



A05 Base Therapy

Non-fiction writing

Rhetorical devices will aid non-fiction writing.

Task One: match the devices with the examples.

Rhetorical question	1 in 5 of the world's population does not have access to a working toilet.
Triplets (rule of three)	Desperate and alone, poor Billy is waiting for your help.
Instructions (imperatives)	This government knows what is important: education, education, education.
Statistics	Can we continue to allow this to happen?
Emotive language	Pick up the phone and call us to donate now.

Task Two: match the persuasive devices with their definitions.

Rhetorical question	Where a word or phrase is repeated three times for emphasis.
Triplets (rule of three)	Language used to engage the emotions of the reader or listener.
Instructions (imperatives)	A question that is designed to persuade the reader or listener by making them think about the answer, which is often very obvious.
Statistics	Where the reader or listener is given an instruction to do, think or be something.
Emotive language	Where numbers, percentages and proportions are used.

Task three: highlight the persuasive devices in the text and label them.

Head teacher, staff, governors, I have a message for you: 90% of our school community want uniform to be abandoned. We hate it. Everyday, we struggle through our lessons, uncomfortable and unhappy, all because of this disgusting, itchy, ugly uniform that you force us to wear. Would you want to spend all day in a blazer that made you itch and sweat like a wild bear? Listen to what your pupils are telling you: uniform doesn't help our learning; it hinders our learning. Let us wear our own clothes to school so that we can be comfortable, so that we can be happy and so that we can be ourselves. When so many of us are crying out for change, how can you ignore us?

Varied sentences have impact in all styles of writing. Use different types for effect.

Use a one-word sentence.	Stunning.
Start one sentence with an adverb + comma .	Miserably, we walk on to an unknown future.
Start one sentence with an adjective + comma .	Frightened, he ran away.
Always start one sentence with an – ing verb + comma .	Feeling confident, they barged in.
Always use at least one who clause.	The protesters, who love drama, win again.
Always use at least one which clause.	The crowd, which was trapped, went mad.

Always use a **range of punctuation** in your own writing (... : ? ! “...”)

Ellipsis creates suspense: And then the announcement is made...

An exclamation mark can show danger: “Stop! He shouted.”

Questionmarks indicate a question: “Is that your best work?”

Consider the use of these additional techniques in all styles of writing:

Alliteration - when the first letter of a word is repeated (e.g. long line)

Repetition - when a word or phrase is repeated for effect (e.g. tomorrow and tomorrow and tomorrow)

Metaphors - a type of comparison which is not literally true (e.g. John is a plank of wood)



Task Four: write an example of each of these types of sentence for either (or both) tasks below.

Agree or disagree with the following statement: *'Facebook posts cannot be trusted because people tell lies.'*

Or Describe a scene at a fair.

A **one word** sentence

.....

A sentence with an **adverb + comma**

.....

A sentence with an **adjective + comma**

.....

A sentence with an **-ing verb + comma**

.....

A sentence with a **who clause**

.....

A sentence with a **which clause**

.....

A sentence with a **range of punctuation**

.....

A sentence with **alliteration**

.....

A sentence with **repetition**

.....

A sentence with a **metaphor**

.....



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