

Chapter 16 Speaking in Competitions

Section One: Chapter Teaching Guide

PART ONE: TEACHING OBJECTIVES

在学完这一章后，学生应该能够：

- 掌握定题演讲的准备方法和步骤。
- 掌握即兴演讲的准备方法和步骤。
- 掌握问答环节的准备方法和步骤。
- 熟悉辩论的准备方法和步骤。

PART TWO: TEACHING SUGGESTIONS

I. 比赛是一种交流方式 (Competitions as Communication)

► 知识概述

出色的演讲者对英语有很强的驾驭能力，同时也是一个优秀的交流者。在演讲比赛中，参赛选手需要与两类听众交流。一类是听众席上的听众，如果赛事规模很大，在电视上和网上同时直播，这类听众还包括电视机和电脑前的观众和听众。第二类听众是评委，这些人负责制定大赛评分标准，并根据演讲者的思维和交流能力对其进行总体评价。

II. 定题演讲 (Prepared Speech)

► 知识概述

在大多数演讲比赛中，定题演讲都是第一个比赛的项目。尽管定题演讲在总成绩中所占的比例不大，但却为下面所有的比赛项目奠定了基础。对于参赛者来说，如果定题演讲作得很成功，就意味着旗开得胜。定题演讲的成功也许不能保证参赛者稳操胜券，但从另一个角度说，如果定题演讲搞砸了，那么基本上就没有可能扭转局面。

准备和演示 (Preparation and Presentation)

课本中前面所有章节的内容都有助于定题演讲的准备。尽管大多数定题演讲都有事先规定好的题目，但参赛者必须自己确定如何在规定的时限内最有效地展开话题。比如，参赛者要限定几个要点，并使用辅助资料论证说明这些要点。另外，参赛者还需要有条理地组织演讲内容。其他要求包括：

- (1) 开头语要引起听众的注意力和兴趣；
- (2) 正文中的要点要衔接流畅；
- (3) 结束语要给听众留下深刻的印象；
- (4) 演讲的语言要准确、清晰、生动、得体。

由于定题演讲环节不可以借助提示卡，所以参赛者一定要熟知讲稿的内容，以便能够将精力集中在与现场听众的交流上。参赛者在声音和身体语言的使用上应该力求增强语言的效果，比如发音和吐字尽量做到完美，手势的运用要恰到好处，面部表情要自然，跟听众保持目光接触。

创新性 (Creativity)

就定题演讲而言，获取成功的最重要的因素是创新性。创新性体现在演讲的各个方面，将出色的演讲和一般的演讲区分开来。在演讲比赛中，评委每天要评判 20 到 30 个演讲，如果这些演讲大同小异，评委很难判断出选手之间的差异。这时如果出现一个有创意的演讲，那么它一定会先声夺人，引起评委们的注意。

创新性可以划分为两种。一种是局部创新性，即在演讲的某一段或某一部分中体现出的创新。其表现形式可以是强有力的洞察力、极具说服力的例证、发人深省的语句或强烈的情感诉求等。第二种是总体创新性。这种创新性从头到尾贯穿演讲始终，涵盖演讲的内容、语言、组织、演示，以及这些成分组合起来的总体效果。

► 练习安排

- 课本第 257 页 Exercises for Thinking and Speaking 1-2

III. 即兴演讲 (Impromptu Speech)

► 知识概述

在大型英语演讲比赛中，一般的程序是参赛选手首先作定题演讲，接下来作即兴演讲。即兴演讲的难度大，失误率高，占总比重大，所以要求参赛选手要事先做好充分的准备。

准备和演示 (Preparation and Presentation)

如课本第 11 章所述，即兴演讲的要素是思维严谨、条理清晰。无论是在课堂上，还是在比赛中，即兴演讲的时间一般都在一到两分钟，演讲者需要迅速归纳出两至三个要点，简明扼要地解释每一个要点，并且使用例证、数据或证言来论证每一个要点。

演讲者要尽量避免说话含糊不清或不断重复。在讲完一点后，应立即移到下一点，建议使用提示语来导入每一个要点。在结尾处要快速收尾，并对听众表示感谢。

虽然参赛者事先无法得到即兴演讲的题目，但仍可以请指导老师出一些模拟题目来进行演练。应赛者可以将前期的练习录下来以便检查演讲是否流畅、条理清晰、以及发音是否准确。另外参赛者还可以将后期的练习录下来，这样就可以检查自己看上去是否自信、与听众是否有较强的目光交流、以及是否使用了干扰听众注意力的手势等。

广泛积累知识 (Developing a Fund of Knowledge)

成功的即兴演讲不但需要技巧，还需要言之有物。演讲者要有求知欲和宽广的知识面。即兴演讲的话题可以涉及到任何一个知识领域，从时事到经济、科学、哲学、教育、文学、文化、历史。当然，我们现在置身于一个千变万化的世界，没有任何人能对所有的知识领域都有着详尽的了解，只要做到努力地去拓展知识面就可以了。平时经常关注中外主流媒体的报道比较有利于知识的积累。

教师可以提醒学生，大量阅读英文书籍和其他资料也可以帮助拓展知识面。但是，对读物的选择要有一定的原则，不能只凭个人兴趣。比如很多学生可能比较热衷于阅读《达·芬奇密码》和《暮光之城》这类畅销小说，而忽略一些优秀的非虚构类图书。教师可以建议学生关注《纽约时报》每年发布的最佳非虚构类图书榜，榜上的很多书目都很有阅读价值。

在广泛阅读英文书籍的同时，学生也不应忘记对本民族文化和历史的了解。例如，央视主办的《百家讲坛》“华夏春秋志”等系列讲座，为弘扬民族文化、继承历史传统起到了积极的作用，是学生了解中国文化传统和精髓的途径之一。

在此需要强调的是，丰富、广泛的知识面不但对即兴演讲的成功至关重要，同时对定题演讲、问答环节和辩论的效果也有着不可忽略的作用。

► 练习安排

- 课本第 257 页 Exercises for Thinking and Speaking 3

IV. 问答环节 (Question-and-Answer Session)

► 知识概述

按照惯例，在大型的演讲比赛中，参赛者在定题演讲或即兴演讲后要回答来自问答环节主持人、点评专家或挑战嘉宾的问题。参赛者应该对这个环节有所重视，并了解如何做好准备。

准备和演示 (Preparation and Presentation)

准备问答环节的第一步是从定题讲稿中设想可能会被问到的问题，并将这些问题罗列出来。如果参赛者有机会当众演练，也可以请听众提一些问题，然后根据这些问题来练习如何回答。可以先做一个提纲，内容要经过用心的思考，并且能在一分钟之内讲完。

参赛者在练习时，要特别注意问题的回答应简明扼要、直截了当。在比赛现场，参赛者可以要求提问者将问题重复一遍或举例说明，但不要将事先背好的答案用于回答一个毫不相关的问题，这样做会丢很多分数。教师可以提醒学生，评委并不要求答案完美，但却要求参赛者能够所答即所问。

V. 辩论 (Debate)

► 知识概述

辩论可以用于专门的辩论赛，也可以用于演讲大赛中的辩论环节。评判标准大致包括以下几个方面：辩论的内容、辅助资料的使用、对语法和词汇的掌握以及辩论的机敏度和说服力。

战略战术 (Strategies and Techniques)

完成英语大赛中的辩论环节除了需要上面介绍的问答技巧和即兴演讲技巧外，还需要一些其他方面的能力。具体地说，辩手不但要思路清晰、思维敏捷，而且还要做到论辩有理有据、逻辑缜密。而要做到有理有据，必须要恰当地使用例证、数据和证言。从本书的第 6 章中，学生已经了解到，这三种论据在任何一种演讲中都是很重要的，在辩论中尤其如此。在辩论中辩手可以运用这三种论据来增强自己的论点，削弱对方的论点。

假设辩论的题目是：Can congestion fees soothe Beijing's traffic woes?

参赛的辩手可能会说：

IBM's first global commuter pain study indicates that Beijing and Mexico City are the world's top two cities with the worst traffic jams. In order to tackle gridlock on its roads, Beijing has recently unveiled some new traffic measures.

In addition to these measures, charging congestion fees will most likely contribute to easing Beijing's traffic woes. In fact, some private drivers are beginning to consider driving less because of the parking fee increase. If a congestion fee is charged on every liter of gasoline or diesel sold, it will help these drivers make up their minds about switching to public transport. In his analysis of Beijing's traffic conditions, Harry Clarke, professor of economics at La Trobe University in Melbourne, Australia, says, "Congestion causes unnecessary social costs because motorists are not constrained to pay for all of the social costs they impose on others. Pricing congestion is the only feasible way of managing congestion." He mentions that a pricing scheme for congestion has been

successfully used in Singapore for 45 years. It is also used in Stockholm and London.

在接下去的辩论中，如果挑战者没有对辩手使用的证据进行反驳，那么辩手应该将这一点指出来：

You voice the concerns of many disgruntled motorists who are already upset about the parking fee hikes, but I want to point out that no one on the panel questions the testimony that I mentioned earlier from Harry Clarke, who concludes that pricing congestion is the only feasible way of managing congestion because congestion fees capture the social costs caused by vehicle travel. The charge may be a nuisance to some drivers, but their complaints should not be placed above easing the worsening traffic conditions in Beijing.

推理是辩论中的另外一个有力武器，课本第 16 章介绍了演讲中比较常用的四种推理方法，即因果法、归纳法、演绎法和类比法。辩手应该熟悉并能够准确、有效地使用这些方法。拿上面提到的交通堵塞话题为例，这四种推理方法都可以用于这个话题：

Reasoning from specific instances: Are there sufficient cases of people who have been using Beijing's roads excessively because of the low cost of road use to conclude that a congestion fee will ease the city's traffic flow?

Reasoning from principle: How does one balance the right of people to have free access to public roads against the right of people to have a smooth flow of traffic?

Causal reasoning: Is there a demonstrated causal connection between drivers' excessive use of roads and the low price of road use?

Analogical reasoning: What lessons for Beijing can be drawn from the experience of other cities that charge congestion fees?

上面的任何一个问题都有可能会出现在辩论的回合中。如果辩手能够识别每一个问题所涉及到的推理方法，就可以为自己的观点和立场作出更有力的论辩，也许还会捕捉到对方辩手或挑战嘉宾论辩中的漏洞。另外，课本第 14 章还介绍了推理中常见的谬误。如果辩手能够指出对方辩手或挑战嘉宾的论辩中所出现的谬误，那么评委就会为这位辩手加分。

下面是辩手针对一位挑战者的论述所做的答复。这位挑战者指出很多有私家车的人都极力反对征收交通拥堵费。

Just because a large number of people support or oppose a given policy cannot be taken as evidence that the policy is right or wrong. This is an error in reasoning known as the bandwagon fallacy. The question is not what is popular, but what is right. Earlier in this debate, I gave you evidence from an expert documenting that pricing congestion is a feasible way to reduce Beijing's traffic jams. That is the right thing to do, regardless of its popularity.

除此之外，辩手还可以继续用类比法来进一步反驳挑战者的有关交通拥堵费不受欢迎的说法：

We know from the experience of London that public opinion initially opposed congestion fees. But once the traffic scheme went into effect and people saw its benefits, the overwhelming majority came to support the scheme. Just as attitudes in Beijing have changed about many things

in recent years, so eventually will they change on the subject of paying a congestion charge.

这种有分量的回击会使辩手的立场在逻辑上略胜一筹，同时也使对方无力反击。

准备与练习 (Preparation and Practice)

在辩论中作出有力的反驳并不是一件容易的事。它需要辩手有大量的知识储备、从容自信的态度和反复练习的经验。正如前面有关即兴演讲那一节中提到过的，积累知识是一个持续的、系统的求知过程。教师应建议学生广泛阅读、深入思考、从大量不同的信息来源中找到思路。辩手在准备辩论的过程中最重要的一个方面就是要有一个很强的并能灵活运用知识后盾，以应对辩论中会出现的各种各样的话题。

为了有效地利用自己的知识，准备参赛的学生同时也要训练辩论的技巧。在比赛中，即兴演讲和辩论有时共用一个话题。教师应建议学生先由即兴演讲入手进行练习。在学生建立了一定的信心后，再将辩论加入到训练备战环节。在模拟过一次即兴演讲后，参赛者可以请指导教师或同学与自己展开一场辩论，可以模拟往届“外研社杯”或“外研社·国才杯”全国英语演讲大赛总决赛中“回答问题”环节的形式。教师应提醒学生在训练时要假想一些有难度和深度的问题，这样可以帮助参赛者训练思维，提高士气。参赛者可以将自己训练的过程记录下来以便能清楚地看到自己的强项以及待改进的地方。

教师还应提醒学生在演练的过程中应注意控制自己的语速，尤其不能讲得太快。另外还要观看以往的比赛录像，学习成功的辩手如何在有理有节的前提下应付棘手问题并指出对方论辩中的弱点。

► 练习安排

- 课本第 257 页 Exercises for Thinking and Speaking 4

Section Two: Textbook Exercises

PART ONE: EXERCISES FOR THINKING AND SPEAKING

(from text page 257)

1. View the videos of each of the sample speeches with commentary printed in this chapter. Which speech, in your judgment, has the strongest delivery, and why? Be prepared to share your comments in class.

Teaching Note

学生通过观看比赛选手的演讲录像可以更清楚地认识到演示时应该注意的一系列问题。另外，每一个选手都有自己的演示风格，学生还可以判断哪一种风格比较值得自己去借鉴。

2. Below are topics from recent national speech competitions:

The Greatest Invention in My Eyes

My Big Story in the Year 2049

College Education in Today's World

Which Is Happier—To Love or to Be Loved?

Select one of these topics and write an original 2-minute prepared speech that is clearly organized and creatively developed. Deliver your speech in class. Be ready for a Q&A session following the speech.

Teaching Note

教师可以指导学生先按照本章介绍的定题演讲的要求和步骤来准备这个演讲，然后再按照本章介绍的有关问答环节的注意事项来准备回答问题。

3. Get together with three or four peers and compose a list of five impromptu topics. Each of you should give a 1-minute practice speech on one of these topics. Critique each other's performances, noting both the strong points and the points that need improvement. Deliver your speeches again in light of the comments you received.

Teaching Note

演讲比赛中即兴演讲的题目一般是时下人们比较关心的一些话题。不过，有时这些问题的问法会比较特别，因此要比学生平时在课堂上使用的即兴演讲话题更具有挑战性。为了使学生自己设计的话题跟演讲比赛中即兴演讲话题的难度更接近，教师可以将下面提供的即兴演讲题目发给学生做参考。这些题目是往年“CCTV杯”、“外研社杯”和“外研社·国才杯”全国英语演讲大赛决赛中使用的部分即兴演讲话题。如果为了节省课上的时间，使学生能将主要精力集中在作即兴演讲上，教师也可以让学生直接选用这些题目进行练习。

教师可以重点重复一下作即兴演讲时应记住的要领：

- (1) 对问题作出一个明确、简洁的回答，并阐明中心思想；
- (2) 归纳出几个要点来进一步解释中心思想；
- (3) 简单扼要地解释每一个要点；
- (4) 在结尾处进一步强化中心思想。

往年“CCTV杯”、“外研社杯”和“外研社·国才杯”全国英语演讲大赛决赛部分即兴演讲题目：

- (1) What do you think is the importance of pressing the “off button” sometimes in your life? (2012)
- (2) What do you expect from your college education? (2012)
- (3) Fashion is made to become unfashionable. —Coco Chanel (2012)
- (4) What makes the desert beautiful is that somewhere it hides a well...—from the Little Prince (2012)
- (5) What's the “Golden age” in your eyes? (2012)
- (6) What are your gifts that you can't wait to give? Why? (2013)
- (7) Time you enjoy wasting, was not wasted. —John Lennon (2013)
- (8) What's your understanding of “being alive”? (2013)
- (9) What's your view about procrastinating? (2013)
- (10) How do you understand “When humans get together, we are really quite an impressive bunch.”? (2013)
- (11) Do you believe “practice makes perfect”? Why or why not? (2019)
- (12) Do you agree that “constraints are the anchors of creativity”? Why or why not? (2020)

- (13) What do you suggest could be done to address the massive waste packaging problem? (2020)
- (14) What do you think about the “paperless” trend in education? (2020)
- (15) What do you think about the future of the unmanned economy? (2021)
- (16) What advice would you offer the “empty-nest” youths? (2021)
- (17) What do you think the delay in the retirement age will bring to China’s society? (2021)
- (18) Seeking what is true is not seeking what is desirable. —Albert Camus (2021)
- (19) What do you think is good team work? (2022)
- (20) Good judgement comes from experience. Experience comes from bad judgement.— Author unknown (2022)
- (21) How could we make hard choices easier? (2022)
- (22) It doesn’t matter how new an idea is: What matters is how new it becomes.—Elias Canetti (2022)

4. Using the same groups as in Exercise 3, practice debating, as follows: After each member of the group gives his or her impromptu speech, the other members of the group should act as challengers and pose questions to the speaker. Each debate should last 4–5 minutes, including the time used for questions.

Teaching Note

这个练习是练习 3 的延续。这种辩论的形式是模拟“外研社·国才杯”全国英语演讲大赛决赛即兴演讲环节中参赛选手与两个挑战嘉宾之间的辩论。教师应该特别提醒学生在辩论时要避免情绪激动，避免使用攻击性语言，力求做到心态平和，语言得体，以理服人。

Section Three: Teaching Resources

ADDITIONAL SAMPLE SPEECH ANALYSIS

Earning Kindness Through Mutual Respect

(From Textbook Video 16.6)

Teaching Note

这篇演讲是 2013 年“外研社杯”全国英语演讲大赛亚军陈研在总决赛中的分组演讲作品，是一篇优秀范例。即兴演讲话题是“Do you agree with the conclusion ‘Kindness is free’? Why or why not?”。

整篇演讲结构完整，条理清晰。在开头段落，演讲者首先给出自己的答案“Kindness is not free”，然后摆明观点“It has to be earned through mutual respect”，最后用一个 preview statement 清楚地告诉听众她将从医生和患者两个角度来阐述。在两个主体段落，演讲者用了例证法和因果说理方法来论证自己的观点。在结尾段落，演讲者再次重申中心思想，呼应开头。

演讲者没有使用华丽的词藻，语言清晰、简洁，表达流畅、自信，给观众留下自然、清新的印象。

下面是对这篇演讲的逐段点评：

Detailed Analysis

SPEECH	COMMENTARY
<p>Kindness is not free. It has to be earned through mutual respect. I would like to examine this issue from the angle of the doctors and the patients.</p> <p>In hospitals, we'd like to see doctors as "angels in white": they should cater to every need of their patient. But we often forget that doctors are also human beings with their own stress, with their own pressure, and with their own difficulties. My uncle is a surgeon at the state hospital. He has to work night shifts all week long, and he has just spent hour upon hour in the surgery room, so that he rarely has time to attend to his own family if ever. What's more, he has been living in daily fear of getting entangled in some sort of disputes or another. Therefore, it would be unrealistic for us to expect doctors to be always kind with utmost patience, and to wear a smile on their faces towards their patients all the time.</p> <p>As for patients, I have to say that, although we expect them to be calm and considerate towards the hospital staff, we have to remember that they are the ones in anxiety and they are the ones in pain, and their families are the people who have to deal with all the affairs and they are the ones who have to worry. When my grandmother became ill last year, she had to wait forever in line for a hospital bed because of the drastic shortage of resources, even though the cancer cells were raging inside her body all the time. It would be unrealistic and cruel to expect the patients to always be calm and considerate and kind towards hospital staffs.</p> <p>So what is the key to kindness? I believe that it is mutual understanding. Each party should remember to treat the difficulties and hardships of the other with respect and consideration, and only then can true kindness be attained.</p> <p>Thank you very much!</p>	<p>The beginning is clear and effective for an impromptu speech. The speaker uses the first sentence to state her stance on the question "Is kindness free?", the second to make the central idea clear, and the third to preview the body of the speech.</p> <p>In the first main point, the speaker argues from the perspective of the doctors. She uses the example of her uncle's experience and causal reasoning to argue that it is not realistic to expect doctors to be always kind.</p> <p>By using "As for patients", the speaker makes a clear transition to the second main point. She uses the same strategies as she does in the first main point, family stories and causal reasoning, to argue that it is unrealistic to expect the patients to be always be kind.</p> <p>The question brings the audience back to the central idea of the speech again—kindness can only be achieved through mutual respect. The conclusion gives the speech a sense of unity.</p>

	Throughout the speech, the speaker speaks fluently and confidently. This helps build her credibility and adds emotional appeal to her speech.
--	---

Confronting Myself: Color of the Wind

(From Textbook Video 16.7)

Teaching Note

这篇演讲是 2004 年第三届“CCTV 杯”全国英语演讲大赛亚军夏鹏在决赛中的即兴演讲作品，是一篇优秀的自我介绍范例。演讲者围绕主题“Color of the wind”，加入对话片段，按时间顺序为观众讲述了两个生动的故事。在幼儿园里，将蓝天涂成绿色的一副图画，懵懵懂懂让演讲者第一次意识到自己的色盲缺陷并失去了自信。高中时，在摄影课老师的鼓励下，演讲者战胜自己的内心恐惧，自信地在相机里装上彩色胶卷，去捕捉生活的美丽色彩。

演讲者站在舞台上，面对所有观众大声说出自己的缺陷，本身就是一种自信。这种自信也征服了现场的评委老师们。

下面是对这篇演讲的逐段点评：

Detailed Analysis

SPEECH	COMMENTARY
<p>When I was in kindergarten, I once showed off my painting to the class. To my surprise, they all burst into laughter. “Why did you paint the sky green?” one asked. Unable to seek a valid answer, I replied dryly, “Well, that’s the color of wind.”</p>	<p>The opening story gains attention and interest. By using dialogue, the speaker heightens the personal tone of his story.</p>
<p>Though at that time I didn’t realize that I was colorblind, my sensitivity told me something was missing. My confidence wavered, and from then on I tried to avoid every occasion that called for the use of colors.</p>	<p>The speaker states the moral of his opening story and indicates that the rest of his speech will focus on his colorblindness.</p>
<p>However, there is something in life that I can never avoid. In my senior high, I had to choose photography to meet curricular requirements. Still suffering from color phobia, I only used black-and-white film to take pictures. Yet my works turned out to be good ones. They say I have a special sense of light and shade, and by the use of simple picture composition, I can fully convey the theme of the photo.</p>	<p>The body of the speech revolves around the speaker’s senior-high photography class, in which he progressed from shame about his colorblindness to pride in his skills of photographic composition.</p>
<p>“Why not try some color films?” my photography</p>	

<p>teacher asked.</p> <p>“I am colorblind.”</p> <p>“So what?” he patted on my shoulder, “It is your colorblindness that gives you the stronger sense of light and shade and helps you to grasp the theme of the photo without distractions of colors.”</p> <p>My teacher’s words struck me. Later, I found out that the incidence of colorblindness is one in a thousand. To me, it is a blessing in disguise. With that in mind, I put a roll of color film in my camera and set out to take pictures. With the snapping sound of the shutter, I could not help but paint the color of wind in my own pictures. The colors lie in my heart.</p>	<p>As in the introduction, the speaker’s use of dialogue gives vitality to his narrative</p> <p>The speaker concludes by celebrating his colorblindness as a blessing in disguise. His penultimate sentence ties back to the introduction, while his final sentence ends on a poignant note.</p>
--	--

Are People Educated Overseas Entitled to a Higher Salary?

(From Textbook Video 16.8)

Teaching Note

下面的辩论节选出自 2007 年“CCTV 杯”全国英语演讲大赛总决赛，参赛选手湖南大学王恋斯同学跟挑战嘉宾之间的对话很好地诠释了辩论的魅力：有问有答，步步紧逼。在即兴演讲中，王恋斯提出海归留学生不应该享受更高的薪酬。两位挑战嘉宾分别是北外教授和 CCTV 播音员，他们都是在国外大学获得的学位。但王恋斯没有丝毫恐惧，她坚定自己的立场，沉着冷静，思维敏捷，用的例子恰到好处。她的出色表现为自己赢得了观众最喜爱的选手奖项。

下面是对这段辩论节选的详细点评：

Detailed Analysis

SPEECH	COMMENTARY
<p>Challenger 1: I think you are sadly wrong in terms of saying that they do not deserve the high salary. On the contrary, we argue for a high salary for these returnees, first things first, for the international exposure, and secondly, the kind of state-of-the-art expertise and knowledge they bring back to China, or maybe any other countries. Thirdly, they are also very well known for using interpersonal skills in communicating.</p>	<p>The opening challenge presents three points against Wang Liansi’s position that foreign-educated students do not deserve higher salaries than those educated in China.</p>
<p>Wang Liansi: Well, you do have a point. However, you mentioned that they have communication skills, but are you trying to say</p>	<p>Wang Liansi responds to the challenger’s points clearly and</p>

that these employees, these college students who are studying in China, do not have the communication skills? No. I am a college student. I study in Hunan University, but I don't see that I'm in lack of any communication skills.

And secondly, you mentioned that they are exposed to foreign cultures, so they have a state-of-the-art expertise. But you have to know that China's higher education is also flourishing. Peking University, Tsinghua University, as well as universities in Hong Kong, can also compete with foreign universities as well.

And the third point I remember you said was they are more professional. But, you know, many people refer to the returnees from overseas as bananas. They have yellow skins, but inside they are white. But personally, I don't like to eat bananas, and I doubt that those employers in the companies will like bananas. We need apples; we need other common fruits as well.

Challenger 1: What's wrong with being a banana, as long as we can kind of reach a deal?

Wang Liansi: Being a banana is fine, but are you willing to pay like ten yuan for a banana, when you can enjoy the same nutrition by paying five yuan for an apple? Of course not. I mean each kind of fruit should be treated equally, and it doesn't mean that if you are a banana, you have to be paid a higher price or you are in any way superior to those common fruits.

Challenger 2: If you are a Harvard business school MBA and you are working in Beijing, you are entitled to a salary amounting to 100,000 U.S. dollars. You have a problem with that?

Wang Liansi: I don't have a problem with that, as long as he has the ability. We are talking about whether these returnees . . .

Challenger 2: But his salary will be much higher than the same MBA from Peking University and Tsinghua University. . . .

Challenger 1: Right. Think about Yang Lan, for example. She actually is now the head of a corporation, a kind of multinational corporation. And she is a graduate from Columbia University.

systematically. She begins by defending the communication skills of college students educated in China.

By enumerating her points, Wang Liansi comes across as a focused and organized thinker. She states her points clearly and concisely.

Wang Liansi echoes an analogy from her impromptu speech, in which she said that students educated overseas were like foreign fruits: "No matter how far away they come from, how fragrant they smell, how exotic they look, what counts most is whether they're delicious enough."

Again using analogical reasoning, Wang Liansi responds deftly to the challenger's question by defending the principle of equal treatment versus special privilege.

Wang Liansi does not get flustered, even though she is cut off part way through her response.

Wang Liansi: Yang Lan is very successful, but our hostess Liu Xin is also very successful. Do you remember that she has won the first prize in the international English speaking competition? That was about a decade, or ten years ago. At that time, she had never been abroad, but she competed with those people who have international backgrounds and she won. What's your opinion about it?

Challenger 2: Many good students educated overseas have a very heavy student loan. That's why they have to have a higher salary—to pay back the student loan. They are paying a very high price for going to top schools in the world.

Wang Liansi: According to my observation in Sydney, I saw a lot of Chinese students there, but I haven't seen them with any particular advantages of being an international student. They didn't work very hard. They were very rich students, so they went to Sydney, but they didn't study well. But students around me, my classmates, they've been working really hard, and I believe that in future, when they are applying for the same company, the latter, the person who has real ability, can have a higher salary.

Wang Liansi scores strongly by countering the challenger's example of Yang Lan with the case of Liu Xin, CCTV anchor and hostess of the 2007 competition.

Wang Liansi supports her position by drawing on her personal experience. As elsewhere in the debate, she rises to every challenge from the debate panel.