

8 Common Nouns 2



Word Classes

It is possible for a sentence to have more than one common noun in it. Remember, common nouns name *ordinary* things.

Example : For long **voyages**, the **islanders** built the double-hulled **canoe**.

common noun

A Pacific Travellers

- Find eighteen common nouns in this paragraph and underline each of them. Some sentences have a number of common nouns.

For long voyages, the islanders built the double-hulled canoe. This type of boat had two wooden hulls joined together by a deck, which had a shelter for people, plants, animals and food. The one or two large sails were triangular in shape and were made of woven pandanas, a tree similar to the nikau. A double-hulled canoe could sail over two hundred kilometres a day.



B Ring a Common Noun

- Write a paragraph of your own (about 3-4 short sentences) then go back and circle the common nouns you have used.

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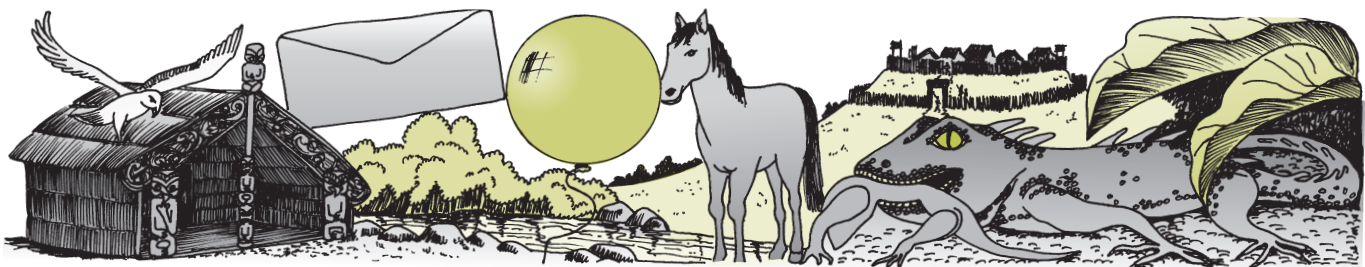
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C Patchwork Common Nouns

- Colour the people *blue*, places *red*, animals *green*, things *yellow*. (Some Māori words have been included.)

tuatara	horse	leaf	rabbit
handbag	traveller	chalet	whare
lizard	widow	hawk	envelope
pā	river	king	balloon
friend	museum	relation	backpack





Punctuation

A question mark is placed at the end of a sentence that has asked something. It completes the sentence and takes the place of a full stop. Sentences that begin with words such as *how, when, where, why, do, were*, ask questions and should have question marks at the end.

A Ask Away

1 Use *how, when, where, why, do* or *were* to ask a question of your own. Underline the word you used.

- a)
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- b)
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- c)
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- d)
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- e)
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- f)
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B Be Careful!

1 In this box write five short, sharp, warning words that need an exclamation mark.

2 In this box write five short, sharp, orders of more than one word that need an exclamation mark.

C What Happened?

1 Follow these sentences with a short, sharp emotional sentence that needs an exclamation mark.

- a) If you are not careful you may fall. *Look out!*
- b) Watch the fantail over there.
- c) Where does that track lead to?
- d) Shall I pick that injured bird up?
- e) Let's go another way.
- f) That's a Kōtuku, a white heron.
- g) I can see a lake.
- h) Is it time for lunch?
- i) My pack is getting really heavy.
- j) Do we have far to go?



Singular is one of a kind. Plural is more than one. Example : book (singular) - books (plural) cat - cats fly - flies

A Just Add 's'

To change a singular noun to a plural just add s.

1 In this exercise just add s to change singular to plural.

- a) week b) river
c) beetle d) duck
e) cave f) sauce
g) tree h) table
i) shop j) shrub

B Adding 'es'

If the singular noun ends in s, sh, ch or x you will need to add es.

1 Make the necessary changes to these words to make them plurals.

- a) glass b) scratch
c) address d) church
e) radish f) stitch
g) brush h) fox
i) couch j) box

C A Mix

Nouns that end in y (and have a consonant before the y) must delete the y and add ies to make them plural. Example : lady - ladies. If there is a vowel before the y just add s. Example : boy - boys

1 Follow the rules given above and make the changes to these words.

- a) party b) valley
c) day d) library
e) berry f) tray
g) chimney h) holiday
i) family j) army

D Another Mix

For most words ending in f just add s to make them plural. Example : chief - chiefs. For some words ending in f, you must change the f into ves. The dictionary will help you if you are unsure. Example : leaf - leaves

1 Some of these words just need s ; others must have ves. Use the dictionary to help you.

- a) calf b) shelf
c) reef d) dwarf
e) half f) thief
g) roof h) cliff
i) loaf j) scarf

E Easy One

For words that end with o add es if there is a consonant before the vowel. Example : cargo - cargoes

1 Using the rule given above, make plurals of these singular nouns.

- a) potato b) tomato
c) volcano d) mosquito.....

F Learn These

Some words do not change at all. They stay the same whether singular or plural. Example : one sheep - two sheep

1 These are the same in singular form and plural form :

- sheep salmon
deer trout





Every word in a dictionary belongs to a **word class** or **part of speech**. After the word entry and the pronunciation, the word class or part of speech is given to show how the word can be used. Labels for the word class are often abbreviated.

Examples : **dance** (say dah-nse) *noun*
1. a) a series of steps and movements, usually in time to music. b) a piece of music for this.
2. a social function at which one dances.
Word Family: **dance**, *verb*, a) to perform a dance, b) to move quickly or nimbly; **dancer**, *noun*.

danger (say dane-ja) *noun*
1. a likelihood of harm or injure: 'the mountaineer enjoyed the element of *danger* in the sport'.
2. something which may cause danger: 'that hidden reef is a *danger* to shipping'.
Word Family: **dangerous**, *adjective*; **dangerously**, *adverb*; **dangerousness**, *noun*.

Dictionary Entry
 Word Class

A In Full Please

1 Write the name of each of these familiar word classes in full.

- a) *n.*
- b) *v.*
- c) *adj.*
- d) *adv.*
- e) *pron.*

B The Part They Play

1 Write the word class or part of speech beside each of the following words.

- a) dark
- b) danger
- c) fall
- d) himself
- e) fatally

C Look, Seek, Find

1 Using a dictionary, find five examples of each of the following word classes or parts of speech. Write your examples in the spaces provided.

noun

verb

adjective

adverb

pronoun

72 Silent Letters



Spelling Skills

Some words have **silent letters** when they are paired with another letter. Silent letters are written but not sounded. Words with silent letters are difficult to spell just by listening to the word being spoken. The spelling of words with silent letters needs to be learnt.

Examples : *k* is silent when followed by *n*

knight *knob*

g is silent when it is followed by *n*

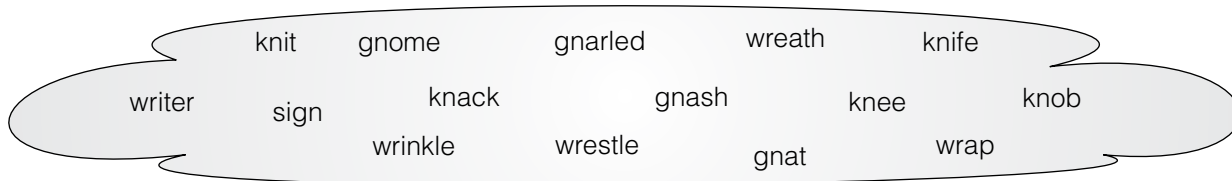
gnat *gnome*

w is silent when followed by *r*

write *wrong*

A In Their Place

1 Place the words in the shape into the correct column of the chart.



Silent 'k'	Silent 'g'	Silent 'w'
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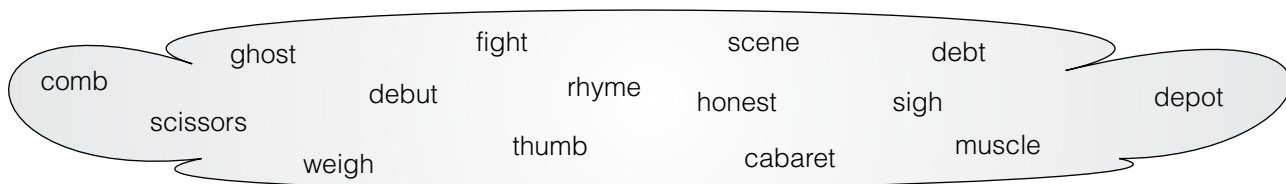
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B More Silent Sounds

1 Complete the chart below by writing three words that contain the silent letter given in the first column. Choose your words from this shape. Carefully sound out each word before deciding which letter is silent.



Silent Letters	Word 1	Word 2	Word 3
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b
c
t
gh
h



Written Language

Paragraph structure is important to all writers. Once the structure is understood it is easy for the writer to produce an essay. Each paragraph is about one main idea. Usually the topic sentence states the idea, then the sentences that follow supply us with some details about that idea. An essay may have a number of paragraphs that build the story event by event.

A Understanding Paragraph Structure

The tuatara belongs to a very ancient order of reptile. It belongs to a type called sphenodontids (sphen-o-don-tids), which appeared 220 million years ago. They were evolving at the same time as dinosaurs. It is the last representative of those times and in the past has been known as a 'living fossil'. A tuatara (Māori for 'spiny back') resembles a lizard but is not one.

1a) Read the paragraph, then write down the topic sentence.

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.....

b) Explain what this paragraph is about.

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.....

c) The final sentence of the paragraph could be an introduction to a new paragraph. What could the next paragraph be about?

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2 Choose one topic sentence from the list below and write a paragraph about it.

- a) Predators, such as cats and dogs, threaten wildlife.
- b) Island sanctuaries protect native wildlife.
- c) New Zealand has unique wildlife.



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Instructions tell you how to do something. It is important to follow the steps in order to reach a result. Each step builds on the previous one until the result you need is reached.

Kite Flying and the Stars

Matariki is the Māori New Year. Matariki is a cluster of seven stars know as the Pleiades or Seven Sisters. The name Matariki means 'little eyes' or if written as Mata Ariki it is the 'eyes of God'. For some iwi it is the appearance of the bright star Puanga, which shines at about the same time each year, that indicates the beginning of a new year. Matariki, the cluster of stars, rise on the north-eastern horizon about the end of May each year.

Throughout Polynesia, the reappearance of Matariki was a signal to fly kites on the first day of the New Year. In Aotearoa kite flying is for fun but also a time to decide and reflect on the past and the future.

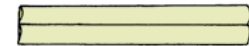
The discovery of Matariki and its association with the Māori New Year was made only in 2002, Even Māori of recent times had never heard of it. Traditionally Matariki was used by pre-European as a way to help in the navigation of their canoes from one island to another. Also, if the stars shone brightly the people considered that a good omen for a plentiful harvest.

Matariki is a day for all New Zealanders to celebrate as it is unique to this country.

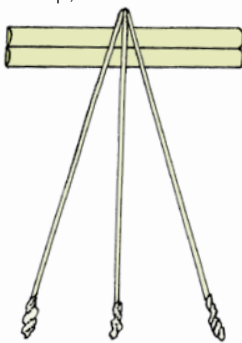
A Manu Taratahi Kite (toetoe kite)

You will need:
 Toetoe stems or raupo
 Three toetoe stems with plumes
 Feathers for decoration
 Flax or string

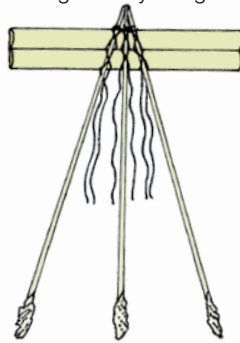
1 Lay two toetoe or raupo stems side by side.



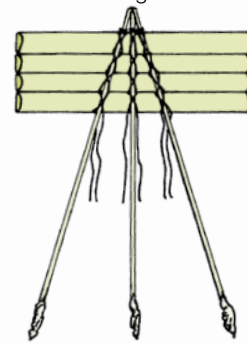
2 Lay three stems, with the plume on top, for the framework.



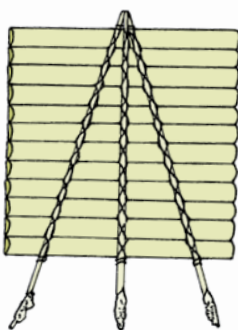
3 Use flax strips to tie the stems and framework together by using a cross tie.



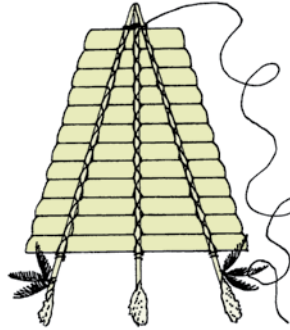
4 Continue by placing two more stems and fastening them down.



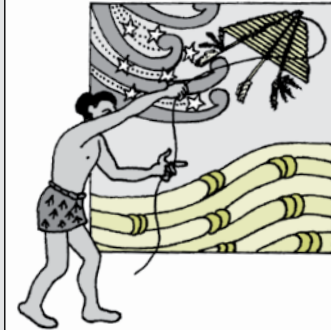
5 Continue fastening the stems down until the kite is finished.



6 Trim to kite shape, add feathers. Tie on long string to fly kite.



7 Find the wind, celebrate Matariki!



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



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.

Pages 7 - 25 Word Classes / Punctuation

Page 7 - 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 8 - 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 9 - 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 10 - 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 11 - Collective Nouns 1

- A1 a) pile b) litter c) string d) heap
 e) swarm
 B1 a) fleet : ships, buses b) school : fish, pupils
 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 12 - 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 13 - 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 14 - 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 15 - 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 16 - 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 17 - 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 18 - 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 19 - 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 20 - 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

Pages 21 & 22 - 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 : Maori, snail, pupurangi, animals, worms, shells, millimetres, trees, areas, farmland, bush

Page 24 - Capital Letters & Full Stops 1

- A1 Student's own answers
 B1 a) NZ b) PM c) Eliza, Liz, Beth, Betty
 d) Andy, Drew e) 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 - RSVP
 e) Winston Churchill - England - WWII
 C2 Because they are both proper nouns.

Page 25 - 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.