

## Presentation Format Description:

### **Impromptu Speech**

Impromptu speaking involves speeches that the speaker has written him/herself at the competition. One at a time, the speakers will randomly draw a piece of paper with a topic on it. The topics will be developed from the pre-announced categories for the event. From the time that the speaker is given the topic, he/she will have three minutes to prepare a speech.

The maximum speaking time is five minutes. Any time used in excess of the five minute time limit should be considered a fault against the speaker's performance, but is not grounds for disqualification.

Senior Impromptu Speaking is limited to participants in the 9<sup>th</sup> grade or above, but no less than 13 years of age as of January 1 of the current program year. Senior speakers will select from questions related to issues in modern society. Intermediate Impromptu Speaking is limited to participants in the 6th through 8<sup>th</sup> grades, but not less than 10 years of age. Intermediate speakers will select from questions related to participation in the 4-H Youth Development Program. There is no Junior category for Impromptu Public Speaking. This format is limited to individual participants.

The speaker is expected to have completed basic research on the announced topics. The speaker is allowed one 5" x 7" note card (single sided) to collect the results of the research on each topic. The speaker may use a single research note card during the delivery of the impromptu speech.

The speaker may not use props or costumes in the delivery of the speech.

The speaker should incorporate an introduction, a body and a summation in the delivery of the speech. The body of the speech should be used for the development of the thesis or topic of the speech.

There will be no questions during this category. The entire category involves the unrehearsed delivery of information and ideas.

Guidelines for preparing an impromptu speech:

1. Clearly state the topic as it was given to the speaker.
2. Give a reasonable interpretation of the topic. Neither exaggerate by reading more into the issue than is there, nor understate the issue.
3. Give the speech a clear central purpose.
4. What is the strategy? A speech can inform or persuade. Persuasion is suggested as it provides a direction and purpose to the speech. The judges may not consider the position taken by the speaker, but will consider how well the position is stated, developed, and supported.

# Sample Of Impromptu Speech For Fair

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## Sample Of Impromptu Speech For Fair:

You Said It! Mary Shepard Wong,1998-07-28 You Said It provides the learner centered tasks that students need to develop their listening and speaking skills You Said It provides the kind of learner centered tasks that students need to develop their listening and speaking skills Designed for intermediate students the text uses an ongoing storyline to weave together listening and speaking activities Students develop ten learner centered communicative projects as they engage in purposeful communication Report of the Minister of Agriculture Ontario. Department of Agriculture and Food,1929

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**Masonic Standard** ,1900 Mastering Competitive Individual Events Wayne Avery,2009 The Sample Case ,1923 Annual Report Ontario. Department of Agriculture,1929 Sessional Papers Ontario,1930 **Sessional Papers** Ontario. Legislative Assembly,1930 *Annual Report of the Department of Agriculture, for the Province of Ontario* Ontario. Department of Agriculture,1930 Consists of separately paged reports of bodies related to the Dept *Annual Report* Ontario. Department of Agriculture and Food,1930 *Vanity Fair* ,2012 **Sessional Papers - Legislature of the Province of Ontario** Ontario. Legislative Assembly,1930 *Annual Report of the Minister of Agriculture and Food* Ontario.

Dept. of Agriculture and Food,1929      **Classroom Assessment** Catherine S. Taylor,Susan Bobbitt Nolen,2005 For Classroom Assessment and Test and Measurement courses in Education Departments This exceptionally lucid and practical new assessment text provides a wealth of powerful concrete examples that help students to understand assessment concepts and to effectively use assessment to support learning The book offers unique coverage of ways to use assessment to support student learning across the developmental span from Kindergarten through high school The book also provides more coverage than any other classroom assessment text of how to adapt assessment to the needs of students with disabilities and students whose first language is not English

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