

PERSUASIVE RHETORICAL DEVICES MASTERLIST!

Term	Meaning	Example	Effect on Audience
Alliteration	A repeated consonant or vowel sound at the start of several words	<i>Wordlessly watching, she waits by the window</i> <i>Upside-down under the umbrella with us</i>	Emphasises important words, makes them easier to remember. Creates a rhythm to words especially when spoken aloud. Can create anticipation (waiting to see if it happens again).
Allusion	A reference to a well-known story, song, or event.	<i>If you're not back by midnight, you'll turn into a pumpkin.</i> <i>The boxer won in a David & Goliath victory.</i>	Connecting two ideas in their mind helps them understand both. Sums up a complicated concept quickly. Builds on shared knowledge between speaker & audience.
Anaphora	Start of phrase is repeated with a different ending each time	<i>Thou shalt not kill, thou shalt not steal, thou shalt not bear false witness</i>	Emphasises important words, makes them easier to remember. Creates a rhythm to words especially when spoken aloud. Can create anticipation (waiting to see if it happens again).
Antimetabole	Phrase is repeated but switched	<i>With my mind on my money, and my money on my mind</i>	Emphasises important words, makes them easier to remember. Creates a rhythm to words especially when spoken aloud.
Direct address	Speaking directly to audience or reader using 'you/your'	<i>Do you want to save money and protect your family?</i>	Creates a link between speaker & audience, which focuses their attention & makes them more willing to listen to your ideas.
Ethos	Credibility. Giving credentials or qualifications. Quoting professionals, celebrities, or experts	<i>Dentists recommend this toothpaste.</i> <i>Based on my ten years of experience in this field, I recommend...</i>	Convinces them you are trustworthy and believable, and/or your info has been checked and verified by someone who would know
Extended metaphor	A longer and more detailed version of a metaphor that extends over the course of a whole speech, poem or novel. Builds on the simple comparison, adding detail and making other linked comparisons	<i>The world's a stage and men and women are actors. They all have their parts to play, and enter and exit at different times. One man in his time can play many parts.</i>	Interests them and creates a memorable image. Helps them picture exactly what you want them to see. Can create emotional response, linking to past memories or experiences. Creates layers of meaning that convey multiple ideas simultaneously.

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Hook	A technique to grab interest at the start of a speech or text. Can be by asking a question, giving a vivid image, making them guess or wonder etc	<i>Did you know/have you ever wondered...?</i> <i>Picture this...</i>	Makes sure they are listening so that you can persuade them. First few moments of a speech are important, people often tune out if attention isn't caught quickly.
Hyperbole	Extreme exaggeration for effect	<i>He's light-years ahead of the rest of the class</i>	Emphasises strong feeling or emotion. Creates vivid and memorable image. Can be used to mock opposing opinions, as a shock tactic, or to appeal to fears.
Hypophora	Raising a question, then immediately answering it. Opposite to a rhetorical question.	<i>Why do I say this? I say this because...</i>	Offers them more information without making them feel like you're forcing it on them
Imagery (or descriptive language)	Creating a picture in the reader's mind, often by using language that describes the senses or appeals to feelings and emotions	<i>The air stank of smoke. Ash burned her throat, and she could hear the crackle of flames and feel the intense heat on her face.</i>	Paints a picture in their mind, vivid and memorable. Helps them see exactly what you want them to see. Can link to past experiences & create emotional response.
Inclusive language	Using words and phrases that include the speaker as part of the audience	<i>My fellow Americans</i> <i>Friends, Romans, countrymen.</i>	Makes them feel part of something, connected to the speaker/writer, and more willing to listen to their ideas.
Logos (Facts & Statistics)	Using data, numbers or research to help convince the reader or prove a point.	<i>A recent study showed that 90% of students...</i> <i>Statistically, 1 in 3 people will....</i>	Provides proof or evidence to support the claims you have made
Metaphor	Making a direct comparison by saying something IS something else	<i>The moon is a silver penny</i>	Interests them and creates a memorable image. Helps them picture exactly what you want them to see. Can create emotional response, linking to past memories or experiences. Creates layers of meaning that convey multiple ideas simultaneously.
Metonymy	Using a single word as a stand-in for a more complicated concept	<i>By the sweat of thy face shalt thou eat bread. (Not talking about literal sweat or bread)</i>	Sums up a complicated concept quickly. Helps make writing or speaking more concise and more memorable.
Onomatopoeia	Words that sound like the thing that they describe	<i>Pop, fizz, hum, crash</i>	Helps them 'hear' what you are describing. Creates vivid and memorable image. Amuses & entertains.

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Pathos (also called emotive language)	Choosing dramatic or powerful words, music, or images, to try and create emotional response in audience	<i>Gallons of toxic sludge are being pumped into our pure rivers</i> <i>Innocent baby cows are being slaughtered</i>	Makes them feel emotions (positive or negative) which can help prompt them to take action.
Personification	Giving human characteristics to an inanimate object	<i>The hills clap their hands and the mountains sing for joy.</i>	Makes them feel an emotional connection to the object e.g. sorry for a car, annoyed with the water.
Repetition	Repeating	<i>How can we expect him to give more than we ourselves are willing to give?</i>	Emphasises important words, makes them easier to remember. Creates a rhythm to words especially when spoken aloud. Can create anticipation (waiting to see if it happens again).
Rhetorical question	Asking a question without expecting an answer. Usually the answer is either obvious or unknown	<i>How can we expect him to give more than we ourselves are willing to give?</i>	Asking the question draws their attention to it, involves them, makes them think about the answer. Can also imply that the answer is so obvious that anyone who disagrees is foolish!
Simile	Making a comparison using 'like' or 'as'	<i>The moon is like a silver penny</i>	Drawing a comparison helps them picture exactly what the author wants them to see. Creates a memorable image, can create emotional response, linking to past memories or experiences. Creates layers of meaning that convey multiple ideas simultaneously.
Tripling/Rule of 3	Giving 3 examples or listing 3 adjectives	<i>Be sincere, be brief, be seated.</i> <i>Slip, slop, slap!</i> <i>I came, I saw, I conquered.</i>	Makes example sound more satisfying and complete. Our brains like groups of 3. Suggests a pattern.