



60 Headwords

Dictionary Skills

The **headword** or **entry word** in a dictionary is the first word, written in heavy type, that begins each entry. Some headwords have the same spelling but different meanings. These are listed separately and numbered. Example : **mould 1** **mould 2** **mould 3**

Examples :

cheese (say cheez) *noun*

1. any of various solid foods made from the curd of milk.
2. a conserve of fruit with a similar texture: 'lemon *cheese*'.
[Latin *caseus*]

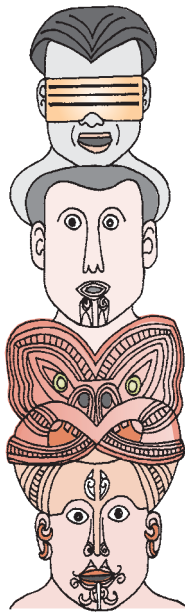
chef (say shef) *noun*

a cook, especially the head cook in a restaurant.
[French *chef*]

- Dictionary Entry
 Headword

A Take Your Pick

- 1 Turn to any page of a dictionary and list ten headwords that follow each other down a column.



B Make a List

- 1 Place these entry words in alphabetical order as they would be found in a dictionary.

cheep
cheerio
checkup
cheese
cheer

checkpoint
cheek
cheers
checkout
cheery

- | | |
|----|----|
| a) | b) |
| c) | d) |
| e) | f) |
| g) | h) |
| i) | j) |

C Finding Examples

- 1 Use a dictionary to look up the headword *mould*. You should find three meanings. List them here.

Meaning 1 :

Meaning 2 :

Meaning 3 :

- 2 Use a dictionary to find a headword with at least three different meanings that are listed separately.

Headword :

Meaning 1 :

Meaning 2 :

Meaning 3 :



Consonant Groups 2

Sometimes groups of three consonants can be found. **Three-consonant groups** often occur at the beginning or end of words.

Examples : beginning of words : *s c h* - **school** *s h r* - **shrill**

end of words : *g h t* - **light** *t l y* - **softly**

Three Consonant Groups

A Three Consonants

- 1 Each shape is headed with three consonants. Write at least five words in each shape that begin with these groupings.

spl

thr

scr

str

spr

B Three In a Row

- 1 Circle the three letters that make a consonant group in each of the following words.

illustrate

scream

kitchen

atmosphere

sprain

thread

disprove

scholar

match

chronic

stranger

christen

sphere

mischief

throb

describe

C Endings In Sight

- 1 Add either *-ght* or *-tly* to complete each word.

a) quie

b) fri

c) ligh

d) mi

e) distinc

f) silen

g) sli

h) sligh

i) thou

j) drou

k) hei

l) kni

m) fi

n) brigh

o) frei

p) cos

q) fain

r) brillian

s) tar

t) deli



98 Planning an Essay 1

Written Language

A piece of writing, such as a story, a letter or an essay, is usually made up of a number of paragraphs. Dividing your writing into paragraphs allows you to focus on each part of the story in turn, like making a chain, link by link. As you focus on the idea(s) for each paragraph you will be able to develop them in detail.

The first paragraph should introduce your story and tell the reader what it is about. The second, third, and any following paragraphs, are the body of your essay and tell the actual story, event by event. The last paragraph brings your story to a close and should leave your reader feeling sad, happy, excited, surprised or any other emotion you are trying for. Above all, you should try to make your story INTERESTING to readers.

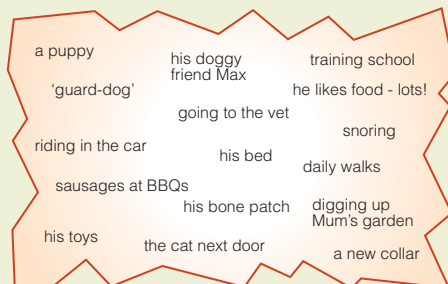
You need to make an **Essay Plan** before you start writing. An Essay Plan has 3 steps. Step 1 is a **Brainstorming** session to collect ideas. Use paper and pen to jot down any ideas about the story you might think of or remember. A brief phrase is all you need to collect an idea (see Brainstorming example below). Sometimes, ideas you jot down will start you thinking or help you recall other ideas you had forgotten. Think hard. Try to come up with more ideas than you need for the story. That way you can select only the best ideas to use in your essay.

Step 2 involves sorting your brainstorming ideas into a **Sequence**. Sequencing means putting your ideas into an order that you will use to present your story. Sequencing will help you decide what each paragraph will contain and the story's 'structure' or how it fits together.

Example : Write a plan for a short essay about your pet.

Working: I choose to write about my old dog, Sam. First I will brainstorm ideas, then I will sort them into a sequence.
Notice that I have decided to leave some brainstorming ideas out of the sequence.

Step 1 : Brainstorming Ideas

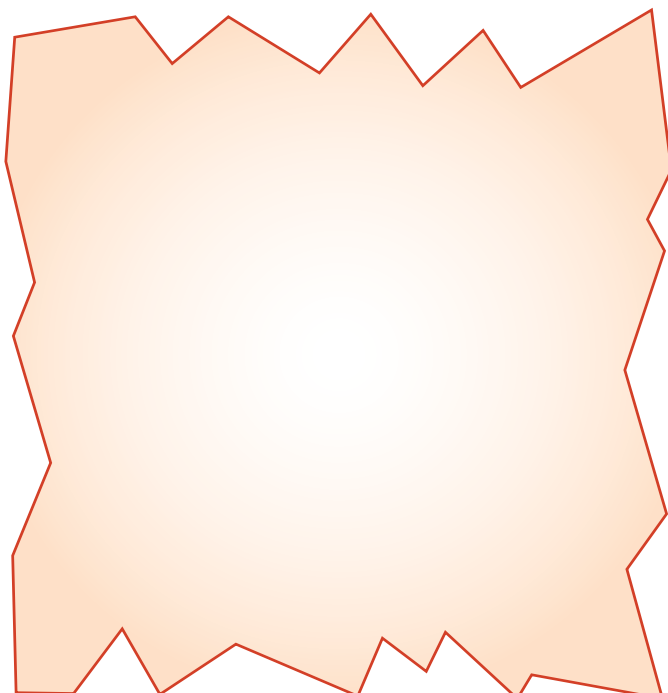


Step 2 : Sequencing Ideas

1]	How and when Sam arrived as a puppy
2]	Sleeping with me, then a special new bed for him
3]	Buying him the frisbee and also the squeak-bone
4]	Barking at people and off to dog training school
5]	Going to the vet - injections and glad to be home
6]	Chasing cats - the ginger cat next door teasing him
7]	Taking him for his walk after school with Mum
8]	Waiting for his feed at 6 o'clock each day
9]	Begging for sausages at the BBQ
10]	His new collar for his 10th birthday
11]	Older & slower now and snoring in his doggy bed!

A Step 1 - Brainstorming

- 1 Plan a short essay about a pet you have or once had. Write brief phrases and try to collect more ideas than you'll need - then you can choose the best ones.



B Step 2 - Sequencing

- 1 Sort the ideas from your brainstorm into a sequence. The easiest sequence is a 'timeline-based' sequence (i.e. what happened first, what happened next, etc. . .).

1]	
2]	
3]	
4]	
5]	
6]	
7]	
8]	
9]	
10]	
11]	
12]	



116 Newspaper Article - continued

A Facts and Figures

- 1 You will find the answers to the following questions in the article on the Aims Games.
 - a) How many athletes attended the 2018 AIMS Games?
 - b) How many schools were represented?
 - c) What age group is the AIMS Games set up for?
 - d) How much money did Tauranga make from the games in 2016?
 - e) How many runners will be in Renee's race?
 - f) How many seconds does Renee have to improve to **break** the record?

B Who's In-charge

- 1 Who was doing what to help the AIMS Games be a successful event in 2018?
 - a) Who was the AIMS Games tournament director in 2018?
 - b) Who was manager of city events?
 - c) Who set the cross country course?
 - d) Who was Mayor of Tauranga during the 2018 AIMS Games?

C An Answer in a Sentence

- 1 Make sure you answer each question with a complete sentence.
 - a) How far afield do competitors come to attend these games?
 - b) Why did they need **two** opening ceremonies at the ASB Arena?
 - c) Why did the Tauranga City Council provide free buses for participants, coaches and referees during the games?

D Your Opinion - Based on the Article

- 1 Why will it be *'inspirational'* for the athletes to have Dame Valerie Adams and Nikita Howarth attend the opening ceremony.



132 Selecting a Topic

Research Skills

It is important when doing research that the topic chosen, by either the teacher or the student, should be one of interest to the researcher. Research should use the **WHO? WHAT? WHY? WHEN? WHERE? WHICH? HOW?** model to map the information that is collected.

A What Interests Me?

Sometimes it is difficult to choose a topic to research. Before a choice is made, you need to ask yourself some questions.

- 1 List ten topics you would find interesting to research and present as a project.

B Making My Choice

The next step is to narrow the list down to the one topic that would be interesting to research in depth.

- 1 Write the name of a topic you would like to research from the list in **A**.
 - a)
 - b) Brainstorm what you know about this topic. Be brief.

- 2 Note down what else you need to know about the topic. Use the **WHO? WHAT? WHY?** questions to help.



C My Choice

Knowing how to research material properly will help in many subjects in the school curriculum.

- 1 Write three or four sentences explaining why you have chosen this research topic.

A1 Answer Section

Pages 8 - 26
Word Classes / Punctuation

Page 8 - Common Nouns 1

- A1 student's own answers
A2 common nouns > boat, fork, ladder, day, kite, pencil, book, car, tractor, river
B1 student's own answers
C1 a) dentist b) apples c) lion d) factory
e) actor f) chair g) sun h) eggs
i) volcano
D1 student's own answers

Page 9 - Common Nouns 2

- A1 common nouns > voyages, islanders, canoe, boat, hulls, deck, shelter, people, plants, animals, food, sails, pandanas, tree, nikau, canoe, kilometres, day.
B1 student's own answers
C1 **Blue patches** (people): traveller, widow, king, friend, relation.
Red patches (places): chalet, whare, pa, river, museum.
Green patches (animals): tuatara, horse, rabbit, lizard, hawk.
Yellow patches (things): leaf, handbag, envelope, balloon, backpack.

Page 10 - Proper Nouns 1

- A1 student's own answers
B1 student's own answers - examples (list top to bottom): Uncle Bill, Sky Tower, Massey University, Canterbury Cathedral, Waitomo Caves, Lake Taupo, Golden Bay, Mainland Cheese, Waiheke Island, Waipoua Forest.
C1 student's own answers.

Page 11 - Proper Nouns 2

- A1 proper nouns in gaps, top to bottom > West Coast, Southern Alps, Tasman Sea, Franz Josef, Fox, Maori, New Zealand.
B1 student's own answers
C1 Top row, left to right > Pancake Rocks, Tane Mahuta, Pohutu Geyser (Rotorua), Moeraki Boulders.
Bottom row, left to right > Waitangi Treaty House, Sky Tower, The Beehive, Mitre Peak.

Page 12 - Collective Nouns 1

- A1 a) pile b) litter c) string d) heap
e) swarm
B1 a) fleet: ships, buses b) school: fish, pupil
c) team: players, horses
C1 a) herd b) choir c) cluster d) flight
e) swarm f) army g) library h) pack
C2 collective nouns in gaps, top to bottom > forest, troop, army, clusters, necklace, flock

Page 13 - Collective Nouns 2

- A1 a) packet/carton b) bunch c) bag/packet
d) hand e) box / packet f) carton
g) ball h) pack i) punnet
j) bulb/string
B1 a) string b) pack c) crew
d) bunch/bouquet e) mob/flock
f) choir g) bunch/hand h) library
C1 student's own answers

Page 14 - Pronouns 1

- A1 a) Jill fell down. She hurt her arm.
b) Dad climbed the hill. He went very slowly and came last.
c) Mum came home from work. She was very tired and needed a cup of tea.
B1 a) mine b) Yours c) his d) hers
e) Theirs f) our
C1 student's own answer

Page 15 - Pronouns 2

- A1 a) he, his b) they c) Their
B1 its, mine, their, our, my, your, his, her
C1 a) You and I went to rugby.
b) You and she cheered loudly.
c) A caution was given to me and you.
d) She and I went for a swim.
e) The coach spoke to him and me.
D1 student's own answers

Page 16 - Adjectives 1

- A1 student's own answers
A2 student's own answers
B1 a) five b) eleven
B2 a) seven b) four c) twelve
d) three hundred and sixty-five
C1 student's own answers

Page 17 - Adjectives 2

- A1 a) red b) green c) pink d) white
e) black
A2 student's own answers
B1 student's own answers
C1 with age - yellow with effort - crimson
with rage - purple with envy - green
with illness - grey with cold - blue
with shock - white with shyness - pink
with guilt - red

Page 18 - Verbs 1

- A1 student's own answers
A2 student's own answers
B1 student's own answers
C1 student's own answers
C2 throw, catch, climb, speak, crawl, run, ate, choose, called, sparkle, laughing, slept.

Page 19 - Verbs 2

- A1 a) shone b) yelled c) had died d) grow
e) were ringing
A2 student's own answers
B1 student's own answers
C1 a) Dogs herded the flock of sheep
b) Water dribbled out of the tap.
c) The crocodile opened its jaws.
d) An emerald sparkles with green lights.
e) Jim shuffled his feet through the sand.
f) The soldiers fought fiercely.
g) Sam dived into the water.
h) The sausages cooked in the pan.

Page 20 - Conjunctions 1

- A1 a) and b) but c) or d) and
e) but
A2 student's own answers
B1 a) Tim and Emma hurried to class.
b) Emma was good at English but she was not good at Art.
c) Tim was happy because he had passed his Science test.
C1 a) DEAD **AND** MUMMY
B) FLATMAN **AND** RIBBON

Page 21 - Conjunctions 2

- A1 student's own answer
B1 a) and b) Because c) as / because / since
d) when e) although f) While
C1 student's own answers

Page 22 & 23 - Word Classes - Test

- A1 student's own answers
B1 herd, flock, forest, range, pair / group
B2 There are far too many ands in the story so sentences need to be adjusted to eliminate some of them.
C1 a) that (correct) b) who c) that
d) which e) which f) that
sentences - student's own answers
D1 a) hungry - verb = sprang b) green - verb = slithered
c) thirsty - verb = was drinking
d) gigantic - verb = wallowed
e) Silent - verb = perched f) Tired - verb = trekked
E1 a) but b) and c) because d) and
e) When f) Until g) When, but h) but
F1 **Adjectives**: kauri, rare, carnivorous, shiny, large, wide, open.
Verbs: know, are, feed, are, can be, climb, can, travel, reach.
Pronouns: that, their, they.
Nouns: Māori, snail, pupurangi, animals, worms, shells, millimetres, trees, areas, farmland, bush

Page 25 - Capital Letters & Full Stops 1

- A1 Student's own answers
B1 a) NZ b) PM c) Eliza, Liz, Beth, Betty
d) Andy, Drewe) Maths f) PE
g) Soc Sci h) TV i) IOU j) OK
C1 a) Te Rauparaha - New Zealand - NZRFU
b) Buffalo Bill - United States of America - USA
c) Shane Warne - Australia - OZ
d) Joan of Arc - France - RSPV
e) Winston Churchill - England - WWII
C2 Because they are both proper nouns.

Page 26 - Capital Letters & Full Stops 2

- A1 Student's own answers
B1 a) Samuel Marsden was one of New Zealand's first missionaries. He arrived in the Bay of Islands in 1814.
b) William Hobson, who had been in the Royal Navy, became the first governor of New Zealand. Auckland became the capital city.
C1 Hongi Hika was born at Te Tuhuna near Kaikohe in Northland. His father, Te Hotete, was a well-known Ngapuhi chief. Hongi Hika gained fame as a warrior. He visited England in 1820 and during that time he received many presents. On his return voyage, when the ship reached Sydney, Australia, he exchanged the gifts for 300 muskets. Hongi and his well-armed warriors raided Auckland, Thames, the Waikato and the Bay of Plenty.