

# 甘肃省高等教育自学考试 课程考试大纲

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# I. 课程性质与设置目的

近年来英语教学对语言运用能力的要求越来越高，各类等级考试从多维度考察学生的语言能力，一定程度上也激发了学生的学习热情，但是学生的考试能力和流畅的表达能力之间是不对等的，因此创造良好的语言环境在教学中不可或缺。

英语演讲是一门英语专业的专业拓展教育课，学生对于一个事件清晰、有条理地表达观点，需要经过日复一日的技巧性训练，锻炼逻辑思维能力，才能在众人面前从容不迫地表达。本课程的主要目的是提高学生的英语交际能力，帮助学生在已有的语言基础上，不断提高英语表达思想的准确性与鲜明性、激发学生用英语去展现自我、提高学生的沟通交际能力，以适应日益激烈的社会竞争。同时，本课程将为每年参加英语演讲比赛的学生提供强化训练。本课程使用多媒体进行教学，运用教师讲解、学生讨论与实践的方法，从如何克服怯场开始，进而通过讲解演讲稿的基本写作技能及演讲技巧，期间再配合一些演讲实例，着重给学生提供大量的实践机会。

英语演讲需将学习与实践紧密结合在一起，通过大量实战和练习打造高效课堂。每节课均为主题式授课，用浅显易懂的话题，使教学内容变成环环相扣的紧凑又有趣的完整内容。同时，每节课蕴含专业基础知识、精彩的演讲作品展示、有趣的课堂互动以及课后拓展问题，让演讲课堂不仅仅成为一门语言课，更是一门提升学生综合能力的全方位的立体化课程。这门课程分为九个部分，每节课讲授一个公共演讲的要素与技能，难度层层递进，充分挖掘学生的表达潜力，本课程也会为更富挑战性的辩论课程打下坚实的基础。在学习过程中，鼓励学生踊跃参加各种类型的演讲比赛，让学生和更多的演讲者一起交流，创造专业的演讲氛围，培养学生的自信心和语言即兴组织能力。通过课堂学习及演讲大赛的淬炼，定能够提升学生英语逻辑思维、辩证思维，增加学生的校园影响力。

# II. 课程内容和考核目标

随着教学改革的深入发展，在语言教学中有目的、有计划、有步骤地培养学生的辩证思维、批判精神，锻炼学生的思维能力，培养学生跨文化交际能力

成为课堂的重点。教师应反复研磨教材，把握教材中的多重因素，有条不紊地促进课堂各个环节有序进行，并根据实际教学情况，灵活做出相应调整。英语教学中设计优质有效的教学环节，激发学生学习热情是极为重要的。从心理角度而言，抓住学生的某些心理特征，对教学将起到一个巨大的推动作用。兴趣的培养就是一个重要的方面，兴趣能激发大脑组织，加工有利于发现事物的新要素，并进行探索创造。

英语演讲课程在提升学生语言运用能力方面可起到实质性的作用，同时，对于学生的语言综合能力要求比较高。在准备演讲稿的过程中，学生必须考虑如何使用语言知识来表达思想，学生必须反复琢磨自己的遣词造句，思考如何使用适当的修辞手法来强化自己的语言力量。在演讲的过程当中，英语已经成为一个工具，为不同的演讲目的而服务。在演讲的过程中，为了信息点的顺利传送，对于语音语调的训练，甚至对于肢体语言的练习，对学生的综合表现能力有极大的提升。此外，时代的发展需要现代人才具备一定的口头表达能力与思辨能力，这一能力已经成为很多单位招聘人才的一项考核标准，因此良好的口头表达能力在学生将来的就业以及工作中颇有益处。

本书共有九章内容，虽然演讲课程是以学生的实践为主体的课程，但是不能否定理论知识的重要性。因此在课程之初，帮助学生了解优秀演讲的标准是什么，对于演讲稿的准备应该从哪些方面入手，从而在课程的练习当中获得相应的理论指导。具体内容划分如下：

## **第一章 演讲前准备**

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)

演讲者要理解公众演讲的要素，在演讲之前收集演讲主题相关的材料，做好自我心理建设，面对不同的听众需做相应的调整。

Mean Task

Communication Skills: to understand what makes an effective speaker

Video: to introduce oneself and one's talk

Exercises: to master the skills and prepare introducing oneself

Practices: to give a self-introduction

Famous Saying: to appreciate, memorize and apply

Part 1 Summary:

1.The speaker communicates thought and feeling by voice and body to secure a desired response from his listeners.

2. The effective speaker

- The effective speaker must have a worthwhile idea.
- The effective speaker must wish to share the idea with others.
- The effective speaker communicates for a particular purpose.
- The effective speaker communicates ideas properly developed by suitable materials.
- The effective speaker is well organized.
- The effective speaker use appropriate language.
- The effective speaker communicates by good delivery.

3.To help the listener the speaker should increase interest by

- Adapting his speech to the audience and their attitudes
- Appealing to motives
- Using vivid stimuli

4.The speaker analyzes the general nature of the audience-the occasion, the location, and the education level- and adapts his ideas and materials to it.

5.The speaker's material may attract audience's attention with

- Human experience
- Significance
- Conflict and suspense
- Novelty
- Familiarity

6. The speaker himself may attract attention through

- Clear organization
- Vivid language
- Enthusiastic delivery

Part 2 Exemplars:

### **Introducing oneself and one's talk**

1. Greeting, name, position.

Good morning. My name's ...I'm a new comer.

Ladies and Gentlemen. It's an honor for me to have the opportunity to address such a distinguished audience.

Good morning. Let me start by saying just a few words about my own background. I started out in. . .

Welcome to the Foreign Languages Department. I know I've met some of you, but just for the benefit of those I haven't, my name is . . .

2. Title/Subject.

I am here to share with you my opinion on. . .

I'd like to talk to you today about . . .

I'm going to brief you on. . .

inform you about. . .

describe. . .

The topic (subject, focus) of my talk (presentation, speech) is ...

3. Purpose/Objective.

We are here today to discuss. . .

learn about. . .

find out. . .

The purpose of this talk is to update you on . . .

put you in the picture about . . .

give you the background to . . .

This talk is designed to act as a springboard for discussion.

start the ball rolling.

#### 4.Length

I shall only take . . . minutes of your time.

I plan to be brief.

This should only last. . .minutes.

This is going to be long, but I hope it is not lengthy.

#### 5.Outline/Main parts.

I've divided my presentation into four parts (sections). They are...

We can break this area down into the following fields:

Firstly/first of all. . .

Secondly/then/next. . .

Thirdly/and then we come to . . .

Finally/lastly/last of all. . .

I would like to deal with the issue from three aspects:

#### 6.Questions

I'd be glad to answer any questions at the end of my talk.

If you have any questions, please feel free to interrupt.

Please interrupt me if there's something that needs clarifying. Otherwise, there'll be time for discussion at the end.

#### 7.Reference to the audience

I can see many of you are. . .

I know you've all traveled a long way.

In front of me, there are so many familiar and lovely faces that I feel myself. . .

Your pleasant smiles are encouraging to me because. . .

#### 8.Sample speech

The following speech was a self-introduction at the beginning of a college public speaking class delivered by a freshman to comply with a two-minute speech assignment. The students were required to present a speech introducing themselves to....

## 第二章 恰当的语言表现形式

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)

演讲语言需生动贴切，句子结构合理朴素，明晰流畅地表达演讲思想内容。可以运用一定的修辞，增强表现力，使得演讲过程既丰富又深刻。

### Part 1: Summary

1. Words are symbols which frequently do not convey our meaning because (a) they are not understood as we want them understood, and (b) we do not express the proper meaning of present situation.

2. To increase the size of your vocabulary, one should (a) learn new words by their use in context, (b) use the dictionary regularly, and (c) make frequent use of recently learned words.

3. The formal style is usually reserved for a manuscript speech delivered on a serious occasion. The advantage of formality lies in the precision with which ideas may be expressed. Its disadvantage lies in its impersonality and aloofness.

4. The informal style may be used in the manuscript as in the extemporaneous speech. Its chief value lies in its personal contact with the audience.

5. Regardless of the speaker's style, his language should be clear, precise, and vivid.

6. To be clear, the speaker should avoid (a) polysyllabic words wherever possible, (b) most foreign words and phrases, and (c) technical language and unfamiliar fields.

7. To be precise, the speaker should (a) use "omnibus" words sparingly, (b) avoid hazy words, and (c) avoid words that have become emotionally charged labels.

8. To be vivid, the speaker should (a) avoid overworked words and expressions, (b) use figurative language randomly, (c) use personal pronouns often, and (d) vary his sentence structure and rhythm.

### Part 2 Exemplars:

#### **Personal/ Impersonal Styles and Stylistic Devices**

##### Active and passive forms

The passive form is less personal than the active.

The students are discussing a tough question.



A tough question is being discussed.

We will refer to it whenever we have hesitations.

It will be referred to whenever we have hesitations.

### **Personal pronouns**

Active verbs use more personal pronouns, but be careful not to overuse them, especially avoid using I too frequently. “We” is a good alternative for arousing common concern and drawing the distance close.

I think/don't think. . .

We are here today discussing . . .

Please lend me your ears.

### **Part 3 Exercise:**

1. One of the learning methods is imitation. Choose a passage from a speech by Winston Churchill or John F. Kennedy and imitate it by constructing a similar passage on a different subject. This requires careful study of the model's structures. Its words, phrases, and sentences, and the orderly arrangement in which they appear should be recaptured with similar or equivalent words and phrases. Understand, too, that this is purely an exercise to help you understand the work of others.

2. Work in groups of four. Come up with metaphors to describe the following abstract concepts and present them to the class.

- a. friendship
- b. freedom
- c. justice
- d. brotherhood
- e. poverty
- f. opportunity

3. Judging from the style or tone of the sample speech, what kind of personality does the speaker have?

4. How does the speaker of the sample speech violate the principles in this unit? Give examples.

5. Is there anything of merit in the sample speech? Refer specifically to particular phrases

### 第三章 演讲目的与主题

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)

演讲者需明确演讲的目的与主题，陈述与强调个人观点时具有针对性和说服力，并考虑听众的可能反馈。

Part 1 Summary:

1. In choosing a subject, the student speaker may consider himself a potential authority on any subject within his own experience.

2. The speaker narrows his subject so that he may treat it with reasonable thoroughness and confidence in the time allotted.

3. The effective speaker makes sure that his subject is appropriate to himself, the audience, and the occasion; is interesting to himself and his audience; and is worthwhile.

Part 2 Exemplars:

#### **Ways of stating personal views and emphasizing ideas**

It would seem to me (that) . . .

As far as I am able to judge . . .

As far as I am concerned. . .

I'd like to point out (that) ...

From my point of view, I believe (that)...

If you want my opinion, then I'd say Personally/Honestly/Frankly/Earnestly. . .

As far as my memory can tell me. . .

To the best of my ability. . .

Well, the point I'm trying to make is (that)...

That's not quite what I meant. What I really meant was ...

All I am trying to say is . . .

Well, let me put it in another way. . .

What I am trying to say is . . .

What I am trying to get at is. . .

### **Sample speech topics**

Campus Love

The Necessity of Speaking Putonghua

The Advantages of Being Young

Learning from a Great Man's Life

The Person I Admire Most

The Generation Gap

What I'd Like to Be Ten Years from Now

Have a Vision and Stand up, My Friend!

Which Is Better, to Be a Man or a Woman?

If I Were the President of the University.

My Attitude Towards Marks

Never Seeing Through Your Colorful Life.

The Thinking Man's Choice

Does Television Play a Positive or Negative Role in Modern Society?

Part 3 Exercise:

Choose a subject and phrase from five different specific purposes to be accomplished concerning it, one for each of the five general purposes. List from two to four main ideas in support of each of the specific purposes. Develop fully, in outline form, at least one main idea for each of the five groups, in order to illustrate the kinds of material with which you would construct each speech. Note carefully the different means which must be used, even though the subject is the same, for the development of the five general purposes.

## **第四章 演讲正文的构思与写作**

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)

设计演讲结构与内容安排，提出论点，论证观点，举例说明，并写出提纲或者逐字稿，确保对整个演讲流程了然于心。

Part 1 Summary

1. Controlling ideas are best expressed in simple, declarative statements which reveal a single

purpose.

2. Controlling ideas present statements of fact, value, or policy.

3. Ideas can be developed with specific detail, explanation, comparison and contrast, narration, example, statistics, quotations, restatement, and visual aids.

4. When developing an idea through comparison or analogy, we must make certain that the things being compared are alike in all essential respects.

5. When developing an idea by example we must be certain that the example is typical of or pertinent to the idea being discussed.

6. When developing an idea by statistics we should

- (1) round out large numbers,
- (2) interpret them in meaningful terms,
- (3) use them sparingly.

7. When developing by formal quotation, we choose an authority who is

- (1) a recognized expert
- (2) in a position to know
- (3) in agreement with other known authorities
- (4) free from prejudice.

8. Evidence is recorded fact or expert opinion which is used as the basis for reasoning.

9. Inductive reasoning is reasoning with evidence from particular details or “facts” to general conclusions.

10. Deductive reasoning is reasoning from conclusions previously drawn. It proceeds from the general to the specific in one of three kinds of syllogisms-categorical, hypothetical, or disjunctive.

## Part 2 Summary

1. The most basic order of ideas in conversation, discussion, and public speaking is the speech unit-a statement and its development.

2. An acceptable outline observes certain conventions of symbols and margins. These conventions help the speaker to determine the accuracy, subordination, parallelism, and completeness of development.

3. The two kinds of outline are topic and sentence.

4. Careful outlining

(a) helps the speaker arrange his ideas and supporting materials in an orderly, logical sequence and thus achieve his specific purpose

(b) makes clear to the audience the relationship, progress, and direction of the ideas in the speech

(c) provides the notes the speaker will use during delivery.

5. Some of the most common patterns of organization are simple-list, time, space, related-divisions, causal, and problem-solution.

6. Patterns of organization are determined by content and purpose and are frequently used in combination.

Part3 Exercise:

1. Many times student speakers present statements without expanding them. Such statements might include the following:

- a. Capital punishment is just plain murder.
- b. Capital punishment does nothing to prevent crime.
- c. Capital punishment is primitive.
- d. Mercy killing is the usurping of god's rights by man.
- e. Mercy killing is based on the infallibility of a doctor's judgment.
- f. Birth control is interference with God's ways.

Evaluate each of these statements; then choose one, take a stand on it, and defend your point of view by using the best supporting materials you can find.

2. Locate the error in each of the following syllogisms:

- a. All major American cities show an increase in juvenile crime.

The city of Juarez is in Mexico.

Juarez has very little crime.

- b. If Odin, Illinois, is a major American city it has had an increase in crime.

Odin is not a major American city.

Odin has had no increase.

c. Either Chicago has had an increase in crime or its government has taken vigorous action to avoid it.

## 第五章 开场白

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)

尽可能地利用开场白的功能，明白开头造势的好处，可以尽早引起听众的兴趣，激发听众好奇心，向听众表明演讲主题的必要性。

Part1 Summary:

1. A good introduction will create interest in the speaker and in the subject of the speech.

2. An introduction is considered faulty if it is

· abrupt

· stilted

· gimmicky

· apologetic

· inappropriate

· extended

3. The methods most often used in the introduction to create interest are:

· rhetorical questions

· striking statements

· narratives

· references to the occasion

· direct statements.

Part2 Exemplars:

### **Introductory sentences on Different occasions**

Giving welcome/responding to welcome.

It is my special pleasure to welcome Mr. /Mrs. . . .

I take great pleasure in bidding you all a hearty welcome to our school.

I want to welcome you all here for the 8th annual meeting of . . .

Mr. Smith is so famous that any introduction would be superfluous.

It is my pleasure to introduce the keynote speaker for tonight, Dr. Johnson.

I am very grateful to you for all your kindness.

I don't know how I can thank you sufficiently for holding this welcome party for me.

On behalf of all my fellow students from the States, I wish to say a word of hearty thanks to Mr. /Mrs. . . .

**Extending congratulations/giving thanks.**

It is my great privilege to say a word of congratulation to Mr. /Mrs. ... on the occasion of. . .

We are here today to pay our respects to Mr/Mrs. . . . winner of the. . . Tournament.

Ladies and gentlemen, I wish to propose a toast to Mr./Mrs....

On behalf of the staff of our department, I want to take this opportunity to extend our heartfelt congratulations to our debating members on their stunning victory in the competition.

Let me begin by saying “Thank you” to all who have come to attend this evening. Words can't express how grateful I am to you all. I am truly honored by the kindness and attention you have shown me today.

**Opening/closing a ceremony.**

It is a great pleasure for me to declare the opening of the Debating Contest.

I now formally declare the Speaking Contest open.

Now I want to make just a few remarks in closing this debating contest.

Allow me to conclude by once more thanking the judges for their kind cooperation and by wishing each of the speakers the very best of luck.

**Appealing to common knowledge/common opinions.**

There is a much-debated discussion nowadays about the issue of Now, it is commonly acknowledged/recognized/accepted that . . . But I doubt whether...

Have you ever wondered. . .

These days we are often told that. . . But is this really the case?

**Stating and informing facts**

Recently there is an increasing percentage of teenagers who

Recently the question of. . .has been brought to public attention/in the limelight.

Last month, a friend of mine . . . The incident is not rare. Never in Chinese history has the

change of. . . been more evident than. . .

### **Selected sample speech introductions in different ways**

With rhetorical questions.

Mr. Chairman, Excellencies, Ladies and Gentlemen,

I should like first of all, to once again thank the Norwegian Nobel Committee for the award they have made to the United Nations Peace--Keeping Operations. Their decision has been acclaimed all over the world. I take this opportunity also to express once again my deep gratitude to the countries, which have contributed troops or provided logistical support to these operations. It is to their willing cooperation that we owe the success of this great experiment in conflict control.

Peace-- the word evokes the simplest and most cherished dream of humanity. Peace is, and has always been, the ultimate human aspiration. And yet our history overwhelmingly shows that while we speak incessantly of peace, our Aquinas tells a very different story.

Peace is an easy word to say in any language. As Secretary-General of the United Nations I hear it so frequently from so many different mouths and different sources, that it sometimes seems to me to be general incantation more or less deprived of practical meaning. What we really mean by peace?

Part 3 Exercise:

1. Analyze the introductions presented by your classmates in a round of speeches. Identify the two best and the two worst introductions, giving your reasons. State how you would improve the two worst ones.

2. Deliver a speech introduction beginning with a joke. Make sure to follow through to the end of the transition following the joke and preceding the body.

3. What should a speaker do in delivering a speech introduction while facing "believing" audience, "hostile" audience or "apathetic" audience?

4. Evaluate the student's introduction in the sample speech. Was it appropriate for the subject, for the speaker, and for the speaking situation?

5. Did the opening remarks in the sample speech create interest? Did they adequately prepare for the discussion that followed?

6. What's your opinion about the general organization of the sample speech?



7. What do you think of the supporting evidence for the major ideas in the sample speech?

## 第六章 结束语

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)

结束语需总结演讲内容，归纳演讲的主题和重点，用简洁、明快、有力的语句升华主题，把气氛推向高潮，亦或者使人余味悠长、回味无穷。

### Part1 Summary

1. A conclusion should emphasize, summarize, and/or appeal for a particular response. It should give a sense of wholeness or finality to the entire speech.
2. A conclusion is considered faulty if it is abrupt, too long, or purposeless.
3. Useful conclusions:

Just as there are many ways to begin a speech, there are many ways to end one.

The speaker may end with a particularly apt quotation, a story, an example, or even with statistics. Any method is acceptable as long as it accomplishes the speaker's purpose and gives the audience the feeling that the speech has unity and completeness. At least one of three elements should appear within the conclusion of a speech:

- (1) an emphasis on the major idea or thesis,
- (2) a summary of the main points, and
- (3) an appeal for desired action.

Emphasis on major idea or thesis. In the brief speech or in the longer speech with a single prevailing idea, the most useful conclusion will stress only the major idea. A student speaking on our need for the United Nations emphasized his controlling idea with a story and a familiar quotation:

### Part 2 Exemplars: Endings

#### Signaling the end

That brings me to the end of my presentation.

That completes my presentation here today.

Before I finish/stop, let us just say. . .

That covers all I wanted to say today.

### **Summarizing**

Let me just run over the key points again.

I'll briefly summarize the main issues.

To sum up. . .

Briefly.

It is, therefore, apparent that the task of. . .

### **Concluding**

As you can see, there are some very good reasons . . .

In conclusion, I'd like to leave you with the following idea (s) /thought (s).

Taking into account all these factors, we may come to the conclusion that. . .

There is no effective solution to the problem of... but . . .might be beneficial.

### **Recommending**

So, I would suggest that we. . .

I'd like to propose . . . (more formal)

In my opinion, the only way forward is. . .

It is time that we put an end to the undesirable tendency of

We must search for an immediate action, because the current situation of permitted to  
proceed.

### **Closing**

Thank you all for your attention.

Thank you very much for listening.

I hope you will have gained an insight into . . .

### **Meaningful questions**

I'd be glad to try and answer any questions.

So, let's throw it open to questions.

Any questions?

### **Sample speech endings**

With agitation and appeal As president of the United States, I call for that nation effort. I call  
for it in the name of this nation which we love and honor and which we are privileged and proud

to serve. I call upon our people with absolute confidence that our common cause will greatly succeed. (Franklin Roosevelt, “A Fireside Chat” to American people through broadcast during World War II in 1940)

### **By prospecting and supporting**

You ought to thank God tonight if, regardless of your years, you are young enough in spirit to dream dreams and see visions-dreams and visions about a greater and finer America that is to be: if you are young enough in spirit to believe that poverty can be greatly lessened; that the disgrace of involuntary unemployment can be wiped out; that class hatred can be done away with; that peace at home and peace abroad can be maintained; and that one day a generation may possess this land, blessed beyond anything we now know, blessed with these things -material and spiritual- that make men's life abundant. If that is the fashion of your dreaming then I say: “Hold fast to your dream. America needs it.” (Franklin Roosevelt, “Address to the Young Democratic Club” in 1936)

### **By appealing**

You ask, what is our aim? I can answer in one word: It is victory. Victory at all costs-victory in spite of all terror- victory, however long and hard the road maybe, for without victory, there is no survival.

Let that be realized. No survival for the British Empire, no survival for all that the British Empire has stood for, no survival for the urge, the impulse of the ages that mankind shall move forward toward his goal.

### **Part 3 Exercise :**

Task 1: Prepare a five-minute classroom speech on the topic “ Women in a Men's World”. Present yourself in a way that will demonstrate clearly your opinion on this issue. Make sure you have a clear purpose in this speech. Design your conclusion carefully. There may be more than one method of ending your speech, demonstrate the different endings and find out from your classmates which is the most appropriate and effective one.

Task 2: Read aloud the illustrative speech at least once and pay attention to the coherence between the ending and the beginning of the speech. In addition, analyze the figurative use of language in the speech.

### **Illustrative speech**

Hillary Clinton, the wife Bill Clinton, was the First Lady of the United States from 1993 to 2001. She was also a United States Senator from New York from 2001 to 2009 and now becomes the 67th United States Secretary of State, serving in the administration of President Barack Obama.

The following speech was actually the one celebrating her success in holding the office of the New York Senator. It happened in 2000, and that successful election saw for the first time that American First Lady had run for public office and obtained it. In addition, she also became the first female senator to represent New York.

Several figures of speech in the speech draft are worth of attention. For instance, the use of alliteration can be seen in her mentioning of a series of place names like Bronx, Brooklyn, Buffalo, along with Montauk, Massena and has created a sense of rhyme and harmony. Another figure of speech is parallelism, which is used to strengthen the tone, the manner of speaking, and the expression in her remark of "issues and ideals matter, jobs matter, downstate and upstate, health care matters, education matters, the environment matters, social security matters, a woman's right to choose matters". Among all the stuff that matters, the last one about a woman's right to choose is obviously referring to herself and thus becomes the matter that matters most.

## **第七章 演讲前的演练**

演讲前的演练 (Rehearsing the Vocal Delivery) (声音的特点、提高声音演讲的演练。熟悉自己声音的特点, 提高声音的质量, 练习并提升发音的准确性, 进行语音、语调的训练, 找到适合自己节奏的演讲方式。

### **Part I Summary:**

1. The speaker's voice reflects his personality; a good voice increases audience understanding of his words. Voice is a composite of habits.
2. There are four characteristics of voice: loudness, pitch, time, and quality.
3. Loudness problems include volumes that are too low, too loud, unvaried, too varied or patterned.
4. Pitch problems include tones that are too high, too low, monotonous, or extremely varied.

5. Time problems include too slow, too rapid, or unvaried rate, choppy rhythm, or meaningless pauses.
6. Quality disorders most likely to be found in a speech class are nasality and harshness.
7. To acquire a good speaking voice, the student should work to correct each of the problems discussed.

Correction generally involves three steps:

- (1) developing auditory awareness,
- (2) personal analysis of vocal skill,
- (3) a planned and intensive program of improvement.

8. Pronunciation refers to the sounds of our language and to the stress placed upon the syllables of a word.

9. To improve one's pronunciation, the student should

- (a) avoid lip-laziness,
- (b) learn to identify the most common errors, and (c) make frequent use of the dictionary.

10. To avoid lip-laziness the student should develop an awareness of English sounds, become acquainted with the speech of the standardized, and become aware of his personal speech faults.

11. The most common pronunciation faults are substitution, omission, addition, inversion, and misplaced stress.

Part2 Exemplars:

### **Emphasizing**

Absolutely/completely/entirely

Extremely/very

Fairly/reasonably/quite

Looking back, we've had an extremely good year in. . .

### **Minimizing**

It seems we will have to delay the conference.

It's just a little bit further.

Perhaps we should consider resigning.

There might be another.

To some extent, the professor has failed to realize the girl's potential in. . .

I tend to think we stop now.

### Part3 Exercise:

1. Many of us are aware of our vocal errors. We can tell when the voice cracks, or when pitch is not suited to the thought. But we all have weaknesses we haven't detected. Perhaps we think we talk rapidly, but others tell us we are too slow. It is easy to ignore another's personal judgment, but it is hard to ignore the evidence of a recording. Record your practice speeches often. Listen to yourself objectively and work on the obvious errors.

2. Practice for loudness. Read the following statements aloud. Make your voice soft and tense on the italicized words, loud on the underlined, and moderate on all others. Repeat until you can do this with ease.

a. Now wait! Hold on! We get no place trying to talk through all this noise.

(Pause) All right, you go ahead and yell. I'll talk to the front row. Now, gentlemen of the press, let's begin again.

b. Now I want to ask one very important question: What has my opponent actually proposed? I'll tell you: He has proposed nothing. He has said if the Communists do so and so; if we need to do so and so; if Congress votes so and so; if the people want so and so, then, "I would seriously consider it." And that, my friend, is proposing exactly-nothing.

3. Practice for pitch. Try to discover your pitch by singing the vowel sound "ah". While holding it, slide to you lowest note possible without straining and to your highest without getting into the falsetto. Repeat the same exercise by saying each of the following words: Hay, he, high, hoe, who.

4. Practice for timing. Read each of the following sentences several times, each time pausing after a different word. Notice how the meaning and emphasis change

a. If that is his answer, we have no hope.

b. Surely you can see what this means.

c. He is truly the greatest man alive.

d. If she were to speak his name, I'd die.

## 第八章 演讲中的体态语

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)

体态语可辅助有声语言，使有声语言更准确、更形象、更有效地表达情感，展现演讲风采。

### Part1 Summary

1. Physical action should support the speaker's thoughts.
2. The effective speaker must appear direct. He communicates directness through eye-to-eye, person-to-person, and intellect-to-intellect contact.
3. The effective speaker's posture suggests dignity, comfort, energy, and alertness.
4. Movement is used primarily to secure attention and secondarily to: (a) release tension, (b) emphasize a point, (c) indicate progress in thought, (d) establish anticipation, and (e) reveal personality.
5. Gestures, whether emphatic or demonstrative, are used for reasons identical to the reasons for movement. All gestures should arise spontaneously to complement the speaker's ideas.
6. Facial expressions, like movement and gestures, are part of the total speech process and can help to stimulate a favorable response of audience.

### Part 2 Exemplars:

#### **Explaining and analyzing things**

Among the most convincing reasons given, one should be emphasized. . .

One may regard the phenomenon as a sign of. . .

The increase in . . . largely arises from. . . is attributable to the fact that. . .

We may blame. . . for. . . , but the roots for the problem go far deeper.

One may attribute the decrease to . . . , but. . . is not by itself an adequate explanation.

There are a variety of reasons for this dramatic growth in. . . First, . . .

A multitude of factors could account for the change in

Another contributing factor of . . . is. . .

Why are. . . ? For one thing ..., for another ..., perhaps the primary reason is .... is solely responsible for the decrease in. . .

## 第九章 即席演讲

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)

即席演讲是即兴发挥, 要从实际出发, 为发言找到一个切入点, 开诚布公地谈自己的感受与见解。内容可谈古论今, 旁征博引, 用价值的资料阐述问题。讲话者还要善于捕捉时机, 渲染氛围, 拔高立意, 引人深思。

英语演讲课程考试分为命题演讲和即席演讲。演讲者首先要理解演讲主题的核心内容, 确定鲜明的立场, 观点要新颖, 说服力强, 清晰流畅地表达观点, 丰富且恰当的实例支撑主题, 表现出良好的语言组织协调能力, 并通过语调的抑扬顿挫、停顿、肢体语言与观众互动, 赢得观众共鸣。

### Part 1 Summary:

1. Impromptu speech is intended to reveal a speaker's ability to organize a several-minute presentation within a limited preparation time.
2. Successful impromptu speech can be made with conscious accumulation of knowledge and preparation.
3. The impromptu speech in speech competitions includes a variety of subjects.
4. In speech competitions, brainstorm on the chosen topic first to form ideas.
5. Organize the ideas and see if you can tackle a topic from a perspective out of the judges' expectations.

### Part 2 Exemplars:

#### **Language in a speech contest**

Welcome to the finals of the English Speech Contest.

I now formally declare the Speech Contest open.

Thank you all for coming here today.

Now I want to make just a few remarks in closing this debating contest.

I now formally declare this Speech Contest closed.

Allow me to conclude by once more thanking the judges for their kind cooperation and by wishing each of the speakers the very best of luck.

### Part 3 Exercise:



### Selected impromptu speech topics

1. Friendship
2. On Job Hunting
3. Honesty
4. EQ and IQ
5. How to Live Beautifully
6. The Mirror and I
7. Diligence
8. What Does a Woman Really Want in Her Life
9. Love
10. My View on Life Value
11. Competition and Cooperation
12. My Childhood
13. On Reading
14. Never Seeing Through Your Colorful Life

## III. 有关说明和实施要求

### 1、自学方法

现代技术给学习者提供了很多辅助工具，帮助他们有效地学习英语演讲，可以使用在线字典和翻译工具来查找单词的定义和使用场景有很多，还有很多软件可以纠正发音错误。还有一些在线学习平台，提供专门针对英语演讲的课程和练习，如优秀大学生英语演讲视频、主持人访谈视频及英美各界名人的演讲，可以帮助自学者系统地提高演讲能力。此外，多听英语广播、影视剧和音乐，也是提高语感和语调的有效方法。要注意模仿并调整的发音和语调，使其显得更加自然和地道。

不断练习是提高英语演讲能力的关键。尽可能多地进行英语演讲练习，可以通过参加辩论、演讲俱乐部或英语角等活动来锻炼自己的口语表达能力。此外，借助同伴、老师或专业人士的反馈，可以了解自己在演讲中的不足，并及时改进。同时，不断尝试更加复杂和挑战性的话题，以提高自己在不同领域的演讲能力。

### 2、社会助学

社会助学应从广播、视频、电视节目等方面创造自学条件，帮助学生理解演讲基本技

能，熟悉优质演讲的标准，增强跨文化交际能力。学生需结合自身实际多参加实践,踊跃参与各项英语演讲比赛，发展思辨能力，构建演讲框架，进行演讲写作，利用肢体语言强化表达效果。坚持素质教育的方针，学生按照专业计划系统学习和掌握演讲技能，提高问题分析能力和解决问题的能力，从而全面提升综合素质。

#### IV. 题型举例

考试评分标准：

Prepared Speech (70%)		Response to Questions (30%)	
Content	20%	Content	15%
Organization	20%	Effectiveness	15%
Delivery	20%	Delivery	10%

考试题目：

1. More haste, less speed.
2. Communication is wonderful.
3. Quality supervision and problem food supply.
4. The roses in her hand, the flavor in mine.
5. Advertisement degrades people's quality of life.

考试时间：

英语演讲课采取随堂考试形式，命题演讲 5 分钟，不得超过 5 分钟。命题演讲后，针对演讲题目回答 1-2 个问题。

考试地点：教室

考试形式与要求：

运用所学演讲技巧，脱稿演讲，听众为全班同学