Differentiating existing learning sequences for English as an Additional Language students

Civics and Citizenship, Levels 9 and 10, for EAL learners at Level C2

Existing learning sequences linked to particular learning areas in the Victorian Curriculum F–10 can be adapted to support differentiated teaching for English as an Additional Language (EAL) students. Teachers can adapt, remove or add to elements of their learning sequences in order to cater for all students in their classrooms.

1. Identify an existing learning sequence

**Existing learning sequence:** Political campaign advertisements

**Curriculum area and levels:** Civics and Citizenship, Levels 9 and 10

2. Identify the level of language learning of your students

The EAL curriculum is a continuum structured as three EAL pathways (A, B, C). Each pathway describes a different stage of English-language learning (early, mid and late), and each pathway is divided into different levels of language learning (A1, A2, BL, B1, B2, B3, CL, C1, C2, C3, C4).

While the implementation of the EAL curriculum is the responsibility of all teachers, the EAL specialist plays a leading role in its delivery, as the expert in the field. Your EAL specialist will determine the most appropriate pathway for each EAL learner in your classroom and advise you of their current level of learning.

**The differentiation suggestions provided in this document are for students working at Level C2 of the EAL curriculum.**

EAL learners at Level C2 will typically be able to:

* access information in some basic academic texts with support and adequate scaffolding
* use basic text models to form their own texts using familiar and new vocabulary.

3. Adapt the learning sequence to differentiate for EAL students

|  |  |
| --- | --- |
| Existing learning sequence | Differentiated teaching for EAL learners at Level C2 |
| **Overview** | Overview |
| **Learning intentions:**   * Students will be able to identify factors that influence voters’ choices * Students will be able to explain how these factors affect voters * Students will be able to identify persuasive words, phrases and images in political campaigns * Students will understand the impact of persuasive words, phrases and images in political campaigns | **Learning intentions:**   * Students will be able to identify factors that influence voters’ choices * Students will be able to explain how these factors affect voters * Students will be able to identify persuasive words, phrases and images in political campaigns * Students will understand the impact of persuasive words, phrases and images in political campaigns * Students will know strategies to improve their targeted listening skills * Students will be able to describe people and feelings about political parties |
| **Relevant content descriptions in Civics and Citizenship, Levels 9 and 10:**  Discuss the role of political parties and independent representatives in Australia’s system of government, including the formation of governments, and explain the process through which government policy is shaped and developed ([VCCCG028](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG028))  Explain the values and key features of Australia’s system of government compared with at least one other system of government in the Asia region ([VCCCG029](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG029))  Analyse how citizens’ political choices are shaped, including the influence of the media ([VCCCG030](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG030)) | **Additional EAL Level C2 content descriptions:**  Extract specific information from spoken or visual texts, using guide questions from the teacher ([VCEALC613](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC613))  Express simple opinions and describe feelings ([VCEALC615](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC615))  Use a small variety of text types for curriculum areas ([VCEALL622](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL622))  Use simple descriptive phrases ([VCEALL627](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL627))  Locate specific information in fictional and factual texts using guide questions ([VCEALC634](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC634))  Write information texts for general school use, based on modelled language ([VCEALC654](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC654))  Use modelled subject-specific vocabulary appropriately ([VCEALL669](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL669)) |
| **Relevant achievement standard:**  By the end of level 10, students evaluate features of Australia’s political system, and identify and analyse the influences on people’s electoral choices. They compare and evaluate the key features and values of systems of government. | **Relevant achievement standard:**  At Level C2, students … communicate effectively in a range of familiar social and some basic academic contexts, experimenting with and adapting their developing English and cultural understanding. With support in academic contexts, they extract some specific information from texts and understand teacher explanations involving familiar specific curriculum area vocabulary … [They] read and comprehend a range of short, familiar fictional and factual texts and, when well supported, some unfamiliar texts. These texts may be print or digital texts … Students show some comprehension beyond the literal level, suggesting appropriate interpretations … They use basic text models as a basis for their own texts. They use strategies to organise information in supported research tasks. |

|  |  |
| --- | --- |
| Existing learning sequence | Differentiated teaching for EAL learners at Level C2 |
| Teaching and learning activities | Teaching and learning activities  Differentiated teaching is required to support EAL learners with the following learning activities. |
| **Activity 1: Establishing the intention of political campaign advertisements (**[VCCCG030](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG030)**)**  Watch one or two political campaign advertisements. See [Resource 12](https://www.vcaa.vic.edu.au/Documents/viccurric/civics/Units_of_Work/Party%20Time,%20who%20influences%20my%20vote%20v4%20final%20edit.docx) for suggestions. Ask the following question in a teacher-led class discussion:   * How does each political campaign advertisement make you feel, and what is the main message or intention of each?   Identify one example of persuasive language. Describe persuasive techniques identified in advertisements – what these look like, how they are used and their likely effect on audiences. | **Activity 1: Establishing the intention of political campaign advertisements (**[VCCCG030](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCG030)**)**  Choose one or two political campaign advertisements to view with the class. See [Resource 12](https://www.vcaa.vic.edu.au/Documents/viccurric/civics/Units_of_Work/Party%20Time,%20who%20influences%20my%20vote%20v4%20final%20edit.docx) for suggestions.  Take note of how the Gradual Release Model (Pearson and Gallagher, 1983) is used to scaffold learning for the benefit of all learners. The Gradual Release Model is a guiding principle of EAL teaching and learning. Providing relevant visuals (such as photographs, sketches, graphic organisers, diagrams, videos, 3D models and/or real objects) to set the context at the beginning of the lesson helps EAL learners make sense of what is being taught in the curriculum.  Another approach is to set the context using a familiar concept (such as product advertising) and link it to what may be an unfamiliar one (such as political advertisements and campaigns). If possible, elicit and teach the key vocabulary within this context early in the lesson, before students need to use it independently.  See [Appendix 1 – Vocabulary reference table](#App1) for a helpful vocabulary table that you can refer to and add to throughout the learning activities. You may need to pre-teach some of this vocabulary to students.  **Tip:** While the language requirements associated with an exploration of political parties, systems of government and the factors that influence citizens’ electoral choices are complex for EAL learners working at Level C2, keep in mind that many of these learners may have had previous schooling and have knowledge of other systems of government. At the same time, other EAL learners at this level may have had little to no previous schooling. Your school should be able to provide you with information about your EAL learners’ previous schooling. Assess each individual EAL learner’s own cognitive and academic potential. Remember that low language proficiency is not representative of academic deficiency.  **Set the context using a familiar concept:**  Display a printed advertisement for a well-known product, such as a food item, toy or other familiar object, on the board.  Ask students the following questions and discuss the answers using simple language. Emphasise the key vocabulary, indicated in **bold** with a star (\*).   * What is an advertisement? What does it do? (It helps to sell something.) * What is this advertisement **selling**(\*)? What is this advertisement **promoting**(\*)? (rice, for example) * Why would you want to buy this? (because it tastes good, because it is cheap)   Write these questions on the board.  Provide two additional examples of advertisements selling food, toys or other familiar objects. Briefly discuss the above three questions in relation to each product.  Repeat the activity with a video of a TV advertisement for a familiar product.  Create a link between the familiar and unfamiliar topics.  View one political campaign advertisement as a class.  **Tip:** [Appendix 2](#App2) contains an example of a differentiated task based on the [National Country Party campaign song – 1982](https://www.dailyexaminer.com.au/videos/national-country-party-campaign-song-1982/40019/) so this is the suggested resource for this viewing. The footage clearly matches the simple words of this song. Some EAL learners may also benefit from using English subtitles or being given a printed copy of the words of the song.  Revisit the three questions above. Discuss the following questions in relation to a political campaign advertisement. Emphasise the key vocabulary, indicated in **bold** with a star (\*).   * What is an advertisement? (It helps to sell something.) * What is this advertisement selling? What is this advertisement **promoting**(\*)? (a person, a political party, a leader, a politician) * Why would you want this person to be your leader? (because they will look after us, because they **care about**(\*) our family, because they **care about**(\*) our education)   **New concepts and vocabulary:**  When learning new concepts and vocabulary, all students benefit from a clear connection being made between new topics and pre-existing knowledge. A similar strategy can be applied to the teaching of EAL learners, by connecting new and unfamiliar concepts and vocabulary with familiar ones. Until this skill is integrated into the natural flow of a lesson, the links between key concepts and terms will need to be planned out before the lesson.  In the examples that follow, emphasise the key vocabulary, indicated in **bold** with a star (\*).   * New vocabulary: ‘Who did your group **choose to be the leader**(\*)? Who is your group’s **representative**(\*)? Can all group **representatives**(\*) come up the front please?’ (familiar word > new word > repeat the new word) * New concept: As above, use the same questions to link the concept of **selling or promoting a product**(\*) with **promoting a person or political party**(\*). (familiar concept > new concept > activities to enhance understanding of new concept)   Review vocabulary from the previous class. Ask:  What are some factors that influence voters?  **Tip:** Reviewing the content of the previous lesson can be done through discussion and/or by allowing students time to revisit their notes and vocabulary lists made in previous classes  Answers may include economy, health, families, education, environment, National Broadband Network (NBN) or internet, technology, citizenship, rural and regional affairs, workplace relations.  **Tip:** The term ‘NBN’ is an opportunity to briefly explain to EAL learners how acronyms work. Underline or circle the first letter of each word, **N**ational **B**roadband **N**etwork, to demonstrate how an abbreviation is formed from the initial letter of other words and pronounced as a word. Other relevant examples include: As Soon As Possible (ASAP), Personal Identification Number (PIN) and Laugh Out Loud (LOL).  **Feeling and descriptions in a political campaign song:**  Demonstrate the task ([Appendix 2](#App2)) with the class. [Appendix 2](#App2) contains an EAL differentiated resource. Give EAL learners ample time to clarify new vocabulary using home language peers, a bilingual dictionary, online resources or by asking English-speaking peers to explain unfamiliar words or concepts.  View the [National Country Party campaign song – 1982](https://www.dailyexaminer.com.au/videos/national-country-party-campaign-song-1982/40019/) and complete the task together. Emphasise the verbs of instruction, which are indicated in **bold**. Ask simple questions to check understanding, such as:  How many ticks do I need?’ (three)  **Tip:** Note how the resources have been designed to lessen the cognitive load for EAL learners. For example, positive descriptive words have been grouped separately from negative words in [Appendix 2](#App2). The verbs of instruction, such as **‘tick’, ‘describe’** and **‘choose’**, are indicated in **bold**. In addition, some prefixes are indicated in **bold** to make explicit connections between words in each column; for example, ‘experienced’ and ‘**in**experienced’, ‘trustworthy’ and ‘**un**trustworthy’.  Once they have completed the task, have students view another political advertisement campaign and ask them to complete the same task independently. |
| **Activity 2: Persuasive elements of political campaign advertisements – Part 1**  Use advertisements from the list of campaigns in [Resource 12](https://www.vcaa.vic.edu.au/Documents/viccurric/civics/Units_of_Work/Party%20Time,%20who%20influences%20my%20vote%20v4%20final%20edit.docx) to identify, define, revise and model the use of:   * rhetorical devices (including false dichotomy, begging the question and suppressed premises) * appeals (such as appeals to authority or experts, bandwagon, common sense, fear, hip pocket, empathy, needs, pride or patriotism, tradition, responsibility, humanity, equality and fairness, inclusion, security and reassurance).   For example, identify and discuss persuasive elements of [Bob Katter’s Australian Party campaign advertisement from 2012](https://www.youtube.com/watch?v=c2OSTgyGnv4) such as:   * the use of casual, typically ‘Australian’ terms, such as ‘flogging off our assets’, ‘mates will make it worse’ * opposing parties represented by cartoon heads bobbing senselessly over grave images * voiceover presenting threats and creating fear: ‘poisoning our water and wrecking lives’, ‘foreign workers … take our jobs’ * cartoon images to back up their claims, including the opposition’s head next to dead cattle and foreign armies marching * appeals to patriotism via allusion to foreign workers as a threat and the ‘UN-AUSTRALIAN’ stamp on the foreheads of the opposition * offer of hope at end; the words ‘last chance’ beg the audience to take action by voting. | **Activity 2: Persuasive elements of political campaign advertisements – Part 1**  Use [Bob Katter’s Australia Party campaign advertisement from 2012](https://www.youtube.com/watch?v=c2OSTgyGnv4) to provide a context from which to discuss persuasive images, words and devices. See [Appendix 3 – Queensland Election 2012 (Introduction)](#App3), [Appendix 4 – Queensland Election 2012 (Persuasive devices)](#App4) and [Appendix 5 – Queensland Election 2012 (Persuasive images, phrases and their impact)](#App5) for EAL differentiated tasks.  **Tip:** Give EAL learners time to dissect the colloquial language in this campaign advertisement before completing the listening task. As these are colloquial terms, it is unlikely that a standard bilingual dictionary will contain their meanings. Therefore, students will need to rely on other sources such as speaking to home language peers with higher language proficiency, accessing explanations of these terms online, or asking their English-speaking classmates to explain their meanings using simple terms and/or examples. Colloquial words and phrases in this advertisement include ‘flogging off’, ‘wrecking lives’, ‘mates’, ‘un-Australian’ and ‘last chance’.  **Listening skills:** [Appendix 3](#App3), [Appendix 4](#App4) and [Appendix 5](#App5) show examples of how to scaffold tasks to help EAL learners with their listening skills. Keep in mind that EAL learners will need to be able to watch or listen to texts multiple times to develop understanding. Therefore, it is helpful to select shorter texts that can be repeated.  A useful approach to teaching listening skills is as follows:   1. **Pre-listening/viewing**: **Get ready to watch or listen**  Students predict the topic, predict key words that they may hear or predict the answer to a simple question. 2. **First listening/viewing**: **Listen for the gist** Students watch or listen and check if their predictions were correct [(Appendix 3)](#App3). 3. **Second listening/viewing**: **Listen for specific information**  Students share answers with a partner and discuss [(Appendix 4)](#App4). For students working at Level C2, it is appropriate to encourage plurilingualism by pairing EAL learners with home language peers to check understanding. 4. **Third listening/viewing**: **Listen for specific information** Check answers. 5. **Evaluative or reflective task** [(Appendix 5)](#App5)   **Tip:** When using the resources in [Appendix 3](#App3), [Appendix 4](#App4) and [Appendix 5](#App5), note how ideas and vocabulary scaffold the introduction of new information and maximise the EAL learner’s exposure to, and opportunity to apply, new terms and concepts. Visuals can be used to supplement understanding. Key information (such as ‘poisoning our water’ and ‘wrecking lives’) is already identified in resources for EAL learners at this level. |
| **Activity 3: Persuasive elements of political campaign advertisements – Part 2**  Have students watch a series of different campaign advertisements from [Resource 12](https://www.vcaa.vic.edu.au/Documents/viccurric/civics/Units_of_Work/Party%20Time,%20who%20influences%20my%20vote%20v4%20final%20edit.docx) and complete the political campaign advertisements table in Appendix 2 of [Resource 12](https://www.vcaa.vic.edu.au/Documents/viccurric/civics/Units_of_Work/Party%20Time,%20who%20influences%20my%20vote%20v4%20final%20edit.docx), identifying the strategies used; for example, rhetorical devices, appeals and assumptions, and how effective these are in influencing viewers. Have students then create a question of their own that challenges the views represented in each advertisement.  Ask students to reflect on the intent of one of the political advertisements and evaluate its effectiveness. What was the intention versus the effect of the political advertisement? | **Activity 3: Persuasive elements of political campaign advertisements – Part 2**  Have students complete a written cloze activity about [Bob Katter’s Australian Party campaign advertisement from 2012](https://www.youtube.com/watch?v=c2OSTgyGnv4) to consolidate their learning ([Appendix 6](#App6)).  **Tip:** EAL learners do not always have to complete the same tasks as the rest of the class. They may need extra time to finish an activity, they may need a break, or they may like to do a quiet activity to consolidate learning, such as this cloze activity ([Appendix 6](#App6)).  **Extension: Independent practice of analytical skills**  Choose a different campaign advertisement from [Resource 12](https://www.vcaa.vic.edu.au/Documents/viccurric/civics/Units_of_Work/Party%20Time,%20who%20influences%20my%20vote%20v4%20final%20edit.docx).  **Tip:** Make sure to select the campaign advertisements carefully, with cultural sensitivities and students’ backgrounds in mind. For example, the Australian Sex Party’s campaign advertisement (2013) has sexual content and coarse language and therefore would be inappropriate for many EAL learners who are from more modest cultures.  Help students connect this task to the concepts and vocabulary from Activity 2, by asking students to identify two persuasive images and two persuasive words from the new selected campaign advertisement. Students will need to watch the advertisement more than once, so they will benefit from having independent access to the link.  Independently or in pairs, EAL learners repeat the cloze activity ([Appendix 6](#App6)) to complete a basic analysis of the new campaign advertisement. Monitor students’ progress and check the accuracy and appropriateness of their responses. Encourage EAL learners to take turns reading their responses to each other. |

Additional resources

You can access the EAL curriculum on the [Victorian Curriculum F–10 website](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/rationale-and-aims).

You can access a range of resources to assist with implementing the EAL curriculum on the [VCAA English as an Additional Language webpage](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english-as-an-additional-language/Pages/default.aspx), including profiles of EAL learners, sample progressions through the EAL pathways, a language and learning interview, FAQs, professional learning opportunities and links to external resources.

Appendices

Appendix 1 – Vocabulary reference table

|  |  |  |  |
| --- | --- | --- | --- |
| **Content-specific vocabulary** | **Linguistic-specific vocabulary  (verbs of instruction)** | **Language for interaction** | **Language for clarification** |
| **Review:**  economy  health  family  education  environment  National Broadband Network (NBN)  internet  technology  citizenship  immigration  rural  regional  affairs  matters  workplace  relations  relationships  **New terms:**  factors  influence  to elect  election  to vote  voter  electoral choices  to lead  leader  advertisement  to promote  promotion  to care about  campaign  to persuade  persuasive  politics  politician  political campaign  political party  to oppose  opposition  image  phrase  message  trustworthy  untrustworthy  positive  negative  honest  dishonest  cold  warm  informed  greedy  experienced  inexperienced  wise  selfish  corrupt  hard-working  intelligent  friendly | Tick …  Underline …  Identify …  Analyse …  Choose …  Predict …  Listen …  Match …  Share (your answers).  Check (your answers).  Answer …  Discuss …  Ask …  View …  Connect …  Take turns … | How do you feel about …?  I feel …  What do you think about …?  I think …  Can I hear it again please?  Can I watch it again please?  What was that word?  What do you think?  What matches this word?  What matches this image? | What do I need to do?  Does this go here?  Like this?  Is this right?  Do I have to do anything else?  Do I draw a line?  Where do I write it?  Here? |

Appendix 2 – Feelings and descriptions

Watch the political campaign advertisement video: [National Country Party campaign song – 1982](https://www.dailyexaminer.com.au/videos/national-country-party-campaign-song-1982/40019/).

1. **Tick** the factors that would influence voters when listening to the National Country Party campaign advertisement from 1982.

* economy
* health
* families
* education
* environment
* NBN, internet and technology
* citizenship and immigration
* rural and regional affairs
* workplace relations

1. Does this campaign song make you feel positive or negative about the National Country Party?
2. How would you **describe** the National Country Party after watching this campaign advertisement? **Choose** three words from the list by **ticking the boxes**.

**Positive**

* trustworthy
* honest
* warm
* experienced
* informed
* wise
* hard-working
* intelligent
* friendly**Negative**
* **un**trustworthy
* **dis**honest
* cold
* **in**experienced
* greedy
* selfish
* corrupt

1. What is the main message of this advertisement?

Appendix 3 – Queensland Election 2012 (Introduction)

1. Before building your knowledge about the different political parties in a campaign, read each word in each of the columns below and predict which party or parties are represented.

|  |  |
| --- | --- |
| city  professionals  metropolitan  transport  health  families  **Political party/parties:** | Australian flag  farmers  crops  water  climate  cattle  **Political party/parties:** |

2. After watching the political advertisement: [Bob Katter’s Australian Party Campaign Ad 2012](https://www.youtube.com/watch?v=c2OSTgyGnv4), **circle three words or phrases from the box** that you think describe the following parties in the advertisement:

* Opposition parties
* Katter’s Australian Party.

trustworthy **un**trustworthy positive negative honest **dis**honest

cold warm informed greedy experienced **in**experienced

wise selfish corrupt hard-working intelligent friendly

|  |  |
| --- | --- |
| 3. **Write three words** to describe these people and their political parties: | 4. **Write three words** to describe these people and their political party: |
|  |  |

5. Which party do you think this advertisement is promoting?

I think this advertisement is promoting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Appendix 4 – Queensland Election 2012 (Persuasive devices)

Read each phrase below. In your own words, explain what you think the phrase means in English.

|  |  |
| --- | --- |
| **Phrase** | **Meaning** |
| 1. ‘flogging off our assets…’  * ‘flogging off’ means selling * ‘assets’ means something useful or valuable * ‘our’ in this case means Australia’s |  |
| 1. ‘poisoning our water’ |  |
| 1. ‘wrecking lives’ |  |
| 1. ‘want to bring in thousands of foreign workers and take away our jobs’ |  |
| 1. ‘Un-Australian’ |  |
| 1. ‘We need to do something about it’ |  |
| 1. ‘last chance’ |  |

Appendix 5 – Queensland Election 2012 (Persuasive images, phrases and their impact)

1. After watching the political advertisement [Bob Katter’s Australian Party Campaign Ad 2012](https://www.youtube.com/watch?v=c2OSTgyGnv4), choose words from the box to answer the question: ‘What does the Australian Party want voters to feel?’

**Words to describe feelings**

worried scared angry frustrated disappointed

calm excited happy confident pleased

2. Write the words in the column next to the images in the table below.

3. In the next column, write down why you think the Australian Party wants voters to feel that way.

|  |  |  |
| --- | --- | --- |
| **Phrase** | **What does the Australian Party want the voters to feel?** | **Why?** |
| ‘flogging off our assets…’  ‘Newman and his mates are only going to make it worse.’ | worried  scared | They want the voters to be **worried** about the country’s money.  They want the voters to be **scared** of the country being poor in the future. |
| ‘poisoning our water’ |  |  |
| ‘wrecking lives’ |  |  |
| ‘We need to do something about it.’ |  |  |
| ‘ … want to bring in thousands of foreign workers and take away our jobs’ |  |  |
| ‘Un-Australian’ |  |  |
| ‘last chance’ |  |  |

Appendix 6 – Queensland Election 2012 (Cloze writing activity)

After watching the political advertisement [Bob Katter’s Australian Party Campaign Ad 2012](https://www.youtube.com/watch?v=c2OSTgyGnv4), fill in the missing words to complete the following sentences:

1. This political advertisement is promoting (the) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ political party.
2. It wants the audience to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. It uses images that are positive/negative , such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . These images make the audience feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. The advertisement uses words that are positive/negative , such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, to make the audience feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. The message of the political advertisement is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Example answers:

1. This political advertisement is promoting the Australian Party political party.
2. It wants the audience to vote 1 for Katter’s Australian Party .
3. It uses images that are ~~positive~~/negative , such as ­ dead sheep and a funeral . These images make the audience feel worried .
4. It uses ~~positive~~/negative words, like poisoning and wrecking . These words make the audience feel angry .
5. The message of the political advertisement is that the opposition is untrustworthy .