

Preface

The *Art of Public Speaking* has long been the leading book on its subject in the West, and I am deeply grateful for the favorable reception it has received in China. In preparing this adaptation of the 13th edition, I have retained the original book's balance between theory and practice. Firmly grounded in classical and contemporary theories of rhetoric, it offers full coverage of all major aspects of speech preparation and presentation.

It also follows David Hume's advice that "he who would teach eloquence must do it chiefly by examples." The book contains a large number of outlines, speech extracts, and sample speeches that illustrate the principles of effective public speaking. In addition, it comes with an App containing more than 60 speech videos that allow readers to see the principles of effective speech in action.

As with all versions of the book, this adaptation reflects my belief that the most important part of speaking is thinking. One cannot give a successful speech without having something of substance to say. Nor can one be truly successful without a strong ethical foundation. In keeping with Quintilian's ideal of the good person speaking well, the goal of public speaking is to communicate worthy thoughts in an effective manner.

While keeping the essence of the original book, I have taken several steps to harmonize it with the needs, interests, and experiences of Chinese readers.

First, I have adapted it to the fact that English public speaking is an EFL course in China. As a result, it has somewhat different educational objectives and pedagogical methods from a public speaking course in the United States. In adjusting to those differences, I have localized the book by focusing on topics and methods that are most germane to the needs of students and teachers at Chinese universities.

Second, I have incorporated numerous Chinese examples that will relate the principles of public speaking directly to the cultural experiences of readers in China. I use Western examples when they are the best choice to illustrate key skills and concepts, but I use Chinese examples when they will be more effective than Western ones. In this regard, the adaptation can be thought of as a Western book with Chinese characteristics.

Third, unlike Western editions of *The Art of Public Speaking*, this book includes a chapter on speaking in competitions. It has been my privilege to participate in the 21st Century Cup, the CCTV Cup, and the FLTRP Cup as a judge, question master, and commentator. I never cease to be impressed by the achievements of the students and the dedication of their tutors. These competitions are exceedingly rigorous, and they

have played a major role in promoting the quality and popularity of English public speaking throughout China.

Fourth, this edition contains a new chapter dealing with online public speaking. It gives students the practical guidance they need to prepare, rehearse, and present successful online speeches, whether in educational or professional settings. It helps students control the visual environment, create a suitable relationship with the online audience, and use online presentation software skillfully and appropriately. A full sample speech with video illustrates the principles of effective online speaking in action.

When I made my first trip to China in 2001, I could not have imagined the growth that would take place in English public speaking during the subsequent years. It has been my privilege to lecture at many Chinese universities and to meet students and teachers from all parts of the nation. Their enthusiasm for English learning in general and for public speaking in particular are truly inspiring. I am delighted to dedicate this new adaptation of *The Art of Public Speaking* to them.

Acknowledgments

It has been twenty years since I first began to work with teachers and students in China. During that time, so many people have contributed to this book that it is impossible for me to thank everyone. I cannot overlook, however, those who laid the foundations two decades ago for everything that has transpired since. They include the University of International Business and Economics, which arranged for me to visit its campus in 2001; the editors-in-chief of *China Daily* and *21st Century* who invited me to attend the 2002 21st Century Cup in Chengdu, thereby starting an enduring association with that competition; the producers, directors, and executives at CCTV-9 who invited me for several years to serve as a commentator at their annual English speaking contest, a contest whose importance to the growth of English public speaking throughout China cannot be overestimated.

Above all, I am indebted to Foreign Language Teaching and Research Press, with whom I have had a long and productive relationship. In 2004, FLTRP published the first full-length English edition of *The Art of Public Speaking* in China; in 2005, it sponsored the first workshop on teaching English public speaking to Chinese college students; in 2007, it inaugurated the biennial National Symposium on Teaching English Public Speaking; from 2002 to 2009, it co-sponsored the CCTV Cup, and since 2010 it has held the annual FLTRP Cup English Public Speaking Contest. In 2010, it published the first adapted version of *The Art of Public Speaking* for Chinese readers, a translation of which appeared in 2014. FLTRP is a true leader in the development of English public speaking in China, and I am honored to work with it.

With regard to this new adaptation, I would like to thank the editorial team of Feng Tao, Chen Jing, Cao Ni, Huang Mengyuan, and Zhao Xinghua. Their talent, dedication, and professionalism provide a model for academic publishing regardless of

language or country. I am also thankful for the vision, leadership, and unflagging support of Editor-in-Chief Xu Jianzhong, Deputy Editor-in-Chief Chang Xiaoling, and Managing Director of Higher English Education Publishing Li Huiqin.

I would be remiss if I did not acknowledge Professor Yin Suya for her updated introduction to the book; it provides an elegant road map for the journey that readers will take in their adventures with English public speaking. I am also appreciative to Doctor Yang Ling for preparing the *Instructor's Manual* that accompanies the book, as well as for her helpful responses to various inquiries.

Thanks go as well to Sarah Jedd for once again screening sample speeches from the FLTRP Cup, and to the staff of the Instructional Media Center of the Department of Communication Arts at the University of Wisconsin for its technological assistance.

Most of all, I am grateful to Professor Paul Stob of Vanderbilt University, who collaborated with me on all aspects of this adaptation. We have worked together on several U.S. editions; his expertise and judgment translated seamlessly to the Chinese context and have been invaluable.

Finally, as in my other books, I owe more than I can express to my wife, Patty. Her love and support make everything possible.

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演讲论辩修辞自古希腊时代起就一直一直是西方教育的重要组成部分。始于先秦时期的中国修辞学尽管没有形成西方修辞学研究中的演说和论辩传统，但中国历史上也并不乏“羽扇纶巾，谈笑间，檣櫓灰飞烟灭”的论辩大师。演讲论辩修辞在中国和西方都有着很强的实用性；事实上，古往今来，从东方到西方，演讲论辩的能力始终与个人的前途和国家的命运息息相关。古人云：片语可以兴邦，一言可以辱国。西汉的刘向在《战国策·东周》的《秦兴师临周而求九鼎》一文中讲述了东周的重臣颜率如何利用自己的智慧和口才维护了本国的尊严和利益，正可谓“一人之辩，重于九鼎之宝；三寸之舌，强于百万之师”。

有些读者可能会认为演讲的艺术主要是指演讲者的口才、风度和语言修养。也有人会认为，演讲的艺术是指当众讲话时运用声音、表情以及身体语言的技巧。而事实上，演讲作为一门艺术所涵盖的内容远不止这些简单的概念。爱好演讲的读者可以借助《演讲的艺术》一书来全面、深入地了解演讲的要素和组成部分，从而达到掌握这门艺术的目的。

如国内很多英语演讲爱好者所知，《演讲的艺术》是一本深受中外大学生读者欢迎的传播学基础教程。本教程以传播学的基本理论和概念为出发点，详尽地讲解了演讲所涉及的每个环节和步骤。这些环节和步骤包括克服怯场、选题立意、了解听众、论证观点、巧用语言、撰写讲稿以及排练演示等。本教程也专门介绍了各类演讲的不同用途，如传播知识、雄辩说理、激情励志、引见致辞、颁奖致辞、受奖致辞、祝酒致辞以及竞技口才等。

克服怯场是演讲训练的第一个环节。为了帮助读者排除紧张心理，本书第三章布置了一个简短的作业作为演讲的热身练习。这个作业是一个两分钟左右的有备演讲，演讲的话题可以是介绍自己本人，也可以是介绍他人。介绍的内容要包括自己或他人的背景、性格、信仰和追求。因为时间的限制，演讲者必须合理地设计段落大意和中心思想，以避免讲稿过长。讲稿的字数应在300字左右。为了使演讲有创意和感染力，演讲者可以设计独具匠心的开头和结尾，并使用富有戏剧性或冒险性的素材。当然，所有的情节都必须是真实的，不可虚构。为达到锻炼的目的，建议读者用半脱稿的方式完成演讲。

选题立意是演讲成功的基础。本书的第四章介绍了选择演讲话题的主要方法，如盘点法、分类法等。这一章还讲解了如何确定演讲的总体目的、具体目的和中心思想。演讲的总体目的取决于演

讲所属的种类。比如，说解性演讲的总体目的是传播知识，教育听众；说服力演讲的总体目的是雄辩说理，说服听众；而纪念性演讲的总体目的是激情励志，鼓舞听众。当然，说服力演讲必定要包含说解性演讲的成分，而纪念性演讲也必定要包含说解性演讲和说服力演讲的成分。

演讲的具体目的是演讲内容的高度概括。比如一个以中国旗袍为话题的演讲，其总体目的是传播知识，而其具体目的则可以定为“让听众了解中国旗袍的起源、款式以及文化影响”。演讲的中心思想是演讲的要点，也是对演讲具体目的的进一步解释。这里还以中国旗袍这一话题为例，基于上面提到的具体目的，其中心思想则应是“中国旗袍起源于上世纪二十年代，其款式众多，并对中国妇女产生了重要的文化影响”。通过学习第四章的内容，读者可以掌握选题的技巧，学会如何确定演讲的总体目的，以及如何规划起草与演讲的时限相应的具体目的和中心思想。

分析听众是演讲成功的一个不可忽略的环节。要想演讲达到预期的效果，演讲者要对听众进行充分的了解，这包括了解听众的人数、演讲的场景、听众的文化特征，以及听众对演讲话题、演讲者及演讲场合的态度。本书的第五章从理论上阐述了以听众为中心和了解听众心理的重要性，并且系统地讲解了分析听众和收集有关听众信息的具体步骤和方法。

从某种意义上讲，如果说口才才是演讲成功的重要条件，那么了解听众则是演讲成功的必要条件。据《吕氏春秋·必己》记载，一次孔子的马跑到地里吃了一个农民的庄稼，农民将马扣留。一向以能言善辩著称的子贡请求去说服那农民，他道理讲透，好话说尽，马也没要回来。可是有个刚刚跟随孔子学习的粗俗的人只说了一句话，马就要回来了。那个农民听了粗人的话说：“说话都像你这么清楚就好了，怎么能像刚刚那个人那样！”子贡的口才在农民面前无用武之地，这是因为他不了解农民，因此也不知道如何与农民交流。可见，如果没有对听众的充分了解，再好的口才也不会有任何的说服力或感染力。

论证观点是演讲成功的前提。没有充分的论据，再有力的论点也是站不住脚的。本书的第六章介绍了三种论据，即例证、数据和证言。演讲者可以集中收集论据，也可以通过平时的积累为演讲储备论据。在这一章中，读者可以接触大量的各类论据的实例，以及论据在演讲中的用法。学习这一章的要点是掌握如何识别和收集每一种不同的论据，以及如何在演讲中恰当地使用论据，并准确、清楚地说明其出处。

撰写讲稿是演讲成功的关键环节。演讲者要具备自己撰写讲稿的能力，这对国内的大多数英语演讲爱好者来说也许是一个不小的挑战。《演讲的艺术》一书用大量的篇幅详细地介绍了英语演讲辞写作的过程、步骤、方法和技巧。本书第九章讲解了讲稿提纲和演讲提纲的区别和这两种提纲的准备方法。讲稿提纲是指用提纲形式准备的演讲辞的全文，而演讲提纲则只包括演讲辞的要点。第七章介绍了组织讲稿提纲的一些具体步骤，如确定段落大意、为段落大意排序、为段落大意填充内容和使用连接词串连讲稿全文等。第八章介绍了演讲辞开头和结尾的写作方法，这其中包括演讲辞

开头和结尾的各自的组成成分。演讲辞的开头一般包含四个成分：引起听众的注意和兴趣、搭建交流平台以便与听众彼此心会意通、建立和证明演讲者的可信度以及介绍演讲的要点。演讲辞的结束语首先要示意演讲已接近尾声，然后进一步深化演讲的中心思想。当然，要从根本上提高英语演讲辞写作的水平，单凭阅读课本的有关章节是不够的。希望读者在掌握本教程所传授的写作要领的同时，能经常地、有选择地阅读中英文书籍和报刊杂志，用以激发灵感，积累素材，充实语汇，保持与时俱进的精神。

巧用语言是增强演讲辞力度和效果的必要手段。正如本书第十章所说，演讲者首先应该对语言有较好的驾驭能力，语言表达要准确、鲜明和生动。对于国内的大学生读者和其他各行各业的英语演讲爱好者来说，在扩大英语单词量的同时，还要掌握词语的内涵和外延，练习使用实词和听众耳熟能详的词语，以及学会如何识别和删除赘词。在此基础上，演讲者还应恰到好处地使用富有表现力和艺术美感的方法或手段，来提升语言的表现力和演讲的感染力。本书的第十章介绍了两大类修辞格，一类用于加强语言的形象性，如明喻、暗喻、双关等；另一类用于加强语言的韵律性，如重复、排比、头韵、对照等。

美国黑人民权运动领袖马丁·路德·金的著名演讲《我有一个梦想》是巧用修辞手法的范例。其中脍炙人口的名句“我有一个梦想……”和“让自由之声响彻……”都是通过重复和排比的手法使演讲辞更加铿锵有力、震撼人心。在这篇演讲辞中，金同时也使用了大量的形象词语来唤起听众的觉醒和共鸣。例如，他把《解放宣言》比作灯塔的光芒、把种族隔离和种族歧视形容成枷锁、把黑人的生存环境描绘成贫困的孤岛等。而“欢乐的黎明……漫长的黑夜”，“种族隔离的荒凉深谷……种族平等的阳光大道”，“种族不平等的流沙……充满手足情的磐石”等一系列的对照修辞手段又使金的演讲辞琅琅上口、丝丝入扣。

语言修养离不开政治和文化背景的依托。通过阅读第十章的最后两节，读者还可以领悟到演讲者的语言不但要精彩独到，还要分寸得体，要适合于演讲的场合、听众、话题和演讲者本身，而且不能包含任何歧视。演讲者说话的艺术往往与自身的政治见识和文化素养紧密相连，比如，在香港回归的谈判桌上与英方代表唇枪舌剑，又不失风度的原新华社香港分社社长周南就一向被称为诗人外交家。一次周南在香港总商会发表演讲时，有人就中国人民解放军驻港部队能否更名进行提问，周南当场引用了莎剧《罗密欧与朱丽叶》的道白作答：“What's in a name? That which we call a rose by any other name would smell as sweet.”（“名字本身有什么意义？我们称之为玫瑰的花朵，换一个别的名字，它的香味还是同样芬芳。”）周南在此种场合表现出的机敏睿智和分寸得体博得在场所有听众的叹服和敬佩。

对于国内的读者来说，语言修养还包括演讲者的母语修养。一个不热爱或不尊重母语文化的人，英语讲得无论多么流利，都不会成为合格的文化传播者。中华民族的文化博大精深、源远流

长，使全天下的炎黄子孙都引以为荣，也使整个世界为之瞩目和景仰。中国古典文学中的名文、名诗和名句经常被中外政要在重要场合引用，以促进国际间的政治和文化交流。

传播知识是说解性演讲的主要用途。说解性演讲有着很宽的使用范围。就《演讲的艺术》一书的读者而言，会经常用到说解性演讲的人包括用英语授课的教学人员，英语为第一外语的大中学校学生，国际活动或赛事的义务工作者，外交人员，外事人员，准备到英语国家留学或工作的人员，外企雇员，国际航班的空服员，英语导游、导购、销售人员，酒店和餐饮业的管理人员，以及其他各行各业的涉外工作人员。本书第十三章第一节介绍了四种不同的说解性演讲。第一种是介绍物件的，比如向听众介绍戈壁滩、3D 打印、股票市场、四川面具、湘绣和中国熊猫等。第二种是描述过程的，例如为听众讲解台风的形成、指导听众书写个人简历或向听众介绍如何打太极拳。第三种是陈述事件的，这包括向听众陈述失眠、婚姻、清明节、海啸和网络犯罪等事件。第四种是诠释概念的，比如向听众解释什么是进化论、军事理论、教育哲学以及激励法原理等。这一章节还讲解了如何根据演讲的时限来确定说解性演讲的具体目的、中心思想和段落大意，以及段落大意的排序方法。读者可以通过学习这一章节提供的范例来掌握诸如时间法、空间法和话题法等说解性演讲段落大意的排序方式。第十三章的第二节提醒读者在作说解性演讲时不要高估听众的理解能力，不要拘泥技术细节，要使想法人格化，避免语言抽象化，并要有独创性；第三节为读者提供了说解性演讲的范文及专家点评。

雄辩说理是说服性演讲的主要特色。就本书的读者而言，说服性演讲的使用范围包括对外籍人士进行健康保健、交通安全、旅行安全等宣传，向外企、外商、外籍人士募捐，签证面试，外企求职面试，外企竞岗演讲，对外招商引资洽谈，各种涉外谈判，对外商品广告、营销、促销等。说服性演讲比说解性演讲更具挑战性，因为它要求演讲者有较高的可信度、充足的证据、较强的推理能力和充沛的情感。本书的第十四章用递进的方法介绍了三种论辩形式的内容和相关性。这三种论辩形式由低到高可排列为事实性论辩、价值性论辩和政策性论辩。事实性论辩旨在论证某一事实的真伪，比如“吸烟是否对身体有害”，“莎翁的戏剧是否出自他人之手”等。此类论辩的目的是说服听众同意某种观点。价值性论辩主要是论证某种想法或行为的对与否、正义与否、道德与否等。价值性论辩的核心是演讲者的价值判断标准，例如，若是演讲者认为“脚踏车是最理想的陆地交通工具”，那么这位演讲者首先要界定“最理想”的判断标准，以便为接下来的论证奠定基础。价值性论辩的最终目的是要听众接受演讲者所倡导的价值观。价值性论辩必然包含事实性论辩的成分，而政策性论辩既涵盖事实性论辩又涵盖价值性论辩。政策性论辩能直接改变或影响听众的行为，所以是更具实用价值的说服性演讲。政策性论辩又细分为针对机构政策的说服性演讲和针对个体政策的说服性演讲。比如，“说服听众同意将演讲设为英语专业的必修课”所针对的是机构政策，而“说服听众定期义务献血”所针对的是个体政策。针对机构政策的说服性演讲只力求听众同意演讲者的建议是必要的、可行的；而针对个体政策的说服性演讲则力求听众采用演讲者的建议，并立即付诸

行动。政策性论辩的段落大意有下列几种排序法：问题—出路法、问题—成因—出路法、动机序列法和优势对比法。需要提及的是，动机序列法最适用于针对个体政策的说服力演讲；这也可以解释为什么西方广告商专门采用动机序列法编排商业广告词的内容。第十四章第六节介绍了说理的手段和技巧以及常见的说理谬误，第七节为读者提供了说服力演讲的范文及专家点评。

激情励志是纪念性演讲的总体目的。就本书的读者而言，纪念性演讲适用于英语演讲比赛的自选题演讲，各种涉外场合的节日庆典致辞、毕业典礼致辞、就职演说、悼辞，以及其他涉外场合的献词等。纪念性演讲通常用来赞颂某一人物（屈原、秋瑾、钱学森等），某一群体（都市清洁工、天安门国旗班、中国航天员等），某一机构（中国红十字会、希望工程、中国历史博物馆等），某一情操（五四运动的精神、虎门销烟的民族气节、重阳节的尊老传统等）。成功的纪念性演讲既要包括说解性和说服力成分，又要通过恰当的修辞手段达到激情励志的效果。本书的第十五章最后一节提供了纪念性演讲的范文和专家点评。本章还介绍了其他几种用于特殊场合的演讲，比如引见辞、颁奖辞、受奖辞以及祝酒辞等。

竞技口才是演讲的一种特殊用途。“外研社杯全国英语演讲大赛”和“21世纪杯全国英语演讲比赛”是目前国内最大规模的英语演讲赛事。本书的第一作者斯蒂文·E. 卢卡斯博士曾多次担任上述两个大赛的提问评委和点评专家。在本书的第十六章，卢卡斯博士讲解了有备演讲、即兴演讲、现场问答和分组辩论的有关技巧，并点评了一些获奖作品。

排练演示涵盖演示的方式、演讲者声音的运用以及演讲者肢体语言的运用。本书第十一章第二节介绍了四种不同的演示方式：读稿式演示、背诵式演示、即兴式演示和提纲式演示，其中提纲式演示是本教程的教学重点。提纲式演示是一种半即兴演讲，演讲者通过演讲提纲和即兴发挥相结合的方式来完成演讲。本章的第三节探讨了用声的一些基本要领，比如如何控制或运用音量、音调、语速、停顿以及吐字发音等。在此特别值得读者注意的是，当你在演讲或辩论中提及欧美品牌名称或其他专有名词时，应该使用该词的英语读音，避免用中文读音来替代。比如，不应把“Nike”误读成“耐克”，或把“Coca-Cola”误读成“可口可乐”。本章的第四节讨论了演讲者如何注意个人形象、台上举止、手势运用，以及如何与听众保持目光接触。

在此，我们至诚感谢美国国会图书馆和中国驻美国大使馆的全力支持和帮助。时任中国驻美使馆公使衔参赞的尤少忠曾专程安排本书作者与深受国人尊敬的陈香梅女士在华盛顿会面。陈香梅女士曾被八位美国总统委以重任，并被誉为“中美民间大使”。她不仅是享誉太平洋两岸的著名作家，还是出色的演说家。她于上世纪60年代初曾师从乔治城大学特别教授学习演讲。在她的私人相册中，我们看到了她在美国各地巡讲的足迹。其中有一幅照片记载了她去美国通用电气公司演讲的情景。从照片的说明中我们得知，陈香梅女士是历史上第一位在美国通用电气公司演讲的女性。为了使中国的大学生读者充分地认识到英语演讲与口才的重要性，陈香梅女士欣然命笔为本书作序。在

感到荣幸和激动之余，我们更要以陈香梅女士为楷模，为弘扬中国文化、增进国际交流作出贡献。荀子曰：“无冥冥之志者，无昭昭之明；无惛惛之事者，无赫赫之功。”我们希望以此古训与读者朋友共勉。

殷苏娅于美国新泽西

殷苏娅毕业于美国威斯康星大学麦迪逊分校新闻与大众传播学院，并获得新闻与大众传播学硕士学位和大众传播学博士学位。殷苏娅现在任职于美国新泽西州理查德·斯特哥顿大学，为传播学专业副教授，主要研究领域为广告、公共关系、新闻写作、战略传播、国际传播和中美关系。

ELTRIP

6

Supporting Your Ideas

Examples

Statistics

Testimony

Evaluating Online Supporting Materials

Good speeches are not composed of hot air and generalizations. They need strong supporting materials to answer the three questions listeners always ask of a speaker: “What do you mean?” “Why should I believe you?” “So what?” Consider, for example, the following statements:

**supporting
materials**

The materials used to support a speaker’s ideas. The three major kinds of supporting materials are examples, statistics, and testimony.

General

Tea is very popular.

Less General

Large quantities of tea are consumed by people around the globe.

Specific

Tea is second only to water as the world’s most consumed beverage. More tea is consumed than coffee, beer, wine, milk, or soft drinks. Total tea consumption is roughly 300 billion liters annually.

Which statement do you find most interesting? Most convincing? Chances are you prefer that in the right-hand column. It is sharp and specific, clear and credible—just what a speech needs to come alive.

The skillful use of supporting materials often makes the difference between a poor speech and a good one. In Chapters 13 and 14, we will look at special uses of supporting materials in informative and persuasive speeches. In this chapter, we focus on the basic kinds of supporting materials—examples, statistics, and testimony—and on general principles for using them effectively and responsibly.



Examples

example

A specific case used to illustrate or to represent a group of people, ideas, conditions, experiences, or the like.

Research has shown that vivid, concrete examples have strong impact on listeners' beliefs and actions. Without examples, ideas often seem vague, impersonal, and lifeless. With examples, ideas become specific, personal, and lively. One social psychologist has concluded that "most people are more deeply influenced by one clear, vivid, personal example than by an abundance of statistical data."¹ Examples are so important that many experienced speakers consider them "the very life of the speech."² In addition to clarifying, personalizing, and reinforcing a speaker's ideas, they often appeal powerfully to our emotions.

BRIEF EXAMPLES

brief example

A specific case referred to in passing to illustrate a point.

Brief examples—also called specific instances—may be referred to in passing to illustrate a point. The following brief example illustrates advances in creating artificial limbs for animals, large and small:

Meet Moshu, an Asian elephant who was seven months old when she lost her left foreleg after stepping on a landmine. Thanks to a series of artificial legs provided by Thailand's Foundation for the Asian Elephant, Moshu has been able to regain her mobility, even though she has to support her body weight of 4,400 pounds.

Another way to use brief examples is to pile them one upon the other until you create the desired impression. Here is how the technique was used by Wang Zhiyu, from Shenzhen University, during the 21st Century Cup National English Speaking Competition to support her claim that China's traditional culture has vigor and vitality throughout the world:

Japanese businessmen have already applied Confucian ethics in their business management, and the American military academy, West Point, has taken Sunzi's *The Art of War* as one of their textbooks. In these years, the cream of our culture, such as traditional medical science and medicine, acupuncture, Tai Chi, and paper cutting, has won popularity in the world.

EXTENDED EXAMPLES

extended example

A story, narrative, or anecdote developed at some length to illustrate a point.

Extended examples are often called narratives, illustrations, or anecdotes. By telling a story vividly and dramatically, they pull listeners into the speech. Here is such an example, from a speech by Sun Yan, a student at Fudan University. She used an extended example to illustrate the spirit of the Olympic Games:

In the history of the Olympic Games, there have been many shining stars. Among them was a European girl. With the lapse of time, her name has faded from memory, yet her unbending spirit shall never perish. It was she who highlighted the Olympic Creed.

In lead though she had been, she stumbled near the terminus and her leg was injured. Competitors passed her from behind in succession until finally only her weak and lonely figure remained on the track. Doctors came and offered to take her away. Yet she refused. With the only strength

✓ CHECKLIST Using Examples

YES	NO
<input type="checkbox"/>	<input type="checkbox"/> 1. Do I use examples to clarify my ideas?
<input type="checkbox"/>	<input type="checkbox"/> 2. Do I use examples to reinforce my ideas?
<input type="checkbox"/>	<input type="checkbox"/> 3. Do I use examples to personalize my ideas?
<input type="checkbox"/>	<input type="checkbox"/> 4. Are my examples representative of what they are supposed to illustrate or prove?
<input type="checkbox"/>	<input type="checkbox"/> 5. Do I reinforce my examples with statistics or testimony?
<input type="checkbox"/>	<input type="checkbox"/> 6. Are my extended examples vivid and richly textured?
<input type="checkbox"/>	<input type="checkbox"/> 7. Have I practiced the delivery of my extended examples to give them dramatic effect?

left in her, she managed to get up and shuffled feebly to the endpoint with drops of blood along her trail.

But cheers broke out. Though she failed in the race, the girl won applause from people all over the world. It was she who elucidated the Olympic creed of participation. It was she who instilled perseverance in our minds.

This long example captures vividly the courage of the Olympic runner and her personification of the Olympic spirit. The speaker could merely have said, “Olympic athletes often display great fortitude,” but the story makes the point far more vividly.

HYPOTHETICAL EXAMPLES

All the examples presented up to now have been factual; the incidents they refer to really happened. Sometimes, however, speakers will use a hypothetical example—one that describes an imaginary situation. Usually such examples are brief stories that relate a general principle.

Here is how one speaker used a hypothetical example in a speech about the organ donation system announced by the Red Cross Society of China and the National Health Commission:

Imagine this: Your father has been stricken with serious heart disease. At the hospital, you learn he has a chance to survive—if he can receive a heart transplant. But there are no heart donors available. Your father is one of the 300,000 Chinese each year who need an organ transplant but cannot get one because of a shortage of donors.

This hypothetical example is especially effective. The speaker creates a realistic scenario, relates it directly to his listeners, and gets them involved in the speech.



Video 6.1

View this excerpt from “The Olympic Spirit.”

hypothetical example

An example that describes an imaginary or fictitious situation.

TIPS FOR USING EXAMPLES

Make Examples Vivid and Richly Textured

The richly textured example supplies everyday details that bring the example to life. Recall the example of the Olympic runner earlier in this chapter. The speaker provided many details about the runner's bravery in the face of adverse conditions. The runner stumbles and injures her leg near the end of the race. She is passed by other competitors until she alone is left on the track. Doctors offer to help, but she refuses their assistance and shuffles to the finish line with drops of blood along her trail.

How much less compelling the example would have been if the speaker had merely said:

One Olympic runner courageously completed her race despite being injured and exhausted.

Instead, the details let us *see* the runner as she battles through her pain and misfortune. The more vivid your examples, the more impact they are likely to have on your audience.

Reinforce Examples with Statistics or Testimony

Examples can bring an issue alive and dramatize it in personal terms. But listeners may still wonder how many people the issue actually affects. In such a situation, you should reinforce your examples with statistics or testimony. Research has shown that the impact of examples is enhanced when they are combined with other supporting materials that show the examples to be typical.³

Consider the case of a speaker discussing mental health issues in China's schools. The speaker could cite recent incidents involving students suffering from emotional and behavioral problems. These examples help make the case persuasive, but a listener could dismiss them as sensational and atypical. To prevent this, the speaker might go on to say:

According to the China Youth & Children Research Center, 30 million Chinese under age 17 are struggling with emotional or behavioral disorders. As Dr. Mao-Sheng Ran, principal investigator of the Chengdu Mental Health Project, explains: "Rapid social change is likely to bring about a general increase in psychological pressure and stress and has been generating new challenges for the country and its mental health system."

With this backup material, not even a skeptical listener could reject the examples as atypical.

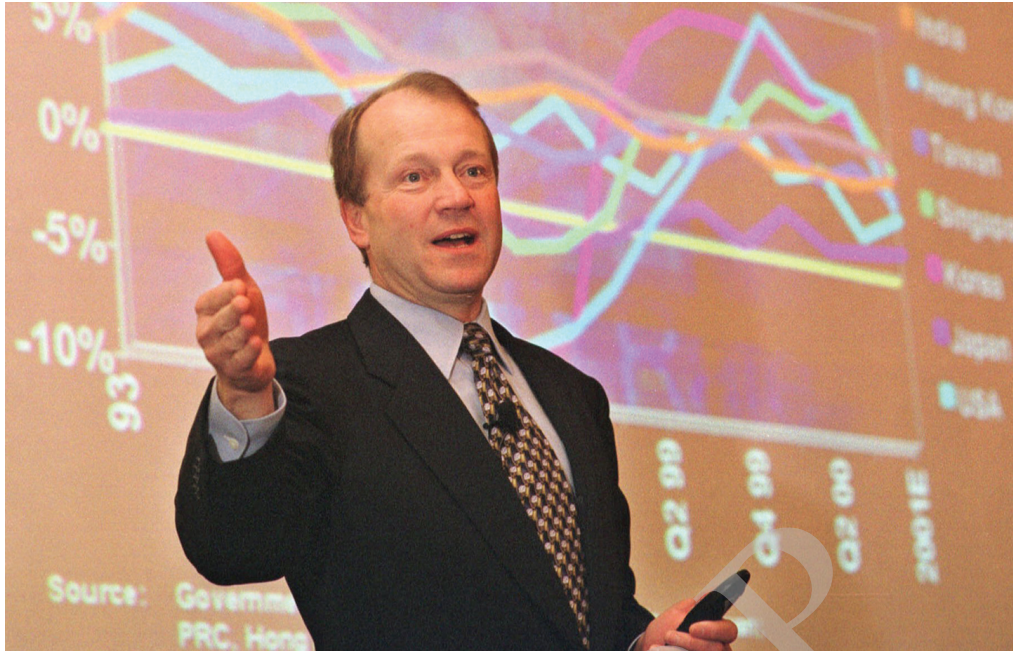
Statistics

statistics

Numerical data.

We live in an age of statistics. Day in and day out we are bombarded with a staggering array of numbers: China uses 45 billion pairs of disposable chopsticks each year; J.K. Rowling has sold more than 500 million Harry Potter books worldwide; France consumes two billion litres of wine annually; global air pollution contributes to an estimated nine million deaths per year.

What do all these numbers mean? Most of us would be hard-pressed to say. Yet we feel



A speech that is supported by statistics is usually more persuasive than an undocumented presentation. Here John Chambers, former CEO of Cisco Systems, uses economic data when addressing the Greater Boston Chamber of Commerce.

more secure in our knowledge when we can express it numerically. According to Lord Kelvin, the 19th-century physicist, “When you can measure what you are speaking about, and express it in numbers, you know something about it. But when you cannot measure it, when you cannot express it in numbers, your knowledge is . . . meager and unsatisfactory.” It is this widely shared belief that makes statistics, when used properly, such an effective way to clarify and support ideas.⁴

SINGLE STATISTICS

Like brief examples, statistics are often cited in passing to clarify or strengthen a speaker’s point. For instance:

To document different saving rates in China and the United States: “Last year China’s saving rate was 47 percent of GDP, according to the World Bank. The U.S. rate, including households and corporations, was a mere 18 percent of GDP.”

To illustrate the popularity of electric bicycles: “*China Daily* reports that China produced 30 million electric bicycles last year. There are now more than 250 million e-bikes on Chinese roads.”

MULTIPLE STATISTICS

Statistics can also be used in combination to show the magnitude or seriousness of an issue. We find a good example of this technique in a speech about garbage sorting:

Garbage sorting is necessary because of the amount of waste we produce. Every day, Shanghai produces 28,000 metric tons of domestic waste. In Beijing, the number is 26,000 metric tons. Putting all cities together, an average day in China produces 625,000 metric tons of domestic waste.

TIPS FOR USING STATISTICS

Use Representative Statistics

Suppose you choose 10 people at random in a shopping mall and ask them whether they favor or oppose rebuilding the Old Summer Palace in Beijing. Suppose also that six approve of rebuilding and four do not. Would you then be accurate in claiming that 60 percent of the population in your city favors rebuilding the Palace?

Of course not. Ten people is not a big enough sample. But even if it were, other problems would arise. Do the 10 people interviewed accurately reflect your city's proportion of men and women? Do they mirror different age groups? Diverse occupations? Socio-economic levels? In short, make sure your statistics are representative of what they claim to measure.

Identify the Sources of Statistics

Statistics are easy to manipulate. This is why careful listeners keep an ear out for the sources of a speaker's numbers. Rather than saying "Statistics show," or "My figures demonstrate," tell your audience where you got your statistics. Look back at the statistics cited earlier in this section. In each case, the speaker identifies the source of his or her figures (*China Daily*, World Bank, and the China Youth & Children Research Center). You should do the same in your speeches.⁵

Use Statistics from Reliable Sources

Which is the more reliable estimate of the dangers of using a mobile phone while driving: one from China Road Traffic Safety Association or one from China Mobile? Easy—the estimate by China Road Traffic Safety Association, which does not have a vested interest in what the figures look like. What about nutritional ratings for fast foods offered by Pizza Hut or by Consumers Union, a highly respected nonprofit organization? That's easy too—Consumers Union.

As a speaker, you must be aware of possible bias in the use of numbers. Because statistics can be interpreted in so many ways and put to so many uses, you should seek figures gathered by reliable, nonpartisan sources.

Round Off Complicated Statistics

Mount Kilimanjaro is 5,895.14 meters high; the world land speed record is 1,227.985 kilometers per hour; the population of Saudi Arabia is 34,813,871; Lake Poyang has a surface area of 3,585 square kilometers.

These are intriguing figures, but they are too complicated to be readily understood by listeners. Unless there is an important reason to give exact numbers, you should round off most statistics. You might say that Mount Kilimanjaro is 5,900 meters high; the world land speed record is 1,228 kilometers per hour; the population of Saudi Arabia is approaching 35 million; Lake Poyang has a surface area of almost 3,600 square kilometers.

Explain Statistics

Statistics don't speak for themselves. They need to be interpreted and related to your



CHECKLIST

Using Statistics

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	1. Do I use statistics to quantify my ideas?
<input type="checkbox"/>	<input type="checkbox"/>	2. Are my statistics representative of what they purport to measure?
<input type="checkbox"/>	<input type="checkbox"/>	3. Are my statistics from reliable sources?
<input type="checkbox"/>	<input type="checkbox"/>	4. Do I cite the sources of my statistics?
<input type="checkbox"/>	<input type="checkbox"/>	5. Do I round off complicated statistics?
<input type="checkbox"/>	<input type="checkbox"/>	6. Do I use visual aids to clarify statistical trends?
<input type="checkbox"/>	<input type="checkbox"/>	7. Do I explain my statistics and relate them to the audience?

listeners. Notice how effectively one speaker did this in a talk about Chinese culture in the United States:

According to *Time* magazine, there are some 45,000 Chinese restaurants in the U.S. That's more than all the McDonald's, Burger Kings, and KFCs combined.

Explaining what statistics mean is particularly important when you deal with large numbers, because they are hard to visualize. How, for example, can we comprehend the one trillion yuan loan provided by the China Development Bank to help reduce poverty? We could explain that a trillion is a thousand billion and a billion is a thousand million. But that doesn't do much good, since millions and billions are almost as hard to visualize as are trillions. Suppose, instead, that we translate the huge numbers into terms a listener can relate to. Here is one solution:

How much money is a trillion yuan? Think of it this way. If you had one million yuan and spent it at the rate of 1,000 yuan a day, you would run out of money in less than three years. If you had one billion yuan and spent it at the rate of 1,000 yuan a day, you would not run out of money for almost 3,000 years. And if you had one trillion yuan and spent it at the rate of 1,000 yuan a day, you would not run out of money for nearly three million years!

Be creative in thinking of ways to relate statistics to your audience. This is one of the most important steps you can take to make statistics work in your speeches.

Use Visual Aids to Clarify Statistics

In addition to explaining statistics verbally, you can use visual aids to give them clarity and meaning. This is especially crucial when you are discussing statistical trends, patterns, and other large blocks of information. Rather than drowning your audience in a sea of numbers, you can use a graph or chart to represent the numbers visually. We shall discuss this subject in detail in Chapter 12. For the moment, keep in mind that visual aids can significantly increase the impact of your statistics.

Testimony

Imagine you are talking with a friend about the classes you plan to take next term. You are not sure whether to sign up for interpretation or linguistics. Your friend says, “I took those classes last year. They’re both good, but Professor Gao was excellent in linguistics. I’d take it for sure.” You check the timetable and find that Professor Gao is indeed scheduled to teach linguistics. You sign up for her course.

testimony

Quotations or paraphrases used to support a point.

As this story illustrates, we are often influenced by the *testimony* of other people. Just as you are likely to be swayed by your friend’s recommendation about which class to take, so audiences tend to respect the opinions of people who have special knowledge or experience on the topic at hand. By quoting or paraphrasing such people, you can give your ideas greater strength and impact. The two major kinds of testimony are expert testimony and peer testimony.

EXPERT TESTIMONY

expert testimony

Testimony from people who are recognized experts in their fields.

In most speeches you will probably rely on expert testimony—testimony from people who are acknowledged authorities in their fields. Citing the views of people who are experts is a good way to lend credibility to your speeches. It shows that you are not just mouthing your own opinions, but that your position is supported by people who are knowledgeable about the topic.

Suppose you are talking about the importance of blockchain technology for China’s economic future. You would likely cite statistics showing investments in the technology. You might also provide an example or two of how blockchain is being implemented. But you should also buttress your position with expert testimony such as the following:

According to Wei Kai, deputy director of big data research at the China Academy of Information and Communications Technology, blockchain provides security for financial transactions because it allows information to be easily authenticated. As a result, it will be vital to international trade, credit systems, and government affairs.

PEER TESTIMONY

peer testimony

Testimony from ordinary people with firsthand experience or insight on a topic.

Another type of testimony often used in speeches is peer testimony—opinions of people like ourselves; not prominent figures, but ordinary citizens who have firsthand experience on the topic. This kind of testimony is especially valuable because it gives a more personal viewpoint on issues than can be gained from expert testimony.

For example, if you were speaking about the barriers faced by people with physical disabilities, you would surely include testimony from doctors and other medical authorities. But in this case, the expert testimony would be limited because it cannot communicate what it really means to have a physical disability. To communicate that, you need a statement from someone who can speak with the voice of genuine experience—as in the following case:

Itzhak Perlman, the world-renowned violinist whose legs are paralyzed, once said: “When you are in a wheelchair, people don’t talk to you. Perhaps they think it is contagious, or perhaps they



Citing expert testimony is an excellent way for students to lend credibility to their speeches. It shows that the speaker's views are shared by people who have special knowledge on the topic.

think crippled legs mean a crippled mind. But whatever the reason, they treat you like a thing.”

There is no way expert testimony can express these ideas with the same authenticity and emotional impact.

TIPS FOR USING TESTIMONY

Decide Whether to Quote or Paraphrase

The statement above from Itzhak Perlman is presented as a direct quotation. Testimony can also be presented by paraphrasing. Rather than quoting someone verbatim, you present the gist of that person's ideas in your own words.

When should you use a direct quotation as opposed to paraphrasing? The standard rule is that quotations are most effective when they are brief, when they convey your meaning better than you can, and when they are particularly eloquent, witty, or compelling. If you find a quotation that fits these criteria, then recite the quotation word for word.

Paraphrasing is better than direct quotation in two situations: (1) when the wording of a quotation is obscure or cumbersome; (2) when a quotation is longer than two or three sentences. Audiences often tune out partway through lengthy quotations, which tend to interrupt the flow of a speaker's ideas.

Quote or Paraphrase Accurately

Accurate quotation involves three things: making sure you do not misquote someone; making sure you do not violate the meaning of statements you paraphrase; making sure you do not quote out of context.

Of these, the last is the most subtle—and the most dangerous. By quoting out of

direct quotation

Testimony that is presented word for word.

paraphrase

To restate or summarize a source's ideas in one's own words.



CHECKLIST

Using Testimony

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	1. Do I use testimony to support my ideas?
<input type="checkbox"/>	<input type="checkbox"/>	2. Do I use testimony from qualified sources?
<input type="checkbox"/>	<input type="checkbox"/>	3. Do I use testimony from unbiased sources?
<input type="checkbox"/>	<input type="checkbox"/>	4. Do I distinguish between expert testimony and peer testimony?
<input type="checkbox"/>	<input type="checkbox"/>	5. Do I identify the sources of all testimony?
<input type="checkbox"/>	<input type="checkbox"/>	6. Do I quote and paraphrase all sources of testimony with complete accuracy?

context, you can twist someone’s remarks so as to prove almost anything. Take movie advertisements. A critic pans a movie with these words:

quoting out of context

Quoting a statement in such a way as to distort its meaning by removing the statement from the words and phrases surrounding it.

This movie is a colossal bore. From beginning to end it is a disaster. What is meant to be brilliant dialogue is about as fascinating as the stuff you clean out of your kitchen drain.

But when the movie is advertised in the newspapers, what appears in huge letters over the critic’s name? “COLOSSAL! FROM BEGINNING TO END—BRILLIANT! FASCINATING!”

This is so flagrant as to be humorous. But quoting out of context can have serious consequences, especially when it is used to create a false impression of someone’s words or ideas. Be sure, when you quote or paraphrase someone, that you represent their words and ideas with complete accuracy.

Use Testimony from Qualified Sources

We have all become accustomed to the celebrity testimonial in television and Internet advertising. The Olympic diver praises a brand of swimsuit. The badminton player recommends a racquet. So far, so good. These are the tools of the trade for the people who endorse them.

But what happens when a movie star endorses a milk powder? A singer represents a mobile phone company? Do they know more about these products than you or I? Probably not.

Listeners will find your speeches much more credible if you use testimony from sources qualified *on the subject at hand*. As we have seen, this may include either recognized experts or ordinary citizens with special experience on the speech topic.

Use Testimony from Unbiased Sources

Talking about microplastic particles in bottled water from India, one speaker said:

A Pepsi-Cola spokesperson said there are no problems with India-bottled Aquafina water, which is “produced to meet WHO-prescribed standards and follows a stringent seven-step process of purification.” We can conclude, therefore, that Aquafina is perfectly safe for consumers.

As you might expect, the speaker's audience was not persuaded. After all, what would you expect spokespersons for bottled water producers to say—that their products endanger human health?

Careful listeners are suspicious of testimony from biased or self-interested sources. Be sure to use testimony from credible, objective authorities.

Identify the People You Quote or Paraphrase

The usual way to identify your source is to name the person and sketch his or her qualifications before presenting the testimony. For example:

According to Zheng Hongbo, professor at the School of Ocean and Earth Science at Tongji University, the rise of global sea levels is indisputable. "We could search for the exact causes for a long time," he says, "but in terms of the dangers it poses to Shanghai, we have little time. We have to take it very seriously."

Had the speaker not identified Professor Zheng, listeners would not have known who he is or why his opinion should be heeded.

As we saw in Chapter 2, identifying the source of testimony is also an important ethical responsibility. If you use another person's words or ideas without giving credit to that person, you will be guilty of plagiarism. This is true whether you paraphrase the original source or quote it verbatim.

Evaluating Online Supporting Materials

When researching your speeches, you'll likely find an array of examples, statistics, and testimony. Some of them will come from trustworthy sources, but some may need further investigation before you know whether they are credible enough to use in your speech.

This is especially true when it comes to supporting materials that you find online. Anyone with a computer and access to the Internet can share opinions with a discussion group, post an idea on social media, or create a personal Web page. Never has the adage been more true than when applied to the Internet: "Don't believe everything you read."

Before you include an example, statistic, or piece of testimony in your speech, you need to assess its validity. Here are three criteria you should apply.

AUTHORSHIP

Is the author of the Web document you are evaluating clearly identified? If so, what are his or her qualifications? Is the author an expert on the topic? Can his or her data and opinions be accepted as objective and unbiased? Just as you should not cite a book or magazine article without identifying the author and his or her credentials, so you should not cite an electronic work in the absence of this information.

In a book or magazine article, information about the author is usually fairly easy to find. Too often, this is not true on the Internet. If you can't find information about the author in the document itself, look for a link to the author's homepage or to another site

that explains the author's credentials.

Often you can learn about an author by typing his or her name into a search box. If the author is an accepted authority on the subject, there's a good chance your search will turn up information about his or her credentials, publications, and affiliation.

SPONSORSHIP

Many Web documents are published by businesses, government agencies, public-interest groups, and the like rather than by individual authors. In such cases, you must judge whether the sponsoring organization is impartial enough to cite in your speech. Is the organization objective in its research and fair-minded in its statements? Is it economically unbiased with regard to the issue under discussion? Does it have a history of accuracy and nonpartisanship?

Over the years, some organizations have developed strong reputations for their expertise and objectivity. On the other hand, you need to be wary of groups that may sound respectable but in fact are not. Don't let a fancy-sounding name trick you into accepting a sponsoring organization's credibility at face value.

One way to gauge the credibility of an organization is to type its name into a search engine. If commentators have raised serious questions about an organization, those questions will usually surface in the first few pages of search results. You can also check the *About* link on the organization's homepage. Often the resulting screen will identify the site's founders, purpose, and/or philosophy.

What if you can't verify the credentials of an author or identify a credible sponsoring organization for an Internet document? The answer is easy: Don't use the document in your speech!

RECENCY

One of the advantages of using the Internet for research is that it often has more recent information than you can find in print sources. But just because a document is on the Internet does not mean its facts and figures are up-to-the-minute.

The best way to determine the recency of an Internet document is to look for a copyright date, publication date, or date of last revision at the top or bottom of the document. If you are using a source located through a university database, you can usually be confident of its currency, as well as its objectivity and reliability. News sites usually include the date on which a document was last updated.

Once you know the date of the document, you can determine whether it is current enough to use in your speech. This is especially important with regard to statistics, which you should never cite from an undated source, whether in print or on the Internet.

Of course, the date of a Web page is easy to change, so someone who wants to make information appear up-to-date can easily do so. But if you have already verified the credibility of the author and the sponsoring organization, you can usually assume that the date of the information is valid. If you can't find the date on which a Web document was created or last modified, search for another work whose recency you can verify.

sponsoring organization

An organization that, in the absence of a clearly identified author, is responsible for the content of a document on the Internet.

Summary

Good speeches need strong supporting materials to bolster the speaker's point of view. The three basic types of supporting materials are examples, statistics, and testimony.

In the course of a speech you may use brief examples—specific instances referred to in passing—and sometimes you may want to give several brief examples in a row to create a stronger impression. Extended examples are longer and more detailed. Hypothetical examples describe imaginary situations and can be quite effective for relating ideas to the audience.

Statistics can help convey your message as long as you make them meaningful to the audience. Make sure statistics come from reliable sources and are representative of what they claim to measure. Usually, you should round off complicated statistics so they are easier to understand and recall.

Citing the testimony of experts is a good way to make your ideas more credible. You can also use peer testimony from ordinary people who have firsthand experience on the topic. Be sure to quote or paraphrase accurately, to use testimony from qualified, unbiased sources, and to identify the people you quote or paraphrase.

In addition, when using supporting materials you have found on the Internet, you should assess their authorship, sponsorship, and recency.



Key Terms

supporting materials (74)

example (76)

brief example (76)

extended example (76)

hypothetical example (77)

statistics (78)

testimony (82)

expert testimony (82)

peer testimony (82)

direct quotation (83)

paraphrase (83)

quoting out of context (84)

sponsoring organization (86)

Exercises for Thinking and Speaking

1. Each of the following statements violates at least one of the criteria for effective supporting materials discussed in this chapter. Identify the flaw (or flaws) in each statement.
 - a. In the words of one expert, "Despite the popularity of bilingual education, there is little evidence that it produces better learning by students."
 - b. According to a spokesperson for the fast-food industry, eating fast food is more healthy than eating a traditional Chinese diet.

- c. At its closest point, Jupiter is 628,743,036 kilometers from Earth; at its most distant point, it is 928,081,020 kilometers from Earth.
 - d. As Jackie Chan noted in a recent interview, the International Monetary Fund should rethink its criteria for the Flexible Credit Line, given current global economic conditions.
 - e. A recent study shows that the use of mobile phones by automobile drivers increases traffic accidents by 37 percent.
 - f. I don't see why doctors keep warning people about heavy salt intake. My parents and grandparents use lots of salt, and they are all very healthy.
2. Prepare and deliver a one-point speech in which you state your point, back it up with three pieces of supporting material, and then summarize the point. Be sure to follow the tips for supporting materials presented in this chapter. The speech should be one to two minutes in length.

Public Speaking in Your Career

The provincial department of education you work for has developed a new program for children from poor rural areas. You have been asked to help publicize the program and to build support for it. You want to prepare a talk that makes good use of statistics and expert testimony to demonstrate the value of early childhood education programs, especially for poor children.

As part of your research, you decide to search the Web for supporting materials. List three Web sites that provide useful statistics or testimony on the value of early childhood education. Explain why each Web site is reputable, and list one statistic or expert quotation you obtain from each source.