

# INSIGHT ISSUES JUNIOR YEARS



Melanie Napthine &  
Robert Beardwood

# INSIGHT ISSUES

## JUNIOR YEARS



Melanie Naphine &  
Robert Beardwood

**insight**<sup>TM</sup>  
▶ innovative ▶ engaging ▶ evolving

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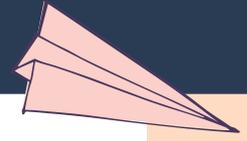
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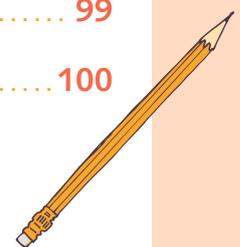
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# ZOOS

UNIT

1

## KEY CONCEPTS IN THIS UNIT:

- argument
- point of view
- main contention
- reasons
- the pros and cons of zoos

The public flocks to zoos each year to see amazing wild animals up close, but are zoos harming these animals by keeping them in cages, or are they helping to conserve animals that are on the brink of extinction?

Although the original purpose of zoos was to put animals on display, over time they have become more focused on conservation. The old-style concrete cages with metal bars and very little room for the animals to move around have been replaced by larger, more open enclosures with natural barriers. Experts such as vets and zoologists work in zoos to keep the animals healthy and to help them breed.

However, a zoo can never be the same as an animal's natural habitat. Many people argue that it is cruel to keep animals in captivity and that our focus should be on keeping them safe in the wild.



## Discussion questions

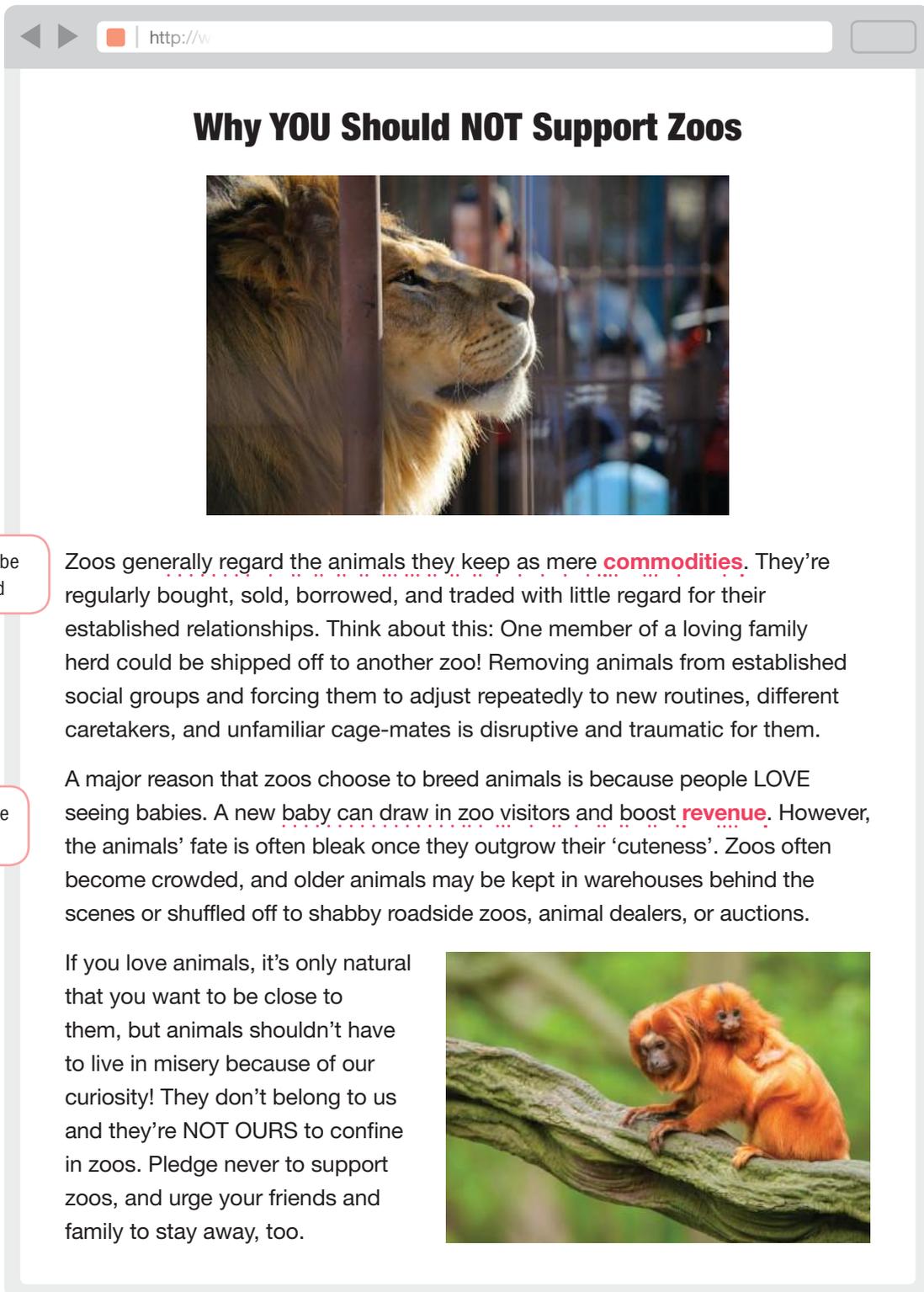
Discuss the following questions as a class or in small groups.

- Q Have you visited a zoo recently? If so, how did you feel about the animals and their surroundings?
- Q How do you think animals can benefit from being kept in a zoo?
- Q Are there any benefits to the community from keeping animals in a zoo?
- Q If we didn't have zoos, what are some other ways that we could encounter endangered and extraordinary animals?



## A point of view

The following paragraphs come from a web page on the PETA website. PETA stands for People for the Ethical Treatment of Animals; this organisation tries to prevent animals from being harmed and assists animals in need of help.



The screenshot shows a web browser window with the address bar containing 'http://w'. The main heading of the page is 'Why YOU Should NOT Support Zoos'. Below the heading is a photograph of a lion looking out from behind metal bars. The text on the page discusses how zoos treat animals as commodities, the reasons for breeding animals (revenue), and the conditions of animals in zoos. A second photograph shows two orangutans sitting on a tree branch. Two callout boxes on the left side of the page provide additional context: 'things that can be bought and sold' and 'the money made from something'.

### Why YOU Should NOT Support Zoos



things that can be bought and sold

Zoos generally regard the animals they keep as mere **commodities**. They're regularly bought, sold, borrowed, and traded with little regard for their established relationships. Think about this: One member of a loving family herd could be shipped off to another zoo! Removing animals from established social groups and forcing them to adjust repeatedly to new routines, different caretakers, and unfamiliar cage-mates is disruptive and traumatic for them.

the money made from something

A major reason that zoos choose to breed animals is because people LOVE seeing babies. A new baby can draw in zoo visitors and boost **revenue**. However, the animals' fate is often bleak once they outgrow their 'cuteness'. Zoos often become crowded, and older animals may be kept in warehouses behind the scenes or shuffled off to shabby roadside zoos, animal dealers, or auctions.

If you love animals, it's only natural that you want to be close to them, but animals shouldn't have to live in misery because of our curiosity! They don't belong to us and they're NOT OURS to confine in zoos. Pledge never to support zoos, and urge your friends and family to stay away, too.



## UNDERSTANDING THE TEXT

- 1** Two words in the text have been defined for you in the margin notes. Find three other words in this article that you don't use very often, and write down their meanings.

---

---

---

- 2** Write a single sentence that you think sums up what the writer is saying.

---

---

- 3** Highlight a sentence in the text that is closest to the sentence you wrote for question 2.

- 4** What does the writer say often happens to baby zoo animals when they become older?

---

---

- 5** What are two things the writer tells readers to do at the end of the text?

---

---

- 6** A photo of a lion has been included near the start of the text. Which of these options do you think best describes what this photo is suggesting?

- The lion wants someone to pat him.  
 The lion wants to be free from his cage.  
 The lion appears content in his environment.

- 7** The second photo shows a baby monkey on its parent's back. Write down a sentence in the text that can be illustrated by this photo.

---

---

- 8** Why do you think the words 'YOU' and 'NOT' have been written in capital letters in the heading?

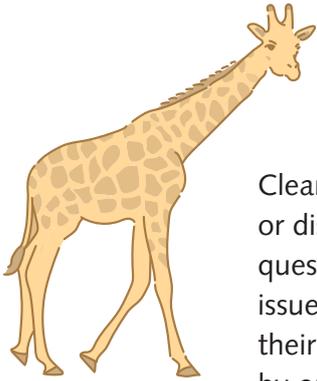
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## Argument, point of view, main contention and reasons

The article on page 2 presents an **argument** about zoos. This means that it presents an opinion on zoos, and it backs up this opinion – or supports it – with **reasons**.

An argument usually addresses an issue or question that has two sides. In the case of zoos, we could summarise the two sides of the issue like this:



*Zoos are good  
for animals.*

VERSUS

*Zoos are bad  
for animals.*

Clearly, the PETA article is arguing for the second of these. You might agree or disagree – you will have your own opinion, or **point of view**, on the question of whether zoos are good or bad. A person's point of view on an issue is influenced by factors such as their background, their life experiences, their knowledge of an issue and whether or not they are personally affected by or involved in the issue. It is possible for people to have opposite opinions on an issue and for neither of them to be wrong. However, if you wanted to persuade someone to agree with your opinion when debating an issue you would need to give some reasons. In other words, you would need to present a good argument.

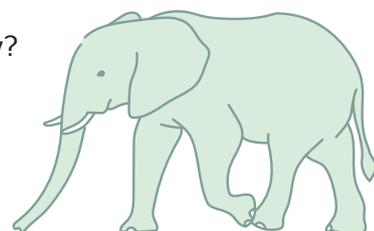
The basis of a good argument is a strong **main contention**. The main contention sums up your point of view, and gives an *overall reason* for why you hold this view. Here are some possible main contentions that could be used to argue against having zoos:

- We should not have zoos because they are cruel to the animals.
- We should not have zoos because they don't show animals in their natural environments.
- We should not have zoos because the money would be better spent on saving animals in the wild.

And here are some main contentions that could be used to argue in favour of zoos:

- We should have zoos because they help to protect animals that are in danger of becoming extinct.
- We should have zoos because they make people aware of how beautiful and amazing wild animals are.
- We should have zoos because they remind us that we are part of nature.

Which of these is closest to your own point of view?



## UNDERSTANDING ARGUMENT AND MAIN CONTENTION

- 1** Which of the following statements could be a main contention for an argument?
- I like eating brussels sprouts.
  - Brussels sprouts should be in every fruit and vegetable shop.
  - Which are better for you: brussels sprouts or carrots?
  - Brussels sprouts should be in everyone's diet because of their high levels of vitamins C and K.

- 2** Explain your selection in question 1.

---

---

- 3** Look back on your answer to question 2 on page 3. Is this the main contention of the text on page 2? Explain why it is or is not.

---

---

- 4** Find at least two reasons given in the text for why we should not support zoos.

---

---

- 5** What is one reason suggested in the text for why people like to visit zoos?

---

---

- 6** How convincing do you find the writer's argument? Do they give strong reasons for their point of view? Explain your answer.

---

---

- 7** Imagine you were writing a response to the PETA article, giving the other side of the debate. Write a main contention that expresses the view that zoos are good for animals.

---

---

- 8** Give two reasons that could be used to support the contention that zoos are good for animals.

---

---

## Create your own text

Has the text on page 2 made you think again about zoos? Has it changed your opinion, or just confirmed what you already thought?

Develop your own argument on whether we should or should not support zoos. First, you might like to do some research. See what you can find out about:

- zoos as tourism attractions
- breeding programs in zoos
- endangered animals that survive in zoos
- the education that zoos provide
- whether there is evidence that animals suffer or live happily in zoo environments.

From your research and your thinking about this issue, decide on your main contention.

We should support / not support zoos *[choose one]* because \_\_\_\_\_  
\_\_\_\_\_.

Now, find three strong reasons that support your point of view.

Firstly, \_\_\_\_\_  
\_\_\_\_\_ *[reason 1]*.

Secondly, \_\_\_\_\_  
\_\_\_\_\_ *[reason 2]*.

Finally, \_\_\_\_\_  
\_\_\_\_\_ *[reason 3]*.

Next, write a convincing conclusion for your argument. There are various ways you can do this. You can repeat your main contention to give it extra emphasis. Or you can suggest action the reader could take. Should they stop going to zoos, as the writer of the text suggests? Or should they become a member of a local zoo and go more often?

In conclusion, I think everyone should \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# LEARNING LANGUAGES IN SCHOOL

UNIT

2

## KEY CONCEPTS IN THIS UNIT:

- structure and persuasive texts
- compulsory language learning in secondary schools

In many Australian secondary schools, it is compulsory to study a language other than English in Years 7 and 8. Popular languages studied in Australia include Japanese, German and Indonesian. Some people argue that there should be even more focus on learning foreign languages in school. They believe that knowing another language will be helpful in the workplace and can also help improve students' skills in other subjects. These people suggest that learning a language other than English should be compulsory, at least in the early years of secondary school.

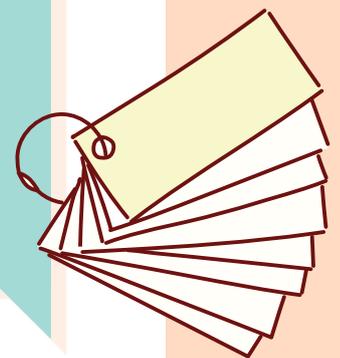
Other people argue that learning another language should *not* be compulsory in secondary school. They believe that there are other, more important subjects students should spend their time learning, and that learning another language is not useful or beneficial for everyone.



## Discussion questions

Discuss the following questions as a class or in small groups.

- Q Do you study a language other than English at school? Do you enjoy it?
- Q How do you think learning another language might help you in life?
- Q Are there any school subjects that you think you should spend more time learning, instead of learning a language? Which subjects? Why?
- Q Are there subjects that aren't usually studied at school that you think would be more valuable than learning a language?



## A point of view

The following letter was written by the principal of Emerald Creek Secondary College, Ms Lian Tan, to parents of students who are about to start Year 7.

19 January 2020

Dear Parents,

required, essential

As you might know, Emerald Creek Secondary College is well known for its excellent languages program. It is **compulsory** for all students to study either Indonesian or Arabic until the end of Year 9, and we strongly encourage students to continue their language studies at VCE level.

From talking to our students, I know that they love their language studies. The photograph below shows some of our Year 10 students enjoying time with their friends at our sister school in Kediri, Indonesia.



made up of people from many different cultures

There are several reasons we think learning another language is important. Firstly, Australia is a **multicultural** society. It is very helpful for students to be able to communicate with people from many backgrounds and to understand other cultures, including within our own school.

Secondly, knowing another language will help students when they enter the workforce, especially since many people nowadays spend time working in other countries or for international companies.

Thirdly, learning a language develops students' comprehension, listening and writing skills. Studies have shown that students who study another language perform better in their other subjects, such as Maths and English.

relating to other people

Finally, learning another language improves students' confidence and **interpersonal** skills, helping them to become smart, curious about the world and excellent communicators.

I hope you will agree with me about the benefits of learning another language, and support your children in their language studies.

Sincerely,

*Lian Tan*  
Ms Lian Tan  
Principal

## UNDERSTANDING THE TEXT

- 1 Three words in the text have been defined for you in the margin notes. Find three other words in this letter that you don't use very often, and write down their meanings.

---

---

---

- 2 The type of text Principal Tan has written is a letter. What is one feature that tells you that the text is a letter?

---

- 3 Principal Tan writes 'we strongly encourage students to continue their language studies at VCE level' and 'we think learning another language is important'. Who is she referring to when she says 'we'?

---

- 4 Who is the intended audience of the text?

---

- 5 Express Principal Tan's main contention in your own words, in a single sentence.

---

- 6 Identify two reasons Principal Tan gives for her opinion.

---

---

- 7 Complete the following sentences about the photograph included in the letter.

The photograph shows students from a school in Indonesia and students from \_\_\_\_\_ *[another school]*. The expressions on the students' faces look \_\_\_\_\_ *[emotion]*. The photograph gives a  positive /  negative *[choose one]* impression of learning languages at school.

- 8 Choose the sentence that best summarises the text.

- Principal Tan is writing to remind parents that their Year 7 students must choose a language to study.
- Principal Tan wants parents to know that Emerald Creek Secondary College has the best languages program in the area.
- Principal Tan wants to explain the benefits of learning another language to parents and encourage them to support students in their language studies.
- Principal Tan wants parents to agree that their children should spend more time studying languages rather than other school subjects.

## Structure

Good persuasive writers don't just start writing down whatever comes into their head. They plan their texts, thinking carefully about the best way to organise their information and ideas so that their audience will be persuaded. When they are deciding on the **structure** of a text, writers will consider the following.



### What to include and what to leave out

Most texts don't have enough space for writers to include everything they know or think about a topic. They need to choose only the most important information and the most convincing reasons to present.

### How to start the persuasive text

The start of a persuasive text needs to grab the audience's attention so that they keep reading or listening. Principal Tan's letter immediately connects to readers by talking specifically about the school their children will attend. Writers might start with an interesting or surprising fact or statistic about the topic, or they might begin with a question to the audience, to make them feel involved.

### How to end the persuasive text

It's also important to end confidently and convincingly. Writers might end by stating or restating their main contention, to keep the point fresh in their audience's mind. Or they might end by urging the audience to do something – for example, sign a petition, vote for someone, recycle more or stop eating meat.

### Where to state the main contention

Sometimes writers state their main contention near the beginning of their text. This can make them seem confident about their opinion. At other times they might present their reasons first, before stating their contention. This can make it seem that they have carefully thought about the issue and that their contention is logical. Sometimes, writers do not state their contention directly. For example, Principal Tan does not say 'Learning languages should be compulsory'. But this main contention is *implied* (suggested) by the positive way she talks about learning languages.

### The order in which to present supporting reasons

Often writers will present their most important reason first, to be very persuasive right from the start. But sometimes they will begin with less important reasons and build up to their most important reason, leaving the audience with a strong final impression.



## UNDERSTANDING STRUCTURE

**1** Look again at the principal's letter on page 8. What do you think is the most likely reason that Principal Tan refers to what she has seen at Emerald Creek Secondary College?

- to show parents that she knows what she is talking about
- because parents are likely to be happy that their children's school has a good reputation
- to persuade parents to choose to send their children to Emerald Creek Secondary College
- because parents might be upset if their children didn't have an opportunity to learn a language

**2** Find two phrases or sentences that imply that Principal Tan believes learning a language should be compulsory.

---

---

**3** Principal Tan refers to studies that show that learning a language can help students perform better in other subjects. Why do you think she felt that this was an important piece of information to include in her letter?

---

---

**4** Below is a summary of the reasons Principal Tan presents for her opinion. Place a number next to each to show the order in which they appear in her text.

- \_\_\_ Learning another language makes students more confident and curious.
- \_\_\_ Learning another language improves students' performance in other subjects.
- \_\_\_ Learning another language will help students in the workplace.
- \_\_\_ Learning another language helps students communicate with people from different backgrounds.

**5** Which do you think is Principal Tan's most important reason? Why?

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**6** Complete the following sentence to describe the way the letter ends.

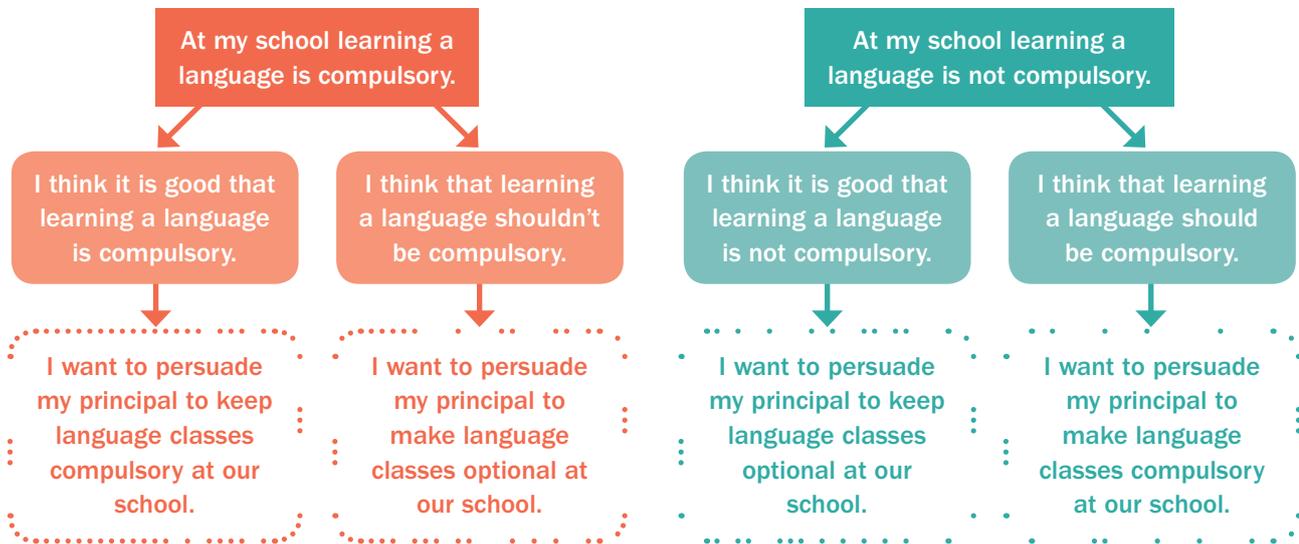
Principal Tan ends her letter by encouraging \_\_\_\_\_

*[her audience]* to \_\_\_\_\_

\_\_\_\_\_ *[what she wants her audience to do].*

## Create your own text

Write a letter to your school principal giving your opinion on learning a language at school. Use the flow chart below to identify the point of view you will express.



Next, decide on the main reasons for your point of view. Then number them in order of importance.

	ORDER
Reason: _____	<input type="checkbox"/>
Reason: _____	<input type="checkbox"/>
Reason: _____	<input type="checkbox"/>

Finally, you need to make some decisions about how to structure your letter. Choose from the options below by placing a tick beside the things you intend to do.

I will state my main contention in my first paragraph.	<input type="checkbox"/>
I will state my main contention in my final paragraph.	<input type="checkbox"/>
I will present my reasons in order from most important to least important.	<input type="checkbox"/>
I will present my reasons in order from least important to most important.	<input type="checkbox"/>
I will start by talking about my own experience.	<input type="checkbox"/>
I will start with a fact or a statistic.	<input type="checkbox"/>
I will finish with a strong statement of my opinion.	<input type="checkbox"/>
I will finish by asking my audience to do something.	<input type="checkbox"/>

Now you're ready to express your point of view. Remember that your letter should include the date at the top of the page, it should begin with 'Dear (principal's name)' and it should end with 'Yours sincerely' and your name.

# PLASTIC STRAWS

## UNIT 3

### KEY CONCEPTS IN THIS UNIT:

- argument versus opinion
- evidence
- banning plastic straws

Drinking straws have been used for thousands of years, and takeaway drinks like milkshakes have been served with mass-produced plastic straws since the 1960s. Recently, though, people have become more aware of the harm that plastics do to the environment and these straws are being banned and replaced with ones made from reusable materials (e.g. steel) or natural materials (e.g. bamboo).

Although straws don't make up a large percentage of plastic waste, they are small and lightweight and therefore often end up in the ocean. Here they can be consumed by marine life, and even get stuck in the noses of turtles. Because they are single-use items, and so common in milkshakes and juices, extremely large numbers of plastic straws are thrown away: some estimates say around 10 million are thrown away every day in Australia.

A few governments have taken action to reduce the number of straws ending up in landfill and oceans by banning them. The city of Seattle in the United States banned them in 2018, and the South Australian government began to discuss a similar ban in 2019.

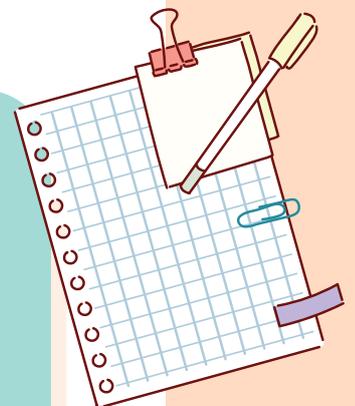
On the other hand, some groups have criticised a ban as an overreaction and unlikely to have much impact. After all, much more plastic waste results from food and drink packaging. And disability groups argue that some people need straws to consume any form of liquid, and plastic is the best material to use.



### Discussion questions

Discuss the following questions as a class or in small groups.

- Q Do you use plastic straws for drinks? If so, is this mainly at places such as cafes and takeaway juice bars, or at home?
- Q Have you also used alternatives to plastic straws, such as paper straws? If so, are these as good as (or better than) plastic straws? Why or why not?
- Q Can you think of any reasons why plastic straws should not be banned?



## A point of view

This excerpt from a blog post on plastic straws comes from the Nourished Life website, which promotes and sells natural products.

⏪ | http://w

### Why Plastic Straws Are So Bad For the Planet

While we all love sipping on a juice or smoothie or might pop a straw into a water bottle like it's no big deal, plastic straws are actually doing a lot of harm to the environment. Just as bad as plastic bags, bottles and takeaway coffee cups, straws end up in landfill and our waterways, polluting the environment with **non-biodegradable** waste that simply isn't necessary.

can't break down into natural substances

#### Why are plastic straws so bad?

Plastic can take hundreds, sometimes thousands, of years to actually break down.<sup>1</sup> Think about it this way: every piece of plastic you have ever put in the rubbish bin probably still exists. If this isn't alarming enough, as plastic decomposes it **leaches** harmful gases including **methane** into the environment.<sup>2</sup> Because they're only used once and then thrown away, plastic straws are one of the biggest culprits for ending up in landfill. Straws are also one of the most picked up items during beach clean-ups.<sup>3</sup> Recently an Australian diver, Kasey Turner, went snorkelling at Manly Beach and found a whopping 319 straws after just 20 minutes in the water. Twenty-four hours later, she found 294 more straws in the exact same spot.<sup>4</sup> The bottom line is that they end up either as toxic landfill or in the ocean, where they're a danger to marine life.

releases; sends out

a gas that is poisonous to humans and contributes to global warming

#### How to reduce plastic straw waste

The simplest change you can make is to stop using plastic straws, but cutting straws from your life entirely is easier said than done, especially if you're partial to a morning smoothie like me! Reusable straws offer a great alternative by transforming a single-use product into a completely **sustainable** option. They make a great eco-friendly alternative to traditional plastic straws in that they can be washed and re-used over and over again, and are fully recyclable once they've been used for years.

can be used long-term without damaging the environment



Photo: Kasey Turner / 1 Million Women

Sources: <sup>1</sup>ABC, <sup>2</sup>Clean Up Australia, <sup>3</sup>IS Foundation, <sup>4</sup>1 Million Women.

## UNDERSTANDING THE TEXT

- 1** Four words in the text have been defined for you in the margin notes. Find three other words in this blog post that you don't use very often, and write down their meanings.

---

---

---

- 2** Write a single sentence that sums up what the writer is saying.

---

---

- 3** Do you think the writer would support a ban on plastic straws? Why?

---

---

- 4** What are two of the reasons the writer gives to support the argument that plastic straws are bad for the environment?

---

---

- 5** A photo of a diver collecting straws has been included. Highlight a sentence in the text that this photo illustrates.

- 6** In some places a superscript number like this <sup>1</sup> has been used to indicate the source of a statement or information. These sources are listed beneath the text. Do these sources make the post seem more reliable? Give a reason for your answer.

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- 7** The writer suggests some alternatives to using plastic straws. List two of these alternatives.

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## Argument versus opinion

It is important to understand what the word 'argument' means when we are studying persuasive language. You will be familiar with the everyday meaning of argument that refers to a disagreement between people. You might, for example, disagree with a friend on the best movie to watch, or with your parents on whether you can go to a party. You will have your reasons for your view, and you might well have an argument! However, there is a difference between this sort of argument and the sort of argument we focus on when we study persuasive language.

In this context, an argument means an opinion or point of view that is based on facts and supported by logical reasons. An opinion might look like this:

*I think we should ban plastic straws.*

The basis of an argument, though, is a main contention, which includes an overall reason:

*I think we should ban plastic straws because they are bad for the environment.*

To make the main contention into an argument, it needs to be supported, or backed up, by a number of supporting reasons. These reasons need to be justified by evidence.

## Evidence

Writers use a few main types of evidence to back up their statements, including:

- facts that have been published somewhere reliable, such as an encyclopaedia or a journal
- numbers and statistics that have reliable sources, such as the published findings of a scientific study or an official body like the Australian Bureau of Statistics
- statements made by somebody who is an expert or an authority in the field, such as a doctor commenting on a health problem
- the writer's own personal experience of the issue.

Evidence can be presented in different ways. It is usually included in the main text, but can also be presented visually. For example, numbers might be presented in graphs and tables. A photograph can also present evidence if it shows something to be true or real.



## UNDERSTANDING ARGUMENT AND EVIDENCE

- 1** The blog post presents the writer's view that we should use alternatives to plastic straws. What makes the post an argument rather than just an opinion?

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---

- 2** Which of the following types of evidence does the blog post contain? Tick all that apply.

- numbers and statistics
- scientific findings
- a statement from an expert
- a statement from an eyewitness
- the writer's own experience

- 3** The blog post states that 'Recently an Australian diver, Kasey Turner, went snorkelling at Manly Beach and found a whopping 319 straws after just 20 minutes in the water'. Which statement does this provide evidence for?

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- 4** How convincing do you find the evidence provided by Kasey Turner? Does 319 seem like a surprisingly large number of straws, or about what you would have expected from a popular beach? Explain your answer.

---

---

- 5** How does the photograph also provide evidence to support the argument in the blog post?

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- 6** Do some research and find two additional pieces of evidence for why we should ban or minimise the use of plastic straws.

---

---

- 7** The last part of the blog post suggests some alternatives to using plastic straws. Give two reasons given by the writer for why these are good alternatives.

---

---

## Create your own text

Create a list of reasons, supported by evidence, for a ban on plastic straws. Use the following reasons and evidence, matching one piece of supporting evidence to each reason. You can put the reasons in whichever order you feel is most effective.

Plastic straws take a very long time to break down.

Paper straws are biodegradable, while metal straws, made from food-grade stainless steel, can be re-used and are widely available.

Sustainability Victoria states that 'plastic does not biodegrade' and 'it is estimated that 8 million tonnes of plastic pollute our oceans every year'.

Plastic straws can harm marine life such as turtles.

Recently, a team of scientists in Costa Rica had to remove a straw from a turtle's nostril using pliers.

There are many good alternatives to plastic straws, such as re-usable straws or ones that are biodegradable.

Plastic straws should be banned, for a number of strong reasons.

Firstly, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Secondly, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thirdly, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# SOCIAL MEDIA

UNIT

4

## KEY CONCEPTS IN THIS UNIT:

- audience
- purpose
- context
- young people and social media use

The start of secondary school is a common time for young people to want more freedom to use social media. Many parents, though, are concerned about the risks of social media use. They worry about online bullying or that their children might be contacted by dishonest or predatory people.

Some also argue that social media can make people feel inadequate because they compare themselves to the unrealistic and glamorous images they see on sites such as Instagram. Others say that social media can be addictive and that too much screen time is unhealthy.

Many young people, however, feel that social media is an important way of communicating with their friends.



## Discussion questions

Discuss the following questions as a class or in small groups.

- ❑ Do you use social media? How often and what sort?
- ❑ Have you ever disagreed with your parents about your social media use? Why?
- ❑ What do you think are the main benefits of social media?
- ❑ What are the risks?



## A point of view

Year 7 student Hassan wants to convince his parents that he should be allowed to use social media to communicate with his friends. His parents are concerned about the dangers of social media and don't want Hassan to use it. He wants to persuade them that he understands the risks and can use social media responsibly.

Hassan has decided that the best way to convey his argument is to give a speech to his parents expressing his point of view and addressing their concerns.

### WHY I SHOULD BE ALLOWED TO USE SOCIAL MEDIA

Mum and Dad, thank you for listening to my speech. Now that I'm in secondary school, I believe I should be allowed to use sites like Snapchat and Instagram to communicate with my friends. It's an important part of the way young people **socialise** these days and really it's not so different from the way you would have hung out with friends when you were young – we're just talking via apps instead of in person or on the phone.

talk and interact with others

I know you're worried about my safety, so I want to **reassure** you that I understand the risks of social media and I can be responsible. Of course I'd never have contact with anyone I don't know in real life and I would never share any of my personal details.

make someone feel better about something; ease their fears

Bullying on social media is a reality sometimes, but I'm happy for you to monitor all my social media use so that you can keep an eye on my behaviour and my friends'. I know you've heard stories about people getting addicted to social media so I think it's fair to limit my time to maybe an hour a day, and you can take my phone and laptop before I go to bed each night so I won't be tempted to get online.

All I want is to be able to share pictures and conversations with my friends, like any young person. It's an important way for us to connect with and support one another. I'm willing to cooperate with any rules you can think of that would make you feel more comfortable about this. I hope you understand my point of view.

## UNDERSTANDING THE TEXT

- 1** Two words in the text have been defined for you in the margin notes. Find three other words in this speech that you don't use very often, and write down their meanings.

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---

---

- 2** What does Hassan want to achieve with his speech?

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---

- 3** Place a tick beside any of the reasons that you think might explain why Hassan chooses to present his point of view as a formal speech, instead of just casually talking to his parents.

- He can write it down first, so he won't forget any of the points he wants to make.
- His parents don't like talking to him.
- His parents are more likely to hear him out, without interrupting.
- It's easier to give a speech than to have a conversation.
- A formal speech makes it seem that he is serious about his point of view and has thought about it carefully.

- 4** What is one reason Hassan gives for wanting to be allowed to use social media?

---

- 5** Identify one concern Hassan's parents have about social media.

---

- 6** What does Hassan say to reassure his parents about this concern?

---

- 7** Circle a sentence where Hassan compares his experiences as a young person with his parents' experiences.

- 8** What effect might this comparison have on Hassan's parents?

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## *Audience, purpose and context*

The **audience** of a text is the person or group of people it is aimed at. The audience for Hassan's speech on page 20 is his parents. This means that he uses reasons and language that he thinks would be most likely to convince them to agree with his point of view. For example, he compares his own experiences as a young person to theirs when they were young. He also brings up specific concerns he knows they have about social media, and suggests ways to make them feel less worried.

No text is intended to be read by everyone in the world. It will always be aimed at a particular set of people who have something in common. For example, consider the following possible audiences:

- students at a school
- parents of teenage children
- residents of Green Street
- cyclists
- readers of a website about environmental issues
- followers of an Instagram fashion influencer.

Hassan also has a clear **purpose** for his speech. He wants to persuade his parents to agree that he will be allowed to use social media. Some possible purposes of a text include:

- to persuade an audience to agree with a point of view
- to convince an audience to vote for someone
- to encourage an audience to buy something
- to get an audience to consider a different perspective
- to provoke a particular emotional reaction
- to amuse
- to entertain
- to inform.

Hassan's purpose also affects the reasons he puts forward and the sort of language he uses. Another factor that influences how a writer or speaker develops their argument and selects their language is the **context**. This word refers to the place that a text appears and the circumstances around it. For example, Hassan's speech is delivered in the private setting of his home, in response to a specific situation: his parents' wish for him not to use social media.

## UNDERSTANDING AUDIENCE, PURPOSE AND CONTEXT

- 1 Which of the following would be another suitable type of text Hassan could have chosen to present his point of view to the same audience?
- an essay
  - a television commercial
  - a letter
  - a newspaper article

- 2 Explain your selection in question 1.
- 

- 3 If Hassan was trying to convince his teacher that social media could have educational benefits, which of the following reasons would be most suited to his intended audience?
- Using social media makes students happier and less disruptive.
  - Studies have shown that social media develops skills in communication and cooperation.
  - Social media is very popular so it must be good for people.

- 4 Match the audience, purpose and context in the left column below to the most appropriate language description on the right.

post on a social media website encouraging young people to join a climate change protest

emotional, pleading,  
mostly formal language

email from a school principal to parents asking them to make sure students always wear correct school uniform

enthusiastic, friendly,  
some casual language,  
urgent

pamphlet from a charity for the homeless encouraging local residents to donate blankets and food

serious, assertive,  
mostly formal language

- 5 Imagine that Hassan was trying to persuade a group of his friends, rather than his parents, of the benefits of social media. Change the extracts from his speech below to make them more appropriate for this different audience.

It's an important part of the way young people socialise these days

---

I want to reassure you that I understand the risks of social media

---

Bullying on social media is a reality sometimes

---

I hope you understand my point of view

---

## Create your own text

What rules do your parents have about your social media use? Do you think these are fair? Why or why not? What about the rules at school?

Choose a context, purpose, target audience and text type from the table below. Then write a text that aims to achieve your purpose by appealing specifically to your intended audience.

Context	Purpose	Audience	Text type
You are a 12-year-old who would like to be able to see news and pictures from family members living overseas.	to convince Facebook to lower their age limit of 13 years	Facebook executives	email
You are the grandparent of two young children responding to several recent newspaper articles about bullying via social media.	to persuade readers to agree that social media is dangerous and should not be used at all by children	newspaper readers	letter to the editor
You are the head of a company that produces software that can monitor people's internet activity, responding to requests from customers for a product that could help them protect their children.	to encourage parents to purchase software that monitors their children's online activity	parents of pre-teen and teenage children	advertisement

Begin by selecting three reasons that would appeal to your chosen audience.

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Next, decide on the best order for these reasons by placing a number beside each one.

Now, decide on the sort of language you will use to appeal to your audience. Circle two words from the list below that would best describe the language appropriate to your audience, purpose and context.

aggressive	excited	hopeful	pleading
casual	firm	humorous	sad
cheerful	formal	informal	sarcastic
enthusiastic	friendly	optimistic	serious

Write the first paragraph of your text. Start with a strong opening that aims to appeal to your specific audience.

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# ARTIFICIAL INTELLIGENCE

UNIT

5

## KEY CONCEPTS IN THIS UNIT:

- cause and effect
- logical language
- benefits and risks of artificial intelligence

Artificial intelligence, or AI, refers to using machines or computers to perform tasks that would usually require human intelligence. Common examples of AI include driverless cars and virtual digital assistants such as Apple's Siri and Amazon's Alexa. These sorts of advances make our lives easier and can increase our productivity at work. Other sorts of AI even save lives. For example, some robots can perform delicate surgery, while others can enter dangerous disaster zones to rescue people after an earthquake or tsunami.

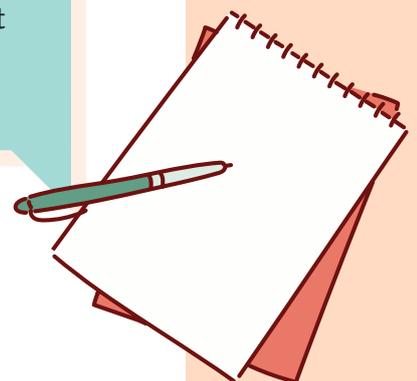
But some people worry that future developments in artificial intelligence might go too far. They fear that computers might overtake humans in intelligence, putting us at risk of being controlled or manipulated by them. Another concern is that artificial intelligence can be used for negative or destructive purposes by people with bad intentions.



## Discussion questions

Discuss the following questions as a class or in small groups.

- ❑ What examples of artificial intelligence do you use in your everyday life?
- ❑ What do you think are some of the main benefits of artificial intelligence?
- ❑ What do you think is the biggest risk associated with artificial intelligence?
- ❑ How do you think advances in artificial intelligence might change our daily lives in ten years' time? What about in 50 years' time?



## A point of view

The following opinion piece was published in *Digital Times*, an online news publication that focuses on science and technology. It was written by Professor Emmeline Owosua, a computer programmer and lecturer at Southwest University.

### Killer robots and digital warfare: the risks of artificial intelligence

It can't be denied that artificial intelligence has saved huge amounts of time and money, and even many lives. But it would be foolish and dangerous to embrace advances in this area without considering some of the serious risks. These include:

- » **The risk that humans will become unnecessary.** Clearly, the more capable AI becomes at performing various jobs, the less there will be for humans to do. This will therefore lead to **widespread** unemployment. Also, as renowned AI researcher Dr Morgan Atley tells us, if all our shops are staffed by robots, then we risk losing the personal touch and human contact that helps us feel part of a community.
- » **The risk that we will become too dependent on computers.** More and more we are relying on computers to look after everything from our contacts lists to our **national security**. Consequently, if systems fail, we could lose vast amounts of vital data and even be at risk of invasion or harm from external enemies.
- » **The risk that AI will fall into the wrong hands.** Most programmers and scientists are interested in developing AI to help humans, for example, in the fields of medicine and the environment. But there's nothing to stop criminals also using technological developments to cause damage in the form of **terrorism** or cyberattacks.
- » **The risk that machines will take over.** AI aims to mimic human intelligence, and it now allows machines to 'learn' and to make decisions like humans do. Thus, it's theoretically possible that a machine could eventually develop a mind of its own. Computers can already perform many functions far more quickly and accurately than humans. If their learning and decision-making abilities continue to improve, then they might well be able to **dominate** humans, rather than the other way around. After all, it is because we have superior intelligence that we are able to dominate animals.

happening in many places to many people

the safety of a country

using violence or intimidation to create fear in order to achieve political or religious goals

have power over

It is clear that these risks do not mean that we should give up on artificial intelligence, because so far it has had more positive than negative effects. But we should proceed carefully. The evidence shows that we should think about the dangers and find ways to minimise them before it's too late.



## UNDERSTANDING THE TEXT

- 1 Four words in the text have been defined for you in the margin notes. Find three other words in this opinion piece that you don't use very often, and write down their meanings.

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- 2 Which of the following best summarises Professor Owosua's contention?

- We should not try to develop artificial intelligence any further.
- Artificial intelligence does more harm than good.
- Computers will one day dominate humans.
- We should consider the risks as well as the benefits when developing artificial intelligence.

- 3 Identify two places in the text that Professor Owosua states her contention. Why do you think she stated it in these two places?

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- 4 The opinion piece was published in an online newspaper that focuses on technological and scientific news and issues. Circle the words and phrases below that might describe the audience likely to read this newspaper.

intelligent	good with computers	social media users
cat lovers	keen gardeners	iPhone owners
highly educated	fans of video games	farmers
tall	aged over 75	frightened of technology

- 5 Give three words to describe the sort of language Professor Owosua uses.

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- 6 Professor Owosua gives four main reasons that AI could be dangerous. Express each of these reasons in a single sentence in your own words.

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- 7 Which do you think is the most important reason Professor Owosua gives for her belief? Why do you think this?

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## Cause and effect

A common way of organising ideas in a logical argument is by **cause and effect**. A cause is the reason that an event or situation happens. An effect is the result of the cause. For example, consider the following scenario:

*Max didn't study so he failed the maths test.*

Here, the cause is Max not studying and the effect is that he failed his maths test. A conclusion you might draw from this statement is that studying is important for success in an exam. You can also create cause and effect statements that place the effect first:

*Max failed the maths test because he didn't study.*

Causes and effects need to be logically connected to be helpful in an argument. For example, consider this scenario:

*Max didn't study so he was late for judo class.*

Here, there is no logical link between the cause and the effect, so it's impossible to draw any useful conclusion from the statement.

## Logical language

**Logical language** refers to the sorts of words, phrases and sentences writers are likely to use when making a reasoned argument. This sort of language emphasises the logical connections between different ideas, like in the cause and effect statements above. The words 'so' and 'because' indicate that the writer is making (or trying to make!) a logical connection between two things – Max's lack of studying and his failing the maths test.

The table below shows some words and phrases commonly used in logical arguments.

To show connections between ideas	To expand on an idea	To introduce evidence	To conclude
because	additionally	according to	finally
consequently	also	an example of this is	in conclusion
due to the fact that	as well	as ... demonstrates	in summary
firstly, secondly, thirdly (etc.)	besides	as ... tells us	it is clear that
for this reason	furthermore	evidence/research/studies show/s	therefore I conclude
if ..., then ...	in addition	for example	thus it has been proven
in fact	next	for instance	to conclude
so	similarly	it has been found that	to summarise
therefore	too	this is shown by	to sum up
	what's more		

## UNDERSTANDING CAUSE AND EFFECT AND LOGICAL LANGUAGE

- 1 Group the following causes and effects into logical pairs. Then add connecting words to create sentences that show the connection between each cause and effect.

Lila is always quoting *The Princess Bride*

the bus broke down

bananas are high in potassium, fibre and vitamins C and B6

they are sometimes called a superfood

it is her favourite film

we missed the start of the concert

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- 2 Complete the paragraph below with appropriate words and phrases from the table on page 28 to show the logical connections between ideas.

Did you know that hospitals around the world are trialling nursing robots  
\_\_\_\_\_ there is a shortage of qualified human nurses?  
Robot nurses can perform basic nursing duties \_\_\_\_\_  
human nurses have more time to focus on more complex tasks.  
\_\_\_\_\_ one study, robot nurses are popular with patients.  
\_\_\_\_\_, Paul Fu, a patient at McMarten's Hospital, said  
that his robot nurse made his stay much more pleasant. This was mostly  
\_\_\_\_\_ the robot was able to spend time having simple  
conversations with him, and \_\_\_\_\_ he didn't feel bored.

- 3 Highlight an example of a cause and effect statement in Professor Owosua's opinion piece.

- 4 Identify the cause and the effect in your own words.

Cause: \_\_\_\_\_

Effect: \_\_\_\_\_

- 5 Now, rewrite the sentence with the order of the cause and effect reversed.

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- 6 Circle all the logical words and phrases you can find in the opinion piece on page 26.

- 7 Why do you think that Professor Owosua chose to use cause and effect statements and logical language in her opinion piece?

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## Create your own text

Imagine that you are a regular reader of *Digital Times*. You have read Professor Owosua's opinion piece but you disagree with her. You think she is too focused on the negative effects of AI and that her argument is likely to make other readers of *Digital Times* anxious about technological developments.

Write your own opinion piece arguing that AI developments will be positive for humankind and that there is no need to worry about the risks. You might like to do some research to support your view with strong evidence.

Begin by deciding on the main reasons you will use to support your point of view. For each reason, identify one piece of evidence you could use to support it. This might be a statistic, a fact, the results of a survey or study, a quote from an expert or your own personal experience.

Reason 1 and evidence: \_\_\_\_\_

\_\_\_\_\_

Reason 2 and evidence: \_\_\_\_\_

\_\_\_\_\_

Reason 3 and evidence: \_\_\_\_\_

\_\_\_\_\_

Now, write three paragraphs, each focusing on a different reason. Create a logical argument by including in each paragraph:

- at least **one** cause and effect statement
- at least **two** logical language examples from the table on page 28.



# FREE-RANGE EGGS

UNIT

6

## KEY CONCEPTS IN THIS UNIT:

- loaded language
- connotations
- free-range eggs versus cage eggs

Eggs are a staple food in many households. Over the years, though, animal rights activists have expressed concerns about how egg-laying hens are treated. Some egg producers keep hens in small cages and allow them little or no time outside. Eggs from chickens kept in these conditions are commonly called cage eggs.

Free-range eggs, on the other hand, come from chickens kept in more open conditions. In order for eggs to be labelled 'free range', the law says that hens must have 'meaningful and regular' access to the outdoors. Egg producers also can't keep any more than 10000 hens per hectare of land, to make sure hens aren't kept in cramped conditions.

Many consumers prefer to buy free-range eggs as they feel this is kinder to chickens. But others say that chickens don't mind being housed closely together in large groups. Some consumers also argue that free-range eggs are too expensive.



## Discussion questions

Discuss the following questions as a class or in small groups.

- Q Does your family prefer to buy free-range eggs? Why or why not?
- Q Do you think most people are willing to pay a little more money to buy free-range eggs instead of eggs from caged hens?
- Q If you were trying to find out the best conditions for egg-laying hens, which groups or individuals would you consult? Why?



## A point of view

In 2016, 14-year-old student Angelina Popovski created a petition asking supermarket chain ALDI to stop selling eggs from caged hens. Angelina launched the campaign after doing a school project on factory farming, with some help from Animals Australia, an organisation that protects animals. Her petition was published on the website change.org, which allows people to post petitions and collect signatures on a range of issues. Angelina's petition soon received thousands of signatures, and led to ALDI agreeing to stop stocking eggs produced by hens kept in small cages.



The screenshot shows a web browser window displaying the change.org website. The page features a petition titled "ALDI Australia: hens are suffering in these cruel cages – please stop selling cage eggs!". The petition has a "CONFIRMED VICTORY" badge and states it has 95,944 supporters. The text of the petition describes the conditions of caged hens and asks ALDI to stop selling cage eggs. A photo of a hen in a cage is included. There are callout boxes: one labeled "cruel" pointing to the word "barbaric" in the petition text, and another labeled "small cages used to house many animals in a small space" pointing to the phrase "cruel cage eggs" in the petition text.

**change.org** Start a petition My petitions Browse Contributions  Log in

### ALDI Australia: hens are suffering in these cruel cages – please stop selling cage eggs!

**CONFIRMED VICTORY**  
**This petition made change with 95,944 supporters!**

Their **beaks are deliberately cut without painkillers, some are even trampled or starve to death from neglect** – and they're crammed into tiny miserable cages, with no more space than an iPad and can barely move. Most will never see sunlight.



**It makes me sick thinking about it.** And I've learned ALDI Australia are refusing to put an end to it – **they're still buying eggs from these disgusting factories.**

I'm a high school student and ever since I got to know my grandma's chickens and learned how hens are smart and full of personality, I can't bear the thought of hens in these disturbing cages.

**I'm asking my supermarket ALDI to help end this cruel, outdated practice.** ALDI in the US and many parts of Europe have already committed to stop selling cage eggs from their stores and so has Woolworths – but ALDI Australia is still continuing with this **barbaric** policy! I've joined the movement with Animals Australia to finally end the use of **battery cages**.

It's so wrong. **Please sign my petition asking ALDI Australia to stop selling cruel cage eggs in their stores and match what ALDI are doing in the US and much of Europe. It's time!**

cruel

small cages used to house many animals in a small space

## UNDERSTANDING THE TEXT

- 1** Two words in the text have been defined for you in the margin notes. Find two other words in this petition that you don't use very often, and write down their meanings.

---

---

- 2** What is the main purpose of Angelina's petition?

---

---

- 3** Tick all of the elements of context that would have affected how Angelina wrote her petition.

- She recently worked on a school project about factory farming.
- Other supermarkets have stopped selling cage eggs.
- Angelina doesn't like eggs.
- The petition is published on a website that is likely to be visited by people who have an interest in current issues.
- Most countries have chickens.

- 4** What is the main reason Angelina presents for her opinion?

---

---

- 5** Identify two ways that chickens suffer when they are kept in small cages, according to Angelina.

---

---

- 6** Underline two positive descriptions Angelina gives of chickens.

- 7** Why do you think Angelina uses bold text for certain phrases and sentences?

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- 8** Circle a sentence in which Angelina refers to her own experiences. Why do you think she includes this statement?

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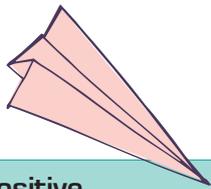
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## Loaded language and connotations

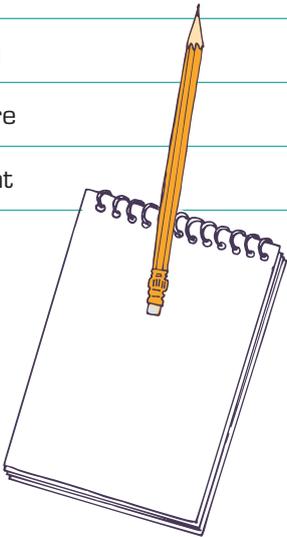
**Loaded language** refers to words, phrases and sentences that aim to make the reader feel a certain way. This sort of language is sometimes referred to as **emotive language** because it provokes an emotional reaction in the audience. Loaded language can draw attention away from the logic or evidence used in an argument by focusing instead on feelings.

Loaded language uses the **associations** people have with certain words and phrases to create emotional effects. These associations are also called **connotations**. For example, consider the word 'mum'. When you read or hear that word, you are likely to associate it with qualities such as security, love and comfort. It is the name many of us call our mothers, so it feels familiar and connected to our daily life in the home. The word 'mother', which has the same literal meaning as 'mum', doesn't have the same warm and intimate associations, so won't necessarily arouse the same positive feelings.

The table below shows some other common words with similar meanings but different associations. The words in the left column generally have positive connotations, while the words in the right column have negative connotations.



Words with positive connotations	Words with negative connotations
slim	scrawny
plan	conspire
smart	cunning
encourage	pressure
confident	arrogant



## UNDERSTANDING LOADED LANGUAGE AND CONNOTATIONS

- 1 Complete the table with two more pairs of words, like those in the table on page 34, that have similar meanings but different connotations.

Words with positive connotations	Words with negative connotations

- 2 Match the common job titles on the left with the alternative titles on the right. Then write a sentence explaining the effect of describing these jobs in more complex language.

waiter

waste management and disposal technician

rubbish collector

stock replenishment assistant

shelf stacker

hospitality representative

- 3 Identify two emotions readers might feel when reading Angelina's petition.

- 4 Circle three words or phrases that might make readers feel this way.

- 5 What are the connotations of the words and phrases in bold below? Make notes in the right-hand column about the associations you have with these words.

Hens are discarded like <b>rubbish</b> once they can no longer lay enough eggs.	
Egg producers are <b>blatantly ignoring</b> concerns about the welfare of hens.	
Let's work together to achieve our <b>shared vision</b> for a cruelty-free future.	

- 6 Choose a sentence from the petition on page 32 to add to the empty cell in the left-hand column above. Then, in the right-hand column, identify the connotations of a key word or phrase in the sentence you selected.

- 7 Imagine that Angelina was writing to an egg producer. Choose one sentence from her petition that you think should be changed to make it more likely to appeal to this new audience. Rewrite the sentence below.

## Create your own text

Is there a particular issue that you feel strongly about? Have you ever spoken up about something that concerns you? Think about an area in which you would like to make a difference. Follow the steps below to create a petition aimed at getting others to support your idea.

**Step 1: Decide on your purpose.** This should be specific, like Angelina's is. Think about how a petition will help you to achieve your aim. Which individual or organisation are you hoping will change their behaviour as a result of seeing a petition with many signatures? Complete the sentences below to identify the change you hope to achieve.

I want to \_\_\_\_\_

The person/organisation whose behaviour/practices I hope to change is

\_\_\_\_\_

They are likely to be persuaded by a list of signatures because

\_\_\_\_\_

**Step 2: Write your petition.** Write two or three paragraphs that explain to your audience (the people you hope will sign your petition) the change you want to achieve, and why this is important. You can use the template below to help you create your text.

I am concerned about \_\_\_\_\_

*[Identify the issue].* I believe that \_\_\_\_\_

\_\_\_\_\_

*[Identify the change you think needs to be made].* I believe this because

\_\_\_\_\_

*[explain the main reasons for your belief, and provide evidence to support them].*

I hope you will agree to sign this petition to help convince

\_\_\_\_\_

*[Identify the individual or organisation you hope to influence]* to

\_\_\_\_\_

*[Identify what you want the individual or organisation to do].*

**Step 3: Edit your petition.** Now go back and edit your petition to make it as persuasive as possible. Identify at least three words or phrases that don't have a strong emotional impact. Replace these with words or phrases that are likely to evoke strong emotions in your audience and help get them on side.

# JET SKIS

UNIT

7

## KEY CONCEPTS IN THIS UNIT:

- tone
- jet ski regulations

A jet ski is a type of personal watercraft that is designed to be operated while standing, kneeling or sitting. (Although Jet Ski is a registered trademark in the United States, in Australia the term is widely used for any craft of this type.) Jet skis are extremely powerful, able to accelerate quickly to speeds of 100 kilometres per hour or more.

The affordability and ease of use of jet skis – compared to powerboats, for instance – has made them increasingly common in coastal areas. They are popular with families, as teenagers can ride as passengers and also drive (under the supervision of an older, licensed driver) from the age of 16.

Recently, though, jet skis have become the subject of debate, especially over the summer period. The level of noise they make and the danger they pose to swimmers and divers have led to demands for more restrictions on their use near to shore. Levels of policing have also increased.

Jet ski groups argue that only a few users are causing problems and most are concerned for the wellbeing of others, and take care when near people in the water. Nevertheless, councils are pushing for stronger regulations from government.



## Discussion questions

Discuss the following questions as a class or in small groups.

- Q If you go to the beach in the summer, do you find jet skis annoying because they are too noisy? Have you found them dangerous because they come too close to swimmers and other water users?
- Q Does your family own or sometimes hire a jet ski? If so, do you feel they use it responsibly?
- Q Do you think there should be stronger rules around jet ski use, such as increasing the distance they need to be from beaches, or making licences harder to obtain?
- Q Is there too much talk about regulation and not enough respect for other people's rights, including the rights of jet ski users?



## A point of view

The following letter to the editor presents a point of view on jet skis.

### Jet skis need tighter regulation



More than 5000 people have signed a petition calling for a ban on jet skis.  
Photo: Jason Edwards / Newspix

As reported in *The Star* last week ('Jet skis face further rule changes', 31/7), jet ski users have pushed peaceful beach lovers to the tipping point and, thankfully, councils are finally listening. How many days of roaring motors being revved to levels that surely exceed any safe noise limits are we expected to tolerate? And that's before we even get to the dangers to life and limb posed by these lethal vessels and the self-centred, self-absorbed hoons who drive them.

However, these proposed rule changes surely go nowhere near far enough. They might look strict, but I doubt they will really change anything. After all, the 'hoon' **legislation** aimed at car drivers hasn't exactly removed hoons from our roads, has it? Or lowered the road toll? And banning jet skis from being within 25 metres of a swimmer sounds good, but in reality it's impossible to measure or to police.

Furthermore, these proposals are just that – proposals. They are merely suggestions for more talk with the government, more **consultations**, more draft regulations. Surely now is the time for action. Make licences much harder to get, exclude drivers under the age of 18, and ban jet skis in the bay. Keep it simple, so that everyone knows where they stand. And then we might once again have some **tranquility** on our beautiful beaches.

Kim Kaldaras, Angus Beach

laws

discussions  
with people  
who will be  
affected by a  
decision

peacefulness

## UNDERSTANDING THE TEXT

- 1** Three words in the text have been defined for you in the margin notes. Find three other words in this letter to the editor that you don't use very often, and write down their meanings.

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- 2** Highlight the following elements of this letter to the editor.

- a headline indicating the topic
- a reference to a previous article in the newspaper
- a byline with the writer's name and suburb

- 3** What do you think the writer's purpose is in writing this letter to the editor?

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- 4** The writer's audience is whoever reads this newspaper, but which of the following groups do you think the letter is particularly aimed at? You can tick more than one.

- members of local councils
- families who use beaches for swimming, kayaking etc.
- jet ski owners and users
- members of the state government body responsible for regulating waterways

- 5** For one of the boxes you ticked above, explain why you think the writer has this particular audience in mind. Support your answer with evidence from the text.

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- 6** Identify two reasons why the writer wants jet ski use to be more restricted.

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- 7** Underline two examples of logical language in the letter.

- 8** Circle two examples of loaded language in the letter.

- 9** The writer does not include much evidence in the letter. Does this make it less persuasive? Why or why not?

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## Tone

The tone of a piece of writing or a speech is the emotion it expresses. Tone shows the writer's attitude towards the subject they are writing about.

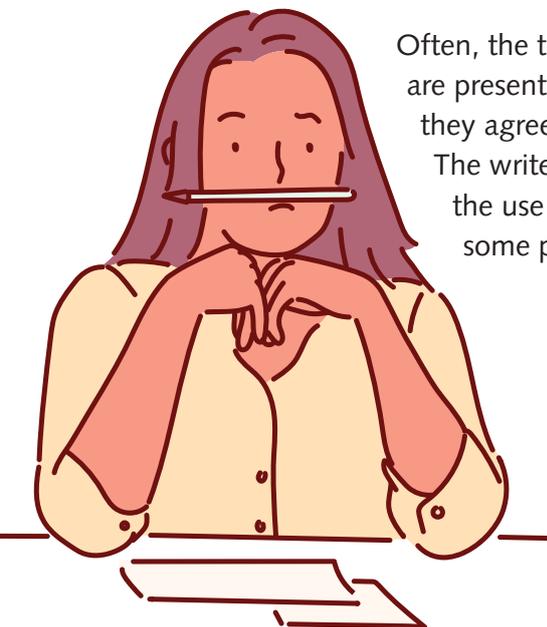
- If the writer views the subject positively, they like it or approve of it, and will want the reader to share this attitude. They will use language with a positive tone to help achieve this.
- On the other hand, if they disagree with someone or something then they will communicate this negative attitude to the reader through the negative tone of their language.
- A third possibility is that the writer has a neutral attitude, and simply wishes to consider the subject in a balanced way.

Words to describe tone are adjectives. Here are some common words to describe tone, grouped into the three main kinds of tone. Use the empty spaces to add more examples of your own.

Positive	Negative	Neutral
approving	angry	balanced
enthusiastic	dismissive	calm
glowing	hostile	measured
optimistic	pessimistic	serious
sympathetic	sarcastic	thoughtful

Often, the tone of a piece of writing will change as the various reasons are presented. Obviously, the writer will use a positive tone for ideas they agree with, and a negative tone for those they disagree with.

The writer can also manipulate the reader's emotions by varying the use of tone throughout the piece, using emotive language in some places and more logical language in other places.



## UNDERSTANDING TONE

- 1 Draw lines to match the correct tone to each of the sentences.

How dare they try to deceive us like this!

hopeful

If we all work together, we can make our dreams come true.

angry

Let's consider our options carefully.

calm

- 2 What is the main overall tone used in the letter on page 38?

- hopeful  
 annoyed  
 sad

- 3 Write one word to describe the tone used in this sentence: 'How many days of roaring motors being revved to levels that surely exceed any safe noise limits are we expected to tolerate?'

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- 4 What attitude towards jet ski users is expressed by this sentence?

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- 5 Rewrite the sentence in question 3 so that it has a different tone, and identify what this tone is.

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Tone: \_\_\_\_\_

- 6 At the end of the letter, the writer's tone changes. Give one word to describe the tone at the end of the letter.

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- 7 Identify two words at the end of the letter that help to create this new tone.

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- 8 Why do you think the writer shifts to a different tone at the end of the letter? How might the intended audience respond to this?

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## Create your own text

Write a letter to the editor on an issue currently in the news. Find a specific article on this issue that you can respond to directly, either because it has some useful facts or because it expresses a viewpoint that you agree or disagree with. What is your own view on this issue? Think about the best tone to use to show your attitude and feelings.

First, write a heading that captures what your letter is about.

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Next, begin your letter by referring to the article that you're responding to.

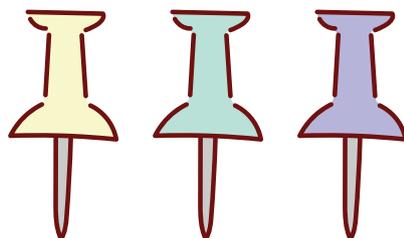
\_\_\_\_\_ *[name of writer]* states that  
\_\_\_\_\_  
( \_\_\_\_\_ )  
*[in the brackets, give the title and date of the article].*

Now give your own viewpoint. Remember to use appropriate language to create a suitable tone.

In my opinion, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Lastly, conclude your letter with a clear statement of what you want to achieve, or hope will happen.

Let us hope that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# SCHOOL SOCIALS

UNIT

8

## KEY CONCEPTS IN THIS UNIT:

- informal and formal language
- nominalisation
- inclusive language
- frequency and cost of school socials

Many schools host socials or formals for students, often in senior years. These events range from casual discos to very formal evenings with sit-down dinners and professional photographers. Most students look forward to these events as a chance to socialise and let off steam. They can help strengthen friendships and relieve the stress of study, especially during the final years of school.

Once, school formals were only for Year 12 students and were viewed as a kind of reward for completing secondary school. They were also considered to mark the transition to adulthood. But they are becoming increasingly common at lower year levels. Some primary schools have Year 6 formals, and many secondary schools have annual school dances or socials from Year 7 onwards. Some people believe that this is unnecessary. They feel that having too many social events distracts students from their studies and encourages them to spend too much time and money preparing for these events.



## Discussion questions

Discuss the following questions as a class or in small groups.

- Q How many socials or formals does your school host? Do you think this is too many, too few, or just right?
- Q Do you think that having many school social events makes them less special? Does this matter? Why or why not?
- Q Do you think there is too much pressure on students to spend a lot of money on school social events?
- Q In your experience, do school dances and formals tend to bring people together, or do they emphasise the differences between various groups of students?



## A point of view

Bella Mills is a Year 10 student at Casters College. She is giving a speech to her class, arguing that the school should only have a single formal, and that this formal should be for Year 12 students.

Hey, everyone. As you know, I'm Bella. I wanted to talk to you about something that's been bugging me. Maybe it's bugging some of you, too. I'm sure you'll all agree that Year 10 is a super-busy year. We've got heaps more responsibility and work than we ever had in Year 9. So you'd think I'd be stoked that we've got our Year 10 social coming up next month to distract me from my mountain of homework and give me something fun to concentrate on instead, right?

Wrong. I don't know about the rest of you, but I hardly have time to prepare for a dance – to buy a new dress, get my hair and make-up done, not to mention trying to find someone to go with. It's not fun, it's stressful! I study hard, I have a part-time job, and I volunteer. Those are all so much more important to me than yet another chance to hang out with the same people I see every day anyway – no offence, guys!

School formals have got out of control. Here at Casters, we have a school disco or social or formal every year from Year 7. By the time you get to Year 12, it's just not special anymore, which is such a shame. Mum tells me the Year 12 formal at her school was the biggest event of her school life. Kids felt like they'd earned a big party after six years of high school. Now even my little sis in primary school goes to a school disco every year.

And these aren't casual get-togethers. Every year we feel more pressured to spend tons of money on clothes, limos, photographers. It creates a divide between students who have money to burn and those of us who don't, plus it encourages us to focus on **superficial** things. Our school motto is 'Do what matters'. To me, that means focusing on making a genuine difference in the world, by helping those less fortunate, for example. It doesn't mean spending way too much time, energy and money on frivolous dances.

So let's get back to what really matters. Let's save the big fuss for the final year of school, when it's actually appropriate to celebrate our achievements and the bond we've built over years. Who's with me?

unimportant;  
shallow; not  
serious



## UNDERSTANDING THE TEXT

- 1 One word in the text has been defined for you in the margin notes. Find two other words in this speech that you don't use very often, and write down their meanings.

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- 2 Identify three reasons Bella believes Casters College should only host one official school dance, in Year 12.

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- 3 Do you think Bella is mainly taking a logical or an emotional approach to the issue? (Hint: does she use more logical language or more loaded language?) Why might this approach be suited to her specific audience?

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- 4 Circle three words or phrases that create the main tone of Bella's speech. How would you describe this tone?

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- 5 Bella frequently uses the words 'we' and 'us' to refer to herself and her classmates. What effect do you think this is likely to have on her audience? Tick all correct options.

- It will remind them that Bella is in their class.
- It will make them feel as though they have a lot in common with Bella, so they might be more likely to agree with her point of view.
- It makes her speech sound more serious so they are likely to get bored and stop listening.
- It makes her speech sound friendlier so they are more likely to pay attention.
- It will make them feel that she really cares about them.

- 6 Bella ends her speech with a question for her audience. Why do you think she does this? What answer is she hoping to get?

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- 7 Why does Bella think that Year 12 students *should* have a school formal?

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## Informal language

You might have noticed that Bella uses some very casual words and phrases when speaking to a class of her peers. For example, she opens by saying 'Hey, everyone' and addresses them as 'guys'. Casual language like this is also referred to as **informal language**. It is the sort of language you're likely to use with your friends.

Informal language can include:

- abbreviations and contractions such as 'I'm' (I am) and 'can't' (cannot)
- slang terms and casual language such as 'stoked' and 'sis'
- shorter, simpler sentences
- less complex vocabulary
- more frequent use of 'I' and 'we'.

## Inclusive language

When writers or speakers use words such as 'we', 'us' and 'our' to include the audience in the same group as themselves, this is referred to as **inclusive language**. Such language can help to persuade an audience because it implies that they are likely to share the same ideas, or can make people want to agree because of a desire to belong to the group.

## Formal language

The sort of language you would use when writing an essay, applying for a job or speaking to your school principal is **formal language**.

Formal language will:

- avoid abbreviations and contractions
- avoid slang terms and casual language
- include longer and more complex sentences
- include more sophisticated and varied vocabulary
- include minimal or no use of 'I' and 'we'.

The style of language that is between formal and informal is called **standard**.

## Nominalisation

You probably remember that an adjective is a describing word, a verb is a doing word and a noun is a thing. **Nominalisation** means turning adjectives or verbs into nouns. Nominalisation is often used in formal writing, especially in texts such as news articles, scientific reports and essays. It can make the writing seem more focused on ideas or concepts. But too many nominalisations in a text can make it more difficult to read and understand.

Some common endings used to turn adjectives or verbs into nouns include -al, -ance, -dom, -ence, -ing, -ment, -ness, -sion and -tion. To check whether you have correctly created a noun, try putting the word 'the' in front of it.

For example:

weak → (the) weakness      replace → (the) replacement

## UNDERSTANDING INFORMAL AND FORMAL LANGUAGE

- 1 Write **I** next to the informal sentences and **F** next to the formal sentences below.

\_\_\_\_\_ Please accept this token of appreciation for your assistance with the organisation of the fete.

\_\_\_\_\_ Listen up!

\_\_\_\_\_ Just ran into Tom with his new GF – so awks!

\_\_\_\_\_ Make your reservation early to avoid disappointment.

- 2 There are five nominalisations in the sentences above. Circle all five. (Hint: look for word endings such as those listed on page 46.)

- 3 Turn the following words into nouns.

enjoy \_\_\_\_\_ friendly \_\_\_\_\_ celebrate \_\_\_\_\_

- 4 Highlight all the examples of inclusive language in Bella's speech. Then write a sentence explaining how her audience might respond differently to her speech if she *didn't* use any inclusive language.

\_\_\_\_\_

- 5 Find a more formal alternative for each of the following words and phrases from Bella's speech.

super-busy	
sis	
kids	
no offence, guys	

- 6 Rewrite the opening paragraph of Bella's speech so that it would be appropriate for an audience that includes teachers and the Casters College principal. Include at least one new nominalisation and one new complex sentence in your rewritten paragraph.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 7 Circle **T** next to the true statements below, and **F** next to the false statements.

Using nominalisation would make the opening paragraph sound more formal.  T  F

It would be appropriate to use slang terms and lots of abbreviation in a speech to the school principal.  T  F

If Bella used very formal language when speaking to her classmates, they would be less likely to be persuaded by her speech.  T  F

Using formal language can make the tone of a text sound more serious.  T  F

## Create your own text

Working in a group of six, stage a debate on the issue of school-organised social events at your school. The topic you will debate is:

*There are too many social events at our school.*

Divide your group into two teams of three. One team will be the **affirmative** side. This means that they will agree with the topic. The other team will be the **negative** side, who will disagree with the topic.

For this debate, the affirmative team should present their reasons in **formal** language. The negative team should present their reasons in **informal** language.

Decide in your teams who will take the roles of first speaker, second speaker and third speaker. Each speaker has a slightly different role, as shown below.

<b>First speaker</b>	<ul style="list-style-type: none"><li>• Outlines the team's point of view and the main reasons for it.</li><li>• Presents one or two of these reasons, with evidence.</li></ul>
<b>Second speaker</b>	<ul style="list-style-type: none"><li>• Presents two or three more reasons to support the team's opinion, with evidence.</li><li>• Rebuts (argues against) the points made by the first speaker on the opposing side of the debate.</li></ul>
<b>Third speaker</b>	<ul style="list-style-type: none"><li>• Rebuts points made by any of the opposition's team members.</li><li>• Sums up the team's argument.</li></ul>

Next, in your teams discuss the reasons and evidence you will present to support your point of view. Divide your points up between your speakers.

Write your speeches. Each speaker should aim to speak for between one and two minutes. If possible, make brief notes on cue cards rather than writing your speech out in full.

Now, hold your debate. If you do this in front of the rest of your class, they can vote on which team is most persuasive.

When you have finished your debate, have a five-minute discussion, either in your group or as a class, about the effect that the use of formal or informal language had on your speeches. Was one style of language more convincing than the other? Which groups of people are likely to be more convinced by an argument delivered in formal language? Which groups might respond better to informal language?



# PALM OIL

UNIT

9

## KEY CONCEPTS IN THIS UNIT:

- comparing texts
- bias
- uses and impact of palm oil

Palm oil is derived from the oil palm plant and used in many common products that are sold all over the world. It is used as a fat in packaged baked goods such as biscuits, and in frozen foods such as ice-cream. It is often used in cosmetics and as a foaming agent in shampoos and liquid soaps. It is cheap to produce and relatively healthy to consume.

In recent years, palm oil production has increased dramatically in response to global demand and growing oil palms has become a valuable source of income and employment in countries such as Indonesia and Malaysia. However, there is now international concern over the rapid clearing of rainforests to create new oil palm plantations. This has destroyed orangutan habitat, and affected other wildlife, such as the Sumatran tiger. Another concern is the effect on the world's climate, as the clearing of forests contributes significant amounts of carbon dioxide to the atmosphere.

To try to limit the loss of forest caused by palm oil production, the Roundtable on Sustainable Palm Oil (RSPO) was set up in 2004 by the World Wildlife Fund (WWF). An RSPO trademark can be used to label products containing sustainably produced palm oil. However, many product labels simply call palm oil 'vegetable oil' on their list of ingredients, making it difficult for buyers to make an informed choice.

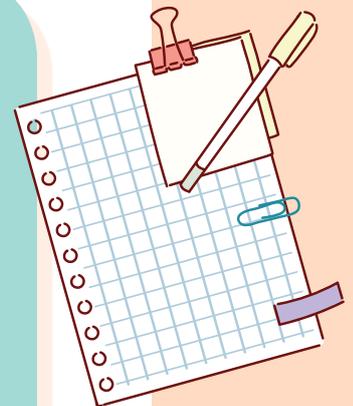
People's points of view on this issue are strongly influenced by their positions and responsibilities. The WWF, for example, wants to protect wildlife habitats; the Indonesian government, on the other hand, wants to create jobs and develop the economy. These 'vested interests' can lead to bias in the arguments, as each view reflects the writer's own priorities.



## Discussion questions

Discuss the following questions as a class or in small groups.

- ❑ Are you aware of palm oil as an issue? Is it important to you? Why or why not?
- ❑ Do you read the labelling on foods and cosmetics? How important is it to know what the ingredients are and where they come from?
- ❑ Do you think people in other countries have a right to try to stop countries such as Indonesia and Malaysia from clearing rainforests to develop agriculture?



## A point of view: Text 1

The following editorial was published in an Australian newspaper, and presents a point of view on palm oil.

### The (not so) good oil

Over the course of history, humanity has used natural resources for food, clothing, shelter – in other words, to survive. There has always been an impact on the environment – but we have generally been able to manage that impact: replanting forests; allowing fields to rest after harvest; protecting areas of the ocean to enable fish populations to recover.

has never happened before

However, the growth in the production of palm oil in recent decades is almost **unprecedented**. So is the related destruction of rainforest in the world's tropics. In Indonesia alone, over 11 million hectares are now devoted to oil palm plantations; in Malaysia the figure is over 5 million, and in both cases the area is rapidly increasing. Burning and cutting down trees releases vast quantities of greenhouse gases into the atmosphere. The parched earth that results actually absorbs more of the sun's heat, increasing global warming. The areas of forest being converted to oil palm plantations are some of the world's most **biodiverse**; loss of habitat has a devastating impact on many forms of rare and endangered wildlife, including orangutans.

having many different types of animals and plants

Can palm oil be produced sustainably? We think not. The RSPO trademark, created in 2011 by the Roundtable for Sustainable Palm Oil, has had very little helpful impact. Except, perhaps, to enable the big companies to continue with business as usual, while looking like responsible managers. University of Queensland researchers studied **certified** and non-certified plantations in Indonesian Borneo, and 'found no significant evidence to suggest RSPO was better ... compared to non-certified plantations'. In other words, placing a label on products doesn't guarantee that the environment is any better off.

approved by an official body – in this case, by the RSPO

Where do we go from here? Decreasing the demand for palm oil is surely the only way to slow down the **rampant** growth in the production of palm oil and the destruction of natural environments. These processes cannot be allowed to continue.

widespread; rapid

We recommend a ban on the use of palm oil in commercial products sold in Australia, and strong international lobbying for other wealthy countries to follow our lead.



Rainforest in Borneo, Malaysia, being cleared for an oil palm plantation.

## UNDERSTANDING THE TEXT

- 1** Four words in the text have been defined for you in the margin notes. Find three other words in this editorial that you don't use very often, and write down their meanings.

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- 2** Highlight the following elements of the editorial.

- a headline indicating the topic
- an example of logical language
- a clear statement of the newspaper's position on the issue (the main contention)

- 3** Describe where the main contention is placed in the editorial (i.e. beginning, middle or end). Why do you think the writer placed it at this particular point?

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- 4** What do you think the newspaper's purpose is in publishing an editorial on this issue?

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- 5** Identify two reasons given by the editorial in support of its main contention.

---

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- 6** Underline two pieces of evidence in the editorial.

- 7** Circle two examples of loaded language (see page 34) in the editorial.

- 8** Editorials are usually written by a single writer, but they express the view of the whole newspaper. They use pronouns such as 'we' and 'our' to show this. Give three phrases (three to six words) from the editorial in which 'we' is used.

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- 9** Give two phrases from the editorial that match what you can see in the photograph.

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## A point of view: Text 2

The following opinion piece by an Indonesian business owner responds to the editorial on page 50.

### Let Indonesian business prosper

By Rizki

Yesterday's editorial in this newspaper continues a long history of Western media trying to take the moral high ground, and leaving out all the relevant facts. Once again, the **West** tries to lecture the developing nations of the world on how to live, conveniently forgetting how it became powerful and wealthy in the first place. How



A plantation worker collects palm fruit in Selangor, Malaysia.

**hypocritical!** Let's start with one basic fact: palm oil is one of the most cost-effective products on the planet. Ban palm oil and something else will be grown instead – something that needs even more land, more forests cleared, more cheap labour.

Sure, orangutan populations are **declining**. Remind me, how many dodos are left in Mauritius? How many Tasmanian tigers in Tasmania? And just like in these examples, hunting is the real reason why orangutans are now seriously endangered. The adults are hunted for meat and the babies are often sold as pets. Tragic, yes, but nothing to do with palm oil.

Indonesians and Malaysians are trying to raise their standard of living, and agriculture is one way they can do so. At least 40 per cent of Indonesia's oil palm plantations are owned by smallholders – not big multinational companies, but families. Many of the companies that service this industry are also small and medium-sized businesses, such as my own. These sorts of businesses are sources of pride in Australia, and they must be encouraged in developing economies, too.

It's time the Western media took a broader view and stopped playing the sympathy card just to make itself feel better. Banning palm oil isn't going to solve anything; palm oil is a solution, not a problem.

**Rizki is the CEO of an Indonesian company that supplies machinery to oil palm plantations.**

a broad term referring to countries in Europe and North America, as well as Australia

saying one thing, but acting in a different way

becoming smaller or fewer

## UNDERSTANDING THE TEXT

- 1** Three words in the text have been defined for you in the margin notes. Find two other words in this opinion piece that you don't use very often, and write down their meanings.

---

---

- 2** In this opinion piece the main contention is not stated clearly. In one sentence, sum up what you think the writer is saying.

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---

- 3** Give two reasons the writer uses to support their argument.

---

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- 4** Describe the main tone of the opinion piece, and give two phrases that help to create this tone.

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- 5** Circle two examples of loaded language in the opinion piece.

- 6** Give two examples of informal language in the opinion piece. (Hint: as well as looking for word choices, look for sentences that are not correct full sentences.)

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- 7** The writer owns a business that earns money from the palm oil industry. Do you think this makes the opinion piece biased? Explain why or why not, using evidence from the text.

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- 8** Which option below best summarises the point of view on oil palm plantations suggested by the photograph accompanying the opinion piece?

- Oil palm plantations create bad places to work.
- Oil palm plantations create good job opportunities.
- Oil palm plantations destroy the natural environment.

## Comparing texts

When you compare two texts that present a point of view on an issue, you will be looking at a number of things. In broad terms, you will be looking at both *what* the two texts are saying, and *how* they are saying it. Use the following questions to guide your analysis of two persuasive texts.

### Points of view

- What, if anything, do the two texts agree on?
- What do they disagree on?
- Do the writers consider other points of view or only present their own?

### Audience, purpose, context

- Are the writers aiming their pieces at the same audience? If not, how are their intended audiences different?
- How are the writers' purposes similar, and how are they different?
- Do the two texts have a similar context (e.g. published in the same newspaper) or different contexts?

### Text types

- Are you comparing two different text types, e.g. an opinion piece and a cartoon?
- If so, do the different text types have contrasting impacts on the reader?
- Does each text type suit the writer's purpose and audience?

### Main contention, reasons and evidence

- Where does each writer place the main contention – at the beginning, at the end, or repeated throughout the piece?
- Are the supporting reasons clearly stated in a logical order?
- Do the writers use a lot of evidence, only a little, or none at all?

### Language

- Does each writer use mostly logical language, or mostly emotive language, or a combination?
- Is the language style formal or informal?
- What is the main tone of each piece?

### Visual elements

- How important are the visual elements of one or both texts? Are they significant, or less important than the written text?
- Do the images themselves suggest a point of view on the issue?



## UNDERSTANDING THE COMPARISON OF TEXTS

- 1 The editorial on page 50 and the opinion piece on page 52 present opposing points of view on palm oil production. Which of the following statements summarises the most important difference between the two points of view?
- The editorial argues that we should reduce the amount of palm oil being produced, whereas the opinion piece argues that we don't need to reduce it.
  - The editorial argues that oil palm production harms the environment, whereas the opinion piece argues that it has no impact.
  - The editorial argues that jobs produced by oil palm plantations are not very important, whereas the opinion piece argues that these jobs are very important.

- 2 The editorial expresses the view of the newspaper, while the opinion piece expresses a more personal view. Give a sentence from each text that shows these two contrasting approaches.

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- 3 Which text uses the most evidence? Give examples to support your answer.

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- 4 Which text uses the most loaded language? Give examples to support your answer.

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- 5 Which text uses more logical language? Give examples to support your answer.

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- 6 State the main tone of each text.

Text 1 tone: \_\_\_\_\_ Text 2 tone: \_\_\_\_\_

- 7 The tone of Text 1 encourages the reader to feel \_\_\_\_\_ about the increase in oil palm plantations. On the other hand, the tone of Text 2 leads the reader to feel \_\_\_\_\_ about the plantations.

- 8 The language in the editorial is mainly **formal** / **informal** [*circle one*].

In contrast, the language in the opinion piece is mainly **formal** / **informal** [*circle one*].

- 9 Both Text 1 and Text 2 are accompanied by an image that supports the argument in that text. Which image has the strongest impact on you? Why do you think this is?

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## Compare two texts

Complete the following sentences to create a simple comparison of two texts on an issue. You can use the two texts and the issue in this unit, or select your own. Try to use two different types of texts, as there will be more contrast in their language.

Both texts present a point of view on the issue of \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_ *[title of Text 1]* is a/an \_\_\_\_\_

*[text type]*, published in \_\_\_\_\_ *[place of publication]*. \_\_\_\_\_ *[title of Text 2]*

is a/an \_\_\_\_\_ *[text type]*, published in \_\_\_\_\_ *[place of publication]*.

\_\_\_\_\_ *[Text 1]* argues that

\_\_\_\_\_

\_\_\_\_\_, whereas \_\_\_\_\_

*[Text 2]* argues that \_\_\_\_\_

\_\_\_\_\_.

The main tone of \_\_\_\_\_ *[Text 1]* is \_\_\_\_\_, which encourages the reader to feel

\_\_\_\_\_ towards the issue. On the other hand,

\_\_\_\_\_ *[Text 2]* has a \_\_\_\_\_

tone, which leads the reader to feel \_\_\_\_\_ towards

the issue. The writer of \_\_\_\_\_ *[Text 1]* aims to

\_\_\_\_\_

\_\_\_\_\_ *[purpose of Text 1]*, while the writer

of \_\_\_\_\_ *[Text 2]* wants the reader to

\_\_\_\_\_

\_\_\_\_\_ *[purpose of Text 2]*.

Overall, the writers agree that \_\_\_\_\_

\_\_\_\_\_ *[key similarity between the two texts' points of view]*.

However, the writers disagree on \_\_\_\_\_

\_\_\_\_\_ *[key difference between the texts' points of view]*.

# SCIENTIFIC ANIMAL EXPERIMENTATION

## UNIT 10

### KEY CONCEPTS IN THIS UNIT:

- writing a comparison
- scientific experimentation on animals and animal rights

There are two main types of animal experimentation. The term can refer to the testing of products such as new medicines, cosmetics and household cleaners on animals, usually conducted by scientists working for businesses that produce these products. The other form of animal experimentation is focused on medical research. Scientists conducting this sort of experimentation are aiming to identify the causes of different human diseases and possible treatments for them. In both cases, because a lot of this research would be considered too dangerous and harmful to perform on humans, animals are used instead.

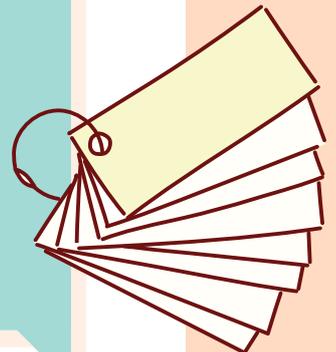
Some people argue that this sort of scientific experimentation has enabled huge advances in medicine and saved many human lives. They also say that animals involved in this research are treated as kindly as possible and not made to suffer more than absolutely necessary. But others argue that any kind of suffering inflicted on animals is wrong. They say that even if animal experimentation can help save human lives, it can never be justified because animals are conscious creatures capable of experiencing fear and pain, and humans have no right to harm them in this way.



### Discussion questions

Discuss the following questions as a class or in small groups.

- Q What do you know about the sorts of research that scientists use animals for?
- Q Do you think some kinds of experimentation might be justifiable, while others are not? If so, what sort of experimentation do you think would be acceptable?
- Q Do you think that saving human lives is more important than protecting animals? Why or why not?
- Q Can you think of any other ways that scientists might be able to make medical discoveries and test potential cures for diseases without using animals?



## A point of view: Text 1

The following text appears on the website of Centre of the Cell, a science education centre based at the University of London.

http://w

### What is animal experimentation?

**Animal experimentation is the use of animals in scientific research.**

Animal experiments help scientists understand diseases that afflict animals and humans. Scientists also use animal experiments to test new treatments for human and animal diseases, for example new medicines or new surgical techniques. Finally, some animal experiments help scientists understand the basic biology of animals.

Animals get similar diseases to humans and these sick animals can be used in experiments. Animals can also be treated in certain ways or be bred so that they develop certain diseases. For example, if cancer cells grown in the laboratory are injected into mice, the mice develop cancer.

To help a scientist understand **multiple sclerosis (MS)**, an animal may be moderately paralysed. This is temporary and will wear off after the experiment. The researcher then watches the animal to see how the disease affects its movements around the cage. This helps scientists to understand how MS affects people and how to treat them.

An animal with a disease can be used to test new medicines. The scientists want to find out if the new treatment works and if it has any side effects. Sometimes, blood samples are taken to measure substances and reactions in the body. Other animals may be used to try out new surgical techniques, for instance those used in **transplanting** organs.

#### Looking after research animals

Scientists do not want to hurt animals and they must do their best to minimise any pain. An animal which is being used in research usually experiences only mild pain, such as when a scientist uses a needle to take a blood sample. If it is likely that the animal will suffer any more pain than this, then the distress must be minimised. If the distress cannot be stopped then the law requires that the animal is immediately and painlessly killed.

There are laws to ensure that animals used in research are always kept in clean, airy conditions with plenty of room to move around. Trained technicians look after the animals and a vet is always on call.



Scientists, technicians and vets ensure that research animals are well looked after.

a disease in which the immune system eats away at the protective covering of nerves; the damage disrupts communication between the brain and the body, so that sufferers can have trouble walking, talking, and so on

taking organs or tissues and implanting them in another part of the body or in another body

## UNDERSTANDING THE TEXT

- 1 Two terms in the text have been defined for you in the margin notes. Find three other words in this text that you don't use very often, and write down their meanings.

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- 2 List two ways that scientists use animals in their research.

---

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- 3 Tick any of the sentences below that accurately describe the impression of scientists given in the text.

- Scientists are only focused on how they can help humans.
- Scientists take care of the animals they use in their research.
- Scientists are not affected by emotions such as sympathy.
- Scientists are motivated by a desire to ease human suffering.
- Scientists believe that animals are just another research tool.

- 4 According to the text, what would be likely to happen to a mouse being experimented on if it started showing signs of extreme distress? Give a quote from the text to support your answer.

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- 5 Circle any of the words below that you think describe the tone of the language used in the text.

calm	angry	emotional	sympathetic	logical	distressed
serious	unemotional	defensive	enthusiastic	hostile	friendly

- 6 What do you think is the main purpose of the text?

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- 7 Why do you think the writer divided the text into sections and used a subheading? (Hint: think about where the text was published.)

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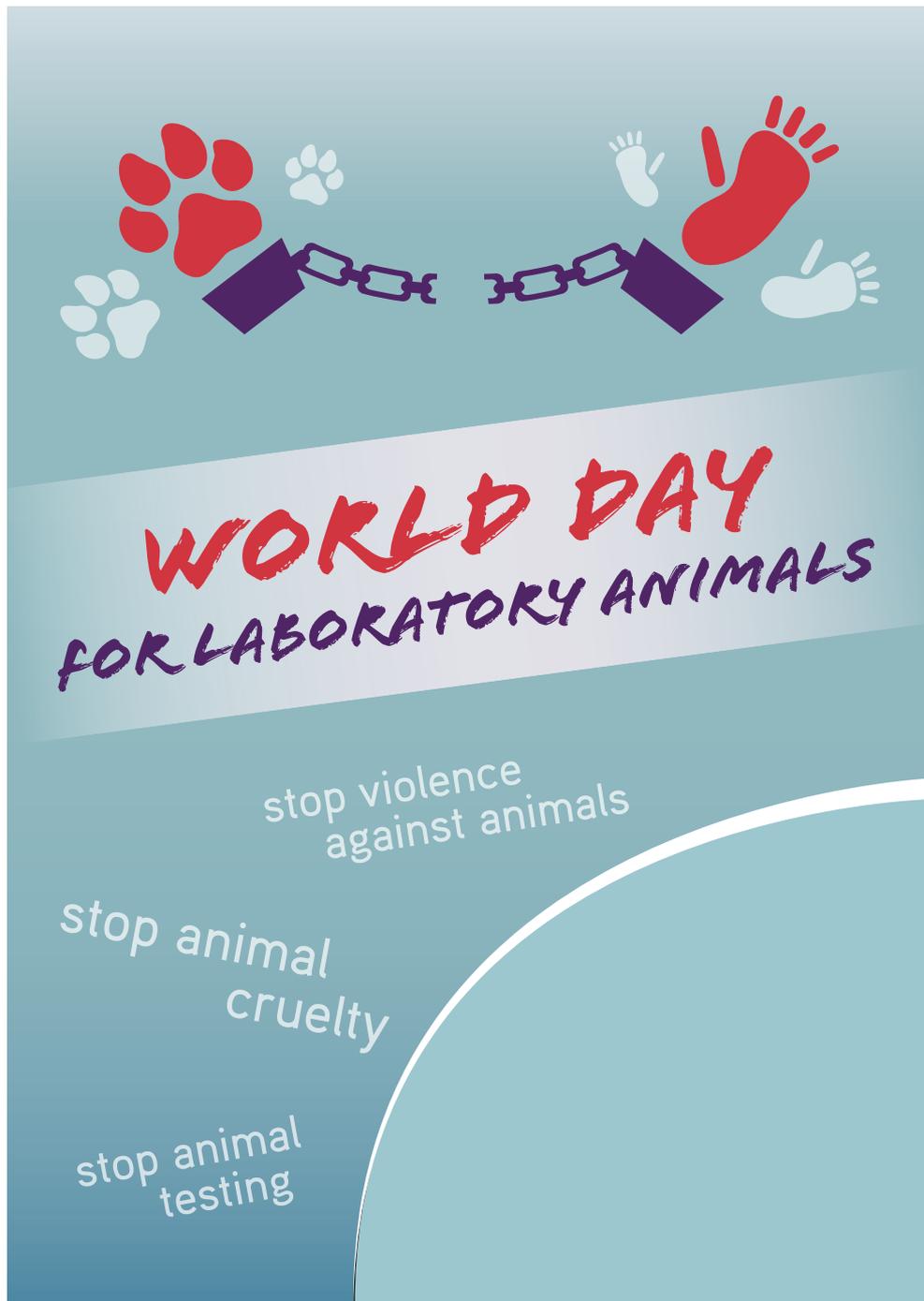
- 8 In your opinion, would people working at a science education centre be likely to have a biased or an unbiased view about animal experimentation? Why?

---

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## *A point of view: Text 2*

The following campaign advertisement promotes World Day for Laboratory Animals. Taking place each year on 24 April, this day is intended to focus people's attention on the suffering of animals in laboratories. It is also intended to raise awareness about non-animal methods of scientific research.



## UNDERSTANDING THE TEXT

- 1 Identify two emotions the advertisement is trying to evoke.

---

- 2 Fill in the gaps in the sentence below to summarise the message of the advertisement.

Humans  /  [*choose one*] \_\_\_\_\_

because \_\_\_\_\_

- 3 What are the connotations of the words 'violence' and 'cruelty'? How do they make you feel about the animals being experimented on? What feelings do they evoke about the scientists doing the experimenting?

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- 4 How might a scientist working at Centre of the Cell (the organisation that produced Text 1) respond to this advertisement? Why?

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- 5 Describe the photograph of the monkey in the ad. How does the inclusion of this image aim to make the viewer feel sympathy for laboratory animals?

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- 6 Identify an example of repetition used in Text 2. How does this repeated word connect with the use of the colour red in the ad?

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- 7 Which of the two texts do you think aims more to appeal to the audience's sense of reason? Which text aims more to appeal to the audience's emotions? Explain your answer.

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## Writing a comparison of two texts

In the last unit, you looked at the different aspects of persuasive texts that you might consider when comparing texts. Here, we will look at how to write an analysis of the argument and language used in two texts.

### Structuring a comparison

One good way to structure an analysis of two texts is shown below.

<b>Introduction</b>
<b>Analysis of Text 1</b>
<b>Analysis of Text 2</b>
<b>Comparison of Text 1 and Text 2</b>
<b>Conclusion</b>

You can also include some brief comparison in your introduction and conclusion, as shown in the paragraphs in Unit 9, page 56.

### Language for comparison

The table below shows some useful words to compare the main contentions in two texts.

<b>Words for comparing two texts with similar main contentions</b>	<b>Words for comparing two texts with different main contentions</b>
Text 2 ... supports, reinforces, echoes, confirms, repeats Text 1.	Text 2 ... undermines, contradicts, challenges, disputes, opposes Text 1.

The following words, phrases, sentences and sentence starters can be used to refer to other similarities and differences between two persuasive texts.

<b>To write about similarities between texts</b>	<b>To write about differences between texts</b>
Similarly, ...	However, ...
In the same way, ...	On the other hand, ...
Like Writer X, Writer Y also ...	In contrast, ...
Both Writer X and Writer Y agree that ...	Writer Y disagrees with Writer X about ...
Both writers take a logical/emotional approach to the issue.	Writer X takes a logical approach to the issue, while Writer Y takes an emotional approach.
Writer X and Writer Y both use loaded language to ...	Writer X uses loaded language but Writer Y uses more logical language to ...
Both Writer X and Writer Y want the reader to feel ...	Writer X wants the reader to feel ... while Writer Y hopes the reader will feel ...
Just as Writer X uses scientific evidence to support their argument, so too does Writer Y.	Writer X uses scientific evidence but Writer Y uses personal experience to support their argument.

## UNDERSTANDING HOW TO WRITE A COMPARISON

- 1** Complete the following introduction to a comparison of the two texts in this unit.

\_\_\_\_\_ *[title of Text 1]* was published on/in

\_\_\_\_\_ *[place of publication]*. It expresses the opinion that

\_\_\_\_\_

\_\_\_\_\_ *[title of Text 2]* is a/an \_\_\_\_\_

*[text type]* promoting \_\_\_\_\_

It expresses the opposing opinion, that \_\_\_\_\_

\_\_\_\_\_

- 2** Write a sentence comparing the main contentions of the two texts in this unit. Use one of the words in the table on the opposite page for comparing main contentions.

\_\_\_\_\_

- 3** Use the words, phrases and sentence starters from the last table on the opposite page to write sentences comparing the following aspects of the two texts in this unit.

Main reason for their opinion: \_\_\_\_\_

\_\_\_\_\_

Main emotion they want the audience to feel: \_\_\_\_\_

\_\_\_\_\_

Type of language used (logical or loaded): \_\_\_\_\_

\_\_\_\_\_

- 4** Find a quote from Text 1 that supports your answer about the main type of language used.

\_\_\_\_\_

- 5** Find a quote from Text 2 that supports your answer about the main type of language used.

\_\_\_\_\_

- 6** Add one more word to each column of the table of vocabulary for comparing main contentions.

\_\_\_\_\_

- 7** Create two sentence starters of your own that could be added to the columns of the table that lists words, phrases, sentences and sentence starters for comparing texts.

\_\_\_\_\_

\_\_\_\_\_

## Create your own text

Now you can put to use all you have learned about comparing texts in Units 9 and 10 to write your own comparison. Begin by finding two texts on an issue that interests you. The texts should:

- be different text types (e.g. an opinion piece and a letter to the editor; or an editorial and a poster)
- express different opinions on the issue.

Begin by making notes about what you will discuss in each part of your essay.

Introduction	
Analysis of Text 1	
Analysis of Text 2	
Comparison of Text 1 and Text 2	
Conclusion	

Next, in your workbook or a computer document, write an introduction to your comparison. You can use the model in Unit 9 (page 56) as a basis. Then write one paragraph discussing Text 1, and one paragraph discussing Text 2.

Now, complete the sentences below to create a paragraph comparing the two texts.

Both \_\_\_\_\_ [*writer of Text 1*] and \_\_\_\_\_ [*writer of Text 2*] agree that \_\_\_\_\_ [*identify one similarity in their argument*]. However, \_\_\_\_\_ [*writer of Text 2*] disagrees with \_\_\_\_\_ [*writer of Text 1*] about \_\_\_\_\_ [*identify one difference in their argument*].

The tone of \_\_\_\_\_ [*Text 1*] is mainly \_\_\_\_\_. This is shown by the word / phrase \_\_\_\_\_ [*quote from the text*].

Similarly / In contrast [*circle one*], the main tone of Text 2 is \_\_\_\_\_. This tone is created by words such as \_\_\_\_\_ [*quote from the text*]. Just as / While [*circle one*] \_\_\_\_\_ [*writer of Text 1*] uses scientific evidence / personal experience / quotes from experts / minimal evidence [*circle one*] to present their argument, \_\_\_\_\_ [*writer of Text 2*] also / instead [*circle one*] uses scientific evidence / personal experience / quotes from experts / minimal evidence [*circle one*] to support their opinion.

Finally, write a conclusion that briefly summarises the main similarities and differences between the texts.

# CLIMATE CHANGE

## UNIT 11

### KEY CONCEPTS IN THIS UNIT:

- visual language
- climate change and its effects

The term 'climate change' refers to changes in weather patterns, as well as changes to oceans, land surfaces and ice sheets, that occur over a long period of time – that is, decades or more. Some climate changes occur as a result of natural causes. For example, volcanic eruptions can cause the earth's atmosphere to cool as particles from the eruptions reflect the heat of the sun away from the earth.

But, during the 20th century, scientists observed changes to the climate that couldn't be explained by natural causes alone. These changes included an increase in average global temperatures that was larger than any increase ever recorded before. Scientists concluded that human activity was affecting the climate. Global warming has been linked to the greenhouse effect, which occurs when greenhouse gases in the atmosphere, especially carbon dioxide (CO<sub>2</sub>), cause an increase in thermal radiation near the surface of the earth.

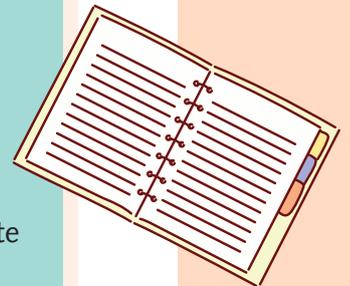
Some of the effects of this climate change include increases in both air and ocean temperatures, widespread melting of snow and ice, rising sea levels, and more frequent extreme weather events, such as floods and heatwaves.



### Discussion questions

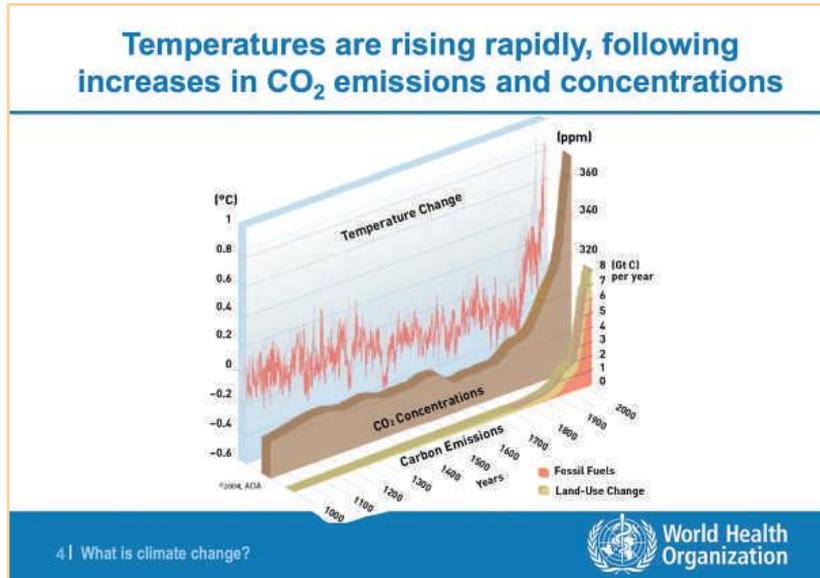
Discuss the following questions as a class or in small groups.

- Q What do you know about climate change and its causes?
- Q Have you made changes in your life with the aim of reducing your impact on the environment? If so, what changes have you made?
- Q Who do you think is mostly responsible for tackling climate change? The government? Big businesses? Individuals? Why?
- Q If you could introduce one new law in Australia to tackle climate change, what would it be?

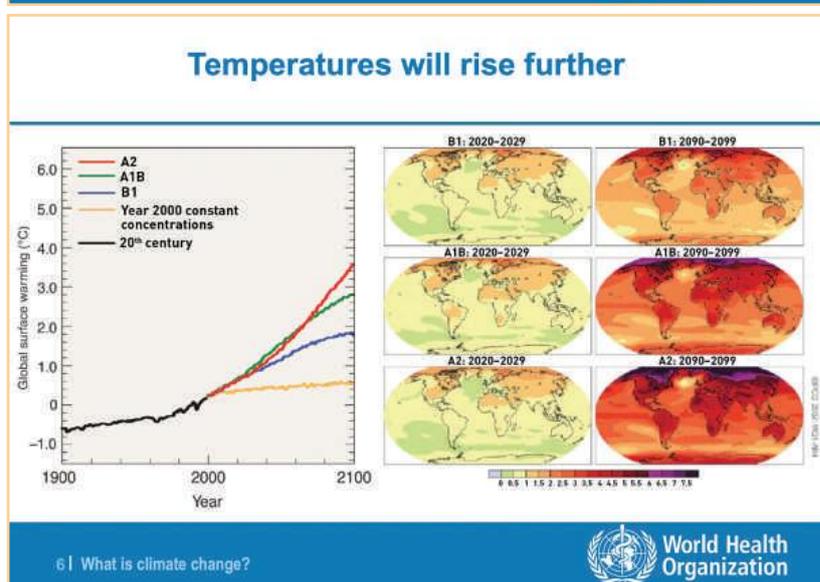
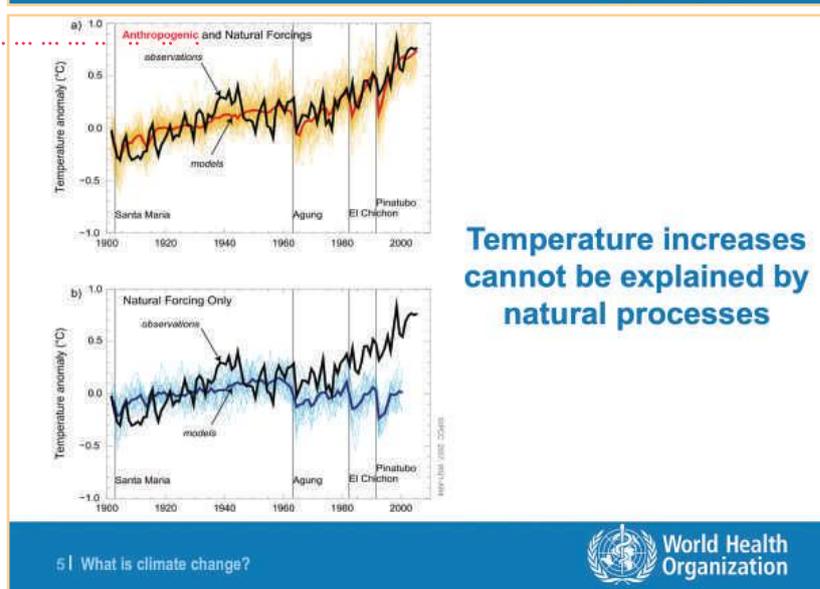


# A point of view: Text 1

The following slides were taken from a slide-show presentation on climate change produced by the World Health Organization (WHO).



caused by human activity



## Many aspects of weather have changed, and will continue to do so

Phenomenon and Direction of Trend	Likelihood that trend occurred in 20 <sup>th</sup> century	Likelihood of a Human Contribution to Observed Trend	Likelihood of Future Trend Based on Projections for 21 <sup>st</sup> Century
Warmer and fewer cold days and nights over most land areas	Very likely	Likely	Virtually certain
Warmer and more frequent hot days and nights over most land areas	Very likely	Likely (nights)	Virtually certain
Warm spells / heatwaves: frequency increases over most land areas	Likely	More likely than not	Very likely
Heavy precipitation events: frequency (or proportion of total rainfall from heavy falls) increases over most areas	Likely	More likely than not	Very likely
Area affected by droughts increases	Likely in many regions since 1970s	More likely than not	Likely
Intense tropical cyclone activity increases	Likely in many regions since 1970s	More likely than not	Likely
Increased incidence of extreme high sea level	Likely	More likely than not	Likely

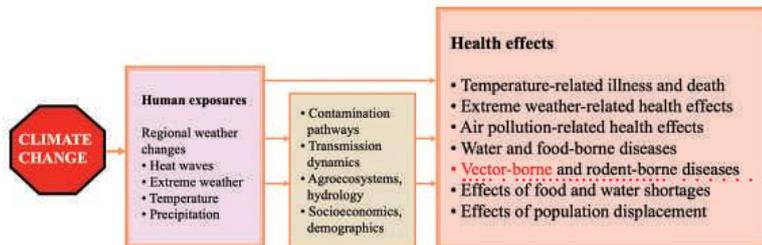
rain

8 | What is climate change?



## Climate change connects to many health outcomes

Some expected impacts will be beneficial but most will be adverse. Expectations are mainly for **changes in frequency or severity of familiar health risks.**



spread by carriers, e.g. various types of insect

11 | How does climate change affect health?



## Awareness Rising: Governments request international support

- 193 countries endorse WHA resolution calling for action to protect health from climate change.
- 95% (39/41) of National Adaptation Programmes of Action (NAPAs) from least developed countries identify health as a priority sector affected by climate change.
- 73% (30/41) of the NAPAs have included health interventions within adaptation needs.



19 | What has been done? Awareness raising



## UNDERSTANDING THE TEXT

- 1** Three words in the text have been defined for you in the margin notes. Find three other words in this slide show that you don't use very often, and write down their meanings.

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- 2** Describe the evidence used in the slide show. (See Unit 3, page 16, to refresh your memory about different types of evidence.)

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- 3** Identify two ways WHO says climate change has affected the weather.

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- 4** The slide show does not include much text in paragraph form, instead presenting information in the form of graphs, tables and dot points. Why might this be an appropriate way to present information in a slide show? Tick any of the reasons that apply from the list below.

- It makes the slide show look more attractive.
- Slide shows often accompany speeches, and the audience for a speech couldn't read a lot of text from a distance.
- It makes complex information easier to understand.
- It makes it seem as though the information is factual and objective.
- It will confuse the audience.

- 5** Write a sentence about the photograph on the final slide. What message about climate change does it communicate?

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- 6** Why would an organisation focused on health create a slide show about climate change? Support your answer with evidence from the text.

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- 7** Do you think that the information in a slide show produced by WHO is likely to be reliable? Why or why not?

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## A point of view: Text 2

This cartoon appears on an American website called *climate.gov*. The website is run by the United States National Oceanic and Atmospheric Administration. The group states that the aim of the website is to provide people with 'scientific information and data about climate'.



### UNDERSTANDING THE TEXT

- 1 In the list below, circle the two things that are being compared in the cartoon.

climate change	earth	melting ice	sickness
health	doctor	clip board	high temperature

- 2 What is the patient supposed to represent in this cartoon? How do you know this?

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- 3 What diagnosis does the doctor give the patient?

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- 4 Give one word to describe the doctor's expression. Why do you think she is expressing this emotion?

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- 5 Which of the following statements best describes the main message of the cartoon?

- Climate change affects people's health.
- Global warming is a non-serious problem, like a cold.
- Greenhouse gases contribute to climate change.

## Visual language

**Visual language** refers to images – such as photographs, cartoons, videos, drawings, graphs and charts – and their features. Images can be standalone texts, such as a cartoon, or they can accompany other texts, such as when a photograph is included in a news article.

While images such as photographs and graphs can seem to be factual and objective (i.e. not biased), in fact they are carefully constructed and presented to create particular effects on the viewer. When studying any visual text or visual element of a text, ask yourself the following questions.

- Why has the creator of the image decided to present it in this way?
- How might this image make the audience feel about the subject?

The table below shows some of the features to consider when analysing an image.

Feature	Questions to consider
<b>Main subject</b>	<ul style="list-style-type: none"> <li>• Does the image give a positive or a negative impression of the subject?</li> <li>• Does it have a symbolic meaning, as a picture of a black cloud might represent depression?</li> </ul>
<b>Background</b>	<ul style="list-style-type: none"> <li>• What is included in the background of the image?</li> <li>• What extra information about the subject do the background details give?</li> </ul>
<b>Colour</b>	<ul style="list-style-type: none"> <li>• What are the main colours in the image?</li> <li>• Are these colours associated with particular qualities or ideas? For example, the colour green might suggest nature.</li> <li>• Are colours used to convey information? For example, red might be used in a graph to represent dangerous levels of pollution.</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>• If there is text within the image (such as speech bubbles in a cartoon), how does this text combine with the visual elements to present a point of view?</li> <li>• If the image has a caption, does this text simply identify the image, or does it suggest an opinion on the subject?</li> </ul>
<b>Context</b>	<ul style="list-style-type: none"> <li>• Is it a standalone image or is it part of another text, such as a news article or website?</li> <li>• What is the message conveyed by any surrounding text?</li> </ul>

The word bank below contains some useful adjectives for describing images.

amusing	emotive	powerful
confronting	eye-catching	striking
dramatic	humorous	sympathetic

Below are some useful sentence starters and sample sentences for analysing images.

- The ... colours of the image create a/an ... atmosphere.
- The close-up / medium shot / long shot makes the subject look ...
- The cartoonist uses ... to create a feeling of ....
- The photograph makes the subject seem ..., so the viewer is likely to feel ... towards them.
- The ... colours of the graph suggest ....
- Dim / bright lighting creates a/an ... atmosphere.
- The caption suggests that the subject is ...

## UNDERSTANDING VISUAL LANGUAGE

- 1 Write a sentence comparing the main messages of the two texts in this unit.

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- 2 Add three more words to the blank cells in the adjective table on page 70.

- 3 Create a sentence using adjectives from the table to describe the photograph on page 67.

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- 4 Create a sentence using adjectives from the table to describe the cartoon on page 69.

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- 5 Circle the most appropriate option below each of the following statements.

The main purpose of this text is to inform.

Text 1   Text 2   Both texts   Neither text

The main purpose of this text is to express an opinion on an issue.

Text 1   Text 2   Both texts   Neither text

This text uses graphs and charts to convey information on an issue.

Text 1   Text 2   Both texts   Neither text

This text uses text and images to create a humorous effect.

Text 1   Text 2   Both texts   Neither text

This text aims to make the audience feel concerned about the environment.

Text 1   Text 2   Both texts   Neither text

- 6 Complete the following sentences to describe the visual language used in Text 1.

Presenting information in graphs and charts makes it \_\_\_\_\_

for the viewer to understand it. It also gives the impression that the evidence is

\_\_\_\_\_. Headings help the reader to  interpret /  ignore

*[circle one]* the information in the graphs and charts. The use of red in the graphs

on the first and third slides is likely to make the reader feel \_\_\_\_\_

about climate change. The people in the photograph on the final slide seem

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The background of the photograph appears \_\_\_\_\_.

This suggests that climate change is a/an \_\_\_\_\_ issue.

## Create your own text

Create a slide show (four to six slides) expressing an opinion on an environmental issue. Possible issues include:

- global warming
- air pollution
- water pollution
- overpopulation
- endangered species.

Your slides should include:

- written information in dot-point form only
- graphs, charts and tables to present facts and statistics
- at least one photograph.

Use all you have learned about visual language in this unit to present information in an effective and persuasive way.

Once you have created your slide show, make notes in the table below about two of the visual texts you have included.

Feature	Visual Text 1	Visual Text 2
Type of text (e.g. graph, photograph)		
Main subject		
Background		
Colours		
Text		
Why you chose to create/ include this text		

# READING BOOKS

## UNIT 12

### KEY CONCEPTS IN THIS UNIT:

- **argument strategies: anecdote, attack, humour, rebuttal**
- **the declining popularity of reading**

As computers and smartphones have become more widely used, people look at screens more often than at a printed page. Surveys suggest that we read fewer books, even taking into account the fact that many people now read ebooks on a device. It seems that the rise of streaming channels, podcasts, gaming and social media has led to a reduction in the time we spend reading narratives – particularly novels.

Although there is evidence of a decline in time spent reading, the arguments about whether this is something we should be concerned about are less clear-cut. The strongest arguments tend to be about the disadvantages of children and teenagers reading less now than in the past. Some people argue that reading imaginative texts develops the ability to concentrate and the ability to empathise with other points of view. There is also a general concern that too much screen time is harmful for young children.

For adults, too, the decline in reading is regarded as negative, often because the alternatives – particularly social media – are seen as more shallow and superficial. The tendency to shift rapidly between different web pages and feeds often leads to rapid toggling between tasks, interrupting thought processes and concentration.

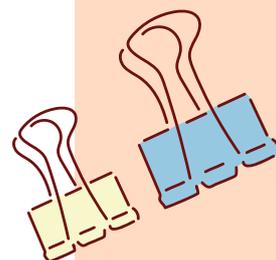
Nevertheless, technology is now an integral part of our lives and being a capable user of various kinds of computer and information technology is now expected in nearly every workplace, and as a life skill.



### Discussion questions

Discuss the following questions as a class or in small groups.

- ❑ Do you read books regularly? If so, do you read print books or ebooks, or a combination?
- ❑ Do you think it matters if people read books less often than they used to? Why?
- ❑ Do you think that people might be reading less but still getting quality information and entertainment, just in a wider range of ways?



## A point of view: Text 1

The following article was published in a magazine about the book publishing industry.

### Reading for our future

By Joe Fabula

Part of my working life as an author involves visiting primary schools to run writing workshops. And I'm always struck not just by the students' interest in creating stories, but by their knowledge of recently published books in the children's and young-adult genres. As recently as last week, I visited a school library where the students were queuing up at the desk, arms full of titles by JK Rowling, Emily Rodda and Andy Griffiths. Talking to a few of them, it was clear that these weren't **random** selections based on bright covers, but well-informed choices by kids who were reading through the current series or exploring a previous one.



happening without a reason or purpose

It seems contradictory, then, to constantly hear and read about the decline of reading. And indeed, the evidence is in – and reading is down. Fewer of us read for pleasure, and when we do it's for fewer hours. A 2017 report by the Australia Council shows that 79 per cent of Australians were reading some form of creative literature (such as novels, plays and poetry) in 2016, compared to 87 per cent only three years earlier in 2013.

Nevertheless, books aren't being read like they were; there are just too many other options around. According to recent data, 55 per cent of Australian households now subscribe to at least one streaming service, and that's after only four years of streaming being available. Who needs books anymore? Of course, they're in

digital form, too. But if it's a choice between a lengthy narrative that requires thought, concentration and empathy, and the latest fast-paced, entertaining, dynamic and thrilling series from (the streaming service of your choice), which way do we go? Most adults I know seem to be on the verge of boredom if they don't have at least a phone in hand to check social media, a tablet on the coffee table to plan

the next family holiday and the TV streaming the latest drama series. Perhaps they communicate with their children via text message and Instagram posts, too? No more bedtime tuck-ins and a goodnight kiss, just an emoji and 'c u l8r'.

It's this **scenario** that parents model for their children on a daily basis, setting the example of what there is to aspire to as 'grown ups'. This truly concerns me – a steady undoing of the great work being done to develop not just strong literacy skills in children but their love of stories in books. Long stories that have depth and shades of meaning, that require imagination and encourage a sense of wonder at the rich tapestry of life and language. Let's allow the appreciation of books that is so common in primary school to **enrich** our lives throughout adulthood.

Joe Fabula is a children's author and workshop presenter.

situation; setting

make more varied and enjoyable

## UNDERSTANDING THE TEXT

- 1** Three words in the text have been defined for you in the margin notes. Find two other words in this article that you don't use very often, and write down their meanings.

---

---

- 2** Summarise, in a single sentence, what the writer of Text 1 is arguing.

---

---

- 3** Give one reason why the writer thinks we should read books.

---

---

- 4** Give two pieces of evidence used by the writer, and explain what reason or reasons this evidence supports.

---

---

---

- 5** The writer begins with a short account of a recent experience – an anecdote. Why do you think he started the text with this account?

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---

- 6** Highlight a sentence that the writer intends to be amusing. What makes it humorous?

---

---

- 7** Why is the phrase 'grown ups' in quotation marks?

---

---

- 8** What do you think the writer means by 'the rich tapestry of life and language'?

---

---

## A point of view: Text 2

The following comment by a reader responds to the article on page 74.

### Reading comes in many forms

Joe Fabula's article in last week's magazine repeats many of the tired old complaints about the death of reading.

Another **self-serving**, whingeing author who fears a loss of income but won't adapt to the times. Another narrow-minded author who lacks the imagination to tell a story in more than one way.

Yes, maybe fewer people are reading books, but the evidence is not conclusive. Fabula refers to data in the 2017 Australia Council report, but he omits the information about 2009 contained in that report. Actually, in 2009 the percentage of readers was 83 per cent, so the number of readers actually *increased* from 2009 to 2013. The reality is that these figures rise and fall, rather than only moving downwards.

And even if fewer people are reading books, does this mean we are no longer able to concentrate and empathise? Let's look at this argument logically.

Books don't provide the only type of long narrative – TV series and feature films do this, too. In fact, most TV series include numerous subplots and minor characters who move in and out

of the storylines, requiring viewers to a) remember who is related to whom, and b) see events from multiple perspectives.

Furthermore, Fabula's criticism of social media is **blinkered** and **out of touch**. Social media platforms can indeed have some **frivolous** content, but they can also enable people to share expertise and experiences with others all over the world. Responding to several devices at once might be seen as distracting, but how different is it really from having a phone conversation while watching a sitcom and flicking through a magazine, as people might have done 50 years ago?

These days there are many kinds of texts, and many ways of reading. It shouldn't be a choice between reading a novel and reading a Twitter feed, but a combination – surely an appropriate mix for the diverse and rapidly changing world we live in.

Sahana Patel

mainly worried about oneself

not seeing the full picture

not serious or important



## UNDERSTANDING THE TEXT

- 1** Three words in the text have been defined for you in the margin notes. Find two other words in this comment that you don't use very often, and write down their meanings.

---

---

- 2** In one sentence, summarise the argument being made in Text 2.

---

---

- 3** Tick the option that best sums up how Text 2 responds to Text 1.

- The writer of Text 2 mostly agrees with the writer of Text 1.  
 The writer of Text 2 completely disagrees with the writer of Text 1.  
 The writer of Text 2 partly agrees and partly disagrees with the writer of Text 1.

- 4** How do the adjectives 'narrow-minded', 'whingeing' and 'self-serving' in Text 2 make the reader feel about the writer of Text 1?

---

---

- 5** Label the following phrases as logical or loaded language.

repeats many of the tired old complaints \_\_\_\_\_

he omits the information about 2009 contained in that report \_\_\_\_\_

criticism of social media is blinkered and out of touch \_\_\_\_\_

- 6** Text 2 begins by referring to Text 1 in a mainly \_\_\_\_\_

tone, but concludes with a \_\_\_\_\_ tone.

The effect of this change in tone is to encourage the reader to feel that

---

- 7** The photograph that accompanies Text 2 shows people who are \_\_\_\_\_

---

This helps to support the argument presented in Text 2 that \_\_\_\_\_

---

In contrast, the photograph accompanying Text 1 shows \_\_\_\_\_

---

This reinforces the idea that \_\_\_\_\_

---

## Argument strategies

As the previous units have shown, writers of persuasive texts use written and visual language to influence the reader's thoughts and feelings on an issue. They can also use argument strategies to manipulate the reader's attitudes towards particular arguments, and even towards the individuals who present those arguments. Some common strategies are explained below.

### Anecdote

An anecdote is a brief story about the writer's own experience, or about the experience of someone known to the writer. It shows firsthand, personal understanding or knowledge of the issue, helping the writer to present themselves as genuine and believable.

### Attack

An attack can be a criticism of a person, a group or an idea. Just as a writer will make you want to see them and their point of view as trustworthy, believable and even likeable, they will want you to see those on the other side of the debate in a negative way, so that you will reject their ideas and arguments.

Writers making personal attacks try to make those on the other side of the debate seem uninformed, foolish or self-centred. Attacks on ideas usually aim to show that they lack logic and/or evidence.

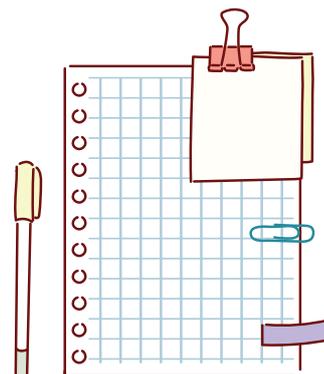
### Humour

A common element of persuasive texts, humour can be used in a positive way, to present individuals and ideas as likeable or desirable. It can also be used in an attack, when the writer wishes to ridicule a person or point of view.

### Rebuttal

Rebuttal is a vital element of argument. It consists of reasons and evidence that show an opposing argument to have flaws or inconsistencies. It can argue against the logic of an opposing argument, or use facts and evidence different from those used by the opposing side in order to point out errors.

By showing the opposing argument to be weak or incorrect, a writer makes their own argument appear superior.



## UNDERSTANDING ARGUMENT STRATEGIES

**1** In Text 1, which of the following phrases indicates that an anecdote is being presented?

- the evidence is in – and reading is down
- as recently as last week, I visited a school library
- books aren't being read like they were

**2** Why do you think the writer of Text 1 chose to place an anecdote near the beginning of the article?

---

---

**3** Humour is used as an argument strategy in Text 1. Is it used to present an idea in a positive way, or to ridicule an opposing idea? Explain your answer.

---

---

---

**4** Write down a sentence from Text 2 that contains an attack.

---

**5** In the sentence above, who or what is being attacked?

---

**6** Underline three sentences in Text 2 that rebut a point made in Text 1.

**7** For one of the sentences you underlined, state the reason, example or evidence used to argue against the writer of Text 1.

---

---

**8** Write down a reason or piece of evidence that you could use to rebut one of the points made by the writer of Text 2.

---

---

**9** Text 1 and Text 2 use contrasting approaches to the issue of the decline in reading. Which one do you find more persuasive? Which aspects (e.g. logical or loaded language, use of evidence, order of reasons, use of argument strategies) make it more persuasive?

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## Create your own text

Use two of the four argument strategies in this unit – anecdote, attack, humour and rebuttal – to present your own point of view on the decline in reading. You might argue that there is or isn't a decline in reading, or that this is or isn't a reason for concern. You can respond directly to one of the texts in this unit, or present your own point of view supported by evidence you find from other sources.

Aim to write four paragraphs: an introduction, two body paragraphs for explaining your two main reasons, then a conclusion. Use the following outline to create a plan for your piece of persuasive writing.

Your main contention: \_\_\_\_\_

\_\_\_\_\_

First main reason: \_\_\_\_\_

\_\_\_\_\_

First argument strategy: \_\_\_\_\_

Language used to present the first main reason:

logical / loaded [circle one]    formal / informal [circle one]

main tone: \_\_\_\_\_

Second main reason: \_\_\_\_\_

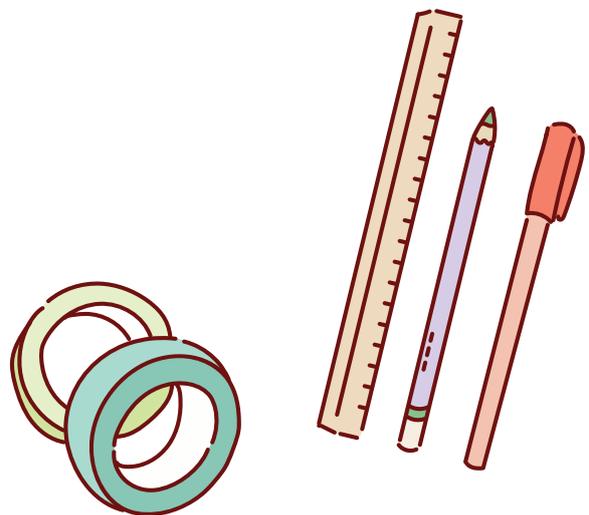
\_\_\_\_\_

Second argument strategy: \_\_\_\_\_

Language used to present the second main reason:

logical / loaded [circle one]    formal / informal [circle one]

main tone: \_\_\_\_\_



# COST OF HOUSING

## UNIT 13

### KEY CONCEPTS IN THIS UNIT:

- **argument strategies: problem and solution, appearance versus reality, compare and contrast**
- **the increasing cost of housing, and its effects**

You might have heard the phrase 'housing affordability' on the news or in conversation. This issue has become increasingly prominent, as in many parts of Australia the cost of renting or buying a home has continued to rise sharply over the last decade or more. While the average wage has also risen in that time, it has not increased by as much, meaning that it is becoming more difficult for people to buy their first home, and to pay for their mortgages or rent. The high cost of housing can even lead to homelessness, especially for people who become unexpectedly unable to afford it, due to serious illness or losing their job, for example.

The problem of housing affordability is especially obvious in the major cities, such as Melbourne and Sydney. Many people want to live in these centres, often because that is where the majority of jobs are. This leads to greater demand for housing, pushing prices up. People who make money from buying, renting out and selling real estate, however, welcome these rising prices.

Federal and state governments have tried various ways to help more people be able to afford to buy or rent a home. Some methods that have been tried include first-home buyers' grants, which involve the government giving money to people buying their first homes; and building more social housing, which is housing that the government provides at a low rent to people on a low income. But many people feel that the issue of housing affordability continues to be a major problem.



### Discussion questions

Discuss the following questions as a class or in small groups.

- ❑ Have you heard the adults in your life talk about the cost of housing? Do they talk about it in a positive or a negative way?
- ❑ What do you know about the sorts of support available to people who have trouble finding or affording secure housing?
- ❑ What possible solutions to the problem of homelessness can you think of?



## A point of view: Text 1

The following text is an extract from a report on housing affordability in the suburb of Terragul, produced by Terragul Council.

Housing is a basic human right. Without a secure and safe place to call home, it is impossible for people to find employment, pursue education or take care of their families. Terragul Council is concerned that an increasing number of people in our community struggle to afford to buy or rent a home, and in some cases are even at risk of becoming homeless.

House prices have been steadily increasing for many years now, as the graph on the right shows. The increase in the cost of housing is a result of factors such as population growth, a shortage of houses and flats and more investors buying properties.

There are two main reasons we think it important to address the housing

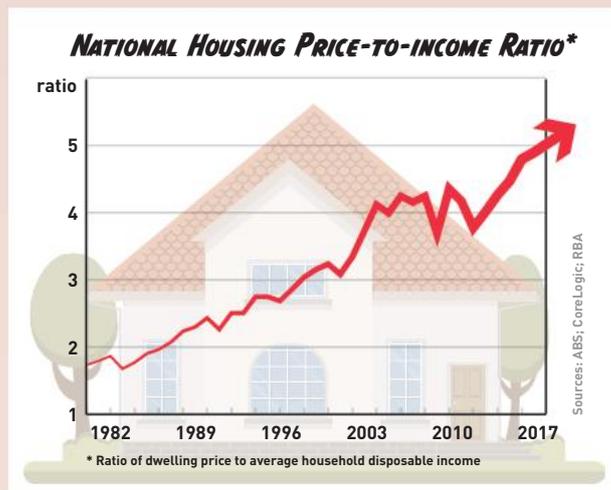
affordability crisis. Firstly, we have a responsibility to take care of the most economically **deprived** and vulnerable in our community. Those who struggle to afford housing often sacrifice essentials such as food and medicine to pay the rent or the **mortgage**. Some live in overcrowded or poorly maintained and unsafe dwellings. They are all likely to suffer from stress and poor health.

The other major motivation for helping those under housing stress is that it is beneficial for the community as a whole. Terragul is a proudly diverse area, home to people from a wide range of backgrounds, circumstances and income levels. As a council, we want to preserve this diversity, and do not want to see rising house prices push out the less wealthy among us. Having people frequently moving in and out of the area also damages community connections. The local economy is negatively impacted because it becomes more difficult for businesses to find employees, and because people under financial stress have less disposable income.

To address this issue, Terragul Council intends to:

- invest \$500 000 in programs aimed at identifying those suffering from housing-related stress, and putting them in touch with organisations that can assist
- advocate that the state and federal governments increase funding for low-cost public housing.

Terragul residents can all be proud of our vibrant and diverse community. In order to keep it that way, Council intends to ensure that even those on low incomes can afford safe and secure housing.



lacking money or resources

money loaned by the bank to home-buyers that is paid back, plus interest, in regular instalments

## UNDERSTANDING THE TEXT

- 1** Two words in the text have been defined for you in the margin notes. Find four other words in this report that you don't use very often, and write down their meanings.

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- 2** Is the language used in the report formal or informal? Give two quotes from the text to support your answer.

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- 3** Find two examples of nominalisation in the report. (To remind yourself about nominalisation, see Unit 8, page 46.) Write them below, then write the adjective or verb form of each word.

---

---

- 4** Identify two negative effects suffered by people who struggle to afford housing.

---

---

- 5** Identify two ways in which the wider community is negatively affected when people can't afford secure housing.

---

---

- 6** Why do you think the council included the graph in its report? What is it intended to make readers think and feel?

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- 7** What impression does the report give of the Terragul community? Highlight two words or phrases in the text that help to create this impression.

---

---

## A point of view: Text 2

The following text is a transcript of a conversation between Cat Dean, the host of a news program on Terragul local radio station 3PQ, and Liam, a caller who is a Terragul resident. The topic of conversation is housing affordability and the Terragul Council's report.

**CAT:** Hi Liam, thanks for calling. You wanted to say something about the council's report on housing affordability in the Terragul area?

**LIAM:** Yes, hi, thanks Cat. This is an issue that's close to my heart. I'm a 28-year-old first-home buyer. Or at least I'm trying to be, only my fiancée and I are finding we literally can't afford even a tiny one-bedroom apartment anywhere in the Terragul area. Prices are out of control.

**CAT:** Why not move further out? Prices are a bit cheaper in rural areas, like Wynden, say.

**LIAM:** Actually, they're not that much cheaper. Believe me, we've looked. But also, I've lived in Terragul all my life. My family lives here, and I have a great job at the hardware shop on the main street. I don't see why I should have to move out to Woop Woop just to get a roof over my head. My fiancée and I work hard, we pay taxes – it doesn't seem fair that basic housing is out of reach for ordinary people like us.

**CAT:** And what did you think of the council's report? You must be pleased they're addressing the issue.

**LIAM:** Yeah, well, I'm glad they recognise it *is* an issue. We agree there. But the report is ... um ... well, it's mostly meaningless. There's a lot of **guff** about how much they care, blah, blah, blah. They say they want to fix the problem. But when it comes to actually taking action, they're not taking any significant steps.

**CAT:** What about the \$500 000 they've promised to put towards identifying those who need help with accommodation?

**LIAM:** I mean, it's a start. But they could be investing a lot more if it was really a priority, like they claim. And they haven't mentioned anything about addressing one of the major causes of the problem.

**CAT:** What's that?

**LIAM:** The **fat cats** in town who buy up properties as investments, then rent them out at **extortionate** prices to the rest of us. Terragul was once a diverse and harmonious community. Now it's becoming a town divided into the 'haves' and the 'have-nots'. On the one hand, you've got your super-rich who own three or even more properties, and who are getting wealthier and wealthier off them. Then you've got your ordinary people like me, who can't afford a shoebox. Pretty soon, people like us will be priced right out of town, and Terragul will be just for the mega-rich.

**CAT:** Let's hope it doesn't come to that. What do others think? Call us on 9555 0203 to have your say.

nonsense;  
meaningless  
statements

slang term for  
wealthy people

very overpriced

## UNDERSTANDING THE TEXT

- 1** Three terms in the text have been defined for you in the margin notes. Find two other words in this transcript that you don't use very often, and write down their meanings.

---

---

- 2** On which point does Liam agree with Terragul Council?

---

- 3** What does Liam think about the council's approach to dealing with the issue? Explain your answer.

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- 4** Tick any factors from the list below that you think might have shaped Liam's opinion.

He is a man.

He is engaged.

He is looking to buy his first home.

He doesn't earn much money.

He is 28.

He is a Scorpio.

- 5** Which two groups of people is Liam referring to when he says 'haves' and 'have-nots'?

---

---

- 6** What does Liam suggest will happen in Terragul if the housing affordability issue isn't addressed?

---

---

- 7** What does Liam say is the main cause of the housing affordability problem?

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---

- 8** This text is a transcript of a spoken conversation. Identify two features that tell you this.

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## Argument strategies

Unit 12 described some specific argument strategies that writers use to persuade an audience. In this unit, you will learn about some more general strategies that writers use to shape their arguments. These strategies set up a comparison between two things, to help the audience follow the writer's reasoning. Giving the impression that an argument is based on logic encourages the audience to agree with the writer's opinion.

### Problem and solution

Sometimes writers will begin a persuasive text by identifying a problem – for example, the number of deaths on Australian roads. They will then discuss one or more possible solutions to this problem – for example, lowering speed limits, raising the legal driving age or increasing fines for drivers who break the road rules. Approaching an issue in this way can make the writer seem knowledgeable, meaning that the reader is more likely to trust their conclusions about the issue.

### Compare and contrast

Writers can use the compare and contrast strategy in two main ways. They might highlight the **similarities** between two things, to persuade an audience that if they feel a certain way about one thing, they should feel similarly about another. For example, if a writer wanted to argue that a sugar tax is a good idea, they might emphasise the similarities between sugar and tobacco by pointing out that both are bad for your health. This suggests to the reader that if they agree that the existing tax on tobacco is a good idea, they should also agree with taxing sugar.

On the other hand, highlighting the **differences** between two things can enable a writer to influence their audience to view one thing more positively than the other. For example, if a writer wanted to persuade an audience to vote for politician X, they might compare this candidate's positive policies or personal qualities with any negative ones they can list for politician Y. In this way, they can make voting for politician X seem to be the only logical choice.

### Appearance versus reality

This strategy involves describing the outward appearance or general public impression of something, then showing the ways in which this impression is inaccurate. For example, if a writer wanted to persuade an audience that Australia should accept more refugees, they might begin by acknowledging the common belief that Australia accepts many refugees. They then might argue that this impression is inaccurate, by presenting facts and statistics showing that Australia actually accepts fewer refugees than other countries with a similar amount of resources and size of population.

## UNDERSTANDING ARGUMENT STRATEGIES

- 1** Identify which argument strategy is being used in each of the examples below.

Just like a car needs good fuel to run efficiently, your body needs healthy food to work properly. \_\_\_\_\_

Too many students continue to wear their school uniform incorrectly. Therefore we have decided to introduce uniform inspections each morning before class starts. \_\_\_\_\_

Springdale has a reputation for being a quiet, safe suburb – the kind of place you can leave your door unlocked. But in fact, burglary and petty crime rates have been increasing steadily for several years. \_\_\_\_\_

- 2** Imagine that you wanted to convince an audience that the area where you live is the best place to buy a house. Write one or two sentences using each of the following strategies to develop your argument.

Compare and contrast \_\_\_\_\_

Appearance versus reality \_\_\_\_\_

Problem and solution \_\_\_\_\_

- 3** Write 'Text 1' or 'Text 2' next to each statement below, depending on which text it best describes.

This text suggests that Terragul Council's words do not match its actions. \_\_\_\_\_

This text identifies a problem and suggests possible solutions. \_\_\_\_\_

This text compares and contrasts two groups of people. \_\_\_\_\_

This text gives a mostly positive impression of the town of Terragul. \_\_\_\_\_

- 4** Identify an example of the problem and solution strategy in Text 1. What is the problem and what solutions are given?

\_\_\_\_\_

- 5** Identify an example of the appearance versus reality strategy in Text 2.

\_\_\_\_\_

- 6** Identify two things that Liam compares and contrasts.

\_\_\_\_\_

## Create your own text

Write a letter to your State Minister for Housing expressing your opinion on housing affordability and what the government should do about it. Use the problem and solution strategy as the basic structure of your letter. Then use at least one example of each of the other argument strategies we have looked at in this unit to develop your argument.

Use the template below to plan your letter.

\_\_\_\_\_ *[today's date]*

Dear Minister,

I believe housing affordability is a serious issue in our community. The main reason I think this is \_\_\_\_\_  
\_\_\_\_\_.

Another reason housing affordability is a concern is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_ *[compare and contrast or appearance versus reality strategy that develops your argument].*

I believe that the government could do more to tackle this problem. One way it could do this is \_\_\_\_\_  
\_\_\_\_\_.

Another method it could try is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_ *[compare and contrast or appearance versus reality strategy that develops your argument].*

Yours sincerely,

\_\_\_\_\_ *[your name]*

# ONLINE EXAMS

## UNIT 14

### KEY CONCEPTS IN THIS UNIT:

- oral presentations
- features of spoken texts
- online exams versus pen-and-paper exams

In 2019 many students did their NAPLAN tests on a computer for the first time. The organisation that runs these tests, the Australian Curriculum, Assessment and Reporting Authority (ACARA), intends all students to do NAPLAN online eventually. It says the advantages of this are that results will be available sooner, and that adaptive testing (where the computer selects harder or easier questions depending on how well the student is doing during the test) will provide more precise assessment.

However, in 2019 many students had technical problems during the online tests. Sometimes the program shut down so students had less time to complete their answers; and some students needed to resit the test at a later time. There was also some debate about whether the results of online testing can be fairly compared with the results of those doing the pen-and-paper test.

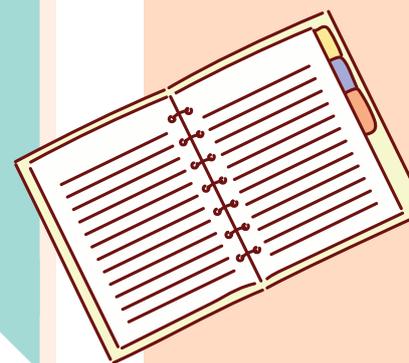
Nevertheless, governments around Australia are planning for NAPLAN to be exclusively online, and for some Year 12 exams to be done online, too. They are also looking at Automated Essay Scoring (AES) computer programs to mark essays and other pieces of writing. Clearly, cost-saving would be a factor in this decision as a computer could mark an essay much more quickly – and, some say, more reliably – than a human.



### Discussion questions

Discuss the following questions as a class or in small groups.

- Q Do you like the idea of doing exams on computers rather than writing your answers by hand?
- Q Does it seem odd that you still have to hand-write in exams, when so much else these days is done on a computer or device?
- Q Do you think it matters if a computer marks your exam rather than a person? Why or why not?



## A point of view: Text 1

The following speech is by the first speaker on the affirmative team in a debate. See page 48 for more details on the roles of the three speakers in each team. This debate is on the following topic:

*Year 12 exams should be done online.*

Good afternoon,

Today we are debating the topic that Year 12 exams should be done online. We on the affirmative team strongly agree with this statement, because pen-and-paper exams are no longer **efficient** or relevant.

making good use of time or materials

Let me start by defining the terms. We take 'online' to mean done on a computer that is connected to the internet. All the answers will be typed, but students won't be able to search online, and spell-check and autocorrect will be disabled. So, the student won't be able to look up the answers.

You might ask, if you can't use the internet, why do exams online? Well, as our team will explain, there are many reasons why. I will identify some of the many advantages of having exams and student responses in **electronic** form. Our second speaker will go into more detail on handwriting, and argue that it's ridiculous to spend hours and hours writing practice essays by hand before an exam, only to never again have to do such a task. Our third speaker will sum up our case and show why the negative team's arguments simply don't measure up.

saved on a computer

Firstly, have you ever stopped to think about the sheer amount of paper that is needed for the final Year 12 exams across Australia? It is enormous, and it causes some big practical problems. For instance, all this paper needs to be transported across each state, to the most remote regional areas. It then needs to be brought back to a central place in a city, where the exams are scanned and placed online so the assessors can mark them. It would be cheaper as well as more environmentally responsible if the students' answers were simply typed in from the very start.

Secondly, doing the exams online would speed up the marking and the delivery of results. Multiple-choice questions could be marked almost instantaneously and, in time, computers will also be able to grade written answers, saving hours of gruelling human labour. The results can go straight into a database and be sent to schools and students when all exams are completed. Again, this would be a much more efficient way to do things.

enabling the user to move or change something

Thirdly, an online exam can include audiovisual material as well as allow for **interactivity**. This will reflect our experiences more accurately. If we are analysing a speech, for example, we will be able to see and hear the speaker, not just read their words. If we are studying a molecule in chemistry, we could examine a three-dimensional model that can be moved around on-screen, not a two-dimensional drawing. A paper exam just can't include all the things that are part of today's world – it is simply inefficient.

In summary, pen-and-paper exams are costly and time-consuming. In comparison, online exams reduce time and costs, and reflect the way people do things today. Online exams are much more efficient and relevant to us all.

Thank you.



## UNDERSTANDING THE TEXT

- 1** Three words in the text have been defined for you in the margin notes. Find two other words in this debate speech that you don't use very often, and write down their meanings.

---

---

- 2** In a debate, the main contention is sometimes known as the team line. Underline two instances of the team line in the speech.

- 3** The speaker also outlines the 'team split'. This is a brief summary of what each speaker on the team will be arguing. Which of the following is correct?

- The first speaker will argue that handwriting is no longer necessary.
- The second speaker will argue that handwritten exams waste too much paper.
- The third speaker will sum up the team's argument and rebut the opposition.

- 4** Identify three reasons the speaker gives to support the team line.

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- 5** Give two examples of inclusive language in the speech.

---

- 6** Give two examples of repetition in the speech (that is, two instances of words or phrases that are repeated). For each example, explain why you think the speaker repeated this word or phrase.

---

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- 7** Is the speaker's language logical and measured, or more loaded and emotive? Give evidence from the text to support your answer.

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---

- 8** One of the speaker's reasons is presented using a problem and solution strategy. Identify the problem and the suggested solution.

Problem: \_\_\_\_\_

---

Solution: \_\_\_\_\_

## A point of view: Text 2

The following speech is by the first speaker for the negative team.

Hi everyone,

Today we're here to debate whether Year 12 exams should be done online. We on the negative team reject this idea as outrageous and foolish. Do we really want computers taking over our lives? Year 12 exams should *not* be done online, because only handwritten exams are safe, secure and fair.

events making the internet temporarily unavailable

To begin with, let me rebut the affirmative team's first speaker. Their very *idealistic* first speaker, who apparently hasn't heard of computer **hacking**, or **internet outages**, or hard drives being accidentally wiped. Or even a school that just doesn't have enough money to buy every Year 12 student a fast, up-to-date computer. No, in the imaginary world that the first speaker lives in, every computer works perfectly, the internet is always connected and, above all, none of this is expensive to buy or run. Unfortunately, this imaginary world only has a population of one – our first speaker for the affirmative. And maybe their second and third speakers, too.

gaining access to another person's computer against their wishes or without their knowledge

The rest of us have to live in the real world, and in the real world, computers and the internet often simply don't work when we want them to.

We on the negative team believe that Year 12 exams should be handwritten, pen-and-paper exams. I will argue that handwriting is an essential tool for learning and to express who we are – humans, not robots. Our second speaker will argue that we should always have people marking exams, not computer programs.

Handwriting is part of being human. We learn it early in life, when it creates valuable connections between hand and brain, between sounds and letters and numbers. We continue to hand-write because handwriting only needs simple tools: a pen or a pencil, and a piece of paper. No computer virus or hacker can attack it or distribute it. It's simple, it's safe and it's secure.

Handwritten exams make everyone equal. Whether a student has a faster internet speed or a more powerful computer becomes **irrelevant**. Whether a student can type faster becomes irrelevant. Of course, we can all learn to touch-type, but is that a skill we're all going to need? Does every exam have to test our IT skills? Pen-and-paper exams put us all on the same playing field, and that's why they are fair.

not important or related

Each person's handwriting is unique. And in an exam, handwriting shows the marker that a real person has written these answers. It creates a human connection. Once we reduce communications to a stream of data that is read by a machine, we start to turn ourselves into machines. Is this where we really want to head?

Pen-and-paper exams are safe, secure and fair, and they should continue to be how Year 12 students do their final exams.

Thanks for listening.



## UNDERSTANDING THE TEXT

- 1** Three words in the text have been defined for you in the margin notes. Find two other words in this speech that you don't use very often, and write down their meanings.

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- 2** Underline the main contention (or team line).

- 3** Give two reasons the speaker uses to support the team line.

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- 4** Tick the best description of the rebuttal given in this speech.

- goes through the opposition's reasons one by one and points out errors in them
- attacks the first affirmative speaker as foolish and ignorant
- uses logic and reason to argue against the affirmative team line

- 5** Give three examples of loaded language used in the speech and explain the connotations of each. (See page 34 for an explanation of connotations.)

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- 6** Circle three examples of inclusive language in the speech.

- 7** Highlight two examples of repetition in the speech. What idea is emphasised by each example of repetition?

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- 8** The first negative speaker uses a compare and contrast strategy to argue that handwritten exams are better than online exams. Draw lines to match the descriptions with the two types of exams.

create a human connection

can be hacked

put everyone on the same playing field

a stream of data

safe and secure

handwritten exams

online exams

## Oral presentations

Many persuasive texts are not published as written texts, but presented using the spoken word.

**Speeches** are usually delivered to a live audience, although they can be broadcast instead or as well. If the speech is recorded then it can be put online and listened to by many thousands or millions of people, who the speaker might originally not have imagined to be part of the audience.

A **multimodal presentation** involves visual elements as well as sound. It can be a slide show or include a video to accompany a speech. It can also be created as a video that includes the speaker and other visual elements. Most websites are multimodal, too.

## Features of spoken texts

Spoken texts rely on the sound of the speaker's voice. As they are often delivered in person to an audience, the speaker's appearance and movements can also have a significant impact. The following notes show some of the main features to look for when you are studying a speech, or to use when giving your own.

### Voice

A speaker can use the pace (fast or slow), pitch (high or low), volume (loud or soft) and tone of their voice. Variations can be very effective; for example, an important point can be clearly signalled by slowing down or by lowering the pitch. Pauses also help to emphasise key words and ideas.

### Body language

The speaker's facial expressions, posture and hand movements help to show their feelings and attitudes. For example, they might smile to reinforce a humorous anecdote, lift their eyebrows when asking a question, lean against the lectern to show they are comfortable and relaxed, or wave their hands energetically to convey excitement and enthusiasm.

### Common strategies in speeches

Although a speaker can use any of the language and argument strategies discussed in this book, some techniques are particularly effective in a speech. One common technique in a speech is to ask a rhetorical question – that is, a question to which the answer is implied but unstated. Some other techniques that are often used in speeches are repetition; inclusive language ('we are all affected by ...'); and direct address (using the second person, e.g. 'as you are all aware, ...').



## UNDERSTANDING ORAL PRESENTATIONS AND SPOKEN TEXTS

1 Which of the following sentences or sentence beginnings indicate that the text is a speech that is being delivered to an audience?

- |  |  |
|--|--|
| <input type="checkbox"/> To begin with ...                   | <input type="checkbox"/> Today we're here to debate ...      |
| <input type="checkbox"/> Hi everyone ...                     | <input type="checkbox"/> Handwriting is part of being human. |
| <input type="checkbox"/> Let me start by defining the terms. | <input type="checkbox"/> Thanks for listening.               |

2 Write down a sentence ending from either text where the pitch of the speaker's voice might go up. What makes you think this would be an appropriate place for the speaker to raise the pitch of their voice?

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3 Give two words from Text 2 that the speaker might emphasise through the tone or volume of their voice. Why are these words important?

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4 Write down a sentence ending where the speaker might pause.

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5 Why did you select this sentence ending?

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6 Write down one of the rhetorical questions used in either Text 1 or Text 2.

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7 What is the implied answer to this question?

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8 Why do you think the speaker asked a question that has an obvious answer?

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9 Which tone do you think each speaker would use to deliver their speech? Choose from the list below or select your own words to complete the following sentences.

moderate	angry	confident	sad
enthusiastic	proud	scathing	hopeful

The first affirmative speaker would use a mainly \_\_\_\_\_ tone.

This would help to show their positive attitude towards \_\_\_\_\_.

The first speaker for the negative would use a mainly \_\_\_\_\_

tone for their argument, although their rebuttal would be delivered in a more

\_\_\_\_\_ tone.



## APPENDIX A:

# *Planning sheet for a point of view*

<b>The issue</b>	
<b>Your main contention</b>	
<b>The opposing point of view</b>	
<b>Your main tone and style (formal/informal)</b>	
<b>Reason 1</b>	
<b>Evidence for reason 1</b>	
<b>Reason 2</b>	
<b>Evidence for reason 2</b>	
<b>Reason 3</b>	
<b>Evidence for reason 3</b>	
<b>Rebuttal of opposing point of view</b>	
<b>Argument strategies you will use (e.g. anecdote, compare and contrast, appearance versus reality)</b>	

# APPENDIX B:

## Planning sheet for analysing a text

<b>Title of the text</b>	
<b>Writer</b>	
<b>Context</b>	Name of publication _____ Date of publication _____
<b>Main contention</b>	
<b>Main tone used</b>	_____ words/phrases that create this tone _____ _____
<b>Overall approach (logical/emotive/ combination)</b>	_____ elements that show this approach _____ _____
<b>Main language style (formal/informal)</b>	_____ words/phrases that create this style _____ _____
<b>Reason 1</b>	
<b>Reason 2</b>	
<b>Reason 3</b>	
<b>Evidence</b>	<input type="checkbox"/> facts <input type="checkbox"/> statistics <input type="checkbox"/> expert opinion <input type="checkbox"/> personal experience
<b>Argument strategies used</b>	<input type="checkbox"/> anecdote <input type="checkbox"/> humour <input type="checkbox"/> attack <input type="checkbox"/> rebuttal <input type="checkbox"/> repetition <input type="checkbox"/> appearance versus reality <input type="checkbox"/> problem and solution <input type="checkbox"/> compare and contrast

# APPENDIX C:

## *Planning sheet for comparing texts*

The issue:		
	Text 1	Text 2
Title of the text		
Writer		
Where and when the text was published		
Main contention		
Main tone used		
Overall approach (logical/emotive/combination)		
Main language style (formal/informal)		
Reason 1		
Reason 2		
Reason 3		
Argument strategies (e.g. anecdote, humour, compare and contrast)		
Images used (e.g. photo, graph, cartoon)		

# GLOSSARY

**Argument:** an opinion supported by reasons and evidence.

**Audience:** the group of people the writer is trying to persuade.

**Bias:** a tendency to prefer one side of an argument to another.

**Connotation:** association of a word that provokes an emotional response.

**Context:** the situation or circumstances in which a text is created and then published or presented.

**Emotive language:** words that evoke a strong emotional response such as fear, sympathy or anger.

**Evidence:** facts, statistics, expert opinion or personal experience used to support an argument.

**Form or text type:** the kind of text, e.g. opinion piece, letter to the editor, website, blog post, speech.

**Formal language:** language that uses correct grammar, complex words and sentences and not many contractions.

**Informal language:** language typical of everyday speech that uses casual expressions, contractions, and shorter words and sentences than formal language.

**Issue:** an important topic that people discuss and debate because it provokes different opinions.

**Loaded language:** see *Emotive language*

**Logical language:** less emotional language used to present a reasoned argument focusing on facts, evidence, and cause and effect.

**Main contention:** a statement of a point of view on an issue, expressed in a single sentence.

**Opinion:** see *Point of view*

**Persuasive technique:** the use of language to achieve a particular response from the audience.

**Point of view:** an attitude towards or perspective on an issue.

**Position the audience:** encourage the audience to respond in a particular way, making people more likely to agree with the writer.

**Purpose:** what the writer of a persuasive text wants their audience to think, feel or do.

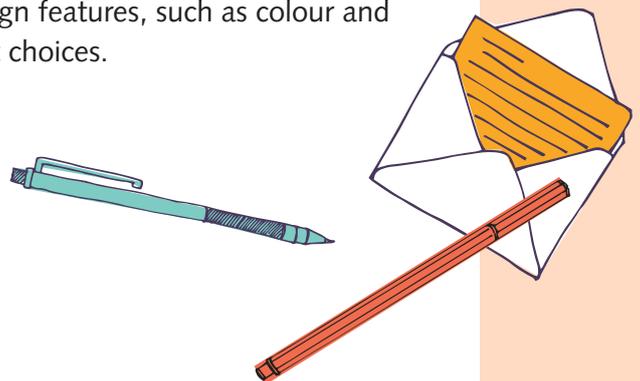
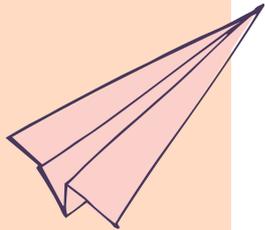
**Reason:** a statement that uses logic and evidence to support an argument.

**Structure:** the way that the elements of a text are ordered and the whole text is organised.

**Text type:** see *Form*

**Tone:** the main emotion conveyed by a text, e.g. angry, sad, calm, horrified, excited.

**Visual language:** images – including photographs, cartoons, videos, drawings, graphs and charts – and design features, such as colour and font choices.



# INSIGHT ISSUES

## JUNIOR YEARS



*Insight Issues: Junior Years* provides an accessible introduction to **argument and persuasive language** for junior secondary students. It includes **clear explanations and definitions** of key vocabulary as well as a wide variety of texts and issues to engage students in discussion and writing.

Each of the book's units includes a text or texts presenting a **point of view** on a topical issue. Each unit focuses on one or two key aspects of persuasive texts, and introduces metalanguage in a logical, progressive way. The first eight units have a single text presenting a point of view, while each of the next six units contains two texts with contrasting points of view.

Exercises and activities develop students' skills in writing about argument and persuasive language, moving from comprehension questions through to activities that develop understanding and analysis. Each unit ends with an opportunity for students to create their own text, either **analysing a persuasive text** or **presenting their own point of view** using the argument strategies and language explored in that unit.

### The book features:

- Fourteen work units developing in complexity throughout the book, leading students towards longer pieces of writing and a deeper understanding of persuasive texts.
- A variety of text types, including visual texts, showing different approaches to argument and a range of language styles and persuasive techniques.
- Scaffolded questions in every unit, developing understanding and confidence with new concepts and metalanguage.
- Text creation activities leading to written, spoken and multimodal texts, supported by tools such as word banks, sentence starters, cloze exercises, templates and models.

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