**The writer’s craft: a useful acronym for remembering RHETORICAL DEVICES**

**TEST YOURSELF – CAN YOU REMEMBER THE EXAMPLES / EFFECTS OR DESIGN YOUR OWN ONES?**

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| **(a) Technique** | **(b) An example** | **(c) Effect of this example** |
| **R**hetorical question | *Can anyone truly be proud of this kind of record?* | **Accentuates** that shame is more appropriate and **emphasises** the previous point |
| **H**yperbole | *If we’ve asked once, we’ve asked a thousand times…* | **Gives vivid impression** of the speaker’s exasperation and **exaggerates** the efforts made |
| **E**motive Language (often including metaphors, idioms and poetic devices) | *Not taking action would leave us with blood on our hands* | **Creates a strong emotional connection** to the audience’s guilt in the potential violence |
| **T**ricolon  (nouns, verbs, phrases etc) | *We will offer freedom, opportunities and enduring hope to the people* | **Creates a sense that** the speaker’s vision is complete and fully developed |
| **O**ther authorities  (statistics, experts, the famous or even ‘ordinary’ people) | *My mother used to say to me that Life is like…* | **Gives a humanising aspect** to the speaker and connects him/her to the audience |
| **R**epetition (start, middle, end of sentences)\* | *My three priorities are: Education, Education, Education.* | **Creates an emphasis** on its importance by the surprise that no other priority offered |
| **I**nvolvement of audience (direct address, use of pronouns, imperatives etc) | *We shall fight them on the beaches…* | **Includes** the listening audience in the war effort and thus bolsters their determination |
| **C**omparison / contrast | *It’s either death or victory now, comrades!* | **Gives** the ‘comrades’ **a forced choice** to show bravery in spite of whatever the odds are |
| **A**necdotes  (sometimes own experience / sometimes that of others) | *A long time ago, as a child on my way home from school I came across…* | **Builds a connection** with the audience through the power of personal testimony |
| **L**isting (more than three items) | *… apart from the sanitation, the medicine, education, wine, public order, irrigation, roads, a fresh water system, and public health, what have the Romans ever done for us?* | **Conveys** the ridiculousness of the question in a highly ironic manner by the sheer number of benefits listed |

**\* Repetition** of the start of a sentence is known as **anaphora**; of the end of the sentence is known as **anadiplosis**; meanwhile, from elements of the start/middle is known as **conduplicatio**. Where the same word/phrase is repeated immediately (as in the quoted example), it is called **epizeuxis**.