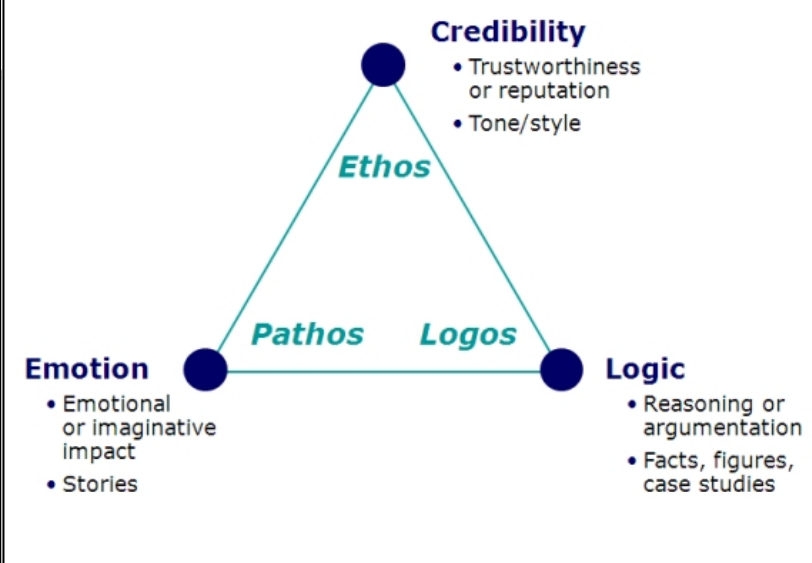


Knowledge Organiser: The Art of Rhetoric

Examples of Well Written Speeches	Rhetorical Techniques		Advanced Rhetorical Techniques
<p>[1940] Winston Churchill “We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender”</p> <p>[1913] Emmeline Pankhurst “we will put the enemy in the position where they will have to choose between giving us freedom or giving us death.”</p> <p>[1964] Nelson Mandela “I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.”</p>	<p>Direct Address</p>	<p>Talking directly to the reader (<i>‘And so my fellow Americans, ask not what your country can do for you, ask what you can do for your country.’</i>)</p>	<p>Anaphora – repeating words or phrases at the start of a sequence of sentences.</p> <p>Praeteritio – mentioning something by saying you won’t talk about it.</p> <p>Tricolon – three words or clauses linked by an idea, often in crescendo.</p> <p>Hyperbole – Exaggerating something to make it sound much better or worse than it really is.</p> <p>Epiplexis – multiple rhetorical questions.</p>
<p>Artful Sentences</p>	<p>Rhetorical question</p>	<p>A question that makes the audience think (<i>‘How will you feel in years to come, if you do not act now?’</i>)</p>	<p>Historical Context</p>
<p>Explain the issue: ‘The issue of women’s rights is a simple and straightforward matter: it is about equality and freedom.’</p>	<p>Strong Opinions</p>	<p>Clearly state what you believe (<i>‘I believe, above all else, that we are equal.’</i>)</p>	<p>Greek thinker, Aristotle, believed there were three features of good persuasive writing.</p>
<p>Double adjective start: ‘Mistreated and ignored, these animals need help.’</p>	<p>Repetition</p>	<p>Repeat important words to make sure the audience know what matters (<i>‘I have a dream... I have a dream...’</i>)</p>	
<p>The adjectives in a list sentence: ‘We must stand together as determined, fearless and courageous women...’</p>	<p>Superlatives</p>	<p>Shows the most extreme version of something (<i>‘This will be our country’s greatest hour.’</i>)</p>	
<p>Not only but also: Not only are the Romans a violent force, but they are also a threat to our freedom.</p>	<p>Imperatives</p>	<p>Using command words to order people to do something (<i>‘Fight for your freedom!’</i>)</p>	
<p>Getting worse/getting better: ‘How would you feel if your child was hurt, maimed or even killed by a car?’ ‘Steam engines were good, combustion engines were even better, but hydrogen-powered engines are set to change the world.’</p>	<p>Anecdote</p>	<p>Using a personal story to show why you believe something (<i>‘I have cherished the idea of a democratic and free society since I witnessed my father...’</i>)</p>	
<p>In Literature: Shakespeare’s <i>Julius Caesar</i> (A3, S2), Spoken by Marc Antony</p> <p>Friends, Romans, countrymen, lend me your ears; I come to bury Caesar, not to praise him. The evil that men do lives after them; The good is oft interred with their bones; So let it be with Caesar. The noble Brutus Hath told you Caesar was ambitious: If it were so, it was a grievous fault, And grievously hath Caesar answer’d it.</p>	<p>Simile</p>	<p>Making a comparison using ‘as’ or ‘like’ (<i>‘We will not be treated like slaves!’</i>)</p>	