4.4 Persuasive Language Structures: 10-minute Pack

about 10 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

Save Our Meadow Park (campaign leaflet extract)

Source written for Revision Library (original, copyright-free). Written specifically for this worksheet as a short persuasive campaign leaflet extract for language and structure practice.

Close your eyes and picture Meadow Park without its oak trees, its duck pond or its rusty old swings. Can you imagine your children growing up without a single blade of grass to run across? We cannot. For over sixty years, Meadow Park has been the beating heart of our community, and now the council wants to concrete over it for a car park.

Yes, the council says a car park would ease congestion on the high street. We understand the concern. But is a few extra parking spaces really worth losing the only green space for streets around? Local families use Meadow Park every single day: to walk their dogs, to play football and to simply sit and breathe.

I still remember the summer my grandad taught me to ride a bike on that very grass, wobbling and laughing until the sun went down. Thousands of families have memories exactly like mine, and thousands more are still waiting to make them.

Do not let this park disappear without a fight. Sign the petition today, come to Tuesday's meeting and tell the council: Meadow Park is not for sale.

1 Look at the leaflet 'Save Our Meadow Park'. Identify the persuasive language technique used in each quotation below.

(a) 'Can you imagine your children growing up without a single blade of grass to run across?' **(1)**

(b) 'to walk their dogs, to play football and to simply sit and breathe' **(1)**

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(c) 'the beating heart of our community' **(1)**

(d) 'Sign the petition today, come to Tuesday's meeting and tell the council' **(1)**

(Total for Question 1 is 4 marks)

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2 Match each persuasive technique to its correct definition, using the table below.

Letter	Definition
A	Addressing the reader directly, often using 'you' or 'we', to build a personal connection
B	Asking a question that expects no direct answer, designed to make the reader think or agree
C	A short, personal story used to create an emotional connection with the reader
D	Listing three parallel words or phrases together for rhythm and emphasis
E	Repeating a word or phrase for emphasis, to make an idea more memorable
F	Choosing vocabulary deliberately to appeal to the reader's feelings

(a) rule of three **(1)**

(b) rhetorical question **(1)**

(c) emotive language **(1)**

(d) direct address **(1)**

(e) anecdote **(1)**

(f) repetition **(1)**

(Total for Question 2 is 6 marks)

3 Write a short anecdote (2 to 3 sentences), told in the first person, that a student could use to open a persuasive speech about the importance of school libraries.

(Total for Question 3 is 3 marks)

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Mark scheme · 4.4 Persuasive Language Structures: 10-minute Pack

Question 1

(a) rhetorical question **B1**

(a) Answer: Rhetorical question

(b) rule of three / tripling **B1**

(b) Answer: Rule of three (tripling)

(c) emotive language / metaphor **B1**

(c) Answer: Emotive language (metaphor)

(d) imperative verbs (a rule of three of commands) **B1**

(d) Answer: Imperative verbs (a rule of three of commands)

Question 2

(a) D **B1**

(a) Answer: D

(b) B **B1**

(b) Answer: B

(c) F **B1**

(c) Answer: F

(d) A **B1**

(d) Answer: A

(e) C **B1**

(e) Answer: C

(f) E **B1**

(f) Answer: E

Question 3

written consistently in the first person ('I') **B1**

describes a specific, believable personal memory rather than a general statement (oe) **B1**

the anecdote clearly links to the topic of school libraries and is likely to engage the audience emotionally (oe) **B1**

Answer: Sample answer: 'I still remember the first time a librarian handed me a book about explorers and told me I would love it. I read it in a single weekend, and it was the moment I discovered that reading could feel like an adventure.' (accept any first-person, specific, relevant anecdote)

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