



For **Language Analysis**, you have researched your articles. You've done a clear plan. You know your material. You're ready to start your essay, then—suddenly your brain is scrambled eggs! Welcome to the writer's block solution and strings of words to lend credibility, fluency and colour to your assignment. (Underlined words define the use of your objective view. Such use prevents you making the error of presenting the assumption that a polemicist's strategy was successful.)

CLAUSES AND PHRASES FOR PLAUDITS AND PRAISE

<p>Opposing the contention, he argues that . . .</p> <p>The use of . . . signals the writer's belief in . . .</p> <p>A series of rhetorical questions highlights . . .</p> <p>The writer employs such emotive phrases as . . .</p> <p>In a carefully constructed manner . . .</p> <p><u>In order to</u> instil in readers a sense of . . .</p> <p>The author insinuates/suggests/implies . . .</p> <p>Drawing a new arrow from his quiver, . . .</p> <p><u>Seeks to</u> add grist to his mill by offering . . .</p> <p>Tailoring her comments to suit her readers, . . .</p> <p>Appealing to our <u>assumed</u> anger over the . . .</p> <p><u>Attempts to</u> influence his readers by . . .</p> <p><u>Seeks to</u> grab readers attention by . . .</p> <p><u>Attempts to</u> give wings to her theory by . . .</p> <p>His selective use of words evoke images of . . .</p> <p>The writer <u>seeks to</u> maintain his authority . . .</p> <p>His questions <u>are designed to</u> coerce/coax . . .</p> <p>She rekindled/fuelled the fires of debate, . . .</p> <p>Throws cold water on the line of argument . . .</p> <p>The writer has been successful in . . .</p> <p>She elucidates her concern with examples of . . .</p> <p>Adds legs to his line of reasoning by . . .</p> <p>This initial use of rhetorical questions . . .</p> <p>Embroidering her point further by adding, ' . . . '</p> <p>The graphic depicts/illustrates/<u>aims to</u> . . .</p> <p>This statement is further supported . . .</p> <p>By employing such phrases, the writer . . .</p> <p>The polemic <u>seeks to</u> underscore/highlight . . .</p> <p>To inform the target audience that . . .</p> <p>Employing such phrases as ' . . . ' and ' . . . ', the writer . . .</p> <p>In a responsible/balanced/objective/concerned tone . . .</p> <p>Having garnered reader support/a good following . . .</p> <p>The questions <u>are intended to</u> impose the idea that . . .</p> <p><u>In designing</u> his questions to generate sympathy . . .</p> <p>Proceeds to deconstruct his opponent's argument . . .</p> <p>Media response has been varied/heated/impassioned . . .</p> <p>Cutting his cloth to suit his case, he contends that . . .</p>	<p>Using wit as her currency, . . .</p> <p>He deftly argues that . . .</p> <p>Readers are <u>urged to</u> . . .</p> <p>The belief that . . .</p> <p>A contentious issue . . .</p> <p>This editorial contends . . .</p> <p>These phrases are coupled with . . .</p> <p>Having sewn the seeds of doubt, . . .</p> <p>The constant theme of . . .</p> <p>Pursuing his point further, . . .</p> <p>Conflicting views raise . . .</p> <p>The writer embarks upon . . .</p> <p>He launches an attack on . . .</p> <p>The purpose being to . . .</p> <p><u>In attempting</u> to undermine . . .</p> <p>Adds more fuel to the fire by . . .</p> <p>Seeking to deflect concern, she . . .</p> <p>In response to . . . ; In contrast, . . .</p> <p>He addresses the need to . . .</p> <p>Targets an audience . . .</p> <p>To draw his readers towards . . .</p> <p>The image depicts . . .</p> <p>This visual <u>is intended to</u> . . .</p> <p>The article opens with . . .</p> <p>This play <u>acts to</u> elevate/evoke . . .</p> <p>The writer also stresses the . . .</p> <p>This enables/allows . . .</p> <p>A strong statement . . .</p> <p>These phrases are coupled with . . .</p> <p>Educating the audience as to the argument's flaws . . .</p> <p>The writer <u>seeks to</u> position himself . . .</p> <p>Further, she generates thoughts that relate/pertain to . . .</p> <p>In her introduction, the writer immediately <u>moves to</u> establish her authority by . . .</p> <p>The writer offers the analogy of ' . . . ' to highlight . . .</p> <p>This opening question <u>is intended to</u> prompt/focus . . .</p> <p><u>This is to</u> initially/instantly engage the reader . . .</p>
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The verbs below may assist you to describe persuasive techniques in essays. Example: The verb, 'to accentuate', might be used to demonstrate your grasp of a writer's strategy: 'Use of the inclusive pronoun *accentuates* the idea of nationhood in the reader's mind.' (Alternative 'ze' verb endings denote US spellings.)

accentuate	deflect	encourage	inform	provoke	strengthen
acknowledge	diminish	evoke	inspire	rebut	suggest
allude to	dismiss	expose	intensify	recognise /ze	summarise /ze
appeal to	elicit	expound	label	reflect	underscore
arouse	elucidate	heighten	present	reject	underline
define	emphasise /ze	infer	promote	repudiate	underlie