

Chapter 15 Speaking on Special Occasions

Section One: Chapter Teaching Guide

PART ONE: TEACHING OBJECTIVES

在学完这一章后，学生应该能够：

- 掌握介绍致辞的演讲技巧。
- 掌握颁奖致辞的演讲技巧。
- 掌握获奖致辞的演讲技巧。
- 掌握祝酒辞的演讲技巧。
- 掌握纪念性演讲的技巧。

PART TWO: TEACHING SUGGESTIONS

I. 介绍致辞 (Speeches of Introduction)

➤ 知识概述

介绍致辞用于向听众介绍演讲嘉宾。在作这类演讲时，演讲者应达到三个目的：使听众对演讲嘉宾产生期待感；使听众对演讲话题产生兴趣；营造良好的气氛，为演讲嘉宾建立信誉。教师应提醒学生在作介绍致辞时，注意遵守下列一些原则：

力求简洁 (Be Brief)：没有人会喜欢倾听冗长的介绍致辞。这类演讲的目的是将听众的注意力集中在演讲嘉宾身上，而不是集中在主持人身上。介绍致辞一般不应超过两至三分钟，如果听众对演讲嘉宾已经比较熟悉，介绍致辞还可以再短一些。

确保所传达的信息准确无误 (Make Sure Your Remarks Are Completely Accurate)：很多主持人因将一些基本的事实搞错而使自己和演讲嘉宾都感到非常尴尬。教师应提醒学生，在作介绍致辞前一定要事先确认所介绍的内容准确无误。要牢记：演讲嘉宾的姓名是头等重要的；如果名字发音比较难，尤其是外宾的发音，主持人应事先反复练习，直到能够准确无误地、流利地说出演讲嘉宾的姓名为止。

顺应演讲场合 (Adapt Your Remarks to the Occasion)：在准备介绍致辞时，主持人可能会受到演讲场合的制约。比如，正式场合需要正式的介绍致辞，而在一个非正式的商务会议上介绍客座发言人，介绍致辞就可以轻松活泼一些。

顺应演讲嘉宾的特点 (Adapt Your Remarks to the Main Speaker)：如果介绍致辞使演讲嘉宾感到不自在，即使介绍致辞本身很精彩，也没有达到其目的。那么什么原因会使演讲嘉宾感到不自在呢？过分地夸奖演讲者便是原因之一。教师应提醒学生，要避免在介绍致辞中说“我们的演讲嘉宾会使你们从始至终感到兴奋不已”之类的话，这样说会使听众对演讲嘉宾产生很不现实的期盼。另外，透露演讲嘉宾的一些生活细节或使用一些品味很低的表达方式也会使演讲嘉宾感到不自在。比如，一位主持人也许认为下面的话很有趣：“我和张琳是小学同学，那时她特别胖，班上的同学都叫她胖妞。”然而，演讲嘉宾听到这样的话绝不会感到有趣，而只会感到很痛苦。

顺应听众的特点 (Adapt Your Remarks to the Audience)：同其他类型的演讲一样，介绍致辞也要顺应听众的特点。主持人的主要目的是使听众希望倾听演讲嘉宾的演讲。如果向两组不同的听众介绍同一个演讲者，两篇介绍致辞的某些内容可以相同，但需要用不同的方式

来表达。比如，主持人要向两组不同的听众分别介绍前外交部长李肇星先生。一组听众是一些外国留学生，另一组听众是外交学院的师生。那么针对外国留学生听众所准备的介绍致辞应该是这样的：

Friends from different parts of the world here today:

It is my honor to present to you the former Chinese foreign minister. He is known for his sense of humor, his diplomatic skills, and his contribution to developing China's public diplomacy. In today's lecture, he will explain to us how public diplomacy emerged and evolved as a diplomatic form and how ordinary citizens and nongovernmental organizations can help cultivate public opinion in other countries. Please give a warm welcome to Mr. Li Zhaoxing.

而针对外交学院的师生所准备的介绍致辞应该是这样的：

Faculty and fellow students:

Our distinguished guest today is a former Chinese foreign minister, a poet-diplomat, and an eloquent English speaker. As you all know, among his many achievements in his diplomatic career is his contribution to the development of China's public diplomacy, a diplomatic form that helps enhance China's image and status in the world. Today, he will tell us how governmental diplomacy and public diplomacy are mutually complimentary and why public diplomacy can better explain China's national conditions and policies to the world. Now let's give a warm round of applause to Mr. Li Zhaoxing.

尽力制造期待感和兴奋感 (Try to Create a Sense of Anticipation and Drama): 一般情况下，在介绍致辞中应该把演讲嘉宾的名字放在最后来介绍。这样会使听众产生一种兴奋感，演讲嘉宾的名字出现之时也就成为介绍致辞的高潮。

➤ 教学策略

请参照教师用书本章 Exercises for Thinking and Speaking 3 的讨论部分。

➤ 练习安排

- 课本第 239 页 Exercises for Thinking and Speaking 1 and 3

II. 颁奖致辞 (Speeches of Presentation)

➤ 知识概述

颁奖致辞用于颁发礼品、嘉奖或其他形式的公共认可等的场合。颁奖致辞通常都很简短，有时可能只是简单的一句话（“获奖者是……”），有时可能要有 5 - 6 分钟。颁奖致辞的主要目的是告诉听众获奖者获奖的原因。演讲者需要指出获奖者的贡献、成就等等，但没有必要罗列获奖人所做的一切。应主要说明与获奖有关的成就，并让听众明白这些成就的意义。

根据听众和场合的需要，演讲者还需要在颁奖致辞中顾及到两方面的事情。第一，如果听众不熟悉这个奖项，演讲者应当对该奖项作一个简要介绍。第二，如果奖项是经过比赛而产生，演讲者也应该赞扬一下失败者。

下面是美国前总统奥巴马于 2010 年 6 月为披头士乐队前成员保罗·麦卡特尼颁发美国流行音乐最高奖“格什温奖”时所作的致辞。

教师可以提醒学生注意奥巴马致辞的几个特点：（1）在感谢此奖项的赞助者和协作者之

前首先向来自不同国度的艺术家和音乐人表示致意；(2)通过一些生动的小故事和丰富的例证来展现获奖者的艺术成就；(3)使用重复和排比的修辞手法来突出获奖者的音乐传奇；(4)使用简单易懂的词汇来表达丰富深刻的意义。

Presenting the Library of Congress Gershwin Prize for Popular Song to Paul McCartney
<p style="text-align: center;">Barack Obama</p> <p>Thank you. Thank you so much. Thank you, everybody. Please, everybody have a seat. The show is not over. To all the tremendous artists from all the genres and backgrounds who've joined us tonight to pay tribute to the one and only Sir Paul McCartney, thank you so much. . . .</p> <p>By its very definition, popular music is fleeting. Rarely is it composed with an eye towards standing the test of time. Rarer still does it actually achieve that distinction. And that's what makes Paul's career so legendary.</p> <p>It's hard to believe it's been nearly half a century since four lads from Liverpool first landed on our shores—and changed everything overnight. And I have to share this story. While we were sitting here, I learned that the bass that Paul was playing on stage is the same bass that he played at <i>The Ed Sullivan Show</i>, which he told me cost him 30 pounds. He says he suspects it's worth a little more now. . . .</p> <p>And over the four decades since, Paul McCartney has not let up—touring the world with the band Wings or on his own; rocking everything from small halls to Super Bowls. He's composed hundreds of songs over the years—with John Lennon, with others, or on his own. Nearly 200 of those songs made the charts—think about that—and stayed on the charts for a cumulative total of 32 years. And his gifts have touched billions of lives.</p> <p>As he later confessed of the Beatles' first appearance on <i>The Ed Sullivan Show</i>—where he carried that bass out that one evening that changed everything— Paul said, "Luckily, we didn't know what America was. We just knew our dream of it, or we probably would have been too intimidated."</p> <p>Tonight, it is my distinct pleasure to present America's highest award for popular music on behalf of a grateful nation—grateful that a young Englishman shared his dreams with us: Sir Paul McCartney.</p>

➤ 教学策略

教师可以布置每个学生在课下自行设计一个奖项，并写出颁奖致辞，将所设计的奖项颁发给班上的某一位同学。这些奖项既可以基于事实或颁奖者个人的价值标准（例如，兔年时尚奖、英语口语奖、助人为乐奖等等），也可以凭借想象（例如，吹牛专家奖、微博创意奖等等）。教师鼓励学生尽情地发挥想象力，使练习充满趣味性。学生可以有充分的自由来杜撰事实，以达到练习的目的。颁奖致辞的写作应避免讲大话、空话，要用生动、有趣的事实来充分体现获奖者的成就或业绩。同时，教师还应鼓励学生使用必要的修辞手段来增强语言的效果。最后，教师请学生在课上宣读自己创作的颁奖致辞，并布置每一位获奖者开始准备自己的获奖感言。

➤ 练习安排

- 教师用书本章 Section Three: Teaching Resources 中的 Additional Exercises and Activities 1

III. 获奖致辞 (Speeches of Acceptance)

► 知识概述

获奖致辞的目的是对所获得的嘉奖表示感谢。在作获奖致辞时，演讲者要感谢给予其奖项的人，并且要对帮助其获奖的人致意。

下面是美国著名脱口秀主持人奥普拉·温弗瑞在第 54 届“艾美奖”颁奖仪式上接受第一届“鲍勃·霍普人道主义奖”时的致辞。在这篇致辞中，奥普拉·温弗瑞通过叙事的方式说明了“鲍勃·霍普人道主义奖”的意义，并且用重复和排比的句式进一步深化了主题。这篇致辞的语言浅显易懂，但却生动感人，对听众起到了鼓舞和激励的作用。

Accepting the Bob Hope Humanitarian Award at the 54th Annual Emmy Awards, 2002

Oprah Winfrey

Thank you everybody....There really is nothing more important to me than striving to be a good human being. So to be here tonight and be acknowledged as the first to receive this honor is beyond expression in words for me. "I am a human being: nothing human is alien to me." Terence said that in 154 B.C., and when I first read it many years ago, I had no idea of the depth of that meaning.

I grew up in Nashville with a father who owned a barbershop, Winfrey's Barber Shop. He still does; I can't get him to retire. And every holiday, every holiday, all of the transients and the guys who I thought were just losers who hung out at the shop, and were always bumming haircuts from my father and borrowing money from my dad, all those guys always ended up at our dinner table. They were a cast of real characters—it was Fox and Shorty and Bootsy and Slim. And I would say, "Bootsy, could you pass the peas please?" And I would often say to my father afterwards, "Dad, why can't we just have regular people at our Christmas dinner?"—because I was looking for the Currier & Ives version. And my father said to me, "They are regular people. They're just like you. They want the same thing you want." And I would say, "What?" And he'd say, "To be fed."

At the time, I just thought he was talking about dinner. But I have since learned how profound he really was, because we all are just regular people seeking the same thing. The guy on the street, the woman in the classroom, the Israeli, the Afghani, the Zuni, the Apache, the Irish, the Protestant, the Catholic, the gay, the straight, you, me—we all just want to know that we matter. We want validation. We want the same things. We want safety and we want to live a long life. We want to find somebody to love... We want to find somebody to laugh with and have the power and the place to cry with when necessary.

The greatest pain in life is to be invisible. What I've learned is that we all just want to be heard. And I thank all the people who continue to let me hear your stories. By sharing your stories, you let other people see themselves and, for a moment, glimpse the power to change and the power to triumph.

Maya Angelou said, "When you learn, teach. When you get, give." I want you to know that this award to me means that I will continue to strive to give back to the world what it has given to me, so that I might even be more worthy of tonight's honor.

Thank you.

► 教学策略

教师安排在上一个练习中获奖的学生在课上宣读已经准备好的获奖感言。在进行这项练习之前，教师应该强调在写作获奖致辞时要注意有效地使用语言，以达到感染听众的目的。这个练习也可以同上面的颁奖致辞练习同时使用。不过，获奖者需要提前知道自己所获的奖项，以便有足够的时间准备演讲词。

► 练习安排

- 教师用书本章 Section Three: Teaching Resources 中的 Additional Exercises and Activities 2
- 课本第 239 页 Public Speaking in Your Career

IV. 祝酒辞 (Toasts)

► 知识概述

祝酒辞可以说是最古老的演讲形式之一。从古到今，无论在哪一个文明社会，人们都有在餐前或宴会前表达问候、祝贺和感谢的传统风俗。

有些祝酒辞很简短，用几句话表达欢迎或祝福身体健康、婚姻幸福或事业有成等。这类简短的祝酒辞在结尾处往往伴以举杯的动作以及“干杯”或“为了好朋友”等祝福语。

教师可以提醒学生，如果需要在跨文化场景中作祝酒辞，应事先熟悉所要用的短语以及单词的正确发音。

在有些情况下，祝酒辞会比较长，内容也会比较复杂。比如，在外交和国际贸易的场合，有重要身份的人物需要在正式的宴会上互致祝酒辞。同简短的祝酒辞一样，正式场合下的祝酒辞也应该表示出真诚和热情，但同时也要把会议或谈判的重要原则表达清楚。当然，这些重要原则的表达要简练、礼让和谨慎，并且要与现场的融洽气氛相吻合，避免使在场的任何一方感到难堪。

教师应提醒学生，无论是哪一类祝酒辞，演讲者都应该起立，并且面对所有的听众讲话。在祝酒辞结尾处，将酒杯举起，并与肩膀持平，同时要与被敬酒的一方保持目光接触，然后再饮杯中酒。

下面是美国第四十任总统罗纳德·里根在 1984 年 4 月 30 日访问上海时，在欢送晚宴上致时任上海市市长汪道涵先生的祝酒辞。

Toast in Response to Wang Daohan
<p style="text-align: center;">Ronald Reagan</p> <p>Mayor Wang, distinguished guests, it's a pleasure to be here in Shanghai, a center of culture and commerce where enterprising men and women look to the future with confidence and hope. . . .</p> <p>We've come a long way since February 1972. And I'm honored to commemorate tonight this historic reconciliation and to mark the progress that we've made.</p> <p>Twelve years ago, America and China each turned a new page in their histories. Today, America and China share the commitment to go forward together to write a new chapter of peace and progress for our people. . . .</p> <p>China is a fabled land in America. Schoolchildren across our country have read about your ancient history, the Great Wall, and the discovery of the treasures at Xi'an. To see these wonders in person is a moving and impressing experience. To me, it is even more impressive to meet the Chinese people of today. To see and feel your energy, vitality, and hopes for a better tomorrow</p>

gives me confidence in China's future.

Earlier today I had the opportunity to meet with students and faculty members of Fudan University. The students I talked to are serious about their learning. They want to know more, not just about my country, but about the world that we all inhabit together. They're serious about their responsibility for their country's development and well-being. China is fortunate to have such talented young people to be its leaders for tomorrow.

This afternoon I also met with the workers and managers of the Shanghai Foxboro Company, a joint venture between an American and a Chinese company. There, Americans and Chinese are working side by side to make high technology equipment that will help advance China's industries, just as these new technologies are helping advance America's industries. . . .

My visit to China leaves me confident that U.S.-China relations are good and getting better. Our relationship is firmly grounded on realism, mutual respect, and a shared determination to expand our economies, provide greater opportunities for our people, and resist those who threaten peace.

Tomorrow, we leave to return to the United States. The famous poet Alfred Lord Tennyson wrote, "I am a part of all that I have met." Well, the people and places of China that Nancy and I have met and seen will always remain a part of us. May I thank the leaders and the people of China for your warm hospitality and offer this toast: To the health of Mayor Wang, to the health of the other distinguished guests here this evening, and to enduring friendship between the Chinese and American people. *Ganbei.*

➤ 教学策略

教师可以布置学生在课堂上作一些简短的婚庆、生日、同学聚会、升学/升职等场合的祝酒辞等作为练习。教师提醒学生按照课本中提到的要求来演示祝酒辞。

➤ 练习安排

- 课本第 239 页 Exercises for Thinking and Speaking 2

V. 纪念性演讲 (Commemorative Speeches)

➤ 知识概述

纪念性演讲适用于颂扬或庆贺场合。悼词、国庆节祝词、献词都属于纪念性演讲的范畴。在纪念性演讲中，演讲者主要是向某个人、某一组人、某个机构或某一种境界表达敬意。与说解性演讲一样，在纪念性演讲中，演讲者也需要向听众介绍与话题有关的内容，因为听众需要了解颂扬的原因。与其他类型的演讲一样，演讲者在作纪念性演讲时也需要使用例证、证词或统计数据来说明所赞颂的人或事物的成就。

同时，教师需要提醒学生，纪念性演讲最基本的目的不是向听众传播信息，而是要鼓舞听众，激起听众对演讲者所赞扬的人、机构或境界的欣赏和敬仰。比如，演讲者若要称颂一个人，仅仅介绍这个人的生平是不够的，最重要的是要深入到这个人物的精神本质，从而激起听众对这个人的深深的敬意。

在作纪念性演讲时，演讲者应抒发情感，比如，如果为一座新落成的建筑物献词，要激起听众的喜悦和希望；如果在毕业典礼上致辞，要让听众感受到期待和美好的祝愿；如果在葬礼上致悼词，要让听众体会到悲痛和抚慰；如果在庆功宴上致辞，应当使听众对获奖者感到敬佩和尊重。

纪念性演讲如同印象派绘画——用暖色来捕捉一种情绪或一个瞬间。画家使用的是画笔

和颜料，而演讲者使用的则是语言。在所有类型的演讲中，可以说纪念性演讲最需要细腻的语言。历史上最令人难忘的演讲，包括亚伯拉罕·林肯的《葛底斯堡演讲》，大都是纪念性演讲。人们之所以感到纪念性演讲意义丰富、鼓舞人心，原因之一是其酣畅淋漓的语言特色。

教师应强调，纪念性演讲的成功与否取决于演讲者是否有能力用语言来表达与演讲场合相匹配的思想和情感。但要注意的是，有时在语言的使用上可能会很容易落入俗套。演讲者在语言的使用上要具有一定的想象力，为演讲赋予尊严、意义和真实的情感。为帮助学生有效地使用语言，教师可以提醒学生利用课本第 10 章提到的明喻、暗喻、重复、对照和头韵等修辞手段。历史上一些著名的纪念性演讲，比如马丁·路德·金的《我有一个梦想》和约翰·肯尼迪的就职演说，都创造性地使用了修辞手段。

有些学生在阅读或观看了金和肯尼迪令人振奋的演讲后，可能会感到作纪念性演讲是自己力不能及的。教师可以告诉学生，事实上，很多没有名气的人也曾作过很出色的纪念性演讲，比如课本中的学生演讲“My Crazy Aunt Sue”就是一个很好的例子。

下面是 1941 年 10 月 29 日前英国首相温斯顿·丘吉尔在他的母校哈罗公学的毕业典礼上的演讲。丘吉尔在发表这篇演讲时，正是二战形势最严峻的时刻，这篇演讲以其“决不屈服，决不屈服，决不，决不……”的重复与排比句式而闻名于世。

Commencement Address at the Harrow School
<p>Winston Churchill</p> <p>Almost a year has passed since I came down here at your Head Master's kind invitation in order to cheer myself and cheer the hearts of a few of my friends by singing some of our own songs.</p> <p>The ten months that have passed have seen very terrible catastrophic events in the world—ups and downs, misfortunes—but can anyone sitting here this afternoon, this October afternoon, not feel deeply thankful for what has happened in the time that has passed and for the very great improvement in the position of our country and of our home?</p> <p>Why, when I was here last time we were quite alone, desperately alone, and we had been so for five or six months. We were poorly armed. We are not so poorly armed today; but then we were very poorly armed. We had the unmeasured menace of the enemy and their air attack still beating upon us, and you yourselves had had experience of this attack; and I expect you are beginning to feel impatient that there has been this long lull with nothing particular turning up!</p> <p>But we must learn to be equally good at what is short and sharp and what is long and tough. It is generally said that the British are often better at the last. They do not expect to move from crisis to crisis; they do not always expect that each day will bring up some noble chance of war; but when they very slowly make up their minds that the thing has to be done and the job put through and finished, then, even if it takes months—if it takes years—they do it.</p> <p>Another lesson I think we may take, just throwing our minds back to our meeting here ten months ago and now, is that appearances are often very deceptive, and as Kipling well says, we must “meet with Triumph and Disaster. And treat those two impostors just the same.”</p> <p>You cannot tell from appearances how things will go. Sometimes imagination makes things out far worse than they are; yet without imagination not much can be done. Those people who are imaginative see many more dangers than perhaps exist—certainly many more than will happen—but then they must also pray to be given that extra courage to carry this far-reaching imagination.</p> <p>But for everyone, surely, what we have gone through in this period—I am addressing myself</p>

to the School—surely from this period of ten months, this is the lesson: Never give in. Never give in. Never, never, never, never—in nothing, great or small, large or petty—never give in, except to convictions of honor and good sense. Never yield to force. Never yield to the apparently overwhelming might of the enemy.

We stood all alone a year ago, and to many countries it seemed that our account was closed, we were finished. All this tradition of ours, our songs, our school history, this part of the history of this country, were gone and finished and liquidated.

Very different is the mood today. Britain, other nations thought, had drawn a sponge across her slate. But instead our country stood in the gap. There was no flinching and no thought of giving in; and by what seemed almost a miracle to those outside these islands, though we ourselves never doubted it, we now find ourselves in a position where I say that we can be sure that we have only to persevere to conquer.

You sang here a verse of a school song: you sang that extra verse written in my honor, which I was very greatly complimented by and which you have repeated today. But there is one word in it I want to alter—I wanted to do so last year, but I did not venture to. It is the line: “Not less we praise in darker days.”

I have obtained the Head Master’s permission to alter “darker” to “sterner”: “Not less we praise in sterner days.”

Do not let us speak of darker days: let us speak rather of sterner days. These are not dark days; these are great days—the greatest days our country has ever lived—and we must all thank God that we have been allowed, each of us according to our stations, to play a part in making these days memorable in the history of our race.

➤ 教学策略

教师可以布置学生在课下选一篇自己最欣赏的纪念性演讲，并在课上讨论所选演讲的语言特色，比如修辞手段的使用等。

➤ 练习安排

- 课本第 239 页 Exercises for Thinking and Speaking 4 and 5
- 教师用书本章 Section Three: Teaching Resources 中的 Additional Exercises and Activities 3
- 教师用书本章 Section Three: Teaching Resources 中的 Evaluation Forms and Instructional Worksheets 部分 Commemorative Speech Preparation Worksheet
- 课本录像 Videos 15.1-15.3

Section Two: Textbook Exercises

PART ONE: EXERCISES FOR THINKING AND SPEAKING

(from text page 239)

1. Observe several speeches of presentation and acceptance—at a campus awards ceremony or an event such as the Golden Rooster Awards or Mao Dun Literature Prize. Which speeches do you find most effective? Least effective? Why?

Teaching Note

做这项练习时，建议使用教师用书本章 Section Three: Teaching Resources 中的 Evaluation Forms and Instructional Worksheets 部分提供的 Speech of Introduction Observation Worksheet。

2. Analyze the toast by Richard Nixon printed on page 235. How well does it fulfill the requirements for a toast presented in this chapter? Be prepared to share your thoughts in class.

Teaching Note

这是尼克松于 1972 年 2 月首次访华时所作的祝酒辞。在帮助学生分析这个演讲的特点和效果之前，建议教师为学生介绍一些有关尼克松首次访华的历史背景。比如：尼克松首次访华是 20 世纪国际外交史上最重大的事件之一；在尼克松访华期间，中美两国政府发表《中美联合公报》，成为中美第一份指导双边关系的文件，标志着双方隔绝状态的结束和关系正常化进程的开始。

在了解了尼克松祝酒辞的历史背景的基础上，教师可以启发学生留意尼克松的祝酒辞是否表示出真诚和热情，以及尼克松表达真诚和热情的方式。学生还应该认真分析尼克松使用何种方式清楚地表达了自己所坚持的原则和立场。

另外，教师还可以组织学生就尼克松演讲中的一些语言和修辞特色进行分析。比如，在祝酒辞接近尾声时，尼克松使用了重复和排比的句式来强调中美合作的可行性：“Neither of us seeks the territory of the other; neither of us seeks domination over the other; neither of us seeks to stretch out our hands and rule the world.”

教师还可以提醒学生注意，尼克松在祝酒辞的结尾处引用了毛主席在《满江红·和郭沫若同志》中的诗句（“多少事，从来急；天地转，光阴迫。一万年太久，只争朝夕。”）来说明中美携手、共创和平未来的紧迫性。

3. Imagine yourself being able to invite any well-known figure, living or dead, to address your speech class on a topic of your choice. Following the guidelines for speeches of introduction presented in this chapter, prepare a 1–2 minute speech introducing your chosen person to the class. Deliver the speech in class.

Teaching Note

教师可以布置学生在课下准备一个 1–2 分钟的介绍致辞，为班上的同学介绍一位自己喜欢的当代的或历史上的名人。学生可以假设自己已经邀请到这位名人到班上就同学感兴趣的话题作一个演讲。这个作业要求学生在课下进行调研，以便对所选择的名人有更深入的了

解。教师应提醒学生在构思和创作介绍致辞的过程中要充分发挥自己的创造性，而不是简单地罗列所收集到的信息。

练习的具体步骤如下：（1）教师布置学生将写好的介绍致辞带到课上；（2）将班级分成若干小组；（3）布置学生在各自的小组内宣读自己准备的介绍致辞；（4）每个小组选出 1 – 2 名代表为全班演示；（5）请学生点评每个介绍致辞的总体效果和演示效果。

如果班级人数在 20 人以下，可以免去小组活动的步骤，直接请每一位同学面对全班演示。

4. Analyze “My Crazy Aunt Sue” (pages 237-238) in light of the criteria for commemorative speaking presented in this chapter.

Teaching Note

“My Crazy Aunt Sue” 是一篇感情真挚的纪念性演讲。它集中地表现了演讲者的姑妈如何将世俗眼中的弱点变成自己的长处。通过这篇范文，学生可以看到纪念性演讲完全可以通过简单的语言和生动的形象来感染听众。下面是对这篇演讲的一个简要的概括分析。这篇演讲的录像请见课本 Video 15.1。

Introduction:

The introduction consists of paragraphs 1–2. Paragraph 1 uses vivid imagery and repetition to capture the audience’s attention by arousing curiosity about the identity of the “strongest person” the speaker knows. Paragraph 2 reveals that the speaker is talking about her aunt Sue, who is afflicted with rheumatoid arthritis. After describing the daily torments of this disease, the speaker states her central idea—that her aunt Sue is stronger than any other man or woman she knows despite the torments of her debilitating condition.

Body:

The body of the speech runs from paragraph 3 through paragraph 9. It revolves around three main points—Aunt Sue’s courage and refusal to complain about her fate (paragraphs 3– 4), her sense of humor (paragraphs 5–7), and the lessons she has taught the speaker about being happy for the things she has rather than worrying about what she doesn’t have (paragraphs 8–9).

In each main point, the speaker uses imagistic language and well- chosen examples to illustrate why her aunt Sue is so commendable. These examples provide information about Aunt Sue, but they are employed here for the purpose of praising her and inspiring the audience rather than for the purpose of presenting a biography of her life. This is a key difference between an informative speech and a commemorative speech.

Conclusion:

The conclusion consists of the final paragraph—a single, memorable sentence that encapsulates the central idea and stresses the point that having a physical disability in no way diminishes a person’s spirit or inner beauty. As in the rest of the speech, the language is strong, concise, and poignant.

Language Use:

The speaker also makes excellent use of the resources of language discussed in Chapter 10. Paragraph 1, with its series of sentences beginning “The strongest person I know,” employs repetition. The first three sentences of paragraph 9 use both repetition and parallel structure,

as the speaker begins each sentence with the phrase “I complain about” and ends each by noting that, despite her complaining, she is able to do things “pain free.”

Delivery:

The speaker uses her delivery to enhance the impact of her ideas. She has excellent eye contact, establishes a strong bond with the audience, and, most important for a speech of this nature, communicates her ideas with a powerful sense of commitment and sincerity.

5. Prepare a 3-minute commemorative speech paying tribute to a person, a group, an institution, or an idea. In addition to following the guidelines for commemorative speaking discussed in this chapter, include various of the devices for vivid language discussed in Chapter 10. Develop your ideas by writing a complete manuscript. Deliver the speech to your class from manuscript or from memory.

Teaching Note

这个作业要求学生准备一篇 3 分钟左右的纪念性演讲，称颂某个人、某个群体、某个机构或某种思想境界。这个作业要求学生写出演讲稿的全文，然后用照稿宣读或全文背诵的形式来完成演示。教师提醒学生按照本章介绍的纪念性演讲的要求来完成这项作业，同时要注意使用课本第 10 章介绍的修辞手段。

PART TWO: PUBLIC SPEAKING IN YOUR CAREERE

(from text page 239)

You have been working as a math teacher at a local high school for two years. You have just learned that you have won the Teacher of the Year Award by popular vote among your students. The award will be presented at a year-end party organized by the school’s teachers union. At the party, you will deliver a brief formal speech accepting your award. Prepare a draft of your speech.

Teaching Note

教师可以提醒学生获奖致辞中要感谢给予其奖项的人，并且要向帮助其获奖的人致意。致辞应该体现个人风格，语言应简洁生动、充满感染力。

Section Three: Teaching Resources

PART ONE: ADDITIONAL EXERCISE AND ACTIVITIES

1. Have students analyze the speech of presentation by Barack Obama in this chapter of Teacher's Manual. Remind students to pay attention to how well the speech fulfills the requirements discussed in the textbook for a speech of presentation. Tell students to be prepared to share their thoughts in class.

Teaching Note

教师可以启发学生留意奥巴马在颁奖致辞中如何用独到的方式来赞扬获奖者的艺术成就。

2. Have students analyze the speech of acceptance by Oprah Winfrey in this chapter of Teacher's Manual. Remind students to pay attention to how well the speech fulfills the requirements discussed in the text for a speech of acceptance. Tell students to be prepared to share their thoughts in class.

Teaching Note

教师可以组织学生讨论为什么奥普拉·温弗瑞的获奖致辞有着如此强大的感染力。

3. Have students analyze Sajjid Zahir Chinoy's "Questions of Culture" which is printed in the appendix of speeches for appreciation and analysis at the end of the textbook in light of the criteria for commemorative speaking discussed in the chapter.

Teaching Note

这篇演讲的演讲者萨吉德·扎伊尔·奇诺伊 (Sajjid Zahir Chinoy) 毕业于里奇蒙大学, 2001 年在斯坦福大学获得经济学的博士学位。这篇演讲是奇诺伊在里奇蒙大学 1996 年的毕业典礼上作为毕业生代表所作的纪念性演讲。奇诺伊是在经过校园演讲比赛的激烈角逐后才获此殊荣的。他的演讲大获成功, 风头竟然盖过来自哈佛大学并且获得过普利策奖的特邀发言人, 这种情形是不多见的。

奇诺伊当时面对的是几千人的听众, 作的是半即兴演讲, 他虽然准备了演讲词, 但却没有借助任何文字提示, 演示果可以说是非同凡响。当然, 奇诺伊富有演讲方面的才华, 并且有很丰富的演讲辩论的参赛经验, 所以完全具备脱稿演讲的能力。但这里要使学生真正领悟的是, 无论脱稿与否, 演讲者都要做到流利、真诚、富有活力, 并且与听众保持有力的目光接触。

尽管这是一篇纪念性演讲, 但其中也用到了教材第 13 章介绍的说明性演讲的技巧。比较突出的一点是, 演讲的字里行间都充满着浓厚的人文关怀, 体现了高度的人性化。奇诺伊用自己的个人经历和生活中的故事揭示了有关文化方面的问题, 他对自己的心理活动以及一些令人难忘的场景的细腻描述更加增强了演讲的亲和力。

总的来说, 无论是构思行文还是组织结构, 这都是一篇出类拔萃的演讲。奇诺伊游刃有余地迂回在个人经历和整个世界面临的文化问题之间, 酣畅淋漓地道出了这个世界上所存在的“疯狂”。他指出如果要避免这种“疯狂”, 世界需要更多的文化上的理解。有人会说这种

解决问题的办法过于简单化，但却很难驳斥他所提出的这一观点。

下面是对这篇演讲的一个概括总结。演讲录像见课本 Video A.4.

Detailed Analysis

Introduction:

As in many commemorative speeches, the introduction of the speech is very brief. It comprises only the first paragraph and consists of his salutation.

Body:

The body of Chinoy's speech runs from paragraph 2 through paragraph 23 and is divided into three main sections.

Section One: The first section in the body of Chinoy's speech deals with his departure from Mumbai, India, and the questions of culture he contemplated during his flight to the United States (paragraphs 2–8). In paragraphs 2–6, he deals with his personal questions of culture and whether he would fit in as one of only three Indian students at the University of Richmond. In paragraphs 7–8, he shifts to global questions of culture and ethnicity, noting that countries, like individuals, face the problem of bringing different cultures together in peace and harmony.

Section Two: This section runs from paragraph 9 through paragraph 17. In these paragraphs Chinoy explains how his personal questions of culture were answered in the affirmative by his experiences at the University of Richmond. Referring to his time at the university as “the four most spectacular years of his life,” Chinoy focuses on four special moments of human interaction—his first Thanksgiving in America (paragraph 11), his first Christmas Eve (paragraph 12), his talk with a friend before a calculus exam (paragraph 13), and his roommate's support when India was undergoing communal riots in Chinoy's home town (paragraph 14). As a result of these and other experiences, Chinoy says, he discovered that the commonality of the human experience far transcends superficial differences of culture, language, and background.

Section Three: In this section, Chinoy compares his positive experiences at the University of Richmond with the cultural conflicts ravaging people and countries around the world (paragraphs 18–23). After looking at tragic events in Bosnia, India, and Africa (paragraphs 19–21), he laments all the “madness” that has occurred because people have stressed their differences rather than their “inherent similarities.” He ends the body in paragraph 23 with the statement, “Two similar questions of culture in 1992. Two diametrically opposite results in 1996.”

Conclusion:

The conclusion consists of paragraphs 24–26. After encouraging the graduating class to distinguish itself, Chinoy returns to his central theme in paragraph 25 by urging his listeners to remember that it is cultural understanding—or the lack of it—that “can mean the difference between complete despair for one young boy in Bosnia and remarkable hope for another young boy at Richmond.” With these words, Chinoy brings the entire speech together and reinforces the connections between his personal questions of culture and the global questions of culture broached in the first section of the body.

PART TWO: ADDITIONAL SAMPLE SPEECH ANALYSIS

Elie Wiesel

(From Textbook Video 15.2)

- 1 A-7713. His new name, the graffiti stamped on his skin. A-7713, a concentration camp tattoo. At age fifteen, A-7713 was taken from his home by the Nazis and sent to Auschwitz, one of the twentieth century's most potent symbols of evil. Here A-7713 witnessed the deaths of thousands of human beings, including his mother and younger sister.
- 2 Somehow, A-7713 survived, and when World War II ended, he put his pain and grief to work making sure the world did not forget the Holocaust and making sure another Holocaust did not take place.
- 3 Today, the world knows A-7713 as Elie Wiesel, noted speaker and lecturer, author of more than 40 books, and recipient of the Presidential Medal of Freedom, the Congressional Gold Medal, and the Nobel Peace Prize, among others. Elie Wiesel is an eloquent, fearless, selfless leader who took the evils of Auschwitz as motivation to improve the world.
- 4 An eloquent leader, Elie Wiesel uses the power of language to confront the problems of humanity. Through compelling prose and brutal honesty, he explains that we cannot root out evil unless we recognize it and battle it wherever it exists. In his classic book, *Night*, he says of Auschwitz: "Never shall I forget that night, the first night in camp, which turned my life into one long night, seven times cursed and seven times sealed. Never shall I forget that smoke. Never shall I forget the little faces of the children, whose bodies I saw turned into wreaths of smoke beneath a silent blue sky." Haunting words that remind us of the reality of evil.
- 5 A fearless leader no less than an eloquent one, Elie Wiesel has spent 40 years battling the evils that continue to plague our planet. To the Miskito Indians of Nicaragua, displaced from their homeland, he brought inspiring words of strength and compassion. To men and women facing apartheid in South Africa, he brought a powerful denunciation of racial segregation and violence. To Cambodian refugees suffering from starvation and disease, he brought food and the promise of a new beginning. And to those of us who follow his work, he continues to provide inspiration.
- 6 A selfless leader as much as an eloquent and fearless one, Elie Wiesel has consistently put the needs of others before his own. With every award, his modesty stands side by side with his achievements. As he stated in his Nobel Prize acceptance speech, "Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. . . . Wherever men and women are persecuted because of their race, religion, or political views, that place must—at that moment—become the center of the universe."
- 7 Today, at more than 80 years of age, Elie Wiesel continues to fight against the night. Through all his trials and all his triumphs, the tattoo remains: A-7713, a constant reminder of evil, injustice, and indifference. In battling these forces, Elie Wiesel has shown the kind of moral leadership too often lacking in today's world.
- 8 There is no better way to end than to quote his own words: "There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest. . . . What these victims need above all is to know that they are not alone, that we are not forgetting them, that while their freedom depends on ours, the quality of our freedom depends on theirs."

Teaching Note

埃利·威塞尔（1928-2016）是二战时期德国纳粹集中营的幸存者，后来成为国际著名的作家、教师和人权社会活动家。他于 1986 年获得诺贝尔和平奖，被称作是代表“和平、赎罪和人类尊严”的“人类的信使”。

这篇纪念性演讲是在埃利·威塞尔去世之前作的，演讲者称赞他为雄辩的、无畏的、无私的领导者。演讲中使用了足够的支撑材料，语言生动而励志。演讲者反复提到威塞尔在集中营的罪犯牌号“A-7713”，营造了一种特殊的效果。

演讲录像在课本 Video 15.2。

下面是对这篇演讲的概括分析：

Detailed Analysis

Introduction:

The repetition of “A-7713” in paragraph 1 gains the audience’s attention and arouses curiosity about the topic of the speech. In paragraph 3, the speaker reveals that A-7713 is Elie Wiesel. The recitation of Wiesel’s major awards establishes his importance as a significant international figure, while a preview statement prepares the audience for the main points to follow in the body.

Body:

Paragraphs 4–6 constitute the body of the speech. Paragraph 4 deals with Wiesel’s accomplishments as an eloquent leader. The focal point of the paragraph is a moving quotation from Wiesel’s acclaimed book *Night* that illustrates his “compelling prose and brutal honesty.” The quotation also sheds light on the horrors of Auschwitz, where Wiesel was imprisoned during World War II.

Paragraph 5 begins with a transition noting that Wiesel is a fearless leader as well as an eloquent one. The speaker illustrates the point with a series of brief examples. By presenting each example in parallel structure, he enhances the rhythm of his prose and elevates the style of the speech.

In paragraph 6, the speaker turns to Wiesel’s achievements as a selfless leader. Once again, he quotes Wiesel, this time using his Nobel Prize acceptance speech to illustrate his leadership qualities.

In all three main points the speaker does an excellent job of focusing on particular aspects of Wiesel’s career. He provides enough details for the audience to understand and appreciate Wiesel’s accomplishments without getting bogged down in biographical detail.

Conclusion:

The conclusion consists of paragraphs 7–8. In paragraph 7, the speaker mentions Wiesel’s ongoing “fight against the night,” a reference to the novel mentioned in paragraph 4. Also in paragraph 7 the speaker returns to A-7713, originally mentioned in the introduction, thereby giving the speech a sense of psychological unity. Paragraph 8 closes with a final quotation from Wiesel. Combined with the speaker’s elevated language and poised delivery, the use of Wiesel’s own words—here and throughout the speech—gives voice to the moral principles that make him such an admirable figure.

Make a Wish

(From Textbook Video 15.3)

1 It was the thrill of her life—a vacation to Walt Disney World. For any five-year-old, it would have been a dream come true. But for this particular five-year-old, it was much more.

2 It was the first time in two months she had been able to leave the children’s hospital for more than a few hours. She met Mickey Mouse, who placed a crown on top of her little bald head. She rode the spinning teacups, which helped her forget the upcoming bone-marrow transplant. And she stepped inside Cinderella’s castle, where she felt like a princess, if only for a day.

3 This little girl’s name is Trisha, and Trisha is my little sister. She has acute lymphoblastic leukemia, a life-threatening form of cancer. Trisha was able to visit Disney World because of a remarkable organization, the Make-A-Wish Foundation. Established in 1980, its mission is to grant “the wishes of children with life-threatening medical conditions to enrich them with hope, strength, and joy.” Here is an organization that deserves our recognition because of its generosity, its selflessness, and its ability to heal through hope.

4 First, generosity. The Make-A-Wish Foundation grants all wishes at no expense to the families. The trip to Disney World included Trisha, our parents, and me. The Make-A-Wish Foundation took care of everything.

5 How can it do that? Through the generosity of its donors. Seventy percent of the foundation’s revenue comes from donations; the rest comes from business partners and philanthropists. For children, for families, for those who need hope, Make-A-Wish spends \$140 million a year making dreams come true. That’s generosity.

6 Second, selflessness. Make-A-Wish Foundation needs people to help grant wishes as much as it needs money. It finds these people in the form of selfless volunteers. From celebrities like Taylor Swift to wrestler John Cena to presidents like Bill Clinton and Barack Obama, Make-A-Wish relies on people who have been given much and who want to give back.

7 But the volunteers aren’t just politicians and superstars. They’re the people behind the scenes orchestrating the visits and vacations. They’re the counselors who help these kids identify their most heartfelt wishes. They’re the office workers who enter data, answer phones, and finalize details. Make-A-Wish has 25,000 active volunteers who give their time to help kids like my sister. That’s selflessness.

8 Finally, healing. From something as simple as lighting a Christmas tree to becoming a police officer for a day to receiving a visit from stars at Nickelodeon, Make-A-Wish finds a way to help children escape the reality of their illnesses. Not only does this put a smile on their faces, but it gives them hope, and hope can be a powerful thing. It can even pave the road to recovery.

9 Just ask my sister. Today she’s sixteen years old and in her junior year of high school. Her cancer is in remission. She’s on the dance team, she spends way too much time shopping, and she sends more text messages in a day than I can believe. If you ask her what her turning point was, it was her trip to Disney World. That’s healing.

10 Trisha, my parents, and I will always be grateful to the Make-A-Wish Foundation for its generosity, its selflessness, and its ability to heal through hope. Make a wish, because dreams really do come true.

Teaching Note

这篇纪念性演讲是献给许愿基金会的，这是一家全球性公益机构，致力于帮助生命垂危的儿童实现心愿。演讲者聚焦许愿基金会的是三个特点：慷慨、无私和治愈性，主体部分每一个要点的开头和结尾都使用同样的结构，令人印象深刻。演讲者的妹妹患有白血病，也是许愿基金会的受益者，演讲者个人经历的融入给演讲增加了更多的感情色彩。演讲者使用听众熟悉的语言，简洁、清晰而不失优雅。

演讲录像在课本 Video 15.3。

下面是对这篇演讲的概括分析：

Detailed Analysis

Introduction:

The speaker gains the audience's attention by relating the story of a little girl's trip to Disney World. The vivid imagery of the opening paragraph helps create an emotional bond with the audience. In paragraph 3, the speaker reveals that the little girl in the story is her sister, Trisha. She then reveals the subject of the speech and previews the praiseworthy characteristics of the Make-A-Wish Foundation that she will discuss in the body.

Body:

Paragraphs 4–9 constitute the body of the speech. Notice that the speaker does not get bogged down in details that are more appropriate to an informative speech. Instead, she uses statistics and examples about the Make-A-Wish Foundation to illustrate its generosity, selflessness, and ability to heal through hope.

Paragraphs 4–5 deal with generosity. After noting that Make-A-Wish paid for everything in her family's trip to Disney World, the speaker praises the donors, business partners, and philanthropists who help contribute the money that allows Make-A-Wish to spend \$140 million each year granting the wishes of children in need.

Paragraphs 6–7 deal with the Make-A-Wish Foundation's selflessness. As in the other two main points, the speaker introduces this one with a signpost ("Second"), followed by a clear statement of the trait of the foundation discussed in the main point (in this case, selflessness). This structure helps the audience track the speaker's development of ideas. The speaker illustrates the foundation's selflessness by mentioning several well-known personalities who volunteer on its behalf. She also notes that there are 25,000 unsung volunteers who give their time to Make-A-Wish. She ends the second main point with the phrase "That's selflessness." She uses the same pattern of wording at the end of main point one ("That's generosity") and at the end of main point three ("That's healing"). The parallel structure reinforces the speaker's ideas and lends elegance to her speech.

Paragraphs 8–9 constitute the third main point, which deals with how Make-A-Wish heals through hope. After citing several examples in paragraph 8 of children receiving their wishes, the speaker returns in paragraph 9 to the story of her sister. This is a particularly moving and heartfelt portion of the speech. Not only does it illustrate how Make-A-Wish can heal through hope, but it answers a potential question raised in the introduction: What happened to the speaker's sister? Paragraph 9 provides a happy answer.

Students who watch the video of the speech should note how integral the speaker's delivery is to her overall effectiveness. Delivered with sincerity, simplicity, and a smile, "Make a Wish" quickly establishes an emotional connection with the audience, a connection that continues through the conclusion. The sparkle in the speaker's eyes indicates that she cares deeply about Make-A-Wish, and the audience is moved to care as well.

Conclusion:

The conclusion is presented in paragraph 10. Though brief, it is just right for this speech. In two succinct sentences, the speaker refers back to the introduction, reminds the audience of the main points discussed in the body, and closes movingly by noting that dreams really do come true.

**PART THREE: EVALUATION FORM AND INSTRUCTIONAL
WORKSHEETS**

Commemorative Speech Evaluation Form

Speaker _____

Topic _____

Rate the speaker on each point: 5-Excellent 4-Good 3-Average 2-Fair 1-Poor

Introduction gained attention	5	4	3	2	1
Subject introduced clearly	5	4	3	2	1
Main ideas easily followed	5	4	3	2	1
Language clear	5	4	3	2	1
Language vivid	5	4	3	2	1
Topic dealt with creatively	5	4	3	2	1
Strong conclusion	5	4	3	2	1
Speech adapted to audience	5	4	3	2	1
Sufficient eye contact	5	4	3	2	1
Voice used effectively	5	4	3	2	1
Nonverbal communication effective	5	4	3	2	1
Overall evaluation of the speech	5	4	3	2	1

Comments

Speech of Introduction Observation Worksheet

Your name _____

Name of speaker you observed _____

Where was the speech presented? _____

Who was the speaker introducing? _____

Evaluate the speech of introduction as follows:

1. How long was the speech? Was it too long? Too short? About right? Explain.
2. As far as you can tell, was the speech accurate in its remarks about the main speaker? Explain.
3. Was the speech well adapted to the occasion? Explain.
4. Was the speech well adapted to the main speaker? Explain.
5. Was the speech well adapted to the audience? Explain.
6. Did the speech create a sense of anticipation and drama about the main speaker? Explain.

Commemorative Speech Preparation Worksheet

Name _____

Class _____

Complete this worksheet at least one week before your commemorative speech manuscript is due.

Tentative title of your speech:

General Purpose:

Specific Purpose:

Central Idea:

Main Point I:

Main Point II:

Main Point III:

Write out all the connectives you use in your speech (e.g., between the introduction and the body, between main points, and between the body and the conclusion).

In the space below, write out examples of language devices (e.g., concrete words, similes, metaphors, repetition, parallelism, antithesis, alliteration, etc.) used in each main point of your speech and identify the device.

Special-Occasion Speech Self-Assessment

Your task is to review your special-occasion speech and to reach a full, objective assessment of its major strengths and weaknesses. Write a thoughtful, objective evaluation of the speech in full-sentence and paragraph form with an introduction and a conclusion.

Be specific and concrete in your comments. Note in particular the areas in which you believe you did especially well and those areas in which you want to make special improvement in the next speech. Explain why you had difficulty with certain aspects of this speech, and indicate the specific steps you plan to take to improve your next presentation.

You don't need to answer each of the following questions individually, but you should use them as a guide when you write your assessment. Be sure to support your comments with specific, concrete examples.

Topic

Was the topic appropriate for the occasion?

Was the topic appropriate for the audience?

Did you deal with the topic creatively?

Organization

Did your introduction gain the attention and interest of the audience?

Were the main ideas of the speech easy to follow?

Did you use connectives effectively?

Did you conclude the speech in a memorable fashion?

Language

Was your language clear and concrete?

Was your language vivid and colorful?

Was your language appropriate to the topic, audience, and occasion?

Delivery

Did you begin and end your speech without rushing?

Did you use pauses, rate, pitch, and vocal variety effectively in delivering the speech?

Did your physical action add to or detract from the speech?

Did you maintain strong eye contact throughout the speech?

Overall Assessment

What pleased you most about your speech? What pleased you least?

If you had an opportunity to deliver this speech again next week, what changes would you make? Be specific.