

CLASS 08

Tone — Miscellaneous

Five Flavours of Advocacy

Attack · Prove · Blame · Convince · Demand

PO

Polemical

"Attack"

AR

Argumentative

"Prove"

AC

Accusative

"Blame"

PE

Persuasive

"Convince"

EX

Exhortative

"Demand"

RECAP & TODAY

From sadness to advocacy

Last class: four cousins of sadness. Today: five flavours of WANTING TO MOVE THE READER.

CLASS 07

Sombre Family



4 cousins (SB · EL · PL · ML) · all sad, four flavours of sadness

CLASS 08

Miscellaneous



5 flavours (PO · AR · AC · PE · EX) · all want to move you, five ways of moving

Yesterday's lens: WHAT FEELING. Today's lens: WHAT INTENTION.

THE VERB SIGNATURE

What each tone DOES to the reader

CODE	NAME	VERBS THE WRITER USES	THE STENCIL SENTENCE
PO	Polemical	<i>attacks · derides · refutes · dismantles</i>	"This idea is dangerous / flawed / laughable"
AR	Argumentative	<i>proves · supports · justifies · concludes</i>	"Because X... therefore Y is warranted"
AC	Accusative	<i>blames · names · charges · holds accountable</i>	"They failed / ignored / cannot evade responsibility"
PE	Persuasive	<i>invites · suggests · recommends · endorses</i>	"You may find it worthwhile / it is valuable"
EX	Exhortative	<i>urges · demands · commands · summons</i>	"Act now / start today / stand up"

P

Polemical

Attack an opposing idea or its holders.

POLEMICAL · DOSSIER

PO — Polemical

A *POLEMICAL* tone is aggressively argumentative and **ATTACKS** an opposing viewpoint, ideology, or group. The writer is in a controversy, not merely making a case.

INTENT

Combativeness and attack

SIGNAL WORDS

dangerous illusion · deeply flawed · laughable · intellectually dishonest · proponents ignore · ignores reality · misleading

EXHIBIT A

Example passage

"The claim that technology alone can solve climate change is not merely misguided — it is a dangerous illusion that distracts us from meaningful action."

WHY POLEMICAL:

Names an opposing claim, calls it 'dangerous illusion', frames its holders as misguided. The writer is fighting **AGAINST** a position, not just stating one.

A

Argumentative

Prove a claim with evidence and logic.

ARGUMENTATIVE · DOSSIER

AR — Argumentative

An ARGUMENTATIVE tone seeks to establish a claim through reasons, evidence, logic and analysis. The focus is on PROVING something.

INTENT

Reasoned advocacy

SIGNAL WORDS

because · therefore · studies show · research indicates · evidence supports · justified · warranted · data

EXHIBIT A

Example passage

"Renewable energy deserves greater investment because it offers long-term economic and environmental benefits."

WHY ARGUMENTATIVE:

Claim + because + measured conclusion ('deserves greater investment'). No imperative, no attack on opponents, no naming of culprits. Calm, brief-like prose.

C

Accusative

Name the responsible party. Assign blame.

ACCUSATIVE · DOSSIER

AC — Accusative

An **ACCUSATIVE** tone assigns blame or responsibility. The writer **POINTS FINGERS** at a person, institution, government, company, or group.

INTENT

Blame and condemnation

SIGNAL WORDS

failed to act · negligence · ignored warnings · bears responsibility · held accountable · cannot evade · knowingly · deliberate

EXHIBIT A

Example passage

"The government cannot escape responsibility for this crisis. Years of negligence created the conditions that led to this disaster."

WHY ACCUSATIVE:

Names the agent ('the government'), describes the failure ('negligence'), assigns the verdict ('cannot escape responsibility'). The focus is WHO is at fault, not whether the underlying idea is correct.

S

Persuasive

Win quiet agreement. Invite, don't command.

PERSUASIVE · DOSSIER

PE — Persuasive

A *PERSUASIVE* tone seeks to *CONVINCE* readers to adopt a belief, attitude or course of action. Language is positive, audience-oriented, invitational.

INTENT

Convincing and influencing

SIGNAL WORDS

*can · should consider · benefits · worth · valuable · enrich · may find
· more people should · seriously consider*

EXHIBIT A

Example passage

"By choosing public transport, citizens can help reduce pollution and improve urban life for everyone."

WHY PERSUASIVE:

'Can help', 'improve... for everyone' — invitation, not command. No naming of opponents, no blame, no imperative. The writer wants quiet agreement.

X

Exhortative

Urge action. Imperative + urgency.

EXHORTATIVE · DOSSIER

EX — Exhortative

An EXHORTATIVE tone STRONGLY URGES, encourages or calls upon readers to take action. More urgent than persuasive.

INTENT

Urgent encouragement

SIGNAL WORDS

must act now · start today · take steps · stand up · begin · protect · waiting is not an option · before

EXHIBIT A

Example passage

"We must act now to preserve our forests before it is too late. Future generations depend on the choices we make today."

WHY EXHORTATIVE:

'Must act now' + 'before it is too late' + 'today'. The imperative grammar plus urgency markers separate this from PE's gentle 'consider'.

THE THESIS OF THIS CLASS

"Two passages can carry the same evidence and the same conclusion and still belong to different tones — because the tone is in what the writer wants you to DO, not in what is true."

— Anurag Sir · Tones Series · Part 6

MOST-CONFUSED PAIR

Polemical vs. Argumentative

Both are advocacy — but only one wages war on the opposition.

POLEMICAL · PO

"The obsession with highway expansion is a costly and irrational policy failure that ignores overwhelming evidence."

VS

ARGUMENTATIVE · AR

"Public transport should receive greater funding because it reduces congestion and pollution."

THE DECIDER →

PO attacks the opposing position by labelling it (irrational, failure, ignores evidence). AR builds its own case in calm 'because' form, without bashing the other side.

MOST-CONFUSED PAIR

Persuasive vs. Exhortative

Both want behaviour change — but the verb form changes everything.

PERSUASIVE · PE

"Recycling has many benefits and deserves wider adoption."

VS

EXHORTATIVE · EX

"Start recycling today and encourage others to do the same."

THE DECIDER →

PE recommends ('deserves'); EX commands ('Start... today'). If the final line is an imperative + urgency marker, mark EX; if it is an invitation, mark PE.

MOST-CONFUSED PAIR

Polemical vs. Accusative

Both attack — but one attacks an IDEA, the other attacks a PERSON.

POLEMICAL · PO (attacks IDEA)

"Free-market ideology has failed society."

VS

ACCUSATIVE · AC (attacks PERSON)

"Policymakers are responsible for this failure."

THE DECIDER →

Identify the OBJECT of the attack. If it is a doctrine / ideology / belief, mark PO. If it is a named actor (government, executives, regulators), mark AC.

THE 5-BUTTON TEST

Ask in order. The first YES wins.

1

Does the writer DEMAND action (imperative + "now/today")?



YES → EX · Exhortative

2

Does the writer NAME a culpable party and assign blame?



YES → AC · Accusative

3

Does the writer ATTACK an opposing idea or its holders?



YES → PO · Polemical

4

Does the writer PROVE a claim with evidence + "therefore"?



YES → AR · Argumentative

5

Default if all five = NO: it is a NEUTRAL/EXPOSITORY passage, not one of these five tones.
Does the writer gently invite agreement using "can / worth / should consider"?



YES → PE · Persuasive

SAME TOPIC · FIVE TONES

One subject — pollution — five different intentions

<p>AR PROVE</p>	<p>"Pollution harms public health; therefore stricter regulations are justified."</p>
<p>PO ATTACK</p>	<p>"The claim that pollution controls hurt economic growth is absurd and unsupported."</p>
<p>AC BLAME</p>	<p>"Industrial corporations bear responsibility for worsening air quality."</p>
<p>PE CONVINCE</p>	<p>"Supporting clean-energy policies can improve health and create jobs."</p>
<p>EX DEMAND</p>	<p>"Demand stronger environmental laws today before the crisis worsens."</p>

Q1 · WORKED PASSAGE

"The belief that standardized testing accurately measures intelligence is fundamentally flawed. It ignores creativity, emotional intelligence, and practical problem-solving skills. Defenders of the system refuse to acknowledge its shortcomings."

OPTIONS

PO · Polemical

AR · Argumentative

AC · Accusative

PE · Persuasive

EX · Exhortative

STUDENT TRAP

Students mark AR because the writer gives 'reasons' (creativity, EI, problem-solving) — and that feels argumentative.

WORKING

'Fundamentally flawed' + 'defenders refuse' = the writer attacks the position and the people who hold it. No 'because... therefore' spine; no proposal. → PO.

ANSWER

PO · Polemical

TAKEAWAY →

PO ≠ AR even when both list reasons. PO labels the opposition; AR doesn't.

Q3 · WORKED PASSAGE

"Government officials were repeatedly warned about the deteriorating condition of the bridge. Their failure to act directly contributed to the disaster. They cannot evade responsibility for the tragedy."

OPTIONS

PO · Polemical

AR · Argumentative

AC · Accusative

PE · Persuasive

EX · Exhortative

STUDENT TRAP

Students mark PO because the passage 'attacks' the government.

WORKING

Named actor (government officials) + failure (their failure to act) + verdict (cannot evade responsibility) = textbook accusation. No belief is being attacked. → AC.

ANSWER

AC · Accusative

TAKEAWAY →

Test: 'who is being blamed?' If a NAMED actor — AC. If a doctrine — PO.

Q2 · WORKED PASSAGE

"Public transportation deserves greater investment because it reduces traffic congestion, lowers emissions, and improves accessibility. Cities with strong transit systems often experience higher economic productivity. Therefore, expanding public transport is a sound policy choice."

OPTIONS

PO · Polemical

AR · Argumentative

AC · Accusative

PE · Persuasive

EX · Exhortative

STUDENT TRAP

Students mark PE because the passage feels 'positive'.

WORKING

'Because... therefore' spine, three evidence points, calm recommendation ('sound policy choice'). No invitation to act now, no imperative. → AR.

ANSWER

AR · Argumentative

TAKEAWAY →

The shape (claim + reasons + therefore) wins over the warm subject.

Q4 · WORKED PASSAGE

"Switching to energy-efficient appliances can significantly reduce electricity bills. It also benefits the environment by lowering energy consumption. Consumers should seriously consider making this change."

OPTIONS

PO · Polemical

AR · Argumentative

AC · Accusative

PE · Persuasive

EX · Exhortative

STUDENT TRAP

Students mark EX because the third line gives advice.

WORKING

'Can reduce' + 'should seriously consider' = recommendation, not command. No imperative, no urgency marker ('now/ today/before'). → PE.

ANSWER

PE · Persuasive

TAKEAWAY →

If the verb is 'should consider' / 'may find', it is PE. If 'must / act / begin', it is EX.

Q5 · WORKED PASSAGE

"We must act immediately to reduce plastic waste before irreversible damage is done to marine ecosystems. Every individual can contribute through small but meaningful choices. The time for complacency has passed."

OPTIONS

PO · Polemical

AR · Argumentative

AC · Accusative

PE · Persuasive

EX · Exhortative

STUDENT TRAP

Students mark PE because the second line ('every individual can contribute') reads invitational.

WORKING

Opens with 'We must act immediately' and closes with 'The time for complacency has passed'. Imperative + urgency = EX, regardless of the softer middle line.

ANSWER

EX · Exhortative

TAKEAWAY →

The first and last lines decide EX vs PE. Don't be misled by a soft middle.

SIGNAL WORDS

Underline these on first read

PO Polemical	dangerous illusion	deeply flawed	laughable	intellectually dishonest	absurd	proponents ignore		
	defenders refuse	glorification	romanticization	dangerous trend	ignores reality	disregard	misleading	
AR Argumentative	because	therefore	studies show	research indicates	evidence supports	justified	warranted	data
	findings	several	emerging evidence	consistently				
AC Accusative	failed to act	negligence	ignored warnings	bears responsibility	held accountable	cannot evade		
	cannot be denied	knowingly concealed	deliberate	blame	unavoidable	share blame		
PE Persuasive	can	should consider	benefits	worth	valuable	enrich	may find	more people should
	is worthwhile	seriously consider	useful	practical alternative				
EX Exhortative	must act now	start today	take steps	stand up	begin	protect	reduce immediately	
	waiting is not an option	demand	support	cultivate	act before			

KEY TAKEAWAYS

Six rules to walk out with

1

Tone is the writer's INTENTION, not the topic. The same fact can carry five different tones.

2

Polemical attacks an IDEA. Accusative blames a PERSON or INSTITUTION. Don't conflate.

3

Argumentative reads like a court brief: because → therefore → recommendation. Never commands.

4

PE ↔ EX: invitations (can / worth / should consider) → PE. Imperatives (act / begin / demand) → EX.

5

Look at the THIRD LINE. PO declares the opposition flawed; AR justifies; AC assigns; PE invites; EX commands.

6

If all 5 buttons are NO, the passage is neutral/expository — none of these tones.

CLASS 08 CLOSE

Now: 50-question practice

3-liners · 30 minutes · +1/-0 · target ≥ 42

WHERE WE'VE BEEN · TONES 01 → 08

01–02 Appreciation family

03–04 Disapproval / direct rejection

05 Reflective / introspective

06 Ironic family (IR · SA · SD)

07 Sombre family (SB · EL · PL · ML)

08 Advocacy & Argument (PO · AR · AC · PE · EX) ← today

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