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Reading and Vocabulary Workbook

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Before you read

It is always easier to understand what you are reading if you have some **background knowledge** and **experience** of the topic. Activating this knowledge and experience helps you make connections between new and known information.

- 1 When is Australia Day? _____

- 2 How do you celebrate Australia Day?

- 3 How do you think Australians living overseas might celebrate Australia Day?

How to celebrate Australia Day



HOME | HOW TO CELEBRATE | TESTIMONIALS | FOOD RECEIPIES | CONTACT US

Jane Roseen

How to celebrate Australia Day

Food Articles | January 8, 2006

Join in the festivities and celebrate Australia Day, even if you aren't in Australia! Throw an Australia Day party, complete with chocolate, in the true spirit of Australian 'mateship'—friendly companionship with many different people.

For those outside of the Southern Hemisphere who wish to celebrate Australia Day, it can seem somewhat difficult to do so in an authentic manner. As January 26 falls during the heat of the Australian summer, people like to celebrate with outdoorsy activities. But the chill of the winter for those of us north of the equator can dampen this sun-loving spirit. No matter! You too can celebrate Australia Day from the Northern Hemisphere!

For those interested in as authentic an experience as possible, check your local paper. Some large cities offer organised activities for Australia Day, allowing both locals and Australian expatriates to celebrate together. These activities can be a great way to learn more about Australia Day, as well as give you a place where you can have loads of fun with people from all over the world.

If a large crowd doesn't appeal to you or you don't have any organised Australia Day activities in your area, it's your turn to throw an Australia Day party instead! The spirit of Australia, after all, is known to be that of 'mateship'—friendly companionship with many different people. Your friends and family will love the opportunity to gather and maybe learn while still enjoying a winter barbecue. Yes, a winter barbecue. Sounds like a complete oxymoron, but you can make it a party they'll not soon forget! Decorate the interior of your home with classic barbecue accessories like party lanterns, tropical plants and picnic areas. Use lots of lights to come as close to a bright summer day as possible and complement your theme.

For food, find foods that can be prepared without a grill while still lending an authentic barbecue flair. A great option would be some form of a kebab—either meat-loving or vegetarian will do. These can be baked in the oven but still scream 'barbecue!' To lend even more of an Australian flair, offer a variety of sauces for your guests to try. Australia's culture is so diverse that many different genres can be covered. Maybe a peanut sauce, a mole sauce (pronounced 'mo-lay', a combination of chocolate and peanuts), a ginger sauce, a classic barbecue sauce ... the possibilities are limitless!

For dessert, think of the desserts that bring a barbecue to a tasty close. If you can find fresh fruit of good quality, combining that with angel food cake on a platter surrounded by small chocolate wafers offers your guests a variety of sweets from which to choose. Or maybe a great way to warm up the crowd before they venture back out into the cold would be a bit less traditional for barbecues—offer plates with several varieties of biscotti and then create customised coffee drinks.

Regardless of where you are, you can celebrate Australia Day with your family and friends. These celebrations are sure to bring a bright spot of warmth and joy to your otherwise dreary January chill.

Source: Free Articles from ArticlesFactory.com

Test your understanding

1 Mark the following statements True (T) or False (F).

- a** Australia Day is celebrated on January 26. _____
- b** The article encourages people to celebrate Australia Day. _____
- c** The article is mainly about outdoor activities. _____
- d** The article is aimed at people who want to visit Australia. _____
- e** The article suggests that celebrating with others will enhance your barbecue. _____
- f** Check your local paper to find ideas for celebrating in your area. _____

2 Tick (✓) the correct answer. Who is this article written for?

- a** all Australians _____
- b** people outside the Southern Hemisphere _____
- c** Australians living in the Northern Hemisphere _____
- d** people wishing to live like Australians _____

3 Tick (✓) the correct answer. What is the article's main topic or theme?

- a** barbecues _____
- b** food _____
- c** holidays _____
- d** desserts _____

4 What is the evidence for your answer to Question 3?

5 Tick (✓) the correct answer. In the sentence ‘But the chill of the winter for those of us north of the equator can dampen this sun-loving spirit’, what does *dampen* mean?

- a** increase

- b** strengthen

- c** diminish

- d** irritate

6 Tick (✓) the correct answer. The article describes *mateship* (paragraph 4) as

- a** social and pleasant friendship with lots of different people.

- b** looking after your friends.

- c** cooking your friends a barbecue meal.

- d** being kind to many different people.

7 Tick (✓) the correct answer. In the sentence, ‘For those outside of the Southern Hemisphere who wish to celebrate Australia Day, it can seem somewhat difficult to do so in an authentic manner’, the word *authentic* could be replaced with

- a** faithful.

- b** dependable.

- c** reliable.

- d** realistic.

8 Use your own words to describe this line from paragraph 6: ‘Kebabs ... can be baked in the oven, but still scream “barbeque!”’

Boost your reading skills

Understanding main ideas

Many students have trouble **recognising main ideas** in texts. In order to understand and demonstrate the main idea of a paragraph, you must not only understand what you are reading but also **make connections within the text**. The process of identifying main ideas involves locating non-essential and unimportant ideas in order to 'eliminate' information that does not contribute to the main idea.

The **first paragraph** of what you are reading usually provides a good **summary** of the main idea of the text. After that, the main place to find main ideas is in the **opening sentence** of each paragraph. For this reason, the opening sentence is often called the **topic sentence**.

Finding the main idea helps you:

- * **understand** the writer's message
- * **tell** someone about a text without having to tell them everything
- * **concentrate** on important parts of the text
- * **write** a summary and remember information.

1 Write your own definition of the term *the main idea*. What does it mean to you?

2 In the article, information about things that happen—who, what, where, when and why—are important **clues** to understanding the main ideas. Answer these questions to help you find the article's **main ideas**.

a Who is the article about?

b What is the article about?

c What locations (where) is the article concerned with?

d When was the article written?

e Why was the article written?

Summarising means writing ideas using your own words and in a shorter form than the original text. Understanding main ideas will make you a better summariser.

- 3** Look at the opening paragraph from the Australia Day article. Reread it and then fill in the blanks to create its **summary**.

Join in the festivities and celebrate Australia Day, even if you aren't in Australia! Throw an Australia Day party, complete with chocolate, in the true spirit of Australian 'mateship'—friendly companionship with many different people.

Even if you aren't in _____, you could throw an 'Australia Day' _____.

Celebrating with many different _____ shows the true meaning of '_____'.

Creating a **title** for **paragraphs** within an article is an effective way to show your understanding of that paragraph's main idea.

- 4** Start by underlining the **key words** (most important words) in each paragraph, then think of a title for each paragraph that shows the **main idea** of that paragraph. The first one has been done for you.

- a** For those outside of the Southern Hemisphere who wish to celebrate Australia Day, it can seem somewhat difficult to do so in an authentic manner. As January 26 falls during the heat of the Australian summer, people like to celebrate with outdoorsy activities. But the chill of the winter for those of us north of the equator can dampen this sun-loving spirit. No matter! You too can celebrate Australia Day from the Northern Hemisphere!

Paragraph title: Celebrating Australia Day in the Northern Hemisphere

- b** For those interested in as authentic an experience as possible, check your local paper. Some large cities offer organised activities for Australia Day, allowing both locals and Australian ex-patriots to celebrate together. These activities can be a great way to learn more about Australia Day, as well as give you a place where you can have loads of fun with people from all over the world.

Paragraph title: _____

- c** For dessert, think of the desserts that bring a barbecue to a tasty close. If you can find fresh fruit of good quality, combining that with angel food cake on a platter surrounded by small chocolate wafers offers your guests a variety of sweets from which to choose. Or maybe a great way to warm up the crowd before they venture back out into the cold would be a bit less traditional for barbecues—offer plates with several varieties of biscotti and then create customised coffee drinks.

Paragraph title: _____

Work on words

Using the right word

Some words cause misunderstandings because they sound similar to other words. Words that sound the same but are spelt differently are called **homonyms**.

For example: words like *fair* and *fare* sound the same but have very different meanings.

At other times, words that are confusing are **spelt slightly differently** and have **slightly different pronunciations**.

For example: *desert* and *dessert*

- 1** Read the following examples from the *Australia Day* article and circle the correct word. Then complete the sentence.

a Join in the festivities and celebrate Australia Day, even if you (aren't/aunt) in Australia!

Use the correct word (aunt/aren't) to complete these sentences.

- i** When is your _____ coming to visit?
- ii** You _____ leaving tomorrow, are you?
- iii** _____ you and your _____ coming to the end of year party?

b (Your/you're) friends and family will love the opportunity to gather and maybe learn while still enjoying a winter barbecue.

Use the correct word (your/you're) to complete these sentences.

- i** ' _____ coming whether or not you want to,' said Imran's mother.
- ii** Where did you leave _____ keys? I hope you find them!
- iii** You never know where _____ glasses are even though _____ always looking for them.

c Use lots of lights to come as close to a bright summer day as possible and (complement/compliment) your theme.

Use the correct word (complement/compliment) to complete these sentences. Look them up in a dictionary if you need to.

- i** It was so nice of you to _____ me on my new haircut!
- ii** I think a blue headband would _____ your dress nicely.
- iii** It would be a _____ to your host if you made sure that the drink you bring will _____ the food they serve.

d For food, find foods that can be prepared without a grill while still lending an authentic barbecue (flair/flare).

Use the correct word (flair/flare) to complete these sentences. Look them up in a dictionary if you need to.

- i** My grandmother always dressed well and had her own unique _____.
- ii** The emergency _____ forcefully shot into the sky.
- iii** The fireworks technician showed real _____ when he timed the lighting of the final multicoloured _____.

e If you can find fresh fruit of good quality, combining that with (angle/angel) food cake on a platter surrounded by small chocolate wafers offers your guests a variety of (suites/sweets) from which to (choose/chews).

Use the correct word (angle/angel, suites/sweets or choose/chews) to complete these sentences. Look them up in a dictionary if you need to.

- i** The tradesperson measured the _____ of the wall to make sure the cupboard would fit.
- ii** Mum said I was a little _____ for all the help I gave her in preparing for dinner.
- iii** I'm not allowed to eat any _____ until I finish my main meal.
- iv** In the hotel, there were a variety of one- and two-bedroom _____ to choose from.
- v** The cow _____ grass slowly and ponderously.
- vi** I wondered which pair of glasses I would _____.

2 Here are some other examples of words that are commonly confused.

desert—a noun/adjective meaning ‘a very dry, arid place’
desert—a verb meaning ‘leave or run away’
dessert—a noun for the sweet course that is served after a main meal

a Use one of these words to complete the sentences.

- i** The soldier was afraid to _____ as he knew he would get into trouble.
- ii** I really hope we have apple pie and cream tonight for _____.
- iii** The camel plodded slowly through the extreme heat of the _____, searching for water.
- iv** In the _____, it’s impossible to have ice-cream for _____ because it’s so hot!

allowed—past tense and past participle of the verb *allow*
aloud—adverb meaning ‘say something so that you can be heard’

b Use one of these words to complete the sentences.

- i** I really hope I will be _____ to visit the museum this weekend with my best friend!
- ii** When the baby is sleeping, it’s important not to speak _____ in case we wake him.
- iii** I was _____ to read _____ to the kindergarten students last week—it was very exciting.

bare—adjective meaning ‘uncovered or exposed’
bear—noun for an animal or verb to describe something you are carrying or holding up

c Use one of these words to complete the sentences.

- i** The sun beat down on her _____ head, causing her to burn.
- ii** We visited the zoo for the sole purpose of viewing a real _____.
- iii** The box was a heavy burden to _____ and made him tire quickly.
- iv** The _____ landscape was treeless, dry and uninhabitable.
- v** The _____ was _____ as he was old and had lost his fur.

3 Write a sentence that includes the following words. The first one has been done for you.

a dessert, you’re

You’re only going to be given dessert if you have eaten all the salad on your plate.

b your, flare

c desert, bare

d aloud, compliment

e bear, chews

f aunt, complement



Spotlight on language

Oxymorons

An **oxymoron** is a literary term that puts together two contradictory (opposite) terms or ideas. Even the word *oxymoron* is an oxymoron, because it comes from combining the Greek words for sharp (*oxy*) and dull (*moros*).

Some common examples of oxymorons are:

- * working holiday—holidays are not about completing work
- * small crowd—a crowd is a large group
- * exact estimate—an estimate is never exact
- * peacekeeping force—a force implies war and aggression and is not peaceful
- * silent scream—scream means ‘cry aloud’
- * genuine imitation—an imitation is never genuine
- * living dead—it’s impossible to be living and dead
- * same difference—a difference is never the same as anything else.

Sometimes an oxymoron is used to **highlight** an **idea** for the reader or listener, and sometimes it is used to make the audience pause and think, to make them laugh and to make them consider the ideas being presented.

For example: The *Australia Day* article at the start of the unit uses the word *oxymoron* to highlight a point or an idea about having a winter barbecue.

Yes, a **winter barbeque**. Sounds like a complete **oxymoron**, but you can make it a party they’ll not soon forget! (Paragraph 5)

As we normally associate barbecues with summer in Australia, the author is highlighting the oddity or strangeness of having a barbeque in the Northern Hemisphere, which is experiencing winter when we celebrate Australia Day.

- 1** Match the words in each column to create your own **oxymoron**. The first one has been done for you.

bad	abrasive
natural	feeling
numb	luck
mild	order
fairly	fun
random	giant
serious	dark
little	aware
vaguely	additives

- 2** The following are famous quotes and expressions that contain examples of **oxymorons**. Underline the opposite or contradictory ideas. The first one has been done for you.

- a** A little pain never hurt anyone.
- b** 'Gentlemen, I want you to know that I am not always right, but I am never wrong.' Samuel Goldwyn
- c** Honk if you're against noise pollution!
- d** 'I'll give you a definite maybe.' Samuel Goldwyn
- e** 'I am a deeply superficial person.' Andy Warhol
- f** I'm proud of my humility.
- g** 'If I could drop dead right now, I'd be the happiest man alive!' Samuel Goldwyn
- h** 'If you fall and break your legs, don't come running to me.' Samuel Goldwyn
- i** 'Parting is such sweet sorrow.' William Shakespeare
- j** 'I distinctly remember forgetting that.' Clara Barton

- 3** Use your own words to explain the following examples of **oxymoron**.

- a** stand down _____
- b** true story _____
- c** loose tights _____
- d** taped live _____
- e** sure bet _____

Extend your skills

Write a **blog comment** in response to this article. You should provide some opinion about the article and whether you thought it offered good advice for celebrating Australia Day. Here is an example.



http://www.blog.com.au

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Tim

Location: Canada October 13, 2012, 3:01PM

Great article—thanks for reminding all us Aussies (and anyone else!) who are overseas not to forget to celebrate Australia Day. I really liked the tips for creating a barbecue-like feel for your party, despite being in the cold of winter! Ahh, makes me long for the long hot summer of home. Just one issue—I’ve never heard of some of your sauces. What is a mole sauce? I’m pretty certain that’s not an authentic Australian sauce. Shame also you didn’t include some multicultural food or activities—we’re not all barbecue lovers, you know!

Before you read

Thinking about what you know of the text topic before and as you start reading a text will help you connect with the **information** and **ideas** it contains.

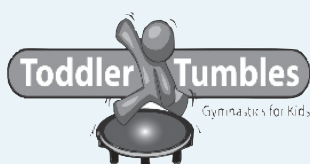
Quickly glance at the text below and then answer the questions.

1 Have you ever studied gymnastics?

2 What is your opinion of a gymnastics class aimed at children aged 2 to 5?

3 Imagine that some friends have asked you to use the web to help them find an exercise program for their preschool children. Look quickly at the advertisement below. Would you be likely to search further to find out what this organisation offers? Give your reasons.

Toddler Tumbles


[Home](#)
[Our Programs](#)
[About Us](#)
[Contact Us](#)
[FAQS](#)
[Tumble Bugs](#)
[Benefits](#)
[Location](#)
[Tumble Bears](#)
[Coaches](#)
[Bookings](#)
[Tumble Tigers](#)
[Holiday Camps](#)
[Parties](#)

Gymnastics for kids 2 to 5

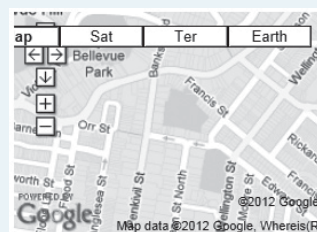
CALL TO BOOK: (02) 9304 5070

NEW
Fantastic
gymnastics!



Gymnastics is a fun, engaging approach to teaching children self-esteem and helping their growing bodies develop the strength and co-ordination that is vital for healthy lives. Toddler Tumbles kids gymnastics classes are developed to a weekly lesson plan that builds foundation gymnastics skills and allows children and carers to observe the progress being made from one week to the next. Classes are non-competitive and age-specific creating an environment that allows children's self-confidence to grow along with their physical ability.





Tumble Bugs are our beginner 2-3 year olds. The use of bright colours, fun songs and carer participation allows children to engage easily and fully with the kids gymnastics class.

Tumble Bears are our intermediate 3-4 year olds. Tumble Bears are able to extend their core gymnastics skills to more challenging kids gymnastics activities.

Tumble Tigers are our advanced 4-5 year olds. Tumble Tiger kids gymnastics classes are more structured and carried out without carers, encouraging independence and self confidence.

Term 2 2012 begins Monday 30th April.

Call now to book your place in our fantastic kids gymnastics class!

Monday or Friday

Tumble Bugs: 9:30am to 10:10 am

Tumble Bears: 10:15am to 11:00 am

Tumble Tigers: 11:10am to 12:00 pm

Test your understanding

1 Mark the following statements True (T) or False (F).

- a** There are three levels of gymnastics available.
- b** The classes are for children aged 2 to 8.
- c** Children compete with one another for prizes.
- d** Tumble Tigers are for the older children.
- e** Classes occur every Monday and Wednesday.
- f** Tumble Bugs classes have fun songs.

2 Tick (✓) the correct answer. What is the purpose of this advertisement?

- a** to inform
- b** to instruct and explain
- c** to persuade
- d** to persuade and inform

3 Tick (✓) the correct answer. Who do you think this website is aimed at?

- a** children
- b** gymnasts
- c** parents and carers of children aged 2 to 5 years old
- d** preschool teachers

4 Tick (✓) the correct answer. The picture of the little figure in the top left corner is known as a *logo*. What is its purpose?

- a** to be entertaining for readers
- b** to provide information about the program
- c** to appeal to young children
- d** to make it easy for people to recognise *Toddler Tumbles*

5 A feature of Tumble Bugs is that there is *carer participation*. What do you think this means?

6 Tick (✓) the correct answer. We also learn that classes are non-competitive and *age-specific*. What does *age-specific* mean?

- a** Children aged 2 and 4 learn gymnastics together. _____
- b** Younger brothers and sisters are allowed to join in. _____
- c** Classes are organised for precise and definite age groups. _____
- d** The classes are a mix of all ages. _____

7 Tick (✓) the correct answer. What language technique is used in the business name *Toddler Tumbles*?

- a** rhyme (e.g. the red shed) _____
- b** simile (e.g. she was as fast as a leopard) _____
- c** assonance (e.g. a blue mood) _____
- d** alliteration (e.g. lick lemon lollipops) _____

8 The original webpage features a blue and orange colour scheme. Why do you think the advertisers have chosen blue and orange to promote their business?

9 Tick (✓) the correct answer. Which word could replace the word *vital* in the sentence: 'Gymnastics is ... helping their growing bodies develop the strength and co-ordination that is *vital* for healthy lives'?

- a** essential
- b** unusual
- c** apparent
- d** good

10 Tick (✓) the correct answer. Look at the menus available in the webpage. Where would you expect to find information about securing a spot in a class for a child?

- a** Our programs
- b** Contact us
- c** Home
- d** FAQs

11 Thinking again about the friends who are looking for a class for their preschoolers, would you recommend Toddler Tumbles? Why or why not?

Boost your reading skills

Understanding the writer's purpose

All texts are created for a **purpose**. The table below contains some common purposes and text examples.

Some texts have more than one purpose. The text may use different language depending on the ideas it is trying to share with you. Think about the Toddler Tumbles advertisement. It is trying to sell you something (a service) as well as tell you about the service. This means that the advertisement has the purposes to **persuade** and to **inform**.

- 1** Can you think of any other text examples for each **purpose**?

Text purpose	Other examples
a instruct (e.g. computer manuals)	
b explain (e.g. online encyclopaedias, fact sheets)	
c entertain (e.g. novels, cartoons)	
d recount (e.g. diary)	
e persuade (e.g. advertisements, letters to the editor, political speeches)	
f inform (e.g. newspaper reports)	
g raise awareness (e.g. brochures, pamphlets, some advertising)	

- 2** Have a look at the following sentences. Label each with one **purpose** from the list above.

- a** Buy now! Limited stock on the amazing bagless vacuum cleaner from Sweden!
-
- b** Secondly, empty the contents of the red packet into a large bowl and stir in 250 mL of milk.
-
- c** It was a gloomy and foggy evening until, like a mirage, the moon emerged from nowhere.
-
- d** Today was a great day. I don't know why I feel so happy ... I just hope the feeling lasts forever!
-
- e** Recycling is essential to help in the reduction of landfill waste. Please recycle correctly today.
-
- f** A fire broke out at 10 pm last night at the premises on Newhart Road. There were no casualties.
-

Informative language is usually factual and objective, while persuasive language uses descriptive adjectives and emotive language that is often colourful in order to gain an emotional reaction.

3 Group the following examples of language from the advertisement under the correct heading.

Tumble Bears are able to extend their core gymnastics skills

gymnastics is a fun, engaging approach

Tumble Bugs are our beginner 2-3 year olds

Tumble Tiger classes are more structured and carried out without carers

bright colours

NEW Fantastic gymnastics!

Language that persuades	Language that informs

4 Can you find any other examples of **informative** or **persuasive** language in the ad? List them as well.

Work on words

Latin prefixes

Latin was the official language of the Roman Empire. Local European languages were expanded by the addition of Latin terms when the Romans conquered parts of Europe, including England. As a result, many Latin words, Latin expressions and Latin roots are used in English.

Many words have **Latin prefixes**. A **prefix** is a letter or group of letters attached to the beginning of a word that changes the meaning of the root word.

1 The Latin **prefixes** *con*, *co*, *col*, *com* and *cor* mean ‘with’ or ‘together’ in many English words. Match the following words to their correct meaning by drawing a line to connect them.

collaborate	connect, link, associate
compress	behave with sympathy and kindness
correlate	gather together as a group or flock
congregate	cooperate, work together
compassion	press down on, to press together

2 Find three words from the *Toddler Tumbles* advertisement that contain the following **prefixes** and write the definition of each word.

a co _____

Definition: _____

b com _____ **Definition:** _____

c con _____ **Definition:** _____

- 3 a** The Latin **prefix** *pro* means 'before', 'in front of', 'for' or 'forward'.

Match the following words to their correct meaning by drawing a line to connect them.

i prognosis	passage before the main part
ii propel	prediction of what will happen; a diagnosis
iii prophet	to act before, in advance
iv prologue	person who foretells the future
v proactive	forward motion

- b** The word *progress* appears in the advertisement. Does its **meaning** follow the example above (e.g. *pro* means 'before', 'in front of', 'for', or 'forward')? Why/why not? Give reasons for your answer.

- 4** Each set of words on the right below share a prefix. Match each set to the meaning of the **prefix** on the left. The first one has been done for you.

Definitions	Prefix examples
a far, distant	unpopular, unkind, unhappy, unlucky
b eight	biweekly, bimonthly, biannual
c badly, wrong, incorrect	delete, deforestation, decentralise, decongest
d remove, take away, get rid of	television, telephone, telescope, telecommunication
e not (opposite of something)	reply, repeat, resend, restart, reboot, remember
f again, once more or back	preview, predict, prehistoric, prefix, preparation
g twice	octopus, octave, octogenarian, October
h one, whole, same	uniform, unify
i before	subway, submarine, subtract, subdue, subordinates
j under or low	mistake, misunderstand, misbehave, misread, miscalculate
k many or more than two	multiple, multiply, multicoloured, multilingual



Spotlight on language

Comparative adjectives in advertising

Most advertisements make frequent use of **adjectives** (describing words) to persuade people to buy their products.

For example: the advertisement uses *engaging*, *bright* and *weekly*.

Advertisers also use the comparative and superlative form of adjectives to make their product appear better by comparison, in order to persuade buyers to purchase what they are selling. They also use them to make comparisons between their product lines.

To make **comparative** or **superlative** adjectives, we add *er* or *est* to a simple adjective.

For example: bright (simple), brighter (comparative), brightest (superlative).

Some comparative/superlative terms use the words *more* and *most*.

For example: beautiful, **more** beautiful, **most** beautiful.

The Toddler Tumbler web advertisement uses two examples of comparative adjectives.

1 Tumble Tigers kids gymnastics classes are **more structured**.

This sentence suggests that the classes are more structured and organised than the younger kids' gymnastic classes.

2 Tumble Bears are able to extend their core gymnastic skills to **more challenging** kids' gymnastics.

This sentence suggests that Tumble Bears will be more challenged than they will be in the younger kids' gymnastic classes.

1 Look at the following advertising statements. Fill in the blanks with a suitable **comparative adjective**. The first one has been done for you.

- a Brown's Boots are stronger than an Olympic weightlifter.
- b Molly's Muffins are _____ than our rivals.
- c Mountain Fresh Water is _____ than spring water from the Swiss Alps.
- d If you drink Harold's fresh juice you will be _____.
- e You will find our car is more _____ than our competitor's.

The advertiser's **choice** of adjectives and comparative language can affect whether we as buyers believe what the advert is saying. If the comparative adjective is too extreme, then it is likely that the buyer will have a hard time trusting that the product can actually do what it says it can.

2 Have a look at the following examples of **comparative** and **superlative adjectives** used in advertising. Place a cross (X) next to the underlined examples you feel are exaggerated and unbelievable. Place a tick (✓) next to the underlined examples you feel are acceptable. The first one has been done for you.

- a Our car will take you further than any other car on the market. X
- b The 'Snow Cone' is the iciest ice-cream available! _____
- c Our dictionary will allow you to find answers faster than any other dictionary. _____
- d 'Snuggie'—a more gentle washing powder for your baby. _____

- e For hair that is shinier than your best friend's, use 'Shine-a-lot'. _____
- f Our clothes dryer will have your towels drier than any of our competitors! _____

Extend your skills

In what ways does the advertisement try to **persuade** the reader to choose their gymnastic program? Consider layout, language and graphics.

In what ways are the placement and positioning of the different parts/sections of the advertisement (e.g. images, titles, paragraphs) effective? Is it easy for readers to locate different information and ideas?

What special language is used to persuade the audience to try Toddler Tumbles? Provide examples.

How are images and pictures used to enhance the advertisement? Explain the effect of each example.

things that remind them of home, like have a barbeque or play some sport. They might call their family in Australia.

Test your understanding pages 11–12

1 a T b T c F d F e T f T

2 b

3 b

4 Answers will vary. At least three whole paragraphs contain information about celebrating with food.

5 c

6 a

7 d

8 Answers will vary. This is an expression used to show that despite not having or using a barbeque to cook meat, you can still create an authentic barbeque experience.

Boost your reading skills pages 13–14

1 Answers will vary. The main idea is the most important thing the paragraph says about the topic. It is the overall idea of a paragraph.

- 2
- a People who are Australians or who are interested in Australia and who would like to celebrate Australia Day, even if they are overseas.
 - b Ways to celebrate Australia Day if you live in the Northern Hemisphere.
 - c People who live outside of Australia, particularly in the Northern Hemisphere.
 - d January 8, 2006
 - e The article was written to encourage Australians and non-Australians to get together and celebrate Australia Day.

3 Even if you aren't in Australia, you could throw an 'Australia Day' party. Celebrating with many different people shows the true meaning of 'mateship'.

- 4
- b Possible highlighted words: authentic, local, activities, together, learn, fun. Possible paragraph title: Finding local activities
 - c Possible highlighted words: dessert, close, variety, less traditional. Possible paragraph title: Dessert ideas

UNIT 2

Web article

Before you read pages 10–11

- 1 26 January
- 2 Answers will vary.
- 3 Australians overseas may like to have a lunch or visit other Australians. They might do

Work on words pages 14–16

- 1** a aren't
i aunt ii aren't iii aren't, aunt
- b your
i you're ii your iii your, you're
- c complement
i compliment ii complement
iii compliment, complement
- d flair
i flair ii flare iii flair, flare
- e angel, sweets, choose
i angle ii angel iii sweets iv suites
v chews vi choose
- 2** a i desert ii dessert iii desert
iv desert, dessert
- b i allowed ii aloud iii allowed, aloud
- c i bare ii bear iii bear iv bare
v bear, bare

3 Answers will vary.

Spotlight on language pages 17–18

1

bad	abrasive
natural	feeling
numb	luck
mild	order
fairly	fun
random	giant
serious	dark
little	aware
vaguely	additives

- 2** b 'Gentlemen, I want you to know that I am not always right, but I am never wrong.'
- c Honk if you're against noise pollution!
- d 'I'll give you a definite maybe.'
- e 'I am a deeply superficial person.'
- f I'm proud of my humility.
- g 'If I could drop dead right now, I'd be the happiest man alive!'
- h 'If you fall and break your legs, don't come running to me.'
- i 'Parting is such sweet sorrow.'
- j 'I distinctly remember forgetting that.'

3 a In order to stand you need to be up, not down.

- b A story is made up and therefore not true.
- c How can something that is tight also be loose?
- d 'Taped' implies that it will be shown later and not be 'live'.
- e To gamble is never sure or certain.

Extend your skills page 19

Answers will vary. Some stylistic areas present in blog comments include the following:

- * an informal style that is conversational
- * personal language of opinion: *I think, I believe, I hope*
- * present tense: *I am*.

You might like to respond to some of the ideas of the blog comment already posted.

UNIT 3

Website advertisement

Before you read pages 20–21

- 1** Answers will vary.
- 2** Answers will vary. Some answers may support or not support the idea of a gymnastics class for young children.

Test your understanding pages 21–22

- 1** a T b F c F d T e F f T
- 2** d
- 3** c
- 4** d
- 5** Answers will vary. 'Carer participation' implies that parents and carers will get involved in the class and have an active role in supporting their child in the activities.
- 6** c
- 7** d
- 8** Answers will vary. The colours blue and orange are bright and appealing colours that suit the 'fun' nature of the classes being advertised. They are colours that are not identified with any gender, making the ad appeal to both boys and girls. Colour creates a cohesive tie or a colour thematic link that connects all parts of the advertisement together.
- 9** a

10 b

11 Answers will vary.

Boost your reading skills pages 23–24

- 1
- a recipes
 - b textbooks
 - c short stories/films
 - d biography/autobiography
 - e movie poster/book review
 - f business/personal letters
 - g community announcements

- 2
- a persuade
 - b instruct
 - c entertain
 - d recount
 - e raise awareness
 - f inform

3

Language that persuades	Language that informs
bright colours	Tumble Bears are able to extend their core gymnastics skills
gymnastics is a fun, engaging approach	Tumble Tigers classes are more structured and carried out without carers.
NEW Fantastic gymnastics!	Tumble Bugs are our beginner 2-3 year olds.

- 4 Persuasive language: vital for healthy lives, fun songs, encouraging independence and self-confidence

Informative language: Classes are non-competitive and age-specific, Tumble Bears are able to extend their core gymnastics skills

Work on words pages 24–25

1

collaborate	connect, link, associate
compress	behave with sympathy and kindness
correlate	gather together as a group or flock
congregate	cooperate, work together
compassion	press down on, to press together

- 2
- a coordination: dexterous, agile, deft
 - b competitive: ambitious, combative
 - c confidence: assurance, poise

3 a

i prognosis	passage before the main part
ii propel	prediction of what will happen; diagnosis
iii prophet	to act before, in advance
iv prologue	person who foretells the future
v proactive	forward motion

- b Answers will vary. The word *progress* means 'growth, advancement and improvement'. This connects in meaning to the Latin *pro* meaning 'forward', which is what you do when you *progress*.

4

a far, distant	unpopular, unkind, unhappy, unlucky
b eight	biweekly, bimonthly, biannual
c badly, wrong, incorrect	delete, deforestation, decentralise, decongest
d remove, take away, get rid of	television, telephone, telescope, telecommunication
e not (opposite of something)	reply, repeat, resend, restart, reboot, remember
f again, once more or back	preview, predict, prehistoric, prefix, preparation
g twice	octopus, octave, octogenarian, October
h one, whole, same	uniform, unify
i before	subway, submarine, subtract, subdue, subordinates
j under or low	mistake, misunderstand, misbehave, misread, miscalculate
k many or more than two	multiple, multiply, multicoloured, multilingual

Spotlight on language pages 26–27

1 Answers will vary. Some suggestions are:

- b** tastier
- c** cleaner/fresher
- d** healthier
- e** stylish

2 **b** ✗ **c** ✓ **d** ✓ **e** ✗ **f** ✗

Extend your skills page 27

Answers will vary. Layout: the logo is placed in the top left-hand corner and is the first thing the reader sees. Large font is used for the heading 'CALL TO BOOK' to encourage potential customers to make a booking. This is followed by a further stylised font 'NEW Fantastic gymnastics' that is eye catching, easy to read and draws the reader's eye down towards more detailed product information. The information is paragraphed under subheadings that are easy to follow.

Language: use of jargon related to the subject of gymnastics makes the information appear reliable and authentic. Persuasive language is used to highlight the benefits of the activity.

Graphics: three action shots of children in different gymnastic positions reinforce the activity being advertised. The action shot of the trampoline and jumper grabs the reader's attention and creates a sense of action and activity. The trampoline in the logo creates a visual tie to the trampoline in the photograph.