**Impromptu Speaking**

Impromptu Speaking (Weeks 9ff): This is, in my mind, one of the most vital skills we can indoctrinate our students with (OK, perhaps a verb other than ‘indoctrinate’ would be more appropriate). Particularly germane to our class is the idea that a Q&A session is essentially impromptu speaking although well-prepared speakers will have some notion of what will be asked. However, I suspect we have all been surprised occasionally when presenting by an unexpected question or two.

The way in which I approach this is to provide a set of strategies or frameworks which the victim can quickly access. One is the so-called PREP paradigm (point / reason / example / point), which you’ll find in the material immediately below.

Other useful paradigms could include the following:

1. chronology: past-present-future or similar

2. cause and effect

3. pro and con (with one side presented as stronger)

4. spatial: series of locations (which could be real or metaphorical, I suppose)

5. comparison

6. problem and solution

7.

I’ve included some resources in the ‘Impromptu speaking’ folder:

[Thinking on your feet](file:///C:\Users\elwood\Dropbox\Meiji%20Common\English%203A%20-%203B\Impromptu%20speaking\Thinking%20on%20Your%20Feet%202015.06.docx) by Chris Ng Wai Chung

[How to ace the impromptu speech](file:///C:\Users\elwood\Dropbox\Meiji%20Common\English%203A%20-%203B\Impromptu%20speaking\How%20to%20Ace%20the%20Impromptu%20Speech%202015.06.docx) by Andrew Dlugan

[Impromptu Speaking (Toastmasters video on YouTube)](https://youtu.be/GefKPy5YYHI)

(You might have a look at the Toastmasters YouTube channel, in which this video is included.)