



# 11 Speech Structure

## Formal and Natural Structure

It is important to give time to deciding the structure for your speech. For some tasks, like a mihi or a debate, there are some guidelines to structure that you need to respect. For most situations, and certainly for the formal speech, there is a natural order to do things, and the ideas that follow also have value for mihi and debating.

Before you decide on the **order** of things in your speech, you need to decide **what** the things will be. Variety is the key to being interesting.

### Task 10 Structure

- 1 Look at your brainstorm on Page 7. Use a highlighter to show the ideas that you will use in your speech. If you can highlight ideas from three or more rays, you will ensure that your speech text has variety.
- 2 Record (in note form) the ideas that you will develop at these points in your speech.
- 3 Your topic title : .....

[Hint : you can use these pages as a guide to writing your final version of your speech.]



#### Opening

Begin with something dramatic: a shocking fact, a challenge, a question, e.g. *"Have you ever wondered..."*

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#### Formal Address

This is directed to your audience, e.g. *"Good morning, Miss Wright and class."*

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#### Outline the Main Topics

This is like the introduction of a formal essay. It helps the audience follow you and shows you have planned your speech.

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## With 'Purpose' but also 'Appropriate'

You need to understand what language is appropriate for your speech. You should decide based on who your **audience** is, **where** you are, and what **purpose** you have in delivering your speech. In the audience there will be your friends and others including one or more teachers whom you do not know well and to whom you are expected to show respect and courtesy. The situation will be **formal** - you are doing something important where rules have to be respected. You need to appear **convincing, organised, aware and confident**. So, even at the most informal end of the scale, you need to be quite formal most of the time. The more serious your purpose and the deeper your feeling, the more formal your language will need to be.

However, you are a teenager talking to teenagers. There will be times when you can slip into informal language in order to *command attention* as Excellence requires, and still meet the requirements to be *appropriate*. You may be quoting someone who was speaking informally, you may be dramatising an informal conversation or you may be humorously offering a 'translation' for your audience of something which was expressed in grand or difficult wording. It needs to be clear to your marker that the informal language was used deliberately and as an exception.

You need a knowledge of which aspects of language make a speech more **convincing** and a way to make this happen in your speech. The best techniques reflect the situation : it is a *face-to-face* encounter, your words need to have an instant effect and you are being **heard**, not read.

Now you can't say something *better* until you have something to say. For most people the best way to do this is to write the first draft of your speech in plain English with a clear structure like that on page 11. Then you re-write, leaving ideas and structure as they are, but using techniques from the list below to be more **convincing**.

## Language of Speech Making

<b>Repetition</b>	Create emphasis and link ideas. Experiment with repetition by saying it out loud, not just reading it silently. Evaluate the effect. Example : <i>Piercings are cool. The pain is cool. The infections are cool. Snagging them and tearing your flesh is cool.</i>
<b>Rhetorical Questions</b>	Create the illusion of a two-way communication with your audience by asking a question only for effect, not to seek information. The answer needs to be obvious and the purpose will be clear that you want to make the audience think about a subject. Example : <i>Why is it that people who live in glass houses should not throw stones?</i>
<b>Imperatives</b>	Challenge the audience because you are telling them what to do. They will at least consider doing what they're told. Example : <i>Think about how far we've come since students had to do their school work on a piece of slate.</i>
<b>Exclamations</b>	Communicate your emotions and give a spontaneous look to a prepared speech. Example : <i>If I start learning now I can get a full driver's licence in two years. Yay! Freedom!</i>
<b>Hyperbole</b>	Use exaggeration to make an impact on an audience. Example : <i>There are millions of cats which freely roam our streets and backyards at night.</i>
<b>Analogy</b>	Explain a new idea by comparing it to something more familiar. Example : <i>The way electrons move around the nucleus is like the way the planets orbit around the sun.</i>
<b>Irony</b>	Create interest because the audience knows you mean the opposite of what you are saying. It can create humour. Example : <i>I really love tests; they are the highlight of the week. When I leave school my life will be over.</i>
<b>Simile</b>	Use <i>like</i> or <i>as</i> to make a comparison between an abstract idea and a concrete image to explain a point. Example : <i>Life is <u>like</u> a box of chocolates.</i>
<b>Metaphor</b>	Create interest by using a metaphor where you compare one thing with another by saying it <i>is</i> the other. Example : We all know people who are <i>broken hearted</i> about their lives.
<b>Proverbs / Clichés</b>	Use familiar easy-to-understand sayings. They seem wise just because they have been around for ages. Example : <i>So what if she's older than me, I can still ask her out : Faint heart never won fair lady, as they say.</i>
<b>Allusion</b>	Create interest by making a reference to a place, person, or something that happened in the past that your audience will recognise. Example : Behaving like <i>Hitler</i> gets you absolutely nowhere in a tramping club.
<b>First-person Language</b>	Make use of 'I' statements and 'we' statements for personal interest and to make the audience feel included. Example : <i>If we don't act together now on global warming, the human race itself could be at risk.</i>
<b>Second-person Language</b>	Is a direct address to the audience. Calling them 'you' makes them feel involved. Example : <i>You are going to hear something that can change your lives.</i>
<b>Listing</b>	Give the impression of having a great deal of knowledge or knowing a weight of evidence. Example : <i>What can we do to stop our society decaying through over-eating, drinking and continuing to smoke despite the statistics for diabetes, alcohol related crime and lung disease?</i>
<b>Quotation</b>	Use quotations which will connect with the memories of your audience. Quotations seem wise and true. Example : <i>"At the going down of the sun, and in the morning, we will remember them."</i>

## 61 Example Speech - Visuals

### Visual Impact in the Presentation



#### Speaker's Stance

- Upright stance reinforces formal situation and serious purpose.
- Standing beside, not behind, table shows confidence, openness to audience.
- Cue cards held low to minimise distraction.



#### Facial Expression

- Expression varies to reinforce changes in subject.
- Expression shows personal feeling convincingly.
- Sincere, direct look invites sympathetic response.



#### Using Visual Aids

- Powerpoint display adds visual variety and supports the ideas.
- Images of neglect/abuse give emotional impact to the speech.
- Speaker integrates the image into the explanation as shown by pointing.



#### Using Gestures

- Gesture (and movement generally) focuses attention on the speaker.
- Finger-counting gesture emphasises the three actions the audience can take.
- Cue cards have been put away to give freer movement for the finish.