6.7 Rhetorical Grammar Patterns: 10-minute Pack

about 10 minutes

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

Speech: Give Us Back Our Break Time

Source written for Revision Library (original, copyright-free). Written specifically for this worksheet as a short persuasive speech extract for practising rhetorical grammar patterns.

Ladies and gentlemen, teachers and students, I am here today to ask you one simple question: why have we let a single decision steal something so precious from every pupil in this school?

Break time was not a luxury. It was not an indulgence. It was a lifeline.

Think about it. When was the last time you saw a tired, hungry, overwhelmed student learn anything at all? We cannot concentrate without rest; we cannot grow without play; we cannot thrive without freedom. Yet, for the past two terms, our fifteen-minute break - the only pause in a six-hour day - has quietly disappeared from the timetable.

Some will say that lost minutes matter more than lost smiles. I say they are wrong.

We are not asking for an extra holiday. We are not asking for a shorter school day. We are asking for fifteen minutes: fifteen minutes to breathe, to talk, to simply be children again.

So I ask you, the governors and the staff who shape our days, to look again at what you have taken and to give it back. Bring back break time. Bring back our voices. Bring back, before it is too late, the small freedom every student deserves.

1 Look at these three extracts from the speech. Name the grammatical pattern used in EACH one.

(a) 'Break time was not a luxury. It was not an indulgence. It was a lifeline.' **(1)**

(b) 'We cannot concentrate without rest; we cannot grow without play; we cannot thrive without freedom.' **(1)**

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(c) 'Why have we let a single decision steal something so precious from every pupil in this school?' **(1)**

2 'Our fifteen-minute break - the only pause in a six-hour day - has quietly disappeared from the timetable.' Identify the punctuation device used to insert the underlined phrase 'the only pause in a six-hour day' and explain its grammatical function in the sentence.

(2)

3 Which sentence best demonstrates antithesis (a balanced grammatical structure that contrasts two opposing ideas)?

- ☐ A) Ask not what the timetable owes you, but what you owe your education.
- ☐ B) The bell rang loudly at the end of the day.
- ☐ C) Students filed quietly out of the classroom and into the hall.
- ☐ D) Everybody deserves a fair break.

4 Write a sentence using anaphora (repeating the same word or phrase at the start of at least three clauses) to persuade your headteacher to introduce a school garden.

(2)

5 Rewrite this sentence, adding a parenthetical aside using a pair of dashes to insert extra persuasive detail: 'The playground has been closed for six months.'

(2)

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6 This attempted rhetorical question is not correctly punctuated. Identify and correct the error: 'Why should we accept this.'

(2)

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7 Combine these three short sentences into ONE sentence that uses a tricolon (rule of three): 'The bus was late. The rain was heavy. Our bags were soaked.'

(2)

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Question 1

(a) tricolon (rule of three); also accept anaphora, since 'It was' opens all three sentences **B1**

(a) Answer: **tricolon (rule of three)**

(b) anaphora (repetition of 'we cannot' at the start of each clause); also accept tricolon, since there are three parallel clauses **B1**

(b) Answer: **anaphora**

(c) rhetorical question **B1**

(c) Answer: **rhetorical question**

Question 2

identifies the device as parenthesis, marked here by a pair of dashes **B1**

explains that the enclosed phrase adds extra, non-essential information and that the sentence would still be grammatically complete if it were removed **B1**

Answer: **The phrase is marked off using a pair of dashes to create parenthesis; it adds extra information about the break, and the sentence still makes complete sense without it ('our fifteen-minute break has quietly disappeared from the timetable').**

Question 3

A **B1**

Answer: **A**

Question 4

the identical word or phrase is repeated at the start of at least three clauses **B1**

the clauses are grammatically parallel and relevant to the school garden idea, oe **B1**

Answer: **We need green space. We need fresh air. We need somewhere to grow.**

Question 5

a pair of dashes is correctly placed to enclose the extra detail **B1**

the sentence remains grammatically complete if the parenthesis is removed, cao **B1**

Answer: **The playground - our only outdoor space - has been closed for six months.**

Question 6

identifies that the sentence has interrogative word order (should we) but wrongly ends with a full stop instead of a question mark **B1**

correct rewrite: Why should we accept this?, cao **B1**

Answer: **Why should we accept this?**

Question 7

the three ideas are grouped together in a grammatically parallel list of three within one sentence **B1**

correct punctuation is used to join the three items (commas between items, with 'and' before the final item), cao **B1**

Answer: **The bus was late, the rain was heavy, and our bags were soaked.**

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