Summerville Union High School

17555 Tuolumne Road, Tuolumne, CA 95379

**English Department**

“***Live*** as if you were to die tomorrow.

***Learn*** as if you were to live forever.” Mahatma Gandhi

**11th grade—Rhetorical Devices Study Guide**

Rhetorical Device Exam

Over the next term, you will spend time learning a variety of rhetorical devices. Rhetoric is how someone uses language to convince an audience that his or her argument is valid. Not only will you memorize the definitions, you will be provided examples of the devices, explore how they are used in successful arguments (speeches/debates/essays), and will ultimately use them yourselves, as you create your own voices as speakers/writers.

To best prepare for this exam, you will create 3x5 cards with the following information on them:

* **Front side:** Rhetorical Device name
* **Back side:** Definition & Example

\*These 3x5 cards are a mandatory assigned and you are expected to bring them to class each day to study if time permits. We will discuss due dates and random checks in class.

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| AnecdoteAllusionSarcasmIronyDiction | AnalogyThesisEthosColloquialImagery | EuphemismToneMoodAsyndetonSyntax  | AmbiguityRhetorical Q.RepetitionPathosLogos | BiasRhetoricValidityMetonymyAudience  |

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| 1. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Substitution of a milder or less direct expression for one that is harsh or blunt |
| 2. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Ordinary language; the vernacular |
| 3. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | A situation or statement characterized by significant difference between what is expected or understood and what actually happens or is meant. |
| 4.  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Comparison of two things that are alike in some respects. |
| 5. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | A metaphor where something being compared is referred to by something closely associated with it - The knights are loyal to the crown |
| 6.  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | A method of persuasion which appeals to an author’s credibility or morale.  |
| 7.  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | A figure of speech that makes brief, even casual reference to a historical or literary figure, event, or object to create a resonance in the reader or to apply a symbolic meaning. |
|  8.  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Sensory details in a work; the use of figurative language to evoke a feeling, call to mind an idea, or describe an object. |
| 9. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The practice of omitting conjunctions between words, phrases, or clauses. |
| 10.  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Persuading by the use of reasoning and logic. |
| 11.  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | A technique of using language effectively and persuasively in spoken or written form |
| 12.  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Use of language in which multiple meanings are possible. |
| 13. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The perspective or attitude that the author adopts with regards to a specific character, place or development. |
| 14. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | A sharp caustic remark. |
| 15. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **The group of readers to whom this piece is directed.** |
| 16. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Repeats a word or expression for emphasis.  |
| 17. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Prejudice in favor of or against one thing, person, or group.  |
| 18. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Asked just for effect or to lay emphasis on some point discussed when no real answer is expected.  |
| 19. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The feeling or ambience resulting from the tone of a piece as well as the writer/narrator’s attitude and point of view. The effect is created through descriptions of feelings or objects that establish a particular feeling. |
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| 21. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The way words are put together to form phrases, clauses, and sentences. |
| 22. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | A brief story or tale told by a character in a piece of literature. |
| 23. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The emotional or motivational appeals; vivid language, emotional language and numerous sensory details |
| 24. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The best statement of theme or main idea of a work |
| 25. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | The available body of facts or information indicating whether a belief or proposition is true or valid |
| 26. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | An author’s choice of words to convey a tone of effect. |