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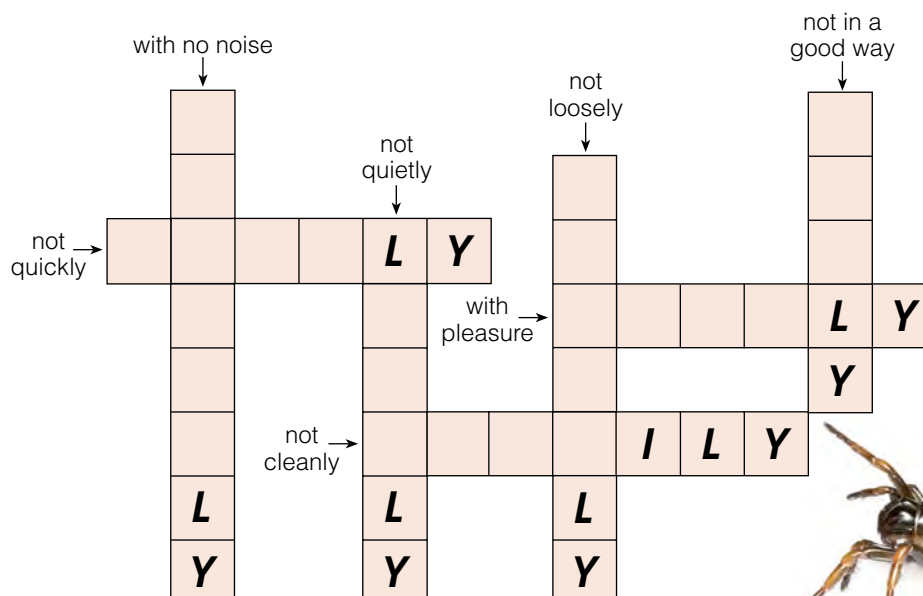
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15 Adverbs 2

A Making Adverbs

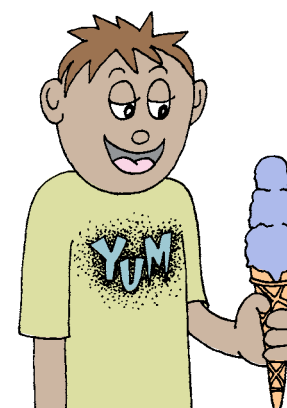
1 Use the clues to make adverbs to fill in this crozzle. Begin each word where the arrow points.



B How Could You Do It?

1 Write two adverbs that tell how you could do each of the following. Find different words for each one.

Speak		
eat		
write		
talk		
laugh		



C Adding Adverbs

1 Add an interesting adverb to each sentence.

- | | |
|-----------------------|---------------------|
| a) The boy spoke . | b) The river ran . |
| c) The baby ate . | d) The leaf fell . |
| e) The teacher sang . | f) The sun shone . |
| g) The cat meowed . | h) The girl wrote . |



25 Full Stops 2

A Easy-Peasy Sentences

1 Write a sentence about each of these things. Remember how each sentence must end.

a)



b)

c)



B Making Two

1 Place a full stop to make two short sentences out of each long one.



a) Tom went to the park Angela went to the beach.

b) Sarah has long hair Ellen's hair is red.

c) Cats don't like water dogs love it.

d) Most birds fly kiwis just have to walk instead.

2 The two words that now need capital letters are

and

.

C Unscramble the Scrambled

1 Rewrite these scrambled sentences so they make sense. The first word is given to help you.

a) The is spider katipo a Zealand New

The

b) A be very weta can big

A

c) The does kiwi fly not

The





38 Singular 1

Singular (*sing-yoo-la*) means there is only one of something. It means one person, one place, one animal or one thing.

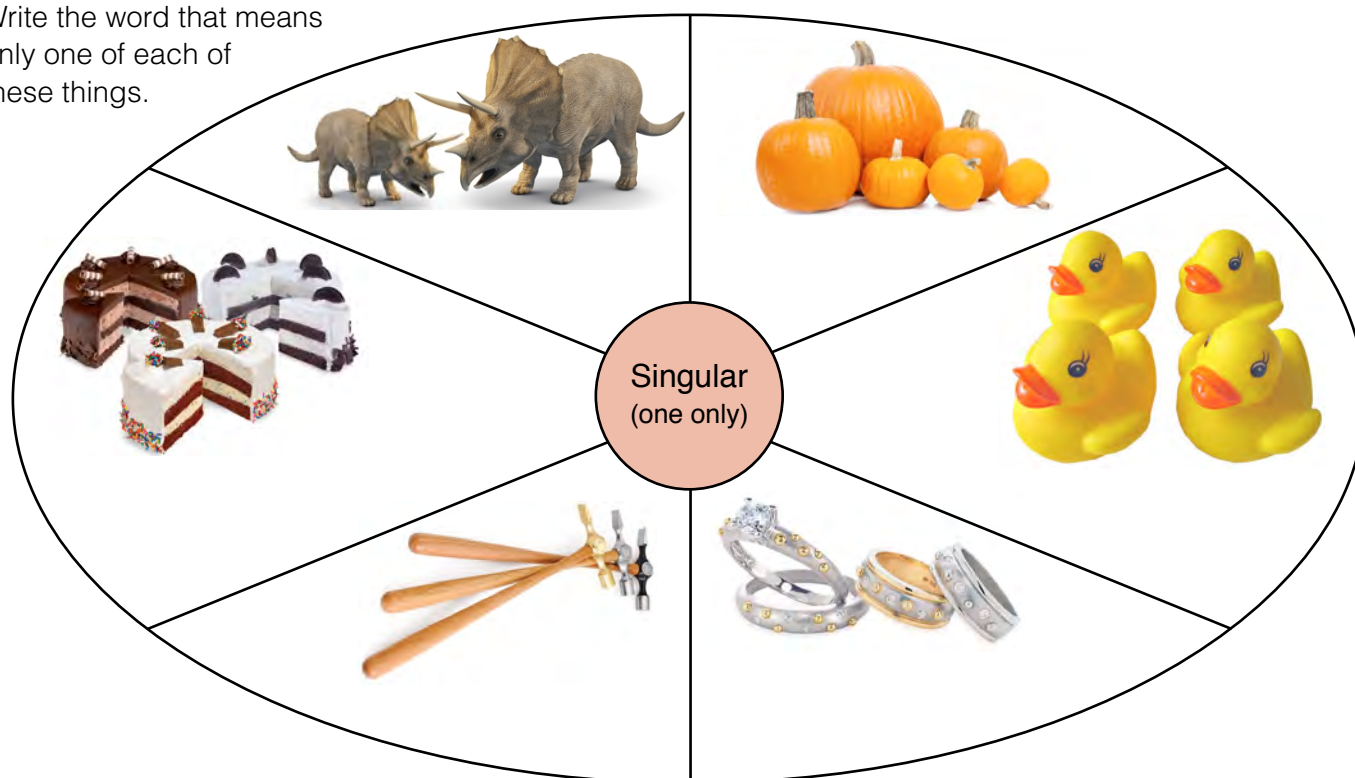
Examples : *footballer* - one person
hedgehog - one animal

beach - one place
table - one thing



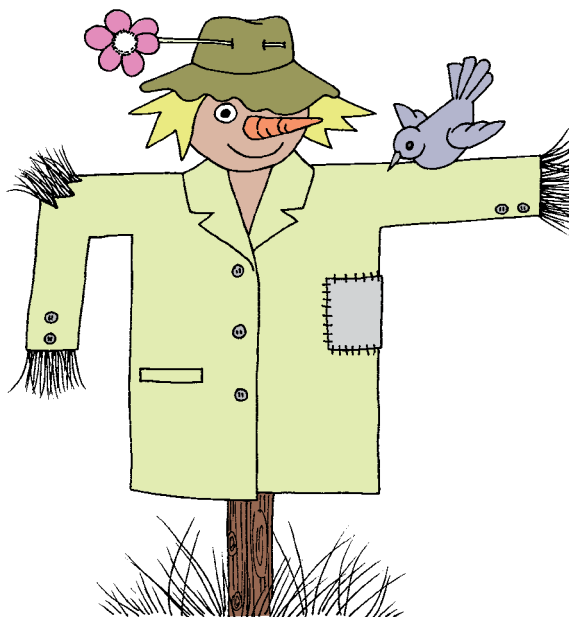
A One Only

- 1 Write the word that means only one of each of these things.



B Finding Out

- 1 How many single things can you find in this picture? Write them down as a list. There are ten to look for.





62 Māori Language 1

Many words from the Māori language are used every day in New Zealand.

Examples : kiwi kūmara where ka pai kia ora

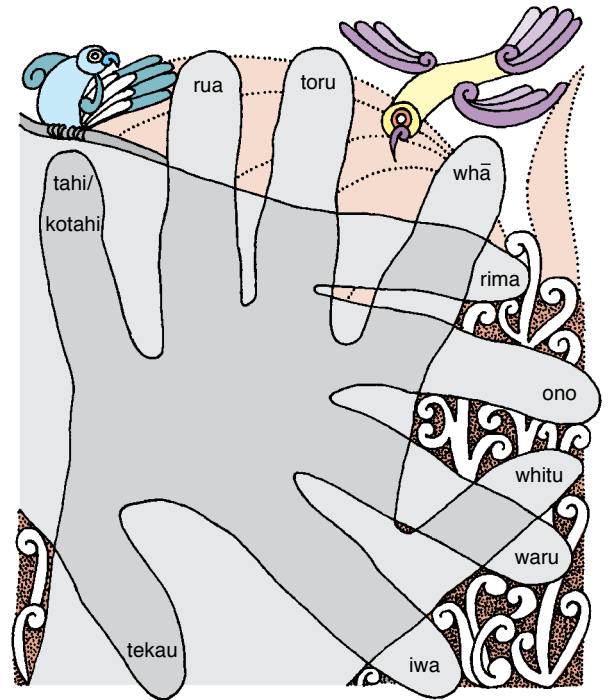
Correct pronunciation of the vowels is essential.

A sounds as it does in car E as in air
I as in sea O as in floor U as in Sue

A One to Ten

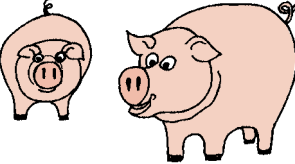
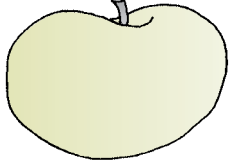
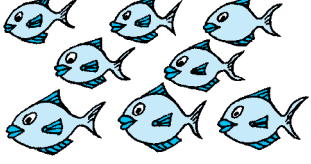
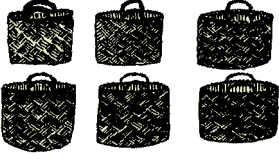
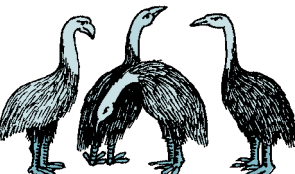
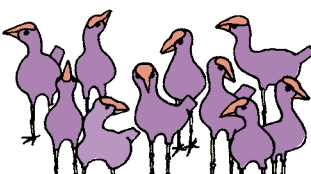
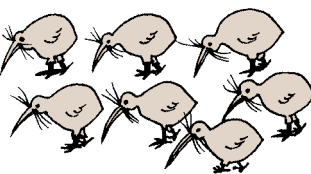
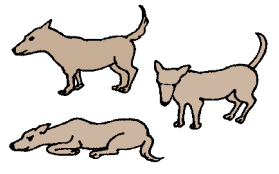

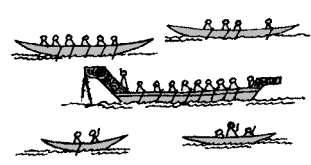
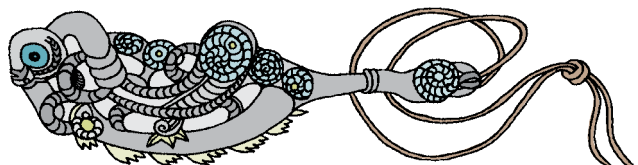
1 For each number given, colour in only that number of circles in the line.

toru	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
whitu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iwa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rima	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tekau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ono	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rua	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
waru	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
whā	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



B Number Fun

1 Write the correct Māori words for the numbers of things drawn.

 poaka	 aporo	 ika	 kete
 moa	 pukeko	 kiwi	 kūrī
 whare	 waka		



83 Middle Sounds 1

Sometimes two letters that make a sound of their own appear in the middle of a word.

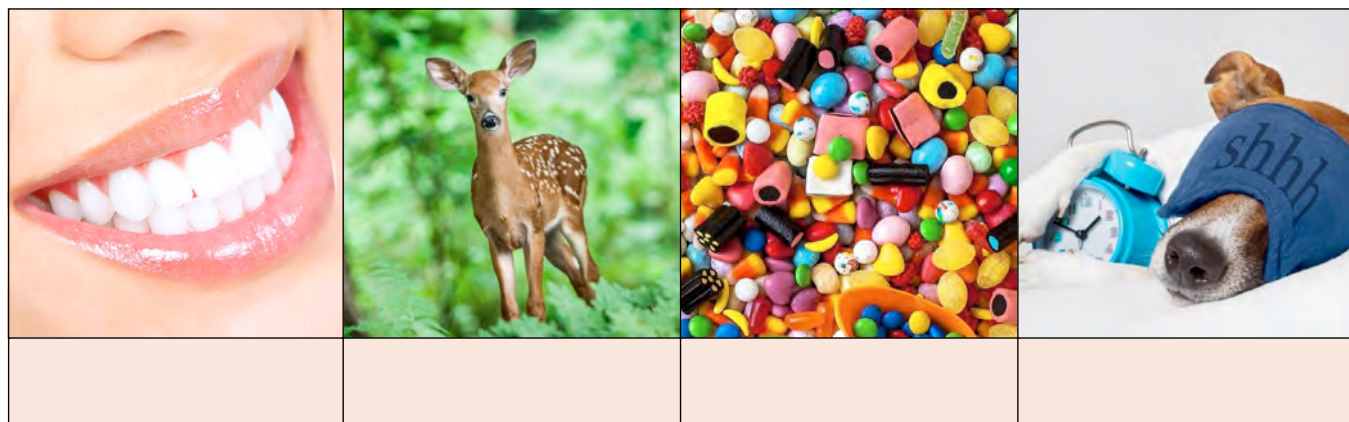
Examples : oo - school ee - feet ow - howl

A Super Sounds

1 Under each picture, write a word that has **oo** in the middle.



2 Under each picture, write a word that has an **ee** sound.



3 Under each picture, write a word that has an **ow** sound.





Sequencing Ideas 2

On page 103 you learnt how to put things into an order that is easy to understand. When you have brainstormed about something you have done or seen, it is best if you sort your ideas about what happened into the order it happened. What happened first? What was the next thing that happened? What else happened? - and so on until you have sorted your best brainstorming ideas into a sequence that will make an understandable story.

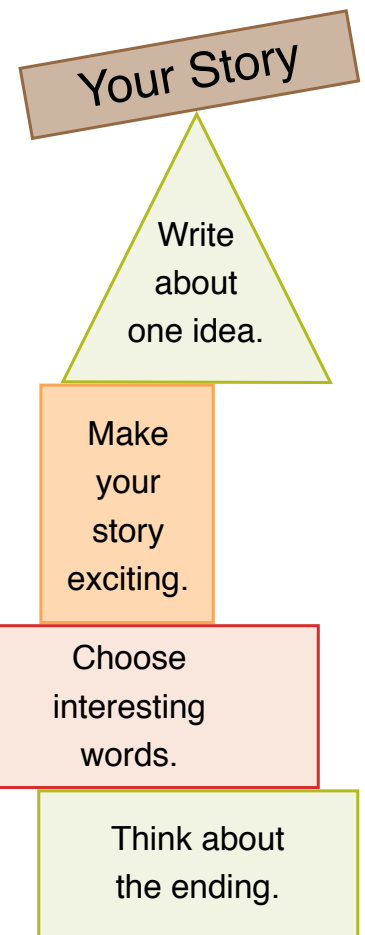
It is best to write about one thing that happened. Do not write about a whole day from the time you get up until the time you go to bed. Choose one interesting or exciting thing and write about that in detail. Give your story a strong ending. It could be happy, sad, funny, dramatic or surprising.

A Sequencing Ideas

- 1 Think of an interesting thing that happened in which your pet was involved. It could be a true story or one that is partly (or even completely) made up. Use these lines to **write down the important things that happened in the order they happened.**

- Fill in line 10 first to make sure you have a strong ending.
- Don't worry if there are one or two blank lines when you finish. Some stories have more happenings than others.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



- 2 Colour in **Yes** or **No** to check your sequencing ideas. If you answer no to any of the questions, replan your sequence of ideas.

Are the ideas in the best order?		Do all of the ideas fit well together?		Does this sequence make a good story?		Is the ending strong?	
Yes	No	Yes	No	Yes	No	Yes	No

**A Rabbit Facts**

1 Read the information page about rabbits and answer these questions.

- a) Which type of rabbits are best for children?
- b) How long is the average life span of a rabbit?
- c) What do rabbits drink?
- d) Whose website is this?

B Rabbit Details

1 Read the SPCA website information on the previous page and answer each question using the facts given.

- a) What do rabbits eat?
- b) What sort of bedding do they like?
- c) Why should rabbits have a big hutch?
- d) What should the hutch have to make it a good home?





Selecting a Topic

Sometime this year, you may be asked to do a study on a subject you can choose for yourself or your teacher may give you a topic to find out about. Choosing what to study can be harder than you think. The best way to choose something to study is shown in the three steps that follow.



A Step 1 : What Interest You?

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

B Step 2 : Narrow it Down

- 1 From the list in Step 1, write down the topic you would most like to find more about.

C Step 3 : Check for Sources

- 1 Can you think of three sources where you can find information? (Page 136 will give you ideas.)

Are there three good sources for your topic?

☐

YES - Go ahead!

☐

NO - Go back to Step 2 and choose again.

D Getting Started

- 1 Because you are interested in what you have chosen in Step 2, you probably know something about it already. In the shape below, write important things you already know.

My Topic :

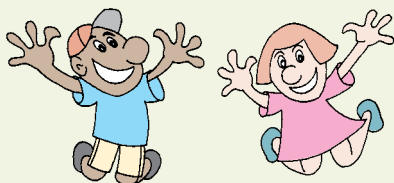
What I Already Know

A1 Answer Section

Pages 8 - 19
Word Classes

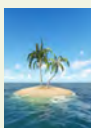
Page 8 - Nouns 1

- A1 b) girl c) pirate d) cowboy
B1 a) church b) island c) bus-stop
C1 rooster, horse, dog, sheep, cat, duck
D1 Coloured balloons : chimney, coat, fork, book, bed



Page 9 - Nouns 2

- A1 Examples only - student's own answers.
cloud, tree, fish, mountain, flower,
rocks, cow, balloon, snow, bird,
sun, girl
B1 Student's own answers.



Page 10 - Adjectives 1

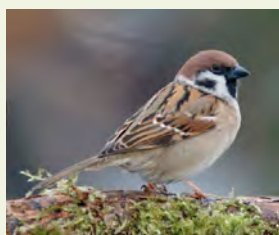
- A1 Examples only - student's own answers.
b) brown c) white d) yellow
B1 tall, wet, good, soft, happy, wooden, sharp,
thin, crisp, cold
C1 brave, black, big, violet, slow, red, tall, fast,
soft, tight

Page 11 - Adjectives 2

- A1 Adjectives - shiny, soft, old, little, pretty, furry
Blue nouns - cat, town, book, feather
B1
bored sad happy sleepy angry
C1 Examples only - student's own answers.
a) On the wooden table was a vase of beautiful flowers.
b) A gust of cold wind blew the red umbrella out of the
girl's hand.
c) Near the woven basket, a woollen rug was spread out.
d) A golden sun rose above the smooth sea.
e) The black horse wore a blue blanket.
f) The white dog ran to the green car.

Page 12 - Verbs 1

- A1
running jumping hopping throwing
B1 Examples only - student's own answers.
swim / swims play / plays fly / flies
C1 swings, glides, leaps, trots, paddles



Page 13 - Verbs 2

- A1 Student's own answers.
B1 a baby cries, a lion roars, a butterfly flutters,
a telephone rings, a flea jumps, an eel swims,
a monkey climbs, a star twinkles, a river flows,
a seagull dives
C1 Safe path verbs - sparkle, speak, slide, cry,
reach, turn

Page 14 - Adverbs 1

- A1 bravely, slowly, happily, quietly, greedily
B1 flew - quickly, swiftly
sang - loudly, sweetly
fell - heavily, suddenly
pulled - excitedly, strongly
slept - safely, warmly
C1 Examples only - alternatives may be used.
a) quietly b) smoothly c) messily / untidily



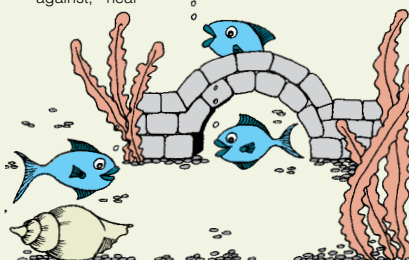
Page 15 - Adverbs 2

- A1
S I O W L Y
E N T L Y
T I D I L Y
B A D L Y
G L A D L Y
H I L L Y
D I R T I L Y
L Y
B1 Examples only - student's own answers.
speak - loudly, softly eat - quickly, greedily
write - carefully, neatly talk - slowly, calmly
laugh - gently, kindly
C1 Examples only - student's own answers.
a) The boy spoke clearly.
b) The river ran quickly.
c) The baby ate messily.
d) The leaf fell silently.
e) The teacher sang sweetly.
f) The sun shone brightly.
g) The cat meowed hungrily.
h) The girl wrote carefully.



Page 16 - Prepositions 1

- A1 in the castle, on the bridge, through the doorway
beside the castle, above the shell, under the bridge
B1 Coloured signs - behind, down, through,
against, near



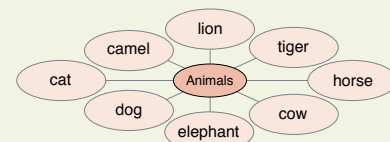
Page 17 - Prepositions 2

- A1 a) up / on b) along / on c) beside / by / near
d) in / on e) down
f) beneath / beside / under / by
B1 below, over, after, down, between, round,
towards, near, into, upon
C1 Examples only - student's own answers.
a) over b) up c) behind d) into
e) across



Page 18-19 - Word Classes Test

- A1 Examples only - student's own answers.



- B1 Coloured-in signs - damp, large, tight, happy,
cloudy
C1 Examples only - student's own answers.
small - baby - cries, cold - icecream - melts
strong - horse - gallops, white - swan - glides,
cute - puppy - plays, hard - diamond - sparkles,
busy - bee - stings, gentle - rabbit - nibbles,
D1 Coloured-in flowers - quickly, softly, badly, brightly
E1 Examples only - student's own answers.
a) loudly b) carefully c) softly d) sweetly
E2 Student's own answers.
F1 Circled prepositions - through, on, from, down,
in, above

