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## 3

## Introduction

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[illegible]



A **noun** is a word that refers to or *names* a person, place, animal or thing. Most nouns are **common nouns**, which is the name given to ordinary, everyday things without a special name of their own, such as kinds of people, a type of place, a type of animal or object.

Examples : Category : People; Common Nouns : teacher, girl

Category : Places; Common Nouns : house, park

Category : Animals; Common Nouns : dog, bird

Category : Things; Common Nouns : book, blanket

Usually, sentences need a noun to help them make sense. Nouns are easy to find as they often have *the*, *an* or *a* in front of them.

Examples : The **wheel** rolled down the **road** . An **eagle** flies towards the **mountain** . A **dolphin** swam beside the **boat** .

### A My Stuff

1

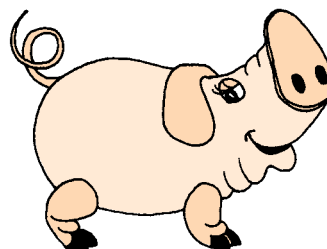


Name four things in your school bag.

2 Name four things in your bedroom.

### B Naming Names

1 Write six parts of this pig's body. They will all be common nouns.

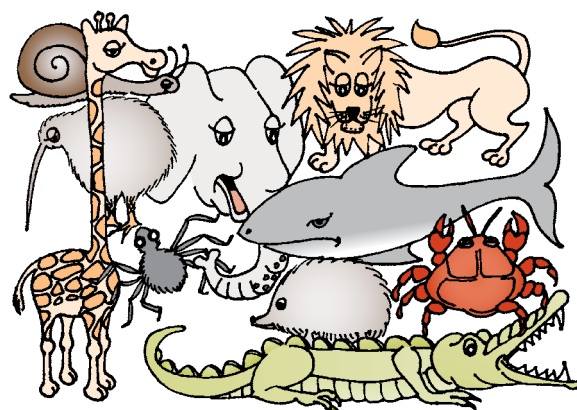


2 Highlight the five common nouns shown in this chart.

aunt	angry	hurry
swish	late	uncle
tired	cousin	bellow
grandmother	crept	grandfather

### C Animal Nouns

1 Name the ten animals in this picture.



### D Place Nouns

1 Fill in the letters to complete the names of these places. Each name is a common noun.

a) Pupils are taught at s c h                      l.

b) Hymns are sung in a c h                      r c h.

c) Cars are fixed in a g                      r                      g                      .

d) Most people live in a h                      s                      .

e) Books are borrowed from the l                      b r                      r y.

f) Sick people go to h                      s p                      t                      l.

g) Food is bought at the s                      p                      r m                      r k                      t.



A **comma** ( , ) is a punctuation sign that shows the reader a short pause is needed in a sentence.

Examples : *As the sun came up, birds began to sing.*

Sometimes two commas are used in one sentence to separate an extra piece of information.

Example : *John loaded the car, an old Ford his father gave him, to the roof.*

If you take away the extra information, the sentence still makes sense.

Example : *John loaded the car to the roof.*

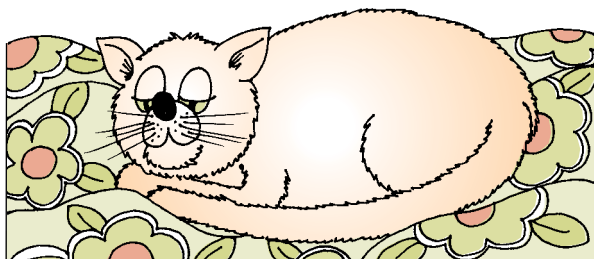
A comma is used to separate items in a list but is not used before 'and'.

Example : *I carried my bag, a ball, a jacket and a book.*



### A A Short Pause

- 1 Place a comma where there is a short pause in each sentence. One is done for you. Use your pen tool.
  - a) Aiming the ball carefully, Lisa put it through the hoop.
  - b) Taking great care Karl kicked the goal.
  - c) Charging up to the gate the dog barked loudly.
  - d) Leaping on to my bed my cat snuggled close.
  - e) After a long walk we were glad to reach home.

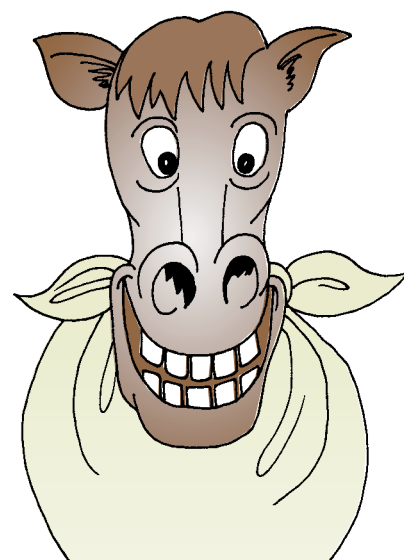


### B What Happened?

- 1 Complete each sentence using a comma to show a pause is needed. Ask yourself, 'What happened then?' One is done for you.
  - a) Calling loudly , **my mother stood on the driveway.**
  - b) Running swiftly
  - c) When the wind stopped
  - d) As the waves lapped the beach
  - e) Because summer is here

### C Extra Information

- 1 In each sentence, place two commas to separate the extra information. One is done for you. Use your pen tool or make a text box.
  - a) My brother, who eats like a horse, is always hungry.
  - b) My sister the one with long hair has a pimple on her nose.
  - c) Alfred my dog has a very short tail.
  - d) Daniel my cousin came to my school.
  - e) Matt who is a great runner won the cross-country race.
  - f) I chose a bag the one with yellow flowers as my schoolbag
  - g) Several birds watching the water waited for fish





# 40 Singular 1

**Singular** comes from the word *single*. A word is *singular* if it can only be used about a single person or a single thing.

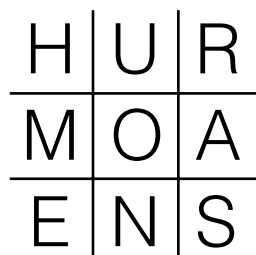
Example : I went to buy a book.  
This sentence has three singular words.

Compare : We went to buy some books.  
This sentence has no singular words.

## A Crack the Grid

- 1 Find the singular words in this grid of letters. Each letter has a shape formed by the lines around them.

One is done for you.



**MAN**

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

## B Just One

- 1 Write the singular for each of these nouns.

- a)
- b)
- c)
- d)
- e)
- f)

## C Slimy Word Trail

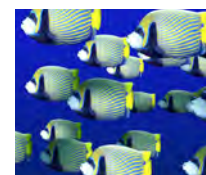
- 1 Divide the trail of letters into nine words that show just one of something and write each word in the grid below.

L O A F L E A F R O O F A R M Y P H O N E C A L F H O U S E P O T A T O C H I E F




## D Just the One

- 1 Write the singular for each of these living things.





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 e i o u

### A Thinking in Vowels

- 1 Place the five vowels in this alphabet.

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

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

and

- 3 Write your full name and circle the vowels.

e.g. Mary Smith

### B Singles and Pairs

- 1 Circle the vowels in these words.

- |            |             |
|------------|-------------|
| a) ankle   | b) wrist    |
| c) nostril | d) finger   |
| e) stomach | f) skeleton |
| g) muscle  | h) knuckle  |

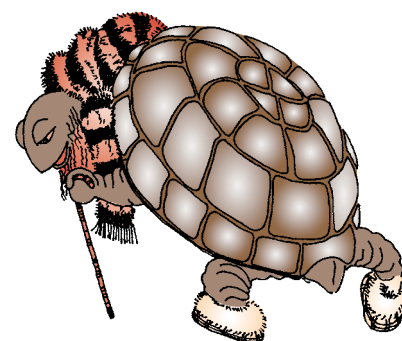
- 2 Sometimes two vowels are written together. Circle the pairs of vowels in these words.

- |             |           |
|-------------|-----------|
| a) forehead | b) knees  |
| c) shoulder | d) throat |
| e) ear      | f) tongue |
| g) toes     | h) waist  |

### C Ancient Turtles

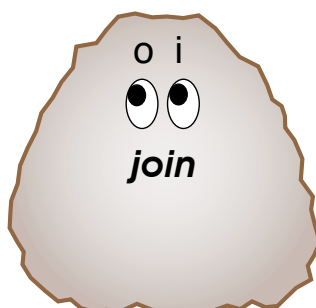
- 1 Add the missing vowels to the spaces left in the words.

- a) A t          r t l          can live for more than one hundred years.
- b) S          m          t          m          s turtles visit New Zealand in the summer.
- c) In the P          c          f          c Islands, turtles often lay their          ggs.
- d) Long          g          , sea turtles l          v          d on land.
- e) Turtles sometimes eat pl          st          c bags, mistaking th          m for jellyfish.



### D Vowel Pairs

- 1 Many words have a pair of vowels. Write two more words for each pair. One answer for each pair is done for you.







# Silent Letters

**Silent letters** are included in some words but they are not sounded when the word is spoken. This can make spelling difficult. It is helpful if you learn the words which have the same silent letter in groups.

Examples of words with silent letters : *knot* - said as *not*. The **k** is silent.  
*comb* - said as *cōm*. The **b** is silent.

*wrong* - said as *rong*. The **w** is silent.  
*debt* - said as *det*. The **b** is silent.

Some letters are always silent when placed next to other letters.

Examples : **k** is always silent before **n** - *knot*      **w** is always silent before **r** - *wrong*      **g** is always silent before **n** - *gnat*

## A Circle the Silents

- 1 Circle the silent letters in these words.

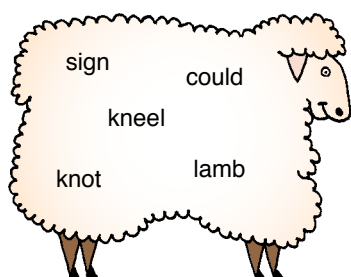


## B Silent Letter Words

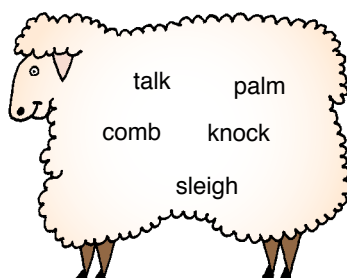
- 1 Use these clues to find words that have silent letters.
- Used to cut paper.
  - 24 of these through the day.
  - Hands are joined to these.
  - Old skin gets this.
  - Celebrated in December.
  - A boat with sails.
  - Dance on your toes.
  - To tell the truth.
  - Bang a drum to this.

## C Silent Sheep

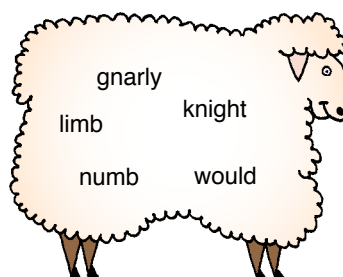
- 1 Sort the following words into the correct column below.



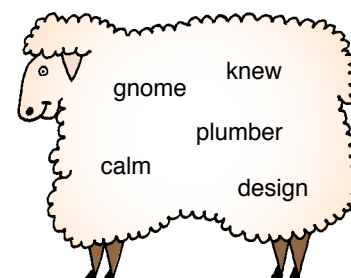
silent b



silent g



silent k



silent l



To **sequence** your ideas, put them in the order they happened. What happened first, then second and so on. Sequencing builds the 'bones' (framework) of your story. If you were to write about your pet, using your brainstorming ideas, you might decide to write about going to the SPCA to choose a kitten, or you might decide to write about your pet doing something funny. Once you have decided what to write about, put the ideas in order from the beginning to the end of what happened.

Example : *Sequence the ideas for a story about Max the cat.*  
(You do not need to use all your brainstorming ideas.)

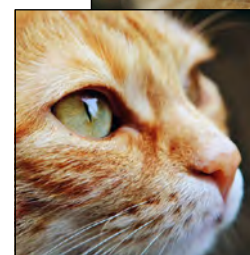
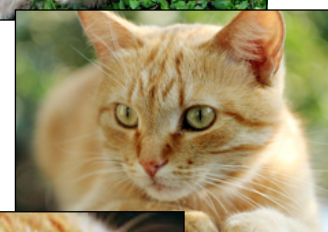
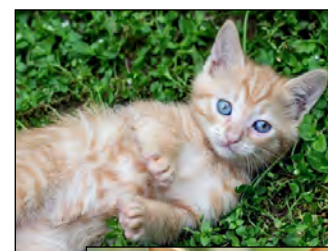
1	Family go to SPCA for a pet.
2	Decide on a kitten. Very excited.
3	Spoke to people at SPCA.
4	Looked at many kittens.
5	Kitten crouched in corner.
6	Ginger and white with striped tail.
7	Picked up. Purred loudly.
8	Was just the one we wanted.
9	Bought him a red bell collar.
10	Named him Max. He's ours!



## A Step 2 - Sequencing Ideas

- Using your brainstorming ideas on Page 90, decide on a sequence of ideas that will build a story that people will enjoy reading.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



## Writing Hint

It is best to focus on one event and write about that in detail. To do this, it is a clever idea to close your eyes and run a 'movie' through your head about what happened. What did you hear at that time, what smells were there, what did you taste and what did you feel when it happened?

Most important of all, what did you see? Was there colour, movement, light or dark? Were there small important things or large, frightening, powerful things that can help make your story interesting to read?





**Personal reading** is whatever you choose to read for *pleasure*. Reading is a way many people relax or fill free time. Reading also makes your imagination richer, because books can describe fantastic things we may never have the opportunity to experience in real life.

Examples : *Strange happenings, Legends, Exploration*

### A Reading and You

1 Complete the answers as they apply to you.

a) My favourite place to read is

b) I like reading when

c) I do not like reading when

2 Circle your answer.

a) Do you get books from a library?

No

Sometimes

Often

b) Do you finish the books you get from the library?

No

Sometimes

Often

c) How many books have you read so far this year?

0 - 5 books

6 - 10 books

11+ books

### B Reader's Choice

1 Circle the kinds of books you like to read.



### C Reading Your World

1 We often read without realizing that we are reading. List eight kinds of written information you could have read on the way to school, including signs and notices.












Instructions tell you how to do something. It is important to follow the steps in the correct order to reach a good result. Each step builds on the one before and each one must be done correctly if you are to create something good.

## A Spinner

Follow these instructions to make a simple spinner wheel.

Step 1 : Use a glass, cup or small bowl, about 7 cm across, and trace a circle onto a piece of cardboard. (An empty cereal box will be ideal.) Cut it out neatly.

Step 2 : On the plain side of the cardboard circle decorate with a bright design using markers, paint or coloured pencils. Make your design a colourful pattern of stripes or different shapes to fill the whole of the cardboard circle.

Step 3 : Poke a pencil through the very centre of the circle of cardboard. (Measure across the circle, divide the number in half and that is your centre.) It is important that the centre is found as the wheel will not spin evenly otherwise.

Step 4 : The point of the pencil (the shorter the pencil the better) should poke out about 2.5 cms on the other side and the decorated side should be facing upwards.

Step 5 : To spin the wheel, twist the end of the pencil, at the top, between your fingers, then when it is spinning, let it go!  
The wheel should spin on the pencil point.



### A Spin Out!

1 Use the spinner instructions above to answer these questions.

a) List all the materials and tools needed to make a spinner.

b) If your spinner wobbles when it is spun, what do the instructions say is wrong?

c) Why is it important to cut a neat circle of cardboard?

d) When the wheel is spun what do you think will happen to the design you drew on the top of the cardboard?



# 133 Selecting a Topic

It is important to choose a **topic** that you are interested in. If your teacher asks you to choose the research topic, you may find this is harder than you think. You should try to select a topic that has plenty of information available, or it will be hard for you to complete it.

A good method is to think of topics you're interested in, then narrow the choices down to one which has sources of information that are easy to find and use.

Researching 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 five topics you think would be interesting to find out more about.

- a)
- b)
- c)
- d)
- e)

It is important not to choose a topic that is too large and therefore has too much to cover. Narrow your choices down.

Example : *Topic selected : 'Famous People'*

This topic is too large - there are so many famous people!

Narrow your topic by choosing only **one** famous person  
e.g. *Karl Urban*

## B Narrow it Down

### Step 2 : *Narrow it down.*

The next step is to narrow the list down to one topic that has sources like this :

- ☐ up-to-date and reliable
- ☐ different kinds, e.g. books, people, internet
- ☐ illustrated e.g. pictures, maps or charts
- ☐ created for your age-level

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

- 2 Name four sources of information you could use for this topic.

- a)
- b)
- c)
- d)

## 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 on one side and what you want to find out on the other side. This is a *brainstorming* session.

What I Already Know

(your selected topic)

What I Want to Find Out

## Page 8 - Common Nouns 1

- A1 Student's own answers.  
A2 Student's own answers.  
B1 snout, nostrils, eyes, mouth, ears, legs, tail, trotters  
B2 aunt, uncle, cousin, grandmother, grandfather  
C1 kiwi, shark, lion, snail, giraffe, hedgehog, elephant, crocodile, crab, spider  
D1 a) school b) church c) garage  
d) house e) library f) hospital  
g) supermarket

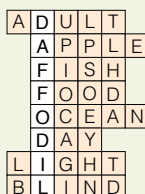
## Page 9 - Common Nouns 2

- A1 a) ice cream b) bread  
c) chocolate d) Lemons  
e) hamburgers

- B1 Common nouns coloured in :  
day, friend, rainbow, panda,  
watermelon, bird

- C1 Student's own answers.

- D1 This spring flower is a DAFFODIL.



## Page 10 - Proper Nouns 1

Answers must all start with a capital letter.

- A1 Student's own answers.

- A2 Student's own answers.

- B1 Student's own answers.

- C1 Examples only - student's own answers.

- a) Akaroa b) Wellington c) Clutha  
d) White Island e) Taranaki f) Wakatipu  
g) Piha h) Ruapehu i) Rotorua  
j) Te Papa

- D1 Auckland, Christchurch, Whangarei, Hastings,  
Nelson, Dunedin, Wellington, Tauranga

## Page 11 - Proper Nouns 2

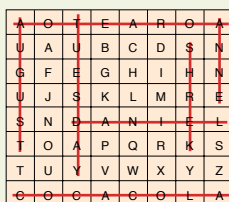
Answers must all start with a capital letter.

- A1 Student's own answers.

- B1 January, February, March, April, May, June, July,  
August, September, October, November, December

- C1 girl - Julie, city - Invercargill, lake - Taupo,  
river - Waikato, sea - Tasman, day - Friday

- D1 a) Aotearoa  
b) Tuesday  
c) August  
d) Daniel  
e) Anne  
f) Shrek  
g) Coca cola



## Page 12 - Collective Nouns 1

- A1 a) class b) forest c) fleet d) string  
B1 a) pack b) team / herd c) litter  
d) flock e) stack / bale  
B2 a) crew of sailors b) team of players  
c) band of musicians d) choir of singers  
e) an army of soldiers  
C1 a) crowd c) swarm d) pack / deck  
b) library f) pride g) pile / stack h) herd

## Page 13 - Collective Nouns 2

- A1 a) pod b) bunch c) punnet d) head  
e) bundle  
A2 a) string b) cluster c) clutch  
B1 a) beads, sausages, onions, garlic  
c) peas, whales, dolphins  
d) ants, gannets, seals  
C1 a) flock b) batch c) band d) class  
e) choir f) team g) string h) bunch  
i) gang j) litter

## Page 14 - Adjectives 1

- A1 Examples only - student's own answers.  
b) red c) blue d) yellow e) white  
f) brown g) black h) pink  
B1 strong, brave, fearless, daring, athletic  
C1 The adjectives that should be coloured are : big,  
pretty, golden, narrow, ragged, sour, short, angry.  
D1 a) beautiful picture b) icy roads  
c) dangerous bull d) wooden gate  
e) sharp knife

## Page 15 - Adjectives 2

- A1 Circled odd word out.  
a) slow b) small c) ugly d) sorry  
A2 Student's own answers.  
B1 Examples only - student's own answers.  
sad, rude, busy, dusty, bad, strong, red,  
burnt, orange, torn, dry, great, young, bony

- C1
- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| D | W | R | O | N | G | A | R |
| B | C | S | O | F | T | I |   |
| A | S | T | D | B | I | G |   |
| F | E | S | H | O | R | T | H |
| F | M | G | F | A | M |   |   |
| C | H | A | N | I | J | K | A |
| U | L | L | H | A | R | D | L |
| L | S | L | O | W | M | N | L |
| T | O | P | Q | E | A | S | V |
- easy / difficult  
right / wrong  
fast / slow  
big / small  
fat / thin  
tall / short  
soft / hard

- D1 Student's own answers.

## Page 16 - Conjunctions 1

- A1 a) and b) but c) so d) because  
A2 Circled conjunctions :  
a) and b) as c) but d) because  
B1 a) salt and pepper b) fish and chips  
c) hot and cold d) black and white  
B2 a) because b) until c) when / after  
d) before / because  
C1 Student's own answers.  
D1 a) after b) and  
c) but d) though  
e) until f) for



## Page 17 - Conjunctions 2

- A1 Examples only - student's own answers.  
b) Peter and Andrew went to the movies.  
c) Peter had an ice cream but Andrew had popcorn.  
d) We could go to the beach or to minigolf.  
B1 black and white, hot and cold, lock and key,  
tooth and nail, up and down, hammer and tongs  
C1 b) The black horse ran away after the thunder rolled.  
After the thunder rolled, the black horse ran away.  
c) The swings at the park were damaged before they  
had been up a week.  
Before they had been up a week, the swings at the  
park were damaged.

## Page 18 - Verbs 1

- A1 Student's own answers.  
A2 Student's own answers.  
B1 eat, swing, hang, chatter, feed, nibble, sway,  
jabber  
C1 Examples only - student's own answers.  
the baby slept the teacher spoke  
the hen pecked the kitten sprang  
the sun shone the snow melted  
the fish swam the bird sang  
the child hid

## Page 19 - Verbs 2

- A1 a) dancing b) cooking c) kicking d) driving  
e) reading f) walking / tramping / hiking  
B1 Examples only - student's own answers.  
a) wrote b) ran c) walked d) listened  
e) watched f) knocked g) drew / painted  
h) added / multiplied etc i) read j) finished  
k) threw l) ate  
C1 Verbs coloured red : sparkle, stretch, freeze,  
climb, stand, dive, pop, flow, think  
Adjectives coloured blue : wild, honest, noisy,  
tiny, green, tasty, silky, wide, cruel  
D1 Verbs circled : grows, eats, lives

## Page 20-21 - Word Classes Test

- A1 a) teacher b) fisherman c) artist / painter  
B1 a) station b) cinema c) court  
C1 a) elephant b) camel c) hedgehog  
D1 a) wok b) calendar c) volcanoes  
E1 Student's own answers - must start with capital letters.  
F1 a) swarm b) herd c) flock / mob d) school  
G1 Pathway rocks are : cold, green, rocky, dank,  
slippery, rough, strong, pale, tired, dry, damp.  
G2 Examples only - student's own answers.  
a) cold b) crunchy c) new d) hot  
e) naughty f) blue  
H1 Examples only - student's own answers.  
Morgan is tall but Logan is short.  
Morgan ate a sandwich before he went on a bus.  
Morgan and Logan are good with computers.

- I1 a) jog, sprint  
b) crush, squeeze  
c) scream, roar  
d) lift, hoist



## Page 24 - Capital Letters and Full Stops 1

- A1 a) I have a pet dog named Sam.  
b) The boat named Lazybones left the dock.  
c) We are flying to Australia on Friday.  
d) The movie 'The Simpsons' is fun to watch.  
e) Lucy went to visit Kate in Hamilton.  
f) Jordan is coming over to play on Saturday.  
B1 Long ago, a tortoise dared a hare to race him. The  
hare laughed and set off running. It was a hot day  
and the hare decided to rest for a while. When the  
hare woke, he found the tortoise was at the finishing  
line. Slow and steady wins the race.  
C1 a) Muppets Most Wanted  
b) The Very Hungry Caterpillar  
c) The Boxrolls  
d) Hairy Maclary Scattercat  
C2 a) Black Pearl Pirate Mystery  
b) Merlin's Friendly Dragon

