

### **Erotema (rhetorical question)**

A question which doesn't expect or need an answer. 'Is it right that gay teenagers should walk in fear?' 'Do we want to live in a society where you can be sent to prison for what you say?'

### **Hypophora (asking yourself questions and answering them)**

This is a technique much used by politicians, as it makes it look as if they are subjecting themselves to scrutiny, when in fact it is the equivalent of setting your own exam and then marking it yourself. However, it can be an effective, easy to follow way of setting out a case. 'Why should we make homophobic speech illegal? Because words are not just words; they lead to actions. How do they lead to actions? Abusive language licenses violence. How does it license violence? If you demean people in the way you speak about them, you make it more acceptable to attack them physically.'

### **Metanoia (saying something then retracting it)**

You can use this to ramp up your condemnation of something you want to criticise, or increase your praise for something you want to celebrate, by finding ever more extreme terms. 'Making homophobic language illegal is unfair. No, not unfair - it is absurd. No, more than absurd - it is tyrannical!'

### **Metaphor (comparing something to something else)**

**Metaphor** includes simile. It is one of the first things you learn in English lessons from a very early age, and is much deployed in creative writing, so you should be familiar with it. You can use it very effectively in speeches too, to make your arguments more vivid. 'Making certain words illegal is like making us walk around with a policeman sitting on our shoulder.'

### **Paralipsis (saying something that you say you're not going to say)**

This is when you say something while apparently denying you're saying it. It makes it look as if you can't say it because it is so shocking, and so adds to its power. 'I'm not going to go into the consequences of homophobic bullying. The isolation of its victims. The despair. The depression. The anxiety. The self-harm. The suicide attempts. That's not what we're here to discuss. We're here, according to the opposition, to discuss free speech ...'

### **Polysyndeton (a list with conjunctions)**

This has a similar effect to **asyndeton** of piling on examples relentlessly. The only difference is that it uses conjunctions such as 'and'. 'Hatred and bigotry and contempt and disgust and rejection; this is what gay people face every day.'

### **Symploce (beginning and ending sentences with the same words or phrases)**

This is a kind of mash-up of **anaphora** and **epistrophe** for added repetitive effect. 'Homophobic language is offensive, but it's still legal. Homophobic language demeans people for who they are, but it's still legal. Homophobic language threatens people for who they are, but it's still legal. Homophobic language causes violence; it's still legal.'

### **Tricolon (list of three)**

The most famous example in literature of **tricolon** is in the opening of Mark Anthony's funeral speech for Caesar in Shakespeare's *Julius Caesar*: 'Friends, Romans, countrymen ...'. Another example, this time from history, is the real Julius Caesar's comment on a military victory: 'I came, I saw, I conquered.' Both build up to a kind of mini-climax, and this is what makes this device effective. 'Making the use of homophobic language illegal would be unreasonable, oppressive and tyrannical.' 'Making the use of homophobic language illegal is just, effective and an urgent necessity.'