

Thursday 14th January

Speech Writing

Learning objective:

Today I am learning to write a speech

Success Criteria:

I know I will be successful if -

I can make links to my research into plastic

I can use key words and information

I can consider my speaking style

Think about what has happened in our book so far.

What has happened to Isatou?

How has the environment changed since the start of the book?

Which of the videos from yesterday was most effective in showing the information? Why?

Watch and listen to your preferred clip again.

What are the language choices and structural components that help shape the script and engage the listener?

1. How much plastic is in the ocean?

<https://www.youtube.com/watch?v=YFZS3Vh4lfl>

2. How we can keep plastics out of our ocean –
National Geographic

<https://www.youtube.com/watch?v=HQTUWK7CM-Y>

3. What really happens to plastic you throw away –
Emma Bryce

https://www.youtube.com/watch?v=_6xINyWPpB8

4. Plastic Ocean

https://www.youtube.com/watch?v=ju_2NuK5O-E

Task

*Your task is to develop your own short speech on the experience of Isatou Ceesay and the environmental challenges posed, drawing inspiration from the clips observed and style of presentation, structure and language.

Tips for Writing

Explanation



Explanation

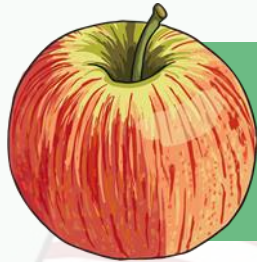
A faint, light-colored illustration of a person with short brown hair, wearing a red and white striped shirt, sitting at a desk and writing in a notebook with a green pen. The person's head is tilted down, and their hands are visible on the notebook. The background is a soft, light green gradient.

Purpose

Tells us how something works or gives us information about something.

Structure

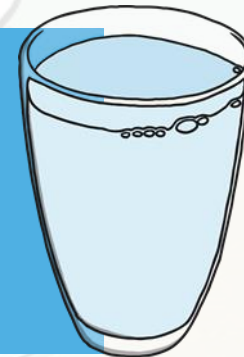
A general statement is used to introduce the topic of explanation.



There are lots of things we can do to stay healthy and to keep illnesses away.

A series of logical steps explaining how or why something occurs.

The best drinks for staying healthy are water and milk. Fruit juices can be good for us but they can have a lot of sugar in them. Fizzy drinks are not good for us at all.



Steps continue until the final state is produced or the explanation is complete.

Features

Explanations are written in the present tense.



Many birds fly south



Conjunctions that signal time are used in explanations.

then

next

several months later

Explanations are written using causal connectives.

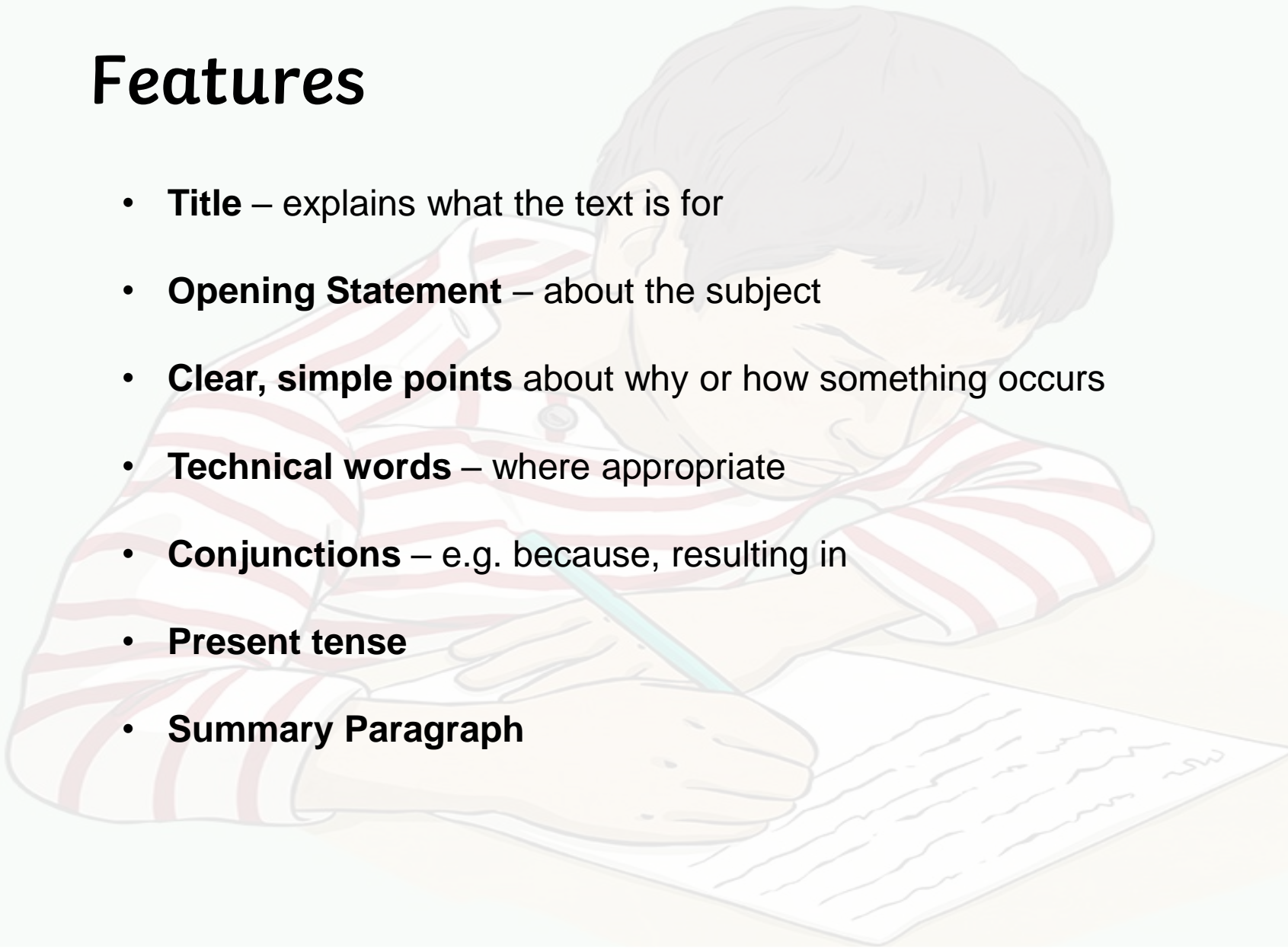
because

so

this causes

Features

- **Title** – explains what the text is for
- **Opening Statement** – about the subject
- **Clear, simple points** about why or how something occurs
- **Technical words** – where appropriate
- **Conjunctions** – e.g. because, resulting in
- **Present tense**
- **Summary Paragraph**



Use a **clear title** that **indicates** what you are writing about.

Decide whether to use **diagrams, charts, illustrations** or **flow charts** to help explain.

Title and Introduction

Use the first paragraph to introduce the subject to the reader.

Try to make the title **intrigue** the reader.
Why do sloths hang about?

Using **how** or **why** in a title helps.



An illustration of a person with dark hair, seen from the side, writing in a notebook with a green pen. A large, textured, horn-like object is positioned above the person's head, extending from the top right towards the center. The background is a light green gradient.

Interest the reader with an exclamation or question.

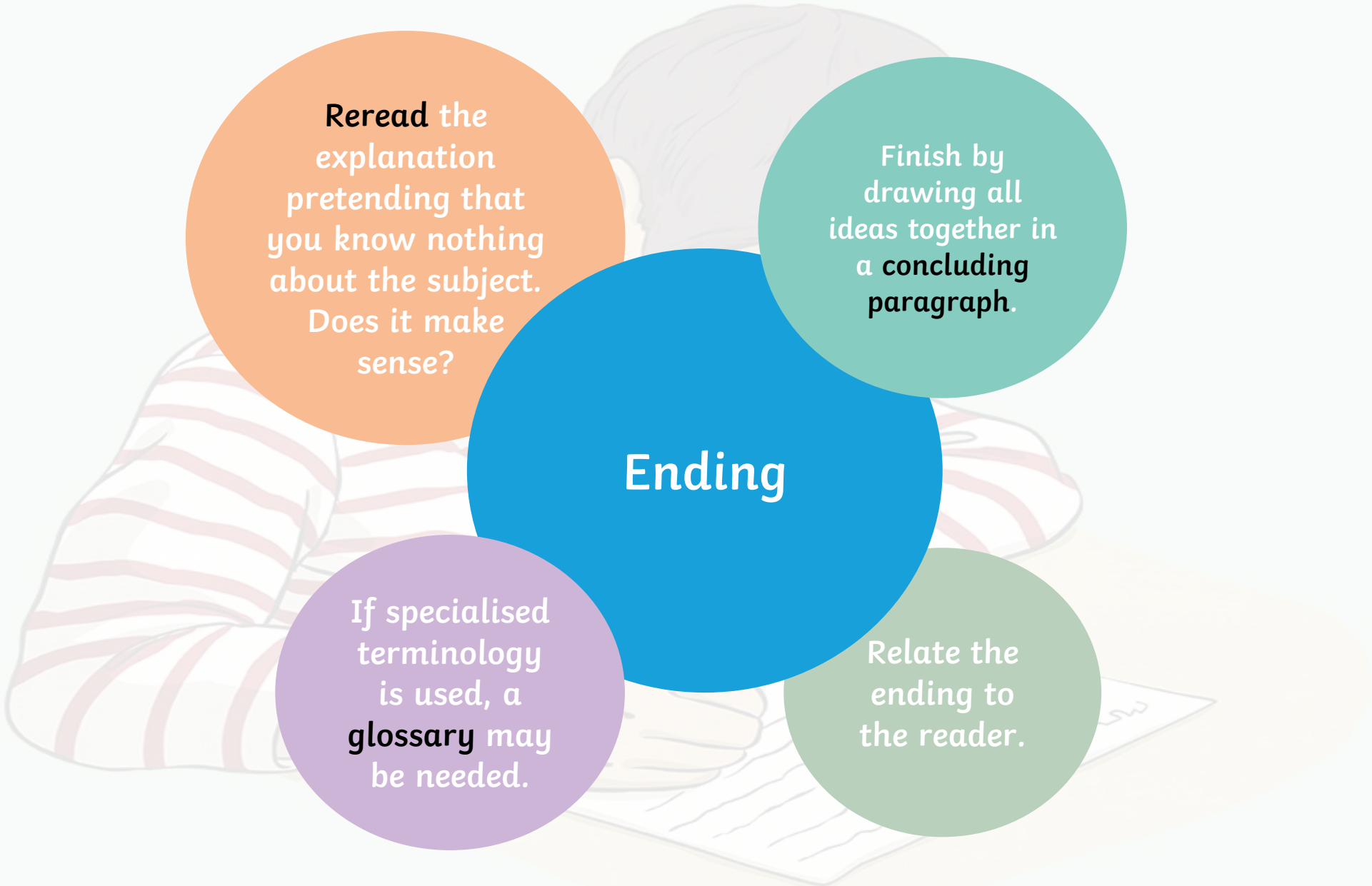
Beware – whirlwinds can kill!

Did you know...?

Interest the reader.

Strange as it may seem...,

Not many people know that...

An infographic with a central blue circle labeled 'Ending'. It is surrounded by four other circles: an orange one at the top-left, a teal one at the top-right, a purple one at the bottom-left, and a green one at the bottom-right. The background features a faint illustration of a stack of books and a sheet of paper with handwriting.

Reread the explanation pretending that you know nothing about the subject. Does it make sense?

Finish by drawing all ideas together in a **concluding paragraph**.

Ending

If specialised terminology is used, a **glossary** may be needed.

Relate the ending to the reader.