

“十二五”普通高等教育本科国家级规划教材



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

# 口语教程

## Speak with Confidence

王守仁 张 瑛 陈 博 / 编



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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、八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”、“十二五”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



## 前言

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、专业知识和相关专业知识三大板块,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”。其专业技能板块的70多种教材更于2012年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。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

为了适应时代与社会对英语人才培养的要求,我们以《高等学校英语专业英语教学大纲》为指导思想,编写了《口语教程》,供高等学校英语专业一、二年级口语课教学使用。

《口语教程》全套四册,对学生进行循序渐进、全面系统的口语训练。四册书是一个整体,每册各有重点,又相互衔接。第一册侧重交际功能训练,培养学生主动开口讲英语的热情和习惯。第二册围绕“语言基本得体”的要求编排情景对话,逐步提高学生英语口语表达语言的准确性和对文化差异的敏感性。第三册主要进行英语演讲及戏剧表演的训练,使学生能比较系统、连贯地发表自己的见解。第四册的重点是英语辩论。学生使用这套教材,经过四个学期较为严格的训练,可以有效提高英语口语表达和交际能力。

英语一定要通过实践和运用才能真正掌握,英语口语尤其如此。作为一门单项语言技能训练课,口语课的任务是让学生在课堂自己讲英语,而不是听教师讲英语。学生是语言实践的主体,教师主要起到对教学活动的策划、组织、指导、监督和评估作用。《口语教程》的编写思路是通过交际性语言活动来进行口语训练,这些活动包括对子练习、小组讨论、大组汇报、复述、表演、游戏等。学生通过参与各种富有创造性的语言实践活动,扮演角色,交流信息,表达思想,陈述观点,解决问题,成为口语课的主人。教师以开展活动的方式组织课堂教学,营造一个生动有趣的英语氛围,可以增加师生互动与生生互动,强化对交际能力的培养。

《口语教程》第三册是在学生的英语已有一定基础、具备用英语表达思想感情的初步能力之后,向他们提供难度较大、富有挑战性的英语演讲训练。本书前九个单元集中学习演讲,内容既有演讲各个环节的实践,又有演讲知识技巧介绍。我们设计的教学任务是让学生通过系统规范的训练,学会写演讲稿,掌握演讲技巧,能就各种话题进行即席演讲和背诵演讲。除此以外,还有各种场合致辞的练习,如实用性很强的欢迎、颁奖、致谢等,随后列出的相关常用表达方式可供学生模仿学习。

本书安排四个单元用于戏剧表演训练。从某种程度上来说,演讲本身也是一个表演的过程,在口语课堂上学习戏剧表演,是对演讲训练的一个良好的补充。戏剧表演训练从演员技巧、排练技巧和创作技巧三方面入手。演员技巧的练习能帮助学生更好地掌握朗诵的韵律与节奏,以提高语音的准确性和口语的流利度,能让学生发挥想象力,集中注意力,用得体的举止和良好的语言正确表达所饰演角色的情感与思想。排练技巧的练习帮助学生初步认识舞台空间运用,为形成戏剧风格,加强沟通能力,相互了解与支持提供一个很好的

机会。创作技巧的练习有助于促进学生在创作环境中发挥想象力，鼓励学生尝试自编自演剧本，增加实践环节。

本书的另一项教学任务是让学生开展小型社会调研活动并口头报告研究结果。学生通过做小型研究课题，掌握基本的研究方法，去收集数据，处理数据，合作完成研究报告，可以增强研究意识，锻炼实践能力，并培养分析问题能力和口语表达能力。

另外，为了帮助学生顺利通过英语专业四级口语考试，本书前八个单元均配备一套英语专业四级口语模拟试题。

特别需要说明的是，本书内容比较丰富，每一单元活动较多，教师应该根据学生实际需要，选择使用。

《口语教程》是在原《新编英语口语教程》基础上改编的。我们广泛听取了教师和学生意见和建议，保持了《新编英语口语教程》的基本框架，新增了部分语篇，并重新调整、设计了相应的练习。我们希望《口语教程》能适应不断变化的新形势，满足英语教学的实际需要。

倪岚参与了本书部分单元的编写工作。

在教材编写过程中，我们得到了上海外语教育出版社庄智象社长的关心和指导，高等教育事业部主任谢宇和责任编辑许高提出了很好的建议和意见，在此一并致谢。

王守仁

2008年4月

# Contents

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Unit 1	Speaking to Develop Self-Confidence .....	1
Unit 2	Making Impromptu Speeches .....	14
Unit 3	Preliminary Preparation .....	26
Unit 4	Structuring the Body of a Speech .....	41
Unit 5	Creating an Effective Introduction & Conclusion .....	55
Unit 6	Speaking to Inform .....	71
Unit 7	Speaking to Persuade .....	83
Unit 8	Wording the Speech .....	99
Unit 9	Oral Practice .....	113
Unit 10	Acting: Imagination and Concentration .....	115
Unit 11	Acting: Walking and Talking .....	125
Unit 12	Staging a Play: From Script to Rehearsal .....	137
Unit 13	Writing Your Own Play: Unfolding a Creative World .....	148
Unit 14	Choosing a Mini-Research Topic .....	158
Unit 15	Mini-Research Design and Methods .....	165
Unit 16	Data Analysis .....	175
Unit 17	Mini-Research Findings and Project Conclusion .....	182
Unit 18	Oral Practice .....	189
Appendix	.....	193

# 1

## SPEAKING TO DEVELOP SELF-CONFIDENCE



### WARM-UP

Discuss the following topics in class.

- \* Your Summer Vacation
- \* Your Best or Worst Memories of the First-Year College Life
- \* Your Plan for the New Semester

### LISTENING



Listen carefully as your teacher reads the following speech, and then answer the questions below.

Today is a day of pride and joy for all teachers. For today we are gathered here to salute the teachers and at the same time to do honor to the teaching profession. As I stand here in my capacity as Minister of Education in the midst of this representative gathering of teachers from all over the country, I am filled with a deep sense of pride in all the teachers and a deeper sense of responsibility towards the teaching profession. I know that my feelings of pride are shared by all teachers, for today, September the 10th, is a historic and memorable day for all teachers: historic because for the first time in the history of the nation, the teachers are celebrating

Teachers' Day, and memorable because from henceforth September the 10th will be commemorated as Teachers' Day.

In this moment of pride and happiness, teachers all over the country must reflect on their role as teachers, and ponder whether they have earned the respect of the public for the teaching profession. They must also ponder whether they have lived up to the high ethical standards of the profession. Entrusted as all of you are with the responsibility of educating the youth of the country, it could be said that teachers can make or mar the good name and future prosperity of the nation.



We like to have a high standard of national behavior and this we can only do, if our nation is made up of men and women rightly molded in their years of childhood and whose youthful enthusiasm and energy are properly channeled during their formative years. Our teachers, therefore, have a key and vital role to play in this task of what I would like to call nation building.

On this historic occasion, I call upon all teachers through their representatives at this gathering to resolve to do their best to meet the demands of the profession, to uphold the high ethical standards of the teaching profession, and to serve our nation loyally and efficiently!

### Questions:

- 1 In what capacity does the speaker deliver his speech?
- 2 Why is September the 10th a historic and memorable day?
- 3 What does the speaker ask teachers to think about?
- 4 What role can teachers play in the task of nation building?
- 5 How does the speaker conclude his speech?

**Read the speech, and then summarize the main points to your partner. You may take notes.**



## Acceptance Speech for the Best Teacher Award\*

**G**overnors, Award Recipients, and Guests:

It is my pleasure to make this acceptance speech on behalf of all 16 recipients of this year's Board of Governors' Award for Excellence in Teaching.

I would like to thank the Governors for their continuing support of teaching excellence in the University of North Carolina system. I believe that the Board of Governors' support of recently established teaching awards, including the Excellence in Teaching Award, has greatly energized interest in and local support of excellence in teaching. And for that, both our teachers and their students owe the Board of Governors a big THANK YOU.

Now I would like to share with you some of my thoughts on the nature of excellence in teaching. It is my belief that there are two essential components to effective teaching. First, the material to be learned must be presented in a competent fashion. I shall refer to such a presentation as the lecture. But teaching involves more than lecturing. Learning requires that the students be actively involved. While I do not have time here today to address the details of the techniques useful in encouraging student involvement, I would like to point out that the techniques I have found most effective have one common element — scholarly conversation among all in the classroom. In using the term “conversation”, I do mean to imply that this intercourse is social and often informal. Humans are social creatures, and they learn best in a social context.

To illustrate the importance of conversation in the classroom, I would like to tell you a tale of two freshmen.

The first freshman is majoring in biology. In his first year, he took an introductory level chemistry class. This student had been interested in chemistry in high school, but his first college experience with a class in chemistry is killing that interest. Each student is assigned to a particular seat in the large lecture hall. Students who accumulate three absences fail the course. Some students pay others to attend for them. A student in this class can easily feel like he is just a number, not a person. The students are not active participants in this class. There is no conversation, just a lecture. The material is presented as if the students will just passively



\* Adapted from an acceptance speech by Karl L. Wuensch, East Carolina University on Board of Governors' Teaching Awards Ceremony, Chapel Hill, New York City April, 2000.

assimilate it, much as dry, dead sponges soak up water, not like living, social creatures learn.

This first freshman was me, Karl Wuensch, 35 years ago. I did not learn much chemistry that year, but, in retrospect, I did learn something valuable — how not to teach effectively. My freshman year experience was not what I had expected college to be. I expected college to be a community of scholars, where both faculty and students engage in intellectual exchanges from which all participants learn.

Our second student is also majoring in biology, in his first semester at a small, private college. As he sits in his required general chemistry class on the first day of classes, he has a dreadful feeling. Yes, our second student is also me, six years later. As the semester progressed, my feeling of dread was replaced with one of joyful excitement. This class was nothing like my earlier chemistry class. The professor soon came to know each student's interests, strengths and weaknesses, and used this knowledge wisely to maximize the learning experience for each student. Hands-on demonstrations were employed in the classroom and hands-on activities in the laboratory. Students asked questions in class, volunteered comments, and stayed after class to continue discussions with the professor and other students. In this learning environment I thrived.

Please note that my examples involved students in their first year of study at a new institution. It is my belief that the first year is an especially critical year. If students' first year classes do not encourage them to participate actively in their learning, then they are likely to develop habits and attitudes not conducive to effective learning. It may be difficult to change these bad habits and attitudes after that first year — if the student survives the first year.

I have lectured you long enough. If any of you would like to join me in a conversation on the topic of effective teaching, feel free to contact me later, electronically or otherwise. In closing, let me once again thank the Board of Governors for their support of excellence in teaching.

### Questions:

- 1 What is your impression of the speech? Do you think it is a good speech? Why?
- 2 What is the possible audience of the above speech?
- 3 Why does the speaker talk about the tale of two freshmen?
- 4 In the speaker's opinion, what makes a good teacher?
- 5 In your freshman year, who do you think was the best teacher? Why?

## IT'S YOUR TURN NOW!

### Task I Individual Work

#### Outline making

A speech outline is a way to organize your material logically and clearly. You should make an outline before you start to give a speech. By using an outline, you can “see” your speech and determine where you need to add or revise information. It provides the structure for the introduction, body, and conclusion of your speech. In addition, it can serve as your speaking script.

Read the above speech and decide its outline. List the main points that the speaker wants to make clear in his speech. You can use the following chart to help you make the outline.

Purpose of the speech	
Central idea of the speech	
Main points	

### Task II Classroom Activity

#### Role-play

A press conference is to be held to report the ceremony of the Best Teacher Award. Select 5–6 students to play the roles of a high official from the Ministry of Education and winners of the Best Teacher Award, while the rest of the class take the roles of journalists from major or local newspapers in the country. Answer the questions raised at the press conference. Talk about the present status of the country’s education and suggest ways for teachers to improve themselves.

### Task III Pair Work

Choose one of the following topics to discuss with your partner.

- \* An Unforgettable Teacher that I Know
- \* The Teaching Profession
- \* Alternatives to College Education
- \* Education's Role in 21st Century China

## TIPS FOR PUBLIC SPEAKING



### Speaking to Develop Self-Confidence

#### Overcoming stage fright

Most people are nervous about public speaking. Try to accept nervousness as a natural way of helping you to be alert and to do your best. You will be able to reduce your nervousness and after a few speeches, you will understand and accept it. The best way to cope with nervousness is to be really well prepared. If you know that your topic is interesting, and that your material is well organized, you have already reduced a major worry.

#### Having good posture

Posture is the way that you stand before your audience. Do not lean on the podium. Try to stand naturally erect. If there is no podium in the room, place yourself in a good visible position in the middle of the room. You should try to look casual.

#### Facial expressions

If you smile before you start your speech, you can give your audience the impression that you are not nervous and are looking forward to speaking. During your speech, try to change your facial expressions to convey the emotions that you feel. Throughout your speech, you need to use expressive facial expressions.

#### Movements and gestures

Movements and gestures help your audience to understand the meaning of your speech. They also help you to express emotions connected with these meanings. If you are nervous, take a few steps to your right or left while speaking. This will help you to relax and move naturally.

Gestures are your hand and arm movements. Gestures help you to relax. Gestures also help you to emphasize important points in your speech. Always start your speech with your hands hanging naturally at your sides. Keep your hands down until you feel like emphasizing a point — then use your hands as you would in everyday conversation.

### Eye contact

When you speak, you should look your audience in the eye. The idea is to give the impression that you are talking to each individual in your audience. If you have a large audience you can't actually look at each person's eyes, but you can casually move your eyes from one section of the audience to another throughout your speech. Try to look at the people in the middle of the room, then slowly look to the right side of the room, then to the left side, then back to the center of the room. Don't look at the floor, the ceiling or out the window because this will give the audience the idea that you are not interested in your topic or in them.

### Speaking with enthusiasm

Enthusiasm is being lively and showing your own personal concern for your subject and your audience. Your voice should be strong: you should want to communicate. If you are truly interested in your topic, your delivery is certain to be enthusiastic and lively.

### Varying speaking rate

Your words should not be too fast or too slow. If you speak too slowly you will bore your audience. If you speak too rapidly you will be difficult to understand. Adapt your rate to the content of your speech. For example, if you are explaining complex information, slow down. If you are happy or enthusiastic, you should speed up.

## IT'S YOUR TURN NOW!

**Task 1**    **Title:** Mastering positive image

**Format:** Classroom activity

**Procedures:**

- 1 Close your eyes, imagine that you are going to give a speech to the class.
- 2 To get a complete picture of the “ideal speaker” in your mind, try to make a list of 10 characteristics that a good speaker should achieve. For example:
  - I would like to be able to look audience members in the eye.

- I want to feel relaxed and confident while speaking.
  - I would like to sound dynamic when I speak.
  - I want people to be able to hear me.
- 3 After completing the list, take turns to go to the front to deliver it.
  - 4 Try to achieve every goal listed.

## Task II Title: Introduce your partner

**Format:** Classroom activity

**Procedures:**

- 1 Talk to your partner, and find as much information as possible about him/her.
- 2 Prepare a 1–2 minute speech of introduction about your partner. Include any information you find interesting.
- 3 Walk down the aisle, holding your body erect.
- 4 Stand in front of the class, and deliver the speech to the audience. Pay attention to your posture, facial expression, eye contact and volume of voice.

## SPEECH WORK

**Format:** Group work

**Suggested topics:**

- \* Personal Experiences I've Had
- \* Opinions I Feel Strongly About
- \* Fears/Concerns I Have
- \* Activities I'm Good at

**Procedures:**

- 1 The whole class is divided into groups of 4–5 students.
- 2 Within the group, each student gives a 2–3 minute talk on the chosen topic.
- 3 Each group selects one student to be Today's Speaker, and helps him/her to improve the talk.
- 4 Today's Speaker gives a talk to the whole class on behalf of his/her group.