

I'm not robot!

Last updated 19 November 2015 A set of simple resources to support the use of rhetorical questions and some simple prompts to write an information leaflet on Cardiff Bay. I've used it with low ability GCSE classes, but would suit any age, depending on their level. Creative Commons "Sharealike" Select overall rating (no rating) Your rating is required to reflect your happiness. Write a review Update existing review It's good to leave some feedback. Something went wrong, please try again later. Great. Thanks for sharing. Empty reply does not make any sense for the end user Thank you for sharing - really helpful! Empty reply does not make any sense for the end user Very helpful thank you Empty reply does not make any sense for the end user Empty reply does not make any sense for the end user Empty reply does not make any sense for the end user Report this resource to let us know if it violates our terms and conditions. Our customer service team will review your report and will be in touch. A rhetorical question is a question asked to make a point, rather than get an answer. If you have ever been late, someone might say: 'What time do you call this?' This person doesn't want an answer to the question. They are making the point that you have arrived at an unacceptable time. Writing to persuade Rhetorical questions are a useful technique in persuasive writing. As there is nobody to answer the question, a rhetorical question is usually designed to speak directly to the reader. It allows the reader a moment to pause and think about the question. For that reason, they are effective in hooking a reader's interest and making them think about their own response to the question in hand. 'Who wouldn't want to be a millionaire?' 'Do we really want our planet to survive?' 'Wouldn't you feel happier if you could wear what you wanted to school?' Shakespeare Romeo and Juliet In Shakespeare's play Romeo and Juliet, a young couple fall in love but are forced apart by their rival families: the Montagues and the Capulets. Juliet makes a point that a person's name should not define them: 'What's in a name? That which we call a rose by any other name would smell as sweet.' When Juliet asks the question ('What's in a name?') she does not expect an answer. This emphasises her point that names are meaningless. A rose being called a rose does not define how good it smells in the same way that people are not defined by their names or their family. The Merchant of Venice Shakespeare's play The Merchant of Venice looks at the divide between the Jewish and Christian faiths. In the following quote, rhetorical questions are used to highlight that all humans are the same regardless of their religion: 'If you prick us do we not bleed? If you tickle us do we not laugh?' The answers to these questions are obvious: everyone bleeds if they are cut and most people laugh if they are tickled. The rhetorical questions are not designed to be answered instead they emphasise the idea that all humans are created equal. Last updated 23 March 2014 PowerPoint Presentation explaining what is a rhetorical question, how to spot a rhetorical question, why we use rhetorical questions. Gives students a list of questions and asks them to decipher which are rhetorical and which aren't. Then students are given 5 quick debates; and asked to create rhetorical questions which argue FOR and AGAINST them. Worksheet on rhetorical questions. Read and identify which questions are rhetorical. Think of some rhetorical questions to persuade people in different scenarios. debating, debate resources, persuasive writing techniques, persuasive arguments Creative Commons "Sharealike" Select overall rating (no rating) Your rating is required to reflect your happiness. Write a review Update existing review It's good to leave some feedback. Something went wrong, please try again later. Great. Thanks for sharing. Empty reply does not make any sense for the end user Great! Is there some why I can share my resources too, from the same platform? Empty reply does not make any sense for the end user This was used during an intervention I delivered. It supported the work brilliantly and the pupils enjoyed it. Empty reply does not make any sense for the end user Very useful. Empty reply does not make any sense for the end user Empty reply does not make any sense for the end user Report this resource to let us know if it violates our terms and conditions. Our customer service team will review your report and will be in touch. This week we are looking at the Greek myth about Daedalus and Icarus. You have familiarized yourself with the story by answering some comprehension questions and you have considered what a moral is and what the moral to this particular story might be. Today we are going to learn what rhetorical questions are. After watching the video and looking at today's powerpoint we will consider how Daedalus and Icarus might have asked themselves many rhetorical questions whilst making their dangerous escape and we would like you to write the rhetorical questions that you think they might have asked on the attached worksheet. Created using PowToon -- Free sign up at -- Create animated videos and animated presentations for free. PowToon is a free ... Play this figurative language game with a group to practice recognizing and inventing metaphors, similes, and personification. Changing statements into questions is one of the easier strategies to utilise the use of rhetorical questions. Take a list of statements (from within the context of your units) and provide students an opportunity to rewrite the statements as rhetorical questions. Another strategy is to change actually questions into rhetorical questions. Some examples: Is the sky blue? The sky is blue. The sky is blue, isn't it? Is anything wrong? There is something wrong with you. What's wrong with you? Rhetorical questions tend to use high modality language when questions often use low modality language. Activities to support the strategy Activity 1: I asked you first (rhetorical questions) This activity is best to be completed as a whole class activity to begin with and as the students become familiar with it they can break up into small groups to play it. It can be used to break up a lesson or as an introduction to effective questioning. Students will explore the variety of questions that can be asked in a non-threatening environment. Select two volunteers to come to the front of the class. Explain the rules of the activity. You must take turns asking each other questions. You can only respond with a question. If you take too long or answer with a statement you are out (or it could be a points system). Discussion: Which questions caught you out and why? How could this be transferred into your writing? Variation: To begin with the students are allowed to ask any question at all but once they become more confident with the game the questions have to be specific to the current topic. References Australian curriculum ACELA1542: Language for interaction: Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody. NSW syllabus EN4-3B: Outcome 3: uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts (EN4-3B) - Develop and apply contextual knowledge: understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody. Tired of the same old boring lesson reviewing rhetoric? Give this interactive question trail a try! Students move at their own pace answering 12 challenging questions where they must identify the rhetorical appeal or device being using in advertisements and famous American speeches. The terms that are used include ethos, logos, pathos, metaphor, repetition, rhetorical question, hyperbole, alliteration, antithesis, parallelism, and personification. In this question trail activity, each question iPage 2







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