

How to Analyse Political Speeches

PEEL-Guide



Great speeches are carefully built – and so are great analyses.

POINT

P

Start with a clear **topic sentence** that says what you analyse in this paragraph: specific device/strategy + effect/aim. Your topic sentence introduces the main idea of the paragraph.

Example: *Lincoln uses a tricolon with anaphora to show that the soldiers' sacrifice is greater than anything the living can say or do.*

EVIDENCE

E

Use a short **quotation or precise reference**. Add line numbers (*direct*: l. x / ll. x–y; *indirect*: cf. ll. x–y).

Example: *This becomes clear when he says, "we cannot dedicate, we cannot consecrate, we cannot hallow this ground" (l.7).*

EXPLANATION

E

Analyse **how** the quotation proves your point. Focus on the **effect** on the audience and/or the **speaker's aim**.

Example: *The anaphora "we cannot" (l.7) and the rising intensity from "dedicate" (l.7) to "hallow" (l.7) create a solemn rhythm and make the listeners feel humble in the face of the soldiers' sacrifice.*

LINK

L

Link back to the task and the speaker's aim.

Example: *By playing down his own words, Lincoln prepares his central appeal: the living must continue the "unfinished work" (l.10).*

REMEMBER

- Do not just summarise the speech — analyse how it persuades.
- A speech is written to be *heard*: always think of the listeners.

✓clear topic sentence with a specific device or strategy

✓short quotation and line numbers

✓effect on the audience

✓link back to the speaker's aim



General Structure

for the analysis of political speeches



How to Structure Your Analysis

A speech analysis should have a **clear structure**: introduction, main body and conclusion.

BASIC STRUCTURE

Introduction

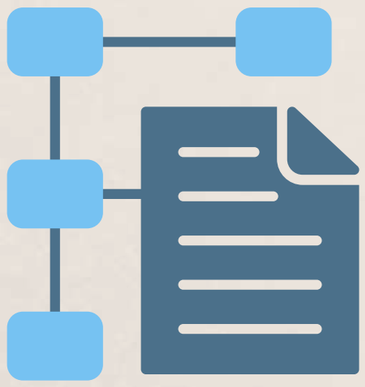
- **Which speech** are you analysing? **Who** speaks to **whom**, **when** and **why**?
- What is the **speaker's aim**, **purpose** or **main message**?

Main body

- Follow the task **carefully**.
- Choose your paragraphs according to the **aspects** you are asked to analyse.
- **Possible focus areas**: language, rhetorical devices, structure, communicative situation and persuasive strategies.
- Only analyse aspects that are **relevant** to the task.

Conclusion

→ Sum up what you have found out about **how** the speech achieves its purpose and what **effect** it has on the audience – with clear reference to the task.



General Structure

for the analysis of political speeches



INTRODUCTION

Briefly introduce the **speech** and the **task focus**.

Include:

- speaker (and his/her role, e.g. President, candidate, activist)
- title or type of speech (e.g. inaugural address, farewell address, commemorative speech, campaign speech)
- occasion and place
- date
- audience
- topic
- speaker's main aim

Example: *The Gettysburg Address, a short commemorative speech delivered by President Abraham Lincoln on 19 November 1863 at the dedication of a military cemetery in Gettysburg, Pennsylvania, deals with the meaning of the soldiers' deaths in the American Civil War. Lincoln aims to convince his audience that the living must continue the fight for a nation based on liberty and equality.*

MAIN BODY

- In the main body, you must always stick closely to the task and analyse exactly what you are asked to focus on.
- The focus and paragraph structure may vary depending on the task.

Write one PEEL paragraph for each relevant analytical focus.

Possible analytical focus areas:

- **Language and rhetorical devices** – Analyse how the speaker's word choice and devices influence the audience.
  Example focus: biblical language, anaphora, tricolon, antithesis, metaphor
- **Structure** – Analyse how the speech is organised to guide the listeners.
  Example focus: past → present → future; problem → solution; final call to action
- **Communicative situation** – Analyse how the speech is adapted to speaker, audience and occasion.
  Example focus: a farewell address that looks back and warns; an inaugural address that announces a new beginning
- **Persuasive strategies** – Analyse how the speaker involves and persuades the audience.
  Example focus: inclusive language, appeal to shared values, ethos, pathos, logos

Important:
→ Only include the aspects that are relevant to the task.

CONCLUSION

- Summarise your main findings with clear reference to the task.
- Sum up how the speech achieves its aim, purpose or main message.
- Do not add new evidence.

Example: *Overall, Lincoln combines a clear past–present–future structure, solemn biblical language and inclusive appeals to turn a speech of remembrance into a call to action. In this way, he not only honours the dead but also commits his listeners to the survival of democracy.*



General Tips



Do ✅

- Use **present tense**: The speaker uses / appeals to / emphasises …
- Use **formal** English.
- Write about the speaker and the audience / listeners – not the “author” and the “readers”.
- Analyse how the speech **persuades**, not only what it says.
- Keep each **paragraph focused** on one clear idea.
- Always consider the **situation**: Who speaks to whom, when and why?
- Always connect your analysis to the **speaker’s aim**.
- Use **topic sentences** to guide your reader.
- Explain the **effect** of every quotation.
- Use the **precise terms** from your **glossary of rhetorical devices**.



Don’t ❌

- Don’t use “I think” or “in my opinion” in the analysis.
- Don’t retell the speech.
- Don’t use **contractions** (*isn’t, doesn’t*).
- Don’t list devices without explaining them.
- Don’t confuse summary with analysis.
- Don’t judge the politician – analyse the rhetoric.
- Don’t present the speaker’s claims as facts: write “Trump claims that …”, not “The government failed …”.
- Don’t write about the topic only; write about how the speaker presents the topic.



General Useful Phrases

INTRODUCTORY SENTENCES

- The speech “...”, delivered by ... on ... in/at ..., deals with ...
- In his/her inaugural / farewell address of ..., President ... addresses the issue of ...
- The text is an inaugural address / a commemorative speech / a campaign speech about ...
- The speech was given on the occasion of ...
- Speaking to ..., the speaker aims to convince the audience that ...
- The speaker focuses on ... and calls for ...

Example

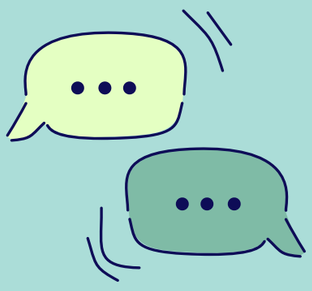
In his Farewell Address of 15 January 2025, outgoing President Joe Biden reflects on the idea of America and warns the nation of a dangerous concentration of power.

P – POINT

- The speaker uses ... to ...
- The speaker uses ... in order to ...
- The speech opens with ... to ...
- The structure of the speech helps to ...
- The speaker’s choice of words creates ...
- The speaker appeals to ... by ...
- The speaker presents himself/herself as ...
- The speaker presents America as ...
- The speech moves from ... to ... to show that ...
- The final part of the speech functions as ...

E – EVIDENCE

- This can be seen when the speaker says, “...” (l. ...).
- For example, he/she states, “...” (l. ...).
- The phrase “...” (l. ...) suggests that ...
- The word “...” (l. ...) has strong positive/negative connotations.
- In lines ..., the speaker refers to ...
- This is illustrated by the quotation “...” (l. ...).
- The speaker quotes ... when he/she says, “...” (l. ...).
- This becomes clear in the sentence “...” (ll. ...).



General Useful Phrases

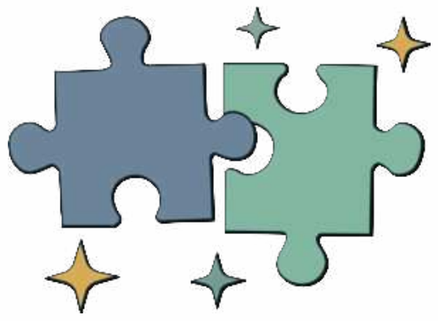


E – EXPLANATION



- This suggests that ...
- This emphasises / highlights / reinforces ...
- This creates the impression that ...
- This makes the audience feel ...
- This appeals to the listeners' sense of ...
- This creates a sense of unity / urgency / pride because ...
- The rhythm makes the statement easy to remember.
- The listeners are encouraged to see ... as ...
- This turns ... from an abstract idea into ...
- The effect of this is that ...
- By using this device, the speaker ...

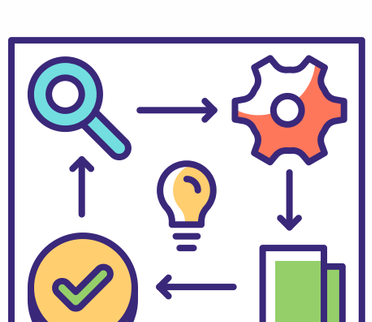
L – LINK



- By using this, the speaker ...
- By using this strategy, the speaker strengthens ...
- In this way, the speaker tries to convince the audience to ...
- This supports the speaker's aim to ...
- This strengthens the speaker's call for ... because ...
- This makes the speech more persuasive because ...
- This links back to the speaker's overall message that ...
- Therefore, the audience is encouraged to ...

CONCLUSION

- In conclusion, the analysis has shown that ...
- Overall, the speaker uses structure, language and persuasive strategies to ...
- All in all, the speech appeals mainly to ...
- The combination of ..., ... and ... contributes to ...
- By the end of the speech, the audience is led to ...
- The speaker's central message is that ...
- Therefore, the speech not only ... but also ...
- In this way, the speech is adapted to its audience and occasion and ...



PEEL -FOCUS AREAS FOR POLITICAL SPEECHES

1. LANGUAGE AND RHETORICAL DEVICES

Question: ???

How do the speaker's choice of words and rhetorical devices influence the audience?

Useful aspects, e.g.:

- **register and tone**: formal or informal; solemn, emotive, combative, colloquial, ...
- **word fields** and words with **positive or negative connotations**, e.g. freedom, greatness, danger, betrayal
- **emotive language** to create pride, hope, fear, anger or grief etc.
- **imagery**: metaphors, symbols (e.g. the Statue of Liberty, "golden age")
- **repetition** of key words
- **anaphora, parallelism**
- **tricolon and climax**
- **antithesis and contrast**
- **alliteration**
- **hyperbole, superlatives and intensifying adverbs**
- **rhetorical questions**
- **euphemism**

→ ***glossary of rhetorical devices***

PEEL focus

P – Name the rhetorical device or word choice and its effect.

E – Quote a short word or phrase from the speech.

E – Explain what the word or phrase suggests and how it affects the audience.

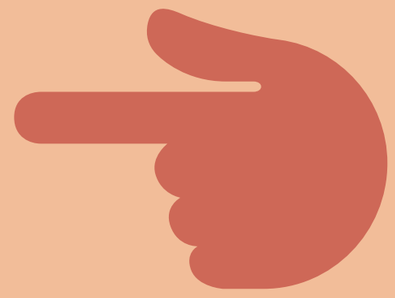
L – Link the language to the speaker's intention.

Useful phrases:

1.LANGUAGE AND RHETORICAL DEVICES

P - POINT

- The speaker uses words with positive/negative connotations to …
- The speaker uses positively/negatively connoted words to…
- The speaker creates a word field of … to …
- The speaker’s emotive language makes …
- The speaker uses a metaphor / symbol to present … as …
- The repetition of … emphasises …
- The speaker uses a tricolon / an anaphora / parallelism to …
- The contrast between … and … highlights …
- The speaker uses hyperbole to …



E - EVIDENCE

- This can be seen in the phrase “…” (l. …).
- The word “…” (l. …) suggests …
- The phrase “…” (l. …) has positive/negative connotations.
- The speaker repeats the words “…” (ll. …).
- The three parallel sentences “…” (ll. …) …
- The speaker uses the words “…” (l. …), “…” (l. …) and “…” (l. …) to highlight …



E - EXPLANATION

- This choice of words creates the impression that …
- The image allows the listeners to imagine …
- These negative connotations underline …
- These positive connotations create a sense of …
- The repetition reinforces the idea that …
- The rhythm of the tricolon makes the statement sound complete and memorable.
- The climax leads the audience to the most important idea: …
- The exaggeration creates a sense of urgency / superiority / enthusiasm.



L - LINK



- By creating such a vivid image, the speaker encourages the audience to …
- This use of language strengthens the speaker’s message because …
- Through this word choice, the speaker creates pride in / fear of / hope for …
- By using emotive language, the speaker makes the listeners respond more personally to …

Example: Trump uses parallel structures to present his political goals as firm promises. He announces, “Our sovereignty will be reclaimed. Our safety will be restored. The scales of justice will be rebalanced.” (ll. 10–12). The three short sentences follow the same pattern and are all in the future tense. This rhythm sounds like a slogan and leaves no room for doubt, which conveys determination and mobilises his supporters. In this way, the parallelism supports Trump’s message that America’s decline ends with his presidency.

PEEL-Focus areas for political speeches

2. Structure

Question:

How is the speech organised to guide the listeners?

Useful aspects, e.g.:

- a **striking opening** (anecdote, historical reference, bold statement)
- a **chronological structure**: past → present → future
- **problem → solution** (crisis → promise)
- a **shift** from **personal** experience to **national or universal** relevance
- **contrast** between “then” and “now” or between “us” and “them”
- a **climax** that leads to the central message
- repeated **key phrases** that structure the speech like a refrain
- a **final appeal**, promise or call to action

PEEL focus

P – Name the **structural technique** and its purpose.
E – Refer to a **specific part** of the speech.
E – Explain how the structure **guides the listeners’ reaction**.
L – Link the structure to the **speaker’s persuasive aim**.

Example: *Lincoln structures his speech chronologically, moving from the past to the present and finally to the future. He begins with the founding of the nation “Fourscore and seven years ago” (l.1), turns to the present war (“Now we are engaged in a great civil war”, l.3) and finally turns to “the great task remaining before us” (l.12). This structure presents the war as a test of the founding ideals and leads the listeners from mourning to commitment. In this way, Lincoln turns a speech of remembrance into a call to action.*



Useful phrases:
2. Structure



P – POINT

- The speech begins with …
- The speaker opens the speech with …
- The speech is structured chronologically / as a contrast between … and …
- The speaker first presents … before moving on to …
- The shift from … to … helps to …
- The speech builds up to a climax in which …
- The final part of the speech functions as …



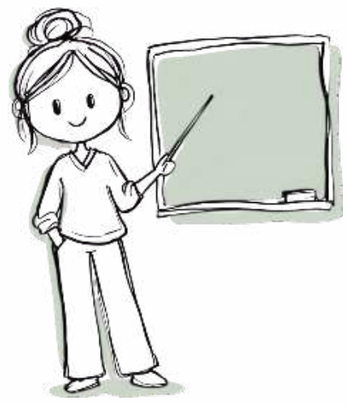
E – EVIDENCE

- This can be seen at the beginning, when … (cf. ll. …).
- In the opening lines, the speaker describes … (cf. ll. …).
- Later in the speech, the focus shifts to … (cf. ll. …).
- Towards the end, the speaker … (cf. ll. …).
- The speech moves from … (cf. l. …) to … (cf. l. …).



E – EXPLANATION

- This opening draws the listeners into the topic because …
- By beginning with a story, the speaker …
- The chronological structure helps the audience understand …
- The shift from the past to the future shows that …
- The contrast makes the audience realise that …
- The ending leaves the listeners with …



L – LINK

- By structuring the speech in this way, the speaker makes his/her message more persuasive.
- Through this movement from … to …, the speaker strengthens his/her call for …
- By ending with a call to action, the speaker turns the listeners into …



PEEL-Focus areas for political speeches

3. Communicative Situation

Question:

Who speaks to whom, when, where – and why?

Useful aspects, e.g.:

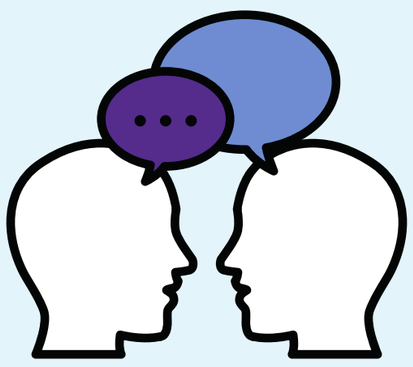
- the **speaker** and his/her role (President, candidate, activist, outgoing/incoming leader)
- the **occasion** (inauguration, farewell, commemoration, national crisis, campaign rally)
- the **audience** (people present, the whole nation, the world, supporters, opponents, the media)
- the **historical and political context** (war, election, division, crisis)
- the **purpose** (to inform, unite, comfort, warn, justify, mobilise)
- the **medium** (live speech, broadcast on TV and online, written to be heard)

PEEL focus

P – Name a feature of the situation and how it shapes the speech.
E – Refer to a passage that shows this.
E – Explain how the speech is adapted to its audience and occasion.
L – Link the situation to the speaker's aim.

Tip:

In most *Klausur* tasks, the situation belongs in your introduction. Write a separate PEEL paragraph only if the task asks for it or if the situation explains a striking feature of the speech.



Useful phrases:
3. Communicative Situation



P – POINT



- The speech is clearly shaped by the occasion of …
- As an inaugural / farewell / commemorative address, the speech …
- The speaker addresses not only … but also …
- The historical context of … explains why …
- The speaker’s role as … allows him/her to …

E – EVIDENCE

- This becomes clear when the speaker refers to the occasion: “…” (l. …).
- The speaker directly addresses … (l. …).
- The reference to … (l. …) shows that …
- At the beginning, the speaker mentions … (cf. ll. …).



E – EXPLANATION



- Since the audience consists of …, the speaker …
- The occasion calls for a solemn / hopeful / combative tone, which is why …
- Because the speech was broadcast to the whole nation, …
- As the speaker no longer needs to win votes, he/she can …

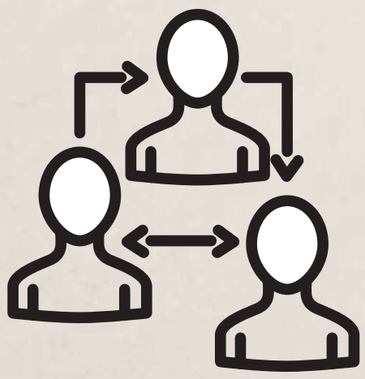
L – LINK



- By adapting the speech to the occasion, the speaker …
- This allows the speaker to present himself/herself as …
- In this way, the situation strengthens the speaker’s aim to …

Example: *As a farewell address, the speech allows Biden to look back on his long career (“After 50 years at the center of all of this”, l. 47). Since he no longer has to win votes, he can openly “warn the country” (l. 63). In this way, the occasion gives his warning the authority of an experienced elder statesman.*

PEEL-Focus areas for political speeches





4. Persuasive Strategies

Question: 🤔

How does the speaker involve, influence or persuade the audience?

Useful aspects, e.g.:

- **inclusive language** (we, us, our) and direct address
- “us” vs. “them” – creating a common opponent
- **personal anecdote** or experience
- appeal to **shared values** (freedom, equality, democracy, faith)
- **references** to history, the Founding Fathers or religion
- **self-presentation** of the speaker (statesman, fighter, saviour, one of the people)
- **promises and warnings**
- **rhetorical questions**
- **appeal to responsibility**
- final **call to action**

The three classic appeals

- **Ethos** – appeal to the speaker’s credibility: office, experience, personal story, modesty, shared values (“After 50 years at the center of all of this”)
- **Pathos** – appeal to the audience’s emotions: pride, hope, fear, anger, grief
- **Logos** – appeal to reason: facts, figures, examples, logical arguments

PEEL focus

P – Name the **persuasive strategy** and its function.

E – Give a short **quotation** or specific example from the speech.

E – **Explain** how the strategy involves or influences the audience.

L – **Link** the strategy to the speaker’s main message or call to action.



Useful phrases:
4. Persuasive Strategies



P – POINT

- The speaker uses inclusive language to …
- The speaker appeals to the audience’s emotions (pathos) by …
- The speaker establishes his/her credibility (ethos) by …
- The speaker supports his/her claim with facts / examples (logos) to …
- The speaker refers to his/her personal experience to …
- The speaker appeals to the shared values of …
- The speaker creates a contrast between “us” and “them” to …
- The speaker presents himself/herself as …
- The final appeal is used to …



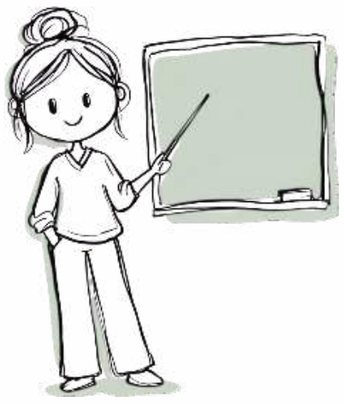
E – EVIDENCE

- This can be seen when the speaker directly addresses the audience with “…” (l. …).
- The use of “we” throughout the speech, e.g. “…” (l. …), suggests that …
- The speaker refers to … when he/she says, “…” (l. …).
- For example, the speaker tells the story of … (cf. ll. …).
- The final sentence, “…” (l. …), shows …



E – EXPLANATION

- This makes the listeners feel personally involved because …
- This creates a sense of community / shared responsibility.
- This makes the speaker appear trustworthy / experienced / determined.
- This turns the issue into a matter that concerns the whole nation.
- This divides the audience into supporters and opponents, which …
- This strategy makes the listeners feel that action is necessary.
- This encourages the audience to reflect on their own role.



L – LINK



- By involving the audience directly, the speaker makes … a shared concern.
- By using this strategy, the speaker strengthens his/her call for …
- This persuasive strategy supports the speaker’s aim of convincing the audience to …
- By making the listeners part of the cause, the speaker reinforces the need for …

Example: Lincoln uses inclusive language to turn his listeners from mourners into people with a mission. He declares, “It is for us the living rather to be dedicated here to the unfinished work” (l.10). The pronoun “us” includes everyone present, and the contrast between “the living” and the dead creates a sense of shared responsibility. In this way, Lincoln strengthens his call to defend the nation and its founding ideals.



The American Dream in Political Speeches



Why it matters: American presidents almost always speak to the nation's founding ideals. Spotting these references – and explaining why the speaker uses them – will lift your analysis to the next level.

Typical reference	Typical words and phrases	Why speakers use it
Declaration of Independence (1776)	"all men are created equal", "life, liberty and the pursuit of happiness"	gives legitimacy; presents the speaker's goals as true to America's origins
Constitution	"We the People"; the ideas of separation of powers and checks and balances	stresses democracy, institutions and the power of the people
Founding Fathers / history	"our fathers", "the American experiment", "250-year history", the Civil War	creates continuity; presents the present as a test of the founding ideals
Religion	"under God", "God bless America", "saved by God", biblical language	gives the speech a sacred, solemn tone; presents politics as a mission
American exceptionalism	"city upon a hill", "beacon of freedom", "the envy of every nation", "greatest nation"	creates national pride; presents America as a model for the world
Core values of the American Dream	freedom, equality, opportunity, "a fair shot", hard work, the self-made man	creates hope and identification; appeals to personal ambition
National symbols	the flag, the Statue of Liberty, the torch	turns abstract ideas into concrete, emotional images
A nation of immigrants	"pioneers and explorers", "dreamers and doers"	defines who belongs to "we"; creates an inclusive national identity



The American Dream in Political Speeches

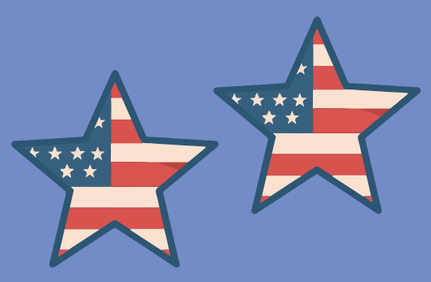






Key questions for your analysis

- **Whose dream** does the speaker describe – and who is included or left out?
- Is the **American Dream presented** as fulfilled, threatened or in need of being restored?
- Does the **speaker use history** as a warning or as a source of pride and mission?





Useful phrases

- The speaker alludes to the Declaration of Independence in order to ...
- By referring to the Founding Fathers, the speaker presents ... as ...
- The speaker draws on the myth of the American Dream to ...
- The speaker presents America as a nation that ...
- The religious reference gives the speech a solemn tone and ...



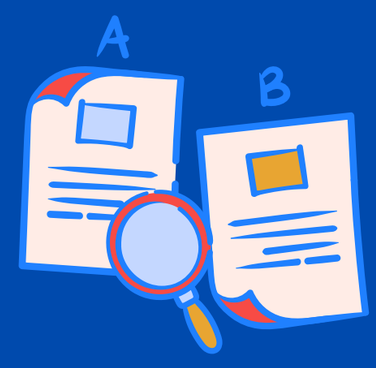


Comparing Two Speeches

Operator: compare – point out similarities and differences with regard to the aspects named in the task.



STRUCTURE



Introduction

Name both speeches (speaker, type, occasion, date).
Name the common topic.
State your thesis: What is the main similarity or difference?

Main body – point by point (recommended)
One aspect per paragraph (e.g. view of the nation, values, language, self-presentation).
Discuss both speeches in every paragraph.
Use a comparative PEEL paragraph.

Conclusion

Sum up the most important similarities and differences.
Explain them, e.g. by the occasion, the audience or the speakers' aims.

PEEL for comparison

P – **Name** the aspect and state the similarity or difference.
E – Give **evidence** from both speeches.
E – Explain the **effect** of each and what the difference shows.
L – **Link** the difference to the speakers' overall aims.

Tip: Never write two separate analyses one after the other. Compare in every paragraph!



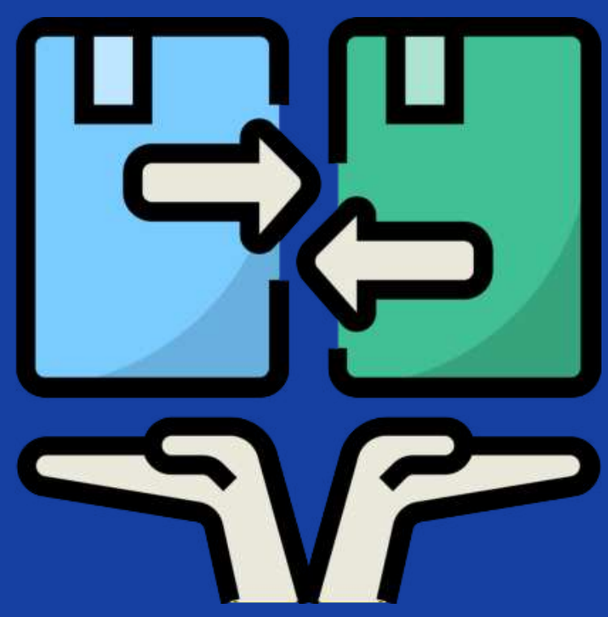


Useful phrases: Comparison



Similarities

Both speakers …
Similarly, … / Likewise, …
Like Biden, Trump also …
In both speeches, …
Neither speaker …



Differences

Whereas / While Biden …, Trump …
In contrast to …, …
By contrast, … / On the other hand, …
Unlike …, …
… differs from … in that …

Explaining differences

This difference can be explained by …
Due to the different occasions, …
As one speech is a farewell and the other an inauguration, …
This reflects the speakers' different aims: …

Example:

P - Both presidents use inclusive language, but they define the American "we" very differently.
E - Biden speaks of "a nation of pioneers and explorers, of dreamers and doers, of ancestors native to this land, of ancestors who came by force, a nation of immigrants" (ll. 27-30), whereas Trump contrasts "law-abiding American citizens" with "dangerous criminals" (ll. 40-42).
E - Biden's enumeration widens the community to include all groups in American history, which creates a sense of shared identity. Trump's contrast, on the other hand, draws a clear line between "us" and "them" and strengthens the loyalty of his supporters.
L - Thus, the use of inclusive language reflects the speakers' different aims: Biden wants to unite, while Trump wants to mobilise.

Evaluating and Commenting (AFB III)



Operators: assess, evaluate, comment (on), discuss, justify

In this task, your own reasoned judgement is required. Base it on the text, on your general knowledge and on what you have learnt in class.



Introduction

- Refer to the statement, quotation or question in the task.
- State your thesis (your answer in one sentence).

Main body

- Develop two or three arguments, each in its own paragraph.
- Consider at least one counter-argument and respond to it.
- Order your arguments from the weaker to the strongest (climax!).

Conclusion

- Weigh up the arguments.
- Give your final, reasoned judgement.

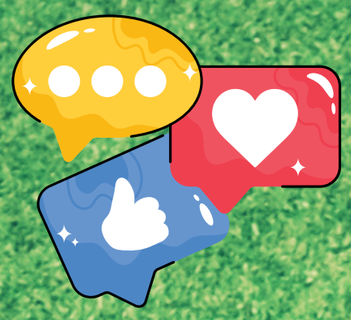


PEEL for evaluation

P – State your argument in a clear topic sentence.
E – Support it with a text reference or an example from your background knowledge.
E – Explain why this example supports your argument.
L – Link back to the question in the task.

Important:

- Judge the effectiveness and the arguments of the speech – not the politician as a person.
- Be fair: acknowledge different views before you give your own.
- Avoid colloquial phrases like “I think”. Use the phrases on the next page instead.



Useful phrases: Evaluation



Giving your opinion

- In my view, … / From my point of view, …
- I would argue that …
- It seems convincing / questionable that …
- There is strong evidence that …



Considering the other side

- It could be argued that …
- Admittedly, … / It is true that …; however, …
- Critics might object that …
- On the other hand, one must not forget that …

Weighing up and concluding

- All things considered, …
- Weighing up the arguments, I come to the conclusion that …
- Although …, the arguments in favour of … are more convincing because …
- In conclusion, the speech is (not) effective because …

Example

Task: Assess to what extent the Gettysburg Address is still relevant today.

P *The Gettysburg Address remains relevant today because it presents democracy as an unfinished task.*

E *Lincoln describes the Civil War as a test "whether that nation or any nation so conceived and so dedicated can long endure" (ll.3f.). In 2025, Biden similarly warns that America's values "are constantly being tested" (l. 41).*

E *This shows that the fear for the survival of democracy has not disappeared. Lincoln's idea that each generation must defend its democracy is therefore still part of American political debate.*

L *For this reason, I would argue that Lincoln's call to continue "the unfinished work" (l.10) can still be read as an appeal to today's citizens.*

GENERAL TIPS FOR WRITING WITH PEEL

P - POINT

Do ✅

- Start with a clear topic sentence.
- Say exactly what you analyse.
- Name the device, strategy or structural feature.
- Connect it to the speaker's aim.

Don't ❌

- Don't write vague points like "The speaker uses language."
- Don't start with a quotation.
- Don't only say what the speech is about.

Better:

✅ Lincoln uses a tricolon to emphasise the soldiers' sacrifice.

❌ Lincoln talks about the Civil War.

E - EVIDENCE

Do ✅

- Choose a short, relevant quotation that clearly supports your point.
- Add line numbers.
- Embed the quotation into your own sentence.

Don't ❌

- Don't use very long quotations.
- Don't quote without explaining.
- Don't forget line numbers.
- Don't choose random evidence.

Better:

✅ Trump promises that "America's decline is over" (l. 56).

❌ Trump talks about American decline being over.

E - EXPLANATION

Do ✅

- Explain how the evidence works.
- Connect the evidence to the speaker's intention and the effect on the audience.
- Use analytical verbs, e.g. suggests, creates, emphasises, reinforces, highlights, evokes.

Don't ❌

- Don't only repeat the quotation in your own words.
- Don't just summarise the content.
- Don't write vague sentences like "This quote shows that it is good."
- No unsupported personal judgements.

Better:

✅ The short, absolute statement leaves no room for doubt and makes the listeners feel that a new era begins with his presidency.

❌ This shows that Trump has made America good again.

L - LINK

Do ✅

- Link back to the task.
- Explain how the device helps convince the audience.
- Mention the speaker's overall aim.

Don't ❌

- Don't end the paragraph suddenly after the explanation.
- Don't introduce a completely new idea.
- Don't forget the persuasive purpose.

Better:

✅ In this way, Trump presents himself as the leader who ends the crisis and mobilises his supporters.

❌ This is why the speech is good.

Klausur Checklist:

Read(y), set, write!

AFB II

Analysing Political Speeches

You have practised. You know the tools. Now show what you can do!

Before you start

□ I have **read the task** carefully and underlined the **operator** (analyse, compare, assess …).

□ I have marked the **aspects** I am asked to focus on.

□ I have read the speech twice and **marked** striking devices with line numbers.

□ I have made a **short plan**: which PEEL paragraphs, in which order?

While you write

□ My **introduction** names speaker, type of speech, occasion, date, audience, topic and aim.

□ Every main paragraph follows **P – E – E – L**.

□ Every **quotation** is short, correct and has a line number.

□ I explain the **effect** on the audience, not only the content.

□ I write in the **present tense** and in **formal English**.

□ In the analysis, I stay **neutral** and **analyse** the rhetoric.

Before you hand in

□ My **conclusion** sums up **how** the speech achieves its aim – without new evidence.

□ I have **checked my quotations** and line numbers.

□ I have made sure my **pages** and **insertions** are **numbered**.