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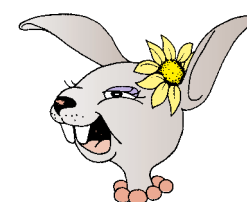
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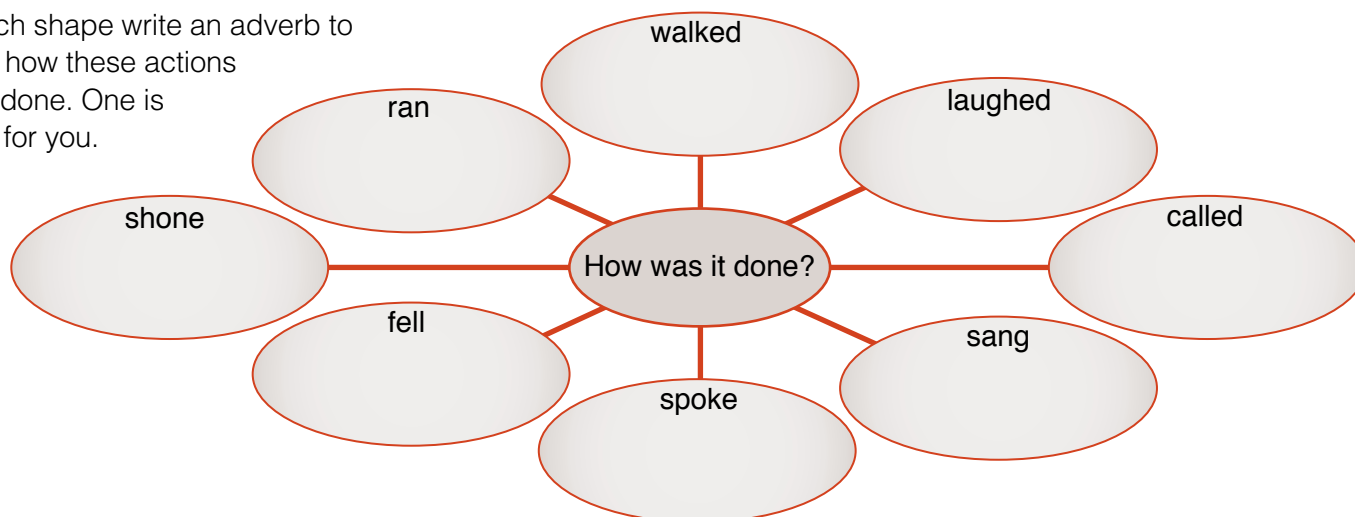
16 Adverbs 1

An **adverb** tells more about a verb. It tells *how* something is **done**. Many adverbs end in **-ly**.

Example : *bravely quietly silently angrily cheerfully briskly*

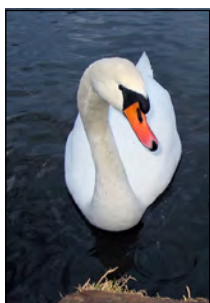
A Ask How

- 1 In each shape write an adverb to show how these actions were done. One is done for you.



B How Things Move

- 1 Write a word that ends in **-ly** and tells how these things move. Write the word under the picture.



C Making Changes

- 1 Change the adjectives to adverbs and write them in the second column. One is done for you.

Adjective

Adverb

Adjective

Adverb

slow

slowly

soft

great

smooth

cool

kind

clear

bad

quick

weak



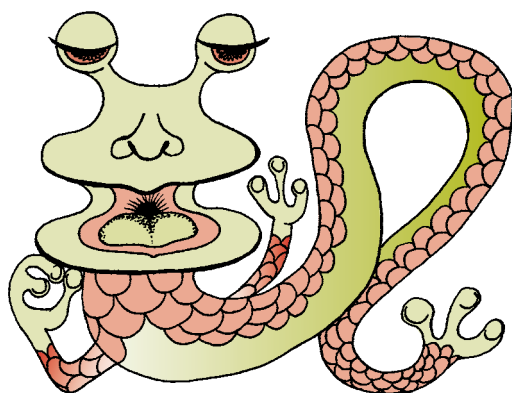
Exclamation Marks 1

An exclamation mark (!) (*ex-clam-ay-shun*) is used at the end of a short sentence (or even after one word), that is said sharply. It shows sudden, shouted or excited speech.

Examples : *Run quickly! Go now! No! Help!*

A Help Me!

- 1 Write three things you would say in an excited way if you woke up and saw this creature. Don't forget the exclamation marks.



- a)
b)
c)

B Sound Bites

- 1 Choose the best sound word in the box to put under each picture.

Slurp! Clang! Boom! Plop!

a)



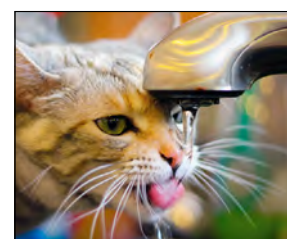
b)



c)



d)

**C Danger Dino!**

- 1 Use each letter of the word 'DINOSAUR' to start a short sentence that must end in an exclamation mark. One is done for you.

D
I
N
O
S
A
U
R

Run!





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.

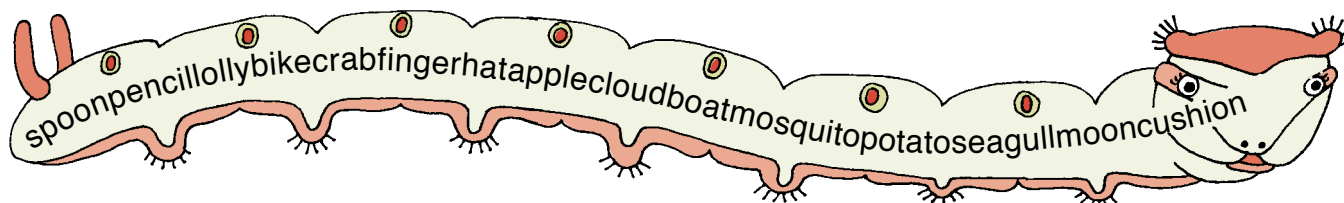
Examples : *footballer* - one person
hedgehog - one animal

beach - one place
table - one thing



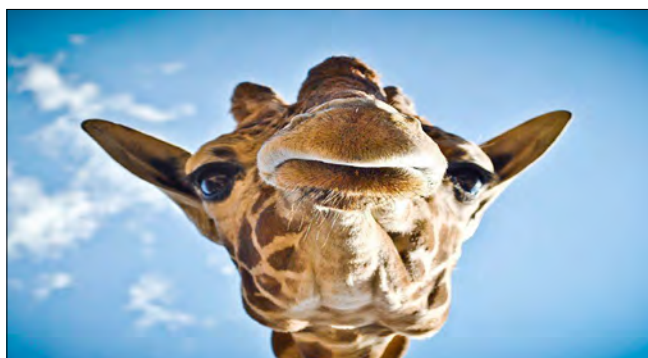
A The Fantastic Fifteen

- 1 Divide the chain of letters, using your pen tool, into fifteen words that show one of something. Write each word in a space in the chart.



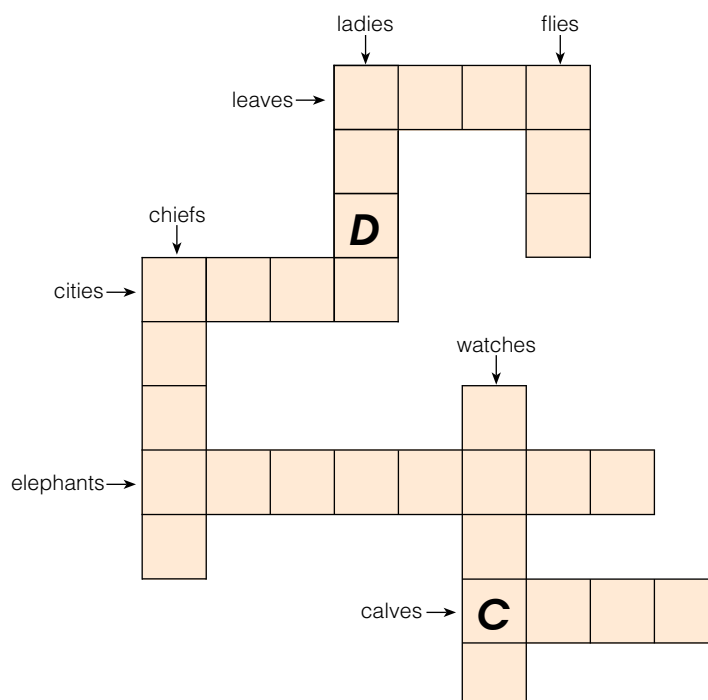
B Animals Alone

- 1 Circle only those words that tell of one animal.



C Just One

- 1 Fill in this crozzle changing the clue words to show that there is only one person or thing. The words begin where the arrow points to.





58 Consonants 1

Dictionary Skills

Consonants (*con-sin-ints*) are all the letters of the alphabet that are NOT vowels. There are twenty-one consonants in the alphabet.

A Capital Consonants

- Place all the consonants in their correct order in this chart.

a)

A				E				I
					O			
		U						

- How many consonants are there?
- Write your full name and circle the consonants.
e.g. John James Smith
- Write the first names of two friends and circle the consonants in them.

B Flitting Fantail

- Add consonants to the spaces left in these words. They are all parts of a bird.

a i
o
i
e a
e e
e a
e
o e



C Maui and the Fantails

- Circle the consonants in this Māori legend. Sometimes you will be able to circle two together.



Maui tried to defeat death
when he saw his mother
had grey in her hair. The
fantails that were with him
laughed at him and woke
the goddess of death. She
crushed and killed Maui.

- How many consonants did you circle?











Syllables (*sill-a-bills*) are groups of letters that include one vowel sound. Most words can be broken into syllables.

Examples : *yesterday* - *yes / ter / day* Each syllable has a vowel sound : *y e s / t e r / d a y*

A From Everywhere

- In each box write the number of syllables in the animal's name. If the word has more than one syllable, put a line between the syllables. One is done for you.

			
m o n / k e y 2	d o n k e y	c a t	k a n g a r o o
			
p i g	h e d g e h o g	w a l r u s	r a t

B Breaking Up

- Break up these bird names into syllables. (Some names may be only one syllable.) One is done for you.

birds

syllables

albatross

al / ba / tross

blackbird

cuckoo

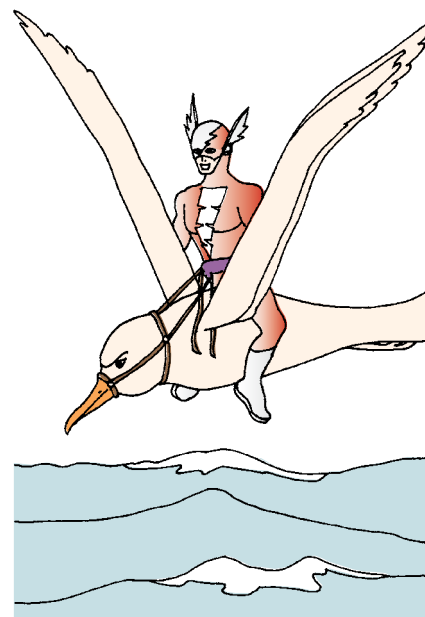
duck

eagle

flamingo

goose

heron





102 Sequencing Ideas 2

Written Language

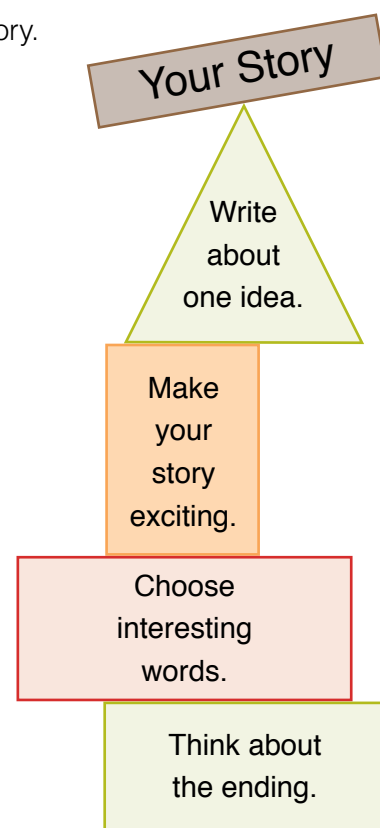
On page 101 you learnt how to put things into an order that is easy to understand. When you have brainstormed about something you have done or seen, it is best if you sort your ideas about what happened into the order it happened. What happened first? What was the next thing that happened? What else 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

- Using the brainstorming ideas you circled on page 100, put them in the best order to make an interesting story. These ideas will be the building blocks of your story.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



Writing Hint

Brainstorming and Sequencing Ideas are the first steps in learning to write easily and well. By brainstorming you are letting your creative ideas or memories flow so that you have plenty to write about. Sequencing your ideas helps you to plan your story so that when you come to write you have all the building blocks in the right places.

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

<i>Are the ideas in the best order?</i>	
Yes	No

<i>Do all of the ideas fit well together?</i>	
Yes	No

<i>Does this sequence make a good story?</i>	
Yes	No

<i>Is the ending strong?</i>	
Yes	No



Posters and signs are often advertising, but sometimes they have very important information - like this one from the New Zealand Mountain Safety Council. This has life saving information that people going tramping will need.

A The Facts of the Code

1 Read the Outdoor Safety poster and answer the questions.

a) What is the website with more information?

b) What country is this for?

c) How many simple rules are there?

d) What other safety codes are available?

B What's Important

a) Why is important to tell someone your plans?

b) What is a physical limit?

c) What should you take with you on a tramp?

www.adventuresmart.org.nz

KNOW BEFORE YOU GO

The Outdoor Safety CODE

Before you go into the outdoors get familiar with New Zealand's Outdoor Safety Code.

5 simple rules to help you stay safe:

- 1 Plan your trip**
Seek local knowledge and plan the route you will take and the amount of time you can reasonably expect it to take.
- 2 Tell someone**
Tell someone your plans and leave a date for when to raise the alarm if you haven't returned.
- 3 Be aware of the weather**
New Zealand's weather can be highly unpredictable. Check the forecast and expect weather changes.
- 4 Know your limits**
Challenge yourself within your physical limits and experience.
- 5 Take sufficient supplies**
Make sure you have enough food, equipment, clothing and emergency rations for the worst-case scenario. Take an appropriate means of communication.

Also available:
The Boating Safety CODE **The Water Safety CODE**

For more information about how you can prepare for your outdoor activity, visit www.adventuresmart.org.nz



132 Selecting a Topic

Selecting a research topic can be harder than you think. The best way is to write down some things you are interested in and then choose one from that list. It is a good idea to choose a topic that you know will have lots of information that is easy to find. Remember that maps, pictures and drawings are also good ways to show facts and they can help to make your work interesting to look at.

An easy way to begin is to follow the 3 steps on this page. If your teacher gives you a topic, start at Step 2.

A Step 1 : What Interest You?

Do not choose a topic that is too big and has too much information.

Example : 'New Zealand Birds'.

This topic is too large - there are too many birds!

Narrow your topic by choosing one bird.

Example : The Kereru (Wood Pigeon)

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

B Step 2 : Narrow it Down

Narrow your list down to one topic that you think will have three or four sources like these :

- encyclopedias, books
- internet, newspapers, magazines
- pictures, maps or your own drawings
- interviewing people

- 1 From the list in Step 1, write down the topic you would most like to investigate.
- 2 Write three sources you could find information.

C Step 3 : Brainstorming Your Topic

- 1 Because you are interested in what you have chosen in Step 2, you probably know something about it already. In the shape on the left write everything you already know about the topic you have chosen. In the shape on the right, write down what you want to find out about your topic.

My Topic :

What I Already Know

What I Want to Find Out

A1 Answer Section

Pages 8 - 24

Word Classes / Punctuation

Page 8 - Nouns 1

- A1 b) golfer c) boxer d) soldier
 B1 a) school b) forest c) beach
 d) river e) park f) library
 C1 giraffe, lion, zebra, monkey, crocodile, snake
 D1 a) balloon b) hamburger
 c) window d) aeroplane

Page 9 - Nouns 2

- A1 Student's own answers.
 A2 Student's own answers.
 B1 Student's own answers.
 B2 Student's own answers.
 C2 The secret message is :
 A day at the beach with
 mates is fun.

B	E	A	C	H	A	M
O	D	A	R	Y	A	U
A	T	W	A	V	E	S
T	T	H	B	E	B	S
S	E	A	S	E	A	E
H	S	H	O	R	E	L
E	A	C	H	O	W	S
L	N	I	T	C	H	M
L	D	A	T	K	E	S
S	I	S	F	S	U	N

Page 10 - Adjectives 1

- A1 Examples only - student's own answers.
 The red cherries . . . A yellow chick . . .
 The green frog . . . The brown leaf . . .
 B1 happy, sad, angry, worried
 C1 huge / large, pretty / beautiful, angry / cross,
 high / tall, tired / weary, swift / fast, bright / sunny

Page 11 - Adjectives 2

- A1 the sweet fruit, the empty glass,
 the wild horse
 B1 Examples only - student's own answers.
 cold - blue, wild - bright
 or mixed colours,
 happy - yellow,
 fresh - green, hot - red
 C1 crossed-out words : 1st - paint,
 2nd - lazy, 3rd - large,
 4th - loud, 5th - horse



Page 12 - Verbs 1

- A1 climbing, jumping, running, throwing
 B1 Examples only - student's own answers.
 climb, run, skate, kicking, jumping, flying,
 throwing, walking
 C1 Examples only - student's own answers.
 sit - people, cat, dog
 swim - whale, tadpole, fish
 fly - kite, butterfly, eagle
 sing - bird, rockstar, whale
 crawl - baby, lizard, beetle
 burst - balloon, bubble, waterbomb

Page 13 - Verbs 2

- A1 Student's own answers.
 A2 Student's own answers.
 B1 Example answers - frog - leaps, fish - swims,
 deer - runs, bird - flies, horse - gallops
 B2 Examples only - student's own answers.
 monkey - climbs, snake - bites, bat - flies,
 beetle - scurries, pig - squeals
 C1 Examples only - student's own answers.
 V - visit, E - eat, R - roll, B - bend, S - slap
 I - invite, N - nuzzle
 A - act, C - creep, T - tickle, I - imitate,
 O - open, N - nibble

Page 14 - Pronouns 1

- A1 I, you, he, she, it, we, they, me, him, her
 B1 Circled pronouns. a) I b) You
 c) us d) Who e) him f) They
 g) She h) them
 C1 they him
 yours ours
 us she
 C2 Student's own answers.

A	T	H	E	Y	B
C	E	I	D	O	F
H	G	M	Y	U	J
U	K	O	U	R	S
S	H	E	L	S	M



Page 15 - Pronouns 2

- A1 Examples only - student's own answers.
 you, we, I, they, he, us, she, him, it, her
 A2 Examples only - student's own answers.
 yours, his, them, theirs, hers, yours,
 ours, mine
 B1 Missing words placed in this order ;
 you, I, me or us, We, us or me, he or I

Page 16 - Adverbs 1

- A1 Examples only - student's own answers.
 walked slowly, laughed softly, called loudly,
 sang sweetly, spoke clearly, fell heavily,
 shone brig-htly, ran fast
 B1 Examples only - student's own answers.
 busily, gracefully, swiftly, silently, slowly
 C1 slow - slowly, great - greatly,
 cool - coolly, clear - clearly,
 quick - quickly, soft - softly,
 smooth - smoothly, kind - kindly,
 bad - badly, weak - weakly



Page 17 - Adverbs 2

- A1 Examples only - student's own answers.
 a) desperately b) wolfishly
 c) urgently d) powerfully
 e) fearlessly f) enthusiastically
 B1 a) gently b) loudly c) quickly d) quietly
 e) clearly
 C1 Student's own answers.

Page 18-19 - Word Classes Test

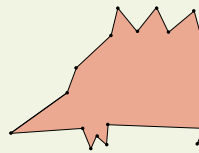
- A1 glove, rope, arrow, clock, fire, sock, torch,
 pin, spade, ring
 B1 Examples only - student's own answers.
 angry dog, beautiful butterfly,
 tall building, tasty pie
 C1 b) verbs coloured red are :
 wander, bring, lose,
 make, run
 c) blue nouns : castle, dragon, arrow, cliff, path
 d) green adjectives : rare, shady, unsafe,
 wobbly, smart
 D1 Spaces filled in this order : me, her, them, you, I
 D2 Student's own answers.
 E1 Circled words in this order : him, her, them, we,
 He, them, us
 F1 a) angrily b) happily c) hungrily d) loudly
 e) swiftly



Page 22 - Capital Letters & Full Stops 1

- A1

C	a	r	o	l		
A	n	n	e			
T	h	o	m	a	s	
E	m	m	a			
R	i	c	h	a	r	d
P	h	i	l	i	p	
I	s	a	a	c		
L	i	l	y			
L	y	n				
A	i	l	i	a	n	
R	o	b	e	r	t	

 A2 CATERPILLAR
 B1 a) Chelsea carried a crown.
 b) Give this apple to Aroha.
 c) Yes, Terry took a torch.
 d) Ethan eats everything.
 e) The raincoat was ripped by Ray.
 C1 
 C2 Student's own answers.

Page 23 - Capital Letters & Full Stops 2

- A1 a) Miss Ann Cooper b) Mr Colin Baker
 c) Auckland d) Wellington
 e) New Zealand
 B1 Student's own answers.
 C1 Tane and Tangaroa were two brothers. Tane was the
 god of the forest. Tangaroa was the god of the sea.
 The two brothers were always fighting because Tane
 gave people flax and wood to make fishing tools.
 Tangaroa did not want any of his fish children to be
 caught.

Page 24 - Commas 1

- A1 Student's own drawings.
 B1 a slow, slimy snail
 juicy, ripe strawberries
 a tired, sleepy puppy
 a small, fat mouse
 C1 b) Christine, you are late.
 c) Mary, look at this spider.
 d) Michael, turn off your light.
 e) Tony, is this your bag?
 D1 b) I have a black dog, Sam.
 c) There is the mountain, Taranaki.
 d) This is my town, Tauranga.
 e) Let's go to my favourite place,
 Subway.

