

2.4 The Spoken Language of a Public Figure

Assessment Objectives

AO2

- Understand variations in spoken language, explaining why language changes in relation to contexts
- Evaluate the impact of spoken language choices in their own and others' use

Ideas for starters

- Using the images in Presentation 2.4.1 as prompts, elicit as many examples as possible of public speech and public speakers.
- Ask students to think of the person they would most like to interview and why. They could also come up with a list of possible questions to ask their dream subject.
- Ask students to give an off-the-cuff Oscar/Grammy acceptance speech. Each speech should last only one minute before they are able to pass the 'award' on to another student, who then has a minute for their speech, and so on. You may wish to start them off with your own acceptance speech.

Differences between spoken and written language

Key ideas

- There are many important differences between spoken and written language.
- Written language is static; spoken language is dynamic.
- Spoken language is usually a joint effort, it is spontaneous, and cannot be deleted as written language can.

ACTIVITY 1



How does it work?

Students consider aspects of written and spoken language and complete a grid (Worksheet 2.4.2) listing the differences between them.

Try this!

Students could work individually to complete their grids and then discuss their answers in smaller groups before giving feedback to the whole class.

Resources: *Worksheet 2.4.2*

ACTIVITY 2



How does it work?

Students list three spoken interactions they have had, noting how many people were involved, whether all were speaking or just listening and how much planning was required.

Language spoken by a public figure

Key ideas

- The spoken language of a public figure differs from that used in everyday conversational language.

ACTIVITY 3



How does it work?

Students read a series of speech excerpts and decide which might have been spoken by a public figure and which in a private conversation.

Try this!

Students work in pairs to complete the activity and then report back to the class, giving clear reasons for their decisions.

Or this!

The class could create their own posters with actual examples of the two types of language taken from the interactions they looked at in Activity 2 and examples of public speech from television or radio.

Rapport and audience

Key ideas

- Public speakers need to establish a rapport with their audience.
- To establish rapport, many speakers will acknowledge the audience directly.
- An interviewer also needs to establish rapport with their subject.

ACTIVITY 4



How does it work?

Students annotate an extract from a speech by Barack Obama to show how he establishes a rapport with his audience.

Try this

Students annotate the speech in pairs (Worksheet 2.4.2). Display the opening on the whiteboard and have students add their annotations.

Or this! (for a mixed ability class)!

Invite students to deliver the opening lines of the speech in a way that might engage their audience. The class could vote for the best delivery. The show a clip from the actual speech and discuss Obama's delivery.