



Word Classes

An adjective is a word that describes a noun. It tells you more about the noun. Adjectives are used to describe things, people, animals and places.

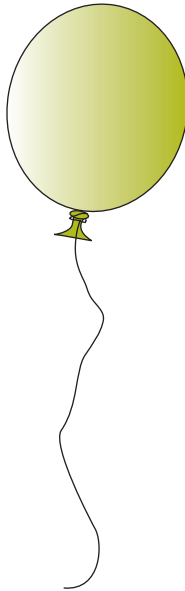
Examples : The **red** apple. The **angry** lion.

Red and angry are adjectives. They describe the type of apple and lion. The apple is a red one and the lion is an angry one.

A Clever Adjectives

1 Write a suitable adjective for each noun.

- a apple
- a dog
- a balloon
- a friend
- a kiwi
- a mountain
- a sunset
- a pathway
- a knife
- a ocean



B Using Colour

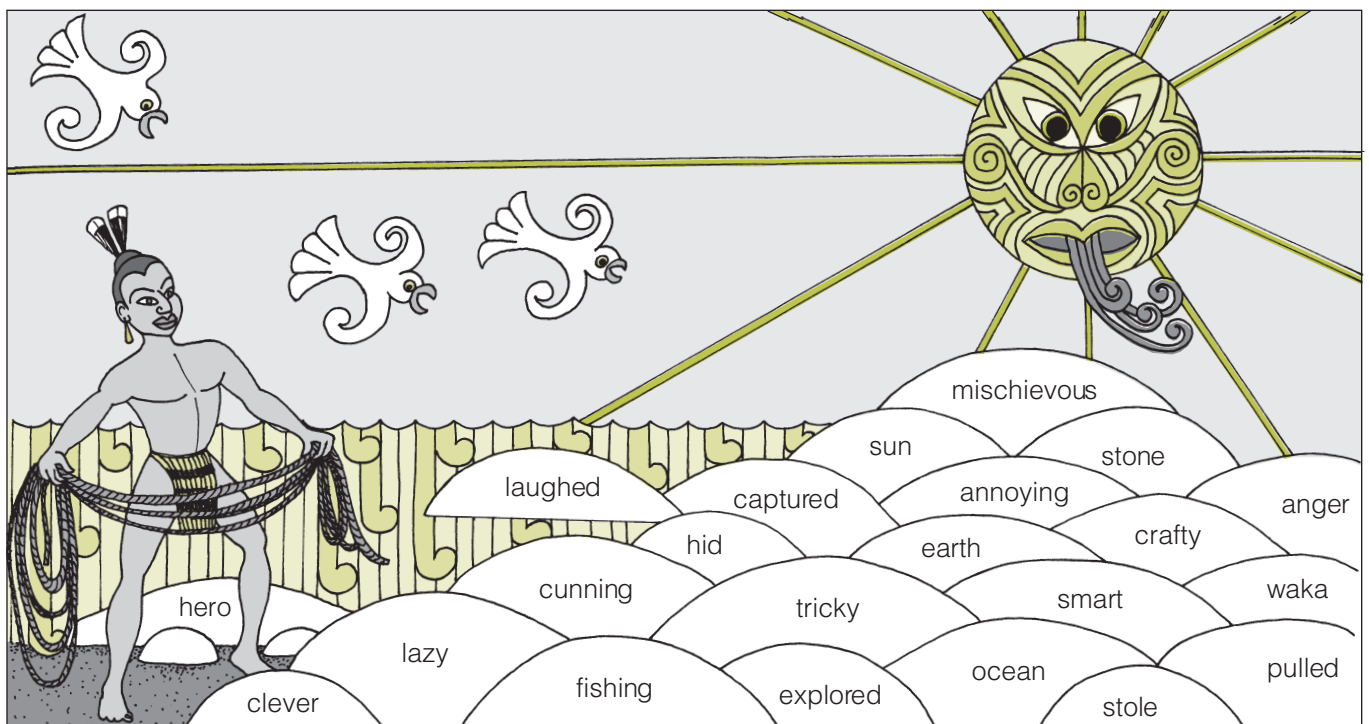
1 Write a suitable noun for each adjective.

- a red
- a blue
- a yellow
- a white
- a grey
- a purple
- a pink
- a black
- a green
- an orange



C Māui's Pathway

1 For Māui to capture the sun, you must colour in only the stones that are adjectives.

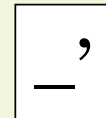




An apostrophe (') is also used in contractions. A contraction is two words that have been shortened into one word. An apostrophe is placed above the baseline in a position where letters have been left out.

Example : *He didn't see the movie with his friends.*

The two words *did* and *not* have been shortened to make one word and the letter *o* has been left out. An apostrophe has been placed in the space left by the *o* to show a letter is missing. Other contractions include *he's*, *don't*, and *we'll*.



A Short as Short

1 Write these words in a shortened way, using an apostrophe to show where letters have been left out.

- a) I have
- b) I will
- c) I would
- d) I cannot
- e) I have not
- f) I would not
- g) I do not
- h) I am

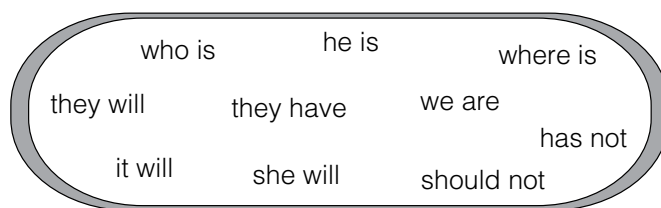
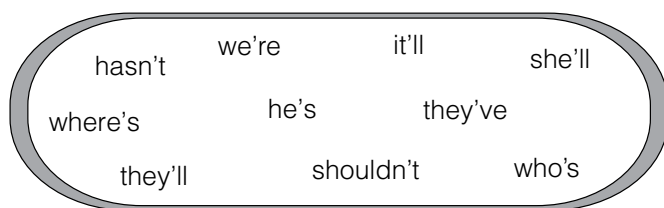
B All's Well

1 Write the following contractions in full.

- a) they're
- b) couldn't
- c) you're
- d) isn't
- e) it's
- f) we've
- g) who've
- h) this'll

C Paired Up

1 Find the long form of the shortened words. Circle them and colour each pair the same.



D Hiding Out

1 Rewrite the following passage, putting in apostrophes where they are required.

"Theyre coming now," remarked Jack. "Didnt you hear them?"

"Youre right," answered Paul. "Im sure thats them."

"Do you think theyll find us?" asked Jack.

"Not if were really quiet," whispered Paul.

.....

.....

.....

.....

42 Plural



Language Skills

Plural means there is more than one person or thing.

Example : *We went to buy some books.*

We tells us there is more than one person. *Some books* means more than one book.

A Top to Bottom

1 Circle only the plural words.

potatoes ferry half boss
key trips friends
babies city chimney life
elf stories glass
fists loaves hero army
piano nests brush

B Cross and Leave

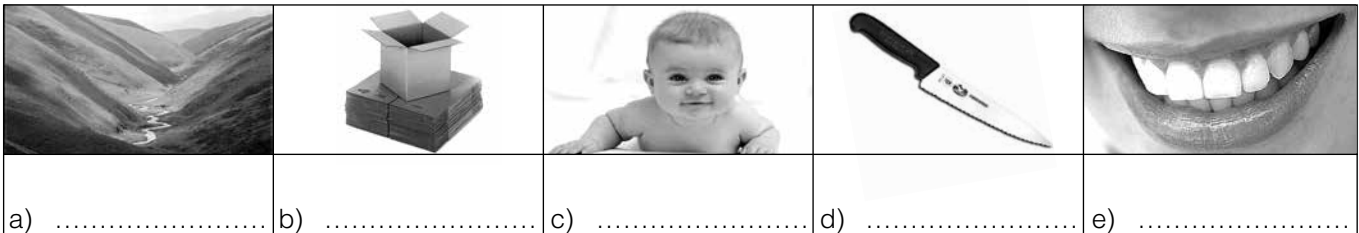
1 Cross out the singular and leave the plural form.

a) families family
b) echo echoes
c) mouse mice
d) foot feet
e) men man
f) flies fly
g) child children



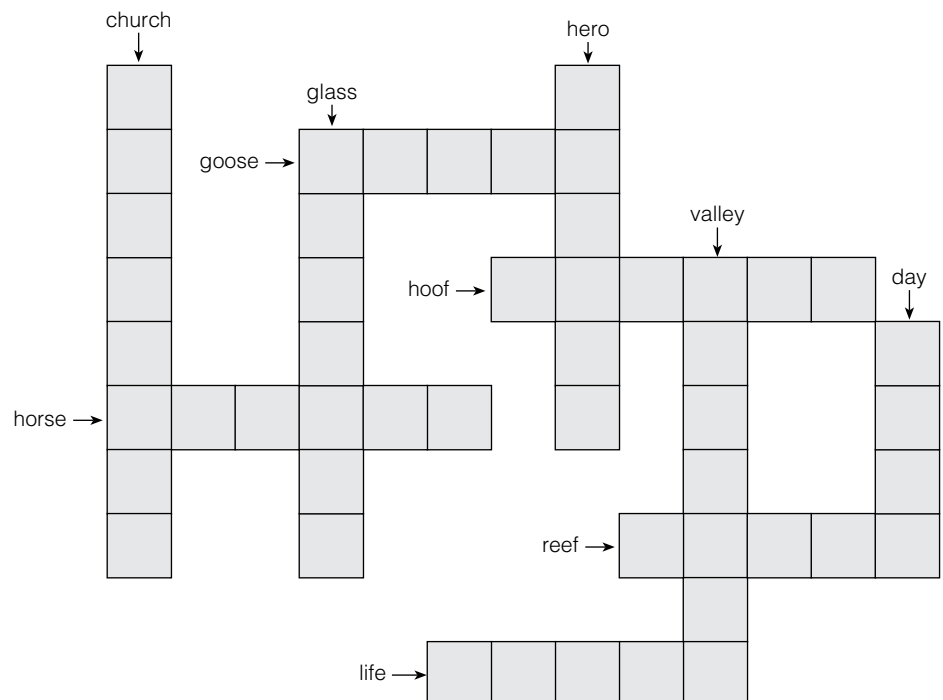
C More Than One

1 Name the item in each photo and write the plural form of the word underneath.



D Plural Crozzle

1 Fill this crozzle with the plurals of the words given. The word begins where the arrow points.





There are five vowels in the alphabet - *a, e, i, o* and *u* - and every English word contains at least one vowel. All the rest of the letters are consonants.

Sometimes the letter *y* is used as a vowel when it makes an *i* or *e* sound. Examples: *sky any happy*

It is possible to understand words even if the vowels are left out. Texting often uses this idea!

a^eiou

A Alphabet Pieces

- 1 Write the five vowels in these boxes.

--	--	--	--	--

- 2 Write only the consonants in these boxes in their usual order.

- 3 Which two letters of the alphabet are used as words?

	and	
--	-----	--

B Name It

- 1 Write your full name and circle the vowels.

.....

.....

- 2 Write the full name of a member of your family and circle the vowels.

.....

.....

- 3 How many times does a vowel occur in this word?

Supercalifragilisticexpialidocious

..... times. Circle each one.

C Amazing Animals

- 1 Add the vowels to the names of these animals.

- a) p b) b ff lo
- c) c m l d) d nk y
- e) l ph nt f) f rr t
- g) g r ff h) l p rd
- i) h pp p t m s

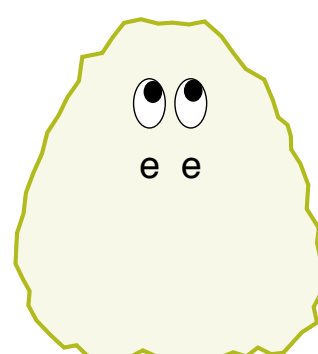
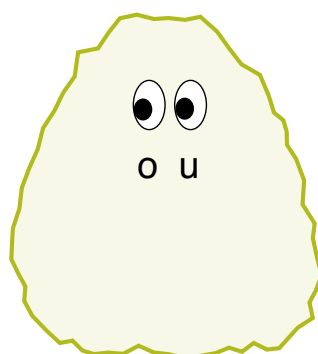
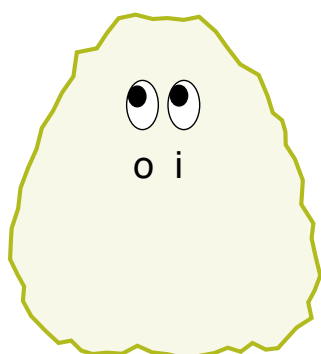
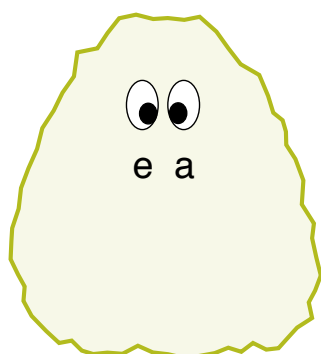
D Beautiful Birds

- 1 Add the vowels to the names of these birds.

- a) lb tr ss b) bl ck b rd
- c) c n ry d) k ng f sher
- e) gl f) fl m ng
- g) g s h) h r n
- i) p rr t j) s g ll

E Two Together

- 1 Sometimes words are spelt with two vowels together. Write two words in each shape that have the same vowel pairs.





A prefix is one or two syllables added to the beginning of a word to alter its meaning. Prefixes have a meaning of their own. Some prefixes change a word to its opposite.

Examples : prefix : *dis* meaning *not* like - *dislike* prefix : *un* meaning *not* happy - *unhappy*

Some of the prefixes we use most often are : *ab-, ante-, bi-, circum-, ex-, il-, im-, in-, inter-, mis-, re-, super-, trans-, un-*

A In Fives

- Write five words that begin with the prefix *dis* when it means *not*.

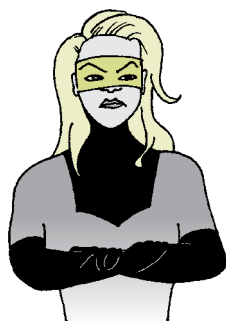
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B Do Again

- The prefix *re* usually means to *do something again*. What do these words mean?

- reappear
- reapply
- rebuild
- recycle
- rewrite

- Write six words that begin with the prefix *trans* when it means *across*.

.....

.....

.....

- Write six more words of your own that have the prefix *pre*, meaning to *come before*.

.....

.....

.....

C Making Opposites

- Add a prefix to these words so that the new word has the opposite meaning. One is done for you.

- | | | | |
|--|--------------------------------|---------------------------------|----------------------------------|
| a) <div>healthy
unhealthy</div> | b) <div>appear
.....</div> | c) <div>visible
.....</div> | d) <div>possible
.....</div> |
| e) <div>patient
.....</div> | f) <div>known
.....</div> | g) <div>agree
.....</div> | h) <div>complete
.....</div> |

- Write two words of your own using some of these prefixes : *super-, il-, in-, bi-, inter-, mis-, trans-, un-, re-, im-*.

- | | | | |
|---|---|---|---|
| a) <div>.....
.....
.....</div> | b) <div>.....
.....
.....</div> | c) <div>.....
.....
.....</div> | d) <div>.....
.....
.....</div> |
| e) <div>.....
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.....</div> |

A White-Faced Heron

- Label the subject and the verb. The verb tells what the subject is doing in each sentence. One is done for you.
 - A heron searches for food.
subject verb
 - White-faced herons eat fish, frogs and mice.
 - The heron catches its prey with its long beak.
 - Heron look for food in shallow water.
 - High up in trees the birds build flimsy nests.

B Doing What Comes Naturally

- Write an interesting sentence about each creature. Make sure each sentence has a verb.

The tuatara



.....



The frog

.....

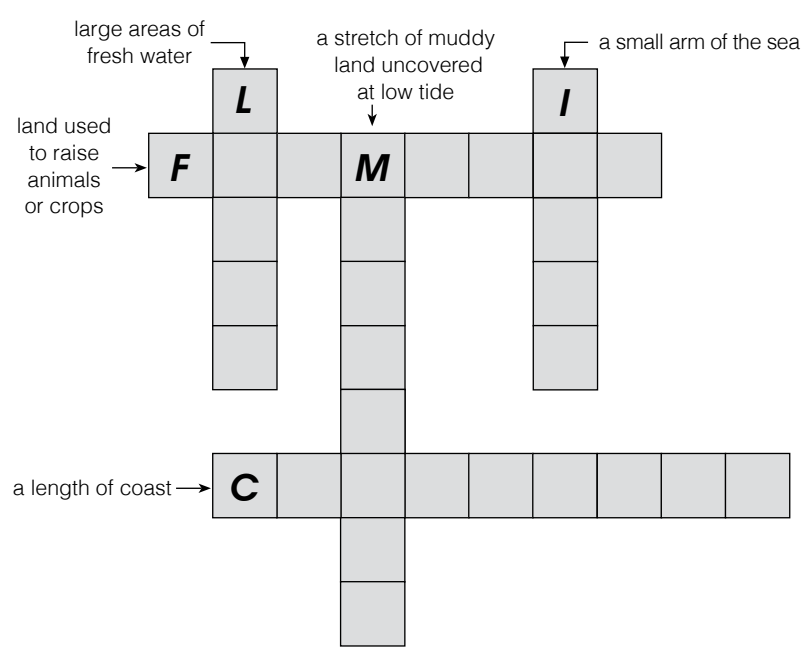
The turtle



.....

C Hunting for Food

- Find where white-faced herons are commonly seen hunting for food by using the clues and the starter letters. Then write a sentence which uses all the words you found.



.....



Cloze reading is when the reader has to supply words that have been removed from the story. It is a way of testing a reader's ability to understand what they are reading even though not all words are there. A reader should be able to give a word that fits the sense of the sentence.

A Dear . . .

- 1 Use your own words to complete this letter.

Dear ,

It has been a long since I last
..... to you but I have been
..... at school. Next
I will go to School and
so I want to make sure I
how to do the work. I've been picked for the
..... team and now represent
the school.

Write soon,
Andrew

B St Valentine's Day

- 1 Place words from the box in the correct space.

Christian	killed	sweethearts
February	marry	celebrated

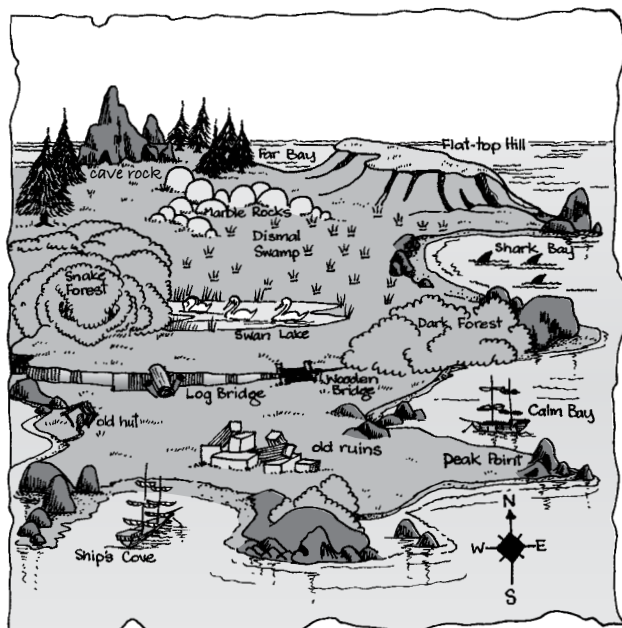
St. Valentine's Day is 14th.

In many countries
this day is to honour
St. Valentine who was because
he helped lovers to
Chocolates, red roses and cards are sent to
.....



C Captain Hook's Treasure

- 1 Study Captain Hook's map and message carefully. Place the missing words in the message from the clues given in the map. Mark the trail and where you found the treasure.



From Ship's Cove go north to the
past the on your right. Cross
the chasm over the bridge, taking great
care as it is likely to move. Go north-east with the
..... on your right and
Lake on your left. Do not go into
..... as we lost two of our men to the
giant snakes who live there. Once past
Bay turn north-west and go through
..... passing by Flat Top Hill. Circle
the and in the centre
of them, the two pines and Cave Rock, you will find my
treasure.

Hook

**A Book Review Facts**

1 Answer each question using the information found in the book review opposite.

- a) Who wrote this book?
- b) What is the name of the blog where this review can be found?
- c) Who is the 'hero' of the book?
- d) Is the book most likely set in the past, present, or future?
- e) What catastrophe has occurred?
.....
- f) How have the people living there coped?
.....
- g) How do the Valley of the Sun people threaten the community?
.....
- h) Explain in your own words what the reviewer's comment, 'the whole community is bemused' means.
.....
.....
- i) The reviewer describes Noma as a 'feisty' girl. What does the word 'feisty' mean?
- j) Describe one of the 'thrilling' action events in the story which the reviewer refers to.
.....
.....
- k) In your own words describe one event referred to in the review which would make you want to read the book.
.....
.....

B Around the Website

1 Answer each question using the information found in another Bob's Books Blog.

- a) Visit the Bob's Books Blog here <https://bobsbooksnz.wordpress.com/>
- b) Choose another review of a book, which you are interested in, aimed at your age group. Write down the title of the book and author's name.
.....
- c) Read the review carefully. List three reasons why you would now be interested in reading this book.
.....
.....



It is important when doing research to choose a topic that interests you. If your teacher asks you to choose the research topic, you may find selecting one is harder than you think. You should try to select a topic that has plenty of material available, or your task will prove hard to complete. A good method is to think of topics you're interested in, then narrow it down to the one that will provide the most readily available information.

It 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 eight topics you might find interesting to research and present as a project.

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B Narrow It Down

Step 2 : Narrow it down

The next step is to narrow the list down to one topic that you think you will find the most interesting to research.

- 1 Write the name of the most interesting topic from the list in exercise **A**.

.....

- 2 What made you choose this subject?

I chose this subject because

.....

.....

.....

.....

.....

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. Also write down what you don't know and need to find out.

(your selected topic)

Pages 7 - 21

Word Classes

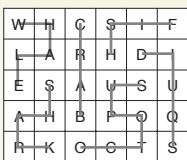
Page 7 - Common Nouns 1

- A1 Examples - father, mother, brother, sister
 A2 a) library b) school
 c) bakery d) hospital
 e) church f) vineyard
 g) station h) orchard
 B1 Examples only - student's own answers
 kiwi, possum, horse, cow, sheep
 B2 Examples only - student's own answers
 chair, table, vase, poster / picture, curtains
 C1 Examples only - student's own answers
 apple, cake, clock, crab, cricket bat, fish,
 mouse, mug, mushroom, nut, pencil, plate,
 rocket, skateboard, skipping rope, soccer ball,
 spider, star, strawberry, worm



Page 8 - Common Nouns 2

- A1 whale shark
 crab octopus
 fish squid
 B1 hair, eyes, nose, ear,
 T-shirt, shorts, sneakers,
 wheels, skateboard, legs,
 mouth, fingers, arms
 C1 blue-coloured words :
 driver, dentist, plumber, guard, golfer
 red-coloured words :
 airfield, bus stop, motel, clinic, tower
 green-coloured words :
 tuatara, foal, monkey, racehorse, ant
 yellow-coloured words :
 spade, gate, knife, mirror, fence
 D1 Student's own answers.



Page 9 - Proper Nouns 1

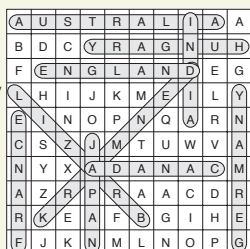
Answers must all start with a capital letter.

- A1 Student's own answers.
 B1 Student's own answers - examples :
 Auckland, The Beehive, Mt Ruapehu, Clutha River,
 Mana Island, Aorangi, Lake Tekapo,
 Mount Maunganui, Waitangi.
 C1 Circled proper nouns :
 a) Uncle Dave b) Saturday
 c) Coronation Wharf d) Alex Tanner
 e) Coca-Cola f) Max, Mischief
 D1 January, February, March, April, May, June,
 July, August, September, October, November,
 December.

Page 10 - Proper Nouns 2

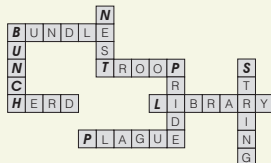
Answers must all start with a capital letter.

- A1 a) Sky Tower b) Pancake Rocks
 c) Mitre Peak d) The Beehive
 B1 Sir Edmund Hillary - Mt Everest; Waitangi - Northland;
 Waipoua Forest - Tāne Mahuta; Aotearoa - Kupe;
 Mount Cook - Southern Alps.
 C1 Australia, Brazil
 Canada, Denmark
 England, France
 Germany, Hungary
 India, Japan
 D1 James, Alice,
 Tom, Carla,
 Megan, Mitchell,
 Ben, Sophie



Page 11 - Collective Nouns 1

- A1 a) flock b) herd c) litter
 d) team / string e) flock / mob
 A2 a) class b) choir c) team d) crew
 e) army
 B1 a) pile / heap b) clump / bush
 c) packet / box d) set / bag
 e) stack / pile / bundle
 B2 a) brood c) school d) crate / box e) chest
 f) flight
 C1



Page 12 - Collective Nouns 2

- A1 a) tribe b) swarm c) school d) pod
 B1 a) congregation b) spectators
 c) crowd d) audience
 C1 a) rope b) punnet c) cluster d) fleet
 e) bundle f) stack g) flight h) bunch
 i) library j) cast k) range l) pack
 m) forest n) collection o) pile

Page 13 - Pronouns 1

- A1 a) I b) me c) myself d) mine
 e) my
 A2 b) They - Sarah and Erin c) It - the fish
 d) her - Sarah
 B1 a) Henry fell down and he hurt his knee.
 b) Susan had a haircut and she looked very nice.
 c) Alex read often and he read very well.
 d) Tai ran fast and he won his race.
 B2 a) I b) ours c) He, I
 d) I, we, them e) They, their
 C1 I, you, me, him, she, her, they, it, we, us,
 them, mine.

Page 14 - Pronouns 2

- A1 I, we, he, me, her, his, their, she, it, him,
 them, its
 A2 Words : (top to bottom) Hidden pronoun
 Amaze, Eyes, Ashen, is : **MYSELF**
 Help, Slice, Afar
 B1 a) you b) they c) mine d) us
 C1 your, our, us, them, my, its, his, itself,
 yourself, theirs, I, we, yours, her
 D1 Every Saturday we have to do our chores to earn our
 pocket money. I put out the kitchen rubbish and then
 help my mother with the vacuum-cleaning because
she has a full-time job. All the family is expected to
 help around the house because we all live there.

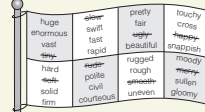
Page 15 - Adjectives 1

- A1 Student's own answers - examples :
 a) sour b) savage c) red d) cheerful
 e) shy f) rugged g) golden h) brick
 i) sharp j) calm
 B1 Student's own answers - examples :
 a) fire engine b) umbrella c) sunflower
 d) horse e) heron f) eggplant
 g) marshmallow h) dog i) cabbage
 j) mandarin
 C1 clever, lazy, cunning, tricky, smart, crafty,
 annoying, mischievous

Answer Section A1

Page 16 - Adjectives 2

- A1 Student's own answers
 - examples :
 B1 Student's own answers
 - examples :
 yummy, delicious,
 luscious, tasty, delectable, sweet, sticky, smooth,
 creamy, cold
 C1 a) slow b) busy c) white d) quiet
 e) cheeky f) heavy
 D1 Circled adjectives - fearless, powerful, courageous,
 bold, muscular, daring, athletic, sinewy, healthy,
 brave



Page 17 - Prepositions 1

- A1 b) in c) above / on d) under
 B1 a) in b) before c) after
 B2 a) by, near, beside b) on, against, under
 C1 in, down, through, over, around, towards, up
 D1 above, across, beneath, against, after, towards,
 upon, beyond

Page 18 - Prepositions 2

- A1 a) beneath / under B1 on upon near
 b) across / on beside within
 c) over in through by
 d) between / among / under i) under
 beneath
 C1 Underlined prepositions :
 in, on, through, beneath,
 across, over, in, between
 below
 underneath

Page 19 - Conjunctions 1

- A1 a) and b) but c) because d) while
 e) although f) when
 A2 a) and / then b) and / or / then
 c) while d) when / because
 B1 Student's own answers.
 C1 over and out, come and go, give and take,
 thick and thin, lock and key, spick and span,
 one and all, stuff and nonsense, fast and furious,
 fits and starts

Page 20 - Conjunctions 2

- A1 a) bacon and eggs b) hammer and tongs
 c) fish and chips d) lock and key
 B1 a) unless b) although c) when d) that
 e) where f) before g) because h) than
 C1 Student's own answers - examples :
 black and white, cats and dogs
 C2 Student's own answers - examples :
 poor but honest, proud but modest

Page 21 - Verbs 1

- A1 Student's own answers - examples :
 runs, pounces, leaps, waddles,
 struts, frisks, gallops, slithers,
 lopes
 B1 Student's own answers
 C1 Student's own answers - examples :
 tennis player - serves, hits, smashes
 cricketer - bats, bowls, throws
 netballer - dodges, catches, shoots
 skateboarder - pushes, balances, jumps
 swimmer - dives, kicks, turns
 soccer player - dribbles, heads, strikes
 rugby player - runs, tackles, passes

