

## Phrase bank/sentence stems for language analysis

- This creates the impression that...
- This phrase has the effect of...
- The reader is encouraged to feel as though...
- ...thus, the reader may be inclined to change his opinion/decision/position/view point
- ...thus, readers are prompted to believe that...
- The writer appeals to the reader's intelligence/ fear/sympathy ... by ...
- The word \_\_\_\_\_ is used to make the reader feel...
- ... this creates the impression that....
- The writer hopes to sway us to agree with him/her that...
- This creates the effect of...
- Thus the writer appeals to the reader's sense of logic, attempting to sway the reader to reconsider his or her position that...
- The repetition of the word... is used to strongly emphasise how/ that...
- The writer appeals to the reader's sense of compassion for...
- The writer hopes to evoke sympathy and understanding for....
- The writer uses the phrase... to stress that ...
- ...this is used to undermine opposing arguments by illustrating the absurdity and lack of logic in his/her reasoning...
- The writer ridicules this point of view by pointing out that...
- The rhetorical question ... is used to position the reader to feel that his/her viewpoint is both logical and irrefutable.
- The writer uses inclusive language to align him/herself with the reader and establish a sense of connection or understanding with their existing viewpoints.
- The writer uses an appeal to self interest when he/she claims...
- The writer uses the emotive words and phrases ... drawing on their strong negative connotations to reinforce the detrimental/harmful/undesirable effects of ... in the reader's mind.
- This attempts to arouse a...response from the reader as...
- The writer cites authoritative opinions to strengthen his/ her argument by positioning the reader to feel that his/her argument is credible and trustworthy. Thus, the reader is positioned to be swayed to the view that...
- By using inclusive language to enlist the support of the reader, the writer attempts to position the reader feel a sense of obligation to agree with the viewpoint that...
- ...the reader is urged to support the claim that...
- The writer uses figurative language to provoke the reader to visualise... and thus feel/think ... which therefore seeks to convince them that...
- By using the rhetorical question ..., the writer invites agreement from the reader. This works in conjunction with ... to position the reader to feel...
- The use of the analogycomparing... seeks to shift the reader's perception on the issue to... which thus evokes a sense of ...
- Here, the writer appeals to the reader's feelings of ... , by implying that...

- Through evocative phrasing such as... , the writer attempts to create a scenario where the reader...
- The writer invites the reader to share the view that ...
- This is done in an attempt to ensure that the reader will adopt the writer's view that...
- The writer uses this, relying on the fact that readers will relate to the scenario of... in order to remind/suggest/evoke...
- By using sarcasm, the writer is implying that...
- By using... the writer is trying to make us feel resentful towards those people who....and therefore condemn their actions.

### Ways to vary your sentence starters

#### \* The author [verb]s...

The author suggests that oranges are 'juicier' than apples, highlighting their thirst-quenching properties.  
The author highlights the thirst-quenching properties of oranges, by presenting them as 'juicier' than apples.

#### \* [Verb]-ing, the author...

This one is brilliant and really really important.

Highlighting their thirst-quenching properties, the author suggests that oranges are 'juicier' than apples.

#### \* Having..., the author then...

This one's good for linking your ideas and showing awareness of how the language builds to a cumulative effect.

Having highlighted the thirst-quenching properties of apples through labelling them as 'juicier', the author then reveals...

#### \* To/In an attempt to..., author...

To highlight the thirst-quenching properties of oranges, the author states that they are 'juicier' than apples.

In an attempt to make oranges appear healthier and more useful, the author highlights that they are 'juicier' than apples.

#### \* By/through [verb]ing..., author...

By/through suggesting that oranges are 'juicier' than apples, [author] highlights their thirst-quenching properties.

#### \* The author's [noun: usage/presentation/depiction/portrayal etc.] of... [verb]s...

Great because it forces you to analyse and discuss the effect.

The author's depiction of oranges as 'juicier' than apples highlights their thirst-quenching properties.

#### \* This \_\_\_\_\_ [verb]s...

This use of comparative language reveals that...

### Verbs describing stuff the author does

- Argue (the author argues that...)
- Advocate (the author advocates the idea that...)
- Suggest (the author suggests that...)
- Reject (the author rejects the view that...)
- Undermine (the author undermines the opposition's argument...)
- Attack/mock (the author attack the opposition/the notion that...)
- Praise (the author praises the idea that... / the author praises Person X, who...)
- Emphasise (the author emphasises that...)
- Support (the author supports this notion/his argument by...)
- Use (the author uses >technique/phrase< to...)
- Portray (the author portrays >something involved< as...)
- Attempt (the author attempts to...)

### Verbs describing how the author impacts the audience

- Encourage - persuade, positive (the author encourages the audience to...)
- Position - persuade, neutral (the author positions the audience to...)
- Evoke (to evoke a... responses / to evoke a sense of...)
- Manipulate (the author manipulates the reader to see... OR: the author manipulates the reader's views...)
- Build (the author builds the reader's >fear/emotion<...)
- Alleviate (the author alleviates fear/doubt/pressure...)
- Shock (the author shocks the reader...)