



## Lesson 1

### Topic: Multimodal communication

## Communicating across modes

#### Lesson concepts:

-  Cohesion — Paragraph structure: examples, quotations, substantiation of claims
-  Visual language — Visual and multimodal texts communicate meanings: allusions to other texts
-  Evaluating texts — Positioning of readers in relation to representations of particular social groups
-  Text structures and language features construct meaning — Different modes and media

#### Lesson notes

Students consolidate knowledge of linguistic, visual, audio, gestural and spatial modes. Students watch the televised news report *Inside look at transient youth in New Orleans* to identify representations of young people in the media. They explore how multimodal elements can be combined to make meaning by examining and analysing a multimodal treasure map.

#### Lesson answers

1. Students view the [Video 1 – Inside look at transient youth in New Orleans](#).

2. Use the following table to identify situations where representations of youth are created across different modes. Two example responses are modelled. You need to respond to all five modes.

Mode	Example Explain how and when a mode is used to represent the 'transient youth'	Meanings How are the 'transient youth' represented?
<b>linguistic</b>	The youth are referred to as 'gutter punks' who believe in 'environmentalism', 'anti-capitalism' and 'anti-government'.	The language used to describe the youth is quite negative; however, the article attempts to show another side to the motivations of the transient youth. So, it seems like a negative representation but is most likely used to create a positive one.
	<p><b>Answers could refer to headlines, captions or the text of the article, for example:</b></p> <p><b>Kalan explains:</b></p> <p><b>'I determined that taking planes was the worst thing for the environment'.</b></p>	<p><b>Answers could refer to headlines, captions or the text of the article, for example:</b></p> <p><b>Kalan explains:</b></p> <p><b>'I determined that taking planes was the worst thing for the environment'.</b></p>
<b>visual</b>	<p><b>Answers could refer to camera shots, graphics, the news presenters or the news subjects, for example:</b></p> <p><b>shots of the trains followed by the shot of the tattered hat</b></p>	<p><b>For example:</b></p> <p><b>The article shows shots of the trains and then cuts to a tattered hat, associating the practice of trainhopping with low socio-economic conditions. This is a negative representation.</b></p>
<b>audio</b>	<p><b>Answers could refer to music, voiceover or interviews, for example:</b></p> <p><b>The soundtrack has acoustic guitar and harmonica that accompany the transient youth.</b></p>	<p><b>For example:</b></p> <p><b>This represents the youth as a vibrant community and also uses traditional instruments, so it shows respect to history and culture.</b></p>
<b>gestural</b>	<p><b>Answers could refer to facial expressions and body language, for example:</b></p> <p><b>Many of the facial expressions on the subjects are smiling, talking, laughing.</b></p>	<p><b>For example:</b></p> <p><b>This represents the youth as fulfilled, content and thriving.</b></p>
<b>spatial</b>	Much of the interview with Kalan uses a low camera angle.	The low camera angle gives Kalan power, as though the viewer is looking up to him. This is a positive representation.
	<p><b>Answers could refer to shot sizes, for example:</b></p> <p><b>Shots of the youth are often close ups.</b></p>	<p><b>By using close ups, a relationship is established between the viewer and the youth. The viewer is encouraged to see them as decent people and with equal status. This is a positive representation.</b></p>

Reference: Inside look at transient youth in New Orleans (Vimeo, Megan K Spencer)  
<http://vimeo.com/22426892> CC BY-SA <http://creativecommons.org/licenses/by-sa/3.0/au/>

3. Use the TEEE paragraph structure (Topic, Explain/Elaborate, Examples/Evidence, Emphasise) to write a paragraph of 8–10 sentences that considers the following statement: *'Transient youth' are represented in a positive manner by the television news report.* To substantiate your claims, refer to at least three modes. You will need to explain how your selected evidence contributes to creating a positive representation of youth.

Answers will vary. Students should refer to the work they did in Task 1 to provide evidence for their paragraph.

4. Students view the [Video 2 – Making meaning across modes](#).

5. Review the section of [Video 2 – Making meaning across modes](#) entitled 'How to find the treasure'. Consider how meaning is made in this multimodal text by completing the following questions and activities.

a) What is the intended purpose of this multimodal text?

**The multimodal text instructs people on how to locate a hidden pirate treasure.**

b) How do the following images support the purpose of the text? Complete the following table. One image has been analysed for you.

Image	Details of mode	Sample visual prompt
 <p>i</p>	<p>The image provides a representation of the island where the treasure can be found and the path an explorer should take to find the treasure.</p>	<p>The path depicted on the map corresponds with the detailed directions included in the presentation.</p>
	<p>The arrow points to the compass point that represents north-north-east.</p>	<p>North-north-east may not be a familiar direction for some people, so having the arrow and text helps to identify the correct direction to the explorer, which is important for completing part of the treasure hunt.</p>
 <p>ii</p>	<p>The image of the forest depicts a landmark that the explorer should keep a lookout for while striving to locate the treasure.</p>	<p>The image displays the types of trees an explorer will see at a particular stage of the expedition. This provides a strong visual reminder that would be very useful to an explorer.</p>
 <p>Blackbeard's Peak</p> <p>iii</p>	<p>The image of Blackbeard's peak depicts another key landmark and also includes its name in the caption.</p>	<p>The image provides perspective on an important phase of the treasure hunt. The explorer should have this exact view to find the treasure, so the visual prompt as well as the place name corresponds to and complements the written instructions in the presentation.</p>

i Map, <http://openclipart.org/detail/120607/treasure-map-by-tzunghaor>  
 ii Forest, <http://www.morguefile.com/archive/display/210563>  
 iii Rocks, <http://www.morguefile.com/archive/display/772617>

 <p style="text-align: center;">iv</p>	<p>The illustration of the treasure is shown at the conclusion of the presentation.</p>	<p>This image reminds viewers of the reward that awaits those who successfully follow the instructions and complete the treasure hunt. It is a symbol.</p>
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c) The multimodal presentation 'How to find the treasure' made use of audio modes, which accompanied written text and images. How did this use of audio modes help support the purpose of the multimodal text? Complete the following table.

Audio/sound	How is it used in the multimodal text?	How does it support the purpose of the multimodal text?
The pace at which the explanation of the directions are read	<b>Explanations of directions occur throughout the presentation.</b>	<b>The relatively slow pace is useful in allowing the audience to listen to the complex directions.</b>
The tone and expression used in explanation of directions	<b>Explanations of directions occur throughout the presentation.</b>	<b>The tone and expression is easy to listen to; it does not stimulate any particular emotional responses in the audience to distract them from the focus of the presentation.</b>
The sound effect of walking through a forest	<b>The sound corresponds to a description of a stage of the journey where the treasure hunter must walk through a forest.</b>	<b>The sound provides an auditory reminder or association in the audience, which aims to make them more prepared to remember the stages of the journey.</b>
The sound effect of a running stream	<b>The sound corresponds with description of a landmark – a running stream.</b>	<b>The sound provides an auditory reminder, which aims to make them more prepared to remember the important landmark.</b>
The sound effect of applause	<b>The sound occurs at the end of the presentation.</b>	<b>The applause expresses the positive emotions that will result from completing the journey and finding the treasure. This aims to motivate the audience.</b>

d) How would the presentation have been affected if audio modes had not been included?

**For example:**

**Spoken directions include additional details. Audio sound effects include powerful auditory associations for the audience. Without these elements, the treasure is harder to find.**

e) How would the presentation have been affected if visual modes had not been included?

**For example:**

**Again, the treasure would be more difficult to find. The visual modes used provide a general outline of the route a treasure hunter should follow and images of important landmarks encountered on the journey.**

- f) Explain how audio and visual modes combine to make 'How to find the treasure' an effective multimodal text. Refer to examples from the text.

**Answers will vary. Note the following:**

- **Modes combine and correspond with each other to support audience understanding.**
- **Note how animations (gestural mode) help sequence information and support audience understanding.**

6. Consider what images and sounds you could use in your presentation. Use the following table to brainstorm ideas.

**Personal response required.**

7. Discuss your ideas with another person at home.

**No answer required.**

## Lesson 2

**Topic: Multimodal communication**

### Planning a multimodal presentation

#### Lesson concepts:

- Expressing opinions, evaluations and judgments — Rhetorical devices that persuade and develop layers of meaning: metaphor, parody
- Text structures and language features — Media texts: features vary according to medium and mode
- Cohesion — Paragraph structure: examples, quotations, substantiation of claims
- Evaluating texts — Positioning of readers in relation to representations of particular social groups
- Evaluating texts — Representations in texts: world, cultures, individual people, concerns
- Presentations — Reflecting diverse viewpoints
- Comprehension strategies — Constructing meaning by reflecting on validity of content and credibility of sources

#### Lesson notes

Students examine how visual, linguistic and audio modes can be combined to communicate complex ideas to an audience. They explore language features of discussions by watching and responding to an example of representation in the news. Be aware of students who create visually appealing presentations that do not convey key points in written paragraphs.

#### Lesson answers

1. You will now use what you have learned about text structures and language features in new media texts to analyse a news article you have chosen. Open [Sheet 1 — Multimodal presentation — Representations in news media](#). No answer required.
2. Students view the [Video 3 — Representations in news media texts](#).
3. The following table demonstrates some of the language features associated with viewpoints you may express in your multimodal presentation. No answer required.
4. Complete Part A and Part B of **Sheet 1**, remembering to save your work, if completing it digitally.

**[Sheet 1 — Multimodal presentation — Representations in news media \(attached\)](#).**

### Topic: Multimodal communication

## Preparing for a multimodal presentation

#### Lesson concepts:

-  Expressing opinions, evaluations and judgments — Rhetorical devices that persuade and develop layers of meaning: metaphor, parody
-  Text structures and language features — Media texts: features vary according to medium and mode
-  Cohesion — Paragraph structure: examples, quotations, substantiation of claims
-  Visual language — Visual and multimodal texts communicate meanings: allusions to other texts
-  Evaluating texts — Positioning of readers in relation to representations of particular social groups
-  Evaluating texts — Representations in texts: world, cultures, individual people, concerns
-  Experimentation — Combinations of language and visual choices
-  Listening and speaking skills — Achieving specific effects: music, images, sound
-  Presentations — Reflecting diverse viewpoints
-  Comprehension strategies — Constructing meaning by reflecting on validity of content and credibility of sources

#### Lesson notes

Students continue to work through the task booklet and practise delivering the multimodal presentations.

#### Lesson answers

1. Open your copy of [Sheet 1 – Multimodal presentation – Representations in news media](#) and read over what you have already done and what you will need to do.  
**No answer required.**
2. Open [Sheet 2 – Ideas for multimodal presentations](#) to help you organise what aspects you will combine and include in your presentation.  
**No answer required.**
3. Complete Part C of Sheet 1 and plan your multimodal presentation. Remember to save your work, if completing it digitally.  
**[Sheet 1 – Multimodal presentation – Representations in news media \(attached\)](#).**
4. Rehearse your script in preparation for delivering your presentation. Practise delivering the multimodal presentation while speaking to make sure it is familiar and engaging.  
**No answer required.**

## Lesson 4

### Topic: Multimodal communication

## Delivering a multimodal presentation

#### Lesson concepts:

-  Expressing opinions, evaluations and judgments — Rhetorical devices that persuade and develop layers of meaning: metaphor, parody
-  Text structures and language features — Media texts, texts vary according to medium and mode
-  Cohesion — Paragraph structure: examples, quotations, substantiation of claims
-  Visual language — Visual and multimodal texts communicate meanings: allusions to other texts
-  Evaluating texts — Positioning of readers in relation to representations of particular social groups
-  Evaluating texts — Representations in texts: world, cultures, individual people, concerns
-  Experimentation — Combinations of language and visual choices
-  Listening and speaking skills — Achieving specific effects: music, images, sound
-  Presentations — Reflecting diverse viewpoints
-  Comprehension strategies — Constructing meaning by reflecting on validity of content and credibility of sources

#### Lesson notes

Students complete the lesson by delivering multimodal presentations.

#### Lesson answers

1. Record your presentation in a digital format, coordinating the spoken recording with the multimodal presentation  
[\*\*Sheet 1 – Multimodal presentation – Representations in news media \(attached\).\*\*](#)

## Multimodal presentation — Representations in news media

### Part A — Analyse news media texts

- Select your news media text.
- Analyse your chosen text.

1. Select a news media text that represents the same individuals, groups or events. The text must give either a positive or negative representation of the individual group or event.
2. Record information about the selected text below.



#### Note

Answers provided in the table below are based on [Sheet 4 – Town caught between rock-n-roll and a hard place](#) and [Sheet 5 – Full speed ahead! Pedal to the metal festival hits Oz](#). Links to these sheets are provided in English Year 8, Unit 3, Lesson 2.

Name of news media text	Medium and mode (print-based, web-based, televised)	Source (where the text was found)	Individual, group or event represented	Positive or negative representation
'Town caught between rock-n-roll and a hard place'	Print-based newspaper article	Written by Marie Porter and published in <i>The Daily Truth</i>	Pedal to the Metal Music Festival and the local community	Negative
'Heavy metal music festival is rock solid'	Print-based newspaper article	Written by Eddie Tore and published in <i>The Buzz</i>		Positive

3. Record notes about the text structure, language features, visual features and other features of the news media text, analysing the ways the author represents the individual, group or event in a positive or negative way. Give examples from the text to support your findings.

Text structure		
Headline	Examples from the text:	Effect:
	'Town caught between rock-n-roll and a hard place'	The headline suggests that the music festival is a negative thing — the representation is already apparent. The parody of 'caught between a rock and a hard place', conveying the sense that the town has a dilemma, implies the message that the town is in a negative situation. Large, bold font influences the audience.
Captions	Examples from the text:	Effect:
	'Dark tide: a sea of heavy metal heads' 'The ghouls were out for Pedal to the Metal'	Adds tone to the pictures, which are actually not as harmful as the captions make them out to be.
Lead	Examples from the text:	Effect:
	'The usually peaceful streets of Greenhill were swarming with hordes of heavy metal fanatics who flocked to the Pedal to the Metal Music Festival this weekend.'	The contrast of 'usually peaceful streets' and 'hordes of heavy metal fanatics' make clear the bias in the article. The use of the verbs 'swarming' and 'flocked' suggests unwieldy and uncontrollable mobs of people invaded a peaceful town.

Language features		
Noun groups	Examples from the text:	Effect:
	<p><b>Greenhill community:</b></p> <ul style="list-style-type: none"> <li>usually peaceful streets, quiet, peace-loving town</li> <li>certainly not every music-lover's cup of tea</li> <li>Beryl, who has lived in Greenhill for 40 years</li> <li>Mudflats, a significant distance from Greenhill</li> <li>distress of Greenhill locals</li> <li>Greenhill mayor John Hinch</li> <li>residents and local officials</li> </ul> <p><b>Music festival:</b></p> <ul style="list-style-type: none"> <li>hordes of heavy metal fanatics who flocked</li> <li>controversial Pedal to the Metal festival</li> <li>extreme heavy metal bands</li> <li>thousands of heavy metal fanatics</li> <li>mobs of teens</li> <li>ear-splitting music</li> <li>kids with long hair</li> <li>ghastly face paint</li> <li>all in black and ripped jeans</li> <li>awful racket</li> <li>additional business</li> <li>few extra bucks</li> <li>this kind of thing, or the kinds of people it brings with it</li> </ul>	<p>Language of judgment and appreciation:</p> <p>The noun groups associated with the music festival are negative, whereas the nouns associated with the locals are positive or neutral, so it gives the locals a more powerful position and also makes them seem like innocent victims of the 'controversial', 'extreme' and 'ghastly' event.</p>

Evaluative language ( <i>judgment, appreciation, affect</i> )	Examples from the text: <ul style="list-style-type: none"> <li>• <b>caught between</b></li> <li>• <b>kicked off</b></li> <li>• <b>swarming</b></li> <li>• <b>flocked</b></li> <li>• <b>get a taste</b></li> <li>• <b>continued long into the night</b></li> <li>• <b>reportedly heard</b></li> <li>• <b>scheduled</b></li> <li>• <b>questioning</b></li> <li>• <b>brings</b></li> <li>• <b>brought</b></li> <li>• <b>don't need</b></li> </ul>	Effect:  The verbs start off with violent actions but become more impartial as the story progresses – this gives the impression that it is trustworthy, even though it has also represented the music festival and attendees negatively.
Rhetorical devices such as metaphor and parody	Examples from the text: <ul style="list-style-type: none"> <li>• <b>ghouls</b></li> <li>• <b>sea of heavy metal heads</b></li> <li>• <b>swarming with hordes of heavy metal fanatics</b></li> <li>• <b>ear-splitting music</b></li> </ul>	Effect:  The metaphors are negative, frightening and an exaggeration of the event.

Visual and other features (if applicable)		
Images ( <i>How do the images combined with the text layer meaning and position an audience?</i> )	Examples from the text:  <b>The images are of a large music crowd in the background and a close-up of two men in the foreground, and a mid-shot of a band playing onstage.</b>	Effect:  The combination of images and captions gives layers of meaning and a negative representation. If the picture didn't have the caption, there wouldn't necessarily be a negative connotation.
Audio/sound effects	Examples from the text:  <b>Not applicable to model response</b>	Effect:  <b>Not applicable to model response</b>
Narration or voice-over	Examples from the text:  <b>Not applicable to model response</b>	Effect:  <b>Not applicable to model response</b>
Music	Examples from the text:  <b>Not applicable to model response</b>	Effect:  <b>Not applicable to model response</b>
Editing transitions, pace	Examples from the text:  <b>Not applicable to model response</b>	Effect:  <b>Not applicable to model response</b>
Interactive elements	Examples from the text:  <b>Not applicable to model response</b>	Effect:  <b>Not applicable to model response</b>

4. If the text you are analysing was presented in another medium and mode (for example, a print-based news article presented as a television news report), what differences might there be?

**If the news article were a television report, it could include live interviews with the residents and the festival goers. It could also include footage of the town and the festival, including audio of the music played. A news report can also make editing choices to position an audience and represent the event positively or negatively.**

## Part B – Draft a script

- Draft the introduction, conclusion and the paragraph discussing the credibility of texts.
- Draft the analysis of the news media text.

1. Draft a script for your presentation. You will need to write cohesive paragraphs and use examples from the text, such as quotes, to substantiate your points.

### Introduction:

Greet the audience and introduce yourself. Introduce the text being analysed, sources and target audience, and provide an overview of which individual, group or event is being represented in the text.

**Good morning. Today, I will be examining a news media article that represents a positive/ negative viewpoint of a recent event. This article was found in the newspaper The Daily Truth/ The Buzz. The article shines a positive/negative light on a rock concert and its effect on the local community.**

### Body:

Analyse the news media text (*discuss text structure, language features, visual and other features that contribute to the positive or negative way that the author has represented the individual, group or event*).

**Sample negative response:** From the initial reading of The Daily Truth's article 'Town caught between rock-n-roll and a hard place', it is clear that the newspaper is representing the town as a victim. The bold headline parodies the popular saying 'caught between a rock and a hard place', implying that the town has been placed in a difficult position, which creates a negative impression.

It is interesting to examine the language of Appreciation and Judgment that the author has used in the article, particularly how it is directed at the Greenhill local community and at the music festival and its attendees. The noun groups used for the residents seem to be positive, such as 'Beryl, who has lived in Greenhill for 40 years' or neutral such as 'Greenhill mayor John Hinch'. This gives the effect that they are upstanding and trustworthy citizens. However, the music festival goers are described as 'hordes of heavy metal fanatics', 'kids with 'long hair', 'ghastly face paint' and 'all in black with ripped jeans'. Notice that they are called 'fanatics' instead of the accepted abbreviated term 'fans'? It is just another way to sensationalise the event and create the image of crazed or obsessive people. The author uses negative metaphors such as 'ghouls', 'swarming hordes' and a 'sea of heavy metal heads'. This shows clear bias against the event and how it is represented in the newspaper.

According to the article, these 'ghouls' listen to 'ear-splitting music' that is 'certainly not every music-lover's cup of tea' and its loudness caused distress to the Greenhill locals, who were forced to listen from their own homes. These metaphors create a negative, frightening and exaggerated representation of the event. Admittedly, the benefit of staging the festival in Greenhill does bring 'additional business', however the article diminishes this advantage by describing it as 'a few extra bucks'.

The verbs used are subtle but still revealing. At the beginning, the actions ascribed to the music festival are quite violent, such as 'kicked off', 'swarming', 'flocked', 'get a taste' and 'continued long into the night'. As the article continues, the verbs associated with Greenhill residents become neutral, such as 'commented' and 'reportedly heard'. Is this so that the article appears to be representing the event in a fair and impartial manner?

### Body:

Analyse the news media text (*discuss text structure, language features, visual and other features that contribute to the positive or negative way that the author has represented the individual, group or event*).

**Sample positive response:** Let's consider how The Buzz's article uses language to represent the event. The headline makes use of a metaphorical saying 'rock solid', which suggests that the event is reliable and strong. The headline makes a positive comment about the high quality of the festival event, so we get the impression that this is how the article will continue.

The lead paragraph furthers the message and is set in larger text and bold font. It captures the reader's attention and impresses them with a positive perspective of the event. The statement 'This weekend, heavy metal fans were in heaven, as the annual Pedal to the Metal Festival brought rock-n-roll to rural Australia' emphasises the positive qualities of the event, suggesting that the festival brought happiness or pleasure to people and even brought some excitement to a section of rural Australia.

The language features used throughout the article combine with text structures to provide a positive viewpoint of the event, for example, 'The festival showcases the very best of contemporary hard rock' and the 'internationally acclaimed festival'. More indirect expressions of Judgment emphasise the fine quality of the event. The clause 'the country town of Greenhill has been put on the map' uses a metaphorical statement to provide a positive judgment about the festival. The statement implies that the music festival is of such high prestige that it has brought attention to a small town which might be overlooked by those who live outside of it.

Noun groups used to describe patrons of the festival are all very positive. They are described as 'music lovers', 'fans' and 'patrons'. Nouns used to describe performers at the festival are also very positive. They are described as 'greats', 'rockers', and 'kings', which make them sound very exciting and of high profile. Due to the text structures and language features used in the article, once you have finished reading, you can't help but view the Pedal to the Metal Festival as a positive event.

### Body:

Explain the credibility of the text and how the authors' representations position an audience.

**Sample negative response:** After considering the language features used, the Daily Truth article does not seem reliable. It includes exaggerated, negative descriptions. Let's examine the caption accompanying the shot of the festival crowd. This is a shot of a crowd of young people enjoying themselves. The author's caption, however, says 'Dark tide: a sea of heavy metal heads'. The literal photograph contrasts starkly with the very ominous-sounding caption, although people reading the caption while looking at the image could be convinced that the caption is a factual description. And it is only one example of the techniques used in sensationalising the event. The Daily Truth article provides a one-sided perspective of the festival.

The selection of people interviewed is also very revealing. In 'Town caught between rock-n-roll and a hard place', the interviewees are older members of the community who have negative comments to make about the festival goers. It's fine to include community opinion, but a variety of perspectives should have been included, especially as this was a youth event.

**Sample positive response:** Let's examine the caption accompanying the shot of the festival crowd. This is a shot of a crowd of young people enjoying themselves. In The Buzz article, the crowd is not a dark tide but a 'crowd of music lovers coming together'. It does not have a sensational feel.

The selection of people interviewed is also very revealing. The Buzz's news report seems more credible, as it interviews those who attended the festival as well as local business owners from the community. Interestingly, both of these groups have positive things to say about the festival.

### Conclusion:

When reading news media texts, it is a useful tool to be able to see how the author of the text is trying to position us, the readers.

From reading this text — with a positive/negative representation — we can see that it is important to question news media texts' credibility.

## Part C — Plan a multimodal presentation

- Plan the multimodal presentation.

- Discuss the kinds of images, text and audio/sound to include in the presentation with another person. These should be sequenced to enhance your script and make your messages clear to an audience.

Slides	Text	Audio/sound	Images	Other multimodal features
<b>Introduction</b>	<b>Title — clear and large</b>	<b>play some rock music in the background while reading the script</b>	<b>show the two different articles</b>	<b>animate the bullet points to appear as they are spoken</b>
<b>Body: Analysis 1</b>	<b>headings for the topics discussed and bullet-pointed lists of the points raised with examples</b>	<b>present the script (no other audio)</b>	<b>the article photographs symbols that show that the rock concert is compared to a rock</b>	<b>animate the bullet points to appear as they are spoken</b>
<b>Body: Analysis 2</b>	<b>headings for the topics discussed and bullet-pointed lists of the points raised with examples</b>	<b>present the script (no other audio)</b>	<b>the article photographs symbols that show that the rock concert is positive such as thumbs up</b>	<b>animate the bullet points to appear as they are spoken</b>
<b>Body: Credibility</b>	<b>heading</b>	<b>present the script (no other audio)</b>	<b>show the images and their captions</b>	<b>animate the bullet points to appear as they are spoken</b>
<b>Conclusion</b>	<b>show attributions for images</b>	<b>finish by fading in the rock music again</b>	<b>a picture of somebody reading a newspaper</b>	<b>animate the thought bubbles</b>

2. Publish the multimodal presentation. Here are some suggestions for tools to create the multimodal presentation:

Images	
Websites: <ul style="list-style-type: none"><li>• FlickrCC</li><li>• Wikimedia commons</li><li>• Pics4Learning</li></ul>	
Sounds	Publishing software
<i>Audacity</i> for recording, editing and mixing audio	<ul style="list-style-type: none"><li>• Prezi</li><li>• Microsoft Photo Story 3</li><li>• Microsoft Movie Maker</li><li>• Microsoft Producer for PowerPoint</li><li>• Microsoft PowerPoint</li></ul>
Websites: <ul style="list-style-type: none"><li>• ccMixer</li><li>• freesound</li><li>• soundsnap</li></ul>	

### Part D — Deliver a multimodal presentation

1. Rehearse the presentation. Consider the ways you use your voice to engage an audience, such as appropriate volume, pitch, pace and tone, and practise delivering your speech while incorporating the multimodal presentation.