

# Audience and Purpose

## Stage 2

### Learning Focus

Students will have opportunities to identify the purpose and audience of texts. Students will explore stereotypes and vernacular of particular audiences.

### Syllabus outcome

The following teaching and learning strategies will assist in covering elements of the following outcomes:

- EN2-8B: identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter

### Year 3 NAPLAN item descriptors

- identifies the intended audience of a text
- identifies the main purpose of a text
- identifies the purpose of an image on a poster
- identifies the purpose of an image in a text
- identifies the purpose of a sentence in an information text
- identifies the main purpose of a sign
- identifies the purpose of the opening paragraph in a narrative
- identifies the main purpose of a persuasive text
- identifies the purpose of a statement in a persuasive text
- identifies the main purpose of an information text
- identifies the purpose of a statement in an information text
- identifies the purpose of a description in a narrative

### Literacy Learning Progression guide

#### Understanding Texts (UnT6-UnT9)

Key: C=comprehension P=process V=vocabulary

##### UnT6

- describes the purpose of informative, imaginative and persuasive texts (C)

##### UnT7

- identifies the purpose of predictable texts and moderately complex texts (P)
- identifies simple language and text features that signal purpose (diagrams, dialogue) (P)

## UnT8

- explains how authors use evidence and supporting detail in texts (C).

## UnT9

- evaluates text for relevance to purpose and audience (C)
- analyses how language in texts serves different purposes (identifies how descriptive language is used differently in informative and persuasive texts) (see Grammar) (P)

## Resources

- identifying purpose in texts: 'Brain Freeze' - Appendix 1
- audience and purpose quadrant analysis - Appendix 2
- audience and purpose scenario cards - Appendix 3
- purpose and audience feedback - Appendix 4.

## Background information

### Purpose

The purpose of a text, in very broad terms, is to entertain, to inform or to persuade different audiences in different contexts. Composers use a number of ways to achieve these purposes: persuading through emotive language, analysis or factual recount; entertaining through description, imaginative writing or humour, and so on.

### Audience

The intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audiences may include: age, education, economic status, political/social/religious beliefs). To determine audience, we also address the level of information they have about the subject (expert, amateur etc.), as well as the context in which they are reading (newspaper, textbook, blog etc.).

Reference: English K-10 Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012.

### Where to next?

- Author's perspective
- Text structure
- Inference

# Teaching strategies

## What is the purpose?

1. Students identify signs in the school environment and discuss their purpose. Students discuss other signs in the community and their purpose, for example, a notice for a cat adoption is to both persuade and inform the audience.
2. Teacher leads discussion on the features of the three broad purposes of texts: to persuade, entertain and to inform. Discuss examples of everyday texts and connect these to the three broad purposes, e.g. a newspaper article on bushfires might be to inform. Highlight how some texts may have features across multiple purposes. Using a collection of text samples collected by teacher, students categorise into the three different types of text and justify their choice.
3. Teacher shows a text 'Brain Freeze' (see Appendix 1) to model identifying purpose, audience, vocabulary and subject matter using Appendix 2.
4. *Gallery Walk*: Display a range of texts in workstations around the classroom, including Aboriginal and cultural texts and artwork, picture books, newspaper articles, recipes, furniture construction instructions, magazines, websites and advertisements. Allocate butcher's paper per text and divide in four (see Appendix 2) Students discuss in their groups the purpose or type of text, the audience, key vocabulary and subject matter. Students rotate to another text and complete the process, adding onto information from previous group. Share and discuss.

## Knowing my audience

1. Teacher shows a range of texts linked to the current unit of learning which have different target audiences. Students create a mind map of the audiences an author or illustrator may take into consideration when deciding how to convey meaning.
2. *Character Hot Seat*: A student is allocated a familiar character to portray to the class. The student is interviewed by the class to determine who the character is, based on their vocabulary choice and actions.
3. Brainstorm different audiences that exist within the classroom, school and in the community and beyond. Discuss how language choice and structure of text will change depending on the audience.
4. Teacher shows two different covers of the same book e.g. Tim Winton's 'Blueback'. Students *think pair, share* with a partner to discuss who might be the audience for the different covers and *why* there might be different covers for the same text (different countries, re-publishing with current design etc.)
5. Teacher initiates discussion about types of vocabulary (colloquial language, vernacular, formal) Students view everyday items, such as a mobile phone, pen, through the lens of different audiences, such as the elderly, youth and very young children.

## Selling an idea to an audience

1. Teacher sets a scenario of selling 'blue pizza' to an audience. Create an example mind map for the intended purpose, audience, vocabulary and subject matter. Students work in small groups with a different target market/audience card (see Appendix 3). Students create a short advertisement (short movie, transcript, live performance, poster) to present to the class. When presenting, students guess the target market, justifying reasons for their choice e.g. students selling to teenagers may use digital resources, language choices – teenage vernacular.
2. Students use Appendix 4 to analyse and give feedback on their peer's advertisements for blue pizza; identifying the purpose, audience and vocabulary evidence. Discuss overall effect in achieving intended purpose and reaching audience

## Appendix 1

### Identifying purpose in texts

# Brain freeze

Do you ever eat an ice-cream on a hot day and get a headache from the cold? Some people call this a 'brain freeze'.

The ice-cream makes your mouth very cold, very quickly. Your body sends messages from your mouth to your brain. Blood then rushes in to warm up your mouth. It hurts!

But there is something you can do to make the pain go away. You need to warm the roof (or top part) of your mouth. You can do this with your tongue. If you can, roll your tongue, then press it on the roof of your mouth. It's better to use the underneath of your tongue because it's warmer than the top. You could also use your thumb. But be sure it's clean.

A brain freeze should only ever last for about 30–60 seconds.



## Identifying purpose in texts - annotation

### Brain Freeze

Do you ever eat an **ice-cream** on a hot day and get a headache from the cold? Some people call this a 'brain freeze'.

The ice cream makes your mouth very cold, very quickly. **Your body sends messages from your mouth to your brain.** Blood then rushes to warm up your mouth. It hurts!

But there is something you can do to make the pain go away. You need to **warm the roof of your mouth** (or top part) of your mouth. You can do this with your tongue. If you can, roll your tongue, then press it on the roof of your mouth. It's better to use the underneath of your tongue because it is warmer than the top. You could also use your thumb, but be sure it's clean.

A brain freeze should only ever **last for about 30-60** seconds.



#### Purpose

The purpose of this text is to inform.

Evidence:

- **Information** about how messages are sent in the body
- **Suggestions** for how to remove pain
- **How long** the pain lasts

#### Audience

The audience of this text may be younger people.

Evidence:

- Simple sentence structure
- Using **everyday vocabulary** like "It hurts!" and "brain freeze"
- Image of young person
- Young people tend to enjoy more **ice-cream**

## Appendix 2

### Audience and purpose quadrant analysis

Text: \_\_\_\_\_

<p><b>Purpose</b></p> <p>Does it inform, persuade and/or entertain?</p> <p>What type of text is this?</p>	<p><b>Audience</b></p> <p>Who is this written for?</p>
<p><b>Vocabulary</b></p> <p>Vocabulary evidence for purpose and audience</p>	<p><b>Subject matter</b></p> <p>What is the text about?</p>

## Appendix 3

### Audience and purpose scenario cards

elderly	parents of young children	teenagers
middle-aged sports fans	tourists	professionals
extremely wealthy	risk-takers	musicians
environmentalists	politicians	children aged 2-4



## Appendix 4

### Purpose and audience feedback

Act	Vocabulary	Purpose	Audience