

Extempore Speaking

Extempore Speaking means - students plan their talk but do not memorise the whole talk - this is different to school speeches or presentations at school - so we have written a detailed explanation for parents so they understand what their students are working on (Chinese translation below).

Students learn to present a talk using a memorised structure and then explain their ideas in their own words. Every student completes at least one talk every year building on their Public Speaking skills.

From Year 4+, we develop our students' speaking fluency and this takes time. It is important students plan their talk but not write a script; think about the audience and learn to speak in their own words. Students do not use cue cards, - instead they have a visual aid designed for their audience.

We ask our students not to memorise a script. Instead students memorise the speech structure: Introduction, transitions, and end. The main points they talk about in their own words. We teach students to write their points using the structure: - make your point, explain and give an example.

Process of writing:

- Brainstorm, research and write down everything they could say on their topic with examples, stories.
- Decide on the audience age, place, size (this if fictitious but the examiner will ask for it)
- Identify how they can group their information into three points
- Write an introduction -with a hook and an outline of what they are going to talk about.
- Write their three points with, bullet pointed key words to talk about -this might include references to visuals or a story or a demonstration.
- Write transitions into each point like *-next, so, and, firstly*
- Write an end that does not have to summarise the information but finishes the talk.
- Students then check their language, ideas, examples and stories would hold the attention of the audience and be appropriate for the audience they have identified.
- Create a visual aid suitable for the audience and a distance of 3 metres.

Once students have finished writing their talk - they learn the structure of the talk and then practice saying their points and examples in their own words. Ten Feet Tall teachers work with students to help expand their skills to deliver their talk in a vital and engaging way.

Kind regards
Sarah Hartley

Chinese Translation Here

即席演讲

即席演讲的意思是：学生们计划他们的演讲内容，而不是背诵整篇演讲稿。这与学校演讲和校内演示是不一样的——所以，我们为家长提供了一份详细的解释，以便他们明白学生的学习内容。

学生们将学习如何通过记忆演讲，用自己的语言来解释他们的想法。为了提高他们的公开演讲技巧，每个学生至少每年完成一次演讲。

从四年级开始，我们开始培养学生口语的流利性，当然，这需要时间。重要的是学生能计划他们的演讲，学会做到想听众之想，用自己的语言来演讲，而不是写出完整的演讲稿并背诵。学生在演讲中不应该使用提示卡，取而代之使用一个他们为听众设计的视觉辅助素材。

我们要求学生不背下整篇演讲稿，只记住演讲的大纲：开头、阐述和结尾。他们应该使用自己的语言来讲述他们的主要观点。我们会教授学生们利用一个提纲整理出他们演讲的重点：——提出观点，解释，然后举出例子。

演讲准备过程：

- 头脑风暴，研究并写下他们所能谈论的有关话题的例子和故事。
- 根据观众的年龄，地点，数量(这可能是虚构的，但考官会问这类问题)。
- 使用主要观点来组织出三个重点。
- 写一个导语——包含一个简单的衔接用来切入他们演讲主题，以及对总体内容的简介。
- 用重点突出的关键词写出他们的三点观点——这可能包括对物品、书籍的展示或故事的陈述。
- 将连接过度词写入每一点，例如 - next, so, and, firstly 等。
- 写一个不需要总结信息，但可以结束谈话的结尾。
- 然后学生会检查他们的语言，想法，给的例子，以及故事是否能够抓住观众的注意力，以及是否适合他们所确定的观众。
- 制作一个与观众的距离为3米的合适的视觉辅助材料。

一旦学生完成了演讲大纲，他们就会了解演讲的大体结构，然后练习用他们自己的语言来表达观点。Ten Feet Tall的老师会和学生们一起来培养他们的演讲技巧，帮助他们使用一种引人入胜的方式进行演讲。

致以亲切的问候

Sarah Hartley