

范文点评：《那次演讲比赛，我忘词了》

假设范文开头是：「老师们、同学们：大家好！三个月前我站在讲台上，脑子一片空白，站了整整四十秒。」这个开头直接进事故现场，四十秒这个数字让尴尬变得可感，比「那次失败让我刻骨铭心」有效得多。班会演讲的第一分钟决定听众是否抬头，范文用具体秒数换来了这个抬头。

失败段里有一句值得抄进笔记：「下台的时候，我听见后排有人笑，我确定那是在笑我，虽然可能不是。」先写听到的，再写自己脑补的，最后自己拆穿自己，一句话把难堪和自尊都写出来了。失败经历要写得真实，靠的就是这种「写事实，也写事实引发的胡思乱想」。

坚持段写的是练稿过程：「我把稿子录成音频，上学路上听，睡觉前听，听了两个星期，后来闭着眼都能背。但我知道背熟不等于不紧张，所以我对着家里的镜子练，第一遍笑场了，第五遍才像样。」这段的聪明处在于承认背熟之后还会紧张，然后给出对策。很多同学写坚持只写到「我反复练习」就停了，范文多走了两步：练到什么程度、还剩什么问题、怎么解决，坚持才有说服力。

感悟段只有一句核心：「那天的四十秒教会我，准备不能只准备到刚好够，要多准备一截，那一截就是留给紧张的。」这个感悟从练稿经历里长出来，不是硬贴上去的大道理。演讲稿的感悟最好能变成一句听众带得走的话，范文这句做到了。

范文也有两处可以改。一是中段罗列练习方式时连用了三个「听」，读起来齐得假，改成「听、背、默写」三种不同动作更自然。二是结尾致谢前加了一段「同学们，让我们一起勇敢面对失败吧」，这种号召在班会演讲里容易空，删掉，直接停在感悟那句再加致谢，反而有力。

对照这篇范文改自己的稿子时，检查三件事：失败有没有具体数字或画面，坚持有没有写到「还剩什么问题」，感悟能不能脱离全文单独成立。三件事都过关，600字的稿子就立住了。

A Model Speech Annotated: I Forgot My Words at That Speech Contest

Suppose the model speech opens like this: Teachers and classmates, hello! Three months ago I stood on stage with my mind completely blank and stood there for a full forty seconds. This opening walks straight into the scene, and the number forty seconds makes the embarrassment tangible, far better than that failure is etched in my heart. The first minute of a class meeting speech decides whether the audience looks up, and the model earns that look with a concrete number.

One sentence in the failure paragraph is worth copying into your notebook: On my way off stage I heard someone laughing in the back row, and I was sure it was at me, though maybe it was not. First the sound, then the story the mind adds, then the self-correction, all in one line, capturing both humiliation and pride. Failure feels real when you write the fact and the racing thoughts the fact causes.

The persistence paragraph is about drilling the script: I recorded it as audio, listened on the way to school and before bed for two weeks, until I could recite it with my eyes closed. But memorizing does not stop nervousness, so I practiced in front of the mirror; the first try made me laugh, the fifth looked decent. The clever part is admitting nervousness survives memorization, then offering a fix. Many students stop at I practiced again and again. The model takes two more steps: how far the practice went, what problem remained, and how it was solved. That is what makes persistence convincing.

The insight paragraph has one core line: Those forty seconds taught me that preparation should never stop at just enough; keep an extra length, and that extra is reserved for nervousness. The lesson grows out of the practice story instead of being pasted on. A speech insight should be a sentence the audience can carry home, and this one qualifies.

Two places could still improve. First, the middle lists three listening methods in a row, which reads too neat to be true; change them to three different actions: listen, recite, write from memory. Second, before the thanks there is a call to action about facing failure bravely, which tends to ring hollow in a class meeting; delete it, stop on the insight line, then thank the audience, and the ending hits harder.

When revising your own draft against this model, check three things: does the failure have a number or a picture, does the persistence say what problem remained, and can the insight stand alone outside the essay. Pass all three and a 600-word speech holds up.