

2 Contents

Introduction

Chapter 1 - Word Classes

Chapter Overview	7
Common Nouns 1	8
Common Nouns 2	9
Proper Nouns 1	10
Proper Nouns 2	11
Collective Nouns 1	12
Collective Nouns 2	13
Pronouns 1	14
Pronouns 2	15
Adjectives 1	16
Adjectives 2	17
Verbs 1	18
Verbs 2	19
Adverbs 1	20
Adverbs 2	21
Prepositions 1	22
Prepositions 2	23
Conjunctions 1	24
Conjunctions 2	25
Word Classes - Test	26-27

Chapter 2 - Punctuation

Chapter Overview	29
Capital Letters and Full Stops 1	30
Capital Letters and Full Stops 2	31
Commas	32
Apostrophes 1	33
Apostrophes 2	34
Quotation Marks 1	35
Quotation Marks 2	36
Direct Speech 1	37
Direct Speech 2	38
Question Marks and Exclamation Marks 1	39
Question Marks and Exclamation Marks 2	40
Parentheses 1	41
Parentheses 2	42
Dashes	43
Hyphens	44
Punctuation - Test	45-46

Chapter 3 - Language Skills

Chapter Overview	7
Synonym	49
Antonym	50
Simile	51
Metaphor	52
Alliteration	53
Colloquialism	54
Proverb	55
Personification	56
Onomatopoeia	57
Repetition	58
Homonym	59
Homophone	60
Hyperbole	61
Singular and Plural	62
Past, Present and Future Tenses	63
Language Skills - Test	64-66

Chapter 4 - Dictionary Skills

Chapter Overview	68
Alphabetical Order	69
Vowels and Consonants	70
Headwords	71
Pronunciation	72
Word Classes	73
Syllabification	74
Word Meanings	75
Additional Usages	76
Prefixes and Suffixes	77
Compound Words	78
Foreign Words	79
Māori Contributions	80
Dictionary Skills - Test	81-82

Chapter 5 - Written Language

Chapter Overview	84
Simple Sentences	85
Compound Sentences	86
Paragraphs 1	87
Paragraphs 2	88
Sequencing 1	89



12 Collective Nouns 1

A **collective noun** is a word that names a group of people, animals or things.

Examples : A **flock** of sheep A **bunch** of flowers A **crowd** of people A **pair** of shoes

When people don't know the right collective noun to use, they may resort to the phrase 'a lot'. You will improve the quality of your writing if you make an effort to find out the correct collective noun for the group. Some collective nouns can be used for a number of groups.

Example : *bunch* - (keys, flowers, grapes); *flock* - (sheep, birds) *pair* - (shoes, socks, scissors)

A Groups of Things

1 Complete the following with a collective noun.

- a _____ of bees
- a _____ of kittens
- a _____ of sheep
- a _____ of fish
- a _____ of wild dogs

2 Complete the following sentences with the appropriate word.

- a crew of _____
- a choir of _____
- a class of _____
- a gang of _____
- a band of _____

C Look Every Which Way

1 In the wordfinder are the answers to the exercise below. Find the word and circle it in the puzzle, then write the answer in the space provided. You will need to look in all directions.

- a _____ of flowers
- a _____ of books
- a _____ of beads
- a _____ of elephants
- a _____ of birds
- a _____ of cards
- a _____ of monkeys
- a _____ of stars
- an _____ of soldiers

B Lions and Locusts

1 Add collective nouns to complete these sentences.

They are from a story about wildlife in Africa.

- The _____ of lions prowled the grassy plain.
- The corn crop was destroyed by a _____ of locusts.
- A _____ of cattle grazed quietly by the river.
- A _____ of horses were put in harness.
- Across the blue sky _____ of swallows flew towards the sun.



A	B	S	Y	M	R	A	L	O	S
G	C	T	D	F	G	H	I	J	N
A	D	R	E	H	K	L	B	M	A
L	N	I	O	P	O	O	R	T	I
A	D	N	Q	R	K	S	A	T	C
X	V	G	U	C	C	W	R	X	I
Y	A	Y	O	B	A	Z	Y	C	S
D	E	L	F	G	P	H	I	J	U
K	F	L	M	N	O	P	Q	U	M
B	O	U	Q	U	E	T	R	S	A



34 Apostrophes 2

An **apostrophe** (') can also be used to show that an object has one owner or more than one owner. This is shown by placing the apostrophe either before or after the s. To decide whether the apostrophe comes before or after the s, ask yourself 'who owns this object'? If the sentence indicates one owner, the apostrophe comes before the s. When there is more than one owner, the apostrophe is placed after the s.

Examples : *The cat's tail was broken.* The *tail* (singular) is owned by the *cat* (one cat), therefore the apostrophe comes before the s.

The cats' tails were broken. The *tails* (plural) are owned by the *cats* (more than one cat), therefore the apostrophe comes after the s.

A Who Owns This?

- 1 Make a text box with just an apostrophe in it. ' Make the text size large. Place an apostrophe in these sentences to show a single owner.

- The dogs paw
- A ladys purse
- My friends mother
- A cows tail
- A farmers tractor

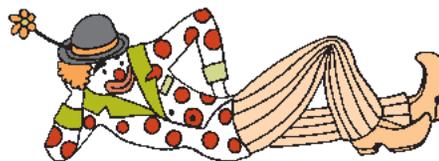
- 2 Place a large text box apostrophe in these sentences to show the objects have more than one owner.

- The fishes scales
- The dogs tails
- The boys mp3 players
- The girls cellphones
- The triathletes canoes

B Circus, Circus

- 1 Place an apostrophe to show possession. Be careful of plurals.

- The ringmasters coat
- The elephants trunk
- The monkeys jackets
- The circuss band
- The acrobats costumes
- The horses coats
- The small dogs hat
- The clowns costumes
- The audiences tickets
- The ticketsellers clipper



C Where Does the Apostrophe Go?

- 1 Write out these sentences and put the missing apostrophe in the correct place.

- The keas beak was sharp, strong and curved.
- The farmers dog followed at his heel.
- The students prizes were presented to them.
- The childs foot was caught between the fence wires.



50 Antonym

An **antonym** is a word having the opposite meaning to another. Sometimes the simple addition of a prefix to a word can reverse its meaning.

Examples : Words with opposite meanings (antonyms) : *strong* - *weak* Adding a prefix to reverse meaning : *appear* > *disappear*

A Circle It

1 Study the first word in the list and then circle its antonym from the three choices available.

- a) **absent** pleasant purchase present
- b) **bent** straight senior selfish
- c) **bitter** singular shallow sweet
- d) **coarse** fine foreign foolish
- e) **dirty** clever clean conceal
- f) **inferior** superb superior selfish
- g) **heavy** light luminous loose
- h) **defend** attach attempt attack
- i) **liberty** rule restriction rival
- j) **private** public purchase poverty

B Add and Change

1 Change these words to antonyms by adding a prefix to the word.

- a) **advantage**
- b) **trust**
- c) **comfortable**
- d) **necessary**
- e) **normal**
- f) **convenient**
- g) **happy**
- h) **sane**
- i) **order**
- j) **legible**

C A Glidogram

1 The clues will help you complete this glidogram puzzle. All words are opposites of the clues given.



Opposites of :

- left
- stench
- stay
- shabby
- decide
- respect
- small
- timid
- smooth

R				
	R			
		R		
			R	
				R
S	C	O	R	N
		R		
	R			
R				

D Just the Opposite

1 Change the highlighted words to their antonyms when you rewrite the sentence.

- a) The **plain** girl was always **smiling**.
- b) We will **leave** on the bus **early** in the morning.



71 Headwords

The **head word** or **entry word** in a dictionary is the first word, written in heavy type, that begins each entry.

When one word has a number of slightly different meanings (as in the *cheese* example) the different meanings are numbered.

When two or more words with quite different meanings happen to be spelt the same, they are listed as separate headwords and followed by a raised number like this : **mould**¹ **mould**² **mould**³

Example
Entries :

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 *chief*]

A One After Another

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

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

**B In Order**

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

zombie

zap

zinnia

zoom

zero

zebra

zone

zany

zip

zigzag

- a)
- c)
- e)
- g)
- i)

- b)
- d)
- f)
- h)
- j)

C More Meanings

- 1 Use a dictionary to look up the headword *graft*. You should find three meanings labelled *graft*¹, *graft*², *graft*³. List them here.

*graft*¹ :

*graft*² :

*graft*³ :

- 2 Find another headword that has numbers attached, similar to those above. List the words and their different meanings as in the exercise you have just completed.

- 1
- 2
- 3



98 Imaginative Writing 1

Written Language

Imaginative writing is about the ideas your imagination presents to you. Your imagination can fly! Anything is possible, from battles with hideous creatures, exploring underground caverns, finding hidden treasure or even time travel! Your imagination can be an endless source of exciting choices to write about. When writing from imagination, it is wise to keep to one event and develop it so that your reader is able to easily follow your story.

Example : If a story about travelling somewhere wild and unexplored pops into your imagination, try to write about one part of that big idea. Your essay could turn into a book if you try to write about everything! You need to narrow the big idea down into smaller parts that could make good essay topics such as :

Emergency ! Faced with Terror! There before us . . .

A Step 1 - Brainstorming Ideas

- 1 My imaginative writing will be about :

- 2 Complete a brainstorming session on your exciting idea. What could happen? Who would be there?

B Step 2 - Sequencing Ideas

- 1 Sort the ideas from your brainstorm into a sequence. Remember the most straightforward writing sequence is chronological order.

1]	
2]	
3]	
4]	
5]	
6]	
7]	

C Step 3 - The Essay Plan

- 1 Using the sequence of ideas you wrote in **B** complete an Essay Plan for your 'Imaginative Writing' story.

<p style="text-align: center;"><u>Introduction</u> How your essay starts</p>	
<p style="text-align: center;"><u>Body</u> What happened</p>	
<p style="text-align: center;"><u>Conclusion</u> How your essay ends</p>	

A1 Answer Section

Page 8 - Common Nouns 1

- A1 Place - office, hospital, theatre, marina, garage.
Animal - zebra, kangaroo, buffalo, armadillo, stoat.
Thing - phone, belt, hinge, iceberg, cloud.
- B1 b) bird / butterfly / plane c) pear / apple
d) boat e) wheel
f) lizard / fish / snake g) rabbit / kiwi
h) tree / dog i) piano / keyboard
- C1 a) church b) lizard c) tar d) violin
e) cattle
- C2 student's own sentences using - trumpet, cafe, dirt, ferret, sheep

Page 9 - Common Nouns 2

- A1 a) The pointed or rounded end.
A rubbish dump.
b) A competition between rivals.
An ethnic group.
c) A line of things.
An argument.
d) A door fastener.
A small coil of hair.
- B1 student's own answers
- C1 Rugby, morning, family, brother, school, club, home, tradition, games, sons
- D1 Common nouns in paragraph - grub, huhu, tangata whenua, tataka, bark, trees, kauri, kahikatea, rimu, grubs, bush



Page 10 - Proper Nouns 1

- A1 student's own answers
- B1 a) The Sky Tower in Auckland is sometimes used for bungy jumping.
b) In Christchurch, Hagley Park is a popular place for walking, jogging and cycling.
c) Walking the Milford Track is many hiker's dream.
- C1 student's own answers

Page 11 - Proper Nouns 2

- A1 student's own answers
- B1 a) The name of this school is Bayfield High School.
b) The Waipoua Forest is the largest forest in Northland.
c) The island to the south of the South Island is called Stewart Island.
- C1 New Zealand, Moeraki Boulders, Oamaru, South Island.
C2 student's own answers

Page 12 - Collective Nouns 1

- A1 a) swarm / hive b) litter c) flock
d) school / shoal e) pack
- A2 a) sailors b) singers c) students / pupils
d) thieves / labourers e) musicians
- B1 a) pride b) swarm / plague c) herd
d) team e) flock / flight
- C1 a) bouquet b) library c) string d) herd
e) flock f) pack g) troop h) galaxy
i) army

Page 12 - continued

C1

A	B	S	Y	M	R	A	L	O	S
S	C	D	F	G	H	J	N		
A	D	E	H	K	L	B	M	A	
N	O	P	O	O	R	T	I		
A	D	N	Q	R	S	A	T	C	
X	V	G	U	C	W	R	X	I	
Y	A	O	B	A	Z	Y	C	S	
D	E	L	F	G	H	I	J	U	
K	L	M	N	O	P	Q	U	M	
P	O	U	Q	U	E	T	R	S	A

Page 13 - Collective Nouns 2

- A1 a) troupe b) congregation
c) audience d) menagerie
e) queue
- B1 Explanations given can include -
a) clothes, newspapers b) scones, bread
c) furniture d) players, horses
- C1 Collective nouns in the paragraph - caravan, forest, horde, stand, bunch
- C2 a) caravan - wagons following one another
b) forest - large area of trees
c) horde - large group of people
d) stand - group of trees
e) bunch - group close together

Page 14 - Pronouns 1

- A1 THEIR / I / WE / SHE / THEY / HE / YOU / WHO / IT / ME / HIM / HER / US / THEM / OURS / MINE
- A2 their, I, we, she, they, he, you, who, it, me, him, her, us, them, ours, mine
- B1 he, her, them, we, she, his, it, him
- C1 Pronouns in paragraph - my, I, our, us, he, us, he, his, we, our, he, us, we
- D1 Pronouns used in the postcard - Everyone, I, my, we, our, we, We, I'll, everyone

Page 15 - Pronouns 2

- A1 a) I b) her c) it d) him
e) he
- B1 a) Allan ← his b) Sue ← she
c) Angela ← hers d) Meg ← she
e) cat ← its f) Tom ← His
g) Rebekah ← her h) cellphone ← its
- C1 student's own answers

Page 16 - Adjectives 1

- A1 student's own answers
- B1 a) tall, blue b) sickly, pale
c) angry, white d) old, wooden
e) tennis, flower f) pro, glassy
g) derelict, uncomfortable h) bright
- C1 student's own answers
- D1 a) A small girl wore red gumboots.
b) The weather was cold and wet.
c) The angry director walked off the stage.
d) A hungry boy ate the fruit cake.
e) The wooden canoe ran onto the sandy beach.
f) Spreading trees shaded the beach.
- D2 student's own answers

Page 17 - Adjectives 2

- A1 examples :
a) cautious, wary b) dangerous, hazardous
c) prompt, nimble d) determined, persistent
e) complete, whole f) strong, forceful
g) fragile, delicate h) disturbed, fearful
i) skilful, clever j) huge, massive
k) powerful, forcible l) lively, agile
- B1 cautious, nimble, complete, dangerous, massive, strong, agile, fearful, light, forcible, determined, achievable, skilful
- C1 student's own answers, examples only :
softball, blond, gentle, cotton, purple, large, glass, leather, red
- C2 student's own answers

Page 18 - Verbs 1

- A1 a) study b) cry c) shine/twinkle
d) write e) cut
- B1 a) stretched b) slid c) crawled d) yelled
e) raced
- C1 a) staggered b) sped c) cascaded d) skidded
e) shuffled
- D1 applaud - cheer shout - exclaim
talk - chat bellow - roar
shriek - yell snap - snarl
titter - snigger choke - strangle
question - ask moan - groan
screach - scream

Page 19 - Verbs 2

- A1 student's own answers
- B1 a) (bloomed) The plant bloomed each morning.
b) (dilute) To complete the experiment he had to dilute with water.
c) (grimaced) He grimaced as though he felt a sharp pain.
d) (shout) A voice was heard to shout across the river.
- C1 Underlined verbs in paragraph - leapt, watched, plunged, hit, disappeared, surfaced
- C2 student's own answers

Page 20 - Adverbs 1

- A1 examples only - student's own answers
a) swiftly b) silently c) slowly d) gently
e) loudly
- A2 examples only - student's own answers
- A3 examples only - student's own answers
a) here b) ahead c) on
d) everywhere e) anywhere
- B1 examples only - student's own answers
b) happily, loudly c) sweetly, softly
d) clearly, distinctly e) angrily, worriedly
f) cheekily, slyly g) broadly, wickedly
h) carefully, anxiously i) sadly, bitterly
j) quietly, gently
- B2 examples only - student's own answers
a) stealthily, silently b) heavily, suddenly
c) bravely, furiously d) strongly, vigorously
e) lightly, hurriedly f) smartly, clumsily
- C1 examples only - student's own answers
a) obstinately b) energetically
c) usually d) calmly