**Persuasive Language Techniques**

|  |  |  |
| --- | --- | --- |
| **Techniques that appeal**  **to our heads** | **Explanation** | **Examples** |
| Facts and statistics | Including evidence from credible research. | “Eighty-five percent of Australia’s population lives in urban areas.” |
| Formal tone | Using correct grammar and language, rather than casual or colloquial forms. | “We believe that students should be given less homework” (and not ‘I reckon we get too much homework’). |
| Expert testimony | Quoting from recognised experts relevant to the topic. | “Climate change scientist Dr Tim Flannery states that . . .” |
| Examples | Including clear examples of your point from real life. | “One way of cutting carbon emissions is to encourage more bicycle use, such as in Paris, where the city provides free bike rental.” |
| Counter arguments | Identifying a potential opposing argument and pointing out its flaws or weaknesses. | “Some people might argue that climate change is a natural phenomenon, but they ignore the fact that the rate of change has increased since industrialisation.” |
| Jargon and other sophisticated language | Using subject-specific language. | “emissions-trading”, “carbon-neutral economy” |
| Triples or rule of three | Including a series of three ideas to create a mnemonic | “The culling of kangaroos is cruel, wasteful and a disgrace to our national emblem.” |

**Persuasive Language Techniques**

|  |  |  |
| --- | --- | --- |
| **Techniques that appeal**  **to our hearts** | **Explanation** | **Examples** |
| Descriptive, figurative and emotive language | Using:   * Descriptive language to create clear images for the reader/listener * Figurative language – metaphor, simile, personification, hyperbole (exaggeration) * Emotionally charged words | “The river, once sparkling and pristine, is now dark brown and evil-smelling.  “The fires were hotter than hell.”  “It will be the end of the world as we know it.”  “We are poor helpless children forced to do hours and hours of homework a night.” |
| Inclusive language | Using pronouns such as ‘you’, ‘we’ and ‘our’ to engage the reader. | “We need to act now to preserve the Earth for our children.” |
| Anecdotes | Adding personal stories to illustrate particular points. | “In my local community, I started a recycling awareness program.” |
| Attacks and praise | Providing negative comments about an opponent or positive ones about a supporter. | “The current government has failed on all accounts, it failed to create a workable emissions trading scheme, it failed to limit carbon production and it failed to …” |
| Rhetorical questions | Asking a question that does not require an answer but engages the listener. | “Can we afford to ignore this problem any longer?” |
| Colloquial language | Using casual language that makes the speaker/writer seem on the same level as the everday person. | “We all need to change our ‘she’ll be right, mate’ attitudes.” |
| Puns | Playing cleverly with words | “Global warming or global warning?” |
| Bias | Presenting a one-sided argument | Does the text present one side of the argument only? |

**Persuasive Language Techniques**

|  |  |  |
| --- | --- | --- |
| **Techniques that appeal to both our hearts and to our heads** | **Explanation** | **Examples** |
| Repetition | Repeating words or phrases for emphasis. | “Two months ago **I told** the Queensland Principal’s Conference that the levels of numeracy and literacy are very low in some communities. **I told** them that . . .” |
| Exclamation mark | Used to indicate tone; to identify points the writer/speaker strongly believes. | “His actions are a disgrace to politicians everywhere!” |
| Call to action | Encourages the audience to be a part of the action. | “I urge you, as a fair-minded man, not just as Prime Minister, to become part of the solution. |
| Exclusive language | Using pronouns such as ‘they’, ‘their’ ‘them’ to distance the reader (often used when writing a counter argument) | “**They** claim an injustice has been done. **They** insist that their right to freedom of speech has been questioned.” |
| Transition or linking words | These words move readers or listeners from one point to another. They develop cohesion in your text. Cohesion is the control of multiple threads and relationships across the text. It is achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations. | **Word substitutions and associations**: a zoo being referred to, in an essay, as a ‘sanctuary, facility, environment, captivity, areas, cages, safe haven.’  **Connectives and conjunctions**: **simple** – and, if, but, because, not only … but also, then but, or; **more complex**: additionally, conversely, instead, even though, in saying this, undoubtedly, without question, however, therefore. |