



National Certificate of Educational Achievement  
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

**2006**

## **SUBJECT REFERENCE: ENGLISH 2.7**

Internal assessment resource reference number:  
Eng/2/7-B version 4

“The Art of Persuasion”

Supports internal assessment for:  
Achievement Standard 90374  
Deliver a presentation using oral and visual language techniques  
Credits: 3

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**Date version published:** December 2006

**Ministry of Education  
quality assurance status:** For use in internal assessment.

### **Teacher Guidelines:**

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

### **Context / Setting:**

In this activity students prepare and present a persuasive speech to the class. Students may choose to incorporate a visual aid such as an OHP, handout, whiteboard presentation or poster. They will develop their speeches from activities developed during formative tasks. Students may also submit an annotated script of their speech for teacher reference. The speech must be longer than four minutes.

Teachers should ensure that students are familiar with speaking techniques suitable for this task. Some developmental tasks are included in this resource.

### **Conditions:**

This activity requires both classroom and homework time.

Students should also be given class time to peer critique their speech, with sufficient homework time to follow up the suggestions made, ready for final delivery.

### **Resource requirements:**

Cards for task 1 (three required for each pair of students).  
Students may choose to base their speeches on one of the issues raised in the articles provided.

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### ***Student Instructions Sheet***

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You will prepare and deliver a speech of at least 4 minutes to your class and teacher. In your speech you will attempt to persuade your audience that your point of view is a valid one. You could use a visual aid as part of your presentation.

You will complete tasks in class which will give you ideas for your speech and develop the language and delivery skills you need to write and present it. You could also provide your own material as the starting point for your speech. In this case you must gain the approval of your teacher first.

If you choose to use a visual aid it could be an overhead transparency, a handout for other students to refer to, a whiteboard presentation, a poster, or a power point display.

You will complete this activity in class and for homework. Your teacher will give you clear deadlines for completing the text of your speech and when you are to deliver it to the class.

You will be assessed on how well you speak in a formal situation to:

- communicate ideas on the topic
- structure content and language appropriately
- speak clearly to your audience using appropriate eye contact, voice and body language techniques
- incorporate your visual aid into your speech.

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The following tasks are designed to help you to develop your speaking skills, starting simply, but building to a point where you should be ready to present your speech for assessment.

## Task 1 – Warm Up : Start Talking!

### a) Pairs Persuasion

- Your teacher will have a number of unrelated objects written on cards eg car, lipstick, cat.
- In pairs, take three cards.
- Make up a convincing 30 second story involving all three objects.
- Practise delivering your story to each other using delivery techniques such as pause, voice variety (pitch, rhythm, intonation, volume, pace), emphasis and body language (gestures, expressions, stance, eye contact, movement). Practise holding up the cards, as you mention each of the three objects in your story.
- Deliver your story to the class.

### b) Fire Drill

- What three objects would you remove from your house in the event of a fire?
- Write a 30 second persuasive argument for your case.  
Follow this format:
  - state what the first object is
  - give one or two good reasons why you would choose it
  - state what the second object is
  - give one or two good reasons why you would choose it
  - state what the third object is
  - give one or two good reasons why you would choose it.In your argument, try to use some of the following language techniques:
  - direct address to the audience
  - personal pronouns
  - repetition
  - careful choice of words eg evocative adjectives
  - figurative language, such as simile
  - humour.

## Task 2 – Moving On : Developing The Art

- a) Our world is full of advertising. Advertisements attempt to persuade us. Write a 30 second speech in which you advertise yourself to your peers.
- b) As you speak, use the whiteboard as an aid to support what you say.
- c) Follow this process as you develop your 30 second speech:
- decide on your “angle” eg *I will advertise myself as a good friend*
  - decide on the main techniques you will use to give your angle emphasis eg repetition, approving adjectives, contrast, rhetorical questions, adopting a personal approach, imperatives
  - brainstorm points you could use to support your claim eg *sympathetic, loyal, supportive, good looking, unique, interesting, funny*
  - choose the three best points eg *loyal, funny, interesting*
  - for each point, write an explanation
  - write a convincing introduction and conclusion for your advertisement
  - decide how you will use the whiteboard.
- d) Before you deliver your speech, answer the questions about delivery techniques and language techniques in this 30 second speech.

### Advertising angle: I’m a good friend....

#### Delivery Techniques

What is the effect of beginning with a song?  
Where would you pause in this introduction?  
How might you use gesture?

How might you make use of emphasis in this section (the body)?  
How might you reinforce your words with gesture?

Explain how you might use each of the following in this section: gesture, pause, emphasis.

#### Language Techniques

Find an example of repetition. What is the effect of its use?

Why has the speaker used

- a rhetorical question?
- a personal pronoun?
- a cliché?

Find an example of:

- a triad
- a metaphor
- a imperative.

*Sing) You just call out my name, and you know wherever I am, I’ll come running, to see you again. Winter, spring, summer or fall, all you’ve got to do is call, and I’ll be there. You’ve got a friend.*

*(Speak) You’ve got a friend.  
(Write the word “FRIEND” in capitals on whiteboard.)*

*How many friends do you have on whom you can really rely? Choose me and you’ll never have to worry about who your friends are. Loyalty. That’s my middle name.*

*(Write “(1) Loyalty” on board.)*

*Many have said that I’m a joke. And I am. Funny, amusing, hilarious. Call it what you will. I’m a walking punchline. Choose me and you’ll*

*never have to worry about where your next laugh is coming from.*  
**(Write “(2) Entertaining” on board.)**

What effective gesture could you use to reinforce this metaphor?

*When boredom rears its ugly head, go no further than me to decapitate it. Full of curious, interesting and macabre tales, like the sun I will brighten your day.*

**(Write “(3) Interesting” on board.)**

Explain the use of metaphor and simile in this section.

Conclusion  
Explain how you could use your voice to give this conclusion impact.

*Sometimes we love them. Sometimes we hate them. But ultimately we can't do without them. Need a lift? A bit of support? A shoulder to cry on? Try new, improved Me! More loyal, more interesting, funnier. Choose me as your friend and you'll never walk alone.*

**(Write the word “FRIEND” in capitals on whiteboard.)**

Identify where the speaker has used

- balanced structures
- a triad
- repetition
- rhetorical questions
- imperative
- cliché.

- e) Practise your own 30 second speech in pairs. Make any adjustments necessary.
- f) Deliver your speech.

### Task 3 – Sourcing issues

- a) The point of view you present could be based on an issue raised in a newspaper feature, magazine article or documentary.
- b) Draw up a chart, like the example below. In it, list points for and against your chosen topic. The topic chosen for this example is: ***‘Exercise should be banned.’***

**TOPIC: Exercise should be banned**

(extracts from chart)

Points for	Points Against
<i>It can become an obsession.</i>	<i>Healthy mind, healthy body.</i>
<i>It wears out your bones.</i>	<i>It keeps you healthy.</i>

- c) Decide whether you will argue for or against the statement in the topic. Individually, write a paragraph in which you:
- state your opinion
  - give 2 or 3 good reasons to support your opinion
  - strongly restate your opinion.
- Deliver your paragraph to the class.

## Task 4 – Getting Serious : Developing An Argument

- a) How good are you at expressing your viewpoint convincingly?

Expand your statement from task 3 into a one minute speech designed to persuade an audience of your peers. Use a visual aid in your speech, such as the whiteboard, or a poster, OHP or handout. These can be roughly done at this stage.

- b) Structure your speech as follows:

In your **introduction**:

- decide on an arresting opening to interest your audience
- state your opinion clearly.

In the **body** of your speech:

- give at least one good reason, with explanations or examples.

In the **conclusion** of your speech:

- signal that you are finishing
- restate your opinion
- finish with a flourish.

- c) At some point in your speech, use some of the following **language techniques**. Some have been labelled in the following one minute speech:

- rhetorical questions
- direct address to the audience
- personal pronouns
- sound devices such as alliteration
- repetition
- careful choice of words eg evocative adjectives
- figurative language, such as simile
- humour
- analogy
- anecdote
- triad
- colloquialism (if appropriate to engage your audience)
- pun.

- d) Plan how you will use some of the following **delivery techniques**. Label those techniques, and their desired effect, in the transcript of your speech:

- pause
- emphasis
- voice variety (pitch, rhythm, intonation, volume, pace)
- body language (gestures, facial expressions, stance, eye contact, movement).

Write down how you could use a **visual aid** at appropriate points in the transcript of your speech.



- e) Read the following one minute speech. It is an example of how you might approach this task.
- Suggest delivery techniques which could be used in the boxes on the left.
  - Answer the questions which follow the speech.

Suggest appropriate **delivery techniques** linked to sections of the speech in the boxes below:

### **Television is educational**

**(Visual Aid : OHP – roughly drawn cartoon strip. Frames revealed as speech develops.)**

*Have you ever been overwhelmed with guilt as you settle on the settee for another evening glued to the box? Ever thought of yourself as a couch potato? Wondered whether to shift the exercycle to a prime spot in front of the screen? Worried about whether it's possible for eyes to suffer from repetitive strain injury? Friends, relax. In fact, give yourself a pat on the back for your dedication, for I am here to persuade you that television is educational, using that educational masterpiece, **(Reveal first frame – title)** "Ally McBeal", as an example.*

Note the **language techniques** and the **structure** of the speech.

#### **Introduction**

- Rhetorical question to challenge and involve audience.
- Cumulation to add emphasis.
- Personal address to involve audience.
- Metaphor to clarify image.
- Imperative for involvement.

*This programme will help you extend your vocabulary. Be truthful, how many of you had any idea of what a wattle was before meeting Richard Fish? **(Reveal second frame – Richard fingering Wattle)** If you still don't know what a wattle is, you will now be forced to your dictionary. **(Reveal third frame title, "The Dictionary of Modern American Television Dictionary"** How educational is that!*

#### **Body** (extract)

- Rhetorical question to get audience thinking.
- Personal address to involve audience.

*It has therefore been demonstrated conclusively that television is educational. Not only can you improve your reading skills by perusing the "TV Guide" and take valuable exercise by thrusting yourself forward towards those channel buttons when you've misplaced the remote, you can also develop valuable debating skills as you discuss with your siblings, logically and calmly, which television programmes to watch. You are, as I have clearly stated, being educated, linguistically and socially. So, my friends, go towards the*

#### **Conclusion**

- Parallel structure for emphasis.
- Imperative to persuade.
- Personal address to keep audience involved.
- Cliché.

*box's glorious glow with pride – it's got to be good  
for you.*

**(Reveal fourth frame – head drinking from  
juice can labelled, “TV”)**

### Questions

Look back to the **introduction**:

- How did the speaker get the audience's attention?
- What is the speaker's viewpoint?
- How could the speaker have used the whiteboard instead of an OHP in this section?

Look back to the **body (extract)**:

- What reason did the speaker give to back up the point made?

Look back to the **conclusion**:

- Quote the line in which the speaker summarises the content of the speech.
- How could the speaker have used another resource instead of an OHP in this section?

- f) Practise your own one minute speech with a partner. Make adjustments as necessary. Deliver your speech.

## Task 5 – Developing your speech

### a) Choosing a topic

Develop material from one of the topics from **tasks 3 and 4** (arguing a case based on a written resource).

### b) Structuring your speech

Think about how you will develop the **structure** of your speech:

- **Introduction**

How will you greet the audience? How will you engage your audience? What is your viewpoint on the topic? What major points will you be covering in your speech?

- **Body**

What major point will you cover in each section? What evidence or explanation of each point will you include as proof of your argument? Do you plan to rebut opposing opinions? How will you do this? How will you link the different sections of the body of your speech?

The student who gave the one minute speech in **Task 4** could expand the body of the speech by including more points supporting the argument that television is educational, like this:

- Emphasise “most”. Lengthy pause after each question.
- Gesture towards audience at “you”.

*But perhaps most importantly, this television programme attempts to improve our social skills. Are you a dating disaster? **(Reveal next frame – crashed car)** Ally has the answer. Spot an attractive driver, then drive your vehicle into his. His details will be forthcoming. Bad hair day? **(Reveal next frame –head with bad hair)**. Nel will supply you with five different styles per programme. Someone bothering you? **(Reveal next frame – head with question mark above)** Consult Ling for appropriate barbed insults.*

- Sections linked.
- Rhetorical question to keep audience thinking.
- Triad to build for impact.
- Personal address to keep audience involved.

- Emphasise and pause after “themes” and “lose”.
- Nod at “Profound stuff”.

*Another way in which this programme is educational is the way in which its themes are so relevant. **(Reveal next frame – two lawyers with guns facing each other)** Did not Richard Fish recently state, “It’s war, John. Even if we win, we lose”? **Profound stuff.** One meaty, politically correct issue per hourly episode guaranteed.*

- Sections linked.
- Use of quote to add weight to argument.

- **Conclusion**

How will you signal that you are about to finish? How can you summarise what you have said in a forceful way? How might you give your conclusion impact? How will you thank your audience?

**c) Using a visual aid**

You could also design a visual aid to use while you speak. This visual aid could be an overhead transparency, a handout for other students to refer to, a whiteboard presentation, a poster, or a power point display.

**d) Writing your speech**

- Draw up a column on the left side of a page. In this space, write down the delivery techniques you plan to use beside appropriate sections of your speech.
- If you intend using a visual aid, write down in this column when you will use it.

**e) Practise your speech**

In pairs, practise speech delivery. Make any necessary adjustments. Your speech must be longer than four minutes.

**f) Final steps**

- Transfer your speech to **cue cards**.
- Before delivering your speech, look at the exemplars on the NCEA Level 2 *Speeches and Performances* video issued to schools by the Ministry of Education and available through [www.vislearn.co.nz](http://www.vislearn.co.nz). Discuss their strengths and areas they could be improved. You may not use this material in your own presentation.
- Deliver your speech.

**Assessment schedule: 2.7 Deliver a presentation using oral and visual language techniques**

	<b>Descriptor</b>	<b>Example</b>
<b>Achievement</b>	<p>Communicate straightforward ideas.</p> <p>Use appropriate oral/ and visual language and presentation techniques for a specific audience and purpose.</p> <p>Present material clearly.</p>	<p>Refer to achievement exemplars on the Level 2 Exemplar video tape.</p>
<b>Achievement with Merit</b>	<p>Communicate developed ideas.</p> <p>Combine appropriate oral and visual language and presentation techniques for a specific audience and purpose.</p> <p>Present material coherently and confidently.</p>	<p>Refer to merit exemplars on the Level 2 Exemplar video tape.</p>
<b>Achievement with Excellence</b>	<p>Communicate fully developed ideas.</p> <p>Integrate appropriate oral and visual language and presentation techniques for a specific audience and purpose.</p> <p>Present material coherently and confidently in ways that are striking or innovative.</p>	<p>Refer to excellence exemplars on the Level 2 Exemplar video tape.</p>