



SELF-EVALUATION ACTIVITY 1 - ANALYSIS OF STRUCTURE

OBJECTIVES

To analyse the structure of speech and its communicative effectiveness based on short speeches.

TIME REQUIRED

Free.

NUMBER OF PEOPLE

Individual.

TECHNICAL NEEDS

Paper, pen and computer.

INSTRUCTIONS

Analyse short speeches that you can find online and determine the parts of the structure we have discussed (introduction, development and conclusion).

We propose a website that presents the speeches that reached the final in a competition to explain research to the public, RiN4' (Research in 4 minutes), organised by the Pompeu Fabra University.

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

We propose viewing the speeches that start at the following timestamps:

- Minute 8:25 "What language do cells speak?"
- Minute 12:29 "We pretend to imagine".
- Minute 16:37 "Researching to improve gene editing prediction and analysis".
- Minute 20:16 "At the pace of biochemistry".
- Minute 41:11 "Let's save our evolutionary cousins". WINNER OF THE COMPETITION

1- **INTRODUCTION:** What do you say to begin with? How do you introduce yourself? What resources do you use to get the audience's attention? Do you take your audience into account? Do you show that you have researched your audience?

2- **DEVELOPMENT.** How do you organise the development? In how many sections? Are the sub-topics clearly distinguishable? How do you make sure that the audience follows the speech?

3- **CONCLUSION.** How do you conclude? Do you summarise what you have said? Do you use any final rhetorical devices?

GUIDE FOR THE SELF-EVALUATION AND REFLECTION

For the evaluation you can use the guidelines for evaluation of a formal speech that you will find in the tools and resources section of this website.

Evaluation of the winning speech: "Let's save our evolutionary cousins", minute 41:11.

1- **INTRODUCTION.** They start with a question: "I would like to ask you a question: which of these two images do you think corresponds to a gorilla's hand, A or B? They do so while showing the two images on the screen. They then show their enthusiasm for the subject by saying "What fascinates me about these two images is that they are so similar". They then mention the fact that we share 98.3% of our genome with gorillas and introduce a problem: gorillas are in danger of extinction.

2- **DEVELOPMENT.** Here they present three problems that have caused gorillas to be in danger of extinction: 1- threatened by poaching, 2- destruction of their habitat and 3- we can infect them with contagious diseases. They also introduce why they are studying this subject: because it is interesting to study a species so similar to humans and because they are in danger of extinction.

They then incorporate a bit of narration: "And when I tell someone that I study gorillas, they reply 'Oh, how cool, I'm sure you're going to Africa'...". This makes the topic more accessible to the audience and answers a question or assumption that the audience is probably asking at that very moment.

They continue with the "small problem" of having the samples sent to the laboratory. They talk about the faeces, the texture, the stench (they do this in an amusing tone) and go on to WHAT THEY DO with the faecal samples. They explain the idea of the magnet and how this more powerful magnet attracts what they are interested in studying, "that red-coloured DNA", which they also show with a slide. Using magnets and a box, they make the complex process of DNA attraction very visual and more accessible to understand.

They then explain what they will do with all these stool samples: create a genetic map (a database) and see if there are differences between subpopulations. Here they employ a rhetorical device, that of repetition, with "perhaps there is a river that separates them", "or perhaps there is a road", "or perhaps there used to be a forest that linked the populations and allowed them to reproduce". This resource also makes us reflect on the possibilities that they mention.

3- **CONCLUSION.** They conclude with a call for direct action by saying that "We can help the gorillas" and thus return them to their natural environment if gorillas are found to be victims of poaching. Through the results of this search, the DNA of the stolen gorilla can be sequenced, entered into the database and checked to see where it was stolen from so that it can be returned. It ends with a play on words with the verb HUNT to promote the idea that poaching must be stopped: "So, no more hunting gorillas, now we hunt their DNA". A good ending that concludes the elaborate speech very well.