

Writing Speeches Level 2

Name: _____

Date: _____

How to Guide

Skills Check

Rate how confident you feel about the skills tested in this section:

| Skill | Not a clue! | I know a little | I feel okay with this | I feel quite confident | I feel very confident |
|---------------------------------------------|-------------|-----------------|-----------------------|------------------------|-----------------------|
| Set out a speech correctly | | | | | |
| Write using the appropriate style | | | | | |
| Interpret what to write about | | | | | |
| Complete the speech in the given time frame | | | | | |

When you have finished the booklet, use a different colour to mark your confidence levels again.

Writing Speeches

Introduction

A speech is a little different from the other types of writing as you need to think about it being read out in front of a group. It might be referred to as a *presentation* in the exam, but it's essentially the same thing. This means the content is the most important focus rather than the layout.

You will find it useful to have completed work on

- Planning
- Writing the correct amount
- Spelling
- Grammar
- Punctuation

before attempting this guide as you will then be able to apply the things you have learnt to writing speeches.

You may find it useful to have a copy of the writing self-analysis sheet to help you check your own work.

Layout & Structure

What must a speech have?

There are very few criteria for a speech apart from that it must have paragraphs. You will still have an introduction stating what you will be talking about and a conclusion summarising your views.

As it's designed to be read out, the way it looks isn't important. It's still a good idea to put a title at the top, but it isn't essential.

The key aspect of a speech is the contents. You should always start by addressing the audience and finish by thanking them. The middle should be persuading them to your point of view.

You should **not** use any other layout features including *Dear*, *Regards* and *Yours sincerely/faithfully*.

Try it Out

Question 1

Circle which of the following you could include in a speech.

Persuasion

Swear words

A salutation

Paragraphs

Regards

First person

Opinions

Conclusion

Style

As a speech is designed to be read out loud, it should sound like natural speech. This means you can use *I* and address the audience directly using *you* and *your* and create a bond with them using *we*.

The level of formality will depend upon the audience. If it is a group of students, you can be more informal. If you are presenting to the council, you would use formal language. However, you can use contractions such as *aren't* and *don't* because they are more acceptable in spoken formal English than in written English.

The flow of the speech is very important, so you must plan your ideas carefully. You should make use of transition phrases to move between ideas such as *My first point is...*, *Further to my point about x*, *Firstly*, *Secondly*

Speeches can make use of features such as:

Personal pronouns – *I, You, We*

Rhetorical questions – To make the audience agree with you

Facts and statistics – to back up the points you are making

Emotive language – to emphasise positive or negative points

Instructive language (imperative) – telling people what they should do

Try it Out

Question 2 - Read the extract from the speech and label any features you find.

Secondly, the new housing development would cause overcrowding in schools due to at least 150 new students enrolling. All the classes have at least 30 students in them already so, if numbers increase, children will be packed in like sardines and won't be able to learn properly. Would you be able to learn without enough textbooks to go around or if you had to wait in a line of ten people to ask your teacher a question? Studies show that smaller class sizes are linked to increased academic performance. Let's not strip our young people of the chance to do well in their exams.

The Content

There are a few topics for speeches and presentations on the exam. Many will ask you to persuade people to think or act in a certain way. Here are some topics for speeches on the exam:

- Developers have applied to use Greenland Meadows to build a new shopping and leisure complex. You have been asked by local residents to present their views at a public meeting.
- Your local council is having a meeting to discuss funding cuts to the leisure centre. You have been asked to give a speech representing the views of local people, who are strongly opposed to these cuts.
- You have been asked to give a verbal presentation to an interview panel for the opportunity to work overseas as an Events Coordinator for 'START A SPORT'.
- Give a speech to classmates to ask them to support your campaign for a zebra crossing.

The most important part of the speech is having a clear opening and a clear close. The opening and close should demonstrate that you know you are speaking to an audience.

Example opening: *Good afternoon everyone. Thank you for your time today.*

Example close: *Thank you very much for listening. I hope you consider my points.*

Try it Out

Question 3 - Think of three more possible opening lines and three more closes for a speech.

Opening Lines

1)

2)

3)

Closes

1)

2)

3)

Example Question

Below you will find an example exam style question and a sample response to that question. After you have read the example, you can have a go at writing your own version of the speech.

Since 2015, it has been illegal to smoke in a vehicle with anyone under 18 and there is a fine of £50. Some campaigners don't think the law is correct and think they people should be free to smoke in their own cars. Others think the penalty should be harsher as many people still break the law or are not aware of it. Decide what your opinion is.

Write a speech to give to a group of university students to convince them to agree with your point of view.

Here is an example answer. The speech has been annotated to show where key criteria have been met to help gain marks on the exam.

Use of level 2 standard vocabulary is shown in **bold**

Example Speech

The Ban on Smoking in Cars

A heading stating the topic – this is not essential

Good morning everybody. Thank you very much for coming to listen to me today. I hope that I can convince you that the government's decision to ban smoking in cars when there is a young person as a passenger was correct. I think it was the right decision because young people should have a choice over whether they are going to **develop** terrible health problems when they grow up.

There is a clear opening addressing the audience and showing the examiner the writer knows they are making a speech. The writer clearly states the topic of smoking in cars with children and sets out their opinion.

It uses direct address with *you* and uses personal pronouns *I* and *me* to make the speech personal and natural. There is some emotive language with the use of *terrible health problems*.

There is a possessive apostrophe with *government's decision*.

My first point is that smoking is a choice. If you are a smoker, you have chosen to poison your body and I respect your right to do so if that is what you want. A child doesn't have that choice if they are in the car with you. They are forced to breathe in your cancer **inducing** smoke while on their way to school or to meet friends. You can still choose to smoke in your car when you are on your own, or with friends or other adults, just not during that short journey you are taking with your children.

There is a clear transition phrase *My first point* and then the paragraph explains the point of it being a choice. Their second paragraph is complex using *If you are smoker*, and the final one is complex having some additional information inside a pair of commas.

The writer also uses a short sentence starting *A child* for impact.

There is more emotive and persuasive language with *poison your body* and *cancer inducing smoke*

There is more use of *your* to speak directly to the audience and appeal to their sense of family with *your children*.

The second point I would like to make, is that you should all be **considering** your health and trying to cut back on, or give up, smoking. The risks of **developing** cancer, heart disease and **bronchitis**, as well as many other health problems, are well known and those risks alone should be enough to convince you to get rid of that nasty habit. If you don't care about your health, think about other people's health. You might be the cause of a child having an asthma attack or developing cancer in later life. Do you really want to be **responsible** for that?

There is a clear transition phrase *My second point* helping the speech to flow. The paragraph is clearly all about health showing the writer planned the piece. The first sentence is complex with the opening phrase and with the additional information in the pair of commas.

The second sentence uses facts about health conditions in a pattern of three to give more impact and persuade the audience. It is complex through the additional information in the pair of commas. The next sentence is short, which again gives more impact, but it is also complex starting with *if* and a comma.

The final sentence is a rhetorical question designed to persuade.

There is a possessive apostrophe with *other people's health*

One **argument** against the ban, is that it is difficult for the police to **enforce** because they can't easily tell if someone is smoking in a car with a child in. I would argue that the point of the ban is not really to catch people and fine them, but to make the public aware that smoking with children is not **acceptable** and to make them think about how their actions affect others. I feel strongly that the ban should remain in place.

This paragraph addresses a point someone with the opposite view might make and then shows why it isn't as important as what the writer is saying. This is a clever tactic when making a speech. They use the phrase *I would argue*, which shows the examiner they are aware it is a speech. This paragraph is designed to convince people who had a different opinion to start with.

It starts with a complex sentence that has an opening phrase and a comma.

Overall, I would **encourage** those of you who smoke to think about your actions and to speak up when you see other people smoking around children because **protecting** our health and our children's health should be a **priority** for everyone.

This is clearly a conclusion as it begins with *Overall*, and summarises the views and tells the audience what the writer wants them to do and think.

There is a possessive apostrophe with *children's health*.

Thank you very much for listening to my views. I hope you will consider my points and help to save lives.

There is a clear close that talks the audience and thanks them. It uses *you* and then has a final persuasive phrase telling them that they can save lives.

This review is 417 words in length and is suitable for the exam.

Try it Out

Question 4

Have a go at writing your own version of the speech.

Speech Writing – Top Tips

- Always plan your key points before you start writing
- You must have a clear opening that addresses the audience and a clear close that thanks them for listening
- Address the audience directly using *you* and *your* throughout
- Try to include a range of persuasive devices such as rhetorical questions, emotive language and facts and statistics
- Have clear transitions between paragraphs
- Always include at least two examples of possessive apostrophes
- Use a mix of sentence types and aim for a minimum of four examples of complex sentences
- Try to include a brief conclusion that sums up your point and has a final persuasive phrase before your close
- Make sure you are still writing at level two by including some sophisticated vocabulary

Try it Out – you can choose to write or type your speeches. Consider timing yourself so you can see if you can complete the speech within the given time frame.

Question 5

Denston Council are planning to close the local library as they say the local community is not using the facilities and it is too expensive to run.

Many local people want the library to stay open. They say it is used by older people and families with young children. It is especially used by disadvantaged households who can't afford to buy books or DVDs.

There will be a planning meeting on Friday at 5pm at the town hall.

You decide to make a speech at the planning meeting to convince the council and local people that the library should stay open.

Aim to write around 300 words.

Question 6

Your college/training provider has been asked to select one student to travel to an international conference in Miami to talk about the issues students face in today's society. All expenses are paid and the chosen student will be there for four days with two days attending the conference with students from around the world and will have two days with a local guide to see the sights of the area.

They have asked any students who are interested in the conference to make a speech stating why they would be the best person for the role. Write a speech to give to a panel of tutors and governors to state why you should be chosen.

You may wish to include:

- How well you would represent the views of other students
- Your knowledge of issues students face in today's society
- Any other relevant experience, personal qualities or knowledge you have