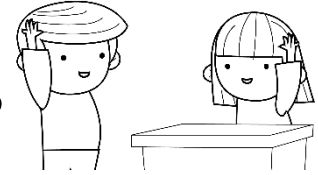


# Rhetorical Questions



A rhetorical question is a question that is asked, but there is no need for a reply. For example: Who doesn't like chocolate?

1. Decide whether these questions are rhetorical (R) or non-rhetorical (N).

- a. What is the difference between a rabbit and a hare? R/N
- b. Do I look like I was born yesterday? R/N
- c. How would you feel if your house was full of rubbish? R/N
- d. Do we have school tomorrow? R/N
- e. Wouldn't you feel horrible if you didn't give that dog a home? R/N

2. Write your own rhetorical questions about these school issues. Imagine you are trying to engage your audience.

Issue	Rhetorical Question
The school playground is always untidy.	
You have heard lots of children are wasting water.	
Children are not wearing a helmet when they ride their bikes.	
Some children think it is silly having to wear their hats at play time.	

# Emotive Language



Emotive language is used to make the reader feel certain emotions, such as sadness, excitement or happiness.

1. Underline the emotive language in these sentences. Then write the emotion that you feel.

Think of the poor helpless animals that are suffering because of our rubbish.	
The puppy pounced and jumped joyfully when a lady decided to take him home from the pound.	
Think about all the exhausted children who must suffer through the horrible task of homework.	
Dogs are loyal, affectionate and active companions. No other choice of pet can compete with a dog.	

2. Rewrite these sentences, adding in some emotive words.

a. The boy ran away from the dog.

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b. The chickens are stuck in small cages their whole life.

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# Personal Pronouns



Personal pronouns are words such as: you, our, we and us. Pronouns are used to make the reader feel like we are talking to them.

1. Reword these sentences, adding pronouns to make them more persuasive.

a) Rubbish should go in the bin.

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b) School uniforms look smart.

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c) Fruit and vegetables are healthy foods.

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d) It is important to wear a hat and stay sun safe.

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e) Turn the television off and go and play outside.

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# Modality Words Sorting Task

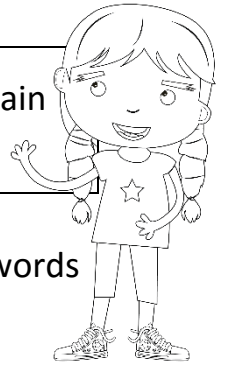
Cut and paste the modality words under the correct headings.

Low Modality	High Modality

may	certain
will	might
could	has to
must	would
sometimes	might not
never	absolutely

# Modality Words

Modality words are used to indicate the degree to which something is certain or likely to happen. High modality words are more persuasive.



1. Read the following sentences. Write (H) in the box for high modality words and (L) in the box for low modality words.

- a. I might go swimming on the weekend.
- b. Dad says he might take us to the beach one day.
- c. We must leave before it gets too dark.
- d. To improve your health, you must eat fruit and vegetables.
- e. You must remember to bring your homework home.

2. Change these sentences from low modality to high modality.

a. I could go to soccer practice this afternoon.

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b. I sometimes do my homework.

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c. I might see you at school tomorrow.

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# Finding Persuasive Devices

Find and underline these persuasive language devices:

- rhetorical question (green)
- connecting words (red)
- modality words (yellow).

Don't students deserve to unwind and relax after a long day at school? Students already spend a great deal of their lives doing school work. It is not fair that students must spend extra time at home on tasks that could be done during school hours.

Firstly, students need a break from school work when they come home. They should be allowed to unwind by playing with friends, spending time with the family and just relaxing.

Secondly, students should have the time to participate in other activities after school that are also educational. Playing sport, learning a musical instrument or joining a community group are just a few ways that students could be learning new skills... if they didn't have to do homework!

Thirdly, all families are different. Some students might need to help out after school and may genuinely not have time to do their homework.

In conclusion, schools should not be sending homework. There are much better ways that students could be using this time after school, such as relaxing, learning new skills and helping their families.



# Persuasive Language - Treehouse

Imagine you are trying to convince your parents that it is a good idea that you live in a treehouse in the back yard. Use some of the persuasive language devices to come up with some sentences for each box.

Rhetorical Question:

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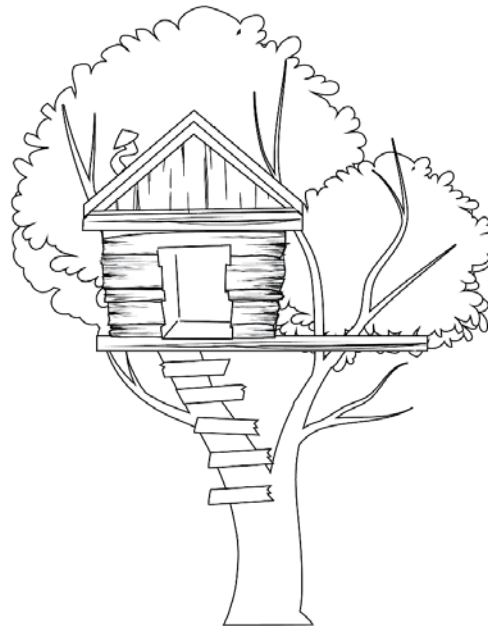
Emotive Language:

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Opinion:

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Alliteration:

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Persuasive Language - Turtles

Imagine you are trying to convince your teacher that it is a good idea to get a turtle as a classroom pet. Use some of the persuasive language devices to come up with some sentences for each box.

Personal Pronouns:

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Opinion:

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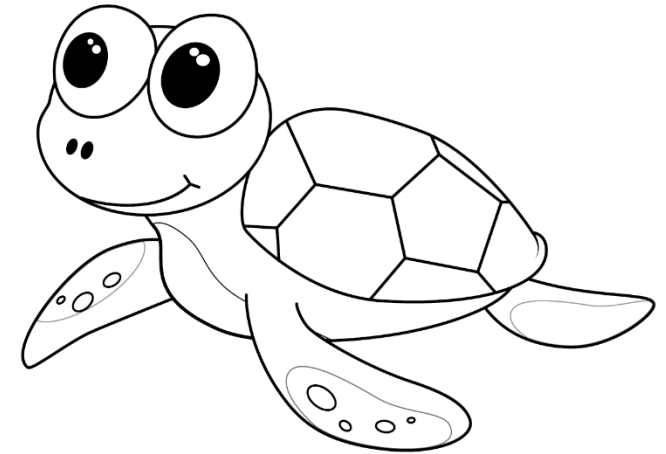
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Emotive Language:

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Rhetorical Question:

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# Rhetorical Questions - Answers

1. Decide whether these questions are rhetorical (R) or non-rhetorical (N).
  - a. What is the difference between a rabbit and a hare? R/N
  - b. Do I look like I was born yesterday? R/N
  - c. How would you feel if your house was full of rubbish? R/N
  - d. Do we have school tomorrow? R/N
  - e. Wouldn't you feel horrible if you didn't give that dog a home? R/N

# Emotive Language - Answers

1. Underline the emotive language in these sentences. Then write the emotion that you feel.

Think of the <u>poor</u> <u>helpless</u> animals that are <u>suffering</u> because of our rubbish.	sad
The puppy <u>pounced</u> and <u>jumped</u> <u>joyfully</u> when a lady decided to take him home from the pound.	happy
Think about all the <u>exhausted</u> children who must <u>suffer</u> through the <u>horrible</u> task of homework.	angry
Dogs are <u>loyal</u> , <u>affectionate</u> and <u>active</u> companions. No other choice of pet can compete with a dog.	happy

2. Rewrite these sentences, adding in some emotive words.

- a. The boy ran away from the dog.

The scared little boy ran away from the aggressive dog.

- b. The chickens are stuck in small cages their whole life.

The poor defenceless chickens are stick in small cages their whole life.

# Personal Pronouns - Answers

1. Reword these sentences adding pronouns to make them more persuasive.
  - a. You should put your rubbish in the bin.
  - b. You look smart in your school uniform.
  - c. We should all eat our fruit and vegetables as they are healthy foods.
  - d. You should wear a hat to ensure you're a being sun safe.
  - e. We should all turn off the TV and go and play outside.

# Modality Words Sorting Task - Answers

Low Modality	High Modality
may	will
could	must
sometimes	never
might	certain
might not	has to
	would
	absolutely

# Modality Words - Answers

1. Read the following sentences. Write (H) in the box for high modality words and (L) in the box for low modality words.
  - a. I might go swimming on the weekend. **L**
  - b. Dad says he might take us to the beach one day. **L**
  - c. We must leave before it gets too dark. **H**
  - d. To improve your health, you must eat fruit and vegetables. **H**
  - e. You must remember to bring your homework home. **H**

2. Change these sentences from low modality to high modality.
  - a. I will go to soccer practice this afternoon.
  - b. I always do my homework.
  - c. I will see you at school tomorrow.

## Finding Persuasive Devices - Answers

**Don't students deserve to unwind and relax after a long day at school?** Students already spend a great deal of their lives doing school work. It is not fair that students **must** spend extra time at home on tasks that could be done during school hours.

**Firstly**, students **need** a break from school work when they come home. They **should** be allowed to unwind by playing with friends, spending time with the family and just relaxing.

**Secondly**, students **should** have the time to participate in other activities after school that are also educational. Playing sport, learning a musical instrument or joining a community group are just a few ways that students could be learning new skills... if they didn't have to do homework!

**Thirdly**, all families are different. Some students **might** need to help out after school and may genuinely not have time to do their homework.

**In conclusion**, schools **should** not be sending homework. There are much better ways that students could be using this time after school, such as relaxing, learning new skills and helping their families.