

范文《谢谢您，我的老师》及逐段点评：六百字演讲稿长什么样

下面是一篇约六百字的班会演讲稿范文，讲完约三分钟。每段后面附一句点评，说明这一段完成了什么任务，写自己的稿子时可以对照。

演讲稿正文：敬爱的老师、亲爱的同学们，大家好！今天我发言的题目是谢谢您，我的老师。

点评：两行搞定称呼和点题，没有多余的客套。

正文：我想先讲一件只跟我有关的事。去年十一月，我的数学成绩掉到了班级倒数，那段时间我一上数学课就盯着课本发呆，不敢举手，怕答错同学笑。是王老师发现了我不对劲。有一天放学，她把我叫到讲台边，我以为要挨批评，她却只问我一句：你是不会做，还是不敢做？我愣了半天，说了实话。之后的两个星期，她每天放学留我十分钟，只讲我做错的题，不讲新内容，而且每次讲完都让我自己把题再讲一遍给她听。第十二天的课堂练习，我第一次主动举手，做对了最后一道大题。

点评：被帮助的经历只写一件事，有低谷、有老师那句原话、有变化。敢不会做还是不敢做这句原话是全段的关键，比写老师耐心地辅导我有力得多。

正文：不过，老师为我们做的很多事，是我们全班一起记得的。记得吗，五月运动会接力赛，我们棒掉了，拿了最后一名，回教室的路上没人说话。是李老师等在教室门口，说了一句输就输了，明年再来，那天她自己的嗓子已经哑得快说不出话。还有教室后墙那块小黑板，每天早晨都换一行字，有时是一句诗，有时是一句今天也要精神点。我们毕业以后，可能记不住所有公式，但很多人会记得那行字。

点评：共同回忆部分把人称换成了我们，两件小事都是全班经历过的，用记得吗开头直接跟台下互动，这是演讲稿才有的写法。

正文：最后，请允许我代表全班同学，对老师说几句心里话。老师，谢谢您。希望您这个学期嗓子不要再哑，希望您也能偶尔按时下班，希望您知道，您写在后黑板上的每一行字，都有人认认真真读过。

点评：祝福用你对老师直接说，三句祝福都具体，最后一句回扣了前面的黑板细节，前后呼应。

正文：我的发言完了，谢谢大家。

点评：致谢一行收尾，干净。全文从头到尾没有一句在这个快节奏的时代式的空话，所有段落都有具体的事、具体的人、具体的话，这就是六百字演讲稿能站住的原因。

A Sample Speech Thank You My Teacher With Paragraph Notes

Below is a sample class meeting speech of about six hundred Chinese characters, roughly three minutes when spoken. After each paragraph comes a one line note

explaining what job that paragraph does, so you can compare it with your own draft.

Speech text: Dear teachers and classmates, hello. Today my topic is Thank You, My Teacher.

Note: greeting and topic done in two lines, no wasted politeness.

Text: First, a story that belongs only to me. Last November my math score fell to the bottom of the class. I stared at the textbook in math class and never raised my hand, afraid a wrong answer would make classmates laugh. It was Mr Wang who noticed something was off. One day after school he called me to the front of the room. I expected a scolding. Instead he asked one question: is it that you cannot solve them, or that you dare not? I froze, then told the truth. For the next two weeks he kept me ten minutes after school every day, going over only my mistakes, never new lessons, and each time he made me explain the problem back to him. On the twelfth day, during class practice, I raised my hand for the first time and solved the hardest big question.

Note: one event only, with a low point, the teacher's exact words, and a change. The quoted question dare not versus cannot do is the hinge of the whole paragraph; it is far stronger than the teacher patiently helped me.

Text: But many things our teacher did are memories the whole class shares. Remember the relay race at the May sports meet? We dropped the baton and finished last. Nobody talked on the walk back. Mr Li was waiting at the classroom door and said only: we lost, so we lost, next year again. That day her voice was already almost gone. And remember the small blackboard on the back wall, with a new line written every morning, sometimes a line of poetry, sometimes a line saying stay sharp today. After we graduate, we may forget the formulas, but many of us will remember that line.

Note: the shared memory part switches from I to we. Two small events the whole class lived through, and the phrase remember the relay race talks straight to the audience, a move only a speech can make.

Text: At the end, let me say a few words from all of us. Teacher, thank you. We hope your voice will not go hoarse again this term. We hope you can leave school on time now and then. And we hope you know that every line you wrote on the back blackboard was read carefully by someone.

Note: the blessing speaks to you directly, three concrete wishes, and the last one calls back to the blackboard detail from earlier, closing the loop.

Text: That is the end of my speech. Thank you.

Note: one line of thanks, clean finish. From start to finish there is no empty

filler sentence. Every paragraph has a real event, a real person, real words. That is why a six hundred character speech can stand on its feet.