

# 序

我国改革开放 20 余年来,社会经济不断取得新的发展,人们的学习理念亦随之发生深刻的变化。其中对教育改革的反思和创新,表现在探索改变传统外语教学模式努力之中尤为显卓。九十年代中期,在上海市紧缺人才培训工程架构下所创建的“外语口译资格证书考试项目”应该可被视为上海高校外语教育和考试领域中的一个重大举措。几年来,在英语口译资格证书考试与培训活动中,由于定位得当,教材和考试组织合理,有关方面领导和专家的理念创新,业已吸引越来越多的具有较强英语功底的英语人才通过培训和考试,“盘活知识存量”,使自己的英语才能得以在应用中得到“变现”。数以万计的英语人才参加高、中级口译资格证书考试的热烈场面;和数以百计的高校英语教师参与培训和考试阅卷与口试等工作充分显示了全社会为改变传统外语学习不能“学以致用”的弊病的巨大努力,也证明了这一考试项目的强大生命力。

考试委员会和专家组,在总结经验,不断完善思路指引下,于 2001 年已经完成了高级口译培训教材的修订工作。新面世的第二版的培训指定教材以其权威性、科学性和应用性的特点已受到各方面的好评。目前,新版的中高级口译培训教材业已进入修改重订程序,于 2002 年内将以全新的面貌由上海外语教育出版社出版发行。

为配合英语高级口译资格证书考试的培训工作,东华大学外语学院的杨永平老师等根据多年培训教学的经验和对考试大纲的认识和理解编写了同指定教材相匹配的一套五本高级口译辅导学习教材。作为本项目考试委员会、专家组及指定教材编委会的成员,我个人认为,整套辅导教材对于教学培训过程具有积极作用。尤其通过对这本口语辅导教程的审校修改,我觉得它可以为师生在教学过程提供辅助和延展的支持功能。

根据本人长期从事英语口语教学的经验和实践的体会而言,有以下几点重要的建议愿同广大的教师和学员分享。

第一,口语是外语学习和应用的重要基础。我们把外语学习的重点从知识的积累转向实践应用的过程中,特别是按口译人才的要求来提高外

语水平,充分重视口语的作用是一个关键的要素。

第二,口语学习和考试的要求应置重点于流畅的表达。而这一能力的培养主要靠实践的训练。其中要克服的除了学习的情性以外,更重要的是“怕错、怕羞”的心理弱点。

第三,英语表达效果的提高,应该充分重视口语化句型的应用、具有逻辑性的、合理的篇章的结构、讲话者的思路及英语文化背景三大要素。并把它们有机地结合在有一定长度的表述的过程中。

第四,英语口语能力是一个综合性的因素,除了知识性的因素和熟练程度因素以外,在不同场景中的心理和行为反应及自控能力也不能忽视此即所谓“言行举止是一个整体”的基本道理。

我们的英语口语教学要做好这几点,必须同时重视听力、阅读、笔译和口译的同步提高,以取得“融会贯通”之效果。其中,学员的主体地位、教师的组织教学、教材的科学合理和训练的“熟能生巧”是至关重要的。

我国的“入世”将加快我们社会经济发展的国际化进程,学好英语改善沟通效果业已成为当务之急。在这本口语辅导教程行将付梓之际,应编纂者之诚邀为之作序,无非希望广大参加英语高级口译资格证书考试培训的教师和学员能从中得到裨益。

严诚忠 谨识  
于 2002 年夏

# 编者的话

我国的大学英语教学基本上是以教师为中心,学生处于较被动的地位。大多数青年学生大学毕业后(包括为数不少的已毕业的和在读研究生),他们的实际英语能力离社会发展提出的要求还有一定的距离。这一不可忽视的现象和不争的事实是我国传统教学体制下重教轻学,重知识传授轻能力培养教学模式的必然结果之一。编者认为要标本兼治,从根本上改变这一局面,当务之急、至关重要的是确立新颖的教学理念,改变传统的教学模式,提高必备的教学技能和掌握有效的教学方法。上海市英语高中级口译资格证书考试以其别具一格的考试方法,为探索英语翻译测试规范,增强考试信度和效度;确立新颖的教学理念,培养学员英语综合能力,经过实践使他们成为具有一定水准的合格的口译工作者等方面都有令人耳目一新的创新,对高校英语教学的改革不乏可资借鉴之处。编者认为,搞好英语口语教学,需要注意以下三个方面:

## (1) 培养语感,自觉加大强化训练的力度

我们的英语教学过于重视语法教学而忽略了语感培养。其实语法教学既无法替代也不能解决语感培养问题。一味强调语法教学而忽略了语感的培养,要想把一个人的语言知识有效地转变为实际应用语言的能力就成了一句空话。需要说明的是我们强调培养语感,并不是要摒弃语法教学,只是认为语法教学不宜搞得过多,陷得太深。在教学中遇到语法问题时,点到为止,许多语法现象学生见的多了,熟悉了,有了语感,问题自然也就理解了。教学实践使我们认识到语法教学有助于阅读,但不能把学习和掌握语法作为学习一门外语的目的。只有加大强化训练的力度,即通过大流量的语言训练,(包括听力、阅读输入训练流量和写作、口语翻译输出训练流量),当然这里指的是有效的流量,才能逐步培养起良好的语感。语感对于任何一个想要把一门外语学好的学习者来说都是必不可少的。

## (2) 听说贯通,克服口语学习上的心理障碍

听说应贯穿于英语教学的始终,所谓的听说贯通指的是教师与学生双方都要积极参与的口语教学活动。如果没有大量的听说训练,要想让学

生脱口说出流利的英语是不可能的。在英语口语教学中,要使得学生想说、敢说、多说、能说,首先要帮助学生克服心理障碍,补偿心理素质的缺陷(比如胆怯、怕羞、缺乏自信、竞争意识不足的缺陷)。在教学过程中以智能教育为核心,注重学生心理素质的培养,自信心的建立,自学潜能的挖掘。不排除心理障碍。教学双方就不会有自愿主动的协调和默契有效的配合,慢慢地学生就会形成心理障碍,以至一上英语课就产生畏难甚至畏惧心理,结果造成课堂气氛不必要的紧张或过于沉闷,这样也就谈不上听说贯通,结果往往导致在课堂上教师总是主动提问,学生总是被动回答的局面。事实证明学生一旦走进了被动学习的怪圈,势必越学越被动,精神负担越来越重,这一严重的心理障碍实际上成了语言学习的障碍。编者认为,积极鼓励学生多听多说,积极引导,听说贯通,及时、适度、得法地指出并纠正学生在听说方面的差错和口语中存在的主要问题,是最大限度地激发学习热情和调动学习积极性,克服心理障碍,提高心理素质,鼓励学生多说、敢说、能说的有效方法之一。

### (3) 扩大流量,注重语言能力和交际能力的培养

交际能力包括语言能力、社会语言能力、语篇能力和策略能力。语言能力是交际能力的基础,没有很良好的语言能力就不可能有很强的交际能力。而语言能力的培养是离不开大量阅读、听读、听写、背诵、会话训练的,如果没有足够的有效的语言流量训练,语感无法产生,听力无从提高,词汇难以变活、交际不能实现。可见英语教学要以扩大学生的语言流量为主。多年来英语高中级口语、口译教学实践和学生参加考试结果证明,凡是通过此项目考试者无一不在扩大听、说、读、写、译的流量上下了一番功夫,凡受广大学生认可欢迎的英语口语、口译教师,他们在教学中帮助学生获得语言知识的同时也都极为注重培养训练学生基本的语言能力和交际能力。正是由于上海市英语高中级口译资格证书考试培训教学采取了传授语言知识和培养语言交际能力并重,并强调侧重于语言交际能力培养的培训方针,才使得这个项目脱颖而出,别开生面,蓬勃发展,广受欢迎。编者认为所谓语言交际能力是一个多维的概念,它包括语言运用能力、人际交往能力、思维变通能力等等。从事英语口译的人员应该在听、说、读、写、译五个方面全面发展,尤其是英语口语,只有经过大量的演练和艰苦的实践,才能使五项基本技能都达到一定的水准,才可能成为合格的口译工作者。

《高级口译演练》这本书的编写重点突出,注解细致,注重语言交际能力的训练,既侧重语言交际的流利程度,又强调语言运用的准确性;既围绕口试大纲,紧扣《高级口语教程》中的话题,又确实着力于帮助广大学生和考生切实提高实际运用语言的能力。相信广大英语学习者和考生通过使用《高级口语演练》这本书和在学习语言的实践过程中能逐步总结和掌握一套适合于自己的行之有效的学习和提高口语交际能力的方法。

值此《高级口语演练》付梓之际,我们谨向严诚忠教授表示深切的谢意,感谢他在百忙中为本书作序。《高级口语演练》是全体参编者在学校教学工作之余编写的,限于编写人员学识及可获材料,倘有疏漏不当之处,亟盼同行专家不吝指正。愿本书能对担任教学的老师和参加培训的学员及自学者有所启发和帮助。

由于编写人员水平有限,虽竭尽全力,书中不足之处在所难免,恳请使用本书的广大师生能提出宝贵的意见和建议,以便我们再版时修正。

杨永平

2002 年 8 月

# 使用说明

《高级口语演练》是参与高级口译资格证书考试口语教学的上海 12 所高校的 16 位英语教师在《高级口语教程》的基础上,根据《上海市英语高级口译资格证书考试大纲》的要求及其细则编写的。目的是为已通过英语中级口译资格证书考试或已达到相当水平,有志于参加英语高级口译资格证书考试的学员和英语自学者提供必要的语言素材,使他们通过培训或自学达到高级口试的基本要求。

“高级口语演练”共有 16 个单元,每个单元分别由 Section A、Section B、Section C 和 Section D 四个部分组合而成。本书的最大特点表现在语言材料及其表现形式的真实性、实用性、趣味性,题材和体裁的广泛性,练习形式的多样性、活泼性以及适合学习者自学等方面。书中多数练习可由学习者可独立完成,一部分练习涉及 pair work 或 group discussion,需学习者在一起共同完成。所以,本书既适合自学,又可供课堂教学。在课堂教学中,建议教师在整个教学过程中要注重发挥“导”而不是“教”的作用。

一、第一部分 Section A 为核心课文。由于课文内容大多取材于原版英语短文或新闻报导,虽经编者筛选和改写,对部分学习者来说仍有不少生词,或者虽然知道词义,但不知其词性,或了解词性却不知如何使用。为了便于学习,我们根据课文篇幅长短及难易程度将课文注释扩大到 15 个至 20 个不等,注释了不同的词性,扩充了相关的动词短语和词组并提供了例句。

二、第二部分 Section B 为示范性对话。《教程》在示范性对话中,提供了不同情景和话题下的人际交流实例,目的是为学习者提供“应对”的参考资料。英语的一大特点是一词多义,一义多词,同一个意思有多种不同的表达方法。为了增强英语语感,扩大词汇量,掌握不同句型,提高口语表达能力和口语水准,在不改变原义的前提下我们将每一篇示范性对话重新写了一遍(paraphrase),并配有外籍教师录音。重写的对话中重点的词语用黑体表示,右边是其同义词。建议学习者利用业余时间对这些口语化的录音材料要认真听、勤模仿、反复练,逐步提高口语的流畅性、准确性和

得体性。

三、第三部分 Section C 为知识性朗读材料。由二到三篇文章组成,篇幅长短不等,着重于提供专题性表达的示范。学习者从中可学到实用的句型和现成的表达方式。我们根据文章的内容,分别有针对性地提出四到五个以 WH 为主的问题并提供了答案供学习者对照和参考。建议学习者先根据自己的理解来回答这些问题,然后再对照参考答案,这样学习效果会更好。

四、第四部分 Section D 为表达交流练习。主要是提供话题和基本思路,让学习者自我拓展和发挥,训练运用语言的能力,在这一部分,学习指导主要包括下列内容:

Task 1 为每篇 sample speech 加了注解以帮助学习者理解文章。

Task 2 以短文的形式为 pair work 提出的问题提供了参考答案。

Task 3 通过回答(用作参考的)问题,提供一篇长短不一的短文供学习者参考。

Task 4 针对《教程》中提出的二到三个用作参考的问题,提供相应的短文作为回答,供学习者参考对照。

编 者

2002 年 8 月

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# 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 meeting now. Would you be kind enough to 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 simple 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**.
- C: Meaningful discussion, eh? How about having more friends join us to

**exchange ideas** in English regularly?

L: 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 and to one's responsibilities as a citizen.