

How do we
create texts to
inform and
persuade?

3.1	What is the difference between presenting <i>information</i> and presenting a <i>point of view</i> ?	98
3.2	How do we present information in <i>different forms</i> ?	106
3.3	How can we get people to see <i>our point of view</i> ?	126
3.4	Can a text be informative <i>and</i> persuasive?	152
	big ideas: Assessment tasks	157

UNCORRECTED

PAGE PROOFS

Text list

In this Part you will read or view and discuss extracts from:

WRITTEN

Australian texts

Nicole Brady 'Isabella takes the *MasterChef* cake' *Sydney Morning Herald* (television review)

Amy Dale 'Dog days in a drain for Todd' *The Telegraph* (news article)

Nick Leys and John Ferguson 'Streets filled with dismay' *Herald Sun* (news article)

Jeremy Loadman 'Say it loud and proud: test cricket is boring!' *Sydney Morning Herald* (opinion piece)

Sean Parnell, 'City feels sting of river it loved too much' *The Australian* (news article)

Matt Preston 'A love of food all can share' *Herald Sun* (opinion piece)

MULTIMODAL

Australian texts

Jane Cafarella 'Hungry for more than TV cooking shows' *The Age* (online) (opinion piece)

'City feels sting of river it loved too much' *The Australian* (online) (news article)

'Cricket explained – what is cricket' ABC of cricket (web article)

'Cyclone Carlos threatens coast of Western Australia' *Herald Sun* (online) (news article)

Leunig 'It's Earth Hour' *The Age* (cartoon)

'Over half your news is spin' *Crikey* (feature article)

'Renewables boom a silver lining as the storm clouds clear' Clean Energy Council (web article)

EXAGGERATE

WAS A SURVIVE



<insert AW 0302, 1/3 page, low res due to border>

To revise the meaning of 'objective', go to page XX.



Would a poster on an endangered species present information or express a point of view?

While they may also have secondary purposes – such as to entertain, warn or encourage – the *information* is what's most important. The author is objective, and does not let their own feelings or opinion on the subject interfere with the facts.

In comparison, a text that presents a point of view usually has a different purpose. Not only does the author want to share their own opinion with the audience, they also want to persuade the audience to agree with them. Because of this, such texts are often called *persuasive texts*. These texts can also be in many forms, for example school essays, opinion pieces in newspapers, letters to the editor, contributions to online message boards, cartoons and advertisements.

In both informative and persuasive texts, the *way* the text is written is as important as *what* is written.

UNCORRECTED

3.1 What is the difference between presenting information and presenting a point of view?

What is the difference between fact and opinion?

Being able to identify the presence of fact and opinion in a text is the first step in working out whether the text is informing or persuading.



Language focus

Non-fiction texts

inform about real people, events, issues and places.

We know that the way we write and present a text depends on our *purpose* and our *audience*. While we write non-fiction texts for a wide range of audiences, the purpose of these texts is usually either:

- to present information about a person, events issue or place or
- to express our point of view.

Consider the types of non-fiction texts you've created in the past, such as a poster on an endangered species, a presentation on your role model or hero, or a book review. All of them fit one or the other of these two purposes; and authors of non-fiction texts will select certain structures features and language choices that can help us to identify that purpose.

A text that presents information is intended to inform the audience of things that may be important or of interest to them, such as an event that has occurred, services that are available, or the consequences of certain actions. Because of this, they're often referred to as *informative texts*. These texts can be in many forms, for example speeches, newspapers and newsletters, television news bulletins, pamphlets and websites.

To find out more about structures, features and language choices, go to pages XX and 135.

Is the text:

Presenting factual information about a subject without including the author's own opinion

OR

Expressing an opinion and trying to make us react to the subject in a particular way?

When reading or creating informative texts, we need to consider an important question: is the information we are reading or presenting based on fact, opinion, or a mixture of the two? The answer isn't always completely straightforward, especially as sometimes people present opinions as if they are facts, or facts as if they are opinions.

Let's look at the differences between fact and opinion.



Language focus

To **dispute** something is to disagree with it or argue against it.

Dispute can also be a noun, in which case it is an argument, usually between two people who both think that they are in the right.

What is a fact?

A fact is something that people do not dispute; it is something that is accepted as being true, such as:

Cricket is played between two teams of 11 players each.

Of course, what we accept as a fact does sometimes change in the light of new evidence – for example, it was once accepted as a fact that the world was flat – but we usually say something is a fact as long as it is not currently disputed.

It was once accepted as a fact that the world was flat.

OH NO! IT'S THE END OF THE WORLD!



FACT?

FACT?

When we're asked to 'stick to the facts', we're being asked to focus on what we know to be the case, without reference to our own thoughts or feelings. A useful way to do this is to use the questions 'who', 'what', 'where', 'when', 'why' and 'how' to focus on the information that is accepted as true; that is, it is not be disputed.

For an example of how an informative article 'sticks to the facts', look at the following.

Dog days in a drain for Todd

It might not rival the Chilean miners in terms of days spent underground but Todd the dog can lay claim to his own dramatic story of survival.

Todd, a 10-year-old German shepherd, was trapped in a stormwater drain on Sydney's Northern Beaches for two days before finally being rescued.

He was winched from his hole yesterday in a two-hour operation by fire crews. Todd usually waits for his owner John Simpson at the driveway of their home, so when he didn't appear as normal on Friday night, panic set in.

'I spent all day [Saturday] looking for him and I was starting to get extremely worried because it's unlike him to run away,' Mr Simpson said. 'My neighbour was doing her ironing yesterday and heard a whimper so she and her husband went and followed the noise to the drain.'

'They stuck a torch in and there he was.'

A Narrabeen rescue crew had to break the pipe in order to winch Todd to safety yesterday after Mr Simpson tore his hamstring trying to reach down and pull his pet out.

Todd spent last night at the vet and it is hoped he will be back at home within days.

Source: Amy Dale, *The Telegraph*, 18 October 2010



Todd was rescued by Narrabeen fire rescue officers after a two-hour digging operation.

Who?

Where?

What?

Who?

What?

When?

How?

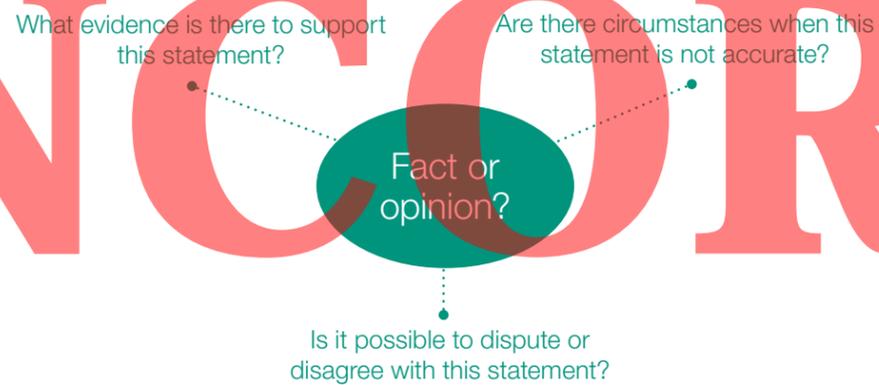
OPINION?

What is an opinion?

Opinion is quite different from fact, because it is a view or attitude that a person or group has about something. Our opinions can be shaped by many things and can change over time. They are usually influenced by our values, beliefs and experiences. Listening to other people's views, reading or experiencing new things can sometimes change our opinions.

As mentioned above, some people state their opinions as though they are facts, especially when they are passionate about something. For example, 'cricket is boring' is an opinion shared by many, but it is not a fact because it is disputed by some – it is not accurate for everybody.

To help us work out if something is fact or opinion, here are some questions we can ask:



When it comes to subjects such as global warming, we don't always agree about what are facts and what are opinions.



What is the difference between informing and expressing an opinion?

Usually, when we are presenting information, we don't include our own opinion. On the other hand, when we express our opinion, we may include facts to support our point of view.

Sometimes, facts are clear cut, for example:

A cricket team has 11 players.

Today's maximum temperature was 31 degrees.

However, we don't know everything, and we don't always agree about what are facts and what are opinions. Scientists and environmentalists, for example, argue about global warming; some believe that it is a fact, others deny this, and still others are uncertain. An informative text will refer to these different views; while a persuasive text may allude to different opinions, but will try and persuade us to accept one or other of them.

We can see this illustrated in the following two texts. Both are about cricket, but one is intended to inform about the rules, while the other expresses a point of view on the game itself. As you read them, think about:

- the presence of fact and opinion, and
- whether the author has additional purposes in writing, and how their use of language suggests this.

OPINION?

UNCORRECTED

PAGE PROOFS

<insert AW 03141 and 03142 side by side to fill page>



Language focus

A **hypothetical** opinion is an opinion that you put forward for the purpose of a discussion. It's not necessarily an opinion that you hold yourself.

Over to you

1 Write down three facts and three opinions you have on the topic of cricket. Swap your statements with a partner, and identify which are fact and which are opinion.

2 a Make a list of facts about one of the following topics:

- reality television
- public transport
- australia
- dogs.

b Now write down three to five opinions on your chosen topic. These can be your own opinions or hypothetical opinions.

c As a class, write the headings 'fact' and 'opinion' on the board. Share your examples from Activity 2a and b, and use the three questions in the diagram above to decide which heading each statement fits under. An example has been done for you.

Fact	Opinion
Australia is a continent.	Australia is the best place in the world to live.

Dramatic or dull? Cricket is just one example of a topic that can divide opinion.

The first text is an extract from a website called 'ABC of cricket'.

The second text appeared in the opinion section of *Sydney Morning Herald* newspaper. Instead of presenting factual information, explaining the rules and objectives of cricket, writer Jeremy Loadman presents his opinion of the game: it's boring!

As you read this text, think about the *tone* the writer is using and the effect that this tone has on you. How does his choice of tone help reveal his attitude?

To revise tone, go to page XX.

Cricket explained – what is cricket?

Modern cricket is a team sport originating in England and popular mainly in areas that formerly made up the British Empire ... The language of cricket is particularly idiosyncratic and tends to reflect the somewhat complicated and eccentric nature of the game itself ...

The game is played between two competing teams of eleven players on each side, on a large expanse of (usually grassy) ground called a pitch. The teams are comprised of players with a mixture of abilities, some who specialise at batting, some at bowling, occasionally some who excel in both capacities, and one highly specialist player who acts as 'wicket-keeper'. In the centre of the pitch is a length of grass, (usually 22 yards long), called 'the wicket'. At each end of the wicket are placed three sticks

adjacent to each other in an upright position: these are the 'stumps' ...

The object for the batting side is to score the optimal number of 'runs' (points) before the bowling side have dismissed them. The object for the bowling side is to dismiss the batsmen as economically as possible ...

Runs can be scored in a number of ways: each time that the batting pair is able to run between the wickets after a ball has been bowled (and before the stumps are or potentially can be touched with the ball) a run is scored. If the ball travels outside of the playing area, and it has touched the ground prior to leaving the playing area, 4 runs are scored. If the ball does not touch the ground on its way out, 6 runs are scored.

Source: www.abcofcricket.com

Say it loud and proud: test cricket is boring!

Even the broadcaster televising the cricket implicitly admits it: cricket is boring. In between overs Channel Nine is advertising *Ben Elton Live*, one of its trump shows for 2011. Elton rallies his audience in his typical bouncy verse, telling them that after countless days of watching men whack a ball, catch a ball, run around and then have a cup of tea, surely they must be ready to watch something else a bit more exciting. It's not much of a sales pitch is it? Compared to tedium I look all right.

But how exactly do you measure the level of excitement or boringness of a sport? One way is to look at who its celebrity fans are. When the Australian Open starts later this month it will not be uncommon to see the odd movie star and supermodel courtside. But which big names do we see at the cricket? None other than Michael Parkinson and John Howard. If Kevin Rudd decided to turn up the set would be complete: boring, boringest and relentlessly dull.

Another way to gauge the general feeling towards a sport is to simply take a poll of what people think of it. While there are plenty of people who will swear

black and blue that test cricket is about as exciting as watching the grass grow (just on that, have you noticed that the commentators actually talk about how the grass is growing on the pitch? Not satisfied that they're quite on par with watching the grass grow, it seems they've decided that they should talk about it to make sure they're more boring), there are plenty of cricket lovers who actually cite the boring nature of the game as one of the reasons for their affection for it.

Source: Jeremy Loadman, *Sydney Morning Herald*, 5 January 2011

English fans make their own entertainment to make up for the long periods of boredom in test cricket.

Over to you

- 1 What is the purpose of this text? How do the title of the website and the section of it above help you to identify the purpose?
- 2 The author of this text has chosen some interesting adjectives ('idiosyncratic', 'eccentric', 'adjacent' and 'optimal') and adverbs ('economically' and 'potentially'). Look up these words in a dictionary and add them to your personal glossary.
- 3 Write down the questions 'who', 'what', 'where', 'when', 'why' and 'how', and find factual answers to each question.
- 4 Some words are hyperlinks. What kind of words are they and why do you think they are hyperlinked?
- 5 Can you find any instances where the author has expressed an opinion about the information they are presenting?

Language focus
Writers sometimes use round **brackets ()** to enclose extra information: eg see the highlighted sections in the above text.

Language focus
Boringness is an example of nominalisation (see pages 7 and 110).

To revise similes, go to page XX.

Over to you

- 1 What is the point of view expressed in this text?
- 2 What opinions are expressed to support the author's point of view? See how many you can find.
- 3 **a** What simile does the author use to suggest that cricket is 'boring'?
b Look up the words 'tedium' and 'relentlessly' in a dictionary and add them to your personal glossary.
- 4 Does the author use any evidence to support his point of view? If so, what?
- 5 Compare 'Cricket explained – what is cricket?' with 'Say it loud and proud: test cricket is boring', and list any differences in the language choices made by the authors that you can identify.

<insert AW 03091 - 2 cricket balls contour and scatter across DPS for a quirky look>



<low res ch opener due to border>



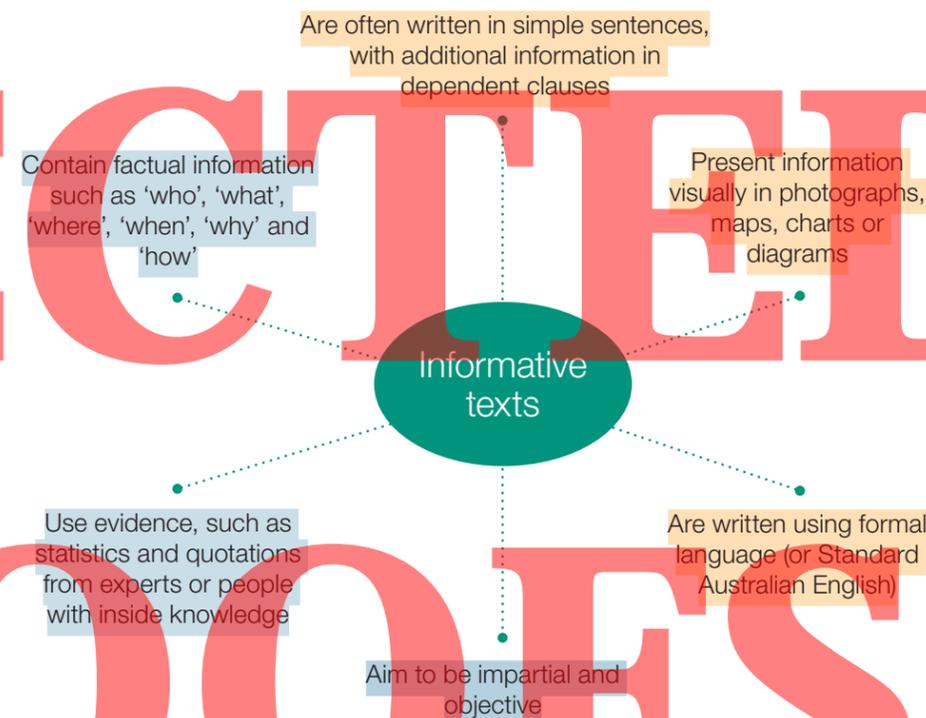
Language focus

If a text is **biased**, it favours something or someone in an unfair way. **Unbiased** means 'without bias'.

What may we expect of informative texts?

We make different language choices depending on the type of text we are presenting, but there are some characteristics we expect of most informative texts. Above all, informative texts should contain **accurate, relevant, unbiased information** that is **easy to understand**. To this end, we can expect the following from many informative texts.

Facts and evidence



When we want to learn about an event, person or idea, we rarely want general or vague information – we want **details**. An informative text about an event, for example, should always include the facts:

- who was involved
- what happened
- when it happened
- where it happened
- why it happened, and
- how it is affecting people or places (its consequences).

3.2 How do we present information in different forms?

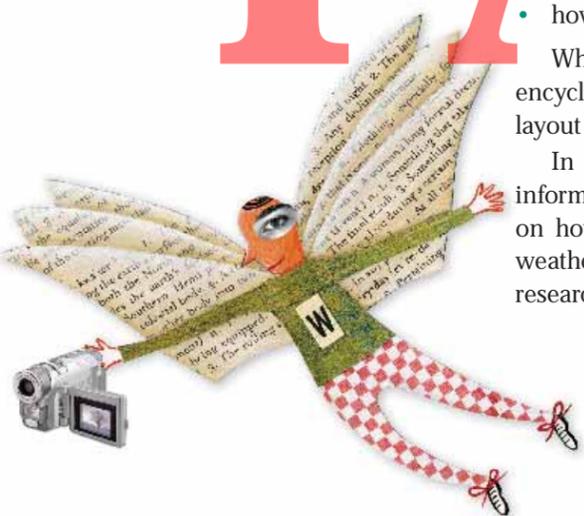
3.2 How do we present information in different forms?

There are many ways in which we can present the same information in different forms. Informative texts share many common features, although the language choices made will be influenced by:

- the form of text
- how much information is needed
- the age and interests of the audience, and
- how much time or space is available.

While a pamphlet for adolescents, a *Today Tonight* investigation and an encyclopaedic entry might all be on the same topic, we know that the structure, layout and language of each text will be very different.

In this chapter we will look at some of the features we expect of all informative texts. We will then explore some of the differences by focusing on how information has been presented on one topic – Australia's extreme weather conditions – in print and digital media, and exploring how we can research and create our own informative texts on this topic.





Evidence includes statements from eyewitnesses.

The evidence included in a text proves that the information presented is indeed factual. Evidence includes *statistics*, such as how many people have been affected or how much money has been spent. It also includes *quotations or statements* from eyewitnesses or from experts who know a lot about a topic, such as scientists or police officers.

Evidence shows the audience that the author has done their research and knows what they're talking about. It adds authority to the information, and makes the text more reliable and more detailed.

With so many sources of information at our fingertips, it is easy to become overwhelmed. However, remember that we don't have to look at every website and every news article that has information about a topic we're interested in.

Also, remember that some sources are more reliable than others. We need to be able to make certain that we know where the information is coming from, and that it is valid and accurate: if we don't know where the information has come from, we can't be sure that it's correct. So, be selective and choose a range of reliable sources. The following checklist will help:

✓ Checklist	
<input type="checkbox"/>	Does the information come from a reliable author? (eg expert, insider?)
<input type="checkbox"/>	Is the information up to date?
<input type="checkbox"/>	Has any evidence been included?
<input type="checkbox"/>	Does the text have another purpose? Could the information be biased?
<input type="checkbox"/>	Is all the information relevant to my topic?

Over to you

Working in pairs, find an informative article in a print or digital newspaper and respond to the following:

- a** Find an example of each of the qualities listed in the diagram on page 107.
- b** Use the above checklist to decide whether the article presents reliable information. Then write a paragraph explaining why you think the article is, or is not, reliable.



No matter how exciting an event might be, don't let your emotions get in the way of the facts.

To revise the meaning of 'objective', go to page XX.

Formal language and objectivity

Using formal language and being objective are two key aspects to communicating detailed information accurately:

- **Formal language:** in informative texts, authors usually avoid using emotive language. The audience can then make up their own mind, and they can be moved by what has happened, not by how it is presented.
- **Objectivity:** no matter how exciting or frustrating an event might be, a good informative text doesn't let emotions get in the way of the facts. The author usually uses an objective tone and the third person keeping their own views out of the text.

Clarity

Large segments of text are sometimes off-putting or difficult to read. We can use a variety of methods to break up text so that it is more accessible, such as headings and subheadings, bullet points and text boxes.

We can use colons to introduce long lists – for example, 'Extreme weather conditions have occurred in many places: Russia, Pakistan, Brazil, the Philippines and Sri Lanka' – or to introduce items in bullet point form. We can also use charts, diagrams or graphs to present information visually, and in some cases photographs can be more effective than a whole page of writing. Such texts are called *visual texts* and are an important way of communicating information in



A photograph can be more effective than a whole page of writing.



Language focus

The verb **rely** means to depend upon. When people and things are **reliable**, they can be trusted. If they are **unreliable**, they cannot be trusted.

<Insert AW 0317, ¼ page (P)>

When a clause or phrase is included within a sentence, we describe it as an embedded clause or phrase. We use **embedded clauses** to define and expand on other words in a sentence. A comma (or a dash) is sometimes placed at the beginning and end of the embedded clause.

multimodal texts.

When we use verbal text to present information, we often use simple sentences so that the reader can process the information in small pieces. When presenting detailed information, we often add this in dependent and **embedded clauses** or phrases.

We can also use **nominalisation**, where we change a verb into a noun – for example adding the suffix ‘-ment’ to the verb ‘adjust’ to make it the noun ‘adjustment’. Nominalisation can allow us to convey ideas in a single word, and also makes our sentences or texts sound more formal and objective. Take this *Age* newspaper headline:

75 countries set carbon emission targets

Nominalisation is the process of turning verbs into nouns, often by adding a suffix. Nominalised words can end in ‘-ing’, ‘-ation’, ‘-ance’ or ‘-ment’; eg suffer/suffering, explain/explanation, attend/attendance, achieve/achievement.

Using the verb ‘emit’ instead of the nominalisation ‘emission’ would have resulted in the much less concise:



Language focus

A **fluent** text is one that flows and can be followed easily.

To revise pronouns, go to page XX.

We can make our texts clearer and more **fluent** in a number of ways. For example, we can use related words, rather than repeating the same word:

Young people are concerned about climate change and it is today's youth who must solve tomorrow's problems.

We can also avoid repetition by using pronouns that refer back to nouns, for example:

When the Australian Open starts later this month it will undoubtedly feature the odd movie star and supermodel courtside.

Another way to make our texts more fluent is to leave out a word or phrase where, without it, the meaning of the sentence is still clear. For example, in the following sentence the words in square brackets can be omitted:

Climate change scientists are more worried than [they were] last year.

We can also use a variety of **cohesive devices** to connect our ideas and arguments; for example, we may show logical links by using words such as *however*, *nevertheless*, *alternatively*, *consequently* and *clearly*; and phrases such as *on the other hand* and *not only ... but also*.

Cohesion means to fit well together, or to be unified. **Cohesive devices** help a text fit together as a whole by encouraging the reader make connections between different parts of the text and link ideas that are related. Cohesive devices can help make a text read more smoothly or fluently, and make more sense.



The Lockyer Valley in southeast Queensland, 14 January 2011
Photo: John Grainger, *The Australian* (online)

75 countries set targets for how much carbon can be emitted

Over to you

Working in groups, find examples of informative articles and highlight the ways their authors have:

- a avoided repeating the same word, and
- b used words and phrases to make connections.

How do we present information in different forms?

As mentioned earlier, we will be focusing in this chapter on Australia's extreme weather conditions. There have been many texts in the print and electronic media reporting recent examples. The informative texts we will be exploring *report events*, rather than *present opinions*. They focus on informing their audience about *who* has been affected, *what* happened, *where*, *when*, *how* and *why*.

Why questions focus on providing information about the cause of particular weather conditions. Where there is conflicting information – for example, not everyone agrees about whether climate change is a cause – we should acknowledge the range of opinions in an informative text, rather than suggest that any one of them is a factual explanation.

Australia has always been described as a land of extremes due to its warm, wet tropics and dusty, desert interior. Recently, however, we have experienced weather conditions that are extraordinary even for our country: bushfires in Victoria, heatwaves in Perth and South Australia, hailstones as big as tennis balls in Melbourne, floods in Queensland and snow on the Tasmanian Alps in December. In fact, after nearly 15 years of severe drought, 2010 was the third wettest year since records were first taken in 1900 in many parts of Australia. On the other hand, southwest Western Australia experienced its driest year on record.

We are not alone in experiencing extreme and destructive weather. There have been record heatwaves in Russia; floods and landslides in Pakistan, Brazil, the Philippines and Sri Lanka; and freezing temperatures in Europe and North America. Whether we believe this extreme weather is the result of human-



Even if we believe climate change is the cause of particular weather conditions, we should acknowledge the range of opinions.

induced climate change or the semi-periodical climate pattern called La Niña, it has had devastating consequences for many people and communities. This is a topic that many people are deeply concerned about, and up-to-date information is crucial for providing warnings of the dangers of such weather events and explaining the sometimes terrible results.

What are the different sources of information?

Before we can create our own informative texts, we have to obtain accurate information to include. Unless we're writing on a topic we already know a lot about, we will need to do some research and find suitable sources of information.

Today we have access to more sources of information than ever before. News websites and 24-hour news channels are updated regularly so that we can get accurate information almost immediately. Also, instead of waiting for journalists to identify, research and present interesting stories, we can now access them as they happen and from the perspective of those directly affected through the use of mobile phones, Twitter and other social networking sites. There is also a wide range of more traditional print and online sources available.

No author is identified, but the article is published on behalf of the CEC.

Up-to-date information

Statistical evidence

Evidence from a reliable source: the National Electricity Market (an organisation with specialised knowledge and involvement in the energy industry)

Possibility of bias, as the CEC represents renewable energy companies

Renewables boom a silver lining as the storm clouds clear
 August 12, 2010
 The wild storms which lashed Victoria and South Australia over the last 24 hours helped deliver near-record levels of renewable energy and hydro.
 The winds, which reached up to 95km per hour, at their peak delivered more than 1230 megawatts of electricity – comparable to the giant Hazelwood coal-fired power station.
 Over the past two days the National Electricity Market (in Victoria, NSW, Queensland, South Australia and Tasmania) averaged more than 1000 MW coming from wind turbines, the same as a medium sized coal-fired power station.
 This electricity was generated by around 1000 wind turbines located across the south east of Australia.
 Source: www.cleanenergycouncil.org.au

Hailstones may be falling from the sky like golf balls in one suburb, but not in another; and it may seem to some inhabitants that their city is being deluged, and to others that nothing much is happening at all.

Some sources of information on the Queensland floods in January 2011



The diagram on the next page gives some of the sources of information about the Queensland floods in January 2011.

As is the case with any information, we need to check if it's reliable. Let's apply the checklist on page 108 to the text below, which was taken from a media release about Australia's extreme weather conditions from the Clean Energy Council (CEC) website. The CEC is a not-for-profit organisation that represents renewable energy companies.

Over to you

- 1 As a class, make a list of extreme weather events and disasters in Australia in the last few years. Some suggestions are:
 - Black Saturday bushfires (2009)
 - Queensland floods (2010–11)
 - Cyclone Yasi (2011).
- 2 Divide the class into research groups and allocate one weather event/disaster to each group. Within your groups, narrow your subject down to specific topics of interest and allocate one topic to each member of your group. Some suggestions are:
 - the effect of flooding on fruit and vegetable supply
 - the impact of bushfires on native wildlife
 - theories about possible causes of extreme weather events.
- 3 In your groups, discuss possible sources of information for each topic. Choose a range of print, television or radio, and online texts.
- 4 Each member should then:
 - research and select two sources and use the checklist on page XX to make sure they're reliable and relevant
 - share their sources with the group and see if they are also relevant to other members.

How do we evaluate conflicting information?

Depending on how, where and when authors of informative texts obtain their facts, such texts might contain conflicting information. This can happen when:

- information is inaccurate or out of date
- different sources have a different experience or theory concerning the cause of an event
- texts deliberately present information in a particular way to achieve a



Language focus

When something contradicts or is different to something else, we say they are **in conflict**. For example, when one child says 'he hit me!' and another denies it, they're telling conflicting versions of the same event.

particular effect.

Sometimes, misleading or false material is presented as if it were true. For example, in June 2009 *Today* show presenter Richard Wilkins embarrassingly reported that actor Jeff Goldblum had fallen to his death while filming in New Zealand. It was soon revealed that the inaccurate story had in fact been generated by a false news website called FakeAWish.com, and was spread via Twitter.

Genuine mistakes can occur when authors use out-of-date information or information from unreliable sources in their texts, but choosing sources carefully can help to avoid this.

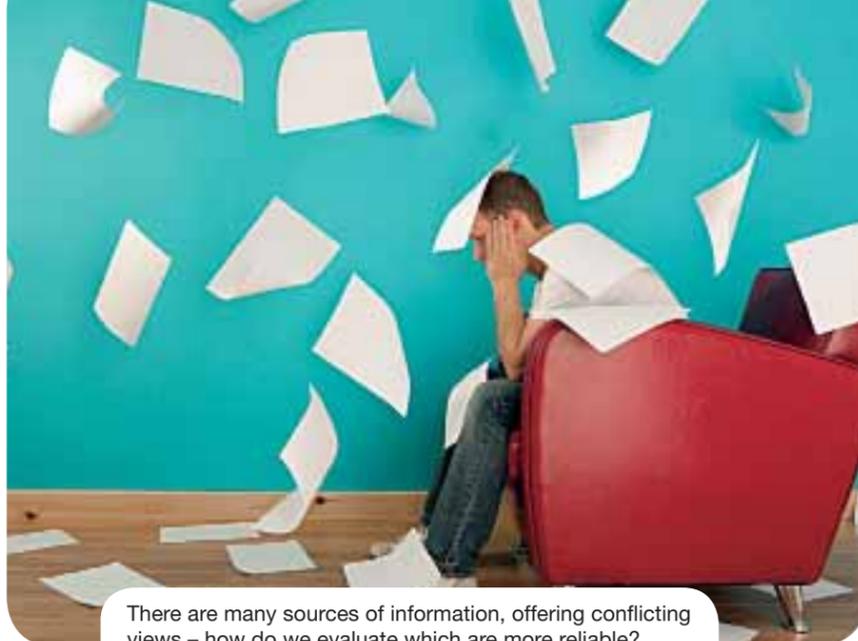
Conflicting information can result from the different ways people experience an event. **<Insert text 115/1 text - this is missing (not included in word doc - can you supply next round)>** Does this mean that one person's experience is less accurate than another's? We need to *evaluate* the information and where it comes from to see how it can be useful to us.

There are some circumstances where an author's own view, background or interests influence the way they present information – and even what information they include. When reporting on the causes of the heavy rain that led to the floods in eastern Australia in January 2011, for example, a journalist who believes in climate change and the need for humans to reduce carbon emissions might present different information to a journalist who doesn't believe in climate change, for example:

Wild weather will only worsen: we must act soon!



Jeff Goldblum



There are many sources of information, offering conflicting views – how do we evaluate which are more reliable?

Droughts end and rain comes as La Niña turns to Australia

Accordingly, when we're faced with conflicting information we need to evaluate which sources are more reliable, by questioning:

- where the information has come from
- whether it is up to date
- whether the topic can be interpreted or experienced differently by different people, and
- whether the information could be influenced by the author's views.

Over to you

Discuss how people with different views or interests might include different information on each of the following topics:

- the effect of divorce on children
- cheaper products through online shopping
- whaling
- skin damage and sun tans.

How do we distinguish between important and less important information?

To revise dependent and embedded clauses, go to page XX.

Once we've selected a range of reliable sources, we can begin to extract information from them. Some sources will contain more information than we actually need or can fit into our own text. When deciding what points to include, we need to think about what is relevant to our specific topic. We also want to achieve a balance between general information and precise detail. Remember, it is often a good idea to include additional information in dependent or embedded clauses.

In a way, selecting information is similar to the process of writing a narrative story. So try asking:

- What is necessary for understanding the story?
- Are there any details that can be left out that still allow the text to make sense?
- When and how do details add to our understanding?

Over to you

Using the text below, or one of the sources your group collected for Activity 4 on page 114, identify what is important information and what is less important information about the extreme weather event being discussed.

Cyclone Carlos threatens coast of Western Australia

February 21, 2011

Ex-tropical cyclone Carlos, re-forming to menace Western Australia's north, has moved quickly across the Kimberley.

Carlos is expected to re-form into a category two cyclone over the ocean west of the Kimberley coast today.

By 5am (WST) Carlos was estimated to be 70km northwest of Broome.

It has moved quickly across the Kimberley during the last 12 hours and is now over open waters just to the north-west of Broome, the Bureau of Meteorology said this morning.

Communities on the in WA's coastal area – between Cape Leveque (near Derby) and De Grey (near Port Hedland) – are being told to prepare for wind gusts of up to 100km/h this morning.

As Carlos moves down the Pilbara coast towards Exmouth and Carnarvon tomorrow, there could be destructive winds more than 125km/h.

And winds over 165km/h are possible west of Mardie later on Tuesday, the weather bureau says.

Source: Herald Sun (online)

How do we present information about the same topic in different media?

When an event occurs that affects a large number of people, information about it is circulated in many forms. Think about a recent event that has received a lot of attention – for example, a celebrity scandal, a new technological gadget, a political issue or a natural disaster – and consider where your knowledge about it came from. Some will be from social networking (online and off), but most will have come from media texts, such as print and online newspapers, magazines, television and radio programs.

For other possible sources, see page 113.



Think about a recent event that received a lot of attention: where did your knowledge about it come from?

As we have already seen, there are many similarities in what we expect of informative texts. There are, however, also some differences in the way we use language and present information, depending both on the type and form of text.

During the Queensland flood crisis of January 2011, our print and online newspapers, magazines, and television news and current affairs programs provided in-depth coverage of almost every aspect of the disaster. By focusing on informative news reports and articles, published in different forms of media, we can begin to appreciate their different features.

Over to you

Working in pairs, discuss key similarities and differences you would expect to find in the way language is used and information is presented on a news event in:

- a printed newspaper
- an online newspaper
- a television news bulletin.

Create a Venn diagram to illustrate the results of your discussion.



Language focus

Sensationalist material is designed to grab a reader's attention. A sensationalist headline might read: 'Footy player's life in ruins'.

What are the features of informative newspaper articles?

Newspapers are described as being either *broadsheet* or *tabloid* (terms that originated many years ago with print-based newspapers). Whether a paper is broadsheet or tabloid will influence the layout and size, as well as the type of information included and the way the informative articles are written.

Features of broadsheet and tabloid newspapers

Twice the size of a tabloid newspaper (A1)

Front page covers several news stories

Avoid sensationalist material

Appeal to 'educated' readers

Half the size of a broadsheet newspaper (A3 when closed)

Front page carries one main story

May include sensationalist material

Appeal to a wide audience

Broadsheet newspapers, eg *The Australian*



Written in a more formal style

Use longer paragraphs, more precise vocabulary and more complex sentence structures

Include some long, in-depth articles

Tabloid newspapers, eg *the Herald Sun*



Written in a more informal style

Use shorter paragraphs, more commonly used words and fewer complex sentences.

Articles are quite short

Include a lot of photographs

In some parts of the world, some broadsheet newspapers have retained other features of broadsheets but switched to tabloid size. Readers find them easier to read on the train!

Over to you

- 1 Locate the features of broadsheet and tabloid newspapers on the front pages of *The Australian* and the *Herald Sun* on the previous page.
- 2 As a class, collect broadsheet and tabloid newspapers over a one-week period. In pairs, select one day and create a table like the one below to compare and contrast some of the typical content and structural features. Use dot points.

Newspaper	Major headlines and description of photos	Number of informative articles	Topics of informative articles	Sensation-alist or serious?
Day 1: broadsheet				
Day 1: tabloid				

- 3 Read the following extracts from a tabloid and a broadsheet newspaper reporting on the same event, and then answer these questions:
 - a Calculate and then compare the average number of words in each paragraph of each article. What is the difference, and how do you account for it?
 - b Identify the independent clause in the first paragraph in each text. What additional information has been added in a dependent clause or clauses?
 - c Identify examples of nominalisation and personification in each article and suggest why the authors have used them.
 - d The *Herald Sun* article includes words and phrases such as 'sewerage contamination', 'mosquito infestations' and 'succumb'. How does this compare with the vocabulary in *The Australian* article?

City feels sting of river it loved too much

Brisbane's love affair with its river will continue long after the floodwaters recede, but the residents of the River City are going to handle the relationship a lot more carefully in future.

spread and significant than before. More than twice as many homes have been inundated and public facilities and businesses are likely to be shut for months.

The floodwaters might have peaked a metre below the level of the 1974 flood ingrained in Brisbane memory, but the city's embrace of a river lifestyle meant the destruction was more wide-

Source: Sean Parnell, *The Australian*, 14 January 2011

How are online newspaper articles different?

Today, all major newspapers publish online as well as print editions. This is not as simple as just making the articles available on the internet – in fact, very few stories are presented in the same format in both versions. Print newspapers are laid out in columns to make it easier to lay out and read text printed on very wide pages, whereas digital articles can fill the whole screen. Often, advertisements or video clips are inserted in digital articles to break up large sections of text and to make sure the reader notices them.

Language focus

An **abstract** is a very short segment or summary of a text. Sometimes it is simply the first sentence of a news article. An abstract gives the reader a better idea of what the article is about than just the headline.

Streets filled with dismay

THE suburbs of Brisbane were virtually silent last night, barring the occasional siren and thump of helicopter blades.

Many residents watched disbelieving on the TV as boats, cars, fridges, and playground equipment roared down the Brisbane River.

Up to 50 suburbs were on flood alert with 20 000 houses likely to succumb to the mud and slush.

Many buildings were already under water, amid concerns about sewerage contamination and mosquito infestations.

The CBD was sinking under the murky water. Power and traffic lights in some suburbs were out.

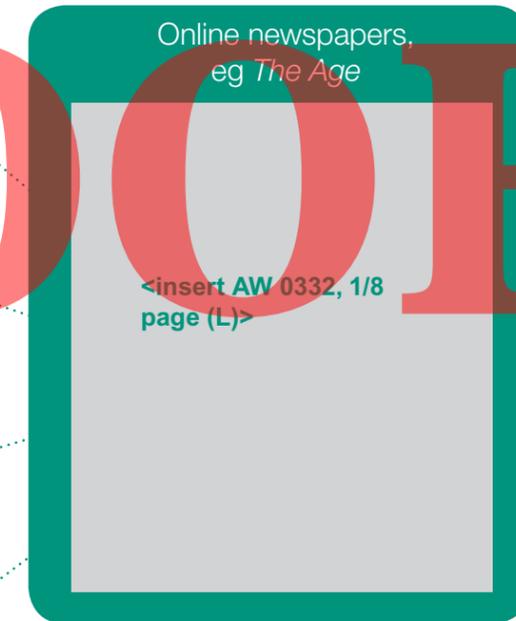
Source: Nick Leys and John Ferguson, *Herald Sun*, 13 January 2011

Show headlines and abstracts of many stories on the homepage, rather than just one or two

Can show more on a single page, such as slideshows of photos, video footage and advertisements

Are interactive, so the reader can select which stories interest them

Can contain photos, video footage and comments sent in by readers



Can be accessed by internet anywhere in the world on computers, mobile phones or portable reading devices

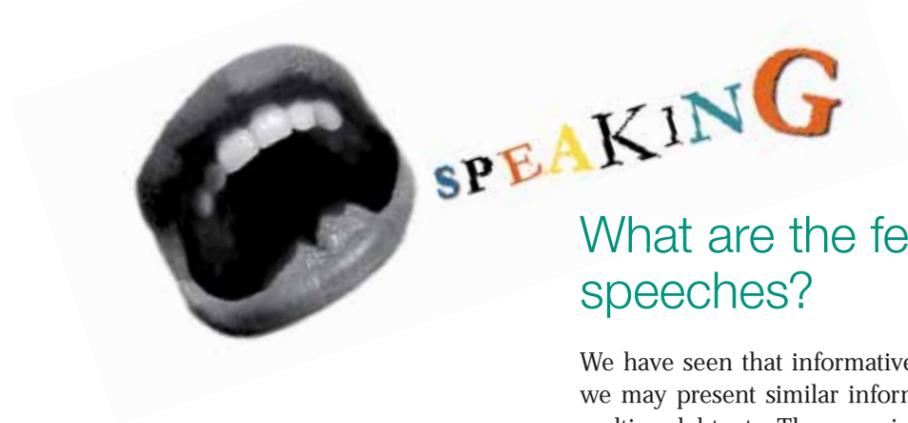
Can be updated and revised during the day

Contain a 'search' field that allows the reader to find particular articles, including past articles

Contain links to similar stories

Offer subscriptions to the entire newspaper or selected sections, which are emailed to readers

UNCORRECTED PAGE PROOFS



What are the features of informative speeches?

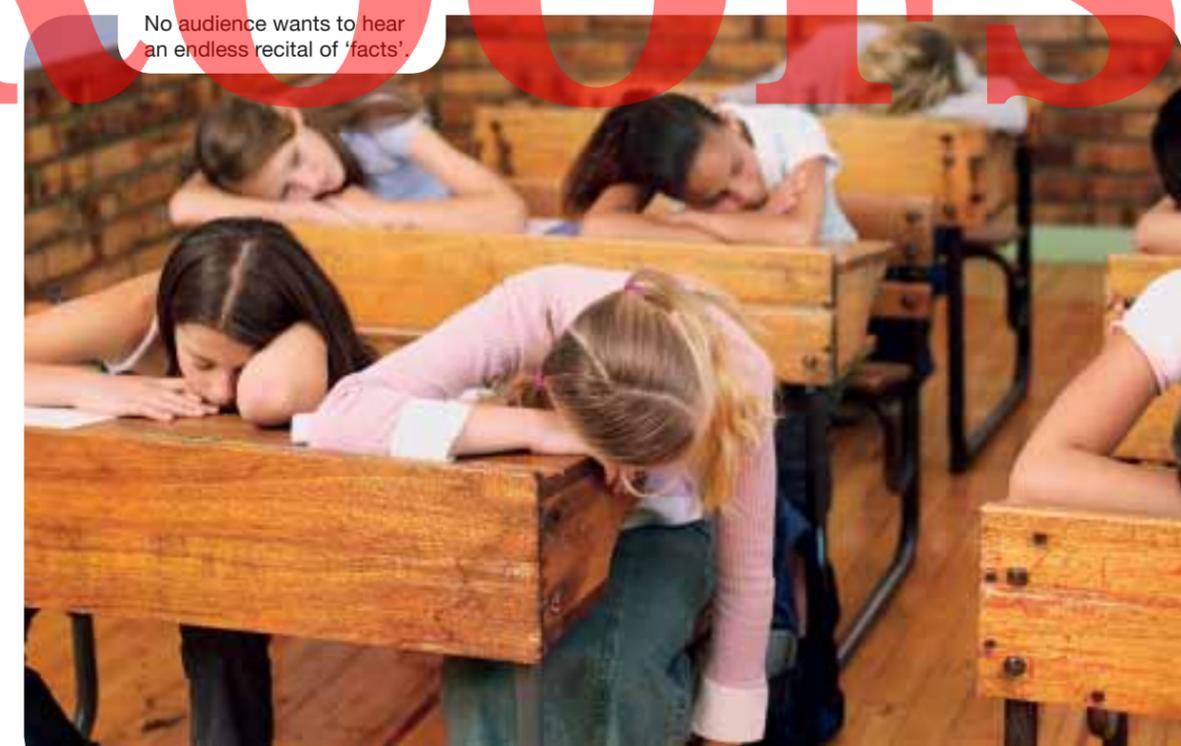
We have seen that informative texts have many features in common, and that we may present similar information differently in different types of print and multimodal texts. The same is true of speeches.

Like all informative texts, in a speech on extreme weather conditions:

- We would try to present the information we have researched impartially.
- We would probably address questions typical of informative texts – about what happened, when and where, how and why, and who was affected.
- When there is disagreement about the 'facts', we would present a range of viewpoints, not just the one we agree with. In this way, we present information, rather than a point of view.

Again, as with other informative texts, it is important to work out a focus when presenting an informative speech. It is impossible to provide information about all aspects of extreme weather conditions. No one wants to hear – any more than they want to read – an endless recital of 'facts', especially if it sounds as if they have been taken straight from other sources.

We want to feel that we have learnt something, from someone who is interested in the topic. In a speech, one way of enabling our audience to feel this is to research an aspect of a topic that we want to know more about ourselves. If we believe that global warming is a reality, for example, it would be an interesting challenge to research what those who disagree with us think, and impartially present information about *their* arguments and evidence. When informing about a diversity of viewpoints on any topic where there may be disagreement about the 'facts', we want our audience to know what other people think – not just what we think – so that that they can make an informed decision.



Below is an extract from the online version of the same article that appears on page 121.

Toolbar to easily navigate between sections

Search function to locate articles easily

Audio-visual texts

Headlines and abstracts of major stories

New AW 03331 goes here: ½ page. It's a screen dump from The Australian online, including include toolbar, search function, headlines of other articles, the photo with the story, and the first three paras of text, which are as follows:

City feels sting of river it loved too much

Brisbane's love affair with its river will continue long after the floodwaters recede. But the residents of the River City are going to handle the relationship a lot more carefully in future.

The floodwaters might have peaked a metre below the level of the 1974 flood ingrained in Brisbane memory, but the city's embrace of a river lifestyle meant the destruction was more widespread and significant than before. More than twice as many homes have been inundated and public facilities and businesses are likely to be shut for months.

Over to you

- 1 Access and explore an online newspaper. How easy is it to use?
- 2 In pairs, compare the pros and cons of print and online newspapers. Consider:
 - Content – types of articles and advertisements
 - Access and ease of use – who's reading them and where?
 - Structure and amount of information – is it easy to navigate?
 - Production costs – including resources used and waste.
- 3 Find an informative print newspaper article about Australia's weather conditions and their impact on the environment, and then find the same article in the online version of the newspaper.
 - a Which version appeared first? How can you tell?
 - b Are there any differences between the text and/or paragraphing of the two versions? If so, why do you think this is?
 - c What other differences can you identify between the two versions? Suggest reasons for the differences.

When giving an informative speech, we need to engage our audience's interest by presenting interesting and well-researched material in a lively and appealing manner. This means that we need to think very carefully:

- not just about *what* we will say
- but also about *how* we will say it and present it.

For example, in a spoken text we will probably use shorter sentences. While we may use dependent and/or embedded clauses to add information, long complex sentences are difficult for listeners to follow. We need to think especially carefully about how our sentences *sound* – and whether they are easy to say. We also need to ensure that our ideas are clearly linked and easy to follow.

The way we speak depends on the situation. If we are speaking before a known audience, we may speak less formally than if we are addressing an unknown audience, for example in a public speaking competition.

Avoiding the sometimes colourful language of persuasive texts doesn't mean informative language has to be dry and dull. We have seen how newspaper articles make use of personification and interesting vocabulary, and we also need to make interesting language choices in speeches. Sometimes an interesting anecdote may add interest to otherwise dry information – for example, an uplifting or amusing story, or a lively account of a difference of opinion.

In the case of many speeches, we may also be able to add interest, as well as information, by presenting information in multimodal form. In a PowerPoint presentation, for example, we may combine speech, music and visual images, such as photographs and film.

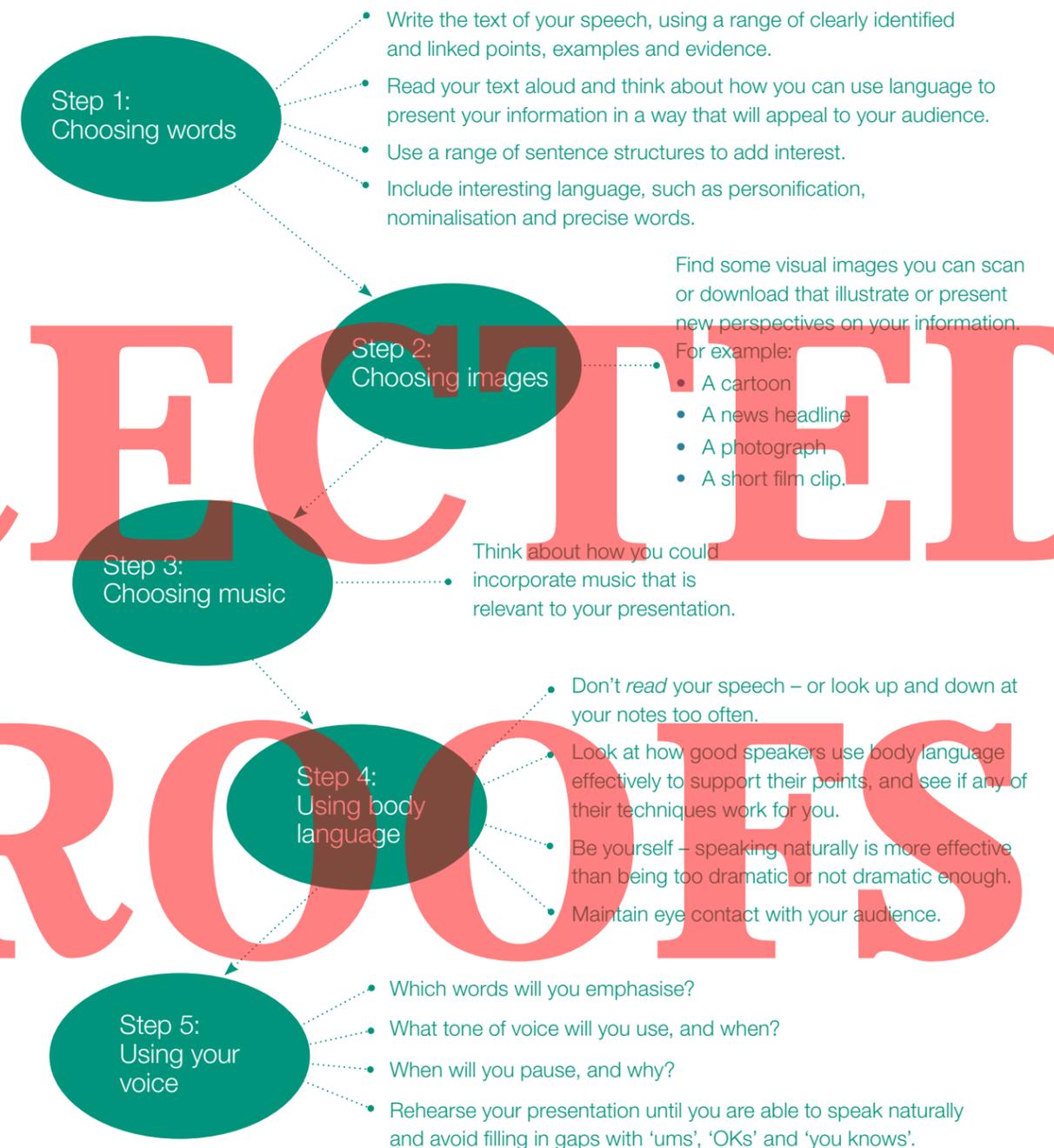
One way of planning a multimodal speech, after choosing and researching an aspect of a topic to talk about, is outlined on the next page.

For advice on how to create clear and fluent texts, go to page 110.

We can add interest, as well as information, by presenting information in multimodal form.

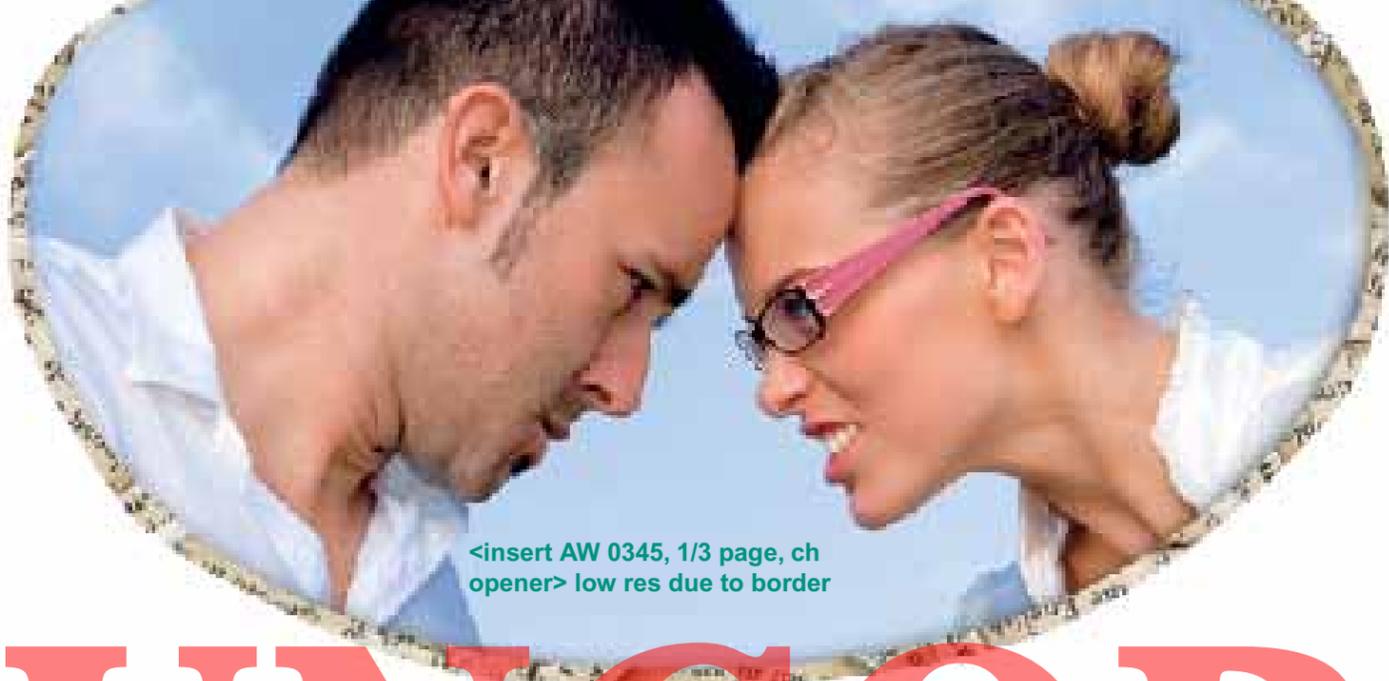
<insert AW 0344, ¼ page or bigger>

Preparing a multimodal informative speech



Over to you

Working in the same groups as for Activities 2–4 on page 114, follow the steps outlined above and plan a group presentation based on the aspect of extreme weather conditions that you chose to research.



<insert AW 0345, 1/3 page, ch opener> low res due to border

UNCORRECTED

3.3 How can we get people to see *our point of view*?

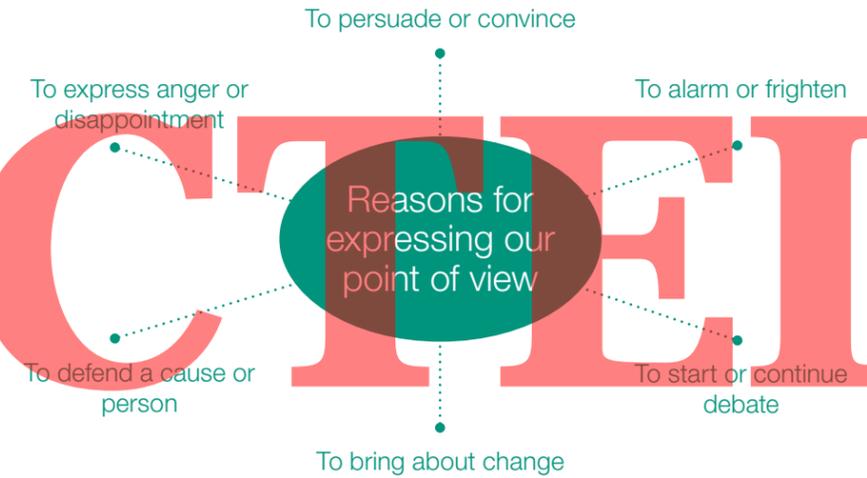
Being able to present our point of view clearly and logically is an important part of communication. There are many situations where we want others not only to see things from our perspective, but also to agree with us – whether it is a simple everyday argument about what film to see, or an important decision such as which school to go to.



In most situations, simply 'bulldozing' someone with your view is unlikely to persuade them.

What is the difference between informing and persuading?

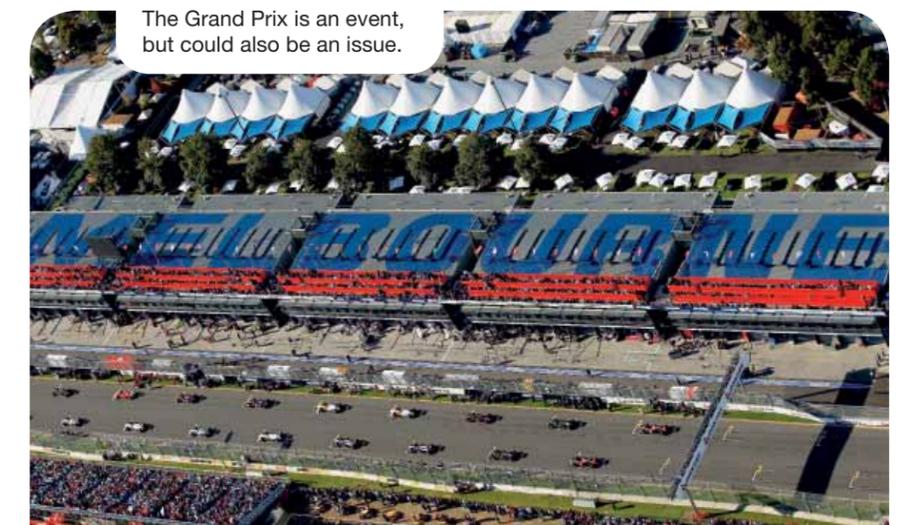
Informing and persuading are two different things. When we inform, we usually keep our own opinions to ourselves; the whole purpose of persuading, on the other hand, is to express our own point of view. There are many reasons why we may want to do this, including the following.



While we inform about particular *events* or situations, we only express our point of view about them if there is an *issue* involved. This is because:

- an event is simply something that has happened, but
- an issue is a complex situation that different people feel differently about.

When people have different opinions about an event, or aspects of it, it becomes an issue. For example, the Grand Prix is an event, and information about it could include its history, what happened in a race and who participated. The Grand Prix may also become an issue if people don't agree about an aspect of it – such as where it should be held, or whether a particular driver should have been disqualified.



The Grand Prix is an event, but could also be an issue.

Issues also arise as a result of other things people disagree about, for example:

- Should students wear school uniform?
- or
- Should the voting age be lowered?

When we hear or read someone giving their opinion, we can ask:

- What aspect of an event has prompted them to express their point of view?
- What is the issue that has caught their interest or concerned them?
- What 'sides' are there, and which 'side' are they on?

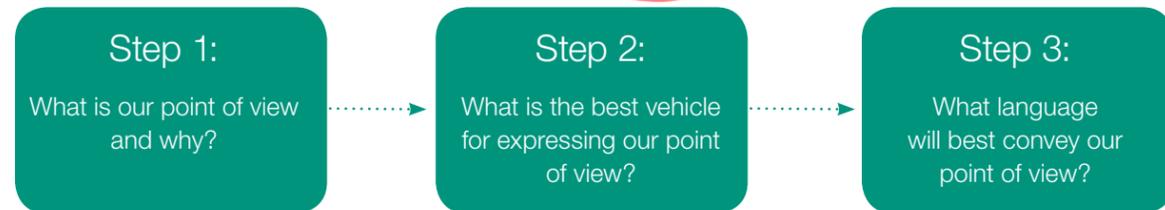
We also *use language* differently when we persuade and when we inform. For example, a person writing about the need for city councils to restrict ownership of vicious breeds of dogs might include some statistics about dog attacks, a photo of a scary-looking dog or a victim, and use words or phrases such as 'monsters', 'unnatural', 'out of control' and 'demonic' to describe these animals. In this way, they are trying to frighten us into agreeing with them, while at the same time trying to bring about change in our community.

Over to you

In pairs, discuss whether each of the following statements is an event or an issue:

- a A six-year-old Adelaide girl has been attacked by a neighbour's dog.
- b There are too many preventable attacks and city councils need stricter laws regarding potentially vicious breeds.
- c Dog owners should be made to muzzle and leash their dogs whenever they're in public places.

There are a number of steps we can take to put our point of view about an issue as persuasively as possible.



Step 1: The first step is to think about what *our own point of view* is and why – if we can't explain the reasons for our views to ourselves, we will have a lot of trouble explaining them to someone else! We can usually think of at least one good reason why we feel the way we do on a particular issue, for example our point of view might be the result of:



Language focus

Cultural values are values that are the result of the way we live and the things we appreciate as a society, eg some Australian cultural values could be said to be freedom of speech, having a go, and spending time with family.

- A personal experience
- Our family values, or
- Our cultural values.

It's a good idea to consider what possible views there might be and whether we agree or disagree with them. Let's practise using the topic:

The current abundance of food-based television shows is creating an unhealthy attitude to food.

We need to work out exactly what the topic is claiming. We can do this by asking:

- What shows are being referred to?
- What is meant by 'unhealthy'?
- Are the television shows responsible for this attitude?

We then need to decide what reasons or arguments exist for agreeing and disagreeing with the statement, and what 'side' we are on, for example:

Agree	Disagree
Shows such as <i>MasterChef</i> treat food as a fashion statement rather than a necessity	The number of television shows about food reflects our interest in cooking; it doesn't create it
We should spend money on preventing poverty and starvation, not expensive reality television and competitions	More young people are learning about where food comes from and what is healthy
These shows encourage us to spend more time preparing food than doing other worthwhile things	People have to eat; now they're eating more interesting food



Are television shows such as Nigella's creating an unhealthy attitude to food?

To find out more about different forms of persuasive texts, go to page XX.

To find out more about language choices, go to page XX.

Step 2: Having decided what our point of view is, we should consider what the *best vehicle* for expressing that view is. In some situations an informal discussion will be fine, but at other times we will want to reach a wider audience. In these cases, we can use a variety of texts.

Step 3: Finally, we need to think about *what language* will best convey our view. This will depend on the text we choose and our audience.

Over to you

In the following article, 'Isabella takes the *MasterChef* cake', journalist Nicole Brady is informing us about both sides of an issue without expressing her own point of view. Read the article and then answer these questions.

- What is the event that will 'reignite' the 'debate'?
- According to the article, what is the issue or 'debate' that will be 'reignited'?
- What are the two 'sides' or points of view introduced in the article?
- This article is about an issue, but it is informative rather than persuasive. Why?

Isabella takes the *MasterChef* cake

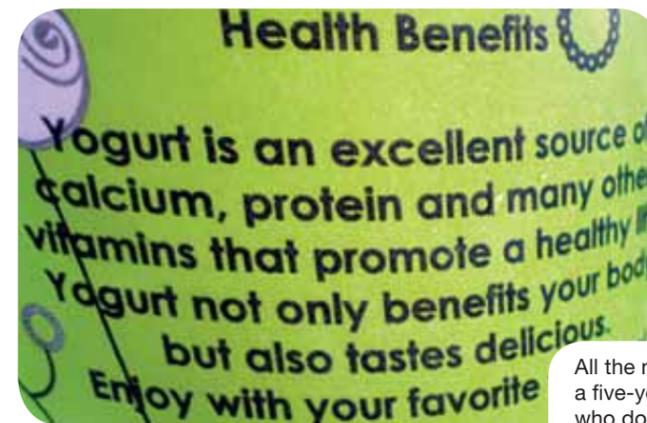
Though the screening of her triumph finished way past bedtime, Queensland student Isabella, 12, last night was the excited victor of Channel Ten's inaugural *Junior MasterChef* competition.

Isabella – in the hope of protecting their privacy the surnames of the child contestants were never revealed – triumphed over Tasmanian Jack, 13, in a cooking challenge in which both displayed extraordinary culinary dexterity. So sharp were their skills that last night's final episode is bound to reignite debate about the 'adultification' of children in the name of entertainment.

Detractors believe primary-school-aged children should not be exposed to the artifices and pressures of reality television. Others argue the series unfolded in a supportive and positive manner that was designed to inspire and educate youngsters.



Source: Nicole Brady, *Sydney Morning Herald*, 16 November 2010



All the nutritional information in the world won't make a five-year-old choose yoghurt over ice-cream. So who do you think might be persuaded by this text?

What makes a point of view convincing?

Often, our *own* reasons for forming a point of view about an issue will be good reasons for others too. Sometimes, all we need to do is explain them clearly. If we can do this in a logical way, it will appear that we've thought a lot about the issue, rather than getting caught up in the moment. We should remember, however, that what is persuasive for some is not always persuasive for others – so make sure your arguments are appropriate for your audience.

Two ways of making your point of view convincing are:

- using logic, and
- appealing to emotion and values.

Using logic

Logic means commonsense or reason, and everyone finds it hard to disagree with reason. When we use logic to put forward our view, we are offering arguments that make sense and are backed up by reliable evidence and examples.

It is important not to confuse arguments with evidence:

- Arguments are the main ideas that demonstrate a point of view.
- Evidence is the facts or information used to support these ideas.

Convincing evidence could include facts or statistics drawn from reliable sources, expert opinion, or specific examples.

To revise reliable evidence, go to page XX

Which of these arguments do you find logical and persuasive?

I think the focus on food is going too far. Australia is now the fattest nation on Earth and there should be more emphasis on health than taste.

MasterChef is boring! It's just like every other reality TV show with dull contestants and self-obsessed judges.

There are a lot of cooking shows on TV, but no one is forcing you to watch them. If they're not your thing, change the channel or turn the TV off.

Cooking shows are so popular because they show that everyone can cook great food. They focus on important skills, ingredients and provide interesting recipes.

Language focus
Notice how dashes rather than commas have been used to punctuate this embedded clause.
Notice how new words can be created – although there is no verb 'to adultify', the author has come up with the nominalisation 'adultification'!

To revise embedded clauses and nominalisation, go to pages xx and xx.

UNCORRECTED DRAFT PROOFS

insert AW03552, 03553, 03554; fruit and veg to contour and scatter around DPS; don't need to use all a/w

Over to you

1 Match each of the following arguments with the evidence that you think logically supports them.

Argument	Evidence
1 We need to change our attitude to food. As a nation, we take having fresh, cheap and healthy food for granted. Our eyes, however, are often bigger than our stomachs.	a Sales of ingredients featured on <i>MasterChef</i> have increased 1400 per cent.
2 We need to remember that television shows are designed to make money for their sponsors.	b SBS has programs showcasing the best of Sri Lankan, French, Singaporean, American, Latino and Greek specialties.
3 Cooking and food shows can have a very positive effect on people's lives. Many people just don't know how to cook good, healthy meals.	c Jamie Oliver has started programs such as the 'Fifteen' restaurants, 'Jamie's Revolution' and 'Ministry of Food'.
4 Many of the dishes cooked on these shows contain more than 100 per cent of the recommended daily serving of fats and sugars.	d Australians are throwing out more than \$5 billion worth of food each year – more than we spend on digital equipment and more than it costs to run the Australian army.
5 It's not just the commercial television channels that have got on board the gravy train.	e Cardiologist Dr Lawrence Schneider, who is a critic of shows such as <i>MasterChef</i> , says there's no doubt they are fuelling the obesity epidemic in Australia.

2 For each example of evidence in Activity 1, state whether you believe it is:

- facts and statistics
- expert opinion, or
- specific example.

3 Divide the class into groups and allocate each group one of the following topics:

- Television programs about food put a lot of pressure on people to cook restaurant-quality food at home.
- All supermarkets should give leftover food to charity organisations.
- Cooking shows should not use and advertise the products of their sponsors.
- Reality television programs do not show what it's really like to work in a restaurant kitchen.
- When planning meals, there should be more focus on health and nutrition and less on taste and presentation.
- Television programs about food inspire cooks to try new things and be creative.



Are we under too much pressure to reproduce food like this at home?

insert AW03552, 03553, 03554; fruit and veg to contour and scatter around DPS; don't need to use all a/w

Now complete the following activities:

- As a group, decide whether you agree or disagree with the statement. What is your point of view? If you can't agree, split into two subgroups.
- Write down three to four logical arguments in favour of your point of view.
- For each of your arguments, discuss and write down possible types of evidence you could use to support it.
- Share your ideas with the class.

Appealing to emotions and values

The opposite of logic and reason could be said to be feelings or emotions, and sometimes we're persuaded by things that touch our hearts, rather than our heads. Advertisements, of course, are designed to persuade us that we want something, and they are a good example of how we can use both written and visual language to appeal to emotions and values. Think about advertising campaigns for adopting a pet from the RSPCA – they're full of images of cute puppies and kittens with big, sad eyes. Advertisers know that this is a much more effective way to persuade the audience than statistics about how many pets are lost or surrendered each year.

We can also appeal to values to persuade our audience. This RSPCA advertisement, for example, is appealing to the Australian value that our pets should be treated like humans and that they have the same needs as us: love, loyalty and companionship.

<insert AW0355 (skinny landscape), ¼ page>

Who could resist these big, sad eyes?

insert AW03552, 03553, 03554; fruit and veg to contour and scatter around DPS; don't need to use all a/w

insert AW03552, 03553, 03554; fruit and veg to contour and scatter around DPS; don't need to use all a/w



Some ads appeal to materialistic values.



Language focus
Language choices are the choices authors make about the words, sentences, structure and images they will use in a text.



Language focus
 People with **materialistic** values believe that acquiring possessions and looking good are very important.



Language focus
Manipulate means to influence or change, often without the object's knowledge or consent.
Evoke means to conjure up strong feelings, thoughts, memories or images, eg a photograph of winning a Grand Final might evoke feelings of excitement and pride.

Some advertisements, on the other hand, appeal to the **materialistic** values held by some Australians – our need to have the right designer labels and the right image.

When trying to persuade others, we can appeal to our audience in the same way as advertisers by **manipulating** their feelings. Just as advertisements, such as the one above, **evoke** feelings of **envy** and desire, we can also evoke feelings of compassion, sympathy, guilt, anger and frustration in our own texts by using **emotive** language.

Over to you

Collect advertisements from print or online magazines.

- a Decide what emotions the advertisements are designed to evoke and/or the values they are designed to appeal to in their audience (remembering that some advertisements might target more than one).
- b Create a collage or poster using the advertisements, and include annotations explaining how they manipulate our emotions and/or appeal to particular values.
- c Choose one of the items advertised and create a new advertisement for it, targeting a different emotion or value. Think carefully about the changes you will make to the image and text.

The adjective **emotive** is used to describe something (eg a word, photograph or memory) that encourages our emotions. It is different to the adjective **emotional**, which is used to describe a person feeling or displaying emotions.

How do authors use language to persuade?

The *way* we present a point of view is an important aspect of making it convincing. Just as some arguments will be more effective than others, some words and phrases will be more persuasive than others. We also have to make sure that our **language choices** suit the audience and form of our text, for example:

- choosing persuasive vocabulary
- making our point of view credible
- making our point of view memorable and engaging.

Choosing persuasive vocabulary

Sometimes we don't think about *why* we use particular words instead of others; we use them out of habit, rather than selecting them **carefully**. When we're trying to persuade, however, we should select words that say **precisely** what we mean. Accordingly, we need to develop a vocabulary that allows us to express complex ideas clearly.

This doesn't mean we should write as if we have swallowed a thesaurus, however! It means we need to use the right words to persuade people that we know what we are talking about. In a persuasive piece on animal rights, for example, it would be important to develop a bank of words and phrases such as 'factory farming', 'endangered species' and 'humane conditions'.

We can also choose words that will subtly position our audience to accept our view, for example many words have either a **positive** or **negative connotation** (sometimes called 'loaded' language). Food critic Matt Preston explains in a *Herald Sun* article how the connotation of the noun 'foodie' has changed in recent years:

Where once the word 'foodie' was a form of abuse implying a food elitist, now it's been reclaimed for anyone who takes an interest in what they eat and how to prepare it; for anyone who enjoys cooking as a hobby and a joy rather than a drudge and a chore.

The word **connotation** comes from the Latin word *connare*, which means 'to mark in addition'. It suggests that a word carries other, secondary meanings in addition to its literal meaning. If a word has **negative connotations**, this means that the added meaning is bad or negative.

Over to you

Read the extract below and then complete the following activities:

To revise parts of speech, including nouns, adjectives and verbs go to page 108.

- a Find out the meanings of the highlighted words or phrases and identify whether they are nouns, adjectives or verbs. Add them to your personal glossary.
- b Discuss whether each of the highlighted words has a positive or negative connotation. In a different context, could these words have different connotations?

A love of food all can share



Gordon Gekko, from the 1987 movie *Wall Street*, has become a symbol for unrestrained greed.

Back in the 1980s the movie *Wall Street* declared 'greed is good'. Amoral consumption was where things 'were at' and it was a time of food being used as status symbol.

Self-styled foodies spent three days sourcing obscure ingredients for their dinner parties or splashed out big dollars on glossy overseas cookbooks that sat on the coffee table (hopefully) declaring how 'international' and 'sophisticated' they were.

These were the obnoxious years of food. I didn't like them, or those that played those games using food as a way of feeling superior to others. I still don't.

In the past decade, however, this has changed beyond recognition. While the occasional obnoxious foodie still stalks the earth with a shopping list dotted with obscurities and endangered species, they have become outnumbered by those of us for whom the pursuit of good food is a much more egalitarian concern.

The sort of people who find as much joy – if not more – in a great fresh juicy peach or perfect fish 'n' chips on the beach than they do in a lobster dinner in a posh restaurant. In the past decade eating out has become something Melburnians do far more regularly than just on special occasions.

Source: Matt Preston, *Herald Sun*, 12 April 2010

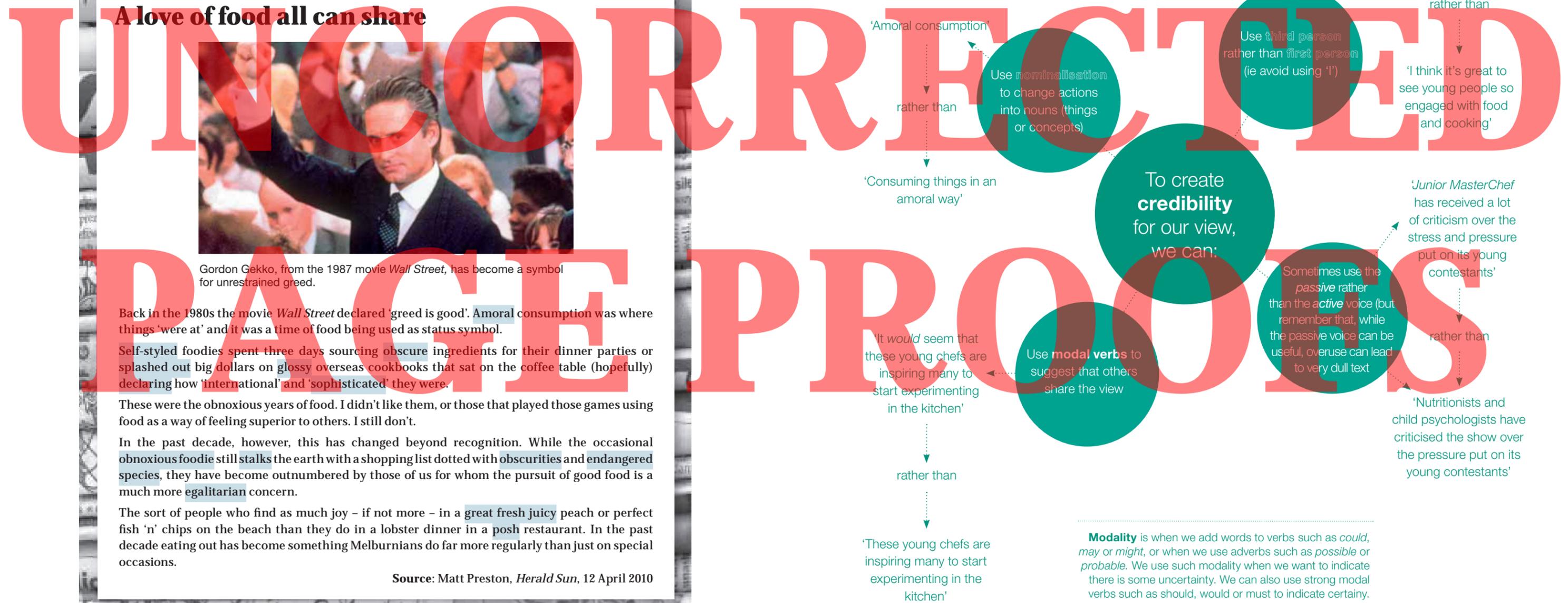


Language focus

Credible means believable or convincing. A credible point of view is one capable of convincing other people that it is correct.

Making our point of view credible

We can also position our audience to accept our view by making it seem as though it is commonly or universally accepted, rather than just our own personal opinion. This can also make the writing more formal, which might encourage our audience to take us (and our view) seriously.



<insert AW03591 aboriginal flag - don't need to use it if it doesnt work>

Over to you

- 1 Try creating credibility for your point of view by using the techniques on the previous page. Write five to six sentences expressing your opinion about *Junior MasterChef*. You might choose to write about:
 - the pressure it puts on the contestants
 - the opportunities it gives the contestants
 - whether treating contestants like adults is a good thing
 - how it would feel to be eliminated.
- 2 Swap your sentences with a partner and discuss how successfully you used the techniques.

Making our point of view memorable and engaging

We can make our writing more persuasive by increasing its impact on the audience, through:

- using language in ways that engage the audience and make them think
- carefully building on the points we've already made
- using language to position the audience to see things in particular ways.

For example, while saying something loudly, or over and over again, might not always make it more convincing, it might make it more memorable. We can do a similar thing in written or visual texts through the use of techniques such as:

- repetition
- exaggeration
- figurative language
- rhetorical questions.

We are usually advised to avoid *repeating* the same word or phrase. It can suggest we don't know any alternative words, and can be dull to read or hear. Sometimes, however, carefully considered repetition can be very effective because it makes a word, phrase or idea more powerful. It can also work to increase the pace of the text by creating a rhythm and making it seem like the text is gaining momentum. This is especially the case with spoken texts, but may also be effective in written texts.



Kevin Rudd apologises to the Stolen Generations.

The following text is an extract from then Prime Minister Kevin Rudd's apology to the Aboriginal and Torres Strait Islander children removed from their families between 1909 and 1969. He gave this speech before Parliament in February 2008. It includes some good examples of just how powerful repetition can be.

The time has now come for the nation to turn a new page in Australia's history by righting the wrongs of the past and so moving forward with confidence to the future.

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.

We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

Over to you

- 1 Kevin Rudd repeats the words 'we apologise' at the beginning of the second and third paragraphs, and the words 'we say sorry' at the end of the fourth, fifth and sixth paragraphs. Why do you think he repeats these words, and why do you think he moves from using repetition at the beginning of a sentence to the end of a sentence?
- 2 Rudd uses many different phrases to describe the Aboriginal and Torres Strait Islander peoples he is addressing. Identify them, and suggest why you think he chose to do this, rather than repeat the same phrase.
- 3 Go online and find the text of famous speeches, such as Barack Obama's election acceptance speech and Martin Luther King's 'I have a dream'. Find examples of repetition and explain their effect.

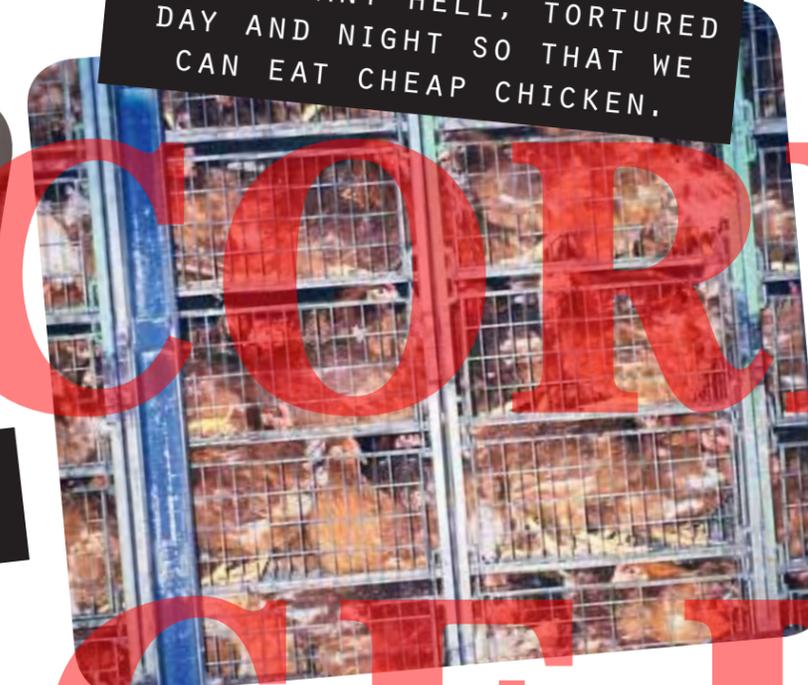
EXAGGERATE

Hyperbole (pronounced hyper-bolee) comes from the Greek word for 'exaggeration'. It means an exaggerated claim or statement that is not meant to be taken literally.

Exaggeration or overstatement (sometimes called **hyperbole**) is another way we can add power to our words, by saying that something is bigger, better or worse than it really is. This can create a dramatic effect and make a situation seem more urgent, terrifying or amazing. For example:

THOUSANDS OF BIRDS LIVE IN CONSTANT HELL, TORTURED DAY AND NIGHT SO THAT WE CAN EAT CHEAP CHICKEN.

WE'RE ALL BEING BRAINWASHED BY MIND-NUMBING REALITY TV SHOWS.



Work out a clear structure for your essay.

Language focus
A **topic sentence** gives the main idea of a paragraph. It does need to be the first sentence in a paragraph. It is sometimes referred to as a 'hypertheme sentence'.

To revise cohesive devices, go to page 110.

To revise figurative language, including metaphors and similes, go to page XX.

Like creators of fiction and poetry, writers of persuasive texts use *figurative language* such as metaphors and similes to encourage the audience to think about something in a different way. Take the example of exaggeration above where factory-farmed chickens are described as being 'tortured' in 'constant hell'. The metaphor invites us to see the suffering of these birds in a new light.

Another way of engaging our audience is by addressing them directly and asking *rhetorical questions*. These are questions that are designed to make us think. For example, the question 'Would you like to be abandoned?' doesn't ask for a 'yes' or 'no' answer – it requires us to think about the consequences of an action.

Over to you

What are some of the problems of using exaggeration to persuade? Think of an example where it may have the opposite effect.

How do we present our point of view in different types of persuasive texts?

While the persuasive language choices discussed in this chapter can be used in almost any type of persuasive text, each type of text has typical features that make it easy to recognise and that provide us with a guide when creating them. For example, a speech might have the same structure and arguments as an essay, but in a speech we would greet our audience and consider our tone, pace and pauses. Similarly, we may use a metaphor to persuade in an essay, an opinion piece or a letter to the editor, but each text will be structured differently.

Let's look at the features of:

- essays
- opinion pieces
- letters to the editor
- online message boards
- cartoons.

Essays

A persuasive essay is a formal piece of writing where we present our point of view about an issue. Most essays require us to respond to a statement or question, and are written in formal language and in the third person.

Although there is no strict formula, the following is a tried-and-tested way of structuring a persuasive essay. A persuasive essay should have a clear structure that includes:

- An introduction – that introduces the issue and indicates the point of view to be presented
- At least two body paragraphs – each one including a **topic sentence** and logically exploring a separate but linked idea or argument, supported by reasons and evidence
- A conclusion – that summarises the argument, without repeating the introduction.

To build on our previous points and show control over what we're writing, we can use a variety of cohesive devices to connect our ideas and arguments. Common cohesive devices include conjunctions such as *and*, *however*, *although* and *additionally*, which:

To revise how to decide on your point of view, go to page XX.



Language focus

To **rebut** means to refute or oppose with evidence. Simply asserting 'you're wrong!' is not a rebuttal: you need to prove it.

To **ridicule** means to put down or mock something or someone.

To **acknowledge** something means to admit that it exists.

Once we have decided upon our point of view on an issue, there are several ways we can present it in an essay. We may acknowledge opposing views by:

- presenting our view and rebutting opposing views, or
- presenting both sides and having a strong conclusion in support of our view.

Presenting our view and rebutting opposing views

One way of structuring a persuasive essay is to concentrate on the arguments that support our point of view right from the beginning. This approach allows us to focus on our own arguments and use language to put our point of view convincingly for most of the text. For example, an essay disagreeing with the topic 'The current abundance of food-based television shows is creating an unhealthy attitude to food' might argue that cooking shows:

- teach us about healthy options
- introduce us to new styles of cooking
- make food exciting for younger people.

This approach also allows us to **rebut** conflicting views where appropriate. We don't have to try to appear neutral, and we can undermine opposing arguments by proving them wrong and even **ridiculing** them. **Acknowledging** opposing views and showing why they are misled can be more persuasive than pretending they don't exist. We can appear reasonable and educated if we can successfully rebut opposing viewpoints.

Using this structure, we clearly state our point of view in the introduction, and develop it in each paragraph. Below is a possible introduction for such an essay on the topic

The popularity of food-based television shows is hard to deny, but rather than creating an unhealthy attitude to food, they are changing our attitudes for the better. Far from lounging in front of the television like couch potatoes, drooling over fast-food ads, viewers are being introduced to the possibility of creating healthy and interesting food. And the results are showing in increased sales of fresh food and a corresponding decline in fatty processed foods.

The next paragraph could rebut an opposing view, beginning:

Some might argue that cooking shows encourage us – even expect us – to spend hours in the kitchen preparing feasts. In fact this is not the case. Programs such as *Jamie's 30-minute Meals* and *Nigella Express* are, as their titles hint at, all about cooking great food quickly.



Perhaps food-based television shows can help teach us about healthy options.



Some cooking shows are all about cooking great food quickly.

Presenting both sides and having a strong conclusion in support of our view

If we decide to present *both* sides of an argument before expressing our own point of view, we must remember that the whole point of persuasive writing is to persuade – not to inform about the arguments on both sides of an issue. We still need to make our own view clear. This approach can be useful, however, if we can see the validity of both sides. It is also sometimes necessary if the issue is complicated – for example, we might want to argue that some cooking shows create an unhealthy attitude to food, but that others encourage a healthy attitude.

Using linking words and phrases can help **signpost** the different arguments for the reader and make the text more fluent. For example:

Consumers paying top dollar have the right to expect quality produce. On the other hand, it is possible that we have begun to take spotless mangoes and prime cuts of meat for granted. Have we turned into food snobs?

Words and phrases that lead the audience through a text are sometimes called **signposts**. They indicate where one idea stops and another starts, and make the text easier to understand.

See also cohesive devices, page 110.

Over to you

- 1 Refer to the arguments for and against the topic 'The current abundance of food-based television shows is creating an unhealthy attitude to food' on page XX and add as many arguments in each column as you can.
- 2 Decide what your point of view on this topic is and write a detailed plan for a persuasive essay. You will need to consider:

- whether you want to present one side of the argument from the beginning, or explore both sides before concluding by supporting one of them
- three or four arguments to support your point of view
- how you will order your arguments, from most to least important
- topic sentences for each paragraph
- linking words or phrases to create a cohesive text and signpost your argument, for example 'first', 'alternatively'
- evidence and reasons to support your arguments
- how you could rebut an opposing argument
- what language choices you will choose to engage and persuade your audience.

Opinion pieces

Opinion pieces are published in newspapers and magazines, usually in response to a current issue or recent event that has caused debate. They are often written by experts in the area or by well-known figures whose views the audience are likely to respect. They usually follow the conventions below:

Let's look at an opinion piece from *The Age* that follows the above conventions. Like the creators of all types of effective, persuasive texts, the author has chosen language to make her text more credible, memorable and engaging.

Require a less formal structure than essays, but still contain clear paragraphs and signposts

Present an informed opinion, usually supported by the author's experience or research

Employ a confident and authoritative tone

Use formal language, although they are usually written in first person

Opinion pieces

Over to you

Read the article 'Hungry for more than TV cooking shows' on the next page and then answer the following.

- 1 In one sentence, summarise Jane Cafarella's point of view about television cooking shows. Then, in dot points, list three arguments she uses to support that point of view.
- 2 What difference would it have made if Cafarella had used the third, rather than the first person?
- 3 What do you think Cafarella's purpose is in including statistics about world poverty and obesity? What kind of impact do they have on you as a reader?
- 4 What is the effect of phrases such as 'pigging out', 'fat and lazy', and 'firmly fixed on our stomachs'? Do these phrases encourage you to agree with the author's point of view? Give reasons for your answer.
- 5 Identify as many food-related metaphors and similes as you can, and suggest what effect they have.
- 6 Write two paragraphs presenting the opposite point of view to that expressed by Cafarella. Try to make your writing memorable by using repetition, exaggeration, figurative language and rhetorical questions.

Hungry for more than TV cooking shows

When the ratings period starts again next month and TV programmers serve up a banquet of new cooking shows, spare a thought for the world's hungry.

There are about a billion undernourished people in the world today, according to the website worldhunger.org, an online publication of the Washington-based private charity World Hunger Education Service.

While you digest that, I can also tell you that there are more than 1.1 billion overweight people and that in America, alone, nearly 70 000 tonnes of food is being wasted each day, while \$140 billion is being spent on obesity-related diseases.

More or less. It's hard to put a final figure on it as stopthehunger.com features all these stats in real time, which means you can watch hunger grow before your very eyes.

Like you, I can do without lashings of guilt to add to the New Year's diet plan, but today's national obsession with cooking and eating does seem incongruous when you think that while half the world is cooking or watching cooking shows or reading cookbooks, a significant other part is starving...

But it's not just these stark contrasts that bother me. It's the fact that the national focus is so firmly fixed on our stomachs. Television is a prime example. It seems that every second show on TV revolves around food. These days, instead of Nana and Mum telling us how to cook, we have Nigella, Jamie, Poh, Hewie, Paul, Luke, Maggie and Simon, Guy, Anthony, Maeve and friends, not to mention George, Matt, Anna and Gary.

Cooking shows have been a staple diet of TV since its invention, but we are now pigging out on them. And we love it. When lawyer Adam Liaw



A billion people in the world are undernourished, but 1.1 billion are overweight.

won *MasterChef* last year, 3.9 million people tuned in.

Who can blame them? Food is irresistible when it's on your 25-centimetre plate. How much more seductive is it when it's on a 152-centimetre screen in all its high-definition glory?

Food competition shows are especially tempting: it's sustenance, it's entertainment, and it's drama, with all the thrill of the chase that our hunter and gatherer ancestors knew, without even having to get up from our chairs.

But it's also a symptom of how self-absorbed and over indulged we are. Cooking may have made us human as Richard Wrangham, professor of biological anthropology at Harvard, says, but a national obsession with cooking and eating is just making us fat and boring.

Source: Jane Cafarella, *The Age* online, 10 January 2011



Language focus

The **editor** of a newspaper or magazine is the person responsible for deciding on the content of the publication.

Letters to the editor

When readers feel strongly about an issue or about a published text, they may write a letter to the editor. A selection of these is published in the 'letters to the editor' section, and the identity of the writers is verified before publication. Because they are written by ordinary people, the quality and persuasiveness of these letters can vary greatly.



The following is an example of a letter to the editor written in response to Jane Cafarella's opinion piece on page 145:

Jane Cafarella (Opinion 10/1) describes my feelings about our sickening fascination with food 'porn' exactly. I can't open a newspaper or turn on the television without seeing a smorgasbord of food and cooking-based stories. Food has become an unhealthy obsession, with the 'creation' of gourmet dishes and fancy tidbits portrayed as something worth hours of stress and effort. These shows are nothing more than extended advertisements for supermarket chains and celebrity chefs' latest cookbooks, and yet we swallow them whole.

Molly Jacobs, Ivanhoe

UNCORRECTED



- Are written by authors whose identity has been verified
- Are often written in response to an article, opinion piece or another letter to the editor
- Are brief: 50–200 words
- Employ varying tones, such as passionate or restrained
- Are often personal and discuss personal experience
- Can use formal or informal language
- Usually offer only one or two arguments and rarely acknowledge opposing views

Over to you

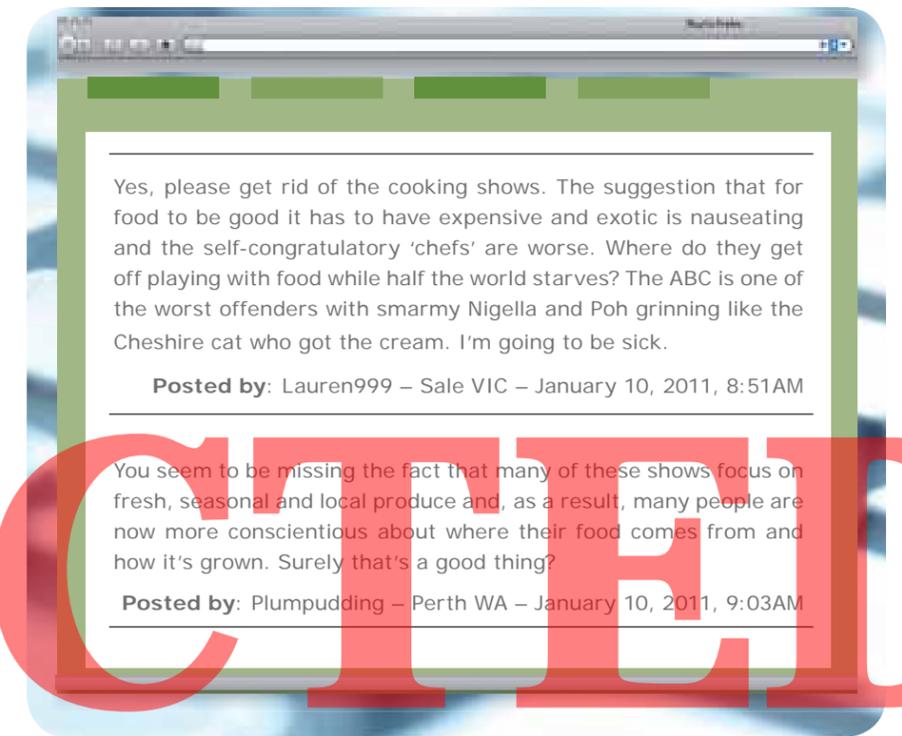
- What reasons does Molly Jacobs give for agreeing with Jane Carafella's opinion piece?
 - Suggest two arguments that you could use to rebut Jacobs' argument in a response to her letter.
- Find some letters to the editor from a magazine or a local or state newspaper. Read some of the letters and discuss:
 - What issues have people written about?
 - Are they responding to someone else's letter?
 - Find some examples of effective language choice. Why are they effective?
 - Are the letters persuasive? Give reasons for your response.

PAGE PROOFS



Online message boards

The internet provides us with the opportunity to respond immediately to issues that are important to us. Rather than writing a letter to the editor – which may well not be selected and published in the next edition of the publication – more and more people are choosing to respond online to issues or articles that interest them. Online ‘message boards’ enable people to present their point of view informally and to read other people’s views as well. They include forums and comment sections, blogs (short for ‘web logs’) and wikis.



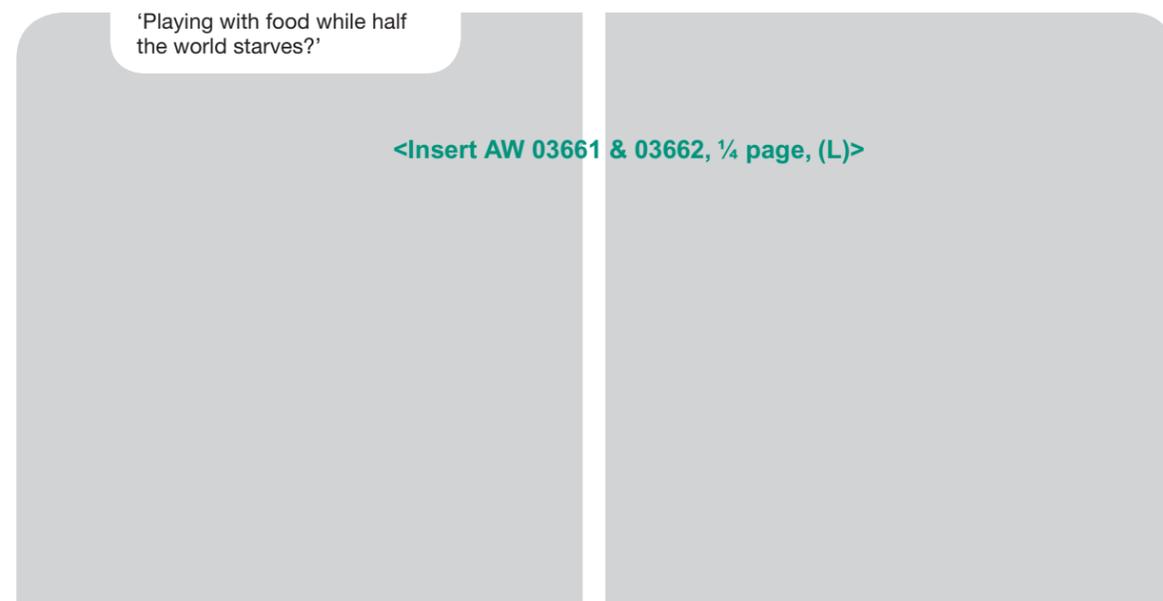
The online comment section is the digital version of a letter to the editor.

Over to you

- 1 Look at the examples of online comments on the next page, and discuss the differences and similarities between letters to the editor and online message boards. Consider:
 - the structure and layout
 - the way language is used to persuade
 - ease of access and participation.
- 2 What are some of the advantages and disadvantages of expressing a point of view in a letter to the editor or on an online message board?

Cartoons

Not just for amusement, these visual texts often present a point of view on a current issue, and usually accompany an opinion piece or an informative article in a newspaper. Cartoons combine words and images, usually to present an unflattering, humorous take on people and events through the use of caricatures.



We can use the term **ironic** to refer to situations or language: when the outcome of our actions or the meaning of our words is the opposite of what we do or say, this can be described as ironic.

Employ **irony** and other forms of humour

Often target politicians and public figures through caricature – exaggerating their notable features or habits



Often have a critical and scathing tone

Often contain a verbal caption as well as visual language

<Insert AW 0368, ¼ page, (L)>



5 As a class, play 'persuasive text heads'.

- Choose three people to sit at the front of the class and give each one a headband to wear.
- Without their knowledge, allocate each student a different type of persuasive text. Write the text types on pieces of paper, and insert one into each student's headband, where the class can see them (but the three students cannot).
- The three students take turns asking the class closed questions (that is, questions that can be answered with a 'yes' or a 'no') about the features of their text type until one of them correctly identifies it.

How do we present a point of view that's different to our own?

Although we would not want to present a view we felt was wrong, there are some situations where we need to be able to present a point of view we don't share: everyone is entitled to a defence in court, for example, and a barrister may need to defend someone they believe to be guilty. Similarly, we may need to present the affirmative case in a school debate, when we actually support the negative.

So how do we present a point of view we don't share? The answer is that when we prepare any persuasive text, we first explore *all* possible arguments, on both sides. This means that we are in a good position to argue on either side if we need to and rebut the very opinion we agree with! Sometimes, of course, following this process may actually mean that we convince ourselves, as well as other people.

In some situations it may help if we are able to understand *why* other people hold a view we don't agree with; for example, we could ask what their values are. If we can put ourselves in their shoes, we can present their point of view with more conviction.

The structures and language choices that work for our own view can be employed equally successfully to present another view. Remember:

- use logic to create reasonable arguments that are supported by evidence
- appeal to the audience's emotions – their desires, fears and frustrations
- choose words that have positive or negative connotations, depending on your view
- make your opinion memorable by using repetition, exaggeration, figurative language and rhetorical questions
- acknowledge that other views exist, but emphasise *why this* view is right.

Over to you

In Activity 2 on page 144, you decided what your point of view was on the topic 'The current abundance of food-based television shows is creating an unhealthy attitude to food'. Now write a letter to the editor or a comment on an online message board on the same topic, but taking the *opposite* point of view. Share your letter or comment with the class and discuss how you overcame the difficulties of presenting a point of view that you do not share.

Cartoon by Leunig, *The Age*, 25 March 2011

This cartoon by Leunig appeared in *The Age* just before a weekend that combined three events: the Melbourne Grand Prix car race, the duck shooting season and 'Earth Hour', where everyone is encouraged to help the environment by simultaneously turning off their lights for an hour. The mother duck is explaining what will happen to her ducklings. She does not understand humans, but uses precise, **non-finite verbs** to show that the humans' actions will be continuous and to describe exactly what experience has led her to expect – humans will be:

- turning their lights out
- guzzling high octane racing car fuel, and
- blasting us to smithereens.

The duck's words highlight the irony of the situation. To her, all humans are the same and their actions are contradictory: they plunge themselves into darkness for an hour a year, while at the same time they are 'guzzling' its resources and killing its creatures. For her, turning the lights out doesn't represent an attempt to save the planet; it suggests that humans don't want to see what they are doing.

Over to you

- 1 Describe how Leunig depicts the ducks in the above cartoon. How does this compare with the way the mother duck is describing humans?
- 2 Why has Leunig finished his written text with **ellipses**?
- 3 In your own words, write the point of view Leunig is presenting about humans in this cartoon. Then write a short letter to the editor responding to Leunig's cartoon, saying whether you agree or disagree with him.
- 4 Working in groups, choose a newspaper cartoon that expresses a point of view about a current issue. Discuss how the cartoonist has used irony or humour to present the issue, and share your ideas with the class.

Non-finite verbs often begin with 'to' or end with 'ing' and describe ongoing action. They require a supporting or auxiliary verb, such as *am, have, had, has, is, are, was, were* or *will be* to show whether the action happened in the past, present or will be happening in the future.

Ellipses (...) indicate that words have been left out, or that more words are to follow.

<insert AW 0377, 1/3 page, ch opener - low res as before>

(APPARENTLY) Informative

What about the hidden persuaders?

Sometimes a text may *seem* to be informative, when in fact it is also trying to persuade. It's important that we are able to tell when a text isn't an objective informative text, as it may initially appear to be.

We need to *evaluate* the information that is presented – and keep in mind that we might be told only positive (or negative) features, rather than the whole story. Take the case of advertorials or 'infomercials', which seem to present factual information but are really attempting to persuade us to buy a particular product or service. Similarly, some apparently informative media articles are almost entirely based on material produced by public relations (PR) companies.

Advertorials

Advertorials are a mixture of 'advertisements' and 'editorials'. They are multimodal texts in newspapers or magazines that are designed to look and read like objective informative texts. The information they present, however, is always positive and sometimes exaggerated, because advertorials are actually intended to sell a product and are not written by someone independent. Advertisements for holiday destinations and consumer products, for example, may be presented as 'reviews' or informative articles.

UNCORRECTED

3.4 Can a text be informative and persuasive?

Sometimes, texts have more than one purpose, and this is certainly true for informative and persuasive texts; for example, an informative text can warn and a persuasive text can make us feel compassion.

To revise film reviews, go to page XX.

Some texts are intended to inform *and* persuade. For example, a film review may provide some information on the plot and features of a film, but also express the reviewer's opinion of it. Many persuasive texts also inform, especially through the evidence they draw on to support their point of view. A text is always a persuasive text, *however*, if there is more than one way of seeing things, and the author is trying to persuade us to accept one of them. As we have already seen, it is usually clear when an author has an opinion about the material being presented.

To revise nominalisation, go to page XX.

Use language that makes them appear objective, such as the passive voice and nominalisation

Contain both visual and verbal text, such as photographs

PAGE PROOF

Advertorials

Language focus
A **testimonial** is a quote from a person testifying to their experience of a product or service.

Present evidence in support of the product such as statistics, research findings and testimonials from satisfied customers

Are usually structured with headings, subheadings and bullet points

When a text is an advertorial, this is sometimes – but not always – indicated by a caption at the top describing it as a 'special feature', an 'advertising feature', or even as an advertorial. This tells us that the 'information' has been provided by the supplier, and is not the work of an independent journalist or writer.





Infomercials

The television, radio and internet version of the advertorial is the infomercial – a mixture of ‘information’ and ‘commercial’. Infomercial items may *seem* to be objective and informative. However, like advertorials, what they are really doing is combining advertising with information about a particular product or service.

An infomercial segment on a daytime television chat show, for example, may involve a host interviewing a company representative, and the presentation of positive ‘information’ on just one brand or product. It will also include details about why and where the audience should buy it, how much it will cost and details of ‘special offers’. Nothing critical of the product will be mentioned. There will be no independent comparisons with similar products or services, and only positive comments will be aired!

When a journalist or media presenter provides independent information on new products and services, on the other hand, they provide a more objective viewpoint. It has been argued, however, that the line between advertising and informing is becoming more difficult to distinguish in the media. Take a fashion magazine, for example. Are photographs of clothes being used to illustrate a general article about new trends, or to persuade us to buy particular brands?

Over to you

- 1 Find one example of an advertorial and one example of an infomercial. Identify the language features of each text that suggest it is advertising products, rather than providing objective information about them.
- 2 Do you think it’s important that texts state whether they’re written and paid for by the company or people selling the product? Should labels such as ‘advertising feature’ be a legal requirement? Give reasons for your response.
- 3 Consider whether and in what circumstances you might be persuaded by:
 - a an author reviewing their own book
 - b an actor appraising their own performance
 - c a manufacturer exclaiming about the effectiveness of one of its own products.

Beware! An infomercial on a daytime chat show will only present positive ‘information’.

<insert AW 03791>

Publicity material

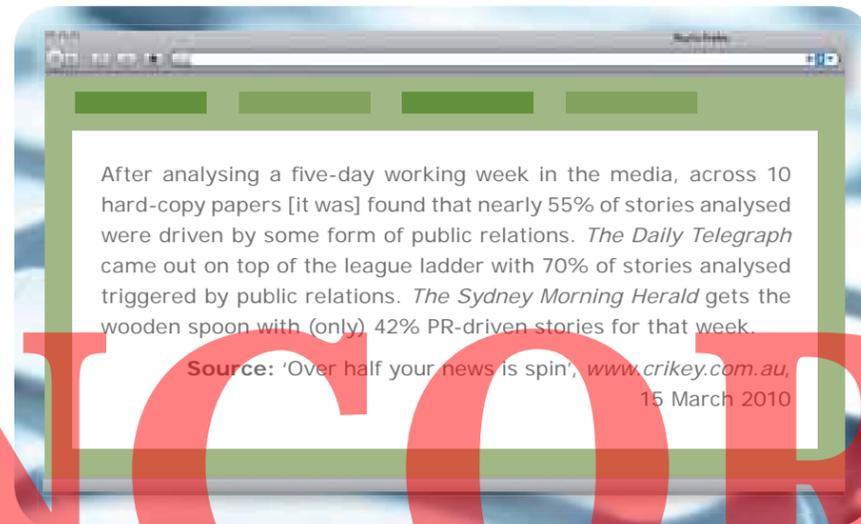
Some apparently informative texts are in fact a deliberate publication of information by people who are, in reality, trying to promote a person or product. It may look as if a dedicated investigative reporter has uncovered an actor’s shameful secret, when the truth is that a publicist has called the magazine to announce that same ‘shameful secret’. Publicists frequently present such stories in a way that makes them appear more scandalous, embarrassing or exciting than they really are, because this will appeal to some audiences and sell more copies. This is often called ‘spin’. Sometimes, of course, the ‘information’ may not exactly be a lie, but it may not exactly be the truth either!

We need to read all texts critically and evaluate the reliability of sources cited in a text. If an article quotes ‘a close friend of the family’ as the source of information, for example, we should take this with a grain of salt.



Publicists frequently make stories appear more scandalous, embarrassing or exciting than they really are.

The online newspaper *Crikey* reported the results of a six-month investigation into the role PR plays in the media, which it conducted with the University of Technology, Sydney. It found that:

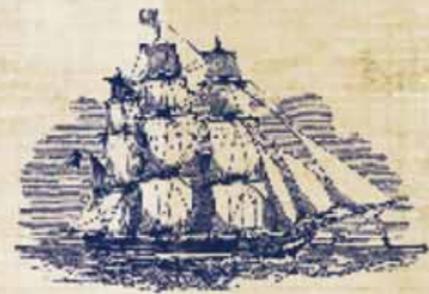


Over to you

- 1 Working in groups, look through one daily newspaper and one popular magazine and suggest which of the articles may have been driven by some form of PR. Give reasons for your suggestions.
- 2 Conduct a class debate on the topic: 'Newspapers should not publish "information" provided by publicists.'



big ideas



How do we create texts to inform and persuade?

For suggestions on how to plan, draft, edit and proofread your texts, refer to 'Writing, editing and proofreading' on page XX..

3.1 What is the difference between presenting information and presenting a point of view?

read, speak and create

- 1
 - a Using the article 'Cricket explained' on page 104 as a model, write an informative article for a school newsletter about a sport or activity of your choice. Try and include interesting facts and vocabulary.
 - b Write a second article expressing a point of view about the same sport or activity. Think carefully about your language choices.
 - c Write a paragraph comparing the differences in the language choices you made in your two articles.

3.2 How do we present information in different forms?

write, create and speak

- 2 Design a front page for your own tabloid or broadsheet print newspaper and write the headlines. Consider the size, number and subject of images and articles. Now write one to two paragraphs explaining the changes you would make to your front page in order to present the same information in the other form (that is, tabloid or broadsheet).
- 3
 - a Drawing on the plan you developed in groups for the activity on page XX, present your information to the class in multimodal form.
 - b Discuss the changes you would need to make in order to adapt your presentation for a primary school audience, and then prepare and present a second multimodal presentation in line with these changes.

3.3 How can we get people to see our point of view?

write, create, listen, speak and read

- 4 Write a persuasive text of 300–400 words presenting your point of view on one of the following topics:
 - 'We should not import foods that are already produced in Australia'or
 - 'The producers of reality television need to realise that Australia has *not* got talent'.

When planning your response, consider the features of your chosen text type, including layout; logical and emotive arguments that will support your view; how you will structure your response; and how you will use language to persuade. Your text can take the form of an essay, opinion piece or speech.

- 5
 - a As a class, make a collection of different types of persuasive texts.
 - b Working individually, select one of the texts to examine more closely. Identify the purpose of the text, the point of view of the author, and how language is used to persuade the audience. Write up your findings in one or two paragraphs.
- 6 Create a print or multimodal advertisement for a real or imaginary product. Think about how you will persuade your audience to buy the product by using logic and evidence; appealing to their emotions; using verbal and visual texts; and emphasising the product's benefits and brand name. Create a storyboard or mock-up, then use a computer program such as Publisher, PowerPoint or PhotoStory to produce your final advertisement.

3.4 Can a text be informative and persuasive?

see overmatter