

Boost Free Lessons - Year 10 English

Lesson 2: Recognising Persuasive Techniques

Name: _____ Grade: _____ Date: _____

Worked Example 1

Name three techniques in the passage and explain one effect.

How much longer? Every week we wait, another family leaves this town. Every week, another shopfront goes dark.

1. Work through systematically rather than naming the first technique you notice.
2. **Rhetorical question:** *How much longer?* The reader supplies the answer themselves.
3. **Repetition:** *Every week* opens two consecutive sentences, building rhythm and inevitability.
4. **Emotive language:** *goes dark* suggests death rather than closure. Now explain one effect fully, since naming alone earns nothing.

Rhetorical question, repetition and emotive language. The repeated *Every week* makes the loss feel relentless and ongoing rather than a single event.

Worked Example 2

Identify the technique and explain why it is effective here.

I am not a scientist. I am a farmer, and I have watched this creek for forty years.

1. This is an **appeal to authority**, but built from experience rather than qualification.
2. The speaker first concedes what they lack, which disarms the obvious objection.
3. They then substitute a different kind of credibility: forty years of direct observation.
4. Conceding a weakness before claiming a strength makes the claim harder to dismiss.

An appeal to authority through lived experience. Admitting the lack of qualification first makes the claim of experience more credible, not less.

Remember: Name the technique, quote it briefly, then explain the **effect**. Look for rhetorical questions, repetition, statistics, emotive language, appeals to authority, concession and direct address.



Question 1: Name the persuasive technique used in each sentence.

1. Surely nobody could defend this decision.

2. We asked. We waited. We asked again.

3. Ninety-one per cent of teachers surveyed disagreed.

4. Our children deserve better than this.

5. As a nurse of twenty years, I have seen the consequences.

6. Some argue the cost is too high. They have a point.

7. This is not a small change. This is a rewriting of the rules.

8. Imagine walking into that classroom yourself.



Question 2: Read the passage below, then answer the questions.

What are we actually protecting? Fewer than one in five of our heritage buildings still stand. The cost is real, and I will not pretend otherwise. But our town, our history and our streets are not a line item.

1. Identify three different persuasive techniques in the passage.

2. Explain the effect of the rhetorical question.

3. How does the writer use statistics, and how convincing is it?

4. Find where the writer concedes a point. Why do they do it?

5. Which technique is least effective here? Explain.



Question 3: Answer the following questions.

1. Write a sentence using repetition for persuasive effect.

2. Write a sentence that appeals to authority through experience.

3. Explain why naming a technique is not enough in an analytical answer.

4. Why can overusing persuasive techniques weaken a text?





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Answers and Model Responses: Recognising Persuasive Techniques**Question 1**

1. Rhetorical question
2. Repetition
3. Statistics
4. Emotive language
5. Appeal to authority
6. Concession
7. Antithesis (contrast)
8. Direct address

Question 2

1. Model: rhetorical question, statistics, and inclusive language.
2. Model: *What are we actually protecting?* forces the reader to answer, and no comfortable answer is available.
3. Model: *fewer than one in five* is specific, but no source or sample size is given, so it is less convincing than it first appears.
4. Model: *The cost is real, and I will not pretend otherwise.* It makes the writer seem fair and removes the objection before a reader can raise it.
5. Model: the inclusive *our*, because it is used so often that it starts to feel like a device rather than a shared concern.

Question 3

1. Model response: We were promised consultation. We were promised transparency. We were promised a decision by June.
2. Model response: I have taught in this building for nineteen years, and I have never seen a winter like the last one.
3. Naming shows only that you spotted it. The marks come from explaining the effect on the reader and why the writer chose it there.
4. A reader who notices the machinery stops attending to the argument. Techniques work best when they are not the most visible thing on the page.

