



普通高等教育“十一五”国家级规划教材

*Effective English
Speaking*

英语演讲教程

张绍杰 主审

高瑛 孙利民 仇云龙 主编



 復旦大學 出版社



普通高等教育“十一五”国家级规划教

Speaking

常州大英语演讲教程

藏

主编
孙树民

仇云龙 主编



复旦大学出版社

图书在版编目(CIP)数据

英语演讲教程/高瑛,孙利民,仇云龙主编. —上海:复旦大学出版社,2010.8
ISBN 978-7-309-07452-9

I. 英… II. ①高…②孙…③仇… III. 英语-演讲-教材 IV. H311.9

中国版本图书馆 CIP 数据核字(2010)第 136529 号

英语演讲教程

高瑛 孙利民 仇云龙 主编
出品人/贺圣遂 责任编辑/唐敏 陈彦婕

复旦大学出版社有限公司出版发行
上海市国权路 579 号 邮编:200433
网址:fupnet@fudanpress.com <http://www.fudanpress.com>
门市零售:86-21-65642857 团体订购:86-21-65118853
外埠邮购:86-21-65109143
上海崇明南海印刷厂

开本 787×960 1/16 印张 16.25 字数 294 千
2010 年 8 月第 1 版第 1 次印刷
印数 1—5 100

ISBN 978-7-309-07452-9/H·1524
定价:35.00 元

如有印装质量问题,请向复旦大学出版社有限公司发行部调换。
版权所有 侵权必究

前 言

本书的第一版于2006年10月由复旦大学出版社出版。第一版出版后,其读者反馈、教学效果及销量均令人满意。经出版社推荐,我们申报了教育部普通高等教育“十一五”国家级教材规划(补充)选题立项,并于2008年1月获得批准。复旦大学出版社以及东北师范大学为本书的修订提供了经费支持。经过近两年的全力修改,本书的修订版终于与读者见面了。

总体上,修订的总体原则是突出时代感与实用性。在内容及演讲稿的选取上,我们力求采用富于时代气息、代表时代声音的篇章,便于读者把握时代脉搏;在编写目的方面,我们更加突出演讲教材的实用性,尤其是它对各级各类大学生英语演讲比赛的现实指导意义。

修订版保持了第一版的主体内容及结构安排。全书仍然由九章构成,各章的名称略有变化,每章的具体内容也都有一定调整,主要变化体现在每章的第二、三、四节,第九章全部及附录部分。具体包括:(1)各章第二节的演讲范文有部分调整更新,第三节的练习也有相应变化;(2)各章第四节的演示文稿及点评文字做了更新,演讲稿全部配上了原声CD;(3)第九章内容更加丰富、论述更为具体,对于指导学生参加演讲比赛更具有应用价值;(4)附录部分我们精心挑选了10篇代表不同时代、不同场合、不同目的的著名演说,10篇演说全部配有原声CD,附有演讲者介绍、演讲背景介绍及语言特点评析等内容,具有较高的参考价值。

本书的编者均为东北师范大学英语专业教师,除署名编者外,陈彦旭、霍盛亚、姜言胜三位老师参与了部分资料的收集与整理工作,他们也是东北师范大学演讲与辩论赛教练组的骨干力量。东北师范大学张绍杰教授在百忙中欣然同意为我们审阅稿件并提出了宝贵的修改意见。美籍教师 Daniel W. Gosnell 对全文书稿进行了文字审阅。编写中,我们更广泛地借鉴了国内外的相关资料,包括网

络资源及有声出版物。同时,本书的修订也得到一些使用第一版教材的院校师生的大力支持,他们的反馈为我们提供了修订的思路与启示。在此编者一并表示谢意!

本书同时为东北师范大学哲学社会科学优秀创新团队建设项目“外国语言文学理论与应用专题研究”的一项研究成果,并得到该项目的经费支持。感谢教育部高教司“十一五”教材评定专家给予我们的肯定与信任!感谢复旦大学出版社的支持,尤其是要感谢编辑与审稿人的悉心指导与严格把关!

尽管修订中我们力求完善,但由于编者水平有限,错误在所难免,恳请专家、同仁及读者朋友们批评指正。

编者
2009年8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9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(Understanding Public Speaking)(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(Using Language Effectively)(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(Setting the Goal and Subject)(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(Organizing the Speech)(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(Opening the Speech)(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(Closing the Speech)(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(Rehearsing the Vocal Delivery)(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(Using the Body Effectively)(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(Making Impromptu Speeches)(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9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 5 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,最好要求学生预先通读。

2. 即学即用 (Exemplars): 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,其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 (Practices): 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。这一部分的实战范文针对每章内容进行选取,配有原声 CD,适合讲解、赏析。

5. 名人名言 (Famous Sayings): 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,本书附有演讲名篇欣赏,供学生课外阅读、模仿。演讲名篇由 10 篇不同类型、有时代感、语言优美、内容精彩的演说辞组成,配有背景介绍、内容赏析、语言特点及演讲技巧分析等。这部分内容全部配有原声 CD,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。

Contents

Unit 1 Understanding Public Speaking	1
Part I Communication Skills	1
Part II Exemplars	12
Part III Exercises	14
Part IV Practices	15
Part V Famous Sayings	17
Unit 2 Using Language Effectively	19
Part I Communication Skills	19
Part II Exemplars	35
Part III Exercises	38
Part IV Practices	39
Part V Famous Sayings	43
Unit 3 Setting the Goal and Subject	45
Part I Communication Skills	45
Part II Exemplars	64
Part III Exercises	67
Part IV Practices	68
Part V Famous Sayings	71
Unit 4 Organizing the Speech	73
Part I Communication Skills	73
Part II Exemplars	103
Part III Exercises	107
Part IV Practices	108
Part V Famous Sayings	110
Unit 5 Opening the Speech	111
Part I Communication Skills	111
Part II Exemplars	124
Part III Exercises	129

Part IV Practices	130
Part V Famous Sayings	132
Unit 6 Closing the Speech	133
Part I Communication Skills	133
Part II Exemplars	141
Part III Exercises	146
Part IV Practices	146
Part V Famous Sayings	149
Unit 7 Rehearsing the Vocal Delivery	150
Part I Communication Skills	150
Part II Exemplars	168
Part III Exercises	171
Part IV Practices	173
Part V Famous Sayings	174
Unit 8 Using the Body Effectively	176
Part I Communication Skills	176
Part II Exemplars	189
Part III Exercises	192
Part IV Practices	193
Part V Famous Sayings	198
Unit 9 Making Impromptu Speeches	199
Part I Communication Skills	199
Part II Exemplars	218
Part III Exercises	220
Part IV Practices	221
Part V Famous Sayings	223
Appendix Selected Famous Speeches	224
References	251

Unit 1

Understanding Public Speaking



Objectives

- Communication Skills: to understand what makes an effective speaker
- Exemplars: to introduce oneself and one's talk
- Exercises: to familiarize with the skills and prepare introducing oneself
- Practices: to practise giving a self-introduction
- Famous Sayings: to appreciate, memorize and apply



Part I Communication Skills

Effective speaking

Throughout the history of civilization, people have extensively used public speaking as a means of communication. As an important skill in communication, public speaking is actually necessary for people of almost every walk. There are lots of occasions in which we may be asked to present a speech. As a college student or researcher, we are required to present our study or research orally; at a seminar or symposium, we stand up to put forward our opinion for or against that of others; we express thanks for a welcome or reception, or we are invited to deliver 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 emerge into a world which today demands 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 communication 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 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 the elements in it.

Communication. Four elements are basic to all communication: (1) someone to originate the thought, (2) someone to receive it, (3) a medium for expressing the thought, and (4) the thought itself. If we remove any one of the four, 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.

Thought and feeling. Thought and feeling are the substances or raw materials of communication. They are the things talked about. Without them there can be no communication. Or if the communicator 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.

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 or an oral reader. The actor and the reader are interpreters; they usually interpret or communicate 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.

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.

Listeners. Though we can easily identify the listeners in a public speaking situation, we must not assume that listeners appear only in 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 for directions to the administration building. The speaker meets his listeners on dozens of informal but important occasions during the 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 listeners use to determine the speaker's success? There are seven principles that will help to answer the questions.

◇ **The effective speaker must have 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 on 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. However, the worthwhile idea does not suddenly leap maturely into the speaker's head; it is more likely to grow slowly as he matures and continues his research and observations of life. The appropriate ideas and occasion are of vital importance in the delivery of a speech. The factory foreman must speak of the need for increased 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.

◇ **The effective speaker must wish 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 private 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 the college campus, students may avoid discussing 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 courage to fulfill a social responsibility are missing.

◇ **The effective speaker communicates for a particular purpose.**

The 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 ones when the speaker narrows his topic. The English teacher, for example, knows: that he must inform (*the general purpose*); that he must inform about literature; that he must inform about drama; that 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 exchange idle social chatter 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.

◇ **The effective speaker communicates ideas properly developed by suitable materials.**

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

An idea is the beginning of speech content, but this beginning grows as the speaker selects additional materials 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 will use materials appropriate or pertinent to the subject and the audience. They will be interesting and varied. They will be clear and concrete, free of ambiguity and double meaning. They will come from particular and 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 speaking of the right to vote Democratic or the right to wear a red necktie? Further development clarifies the point; he is speaking of the right to own property, to run the business which he chooses, to hire and fire whomever he likes, and to reject whatever union 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 establish is a probability of the truth, not the truth itself.

◇ **The effective speaker is well organized.**

Since clear ideas, good intentions, and volumes of supporting materials mean very little in the absence of good organization, the effective speaker — like the novelist, the dramatist, or the musical composer — must decide how to order his thoughts. Though the precise organization will vary 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; and as he moves from one subdivision to another, he laces 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 send up a smoke screen to hide the issues. I want us to meet them head on."

◇ **The effective speaker uses appropriate language.**

Once the speaker has formulated his ideas, developed them by good supporting materials, 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 kinds 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 the colleagues in his field, will use language that is learned or sophisticated and often foreign to one 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.

But 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 an audience accustomed to discretion. Words of taste and human understanding indicate a wholesome personality and usually invite a fair hearing.

◇ **The effective speaker communicates by good delivery.**

Many students enter a speech class with the mistaken impression that delivery is their only concern. True, it is a major concern, but with most instructors it is the concern developed last. A speaker must first develop, organize, and phrase his ideas. Once that is done, he must 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: effective use of his body and voice. Bodily communication includes the speaker's total appearance 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 loudness or volume, pitch, timing, and quality. It also includes melody or 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 an 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 a voice that is active, natural, and sincere to stimulate interest and win a favorable response from his audience.

The speaker and his audience

Who are the listeners? The speaker should have access to audience information that

should be useful during speech preparation and delivery. If the speaker knows the things concerning the audience, he can adapt to them and make listening easier.

◆ *The nature of the audience*

Among all the information about an audience, the most easily acquired pieces are the occasion and location of the speech and the educational level of him.

Occasion. Is the meeting celebrating a particular day or event? Is it a regular meeting for a sponsoring organization, or is it special? Is the level of audience interest and enthusiasm likely to be low, or are the members of the audience keyed-up and excited about the possibilities of getting something done? On annual ceremonial occasions and at regular weekly or monthly organizational meetings, interest is usually only moderately high. Whether it ever becomes high or not depends on the speaker. At special or “called” meetings, however, the opposite is usually true. The implications for the speaker should be apparent. When speaking on regular and routine occasions, the speaker may anticipate courtesy but only moderate interest or even boredom. His task is to jar the listener from his apathy and heighten his enthusiasm. When the occasion is characterized by a high level of excitement, the speaker must either channel that excitement into constructive action or present the audience with the sobering realities that make hasty action impossible.

Location. Where is the speech to be delivered? In the university auditorium, a language classroom, or the private dining room of a hotel? How large is the room? Is it likely to be filled? What about the acoustics? How are the seats arranged? One speaker was asked to address an audience of a high school honor society and their parents. Visualizing an audience of five hundred enthusiastic listeners crowded into the school auditorium, he prepared a finely phrased manuscript on the role of an educated person in modern society. When he arrived, he found the honor students sharing the stage with him and twenty-four parents, brothers, and sisters in the audience. He had to face the auditorium but address his remarks to the students on stage. Undoubtedly, the location had been unwisely selected and the arrangements poorly designed, but there was nothing he could do then to change them or his speech. He would have been better prepared if he had asked about the anticipated attendance and the plan for seating the honored guests.

Educational level. By *education* we refer not only to years of schooling and degrees earned but also to the audience’s knowledge of the subject. How well are the

listeners prepared to grapple with the subject? Some audiences will have the same general level of training and experience. Others will be made up of listeners with varying degrees of competence. Obviously, they present two different kinds of challenge to the speaker.

In speaking to a homogeneous audience, the speaker must adapt to the one apparent educational level. He does not address the American Association of University Professors as though its members were high school sophomores; neither does he speak to the sophomores as though they were professors. In both instances the speaker adjusts his subject, materials, and delivery to the audience. He must try not to exceed either limit. If he wishes to appear learned, he may accidentally speak “over their heads”. On the other hand, if he underestimates the educational level, he may “talk down” to the audience. Either mistake is almost as bad as making no adaptation at all.

When the audience is heterogeneous, the speaker’s problem becomes more complex. If he adapts to the level of the uninformed, he offends the informed by his rehash of old materials; if he speaks primarily to the informed, he bewilders the uninformed; if he speaks sometimes to the informed, sometimes to the uninformed, he confuses himself. Theoretically, this seems like an impossible kind of audience, but the speaker can defend any of the three philosophical positions; he can speak to the educated, reasoning that they are the ones who “get things done”; he can address himself to the uninformed, hoping, perhaps, to give them material for thought, and reasoning that the informed will take care of themselves; he can strike for the middle, reasoning that the purpose of communication is to make the greatest sense to the greatest number. The course the speaker finally chooses will probably depend on his purpose; he will speak most directly to those who are best able to help him achieve his goal.

◆ *Winning audience’s attention*

The effective speaker provides a vivid enough stimulus to win attention through all the elements of his speech — material, organization, language, and delivery.

◇ **Attention through material**

Interesting speeches contain motive appeals, but we run the risks of shallowness and sentimentality if we always refer to freedom, security, status, and the glory of good hard work. There are other elements which can be worked into speeches to bid for the attention of the listener.