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## Introduction

[illegible]



A noun is a word that refers to or names a person, place, animal or thing. Most nouns are common nouns. A common noun 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 common household objects.

Examples : People : teacher, girl Places : house, park Animal group : dog, bird Common things : book, blanket

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

Examples : The wheel rolled down the road. An eagle flies towards the mountain. A dolphin can jump through hoops.

### A Correctly Categorise

- 1 Place each noun in the correct column. There are four words for each category.

adult	bus stop	nephew	belt
penguin	whale	hall	visitor
jaguar	ancestor	wind	beach
crossword	fern	lizard	lounge

Animal	
Person	
Place	
Thing	

### B Two in Each

- 1 Underline the two nouns in each of the following sentences.
- The camera lay on the table.
  - He picked up his bag from the doorstep.
  - My cat is a tabby.
  - The road led into the mountains.
  - The firemen arrived before the flames took hold.
- 2 Write five short sentences of your own and underline the nouns you have used.
- - 
  - 
  - 
  -

### C Twice the Meaning

- 1 Write two meanings for each of the following words. Make sure the meanings are for nouns.

- mail
  - 
  -
- scales
  - 
  -
- row
  - 
  -
- bark
  - 
  -
- key
  - 
  -



A **parenthesis** is a piece of additional information inserted into a sentence. The parenthesis is kept separate from the main sentence by the use of commas, brackets or dashes.

Examples :    *Libby, who had been training hard, finished in sixth place*    Parenthesis separated by commas.  
                   *Libby (who had been training hard) finished in sixth place*    Parenthesis separated by brackets.  
                   *Libby - who had been training hard - finished in sixth place*    Parenthesis separated by dashes.

If the words in parenthesis are left out completely, the main sentence should still make sense.

Example :    *Libby finished in sixth place*

### A 'King Dick'

- 1 Each sentence below contains a phrase that should be placed in parenthesis. Place commas to keep the additional piece of information separate.
- a) Richard John Seddon known as 'King Dick' was Prime Minister of New Zealand in 1893.
- b) Seddon was born in Lancashire a northern mining district of England and left for the Australian goldfields when he was 18.
- c) 1866 was the year Seddon crossed the Tasman a lengthy trip in those days and settled in a mining community on the West Coast.
- d) He entered parliament in 1889 as the member for Hokitika later called Westland and remained there a further eight elections.

### B The Politician

- 1 Place brackets (in a text-box ( )) around the phrase that can be separated from each sentence that follows.
- a) Seddon was a self-made man and self-educated who was able to reach the highest position in the land.
- b) As a debater in Parliament although not the very best he was able to hold his own.
- c) During Seddon's term of office, votes were granted to women New Zealand was the second in the world to do this and large estates were broken up.
- d) Other Acts of Parliament during Seddon's time provided fixed working hours and minimum wages.

### C All Your Own Work

- 1 To show you understand what is meant by 'words in parenthesis', write three examples of your own and use commas or brackets to separate the words in parenthesis.
- a)
- b)
- c)



## Metaphor

Examples : *You are a donkey!*

*The trees marched across the hillside.*

In this metaphor the trees are marching. This really means the pattern the trees create across the hillside makes them look similar to a group of soldiers marching in formation.

### A Make a Metaphor

- 1 Complete the metaphor by joining the two halves with an arrow.

The road is

sequins

She is

angry wasp

Glow-worms are

a dragon

Our coach is

a ribbon

He was an

a busy bee

- 2 Make your own metaphor by adding a vivid description to these starters.
- a) The sun is
  - b) A hedgehog is
  - c) A dead leaf is

## B Imaginative Metaphors

- 1 Complete each sentence in an imaginative way by using a metaphor. One is done for you.
  - a) The pool ***is a mirror reflecting the forest***
  - b) A whare
  - c) The clouds
  - d) A tuatara
  - e) An old face

### **C Metaphor Poem**

- 1 Metaphors are often used in poetry. Underline the metaphors in this poem by Gwendra McKay.

*When I walk outside I play a game.*

*Of matching things-not-quite-the-same.*

*A tree is a green umbrella.*

*It shelters me from rain.*

*Rain puddles are my mirrors.*

*I see myself again.*

*Worms are living rubber bands.*

*That wriggle pinkly on my hands.*

*The moon's a golden ball hanging high.*

*In the darkness of the sky.*

*It teases me to make a link . . .*

*I sometimes have to think and think.*





## Syllabification

**Syllabification** (syl-lab-i-fi-ca-tion) is the breaking up of a word into smaller parts. Each syllable contains one vowel sound and is one simple word or part of a longer word. Breaking longer words into syllables is an aid to better spelling.

Examples :     *cat*                      - one syllable  
                      *cat / nap*               - two syllables  
                      *cat / a / logue*           - three syllables

**A One, Two, Three**

- 1 From these one-syllable words, make a two-syllable and then a three-syllable word. Separate each syllable as shown.

- |                              |                     |
|------------------------------|---------------------|
| a) gloss                     | [ one syllable ]    |
| <b><i>gloss / y</i></b>      | [ two syllables ]   |
| <b><i>gloss / a / ry</i></b> | [ three syllables ] |
| b) land                      | [ one syllable ]    |
|                              | [ two syllables ]   |
|                              | [ three syllables ] |
| c) post                      | [ one syllable ]    |
|                              | [ two syllables ]   |
|                              | [ three syllables ] |

**B How Many?**

- 1 Label each of the following words with **1**, **2**, **3** or **4** depending on the number of syllables. Place a slash between the syllables.

- |                        |                      |
|------------------------|----------------------|
| a) l e n g t h w a y s | <input type="text"/> |
| b) m a n o e u v r e   | <input type="text"/> |
| c) n e g a t i v e     | <input type="text"/> |
| d) g a w k             | <input type="text"/> |
| e) i m p e t u o u s   | <input type="text"/> |
| f) m o t o r w a y     | <input type="text"/> |
| g) n a u g h t         | <input type="text"/> |
| h) n a t u r a l i s t | <input type="text"/> |
| i) o p e r a t e       | <input type="text"/> |
| j) p h e n o m e n o n | <input type="text"/> |

**C First or Second Syllable?**

- 1 Every word in this list has at least two syllables. Some of them are accented on the first syllable and others on the second. Place them in the appropriate box.

daughter	disturb	humane	lament	laboratory
immense	carnage	hatred	nutrition	illustrate
element	arduous	mechanic	obese	peculiar
marine	flavour	grateful	javelin	kilogram

First-Syllable Accent

Second-Syllable Accent



# Writing with Dialogue 1

Written Language

If you have not completed page 33, 'Direct Speech 1', you should now read the information in the green instruction box on that page.

**Dialogue (direct speech)** moves a story along quickly by giving further information to the reader. Use a new line for each person.

Example : "I'm really cold."

We learn the weather is very cold.

"Here's my jacket then."

We learn this person is kind and cares for the other.

"Thanks. Are you sure you're warm enough?"

We learn this person also cares for the other.

Speech can also be used to describe the characters.

Example : "Dude, that new hoodie looks rad with all those gold stars, and I don't believe those Jordan Airs. They are rare, man!"

Dialogue should not ramble on. Two or three sentences is enough to feed further information to the reader. What the characters say must sound natural. Write as you would normally speak. Most people use contractions in everyday speech such as *don't*, *shouldn't*, *can't*, *what'd ya mean?* etc. Don't overuse words and catchphrases as they become boring if repeated too often.

## A Reading Between the Lines

- 1 Write a short dialogue between two people that provides the type of emotional information shown in the first example above.

## B Describing Looks

- 1 Write a short dialogue between two characters that gives descriptive information, as shown in the second example above.

## C You Said, I Said

- 1 Imagine you have argued with someone who is really close to you. Write the conversation you had in the form of a dialogue. Show how the argument built up by adding information so the reader will understand the background to the argument, how hot the argument became and how it left the people feeling by the end.





Technology changes rapidly in today's world. What is new today may be old next week. The organisers and inventors of the new technology try to keep ahead of rival markets so they make more profit for their shareholders.



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## SCIENCE / ENVIRONMENT

# Why the Tongan volcano triggered a worldwide tsunami

From Our Changing World 5:00 am on 21 July 2022

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Ellen Rykers, Science Communicator

The eruption of Hunga Tonga Hunga Ha'apai, just north of Tonga's main island, surprised scientists. The underwater volcano had erupted a few times in recent years – but only small, localised outbursts. What happened in January was on a whole other scale – blanketing the Tongan archipelago in ash and sending tsunami waves across the Pacific.

“When I heard about this one, I wasn't expecting anything near as big as what actually happened,” says Dr. Emily Lane, a tsunami expert at NIWA.

The tsunami, in particular, was unprecedented: most tsunamis are caused by earthquakes, not volcanoes. Plus, those tsunamis that are caused by volcanoes tend to only have effects within a few hundred kilometres. But Hunga Tonga Hunga Ha'apai's waves radiated as far as Japan and South America, and tsunami activity was even detected in the Caribbean and Mediterranean. What made this tsunami go global?

Hunga Tonga Hunga Ha'apai's secret superpower lies in the air pressure shockwave it produced, which circled the globe. This shockwave supercharged the existing tsunami waves, giving them the energy and staying power to travel further than usual.

Plus, the air pressure wave can travel over land, allowing it to sweep across distant oceans like the Mediterranean and Caribbean, warping the sea surface and instigating detectable tsunami activity in these far-flung places.

But there are more complexities underlying volcanic tsunamis, and we don't understand them – or the risk they pose – particularly well.

Enter Dr. Colin Whittaker and his research team at the University of Auckland. In a warehouse filled with giant aquarium-esque tanks, Whittaker's team is unravelling the secrets of tsunamis generated by volcanoes.

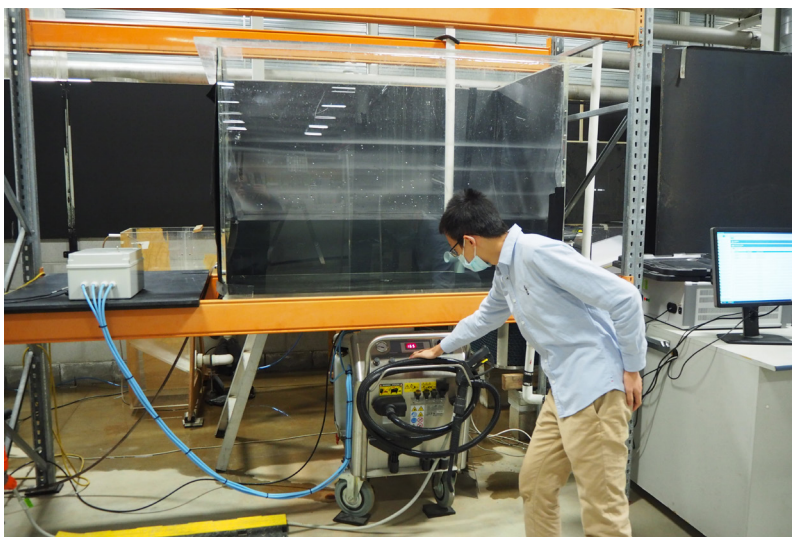
One of the ways a volcano can make waves is through the sheer force of the explosion. This is what Dr Yaxiong Shen is investigating, by using a steam jet in a large tank to simulate an underwater eruption. By changing different parameters, Shen can figure out which conditions will lead to the biggest waves.

PhD candidate Natalia Lipiejko is probing another mechanism: hot, fast-flowing landslides of volcanic debris and gas called pyroclastic density currents. Lipiejko mimics these pyroclastic density currents by injecting compressed air into teeny volcanic beads – which makes the beads act like a fluid – and sending them sliding down a ramp into a tank of water.

Ultimately, the experimental results, combined with mathematical modelling and real-life data from Hunga Tonga Hunga Ha'apai, will help us understand these rare but deadly natural disasters – and perhaps prepare for them better in future.

*The volcanic tsunami research project is a partnership between NIWA, the University of Auckland, GNS Science, and the University of Otago, and is supported by a Marsden grant from the Royal Society Te Apārangi.*

<https://www.rnz.co.nz/national/programmes/ourchangingworld/audio/2018849837/why-the-tongan-volcano-triggered-a-worldwide-tsunami>



Dr. Yaxiong Shen starts an experiment to investigate volcanic tsunamis. Photo: Ellen Rykers



**A Facts From Tongan Eruptions Radio Broadcast**

1 Use the article on *Why the Tongan volcano triggered a worldwide tsunami* to answer the following questions.

- a) When and where did the volcanic eruption take place?
- b) What was the impact of the volcanic eruption?
- c) What was Dr Lane's reaction to the eruption?
- d) What made the tsunami that followed the eruption different from usual?
- e) How far did the impact of the tsunami extend?
- f) What was Hunga Tonga Hunga Ha'apai's secret power?

**B Using Science to Understand the Tsunami**

1 Answer each question in full sentences.

- a) Explain what Dr. Colin Whittaker and his research team decided to do.
- b) What was Dr Yaxiong Shen's job?
- c) Describe another job a scientist did on this project.
- d) What is the overall purpose of the project?



# 138 Presenting Information 1

There are a number of ways of **presenting** a research project. The range includes an oral report, a formal written report, models, a booklet, a video recording, a powerpoint presentation, a musical performance, a dramatisation, a mobile, a wall-chart and more. Work may be enhanced with supporting material such as photos, maps, charts, diagrams, cartoons, collages or anything else you can create or collect.

## A Planning Your Presentation

- 1 What ideas do you have about presenting your project now that you have gathered all the information and need to present it in an interesting and unique way? Write three ideas that you have considered using.

a)

b)

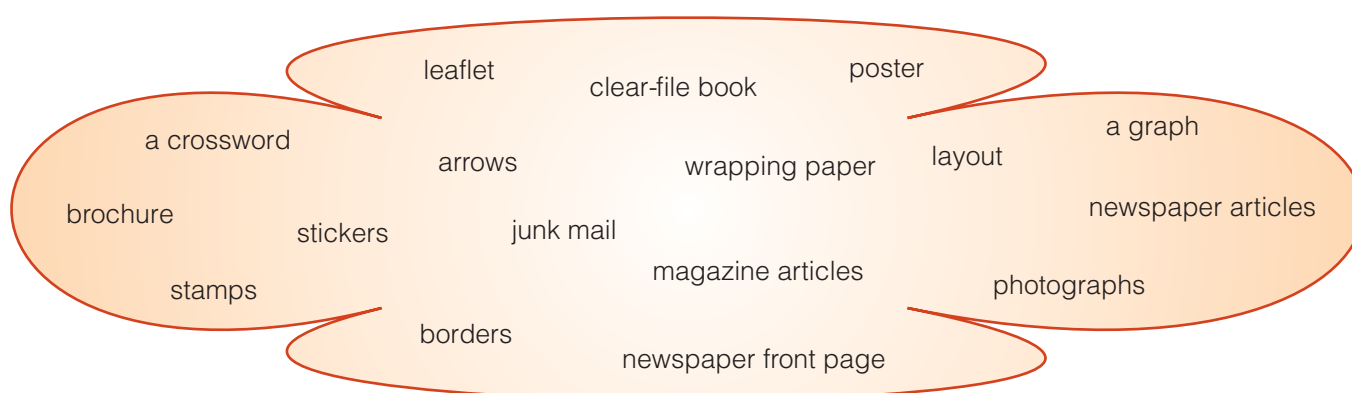
c)

## B Supporting Material

- 1 As well as your written notes, what supporting material could you gather to enhance the presentation of your research work? Make a list.

## C Ideas to Consider

- 1 Circle the ideas that you find interesting and possibly useful when considering the presentation of your assignment. Add ideas of your own in any spaces in this frame.



More and more students are presenting assignments using laptops, data projectors and PowerPoint slide software. Here are four important tips for using this high-tech approach.

- i) Know your topic. Creating the slide show is the easy part. The best presentations are made by students that have done the research and know their topic well. By itself, a high-tech presentation will not help you score well.
- ii) Avoid using too much text on the slides. Don't put your whole speech on the slides. They should accompany your oral presentation. Bullet-points work well. Your subheadings or even your keywords could be used here.
- iii) Limit the number of slides. One per minute is about right in a classroom presentation. Any more and the audience focuses on the slide changing not the topic.
- iv) Layout is important. Just as with written work, slide layout is important. Put titles at the top. Phrases should read left to right. Keep important information towards the top.



## Page 54 - Cliché

- A1 a) cucumber b) the bush  
c) bat d) clear  
e) straws f) as nutty  
g) selling like h) as white as a  
i) like water j) as mad
- B1 similes : as cool as a cucumber, as blind as a bat,  
as nutty as a fruit cake, selling like hotcakes,  
as white as a sheet/ghost, like water under the  
bridge, crystal clear
- C1 like a bull in a china shop - clumsy, insensitive and  
out of place  
fighting tooth and nail - struggling fiercely to achieve  
an end  
each and every one of us - each person here at  
present  
let's be quite frank - let us be candid and honest  
wise after the event - understand later on  
do right by - treat fairly  
salt of the earth - kind, reliable, honest person  
a bolt from the blue - a complete surprise  
stand up and be counted - state publicly your  
support  
all credit to - what was accomplished is to be  
admired  
keep up the good work - you are doing a good job,  
keep going  
water under the bridge - it is past and can't be  
changed

## Page 55 - Personification

- A1 a) crept b) cuts  
c) bow-legged d) jostled and elbowed  
e) dived f) restlessly
- B1 Examples only - student's own answers.  
a) whistled b) danced  
c) waltzed d) nodded  
e) chattered f) leapt  
g) crouched
- C1 a) hunch-shouldered b) grey face  
c) arms wide d) finger tips touching  
e) seeking f) searching  
g) blind h) hunting

## Page 56 - Onomatopoeia

- A1 Circled words - pop, twang, quack, tinkle, sizzle,  
buzz, rustle, clink, hiss, toot.
- A2 twang - guitar, quack - duck, tinkle - breaking glass,  
sizzle - sausages, buzz - saw, rustle - leaves, clink -  
money, hiss - steam, toot - horn
- B1 Examples only - student's own answers.  
a) gurgle b) slap c) murmur d) spit  
e) plop f) creak g) hiss h) rumble  
i) click
- C1 Student's own answers.

## Page 57 - Homonym

- A1 Examples only - student's own answers.  
a) sloping land beside a river, a safe place for money  
b) an implement with a handle, a flying night-feeding  
mammal  
c) bright and clear, money paid as a penalty  
d) abandon, a waterless area of land  
e) a playing field, to throw

## Page 57 - continued

- B1 race :  
i) a competition between horses  
ii) strong current flowing through a narrow channel  
iii) a mill or mine water channel  
iv) a fenced passageway in a stockyard  
v) a channel along which a shuttle moves (weaving)  
vi) a major division of mankind  
vii) a group of people or things with a common feature  
viii) a smooth ring-shaped groove for a ball bearing  
ix) a competition between people
- C1 Student's own sentences word meanings : ground -  
We dug a metre into the ground.  
We used the ground coffee beans.  
hammer - The hammer was used to knock in nails.  
The athlete threw the hammer 120 metres.  
produce - The factory will produce lamps.  
The farmer's produce went to market.  
salon - She had her hair done at the hair salon.  
The artist had his work hung in the salon  
at the Royal Academy of Arts.  
stamp - He put a stamp on his letter.  
I heard him stamp down the stairs.

## Page 58 - Homophone

- A1 Crossed-out homophones.  
a) lightning b) desert c) cereal d) ceiling  
e) hoard f) vale g) board
- B1 a) stair b) buoy c) aloud d) current  
e) principle f) stake g) stationery h) weight  
i) foul j) colonel
- C1 Student's own answers.

## Page 59 - Jargon

- A1 a) use b) examine c) try d) help  
e) aspect, cause f) affect g) sign  
h) best, most favourable i) boundaries, limits  
j) workable
- B1 a) A brochure from a weapons-producing company.  
b) A brochure from a travel company or embassy.  
c) A brochure from a tourist rafting company.
- C1 a) Underline : play through the niggles; in good nick;  
hunger for the game; lying on his beach towel.  
b) Dan Carter would not be the first athlete who would  
ignore an injury and play on, but the first five-eight  
was adamant that his body was healthy and his  
enthusiasm for the game was still as high as ever.  
Anyway, one more victory and he would be able to  
relax and reflect on an unbeaten test season

## Page 60 - Hyperbole

- A1 a) plenty of food b) her hair is untidy  
c) is well off d) forgetful
- B1 a) He does not think things through.  
b) I worked for a long time this morning.  
c) She has a high temperature.  
d) I thought it was very funny.  
e) She is tempting serious trouble.
- C1 a) H b) T c) T d) H  
e) H f) T g) H h) T
- C2 Student's own answers.

## Page 61 - Pun

- A1 a) i) A bus caught on fire so all the passengers left the  
bus.  
ii) A bus caught on fire and so did the passengers  
b) i) There is a riot at the college and the students  
are rebelling.  
ii) There is a riot at the college and the students are  
horrible people.
- B1 I'LL  
ALTER  
HIM
- C1 Student's own answers.

## Page 62 &amp; 63 - Language Skill - Test

- A1 Examples only - student's own answers.  
a) quickly b) carefully  
c) indistinctly d) frantically
- A2 Examples only - student's own answers.  
a) The crowd was small as it rained all day.  
b) The majority of students are well behaved.  
c) The budgie wriggled free from its owners hand.
- B1 a) cucumber b) hills  
c) judge d) eel
- B2 Examples only - student's own answers.  
a) lion, warrior b) fox  
c) hive d) golden ball  
e) busy bee
- C1 a) A b) R c) R d) A  
e) R f) A g) A
- C2 Student's own answers.
- C3 Student's own answers.
- D1 relatives / relatives  
back hills / wop wops  
pre-schoolers / anklebiters  
older members / wrinklies  
(other colloquialisms possible)
- E1 a) A bird in the hand is worth two in the bush.  
means : It is better to hold on to what you have than  
to risk it looking for something better.  
b) There's no smoke without fire  
means : If you begin to sense something is wrong, it  
probably already is.  
c) A stitch in time saves nine.  
means : If you don't fix things immediately, they will  
become bigger problems in the future.  
d) Look before you leap.  
means : Think things through before you act.
- F1 Examples only - student's own answers.  
a) The mother did not really bite her child's head off; she  
spoke to him severely because she was angry.  
- Hyperbole  
b) After the run I was extremely hot and took a long  
time to cool down. - Hyperbole.  
c) The words 'I'd mullet over first' could mean 'I'll think  
about it' or that he gets a 'mullet-style' haircut - Pun  
d) They do not have tons (weight) of money lying around  
but they do have a lot of money because of the win.  
- Hyperbole  
f) The boxer was popular at the National Championship  
or the boxer was hit (by another boxer) at the  
Championship. - Pun

