在公共场合演讲、谈话时常常涉及的，也是学生在演讲和辩论时需要掌握的最基本的技能。

2. 可操作性强。本教材在每个单元中均先给出演讲或辩论实例。通过对实例的分析提出问题，引发学生思考。每个实例后都设计了相应的练习，训练各种演讲与辩论技巧，并鼓励学生填写相应的评估表格，就演讲进行评论。拓展阅读部分则系统地讲解基本演讲知识，传授辩论技巧。

3. 互动性强。教材中的活动多样、形式新颖、互动性强。学生通过二人组合练习、小组讨论、大组汇报、复述、表演、采访等富有创造性的语言实践活动，交流信息，解决问题，进行思想沟通，逐步达到英语表达准确与流利的结合，内容与形式的统一。

本书既可作为高校英语专业演讲课的教材，也是广大非英语专业大学生及英语演讲爱好者进行自我训练的极佳教程。

在编写此书的过程中，我们参考了王文字主编的《高级英语口语教程》、王守仁、何宁主编的《新编英语口语教程》、L.G.亚历山大主编的《英语辩论手册》等教材，以及由于编者疏忽而忘记提及的作者，在此一并表示衷心的感谢。

本书的疏漏与不妥之处，敬请批评指正。

曹军 张宇



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Unit

- Text 1 Respecting the Future
- Text 2 Commencement Address at
Wellesley College
- Further reading

Foundations of Public Speaking

The texts of this unit present two sample commencement speeches, the first one by a graduate of Harvard University and the second by the Former First Lady of U.S.A. The passage in the further reading analyzes the four essentials and classifications of public speaking.

Text 1

Respecting the Future

Eric Hart

I doubt that I am the first farm boy to be accepted to Harvard, but when I first arrived in Cambridge you could have fooled me. Fresh off the tractor, with a farmer's tan and a head full of Republican idealism, I fancied myself to be quite the moral authority. Back then my ideological heroes occupied a wide range of the political spectrum, one that included both Rush Limbaugh and Ronald Reagan. I was always right, and the Right was never wrong. Suffice to say I was somewhat shocked to discover that Harvard had inadvertently admitted 1,599 other individuals who were similarly afflicted with the same more infallibility, albeit in a slightly different political flavor. In my first semester, I found no shortage of people willing to lock horns with me.

College life, especially at an institution like Harvard, is remarkably adroit at forcing people to pick sides. Whether the issue is war, politics, religion, sexual orientation, race, or snow sculptures, interaction on college campuses is often reduced to a form of polemical dodge ball, with divided combatants hurling arguments at each other without restraint. The only thing now that differs from the timeless game we all came to dread in elementary school is that at college the teachers join the fray as well. The ever-quotable Henry Kissinger once said, "University politics are vicious precisely

because the stakes are so small.” When debate is confined to subjects such as pedagogic method and alcohol policies, perhaps he’s right. But his words ring a little hollow when images of dead American GIs and Iraqi civilians are broadcast into our common rooms in high definition television. With such stakes, “mere opinions” have much more prescience.

If Descartes was right, and “I think, therefore I am,” must it necessarily follow, “therefore, I am what I think”? Opinions change. People change. Once conformist pre-meds can become lifelong counter-culturists just as readily as revolutionary college activists can become investment bankers, government bureaucrats, even, dare I say, Harvard Professors. But as people, we are not merely the sum of our political opinions. Our personal value as human beings is not determined at the ballot box, nor are we justified in condemning each other’s morality simply because we attended different rallies. The inherent elasticity and receptiveness of the opinions we hold is one of our greatest strengths. But while opinions may change, our value as human beings does not.

Is it not our duty, both as educated members of society and as decent people to respect our differences and maintain civility in our dialogues, whatever the issue or the forum may be? Can the reconciliation of differences and resultant advance of the human race occur in an environment that is filled with angry polemics and moral condemnations? We are told as children, “If you don’t have anything nice to say, don’t say anything at all.” As we all know the attempt to silence a Harvard student is inherently futile, perhaps we should strive to achieve the first condition of that precept.

As we leave these walls and enter into society, there is no doubt that from our ranks, leaders will emerge. The tools that Harvard has given us, polished and refined by the community of remarkable individuals we have all been a part of, will enable our scientists, our writers, our politicians, doctors, activists, and even, our soldiers to craft the environment in which our future unfolds. We are challenged to make that environment a positive one, full of optimism, not cynicism, driven by discourse, not denunciations, and built on respect, not contempt. We might not always agree with one another, but the amelioration of those differences can be accelerated and enhanced if we each adhere to a policy of intelligent respectfulness towards our ideological opponents.

Opinions do change. People do change, myself included. Once a Rush Limbaugh devotee, Harvard has opened my eyes and forced me to consider and appreciate voices from the other side of the political spectrum, such as Bill O’Reilly and Harvey Mansfield. By honoring a code of civility and respect for the common humanity of even those we fundamentally disagree with, we preserve the hope for understanding, and the possibility for change. Thank you.

Words and Phrases

1. spectrum: *n.* a broad sequence or range of related qualities, ideas, or activities 系列; 范围
2. inadvertently: *adv.* inattentively; carelessly 疏忽地; 漫不经心地
3. suffice: *v.* to satisfy the needs or requirements of; be enough for 足够满足...的需要或要求; 对...够用
4. be afflicted with: suffer from 忍受; 遭受
5. infallibility: *n.* absolutely right 绝无错误
6. polemical: *adj.* of or relating to a controversy, an argument, or a refutation 辩论法; 辩论术; 好辩的; 挑起争端的
7. pedagogic: *adj.* of, relating to, or characteristic of pedagogy 教育学的; 属于、有关或具有教学特征的
8. albeit: *conj.* even though; although 即使; 虽然; 尽管
9. be adroit at: be good at 善于
10. GIs: *n.* an enlisted person in or a veteran of any of the U.S. armed forces, especially a person enlisted in the army 美国大兵
11. lock horns with: conflict with; compete with 冲突; 竞争
12. prescience: *n.* knowledge of actions or events before they occur; foresight 预知; 先见
13. elasticity: *n.* the condition or property of being elastic; flexibility 弹力; 弹性
14. reconciliation: *n.* the condition of being reconciled 和解; 调和; 顺从
15. futile: *adj.* having no useful result 无用的; 徒劳的
16. craft: *v.* to make or construct (something) in a manner suggesting great care or ingenuity 极其谨慎地或精巧地制作或建造(某物)
17. denunciation: *n.* the act or an instance of denouncing, especially a public condemnation or censure 谴责; 告发
18. amelioration: *n.* the act or the state of improving 改善; 改进
19. cynicism: *n.* a scornful, bitterly mocking attitude or quality 愤世嫉俗
20. civility: *n.* courteous behavior; politeness 文明举止; 礼貌

Relevant Information

1. This speech is an Undergraduate English Oration from 2003 Commencement of Harvard University. Each year at the Harvard Commencement, three graduating students speak to approximately 32,000 students, faculty, parents, alumni/ae, and guests. As soon as the first anthem concludes, a senior strides up to the microphone and announces in Latin, “Salvete omnes!” Then follows one of the oldest of Harvard traditions — an oration in Latin. Next, a graduating senior speaks in English on a topic concerning the experience of an undergraduate at Harvard. Finally, a graduating student from one of the Graduate or Professional Schools speaks on a topic related to his or her experience at the graduate level.
2. Rush Limbaugh: a famous right wing radio commentator and talk-show host in America.
3. Ronald Reagan: Reagan, Ronald Wilson (1911—2004), 40th president of the United States (1981—1989), who implemented policies that reversed trends toward greater government involvement in economic and social regulation. He introduced a new style of presidential leadership, downgrading the role of the president as an administrator and increasing the importance of communication via the national news media.
4. Henry Kissinger: Kissinger, Henry Alfred (1923—), American scholar and Nobel laureate, statesman, secretary of state under Presidents Richard M. Nixon and Gerald R.
5. Descartes: Descartes, René (1596—1650), French philosopher, scientist, and mathematician, sometimes called the father of modern philosophy.
6. O’ Reilly: Bill O’Reilly, a famous controversial talk-show host of Fox News. The O’Reilly Factor is one of the most nation-wide popular talk-shows named after him.
7. Harvey Mansfield: a famous professor of Government Department, Harvard University.



Activities

• Questions for discussion:

1. What are the four essentials of public speaking?
2. What are the relations of the four essentials of public speaking?
3. How can we classify public speaking?

● Speech work:

Pair work:

1. Introduce yourself to your partner.
2. Ask your partner some questions to get more information of your partner.
3. Make a two minutes' introduction to introduce your partner to the whole class.



Text 2

Commencement Address at Wellesley College

Barbara Pierce Bush

Thank you. Thank you, very much. Thank you very, very much, President Keohane. Mrs. Gorbachev, Trustees, Faculty, Parents, and I should say, Julia Porter, class president, and certainly my new best friend, Christine Bicknell — and, of course, the Class of 1990. I am really thrilled to be here today and very excited, as I know you all must be, that Mrs. Gorbachev could join us.

These are exciting times. They're exciting in Washington, and I have really looked forward to coming to Wellesley. I thought it was going to be fun. I never dreamt it would be this much fun. So, thank you for that.

More than ten years ago, when I was invited here to talk about our experiences in the People's Republic of China, I was struck by both the natural beauty of your campus and the spirit of this place.

Wellesley, you see, is not just a place but an idea — an experiment in excellence in which diversity is not just tolerated, but is embraced. The essence of this spirit was captured in a moving speech about tolerance given last year by a student body president of one of your sister colleges. She related the story by Robert Fulghum about a young pastor, finding himself in charge of some very energetic children, hits upon a game called "Giants, Wizards, and Dwarfs." "You have to decide now," the pastor instructed the children, "which you are — a giant, a wizard or a dwarf?" At that, a small girl tugging at his pants leg, asked, "But where do the mermaids stand?" And the pastor tells her there are no mermaids. And she says, "Oh yes there are. I am a mermaid."

Now this little girl knew what she was, and she was not about to give up on either her identity,

or the game. She intended to take her place wherever mermaids fit into the scheme of things. "Where do the mermaids stand? All of those who are different, those who do not fit the boxes and the pigeonholes?" "Answer that question," wrote Fulghum, "and you can build a school, a nation, or a whole world." As that very wise young woman said, "Diversity, like anything worth having, requires effort: effort to learn about and respect difference, to be compassionate with one another, to cherish our own identity, and to accept unconditionally the same in others."

You should all be very proud that this is the Wellesley spirit. Now I know your first choice today was Alice Walker — guess how I know! — known for *The Color Purple*. Instead you got me — known for the color of my hair! Alice Walker's book has a special resonance here. At Wellesley, each class is known by a special color. For four years the Class of 1990 has worn the color purple. Today you meet on Severance Green to say goodbye to all of that, to begin a new and very personal journey, to search for your own true colors.

In the world that awaits you, beyond the shores of Lake Waban, no one can say what your true colors will be. But this I do know: You have a first class education from a first class school. And so you need not, probably cannot, live a "paint-by-numbers" life. Decisions are not irrevocable. Choices do come back. And as you set off from Wellesley, I hope that many of you will consider making three very special choices.

The first is to believe in something larger than yourself, to get involved in some of the big ideas of our time. I chose literacy because I honestly believe that if more people could read, write and comprehend, we would be that much closer to solving so many of the problems that plague our nation and our society.

And early on I made another choice which I hope you'll make as well. Whether you are talking about education, career, or service, you're talking about life — and life really must have joy. It's supposed to be fun!

One of the reasons I made the most important decision of my life, to marry George Bush, is that he made me laugh. It's true, sometimes we've laughed through our tears. But that shared laughter has been one of our strongest bonds. Find the joy in life, because as Ferris Bueller said on his day off, "Life moves pretty fast; and if ya don't stop and look around once in a while, ya gonna miss it!"

(I am not going to tell George YA clapped more for Ferris than YA clapped for George.)

The third choice that must not be missed is to cherish your human connections: your relationships with family and friends. For several years, you've had impressed upon you the importance to your career of dedication and hard work. And, of course, that's true. But as important as your obligations as a doctor, a lawyer, a business leader will be, you are a human being first. And

those human connections — with spouses, with children, with friends — are the most important investments you will ever make.

At the end of your life, you will never regret not having passed one more test, winning one more verdict, or not closing one more deal. You will regret time not spent with a husband, a child, a friend or a parent.

We are in a transitional period right now, fascinating and exhilarating times, learning to adjust to changes and the choices we, men and women, are facing. As an example, I remember what a friend said, on hearing her husband complain to his buddies that he had to baby sit. Quickly setting him straight, my friend told her husband that when it's your own kids, it's not called babysitting.

Now, maybe we should adjust faster; maybe we should adjust slower. But whatever the era, whatever the times, one thing will never change: fathers and mothers, if you have children, they must come first. You must read to your children. And you must hug your children. And you must love your children. Your success as a family, our success as a society, depends not on what happens in the White House, but on what happens inside your house.

For over fifty years, it was said that the winner of Wellesley's annual hoop race would be the first to get married. Now they say, the winner will be the first to become a C.E.O. Both of those stereotypes show too little tolerance for those who want to know where the mermaids stand. So I want to offer a new legend: the winner of the hoop race will be the first to realize her dream — not society's dreams — her own personal dream.

And who knows? Somewhere out in this audience may even be someone who will one day follow in my footsteps, and preside over the White House as the President's spouse. I wish him well!

Well, the controversy ends here. But our conversation is only a beginning. And a worthwhile conversation it has been. So as you leave Wellesley today, take with you deep thanks for the courtesy and the honor you have shared with Mrs. Gorbachev and with me. Thank you. God bless you. And may your future be worthy of your dreams.

Words and Phrases

1. thrill: *v.* to cause to feel a sudden intense sensation; excite greatly 使非常激动
2. capture: *v.* to gain possession or control of 赢得; 夺取/赢得对...的占有或控制
3. pastor: *n.* a Christian minister or priest having spiritual charge over a congregation or other group 牧师

4. hit upon: to encounter, especially unexpectedly 偶然发现
5. dwarf: *n.* an abnormally small person, often having limbs and features not properly proportioned or formed 矮子; 侏儒
6. tug: *v.* to pull hard 用力拉
7. mermaid: *v.* a legendary sea creature having the head and upper body of a woman and the tail of a fish 美人鱼
8. compassionate: *adj.* feeling or showing compassion; sympathetic 有同情心的; 深表同情的
9. resonance: *n.* the quality or condition of being resounding or echoing 共鸣; 回声
10. severance: *n.* separation; partition 断绝; 隔绝
11. irrevocable: *adj.* impossible to retract or revoke 不能改变的; 不能取消的
12. plague: *v.* to pester or annoy persistently or incessantly 折磨; 使苦恼
13. YA: *abbr.* young adult 年轻人
14. clap: *v.* to strike the palms of the hands together with a sudden explosive sound, as in applauding 鼓掌, 轻拍
15. obligation: *n.* a social, legal, or moral requirement, such as a duty, contract, or promise that compels one to follow or avoid a particular course of action 义务; 职责
16. exhilarating: *adj.* causing exhilaration; invigorating 使人兴奋的
17. hoop: *n.* a large wooden, plastic, or metal ring 很大的木制、塑料或金属圈
18. stereotype: *n.* a conventional, formulaic, and oversimplified conception, opinion, or image 固定形式; 老一套
19. spouse: *n.* a marriage partner; a husband or wife 配偶 (指夫或妻)
20. courtesy: *n.* a polite gesture or remark 殷勤有礼貌的行为或言辞

Relevant Information

1. Wellesley College: a private institution of higher education for women, located in Wellesley, Massachusetts, 19 km west of Boston. Wellesley College was founded in 1870 and opened for instruction in 1875.
2. Barbara Pierce Bush: former First Lady of U.S.A. She is the wife of George Herbert Walter Bush, 41st President of U.S.A. *Commencement Address at Wellesley College* was delivered on June 1, 1990.