

Lesson 2

L.O: To understand (or revise) a range of important persuasive devices (persuasive techniques)

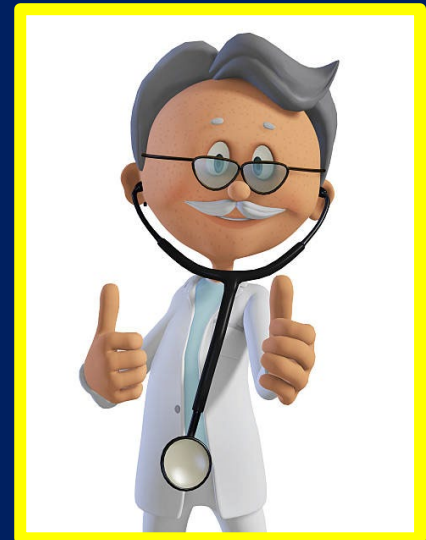
When we need help, we sometimes go to see a doctor.

Dr R.R. Wreeesia will help you remember a range of important persuasive devices so that you can use them in your own writing

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Activity: Finding Persuasive Devices

- You will need a phone and earphones for this activity. (If you do not have one, you can work in a pair with someone who does. This is the ONLY time that you are allowed to bring your phone to class.)
- Around the Asphalt area, there are posters with QR codes stuck up. You need to find these QR codes and listen to the recording. You CANNOT leave this area.
- There are 12 QR codes to find.
- Fill in your sheet as you listen to the recording. Write down (1) the name of the literary technique, and (2) an explanation of it. You can write this in your own words. You DO NOT need to write down the example.
- When you are finished, sit on the benches beside the Canteen.

Let's discuss your findings 😊

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**Tomorrow, we will
have a written quiz.**

**Use this time to quiz
one another about the
twelve different
DR RR WREEESIA
persuasive
techniques. Try to
think of examples.**

Extension Task: These are just some of the persuasive devices that you can use in your writing. Can you think of any others? Write them in your book.

D- Direct address. This is when a writer directly addresses specific readers.

Example: Students of Year 7, it is your time to make a change for the better.

R- Reasons: When a writer provides solid examples of WHY they are trying to persuade someone.

Example: English is the most important subject because (1) it influences every other subject; if you have poor literacy skills, you will not be able to understand your other subjects, (2) reading can transport students to different worlds and develop their empathy, and (3) it provides opportunities to practise public speaking, which students will need for their careers.

R- Rhetorical question: This is a question that does not require an answer but that is designed to make people think in a certain way.

Example: Don't you want to live in a world without pollution?

R- Repetition: When a writer repeats specific words or ideas or statistics throughout a piece of writing to make it stick in the reader's head.

W- Worst case scenario: When a writer warns readers of the worst thing that could happen if they do not share their point of view.

Example: If you do not quit smoking, you will die.

R- Rule of three. Use three words or three short sentences directly after one another to make a key point stick in a reader's head.

Example: Reduce. Reuse Recycle.

E- Exaggeration: Making something sound better, worse or more dramatic to persuade to think about it in a certain way.

Example: My hand is about to fall off.

E- Expert Opinion: When the writer includes a quotation from an expert on the topic.

Example: “Skipping breakfast will have extremely harmful effects on concentration.”- Nurse Clare Burns

E- Emotive language: When a writer chooses words that make readers feel an emotion (fear, excitement, sadness, guilt)

Example: Dogs who are heartlessly abandoned face a life of starvation, hopelessness and misery.

S- Statistic: When a writer includes a numerical fact.

Example:

1. 50% of athletes drink Powerade before races.
2. 4 out of 5 successful Year 12 students read for 30 minutes everyday from Year 7 to Year 11.

I- Imagery. When a writer uses non-literal language (simile, metaphor, personification).

Example: Visit Ireland. It shakes the hands of all visitors and embraces them in its culture.

A- Anecdotal evidence (anecdote): When a writer includes a real life story.

Example: Michael is an athlete who has been competing on a professional stage and who has received countless awards. He practised every day from the age of twelve.