

高等学校英语专业规划教材



(4)

英语口语教程

——英语演讲与辩论(II)

● 总主编 常俊跃

● 主编 黄滔

● 审校 Marion Wyse

*A Coursebook for Oral English (4):
Public Speaking & Debate (II)*



华中科技大学出版社
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总 序

随着我国英语教育的快速发展,英语专业长期贯彻的“以技能为导向”的课程建设理念及教学理念已经难以满足社会的需要。专家和教师们密切关注的现行英语专业教育大、中、小学英语教学脱节,语言、内容教学割裂,单纯语言技能训练过多,专业内容课程不足,学科内容课程系统性差,高、低年级内容课程安排失衡及其导致的学生知识面偏窄、知识结构欠缺、思辨能力偏弱、综合素质发展不充分等问题日益凸显。

针对上述问题,我们依托国家哲学社会科学项目“英语专业基础阶段内容依托式教学改革研究”,以内容依托教学理论为指导理论,确定了如下改革思路。

(一) 更新语言教学理念,改革英语专业教学的课程结构。在不改变专业总体培养目标和教学时限的前提下,对课程结构进行革命性的变革:改变传统单一的语言技能课程模式,实现内容课程与语言课程的融合,扩展学生的知识面,提高学生的语言技能。

(二) 开发课程自身潜力,同步提高专业知识和语言技能。内容依托课程本身也同时关注内容和语言,把内容教学和语言教学有机结合。以英语为媒介,系统教授专业内容;以专业内容为依托,在使用语言过程中提高语言技能,扩展学生的知识面。

(三) 改革教学方法手段,全面提高语言技能和综合素质。依靠内容依托教学在方法上的灵活性,通过问题驱动、输出驱动等方法调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂发表等行之有效的活动与学科内容教学有机结合,提高学生的语言技能,激发学生的兴趣,培养学生的自主性和创造性,提升思辨能力和综合素质。

本项改革突破了我国英语专业英语教学大纲规定的课程结构,改变了英语专业基础阶段通过开设单纯的听、说、读、写四种语言技能课提高学生语言技能的传统课程建设理念,对英语课程及教学方法进行了创新性的改革。首创了英语专业基础阶段具有我国特色的内容、语言融合的课程体系;率先开发了适合英语专业基础阶段的内容依托课程;系统开发了英语国家历史、地理、社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化、功能英语交际、情景英语交际、英语演讲与辩论等教材,以崭新的途径实现英语专业教育的总体培养目标。

经过七年的酝酿、准备、实验,教学改革取得了鼓舞人心的结果。

(一) 构建了英语专业基础阶段内容依托课程与语言课程融合的课程体系。新的课程体系改变了传统单一的听、说、读、写语言技能课程模式,实现了内容依托课程和语言技能课程两种模块的融合;课程包含综合英语、听力、语音、写作、功能英语交际、情景英语交际、英语演讲与辩论、英国历史文化、英国自然人文地理、英国社会文化、美国历史文化、美国自然人文地理、美国社会文化、澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化;语言技能课程密切关注英语语言技能的发展,内容依托课程不仅关注系统的学科内容,而且也关注综合语言技能的培养。在课程外和课程内两个层面把内容教学和语言教学有机结合,通过内容教学培养学生综合语言运用能力,扩展学生的知识面,提高学生的综合素质和多元文化意识,从根本上改变英语专业学生知识面偏窄、综合素质偏低的问题。

(二) 系统开发了相关国家的史、地、社会文化以及跨文化交际课程资源。在内容依托教学理论的指导下,在实施内容依托教学的关键期——英语专业的第一学年,成功开设了英国和美国的历史、地理、社会文化等课程。第二学年开设澳、新、加等国社会文化,欧洲文化,中国文化,跨文化交际,《圣经》与文化等课程。内容依托教材改变了传统的组织模式,系统组织了教学内容,设计了新颖的栏目板块,设计的活动也丰富多样,教学实践中受到了学生的广泛欢迎。此外还开发了开设课程所需要的大量资源。

(三) 牵动了教学手段和教学方法的改革,取得了突出的教学效果。在内容依托教学理论的指导下,教师的教学理念、教学方法、教学手段得到更新。通过问题驱动、输出驱动等活动调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,激发学生的兴趣,培养学生的自主性和创造性,提高学生的语言技能,提升思辨能力和综合素质。曾有专家和教师担心新的课程体系会对语言技能发展产生消极影响。实验数据证明,改革不仅没有对学生的语言技能发展和语言知识的学习产生消极影响,而且还产生了多方面的积极影响。此外,对学生学科知识学习产生的巨大积极影响更是传统课程体系不可能做到的。

(四) 提高了教师的科研意识和科研水平,取得了丰硕的教研成果。项目开展以来,团队对内容依托教学问题进行了系列研究,活跃了整个教学单位的科研气氛,科研意识和科研水平也得到很大提高。课题组已经撰写研究论文 25 篇,在国际、国内学术研讨会交流 12 篇,在国际学术期刊 World Englishes、国内外语类核心期刊《外语与外语教学》、《中国外语》、《外语教学理论与实践》等发表研究论文 8 篇。

教学改革开展以来,每次成果发布都引起强烈反响。在 2008 年 3 月的第三届中国外语教学法国国际研讨会上,与会的知名外语教育专家戴炜栋教授等对这项改革给予关注,博士生导师蔡基刚教授认为本项研究“具有导向性作用”。在 2008 年 5 月的“第二届全国英语专业院系主任高级论坛”上,研究成果得到知名专家、博士生导师王守仁教授和与会其他专家及教授的积极评价。在 2008 年 7 月的中国英语教学研究会东北地区年会上,改革的系列成果引起与会专家的强烈反响,研究论文获得 3 个优秀论文一等奖,3 个二等奖,1 个三等奖。2008 年 11 月,在中国英语教学研究会年会上,成果再次引起与会专家的强烈反响,博士生导师石坚教授等给予了高度评价。2008 年 10 月和 12 月,本项改革成果分别获得大连外国语学院教学研究成果一等奖和辽宁省优秀教学成果一等奖。2009 年获得第六届国家优秀教学成果二等奖。在 2009 年 5 月的“第三届全国英语专业院系主任高级论坛”上,本项改革成果再次赢得专家和同行的赞誉。在 2009 年 10 月的中国英语教学研究会 2009 年会上,本项改革成果在主旨发言中向我国英语界同仁发布,得到了戴炜栋、文秋芳等知名专家、同行的高度肯定。

目前,该项成果已经在全国英语专业教育领域引起广泛关注。它触及了英语专业的教学大纲,影响了课程建设的理念,引领了英语专业的教学改革,改善了教学实践,必将对未来英语专业教育的发展产生积极影响。

本项改革开展过程中得到了全国各地专家的关注、支持、帮助和肯定。衷心感谢戴炜栋教授、王守仁教授、文秋芳教授、石坚教授、蔡基刚教授、杨忠教授等前辈给予的鼓励和支持,衷心感谢大连外国语学院领导孙玉华教授、赵忠德教授、杨俊峰教授及其他各位领导的大力支持,感谢大连外国语学院教务处刘宏处长、姜凤春副处长以及工作人员们在改革实验中给予的

大力支持,感谢大连外国语学院科研处张雪处长和工作人员们给予的热情帮助,感谢大连外国语学院英语学院领导的全力支持和同事们的无私帮助以及团队成员的共同努力。同时也真诚感谢为我们内容依托教学改革提供丰富教学材料的国内外专家。特别感谢华中科技大学出版社的杨鸥编辑和刘平编辑,没有他们对新教学理念的认同,没有他们对英语专业教育的关注和支持,这套教材不可能如此迅速地面世。

作为一项探索,我们团队成员虽然为打造这套精品教材做出了巨大努力,但由于水平所限,教材中难免存在疏漏和不足,希望全国各地的同仁不吝赐教,希望使用本套教材的师生提出改进意见和建议,以期不断完善教材,为提高英语专业教育的质量共同努力。

常俊跃

2010年6月

于大连外国语学院

前 言

社会的发展总是在对人的能力提出新的要求和挑战。21世纪被称为“表达的年代”(an age of expression),这意味着人的沟通能力已经被提高到了一个非常关键的地位。演讲作为一种强有力的表达手段和沟通手段,日益受到越来越多的领导者、教育者和学习者的重视。

同时,在多样、复杂的国际环境中,跨文化的对话和话语对抗日益频繁,涉及商务、政治、科研、教育等各个行业和领域。英语是国际交流中必不可少的语言工具,需要用英语进行演讲的情形包括论文宣读、商业展示、专题报告、声明、谈判、抗辩等等。因此,在跨文化的沟通活动中,用英语演讲的能力显得尤其重要和便利。良好的英语演讲能力能帮助演讲者实现强大的影响力、说服力和感染力,从而在跨文化的语言对抗中立于不败之地。

英语演讲能力是英语综合知识和英语综合能力的全面体现,同时也是演讲者思维能力、表达能力和人格魅力的集中体现。中国学生学习用英语演讲不是一件简单的事,这是因为除了综合知识之外,英语的修辞取向和汉语的修辞取向有明显的区别,所以学习英语演讲和辩论需要在掌握相关知识的同时攻克语言和技巧(即修辞)这两个难关。

本教材在设计中多管齐下,旨在帮助中国的英语学习者解决语言和修辞难题。教材在传授演讲和辩论知识的基础上,注重实际的语言操练,这使得本套教材不同于普通的英语演讲教材,具备很强的实用性和可操作性。

本教材主要有以下几个方面的优势和特点。

1. **注重修辞理念:**演讲是修辞最直接、最精华的体现和成果。然而,中外对比修辞研究的最新成果表明,中国学生在演讲稿中所表现出的修辞取向与英语的修辞取向存在较大差异,尤其体现在语篇模式建构上。因此,本套教材在 Knowledge Input 部分着重帮助学习者理解英、汉语篇修辞的差异,引导学习者遵循英语演讲的修辞模式进行语篇建构和观点陈述,从而提升演讲的修辞价值,提升其说服力和感染力。

2. **强调语言输入:**本教材中的 Lexical Power Build-Up 部分为学习者提供了大量实用性很强的预置语块,适用于各种类型的演讲场合和演讲目的。这些语块的选择是以英语演讲修辞理念为基础的,所以对语块的操练和运用不仅能提升学习者的语言能力,而且能进一步深化对修辞思想的理解,使学习者的演讲风格更加趋近英语演讲修辞的要求。

3. **练习多种多样:**本教材在 Comprehensive Practice 中为教师和学习者设计了不同层次、不同目的、不同形式的练习。练习主要以口语形式完成,包括即时理解能力训练、批判性思维训练、语言运用能力训练、演讲和辩论训练、团队合作训练等。这些练习目的明确,具有很强的操作性和娱乐性,教师和学习者可以根据实际情况选择使用,实现在经历中学习,获得最佳的学习效果。

4. **优质素材输入:**本教材中选用的演讲范例和名篇兼顾各种类型、各种风格,具有很强的时效性和针对性,从质量和数量上均能满足各种学习层次的学习者的需求。

5. **内容轻松活泼:**为了补充多样性的学习内容并深化对修辞思想的理解,教材在

Amusement Park 栏目加入了电影中的演讲片段欣赏和歌词欣赏。这些寓教于乐的教材内容不仅为学习者课后的学习提供了素材,而且丰富了语言输入的形式,有助于提升学习者的学习兴趣。

6. 涵盖比赛训练:现在国内各种英语演讲、辩论比赛日益频繁,因此本教材加入了部分比赛项目的训练内容,包括说服性有备演讲、即兴演讲、回答提问、议会制辩论等各项重要比赛内容。

7. 兼顾阶段需求:英语专业四级口语考试是英语专业二年级学生面临的重大考试,本教材充分考虑了学生阶段性的需要,根据专业四级口试的要求设立了 New Hurdles 板块,提供了系统的训练材料,组织了系统的训练,以帮助学生在口语测试中充分展示自己的表达能力。

为打造这套精品教材,我们全体编写人员做出了巨大努力。此外,陈胜国、刘男、刘立红、马明洁、解放、许敬、郑兴华等也参与了本书的校对工作。我们希望我们的努力能为推动英语专业教学改革、探索英语专业人才培养的新路做出有益的贡献。

编者

2010年6月

于大连外国语学院英语学院

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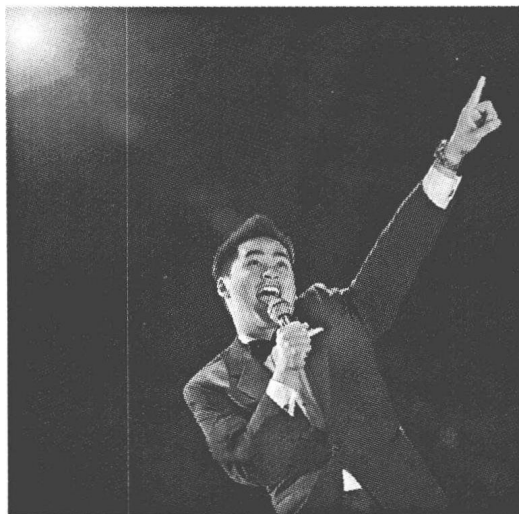
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Part Three

Polishing Speaking Skills



Unit 17

Narrative Speech with Examples

The basic rule of human nature is that powerful people speak slowly and subservient people quickly — because if they do not speak fast nobody will listen to them.

—Michael Caine¹

Unit Goals

- To learn to use information, explanation, examples, facts, or illustrations to put ideas across
- To learn to use transitions to increase coherence
- To learn how to organize examples and details
- To learn to manipulate your tempo when you speak

Warm-Up

1. For what purposes do people need to use examples? Or in what ways do you think examples can be helpful?
2. Can you give examples to tell how many different ways you could use a piece of brick?

Knowledge Input

Organization of Examples and Details

When we need to give examples and details in our speech, it is necessary to consider the order of their presentation. Unlike narrative, where sentences are ordered chronologically, and descriptions, where sentences are logically organized on a spatial principle, the sentences in the expository paragraph follow no prescribed or set pattern of organization. The ordering depends on the subject and often on the speaker's logic. There are, however, some common patterns that might be considered guidelines.

Order of importance — saving the best for last: Often, when you are developing a topic sentence with examples and details, one of the examples is more impressive than the others. Since audiences generally remember what they hear last, and since it is a good idea to leave a good impression on the audience, it is wise to place the most impressive example at the end of the paragraph. Study the following part of a speech, and note that the last example is the most startling one.

A search through etymologies will reveal some examples of words which have narrowed in meaning since their early days. Barbarian was originally a vague designation for a foreigner of any kind; garage, when it was borrowed from France, meant "a place for storage." In the United States, lumber has specialized to mean "timber or sawed logs especially prepared for use," but in Britain the word still retains its more generally meaning of "unused articles". ... Perhaps the most startling specialization has taken place with the word girl; even as late as Chaucer's time, it was used to mean "a young person of either sex"!

Order of familiarity — from the more familiar to the less familiar: When the details in the expository paragraph are mostly factual, it is common to begin with the most obvious or familiar detail and move toward the less obvious or less familiar detail. This is the pattern of the following paragraph about the expense of smoking cigarettes. The writer begins with details that most people would consider when thinking about expense: the price. Then the writer discusses the less obvious or familiar expense of smoking cigarettes: the cleaning. Read the paragraph and note how the writer connects the more obvious expense to the less obvious expense.

Smoking cigarettes can be an expensive habit. Considering that the average price per pack of cigarettes is about \$ 2.50, people who smoke two packs of cigarettes a day spend \$ 5 per day on their habit. But the cost of cigarettes is not the only expense cigarette smokers incur. Since cigarette smoke has an offensive odor that permeates clothing, stuffed furniture and carpeting, smokers often find that they must have these items cleaned more frequently than nonsmokers do. This hidden expense does contribute to making cigarette smoking an expensive habit.

Order of time — from the past to the present: When the details and examples in a paragraph are taken from history or are events that have taken place in the past, it is often a good idea to order the examples according to chronology.

The seventeenth century was a period of great advances in science. For example, early in this century, Galileo perfected the telescope and in 1609 published "The Sidereal Messenger". Only a few years later, the Dutch scientist Anton van Leeuwenhoek performed pioneering research with the microscope, discovering that fleas and other minute creatures come from eggs rather than being spontaneously generated. Not long after this, William Harvey, an English physician, discovered the method by which blood

circulates in humans. Finally, in the 1660s, Isaac Newton discovered the law of gravitation and the laws governing the physics of light, and he also invented differential calculus.

Knowledge Internalization

1. Pair Work

Talk with your partner about the order you usually follow. Give some examples of the occasions when you can use the different orders mentioned above.

2. Group Work

Study the following topic sentence and its supporting details and discuss them with your group members. Rearrange the support so that each detail is in its most logical position. Remember, there is no set order, but you must be able to justify your choices.

Topic sentence: China has suffered from some of the worst disasters in history.

- a. The worst disaster of all time occurred in 1931, when the Yellow River flooded, killing 3.7 million people.
- b. On January 24, 1556, 830 000 people died in an earthquake.
- c. In 1642, 300 000 Chinese perished as a result of flood waters.
- d. In 1887, the Yellow River flooded, causing the death of 900 000 Chinese.
- e. The Year 1927 saw another devastating earthquake, killing 200 000 people.
- f. There was an earthquake in Tangshan in 1976 that killed 242 000 people.
- g. In 1982 and 1983, over 1 700 people died from floods.
- h. In 2008, over 80 000 people lost their lives in the Wenchuan earthquake in Sichuan Province.

Lexical Power Build-Up

1. Lexical Input

Here are some useful language chunks for citing examples. Practice them until you can say them automatically, but pay special attention to their pronunciation and intonation.

For example, / For instance, / To be specific, salmon are kept in ponds.

In this example, / In this case, / In this instance, fish are transferred to rivers.

A river is an example / an instance / an illustration of a habitat.

Fish like / such as salmon are cultivated.

By way of illustration, Smith shows how the data for...

A classic / well-known example of this is...

X is a good example / illustration of...

X illustrates this point / shows this point clearly.

This can be illustrated briefly by...

Another example /An additional example is...

2. Lexical Input

Here are some useful language chunks for transitions which glue your examples together. Practice them until you can say them automatically, but pay special attention to their pronunciation and intonation.

Perhaps the most startling/tragic example is...

Let's begin with the familiar example of...

An additional example for this is...

Moreover, / Besides, ...

Afterwards / Later, ...

Last but not least, ...

Finally, ...

A more recent /typical example is...

If this incident is not enough to show the severity of the situation, let's look at another more shocking example.

3. Pair Work

Work with your partner and try to add more expressions to the list above.

4. Pair Work

Make a generalization about a person you know, and then give supporting examples. For instance, you might begin with, "My little brother has done some amusing things." You could support this generalization with several examples of amusing things he had done. Try to use a proper order to organize the examples. Follow the "generalization — example — transition — example — transition — example — conclusion pattern".

Then tell your partner about them.

Comprehensive Input

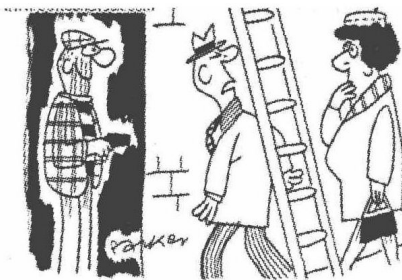
Sample One

Below is a short part of speech about superstition in the United States. Pay attention to the transitions used between different examples.

Superstition in the United States

Although the United States has become an advanced technological country, many old-fashioned superstitions still remain. For instance, when walking down a street in New

York City past ingeniously² built skyscrapers, you might see a sophisticated New Yorker walk around instead of under a ladder. Of course, he or she knows that walking under a ladder brings bad luck. Or, should a black cat wander from a back alley to that same bustling street, some people would undoubtedly cross to the other side of the street to avoid letting a black cat cross their path. Moreover, it is true that most buildings in the United States do not have a thirteenth floor and many theaters do not have a thirteenth row. Again, we all know that 13 is an unlucky number. Besides, if you take a drive through Pennsylvania Dutch country, you will see large colorful symbols called hex signs³ attached to houses and barns. Of course, the people who live there say they are just for decoration, but sometimes I wonder.



"I TELL YOU, THAT BAD LUCK THING IS JUST A SILLY OLD WIVES' TALE!"

Sample Two

Surnames

When surnames began appearing in Europe 800 years ago, a person's identity and occupation were often intertwined³. A surname was a direct link between who a person was and what that person did. For example, Taylor is the Old English spelling of tailor, and Clark is derived from clerk, an occupation of considerable status during the Middle Ages because it required literacy. Also, the names Walker, Wright, Carter, Stewart, and Turner indicate occupations. A walker was someone who cleaned cloth; a wright was a carpenter or metalworker; a carter was someone who drove a cart; a steward was a person in charge of a farm or estate; and a turner worked a lathe. One of the few occupational surnames reflecting the work of women is Webster, which refers to a female weaver.

Comprehensive Practice

1. Pair Work

How many examples are given in the above speeches? Underline the transitions between different examples, and discuss whether you can find other words or expressions to fit in the transitional parts.

2. Solo Work

Plan a speech about superstitions in China. Give specific examples to illustrate your idea. Remember to use transitions between your examples. Get ready to talk in front of your classmates.

3. Solo Work

Tempo

The rate at which you produce sounds is called tempo. When we speak, we should moderately vary our tempo, because doing either to the extreme can turn off our audience. Our tempo is also affected by pauses. Sometimes a brief moment of silence can convey much to an audience. So do not be afraid to use pauses when appropriate. It is also better to pause a moment than to fill the air with “ums,” “uhs,” and “you knows,” which are really vocalized pauses.

Practice the speech you've just planned about superstitions in China. Learn to control your tempo. Do not speak too quickly or too slowly.

4. Group Work

Now give the speech about superstitions in China in your group. Give each other suggestions to improve. Choose the best speaker in your group to speak in front of the class.

5. Solo Work

Pollution is one of the top concerns all over the world. Plan a short speech about how serious the pollution problem has become. You need to use specific examples to support your idea. Then practice giving the speech. Make recordings of your own voice and try to find your own strengths and weaknesses.

6. Group Work

Every culture has proverbs. Some popular ones in English are “The early bird catches the worm” and “A stitch in time saves nine.” Think of a popular proverb in Chinese and translate it into good English. Form groups of four. Each group is to choose their own proverb, and all the group members should tell anecdotes from their lives that show the truth of this statement.

Extra Input

The following excerpt is from Stéphane Dion's Response to PM Stephen Harper on Opposition Coalition, delivered on 3rd, December 2008, in Parliament Hill, Ottawa, Ontario.

Pay attention to the specific examples he uses. Would the speech have the same effect