

Unit 1 Public Speaking

Section A The Core Text

Notes

1. learn... by trial and error 经过无数次的尝试和错误之后才学会
trial and tribulation 艰难困苦
 - His staff is fully aware of the firm's trials and tribulations. 他手下的全体员工完全知道公司苦撑苦度的情况。
 - This novel vividly depicts the heroine's trials and tribulations. 这部小说生动地描写了女主人公经历的种种艰难困苦。
2. diaper *n.* 尿布 (英口 nappy)
3. toddler *n.* 学步的儿童 (通常指 1 至 2 岁半的孩子)
toddler suits 幼儿套装
4. back to the drawing board 口 (失败后 重起炉灶 从头再搞)
drawing board *n.* 1)制图板, 绘图板, 画图板; 2) 计划阶段, 初步阶段
 - The projects have progressed past the drawing board. 那些工程已过了计划阶段。
on the drawing board(s) 在计划阶段, 处于初步阶段
 - a set of plans still on the drawing boards 仍处于设计阶段的一组计划
5. diner *n.* (主美 (路边的) 小餐馆 (餐车式的) 小饭店
 - seafood diner 海味小餐馆
6. taco stand 卖墨西哥煎玉米卷的摊位
taco *n.* (碎肉、干酪、豆子等作馅的) 墨西哥煎玉米卷
stand *n.* 售货处 摊位 市口好的地方
7. tailor *vt.* 针对特定目的 或对象 作修改 使适应特定需要 使适应

- tailor bus services to meet the needs of suburbs 改革公共汽车服务使之适应郊区的需要

• a novel tailored to popular taste 为迎合大众口味而写的小说

n. 裁缝

- The tailor makes the man. (谚) 人靠衣装。

8. irritant a. 有刺激 (性) 的 , 会引起发炎的

- Chlorine in swimming pools can be irritant to the eyes. 游泳池里的氯会对眼睛造成刺激。

n. [医] 刺激物 刺激剂

- a chemical irritant 化学刺激物

9. oyster n. 1) 牡蛎; 2) [口] 沉默寡言的人 嘴紧的人

- He is the fastened oyster. 他守口如瓶。

3) 可以从中获得利益 (或乐处等) 的事物

- You have passed the first hurdle and the world is your oyster. 你已克服了第一个障碍, 你可随心所欲了。

10. nacre n. 珠母贝 珍珠母

11. calcium carbonate [化] 碳酸钙

12. secrete vt. [生理] 分泌

- Tears are secreted by an organ under the eyelid. 眼泪是从上眼睑的一个器官里分泌出来的。

13. punch line (故事、戏剧、笑话等中的) 妙语 关键词

- He didn't get the punch lines of the jokes. 他没懂得这些笑话的关键语句。

14. huh /hʌ/ int. [表示惊异、轻蔑或疑问等] 嘿 啊 !

15. attorney general 1) 检察总长, 首席检察官; 2) 美) [A-G-] 司法部长
attorney n. 美 律师 (英国称 solicitor)

16. hypothetical a. 1) 假设的, 假定的, 基于假设的, 类似假设的; 2) [逻] 假言的 假说的

- a hypothetical proposition 假言命题

hypothesis n. ([复] hypotheses) 假说 假设 前提 (假言命题的 前件

- raise a hypothesis 提出一个假设

- His theory is based on the hypothesis that all men are born equal. 他

的理论基于人人生来平等的前提。

17. anecdote *n.* ([复] anecdotes 或 anecdota) 1) 轶事, 趣闻
- tell amusing anecdotes about sb. 讲述有关某人的趣闻轶事
- 2) 常作 anecdota 或 anecdotes] (历史或名人生平中不曾发表过的) 秘闻
- anecdotal *a.* 轶事的, 趣闻的, 含轶事的, 多轶事的
- anecdotalism *n.* 爱谈趣闻轶事的癖好
- anecdotic *a.* 1) = anecdotal; 2) 好谈轶事的 善谈轶事的
- anecdotist *n.* 谈轶事者, 好谈轶事者, 善谈轶事者, 搜集轶事趣闻的人
18. squarely *ad.* 1) 直截了当地, 干脆地
- We must squarely face the issue. 我们必须正视这问题。
- 2) 正直地, 正当地
- deal squarely with the customers 真诚地对待顾客

Understanding the Text

1. How much time does an average person spend each day talking to others?
Except the time spent by people on sleep, an average adult may take 30% of his lifetime to communicate with other people, either in the form of casual daily chatting or formal public speaking.
2. By what means do children usually learn the art of conversation?
Children learn it by trial and error. That is to say, a child often tentatively uses a certain way to arouse others' attention, to make itself understood or even to try to exchange ideas with another person. But if that way fails this time, the child will try another way next time. This learning process of trial and error won't cease until one day the child eventually finds a way which works.
3. What skills do people usually employ while making conversations?
Unnoticeably, everyone has already adopted many skills when talking to people:
 - 1) systematize one's thoughts logically;
 - 2) adjust one's talk according to the listener's age, sex, job and so on;
 - 3) tell a story, but save the best part, or the climax, for the last;

- 4) tune one's words to the listener's feedback accordingly.
4. What skills do people usually employ while making a public speech?
- The skills employed by people while making a public speech are quite similar to those used in daily conversation. We also ought to:
- 1) organize the ideas systematically and logically so as to present them in a convincing manner;
 - 2) make, or adapt the speech according to the audience, say, their age, occupations, interests and so on;
 - 3) make full preparation for the forthcoming final maximum impact;
 - 4) try all means to overcome stage fright.
5. How can you overcome stage fright and develop your confidence in public speaking?

If I am afraid of public speaking, that's to say, stage fright, I will use no other way but public speaking as an antidote to it. Just speak louder and try all means to speak in front of a large crowd. By and by, I would get used to it and take it easy. I am quite sure all of you have heard of "Crazy English". In my opinion, maybe "Louder English" is a more suitable name. Li Yang, the initiator, calls upon every English learner to recite, to read, to speak, all in all, to "do" English "loudly". By this way, you will gradually overcome the "shyness" and feel confident to open your mouth. Someday, you will feel good when speaking English.

So, if I have stage fright, I would collect all my courage and force myself to speak in public as much as possible. I think this is the best and the most effective way to solve the problem.

Section B Sample Dialogues

Dialogue 1

[A conversation between the department secretary (S) of a university and a visitor (V)]

S: Good morning. Can I help you?

- V: My name is Tom Chen. I would like to see Mr. Lin, the chairman of the department.
- S: Unfortunately, he's busy at the moment. Would you be good enough to tell me what you wish to see Mr. Lin about? I'm his secretary, Yang Fang.
- V: Well, a friend of mine introduced me to him. We have had a few telephone conversations and he has kindly invited me to teach English in the department. Today I was hoping to discuss the job in detail with him.
- S: Oh, that will be nice. But I'm sorry to say that I can't arrange an appointment today. If you will leave your phone number, I can call you later to arrange a meeting with Mr. Lin. I'm sure he will be very pleased to see you.
- V: That will be fine. Here is my card with my phone number. It's nice to talk to you, Miss Fang.
- S: The pleasure is all mine. Thank you for coming. Bye-bye.

Paraphrase 1

Substitution

- S: Hello. What can I do for you?
- V: I am Tom Chen. I am looking forward to seeing the dean of the department, Mr. Lin.
- S: Unluckily, he happens to **be engaged in a** be busy/occupy **meeting** now. Would you be kind enough to oneself with let me know why you want to see Mr. Lin? My name is Fang Yang, and I'm his secretary.
- V: Well, I wanted to be introduced to Mr. Lin, and one of my friends arranged it. Actually, we talked on the telephone several times. I have fortunately been invited to teach English here. This morning I was expecting to talk over the job **in full** with him. at length

- S: Oh, that will be pleasant. But I'm sorry to have to tell you that I can't make an appointment today. Why don't you leave your phone number and let me **call you up to pencil you in** when Mr. Lin is available. I'm **more than sure** he will be very glad to meet you.
- V: That sounds good to me. This is my visiting card. And you may give me a call at anytime. I'm very happy to know you and talk to you, Miss Fang.
- S: It's been all my pleasure. Thank you for your coming. Bye for now.

Dialogue 2

[A conversation between two university students; (L) and (C)]

- L: Do you feel you're getting on well with your English listening and speaking practice?
- C: Oh, yes. I do. Our work in the language lab has been of great benefit to me. You know, when I first took the course, I used to be quite at a loss when people spoke to me in English. There was so much the teacher said that I simply couldn't catch. That was awful.
- L: We share the same experience. My oral English was poor half a year ago. My foreign teacher, Mr. Cox, really helped me a lot. The tapes he lent me have been wonderful, and the "listen and repeat" method has enabled me to speak English a lot more naturally. Now I'm very confident of saying things in English.
- C: Good for you. Self-confidence seems to be extremely important in oral communication.
- L: I also think we have to keep a good balance between our oral and written English. Spoken English needs more practice to achieve genuine proficiency.
- L: Meaningful discussion, eh? How about having more friends join us to

exchange ideas in English regularly?

C: Good idea!

Paraphrase 2

Substitution

L: How are you getting along with your English listening and speaking practice?

C: Well, I'm getting along with it very well. I think I have done well with my work in the language lab. But what happened to me was too bad, you know, when I walked into my first class. I was **at my wit's end** when other people talked to me in English. **Worst** is that I could hardly **understand** what the teacher was teaching about.

nonplussed/perplexed
worst of all
grasp/follow/fathom

L: You are not **alone**. My spoken English was far inferior to most of my classmates' about six months ago. Mr. Cox, my English teacher, did help me a lot by lending me his wonderful tapes and showing me the "listen and repeat" method. I would never have been so confident and spoken English so naturally if Mr. Cox hadn't **spurred me on**.

one and only/unique
encouraged me

C: Way to go. It seems that **belief in yourself** is necessary if you really want to communicate very well in English with other people.

self-assurance

L: A language learner **really should** balance his oral and written English. Without a lot of practice language knowledge can never be **transformed** into practical skills.

has to
turned

C: That makes sense. What about getting more colleagues to **talk over views** with us in English twice a week?

talk about/have it out

L: That's good thinking.

Section C Passages for Information

1 Try to Use the Language Better

Questions:

1. How are words linked with meaning?
2. What communication problems may result from changes in word meaning?
3. What are the two strategies mentioned in this article about how to improve oral language abilities?

Answers:

1. Words are linked with meaning in an arbitrary manner. In other words, there is no direct relationship between words and meaning.
2. Changes in word meaning can lead to the following communication problems:
 - 1) Bypassing (when people think they understand each other but in fact do not).
 - 2) Mistaking the label for the thing itself (displaying an intentional rather than extensional orientation).
3. There are two strategies we can use to improve our oral language abilities. First, we can use common sense to recognize that certain styles of language are appropriate at certain times and in certain places. Second, we can seek to make ourselves as clear as possible by selecting words with meaning for our listeners, taking account of their educational level and the sublanguages they understand.

2 On Public Speaking

Questions:

1. What are the three major goals of public speaking?
2. What are the similarities between public speaking and daily conversation?

3. In which aspects are public speaking different from conversation?
4. What suggestions are given in the article about overcoming stage fright?
5. What is critical thinking? In what ways is it beneficial?
6. Please explain about the speech communication process.

Answers:

1. The three goals of public speaking are to inform, to persuade and to entertain.
2. The similarities between public speaking and daily conversation are as follows:

- 1) The goals of the public speaking and daily conversation are the same.
- 2) In both daily conversation and public speaking, the speakers would employ some similar important skills, such as organizing the ideas logically, tailoring the message to the audience, telling a story for maximum impact, and adapting to feedback from the listener.

3. Public speaking is different from conversation in the following aspects:

First, public speaking is more highly structured than conversation. It usually imposes strict time limitations on the speakers, and it requires more detailed preparation than ordinary conversation does.

Second, public speaking requires more formal language than daily conversation does.

Third, public speaking demands a different method of delivery. Effective speakers adjust their voices to the larger audience and work at avoiding distracting physical mannerisms and verbal habits.

4. The article states that if you think positively, choose speech topics you really care about, prepare thoroughly, and concentrate on communicating with your audience, you can take a big step towards overcoming stage fright.
5. Critical thinking is the ability to perceive relationships among ideas. It can help one to spot weakness in other people's reasoning and avoid it in one's own reasoning. It can make a difference in many areas of one's life, from one's schoolwork to one's activities as a consumer to one's responsibilities as a citizen.

6. The speech communication process is composed of seven elements — speaker, message, channel, listener, feedback, interference, and situation. Under a certain situation, the speaker communicates the message to the listener through a particular channel. The listener receives the communicated message and provides feedback to the speaker. In this process, there exists interference that impedes the communication of a message. The interaction of the seven elements determines the outcome of the speech communication.

Section D Oral Activities

Task 1 Sample Speech

Notes:

1. on one's feet

- 1) 站着, 起立 (尤指起立发言), 走动着

The little boy fell down, but was on his feet again in a second. 小男孩摔倒了, 但马上就站了起来。

Working as a guide, she has to be on her feet all day long. 作为导游, 她得整天脚不停步。

- 2) (经历困境后) 恢复; (病后) 复原, 可以下床走动

- get a company back on its feet 使公司重新站住脚
- She was on her feet soon after the operation. 手术后她很快就康复下床了。

- 3) 自立, 经济上独立

- Nowadays many women are financially on their own feet. 如今许多女性经济上是独立的。

- 4) 即兴地, 临时地

Good debaters can think on their feet. 出色的辩论家能够即兴构思。

2. cut off

- 1) 打断, 中断的 (电话) 通话

He unceremoniously cut me off. 他无礼地打断了我的话。

- We were cut off in the middle of our telephone conversation. 我们电话打到一半就断线了。
- 2) 切掉；割掉；砍掉；剪掉
 - Cut off the old branches. 把那些老枝剪掉。
 - cut off the king's head 砍掉国王的脑袋
- 3) 切断，阻断，截断，停止
 - cut off the water 断水
 - cut off the supply of electricity 停止供电
- 4) (疾病等) 夺去...的生命，使夭折，使受重伤
 - Diseases cut Smith off in the best part of life. 疾病使史密斯在年富力强时就死去了。
- 5) 使分离，使隔绝
 - He was cut off from all his friends when he studied abroad. 他在出国留学期间跟所有的朋友中断了联系。
 - The country once cut itself off from the rest of the world. 这个国家曾一度与外部世界隔绝。
 - The village was cut off by the snow for a month. 村庄被大雪封住达一个月。
- 6) 关掉(马达等)停止操作
 - A motor may cut off if it is overtaxed. 马达如果负荷过重就会停止运转。

Task 2

1. 略
2. 略
3. 略
4. An effective way to improve my public English speaking is to practice in public — in front of my family or friends first, then in class and finally on a stage in the presence of a large audience. You know, my biggest problem is stage fright. Once I overcome it, I think I can do myself justice.
5. To organize your ideas clearly you have to put them in an order — in

order of time, space or importance. Then with a loud deep voice, you deliver your ideas to your audience. Quotation, exemplification, contrast and analogy are some effective skills you may try to use in your speech. Proper use of rhetorical questions may also work wonders.

6. As a matter of fact, I've met a handful of difficulties in learning English, e. g. the memory of words and phrases — especially idiomatic expressions, the pronunciation of some loaned words, etc. . In order to overcome the problems, I read as much as possible and as clearly as I can. When I was at college, I took every possible opportunity to visit my foreign teachers, trying to learn colloquial English as well as practice it.
7. Talking out of experience, I think the most important factor affecting successful learning of English is one's interest in it. I firmly hold that interest is the mother of achievement — if you are interested in learning something, you will learn it well, so is it the case with English learning.
8. With more and more English-majoring postgraduates pouring into schools to join the teaching staff, English teaching in my school is like the sun rising — the quality higher and the prospect brighter. But just as the sun has spots, there are some unqualified teachers of course. We do hope they either improve themselves or give way to qualified new comers.
9. I think one way to improve English teaching is to give students enough freedom to choose their favorite English teachers after each teacher gives a presentation of his or her teaching. Then teachers are paid according to the number of students that they teach. This way, students will have more interest in learning and teachers will attach more importance to their teaching.

Task 3 Group Discussion

1. How to improve your oral English?

Whenever I hear people sigh “My English is VERY poor.” I would retort, “No, it isn't, otherwise you might have said ‘I English very bad.’”

Now that you didn't, your English is not 'VERY poor'. It just needs improvement." Each time, my encouragement turns their frowns into smiles.

It goes without saying that to improve your oral English, first you have to be confident, for confidence is an essential ingredient in any achievement. With due confidence, you may then talk with people who have a good command of English -- friends, teachers and native speakers that are available to you. Follow their model, and digest what you've learned through practice. Besides, there are two more things you have to bear in mind: Organize your ideas logically and speak loudly and clearly. Ideas are delivered not only through a collection of words and expressions, but also in a logical way. To keep your listeners awake, you should see to it that they could hear you well.

2. How to be a successful English speaker?

With the ever-increasing international exchanges and the soaring status that English enjoys on the international arena, more and more non-English natives have come to realize the necessity to speak English effectively. But how?

A successful English speaker speaks English accurately, fluently, logically and appropriately.

To be accurate, one must first read and listen extensively as well as intensively. Through reading and listening, one gets much input of ideas and expressions, which will be at hand when needed.

To be fluent, one needs practice. Practice results in fluency. Through oral practice, one turns the input into effective output. In practicing, one finds out what ideas he or she can express beautifully and where weak links still exist. Improvement can then be made accordingly.

Besides accuracy and fluency, a good English speaker should organize his or her speeches in a reasonable order so that their interlocutors could follow his or her train of thoughts and make sense of the theme of the speech.

Another very important point that a determined-to-be-good English

speaker must remember is: use appropriate English in appropriate places at the appropriate time. That is to say, 1)one should tailor his or her message to the listeners -- select words that are meaningful for them, taking into account their educational level; 2)one should be able to decide exactly when to use formal language and when to use casual on different occasions; 3)one should know the culture associated with this language so as to avoid misunderstanding.

Just as Rome was not built in a day, so the acquisition of English speaking skills takes persistence and consistency. You may find it hard work, but when you harvest the fruits, you'll find it worth all the efforts.

3. What are the advantages of learning English?

A good command of English — a universal language — may elevate you to a very advantageous position in modern society.

First of all, this is an information age and the dominating language is English. Computers talk to each other mostly in English. More than 80 percent of all the information stored in more than 100 million computers in the world is in English. People who know English well have more access to a wide range of information.

Besides, with the ever-intensifying international communication, the knowledge of English proves to be more and more necessary in this global village; it prevails in transportation and the media; it is the language of international business; it has replaced French as the language of diplomacy; it is the official language of international organizations such as UN and NATO.

Furthermore, learning a foreign language is a sort of self-improvement. Being good at learning it brings one a sense of achievement and as often as not, a working knowledge of English paves a smoother way to a decent job.

All in all, mastery of this universal language draws one closer to the world he lives in and depends on. No wonder learning English is becoming a global trend.

4. What are the positive aspects of oral communication?

Most of our waking time is spent communicating orally. We have good reasons for giving priority to this way of communication.

Above all, oral communication is the quickest way to convey information. People speak faster than they write. And since it's person-to-person, feedback is instant. Thus, ideas can be carried further and problems can be solved sooner.

In addition, since the speaking tone carries emotions, more mutual understanding will be reached, while misunderstanding tends to arise in written communication. Imagine how a student feels when he reads on his school report card the teacher's comment "You deserve this place in your class." He might wonder for a whole night before he meets his teacher and finally finds out from the teacher's tone what his place is in his class — at the top or the bottom.

Furthermore, oral communication tends to be more persuasive as the speakers can strengthen their ideas with timely arguments. And repeated oral petition always works better than a written one.

Lastly, oral communication can be pleasant and amusing. Some social relations are established or enhanced just with a sweet voice, a warm greeting or a relaxing joke.

We can not live without communication — effective communication — where our voice plays an active role.

Task 4 Oral Presentation

Topic 1 IQ & EQ

Passage 1

People once regarded IQ (Intelligence Quotient) as a dominant criterion for human intelligence and therefore the harbinger of one's possibility to succeed. However, the advent of EQ (Emotional Quotient) dissipated people's worship for IQ and made EQ a focal point.

We may wonder, what roles on earth do IQ and EQ play in our learning? Roughly speaking, IQ decides whether you're able to learn or not, while EQ decides whether you can take the initiative in learning. For

example, a student who enjoys a remarkably high IQ is able to work out a difficult math problem with ease, while another student with a comparatively low IQ may fail. But the successful solution of a math problem does not ensure a brilliant prospect. After all, everyone is a member of a society and hence one's success is not judged by a cold-blooded computer, which is only able to measure one's logic or vertical thinking ability. One's success is judged by people around him, people with an abundance of emotions. This is why some psychologists claim that IQ contributes merely 20% to one's success while EQ is four times as important. Besides a smart head, we also need empathy for other people's feelings, the capacity for controlling our own emotions and tactful interpersonal skills.

Imagine there's a contest between IQ and EQ. At the beginning we can't decide which will have the upper hand, but after a while we're confident to predict that EQ will finally be the winner.

Passage 2

As is known to all, IQ stands for Intelligence Quotient while EQ is the abbreviation of Emotional Quotient. Both are terms used by psychiatrists but entered our daily talks soon after they were coined. In common sense, IQ is used to characterize the cognitive ability of the human brain, while EQ depicts the "messy" power of one's heart. Though they each play an important role in everyone's life, the former contributes only 20% to our success, while the rest is unbelievably from the latter, as most researchers agree.

Such a point of view is particularly manifest in learning. Some students with a high IQ can absorb and apply new knowledge with admirable efficiency. However, some others who have a high EQ, which means they tend to have a better awareness of their own gut feelings, better control over their emotions, greater skills in handling interpersonal relationships, are equally or more likely to achieve brilliant performance in a steady way. They motivate themselves in the most formidable situations and receive more and quicker help from others. In all, competitive emotional ability

paves a smooth way for their success.

In the final analysis, IQ and EQ play separate but reinforcing roles on one's path to achievement. High IQ but low EQ, as is observed in Bell Labs, still fails some of the most intelligent talents there, due to an incomplete network of interpersonal relationships. Low IQ, on the other hand, also hampers one's acquisition of ideas, an ability indispensable in this information-exploding times. So why not place enough emphasis on both aspects? The essence, after all, is to fully recognize and bring into full play the innate abilities and tune yourself to be the optimizer of the given resources. It'll pay off in the long run.

Topic 2 Factors Affecting Successful Learning of English

There are quite a number of factors affecting the learning of English, such as motivation, learning method, teaching method, family background, education, age, influence of the first language, teaching condition, etc.. It is often the case that the first four set learners apart.

1. Motivation. Motivation is the original incentive that boosts a learner to keep on learning. Knowing that a good command of English may secure a person a position as an executive manager in a foreign funded firm, an average English learner might manage to pass an advanced English test after two months' study.

2. Learning Method. Many people work very hard only to make little progress in their language learning. Why? Most probably, their learning methods need adjustment. For example, some learners like reciting lists of words without context. It is assumed to be time-efficient, but in the long run, this proves to be less effective than remembering words in sentences and paragraphs with better comprehension and knowledge of how to use them.

3. Teaching Method. If you are learning English with the help of a teacher, then his or her teaching method will more or less affect your efficiency. An inspiring English teacher who teaches you how to learn might help improve your thinking ability as well as enhance your confidence