



EduVision

Year 2 English

Term 4, Week 4

Student Name: _____

Lesson Focus: Persuasive texts – part 4

Skill Focus: Persuasive speeches

What is a persuasive speech?

Speeches come in a variety of formats and most will aim to either inform, persuade or to entertain.

Like persuasive writing, the purpose of a persuasive speech is to convince the audience to believe or do something. However, there are some differences between the two.



Differences between persuasive writing and persuasive speech

Both persuasive writing and persuasive speeches are designed to convince the audience to do or believe something and can be formal or informal. However, there are key differences between reading a text and listening to a speech.

#1 Written texts tend to have longer sentences but speeches tend to use short, sharp sentences.

Why?

#2 Written texts include more details, such as numbers and technical terms. Speeches include only a few key details.

Why?

#3 Both written texts and speeches use emotive language to tell you how the writer feels and how the audience should feel. But speeches do not need as much emotive language.

Why?

#4 Although both written texts and speeches use devices such as figurative language and sound devices, speeches are more likely to use sound devices and repetition.

Why?

Skill Focus: Layout of a persuasive speech

The format or layout of a persuasive speech is very similar to persuasive writing, in that you will need to consider the following key steps:

STEP 1: Before writing

- Decide on your topic and purpose for your speech. This is a very important step as it will help to set the tone of your speech.
- Do you want to teach your audience about something? Do you want to persuade your audience?
- Think about your audience: are they students, teachers, parents, or a mixture? This will also help you plan how you will write your speech.



STEP 2: The introduction

- Think about your introduction. This is your first chance to introduce yourself and your topic to the audience. Make it count!
- You need to give a summary of what you will be talking about. This can include your hook, statement of position and your brief reasons or arguments you will be talking about later on.



STEP 3: The body

- This section of your speech is where all the information and main ideas are kept.
- Use this section to back up each of your main points with details to help the reader understand your opinion or your topic.
- Add in lots of examples and details in this section.



STEP 4: The conclusion

- Conclude your speech with a summary of all of your main points.
- Add an effective concluding sentence or call to action.

Skill Focus: Formal and informal language

The way we speak to others depends on factors, such as who we are speaking with and how well we know them. The more comfortable we are around others, such as friends and family, the more informal our speech tends to be. Conversely, our speech will be more formal when talking to people we don't know very well or are those we need to be more formal with, such as adults, your teachers or the school principal.

We also need to consider where the speech is taking place. Is it in a formal setting, as in a school assembly or on a stage or is it in an informal setting, such as the school playground or at home?

Let's consider the following language features for formal and informal speeches:

Formal	Informal
✓ Uses full sentences.	✓ Uses short sentences.
✓ Uses correct grammar and vocabulary.	✓ Often lacks correct grammar and vocabulary.
✓ Does not use contractions.	✓ Use contractions.
✓ Does not use abbreviations, e.g. as soon as possible.	✓ Uses abbreviations, e.g. ASAP.
✓ Does not use idioms or cliches, e.g. You need to relax.	✓ Uses idioms and cliches or text-style words, e.g. Take a chill pill.
✓ Has a more serious tone.	✓ Has a 'chatty' tone.
✓ Uses a passive voice, e.g. The application form is complete.	✓ Uses an active voice, e.g. I completed the application form.

Directions: Read the following sentences and circle whether each is formal or informal. If you need help, use the table on the previous page.

1. Talking to the principal (Formal/Informal).
2. Presenting an award at the school assembly (Formal/Informal).
3. Sending an email to a cousin (Formal/Informal).
4. Speaking at a youth conference about the effects of pollution on the community (Formal/Informal).
5. Having a phone conversation with a friend (Formal/Informal).
6. Sending a text message to a friend (Formal/Informal).

Fast finisher activity: Use the table on the previous page, write an example of both a formal and informal sentence.

1. _____

2. _____

Skill Focus: Analysing persuasive speeches

Before writing a persuasive speech, let's look at two examples of persuasive speeches.

Directions: Watch each video and answer the questions below each.

Video 1: <https://www.youtube.com/watch?v=UqJ6f-cddbK>



1. In video 1, 'Outdoor play is important', what did the speaker use to get the attention his audience?

- a. The sound of children playing
- b. A school bell
- c. An alarm clock
- d. Music

2. Do you think this was an effective way to get the attention of the audience before beginning his speech? Why/why not?

3. What environment does the speaker suggest as 'one of the best places to learn?'

- a. In the classroom
- b. In the library
- c. Outside in the playground
- d. At home

4.1 What three reasons does the speaker give, in his introduction, to support his claim that 'outdoor unstructured play' is the perfect classroom?

4.2 What 'tool' does the speaker use to demonstrate his point about the importance of outdoor play?

- a. A bell
- b. A ball
- c. A pen
- d. A stick

5. According to the speaker, how much outdoor play does the average kid get each day?

- a. 15 mins
- b. 30 mins
- c. 45 mins
- d. 60 mins

6. Is the following an example of a fact or an opinion?

'A recent study by Charles Hillman has shown that "Kids who are physically fit tend to do better in school than their fellow classmates."'

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7. Circle all examples of informal language.

- a. 'But why am I even telling you this story?'
- b. 'So I'm still looking for another good stump.'
- c. 'Clearly, exercise is beneficial for our mental and physical development.'
- d. 'Isn't that interesting?'

8. Overall, was this speech more factual or opinion-based, or did the speaker provide a balance of facts and opinions in his speech?

- a. It was mostly factual.
- b. It was mostly opinion.
- c. It was a good balance of both fact and opinion.

Video 2: <https://www.youtube.com/watch?v=Rr5Py1r9xjw>



1.1 In video 2, the speaker begins her speech by saying “Earlier this year, my mum and I went to see a movie called ‘A Plastic Ocean’.” What is this an example of?

- a. A rhetorical question
- b. A quotation hook
- c. An anecdote
- d. An opinion

1.2 How does the above example help the audience to ‘connect’ to the speaker?

2. According to the speaker, what happens to people who eat the fish and seafood from the ocean?

3. What is happening to the birds and turtles that are eating the plastic?

4. What was the name of the 'initiative' the speaker began at her school to help reduce the amount of straws being used?

- a. The Straw No More project.
- b. The Save the Ocean project.
- c. The Straws Really Do Suck project.
- d. The Save the Great Barrier Reef project.

5. Is the following an example of a fact or an opinion?

'I felt so happy that all my teachers were so supportive of my idea.'

6. Is the following an example of a fact or an opinion?

'I then started talking to other people about my idea, including the newspaper, TV and radio stations.'

7. Circle all examples of informal language in the following statements:

- a. 'But my job isn't done yet.'
- b. 'They were the first school to join in with the Straw No More project.'
- c. 'The plastic gets into our oceans and hurts the marine animals.'
- d. 'My name is Molly Steer and I hope you'll agree that straws really do suck!'

8. Thinking about both videos, make a list of ways in which **both** speakers used emotive language in their speeches.

9. In the videos, both speakers ended their speeches with a 'word play' that helps to summarise their topic. Reread each phrase below. Underline the 'word play' and briefly describe what type of 'word play' the speakers used?

Video 1 – 'My name is Molly Steer and I hope you'll agree that straws really do suck!'

Video 2 – 'Want better academic performance? Get outside. Climb a tree. We can weather the weather.'

Discussion: Which video had more of an impact on you? Explain what made it so impactful (powerful) for you.

WRITING TASK

Directions: You are to write a **formal** persuasive speech using techniques learned in today's lesson. You can choose from the following topics:


1. Being bored is good for kids OR
2. Classrooms shouldn't have traditional desks

Some persuasive sentence starters are provided for you on the next page.


Use the checklist below to help your writing.

Before submitting your speech, read it aloud to a parent or family member to ensure it sounds formal and.

Writing checklist	
Technique <ul style="list-style-type: none"> • I have included an introduction with a hook or anecdote, statement of position and my three brief reasons. • I have included lots of details in the main section of my speech to help the reader understand my opinion or topic. • I have included facts, questions, anecdotes, puns and/or emotive language in my speech. • I have included a concluding statement with a summary of my main ideas and a call to action (optional). 	
Grammar, spelling and punctuation <ul style="list-style-type: none"> • I have included full stops, commas and capital letters. • I have used complete sentences that make sense. • I have checked for spelling errors. • I have used correct tenses. 	



Persuasive Writing



Introductions

I am sure that...

It is certain...

I am writing to...

Of course...

In the same way...

On the other hand...

In this situation...

I think...

For this reason...

I feel that...

Endings

For these reasons...

As you can see...

In other words...

On the whole...

In short...

Without a doubt...

In brief...

Undoubtedly...

Details

For example...

In fact...

For instance...

As evidence...

In support of this...

You can see that...

... such as...

As seen in...

Making Your Point

Firstly...

Secondly...

Thirdly...

Furthermore...

In addition...

Also...

Finally...

Likewise...

Besides...

Again...

Moreover...

Similarly...

Surely...

Certainly...

Specifically...

If...then...

because...

Other Words

reasons

unfair

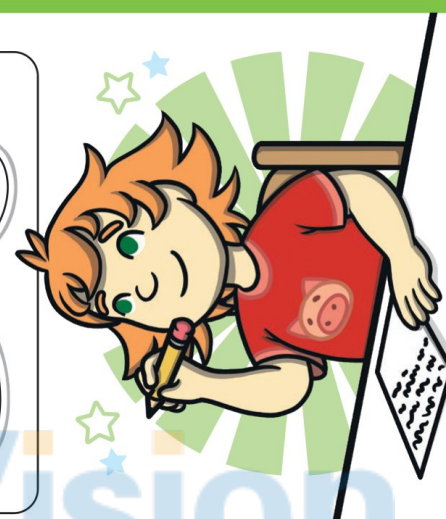
arguments

for

against

pros

cons



HOMework

1. Writing task
2. Reading comprehension activity

2. Reading comprehension

Directions: Read the text and answer the questions.

An excerpt from Greta Thunberg's UN Climate Change COP24 Conference speech

¹ My name is Greta Thunberg.

² I am 15 years old. I am from Sweden. I speak on behalf of Climate Justice now.

³ Many people say that Sweden is just a small country and it doesn't matter what we do. But I've learned you are never too small to make a difference. And if a few children can get headlines all over the world just by not going to school, then imagine what we could all do together if we really wanted to.

⁴ But to do that, we have to speak clearly, no matter how uncomfortable that may be. You only speak of green eternal economic growth because you are too scared of being unpopular. You only talk about moving forward with the same bad ideas that got us into this mess, even when the only sensible thing to do is pull the emergency brake.

⁵ You are not mature enough to tell it like is.

⁶ Even that burden you leave to us children. But I don't care about being popular. I care about climate justice and the living planet. Our civilization is being sacrificed for the opportunity of a very small number of people to continue making enormous amounts of money. Our biosphere is being sacrificed so that rich people in countries like mine can live in luxury. It is the sufferings of the many which pay for the luxuries of the few.

⁷ The year 2078, I will celebrate my 75th birthday. If I have children maybe they will spend that day with me. Maybe they will ask me about you. Maybe they will ask why you didn't do anything while there still was time to act.

⁸ You say you love your children above all else, and yet you are stealing their future in front of their very eyes. Until you start focusing on what needs to be done rather than what is politically possible, there is no hope. We cannot solve a crisis without treating it as a crisis. We need to keep the fossil fuels in the ground, and we need to focus on equity. And if solutions within the system are so impossible to find, maybe we should change the system itself.

⁹ We have not come here to beg world leaders to care. You have ignored us in the past and you will ignore us again. We have run out of excuses and we are running out of time. We have come here to let you know that change is coming, whether you like it or not. The real power belongs to the people.

¹⁰ Thank you.

VOCABULARY

The words in the box below are underlined in the text. Write the word that matches the meaning.

Remember to go back to the text and read the word there, so you can work out its meaning.

economic	mature	burden	justice
biosphere	crisis	fossil fuels	

1. relating to how people make, buy and sell goods _____
2. fairness in the way people are treated _____
3. a difficult or dangerous time _____

4. all parts of and around the planet Earth where life can be found

5. being responsible for your actions

6. to deal with something that is difficult

7. a non-renewable source of energy, e.g. coal

COMPREHENSION

1. What is the main topic of the speaker's speech?

2. How old is the speaker?

3. Read paragraph 5. Who is the speaker talking to?

- a. Other children
- b. The people of Sweden
- c. Her parents
- d. World leaders

4. Underline the main argument in paragraph 6 that shows why the speaker is upset.

5. Read paragraph 8. According to Greta, what is the first step to solving a crisis?

- a. Behave like there is a crisis
- b. Keep fossil fuels in the ground
- c. Focus on equity
- d. Change the system

6. According to the speaker, who does the real power belong to?

7. What is the overall tone of the speech?

- a. happy
- b. disappointed
- c. determined
- d. angry

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