**Stylistic & Rhetorical Devices**, a selection

*Identify these stylistic and rhetorical devices and then use them in your own speeches.*

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| **Definitions and Examples** | **Voice and Body Language** |
| Contrast **[ ‘- - ]** or ANTITHESIS  It is a rhetorical figure. It means arranging contrasting ideas by putting words, clauses or sentences next to each other  *Some like it hot, some like it cold ...; Old and young ...* | Gestures and intonation suggest which of the two options you support. |
| Repetition Repeating a word, phrase or clause emphasises an idea and creates rhythmic effects.  *Man […] does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits.* | Stressing repeated words or phrases structures your speech nicely, making it easy to listen to. |
| Parallelism **[‘- - - -]**  It is a form of coordination. Use it to give ideas, words, phrases, equal status in a structure.  *Students seek knowledge, teachers help them, society profits.* | Make every word count. Gestures or gentle knocks on your desk may help. |
| Anaphora: **[- ‘- - -]**  Use the same phrase to begin several sentences.  *Singing is cheap, singing is healthy, and singing is good fun.* |
| Enumeration = LISTING Numbering and listing items or ideas is simple but effective.  *All of us, pupils, parents, teachers, and neighbours...* | Stress each item with a pause before the last one to signal the final climax for your side’s applause. |
| List of Three = TRICOLON **[ - ‘- - ]** Use it to list three items in the order of their importance with the third one the climax, or the first two can be in contrast to the third.  *[...]**among these are* ***life, liberty*** *and* ***the pursuit of happiness.*** |
| Question – Answer or the PUZZLE SOLUTION.  Make your speech easy to follow by asking yourself – and your audience – a question and then providing the answer.  *What is the main aim of this project? – The main aim is...* | Rising intonation for the question and falling intonation for the answer. A pause after the question makes people think. |
| Rhetorical Question Turn statement turned into a question that doesn’t need answering.  *How much longer are we to tolerate this situation?* | Face your audience, lift an open palm sideways and gently shake your head. |
| overstatement = Hyperbole **[ - ‘- - -** **]** It is a figure of speech using exaggeration to emphasise a feeling or to produce a humorous effect.  *Football is not a matter of life and death. – It is much more serious.* | Tone of voice, facial expression or gesture can help to suggest that you do not want to be understood literally. |
| Understatement It is the opposite of hyperbole.  *This argument is not altogether convincing. / Oh, they’ve had a few drinks all right. / I am not terribly happy about the way you work.* |
| Idiomatic Expressions These are informal but colourful and sexy. Use them only when you are sure you and your audience know what they mean. *We can argue about it till the cows come home…; We’ll cross that bridge when we come to it …; Back to square one …; I am up to my eyes in it…; Don’t try to pull wool over my eyes…; We thought we had done it but they moved the goalposts…* | An informal tone suggests ease and confidence. A snappy phrase will make it memorable. |