

# 8 Common Nouns 2



## Word Classes

### A Favourite Food

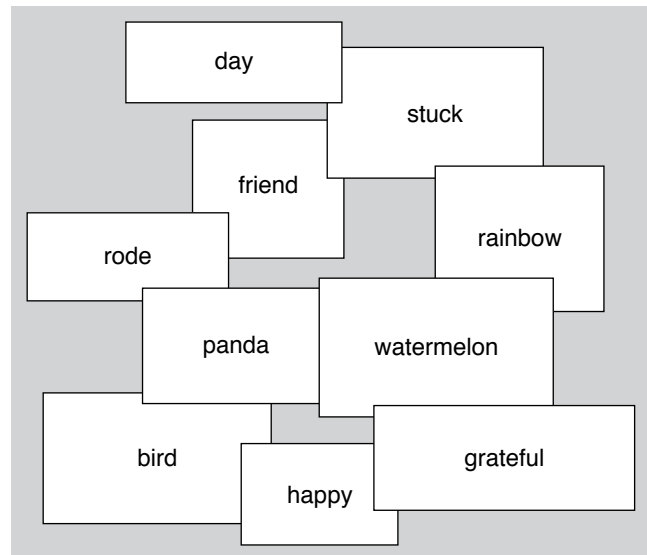
1 Choose a noun from the box to finish each sentence.

lemons	chocolate	hamburgers
bread		ice cream

- a) In hot weather an ..... is cool to eat.
- b) Fresh ..... and honey is my favourite snack.
- c) Dark ..... is healthier than white.
- d) ..... are sharp-tasting fruit.
- e) Meat, cheese, tomato, lettuce and buns are used to make .....

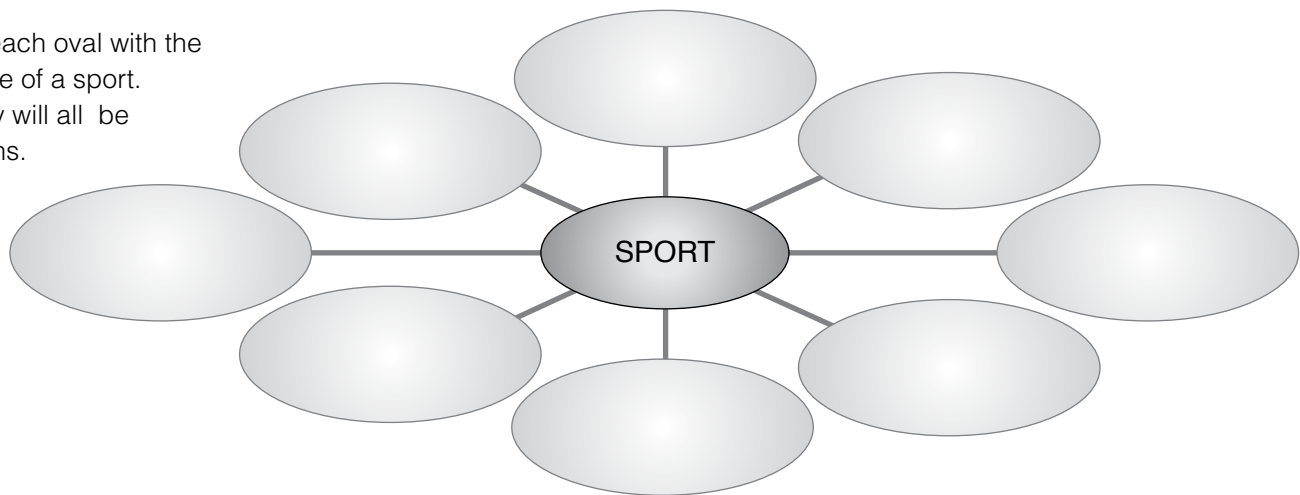
### B Colour the Shapes

1 Colour in the six shapes that contain common nouns.



### C Sports Oval

1 Fill each oval with the name of a sport. They will all be nouns.



### D Spring Flowers

1 Complete the puzzle to find the name of this spring flower

Fill in the answers and the name of the flower will appear in the white column.

All the words you need to find are common nouns.

One is done for you.

This spring flower is a . . .

.....



a grown person

a fruit

a sea creature

we eat this

where fish swim

opposite of night

opposite of dark

unable to see

<b>A</b>	<b>D</b>	<b>U</b>	<b>L</b>	<b>T</b>	



**A Kiwi and Kea**

1 Write a question based on the information given about each of these native birds.



a) The kiwi lays one large egg.

**How many eggs does the kiwi lay?**

b) The kiwi uses its sharp claws to protect itself.



a) The kea lives only in the Southern Alps.

b) A kea may live almost twenty years.

**B Question and Answer**

1 Write a question for each of these answers.

a) Question : .....

Answer : *I am going on holiday on Monday.*

b) .....

Answer : *I am taking this bag.*

c) .....

Answer : *It is heavy, but I can lift it.*

d) .....

Answer : *Yes, my aunt and uncle will meet my bus.*

**C Zany Zebra**

1 Add a question mark or full stop to these sentences.



a) Can you see a zebra

b) Yes I can

c) Where are they from

d) Africa, I think

e) That's a hot country

f) Parts of it are

g) Have you been there

h) No, not yet

i) Do you know what a zebra is sometimes called

j) No. What is it called

k) A horse in striped pyjamas



### A One Alone

- Write the singular for each of the following.
  - boxes .....
  - glasses .....
  - cities .....
  - ladies .....
  - loaves .....
  - leaves .....
  - children .....
  - sticks .....
  - matches .....
  - brushes .....

### B Word Game

- Write the singular of each word in the boxes.

pianos

oranges

torches

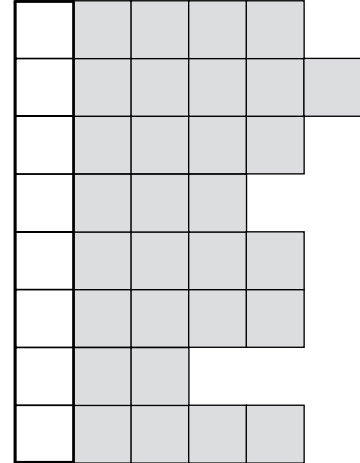
armies

thieves

oceans

elves

shelves



The answers spell out a word in the white column.

The word is ..... which

is the plural of .....

### C Change About

- Copy each sentence but change the plural words to singular words. Other words may need changing too.

a) The kete held some wriggling eels.

.....

b) The dishes fell to the floor.

.....

c) The wolves howled at the moon.

.....

d) There were some worms in the apples.

.....

e) Our ducks quacked to be fed.

.....



### D From Many to One

- Write the singular of each of the following on the line beneath.

a) fingers  
.....

b) pies  
.....

c) geese  
.....

d) tyres  
.....



Māori language is an official language of New Zealand and is woven into daily use in this country through common words (e.g. *kia ora*, *whānau*, *ka pai*), place names (e.g. *Taranaki*, *Aotearoa*) and songs (e.g. *Pō Kare Kare Ana*).

Correct pronunciation of the vowels is essential. A sounds as it does in car E as in air I as in Sea O as in floor U as in Sue

**A E Rua Nga Kupa**

1 Draw an arrow between the Māori word and its English meaning. One is done for you.

pātaka	→	earth oven
hāngī		sweet potato
kete		storehouse
kūmara		boat
waka		meeting place
marae		basket

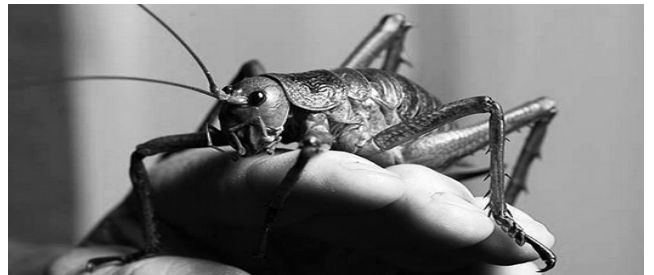
2 Write four different Māori words and their meanings.

- a) .....  
means .....
- b) .....  
means .....
- c) .....  
means .....
- d) .....  
means .....

**B More Than One Meaning**

1 Write beside each name whether it is a fish, bird, shellfish, insect or animal. One is done for you.

- a) kiwi .....
- b) kuri .....
- c) kahawai .....
- d) pihareinga ***insect*** .....
- e) kiore .....
- f) toheroa .....
- g) weka .....
- h) wētā .....
- i) pāua .....
- j) tarakihi .....



**C Name Match-up**

1 Draw an arrow between the Māori name and its English version. Try saying them out loud to help you. The first one is done to help you.

Pita	Ani	Catherine
	Mākareta	George
Hōne	→	John
Hōri	Irahapeti	William
	Wiremu	Peter
Meri	Tāmati	Margaret
Kātarina		Thomas
		Elizabeth
		Anne
		Mary

# 62 Ending Sounds



## Spelling Skills

Ending sounds are sounds made by the letter or letters at the end of a word. Many words have the same endings.

Examples : *quickly* and *slowly* end in *...ly*. The *...ly* means *in this way*, i.e. *in a quick way, in a slow way*  
*tropical* and *tidal* end in *...al*. The *...al* turns *tropic* and *tide* into *describing words*.

### A Two Endings

1 Make two different words by putting different ending sounds on these beginnings. One is done for you.

sa	..... <b>saf</b> .....	..... <b>sack</b> .....
pi	.....	.....
ca	.....	.....
ru	.....	.....
fo	.....	.....
we	.....	.....
li	.....	.....
to	.....	.....
bu	.....	.....
pe	.....	.....

### B Same Endings

1 Write two words that use each of these endings. One is done for you.

...ed	..... <b>noted</b> .....	..... <b>decided</b> .....
...ing	.....	.....
...le	.....	.....
...ful	.....	.....
...tion	.....	.....
...ary	.....	.....
...our	.....	.....

### C Your Top Ten

1 Add some beginnings to these endings to make new words. Two of each are done. Can you make ten?

..... <b>...ess</b> .....	..... <b>...y</b> .....	..... <b>...ise</b> .....
..... <b>princess</b> .....	..... <b>chirpy</b> .....	..... <b>modernise</b> .....
..... <b>lioness</b> .....	..... <b>cheeky</b> .....	..... <b>apologise</b> .....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....



## Written Language

To **sequence** your ideas, put them in the order they happened. What happened first, then second and so on. Sequencing builds the 'bones' (framework) of your story. If you were to write about your pet, using your brainstorming ideas, you might decide to write about going to the SPCA to choose a kitten, or you might decide to write about your pet doing something funny. Once you have decided what to write about, put the ideas in order from the beginning to the end of what happened.

Example : *Sequence the ideas for a story about Max the cat.*  
(You do not need to use all your brainstorming ideas.)

1	Family go to SPCA for a pet.
2	Decide on a kitten. Very excited.
3	Spoke to people at SPCA.
4	Looked at many kittens.
5	Kitten crouched in corner.
6	Grey and black with striped tail.
7	Picked up. Purred loudly.
8	Was just the one we wanted.
9	Bought him a red bell collar.
10	Named him Max. He's ours!



### **A** Step 2 - Sequencing Ideas

- Using your brainstorming ideas on Page 84, decide on a sequence of ideas that will build a story that people will enjoy reading.

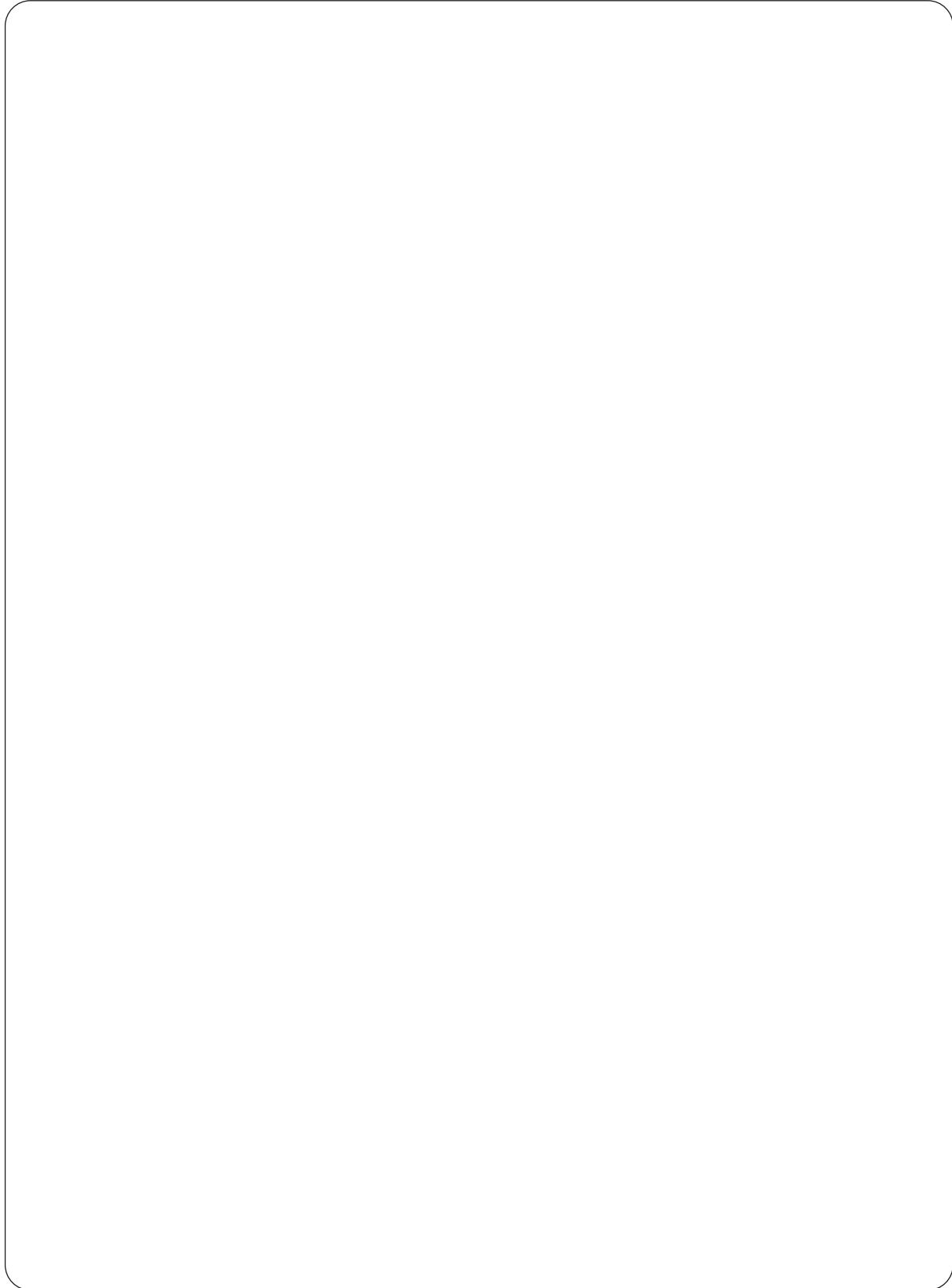
1	.....
2	.....
3	.....
4	.....
5	.....
6	.....
7	.....
8	.....
9	.....
10	.....



### Writing Hint

It is best to focus on one event and write about that in detail. To do this, it is a clever idea to close your eyes and run a 'movie' through your head about what happened. What did you hear at that time, what smells were there, what did you taste and what did you feel when it happened? Most important of all, what did you see? Was there colour, movement, light or dark? Were there small important things or large, frightening, powerful things that can help make your story interesting to read?











It is important to choose a **topic** that you are interested in. If your teacher asks you to choose the research topic, you may find this is harder than you think. You should try to select a topic that has plenty of information available, or it will be hard for you to complete it.

A good method is to think of topics you're interested in, then narrow the choices down to one which has sources of information that are easy to find and use.

Researching is a little like being a detective : finding clues, recording what you have found, putting it all together and coming up with a result. Knowing how to conduct research properly will help you in many school subjects.

### A What Interests Me?

#### Step 1 : *What interests me?*

Sometimes it is difficult to choose a topic to research. Here is an easy way to go about it. Just follow the steps on this page.

1 List five topics you think would be interesting to find out more about.

- a) .....
- b) .....
- c) .....
- d) .....
- e) .....

It is important not to choose a topic that is too large and therefore has too much to cover. Narrow your choices down.

Example : *Topic selected : 'Famous People'*

This topic is too large - there are so many famous people!  
Narrow your topic by choosing only **one** famous person  
e.g. *Keisha Castle-Hughes*

### B Narrow it Down

#### Step 2 : *Narrow it down.*

The next step is to narrow the list down to one topic that has sources like this :

- up-to-date and reliable
- different kinds, e.g. books, people, internet
- illustrated e.g. pictures, maps or charts
- created for your age-level

1 Write the name of the topic you think you would find the most interesting from the list in exercise **A**.

.....

2 Name four sources of information you could use for this topic.

- a) .....
- b) .....
- c) .....
- d) .....

### C Brainstorm Your Topic

1 If you are interested in something, chances are you already know something about it. In the shape below, write down everything you already know about your selected topic on one side and what you want to find out on the other side. This is a *brainstorming* session.

What I Already Know

What I Want to Find Out

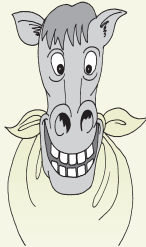
-----  
(your selected topic)

## Page 23 - Capital Letters and Full Stops 2

- A1 Student's own answers.
- B1 New Zealand North Island  
South Island Waikato River  
Auckland Tuesday  
September Christmas  
Street / Saint Avenue
- C1 New Zealand has two kinds of bats. They are the long-tailed bat and the short-tailed bat. Each has a body the size of a man's thumb and their wings span 300 mm. The Māori name for bat is pekapeka.
- D1 Student's own answers.

## Page 24 - Commas 1

- A1 b) Taking great care, Karl kicked the goal.  
c) Charging up to the gate, the dog barked loudly.  
d) Leaping on to my bed, my cat snuggled close.  
e) After a long walk, we were glad to reach home.
- B1 Examples only - student's own answers.  
b) Running swiftly, the dog rounded up the sheep.  
c) When the wind stopped, many trees had blown over.  
d) As the waves lapped the beach, children splashed in the shallow water.  
e) Because summer is here, we need sunscreen.
- C1 b) My sister, the one with long hair, has a pimple on her chin.  
c) Alfred, my dog, has a very short tail.  
d) Daniel, my cousin, came to my school.  
e) Matt, who is a great runner, won the cross-country race.  
f) I chose a bag, the one with yellow flowers, as my schoolbag.  
g) Several birds, watching the water, waited for fish.



## Page 25 - Commas 2

- A1 b) kiwi, tūi, weka and kōkako  
c) dolphin, whale, shark and seal  
d) rats, stoats, dogs, possums and cats  
e) apples, apricots, pineapples, bananas and grapes
- A2 Example only - student's own answer.  
Rats, stoats, dogs, possums and cats are pests in the bush.
- B1 a) My mother cooked cabbage, carrots, beans and peas.  
b) My favourite drinks are milk, lemonade, water and Milo.  
c) Sarah caught a butterfly, a fly, a moth and a bee.
- C1 a) Squid, mussels, crabs and worms make good bait for fishing.  
b) The scales, fins, gills and tail are parts of a fish.  
c) For eating, fish can be fried, baked, barbecued or smoked.
- D1 a) Taylor, Andrea, Tom and Elle went fishing.  
b) They took with them their fishing lines, bait, lunch and drinks.  
c) To protect themselves from the sun, they had sunscreen, hats, sunglasses and long-sleeved T-shirts.  
d) They caught snapper, tarakihi, kahawai and trevalli.

## Page 26 - Apostrophes 1

- A1 a) Ashleigh's apple  
b) Ben's bike  
c) Carl's car  
d) Daniel's desk  
e) Emma's earrings
- A2 Student's own answers.



## Page 26 - Apostrophes 1 - continued

- B1 a) The dog's collar was twisted.  
b) The dog's coat was muddy.  
c) The cat ate food from the dog's bowl.
- B2 a) The dogs' collars were twisted.  
b) The dogs' coats were muddy.  
c) The cat ate food from the dogs' bowls.
- C1 rabbit's nose pigs' snouts  
ducks' bills cat's whiskers  
dogs' tongues
- D1 b) A book's cover c) A daisy's petals  
d) A hawk's beak d) A brown seal's fur

## Page 27 - Apostrophes 2

- A1 b) I've c) I'll d) I don't e) I'd  
A2 a) we will b) did not c) it is d) they have
- B1 a) haven't b) he'll c) you're d) she's  
e) that's f) we've g) wouldn't h) they're
- C1 I'm - I am, he's - he is, you're - you are,  
she'll - she will, isn't - is not
- D1 "You'll come to my birthday party?"  
"I'll be there."  
"Don't forget, will you?"  
"I won't."  
"I'm having a barbecue first."  
"That'll be neat."  
"Then we're going to the movies."  
"Yeah! What've you chosen?"  
"You'll see!"



## Page 28 - Speech Marks 1

- A1 a) "Come and look at this," called James.  
"Sure I will," said Kerry.  
b) "We can go out now," said Janet.  
Mary answered, "I'm ready."  
c) "Pick up your books," requested Tony's mother.  
Tony replied, "In a minute."  
d) "We'll watch TV," suggested Jim.  
"Okay," said Bob.  
e) "Are you going to Sean's sleep-over?" I asked.  
"I sure am," replied Jacob.
- B1 "What are you two planning to do in the holidays?" asked the teacher.  
Robert said, "Tomorrow we will hunt for treasure."  
"That will be fun," Andy replied. "Where will we go?"  
Karen called, "Can I come too? I have a torch and a compass we could use."  
"I want to come as well!" John shouted. "I'll bring my spade."  
"It sounds exciting," said the teacher. "Have fun!"
- C1 Examples only - student's own answers.  
"Let me see. I like spiders."  
"Keep it away from me!"  
"I don't want to even look at it!"



## Page 29 - Speech Marks 2

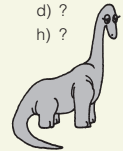
- A1 a) "Waiter, I'm in a hurry. Will my pancakes be long?"  
"No, sir, they will be round."  
b) "Waiter, this coffee tastes like soap!"  
"Then that must be tea, sir. The coffee tastes like glue."  
c) "Waiter, what's this in my soup?"  
"I'm not sure, sir. I can't tell one bug from another."  
d) "Waiter, what is this fly doing in my soup?"  
"I think it's backstroke, sir."  
e) "Waiter, there's a mosquito in my soup!"  
"Yes sir, that's because we've run out of flies."

## Page 29 - Speech Marks 2 - continued

- B1 "Are you going to the zoo?" I asked.  
"Yes, I am!" replied Aidan.  
"It should be heaps of fun," I said.  
"Yeah! Excellent!" laughed Aidan.  
"Have you been before?" I asked.  
"No," said William. "I can't wait to see the lions."
- C1 "Oh! I've pricked my finger!" - Sleeping Beauty  
"Let's go up the hill and get some water."  
- Jack and Jill  
"A spider frightened me." - Little Miss Muffet  
"Look! The slipper fits her!" - An Ugly Sister  
"My cupboard is bare." - Old Mother Hubbard  
"This porridge is too hot!" - Goldilocks
- D1 Circled words - shouted, roared, mumbled, called, laughed, bellowed, yelled, asked, whispered, cried

## Page 30 - Question Marks 1

- A1 a) ? b) . c) ? d) ?  
e) . f) ? g) . h) ?  
i) . j) ? k) ?
- B1 Student's own answers.
- C1 Student's own answers.



## Page 31 - Question Marks 2

- A1 Examples only - student's own answers.  
b) Kiwi How does the kiwi protect itself?  
a) Kea Where does the kea live?  
b) Kea How long can a kea live?
- B1 Examples only - student's own answers.  
a) "When are you going on holiday?"  
b) "Which bag are you taking with you?"  
c) "Are you able to carry your bag by yourself?"  
d) "Is someone meeting the bus you will be on?"
- C1 a) ? b) . c) ? d) .  
e) . f) . g) ? h) .  
i) ? j) ? k) .

## Page 32 - Exclamation Marks 1

- A1 a) OUCH! b) YUK! c) EEK! d) YUM!
- B1 a) I can do that! Can I do that?  
b) Will you look at me? Look at me!  
c) I'm big and strong! I am big and strong, aren't I?  
d) I'll lift it! Do you think I can lift it?  
e) Will you watch me? I did it!
- C1 Student's own answers.
- D1 Student's own answers.



## Page 33 - Exclamation Marks 2

- A1 a) ! b) . c) ! d) !  
e) .
- A2 a) ! b) . c) ! d) .  
e) !
- B1 a) ! b) ! c) ! d) ?  
e) ? f) ! g) ? h) !  
i) ! j) ? k) !
- C1 Examples only - student's own answers.
- G Get out!  
I I'm late!  
R Run faster!  
A Ask who did that!  
F Fetch the ball!  
F Find my shoe!  
E Eat this now!
- D1 Hurry!, Catch!, Here!, Stop!,

