Name & Surname: _____ Class: _____ Date: _____

SPEAK TO PERSUADE

Planning a speech for purpose and audience



About 45 minutes Level ★★★☆☆

PLANNING FOR PURPOSE AND AUDIENCE

A persuasive speech must match its **purpose** and its **audience**. Before you write, select three strong ideas and organise them for a formal spoken presentation.

- Check **purpose**: what you want listeners to think or do.
- Check **audience**: age, role and what they care about; use formal **register** for teachers and governors.
- Select and order ideas: strong opening hook, three points with **evidence**, answer a counter-argument, finish with a call to action.



TASK A

/11

Read the story and plan the speech for its audience.

A 12-year-old in Year 7 must give a two-minute **formal** speech to the headteacher and governors to persuade them to keep the library open at lunchtime.

a. **List TWO facts about the audience the speaker must remember.** **(2)**

b. **Explain ONE reason why the plan must be formal for this audience.** **(3)**

c. **Describe THREE points in order for the plan, with one piece of evidence for each.** **(6)**

(Total: 11 marks)

SEE DIFFERENT VIEWS

Think about what will persuade different listeners.

KEY WORDS

audience: who will listen to the speech

purpose: what you want listeners to think or do

register: formal or informal way of speaking

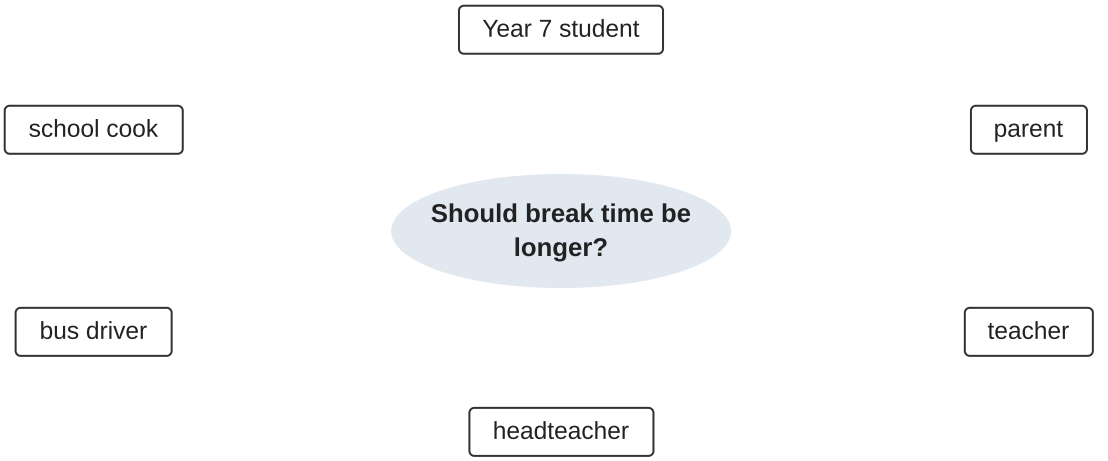
evidence: facts or examples that prove a point

counter-argument: the other side's point

call to action: clear ending asking listeners to act

TASK B

Pick one viewpoint and note what evidence would persuade them.



I am thinking of… from the viewpoint of…

.....

I think… (describe the topic from your viewpoint)

.....

.....

.....

A question I have from this viewpoint is…

.....

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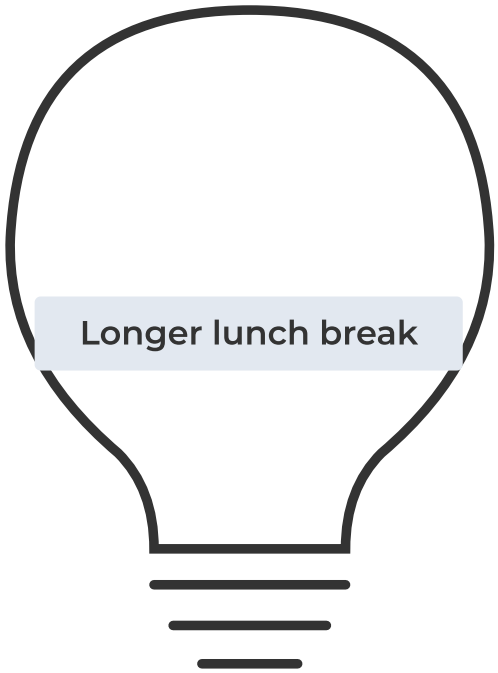
GATHER STRONG IDEAS

Brainstorm and select the best ideas for your speech.

TASK C

Write speech ideas around the centre, then star your best three.



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CHOOSE FORMAL WORDS

Practise formal language and survey strong openings.

TASK D

/5

Circle the more formal and persuasive word for a speech.

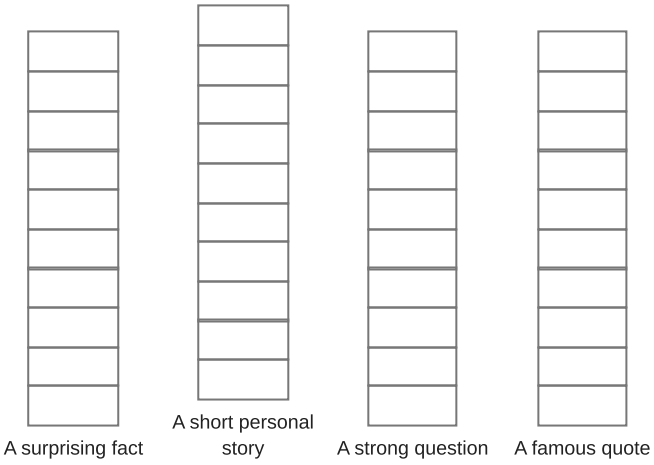
1. Good morning, I will (**chat about** / **present**) my **case** today.
2. We must use (**formal** / **slang**) words for our **audience**.
3. Longer breaks are (**beneficial** / **mega**) for **concentration**.
4. The (**evidence** / **gossip**) shows reading helps **results**.
5. Please (**consider** / **whatever**) our **request** today.

TASK E

Ask the class which opening is most persuasive, tally, then chart it.

Which opening would persuade Year 7 best?

Answer	Tally	Total
A surprising fact		
A short personal story		
A strong question		
A famous quote		



What does your chart show?

.....

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CHECK YOUR PLANNING

Retrieve key ideas and rank what matters most.

⬡ TASK F

/11

Answer to reach 9 points, using your speech plan.

1 point

What does **audience** mean in speech planning?

.....

.....

1 point

What does **purpose** mean in speech planning?

.....

.....

2 points

Give **ONE** feature of formal register for a speech.

.....

.....

2 points

Why plan a **counter-argument** in a debate?

.....

.....

2 points

Name **ONE** way to organise three main points.

.....

.....

3 points

Give **ONE** example of a strong call to action.

.....

.....

My score: _____ out of 11 · Target: 7

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SPEAK TO PERSUADE

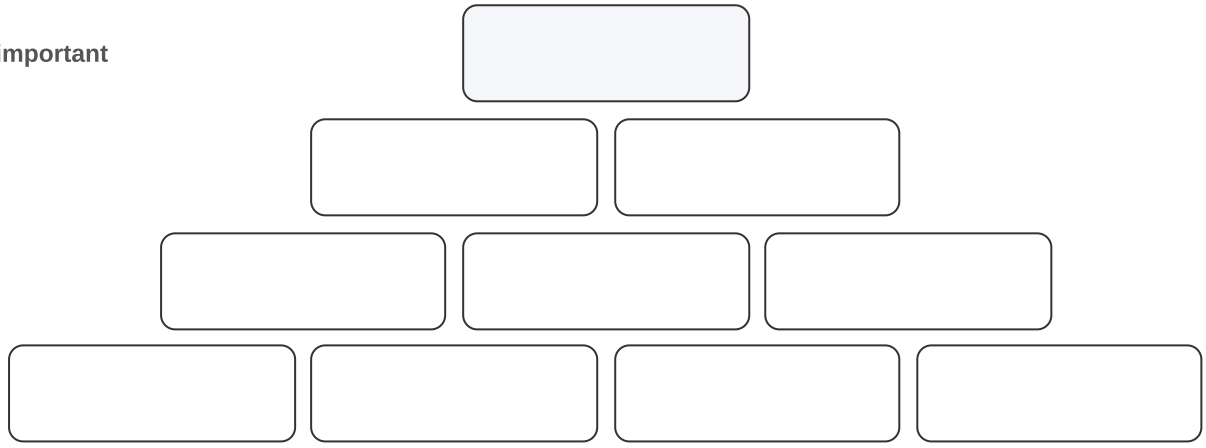
TASK G

Rank the plan parts from most to least important, then explain your top choice.

rank parts of a persuasive speech plan from most to least important

hook opening | greeting to audience | point 1 with evidence | point 2 with evidence | point 3 with evidence | linking words | counter-argument and rebuttal | formal vocabulary | strong ending | timing to two minutes

Most important



Why did you put your top choice at the top?

.....

.....

HOW DID I DO?

Circle a face for each line.

I can plan for purpose and audience. ☹ 😐 ☺

I can select and organise ideas persuasively. ☹ 😐 ☺

I can use formal language for a speech. ☹ 😐 ☺

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Answer sheet: Speak to Persuade

Task A

a) The audience are adults, the headteacher and governors, who make decisions; they expect polite formal language and clear reasons, not slang. (2)

b) It must be formal because governors expect respect and serious evidence, so formal register shows the speaker is prepared and trustworthy. (3)

c) Opening hook with fact about lunchtime use; point 1 quiet reading space with borrowing numbers; point 2 homework help with improved work; point 3 clubs and friendship with pupil examples, then rebuttal and call to action. (6)

Task B

Answers will vary.

Task C

Ideas: more time to eat, play football, library club

Task D

1. present
2. formal
3. beneficial
4. evidence
5. consider

Task E

Answers will vary.

Task F

1. Who will listen to the speech.
2. What you want listeners to think or do.
3. Polite full sentences with no slang.
4. To show you understand the other side and answer it.
5. Put them in logical order with linking words and evidence.
6. Please vote to keep our library open at lunchtime.

Task G

Answers will vary.

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