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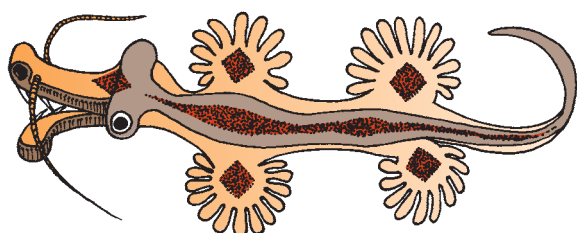
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Collective Nouns 1

A collective noun is a word that names a group of the same things. They can be groups of people or animals or things.

Examples : A **flock** of sheep A **bunch** of flowers A **crowd** of people A **pair** of shoes

When people don't know the right collective noun to use, they may use a phrase such as *a lot*. You should make an effort to find out the correct collective noun for the group you are writing about. Some collective nouns can be used for a number of groups.

Examples : *bunch - keys, flowers, grapes* *flock - sheep, goats, birds* *pair - shoes, socks, scissors*

A Farm Friends

1 What name is given to these animal collections?

- a) a _____ of cows
- b) a _____ of sheep
- c) a _____ of dogs
- d) a _____ of horses
- e) a _____ of goats

2 What animals gather in these groups?

- a) A pride of
- b) A brood of
- c) A swarm of
- d) A school of
- e) A colony of

C Match and Complete

1 Match the collective noun with its correct noun partner by drawing a line between the two. One is done for you.

**B All Together**

1 Choose a collective noun from the box to fill a space in a sentence.

gang	band	bunch
team	mob	staff

- a) The army _____ marched at the head of the parade.
- b) The cricket _____ waited in the pavilion for the rain to stop.
- c) A _____ of angry people stormed up the road.
- d) A _____ of flowers was delivered to the hospital.
- e) After school the _____ held a meeting.
- f) The roading _____ completed the by-pass in record time.

collective

noun partner

- | | |
|--------------|---------|
| a bale of | people |
| a forest of | rocks |
| a class of | books |
| a library of | wool |
| a tribe of | cards |
| a plague of | puppies |
| a litter of | pupils |
| a pack of | stars |
| a pile of | insects |
| a cluster of | trees |



A comma (,) is a punctuation sign that sits on the baseline and shows the reader there is a pause or separation of ideas in a sentence.

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

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

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

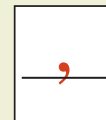
Using a comma can also help your reader better understand the meaning of your sentences.

Example : *While we were eating the cat approached the table.*

While we were eating , the cat approached the table.

In this sentence, a reader might think the cat was being eaten!

By using a comma, the meaning becomes clear.



A Let's Go

- 1 Place commas where there are short pauses in this conversation. Use your pen tool.
 - a) "On Saturday we will go to the beach if it does not rain."
 - b) "Do you think we will have to take our lunch or will we buy it there?"
 - c) "I'm sure we could buy it if the shop by the beach is open."
 - d) "Could we have a drink as well or would that be too much to spend?"
 - e) "No that will be fine."
 - f) "I can't wait for Saturday hopefully it won't rain so we can go."

B Two in One

- 1 Use commas to separate the extra information in each sentence. Use your pen tool.
 - a) Matthew who had many friends sent out invitations.
 - b) The party which was to start at four o'clock was to have games and competitions.
 - c) Matthew's mother who had cooked and baked all week had everything organised.
 - d) Matthew's father who



C Let's Get This Clear

- 1 Rewrite each sentence using a comma or two to make the meaning clearer.
 - a) We have a wooden box for storing bread made a hundred years ago.
 - b) If you cook Sarah will do the dishes.
 - c) All he wants to do is kiss girls and fish.
 - d) We saw an old man with a little boy whose beard was white.
 - e) I have a budgie in a cage that can talk.



A synonym has the same meaning, or nearly the same, as another word. When writing or speaking, it is useful to know other words that have the same meaning so that you don't repeat yourself. By using a range of words, you will make your writing more interesting to read.

Example : *angry* - you could use any of these synonyms - *cross annoyed furious mad*

A Thesaurus is a book full of synonyms. When you look up a word in a Thesaurus, you will find lists of words with similar meanings.

A Pair Up

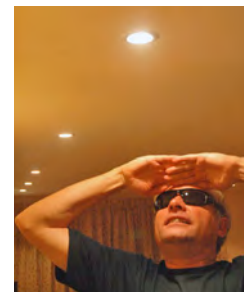
1 Circle the correct synonym for the first word given.

- | | | |
|--------------|----------|---------|
| a) home | dwelling | dwindle |
| b) aid | hinder | help |
| c) ancient | omen | old |
| d) astonish | surprise | sullen |
| e) difficult | hasty | hard |
| f) enemy | foe | few |
| g) fall | drop | flip |
| h) glance | loom | look |
| i) loyal | try | true |
| j) marsh | swamp | sway |

B Same As

1 Write a synonym for each of these words.

- a) **bright**
b) **broad**
c) **weak**
d) **hide**
e) **difficult**



2 Give two synonyms for each of these words.

- a) **amaze**
b) **capture**
c) **bent**
d) **dry**

C Word Strings

1 Complete these word strings by adding words that have similar meanings. A Thesaurus can help.

a)	house			
b)	swift			
c)	tall			
d)	little			<i>slight</i>
e)	bump		<i>knock</i>	
f)	big			
g)	look			
h)	good			



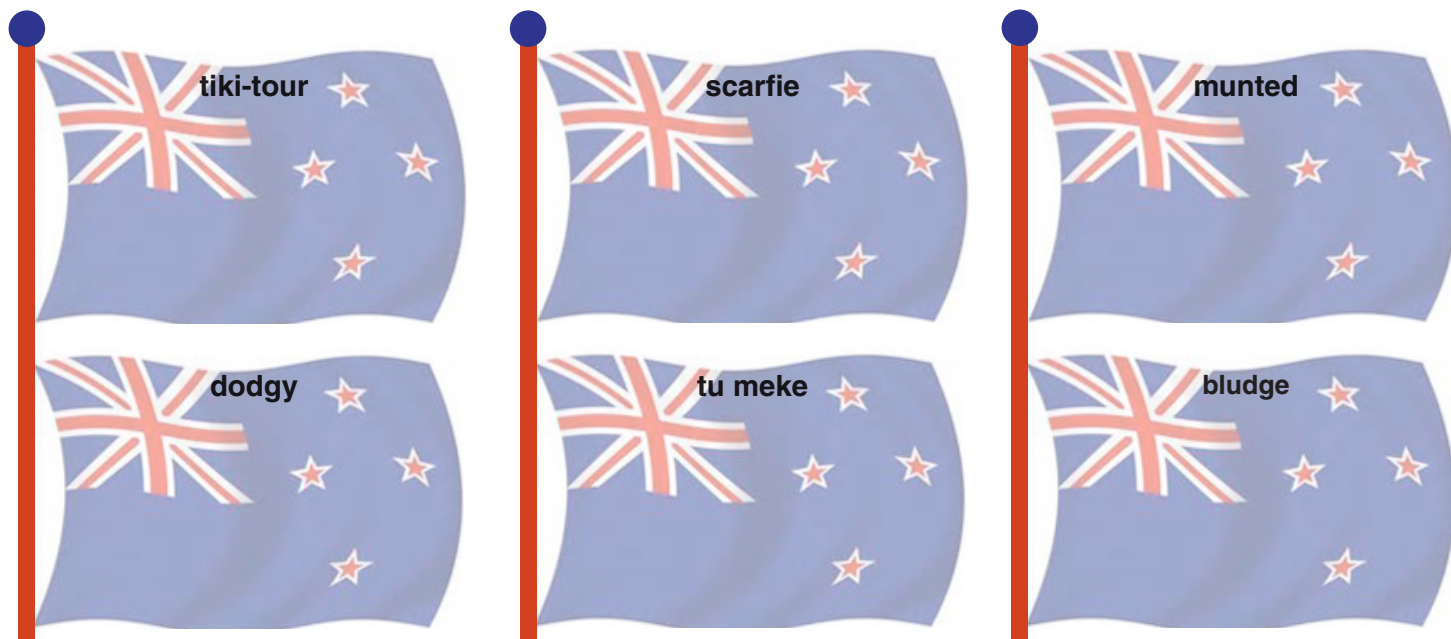
52 New Zealand Words and Phrases

New Zealanders use some phrases that have meanings that relate only to this country and visitors may not understand what is being said. These local phrases, or groups of words, give an individual colour to New Zealand-spoken English.

Examples : Words - *bach or crib* - small beach cottage Phrases - *'gone bush'* - moved out of the city

A Kiwi-Speak

- 1 Write a brief meaning for each of these New Zealand words.



B Who Said That?

- 1 What do these New Zealand phrases mean?

- She'll be right.*
- She's visiting the mainland.*
- Rattle your dags.*

C Sweet As

- 1 Match the word or phrase with its meaning by drawing an arrow between the two columns.

- | | |
|------------------|---|
| a) billy | lunch made at home and taken to school |
| b) smoko | meringue cake |
| c) crook | a tin pot with lid for making tea |
| d) cut lunch | a plate of food brought to a function |
| e) pavlova | ill, bad, unfair, broken, out of order |
| f) bring a plate | mountainous country with pastoral farming |
| g) high country | a short break from work for a cup of tea |





61 Word Classes

Every word in a dictionary belongs to a word class. After the word entry and the pronunciation, the word class is given to show how the word can be used. Labels for the word classes are often abbreviated.

Examples :

dance (say dahnse) *noun*

1. a) a series of steps and movements, usually in time to music. b) a piece of music for this.
 2. a social function at which one dances.
- Parts of Speech:* **dance**, *verb*, a) to perform a dance, b) to move quickly or nimbly; **dancer**, *noun*.

danger (say dane-ja) *noun*

1. a likelihood of harm or injure: 'the mountaineer enjoyed the element of danger in the sport'.
 2. something which may cause danger: 'that hidden reef is a danger to shipping'.
- Parts of Speech:* **dangerous**, *adjective*; **dangerously**, *adverb*; **dangerousness**, *noun*.

A Write In Full

- 1 Here are abbreviations used for some word classes. Write the name of each word class in full.

- a) n.
- b) v.
- c) adj.
- d) conj.
- e) prep.

B Look in the B's

- 1 Beside each word write the abbreviated name of its word class.

- | | |
|--------------|-------------|
| a) batch | b) beside |
| c) beat | d) because |
| e) beautiful | f) bathe |
| g) bare | h) beetroot |
| i) but | j) by |

Some dictionaries show the Word Classes as full words, others show the part of speech as an abbreviation.

C More Than One

- 1 Some words have more than one meaning and therefore may have different word classes. Look up each word listed and find two meanings for each word.

rock	as a noun	
	as a verb	
box	as a noun	
	as a verb	
pale	as an adjective	
	as a noun	
quick	as an adjective	
	as a noun	
lock	as a noun	
	as a verb	



Vowels are sometimes combined to make a single sound.

Examples : ai - chain au - caught oa - throat ea - plead oi - boil ou - shout

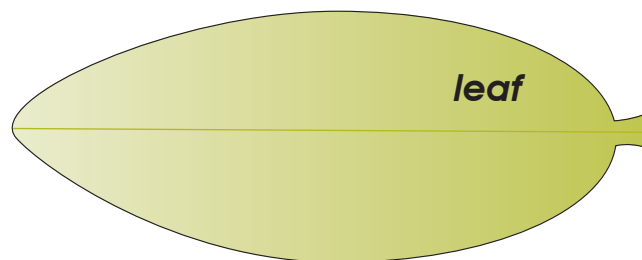
A Two of Each

1 Write two words for each of the vowel groups given.

a)	ai	raid	
b)	au		
c)	oa		
d)	ea		
e)	oi		
f)	ou		
g)	ee		
h)	oo		

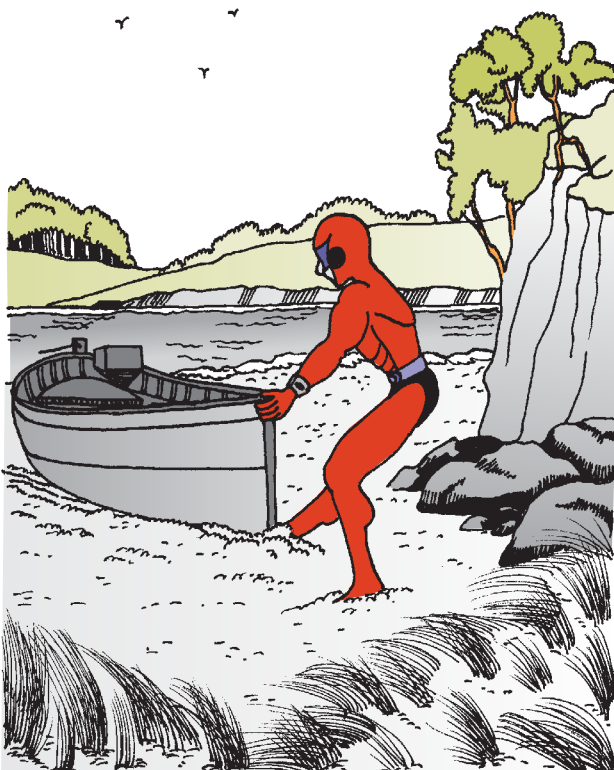
B Listen for the difference

1 Many words have *ea* double vowels that sound like *ee*. Make a list of words that sound like *ee* but are spelt *ea*. One is done for you.



2 Write as many *ou* words as you can.

C Vowel Sounds



1 Fill in each space with a double vowel from the grey box.

ai au oa ea oi ou

- Everyone th ght the old house was h nted.
- The b t was dragged high up the b ch.
- That mushroom looks p sonous so don't pick it.
- The r n threatened to sp l the tennis match.
- We r ched our destination just before dark.
- The od r was so strong I could hardly br the.
- Mum tried to s k the st n out of my shirt.
- Jane l ghed before running tside.
- Y r dinner has a lot of s ce on it.
- This is my f rth time on the confidence c rse.
- Mum started making br d in gust.



A piece of writing, such as a story or a letter, is usually made up of a number of *paragraphs*. Dividing your writing into paragraphs allows you to focus on each part of the story in turn, like making a chain, link by link.

The first paragraph should *introduce* your story. It tells where the story takes place, who is there and how the story starts. The second and third paragraphs are the body of your story. They tell what happens and how it happened, event by event, following a sequence. The final paragraph brings your story to a close and should leave your reader feeling happy, sad, surprised or with something to think about. When writing a story, you should try to make it so interesting people enjoy reading it and want to read more of your writing.

You need to make a Story Plan before you start writing. A Story Plan has 3 steps.

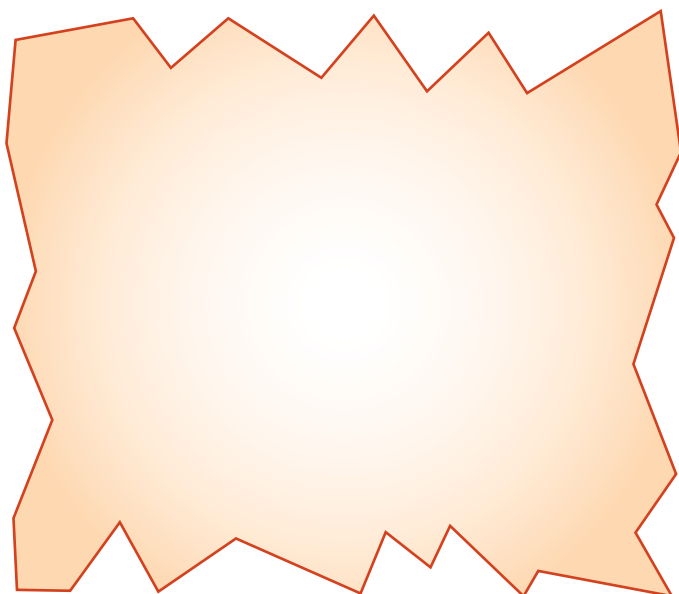
Step 1 : *Brainstorming* - this is writing down all the ideas that come to mind; use headings of one or two words to collect the ideas.

Step 2 : *Sequencing* - this is sorting your brainstorming ideas into an order that tells your story from start to finish.

Step 3 : *Drafting a Story Plan* - this is writing a plan your story will follow. Refer to it as you write, but you may still add things as you work.

A Step 1 - Brainstorming

- 1 Plan a short story about a pet you have or have had. Write as many ideas that come to your mind about that pet in the space below, the more the better - then you can choose the best ones for the next step.



B Step 2 - Sequencing Ideas

- 1 Sort the ideas from your brainstorm into a sequence which will tell a story in the order it happened (what happened first, what happened next, etc.).

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

C Step 3 - Story Plan

- 1 Now write a story plan using the sequence written in **B**. You do not have to use everything if it does not fit.

Introduction How your story starts.	
Body What happened? How did it happen?	
Conclusion How your story ends.	



An article is a piece of writing, included with others, in a newspaper or magazine. It is presented with a headline, which is a short statement or phrase designed to capture your attention and make you want to read the rest of the article.

Kitty's cries for help



A 74-year-old woman dialled 111 after her pet cat fell down behind her pantry and got stuck.

Margaret Godfrey was cleaning her shower when she heard “an

almighty bang” as Mickey the 6-year-old tomcat tumbled from the top of the 2-metre pantry.

“I’m assuming he jumped up on to the bench where the electrical hobs are, and then he must have jumped up from there,” she said.

After searching inside and outside the kitchen for the source of his cries, Mrs Godfrey realised where the cat was and called for help about 7.30am. “There was no way I could get him out. I rang 111 and explained what had happened and I apologised for calling about such a stupid thing.”

Firefighters arrived at her home at Carmel Country Estate Retirement Village in Ohauiti but

immediately ran into problems. Greerton station officer Paul van Kol said firefighters could hear it meowing down underneath.

The cat was able to move around behind the kickboard below the cupboards but firefighters could not find a way to get the cat out. They pulled out the dishwasher but after being unable to free it they called in a kitchen cabinet maker.

The cabinet maker was able to enlarge a small hole behind the dishwasher and Mickey walked free at 9.45am.

“He was just his same old self,” Mrs Godfrey said.

Published : Bay of Plenty Times (June 28th 2012).

A What's the Story?

1 Read the newspaper article above. Answer each question using the facts given in the article.

- How old are Micky and Margaret?
- What happened to Mickey the cat?
- Where was Margaret when Micky fell?
- Where do Mickey and Margaret live?
- Who did the 111 phone operator choose to respond to Margaret's emergency?
- What did the firefighters do to try and get Micky free?
- Who finally got Micky out from behind the pantry?
- What did the cabinet maker do to get Micky free?
- How long was Micky trapped for?



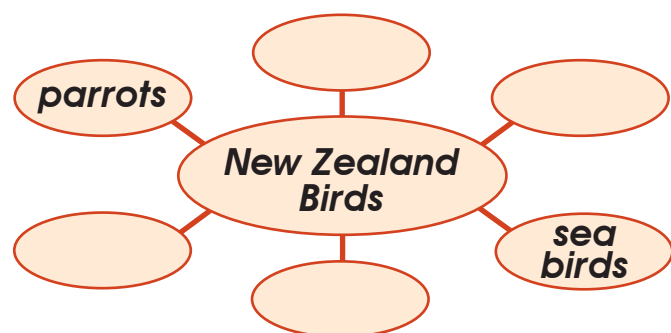
130 Selecting a Topic

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.

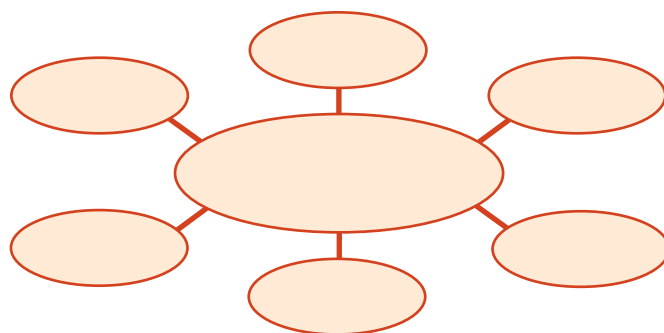
A Not Too Big, Not Too Small

- If you choose a topic such as *New Zealand Birds* to research, it may prove too large and you could need to reduce it. Complete this chart which reduces the wider topic to narrower ones.



B Breaking Down Your Choice

- Let's say your teacher has allowed you to select your own research topic. Think of three topics that interest you. Select the one which you think would have the most information available. Place it in the centre and then break it into smaller ones.



C Brainstorm Your Topic

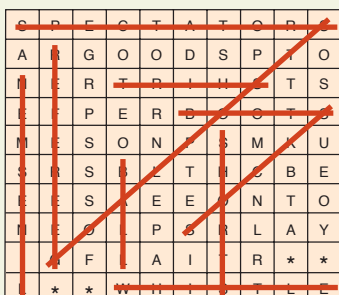
- Using the chart you completed in Exercise B above, make a final choice. Will it be the wide topic or would one of the smaller ones have enough information for a research presentation? In the shape below, write down everything you already know about your final topic. This is a brainstorming session, so record even the most unlikely ideas. You may be surprised at how much you already know!

A1 Answer Section

Pages 8 - 21
Word Classes

Page 8 - Common Nouns 1

- A1 Student's own answers.
B1 Student's own answers - could include : father, mother, sister, brother, uncle, aunt, aunty, cousin, nephew, niece, grandfather, grandmother, great-uncle, great-aunt.
C1 Student's own answers.
D1



Hidden message :

A / GOOD / SPORTSPERSON / MUST / BE / SEEN / TO / PLAY / FAIR

Page 9 - Common Nouns 2

- A1 Student's own answers - examples only - people : teacher, policeman, drainlayer, electrician
Student's own answers - examples only - places : cemetery, mountain, school, hospital, shop
Student's own answers - examples only - animals : hedgehog, horse, zebra, elephant, cat
Student's own answers - examples only - things : duvet, pillow, skateboard, plate, television
B1 a) horse b) movie c) street
d) teacher e) door
B2 Student's own sentences.
C1 Blue - people : hairdresser, skier, surfer, diver, friend
Red - places : theatre, whare, beach, supermarket, park
Green - animals : donkey, ferret, llama, gecko, deer
Yellow - things : sunflower, kumara, flag, skateboard, puddle
D1 Circled common nouns : kumara, sweet potato, plant, tribes, gardens, pits, winter, pits, kumara, food

Page 10 - Proper Nouns 1

- A1 Student's own answers.
B1 a) The city of Rotorua is built on an active volcanic area.
b) Close to Auckland lies the dormant volcano Rangitoto.
c) Mount Aoraki is the highest mountain in New Zealand.
C1 From top, going clockwise :
Big Ben, Tower Bridge, London Eye,
The Tower of London, Buckingham Palace.

Page 11 - Proper Nouns 2

- A1 Student's own answers.
B1 a) Ben's, Piccadilly
b) Buckingham Palace, Pall Mall
c) Ben, Tower of London
d) Big Ben, London
e) River Thames, Globe Theatre
f) Tower Bridge, Thames River
C1 Student's own answers.



Page 12 - Collective Nouns 1

- A1 a) herd b) flock c) pack
d) team/herd e) tribe/herd
A2 a) lions b) chickens c) bees/wasps
d) fish e) ants/albatross/gannets
B1 a) band b) team c) mob
d) bunch e) staff f) gang
C1 a bale of wool a forest of trees
a class of pupils a library of books
a tribe of people a plague of insects
a litter of pups a pack of cards
a pile of rocks a cluster of stars

Page 13 - Collective Nouns 2

- A1 a) a bunch/hand of bananas b) a packet/box of biscuits
c) an army/a squad/a platoon/a company of soldiers
d) a fleet/a flotilla/armada of ships
e) a string of beads
B1 a) sailing a ship/flying an aircraft
b) singing together c) playing music together
d) waiting in line e) performing in a dance
B2 a) houses b) photographs/stamps c) stars
d) clothes
C1 a) cluster b) suite c) squadron d) bundle
e) peal f) batch g) suit h) collection
i) board j) committee

Page 14 - Adjectives 1

- A1 a) spicy b) Cold c) Fresh d) juicy
e) sweet
B1 Examples only - student's own answers
a) red b) white c) brown d) green
e) yellow f) purple g) orange h) black
i) blue j) pink
C1 Superhero adjectives : strong, fearless, agile, athletic, muscular, brave, steadfast, powerful, courageous, daring.
C2 Student's own answers.

Page 15 - Adjectives 2

- A1 a) noun - apple, adjective - red
b) noun - sun, adjective - fiery
c) noun - dog, adjective - angry
d) noun - boy, adjective - tall
e) noun - girl, adjective - sickly
f) noun - wind, adjective - icy
g) noun - fog, adjective - damp
B1 a) slow b) short c) small d) smooth
e) polite f) calm g) large h) soft
i) bold j) industrious
C1 Student's own answers - examples only.
a) soft, squishy g) leather, fashionable
b) sweet, juicy h) battered, plastic
c) tall, slender i) cute, crying
d) angry, snorting j) over-grown, flower
e) gentle, friendly k) delicate, colourful
f) short, handsome l) dusty, desk-top
D1 Circled adjectives are as follows : beautiful, important, Maori, black, colourful, strong, wooden

Page 16 - Verbs 1

- A1 Student's own answers.
B1 Student's own answers.
C1 a) snapped b) chewed c) shattered
d) squeezed e) searched f) swung
g) stare h) strolled
C2 Student's own answers.

Page 17 - Verbs 2

- A1 Student's own answers - examples :
a) read b) painting c) added d) ate
e) played f) dived g) feeding
h) watch / finished i) spoke
j) ran / jumped k) threw l) carry
B1 Student's own answers.
C1 Underlined verbs : are, called, hunt, do, attack, are, eat, warn, slaps
Circle the adjectives : black, white, killer, daily, gentle, large

Page 18 - Conjunctions 1

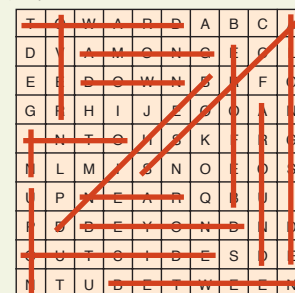
- A1 as, because, until, if, when, although, and, unless, that, which, while, but, though, whether
B1 Student's own answers.
B2 Student's own answers.

Page 19 - Conjunctions 2

- A1 a) The trees bent in the wind and the leaves fluttered.
b) The clouds were dark but the storm stayed away.
c) The moon shone when the clouds moved away.
B1 When we went to my grandmother's house we watched her make an enormous chocolate cake. When it was cool she put whipped cream in the middle. After we put thick icing decorated with sprinkles on top, I carried it home, as it was my birthday the next day, when we each had a piece.
C1 a) but b) because c) so d) and
e) as well as f) if g) until h) as
i) Although j) Whenever

Page 20 - Prepositions

- A1 Student's own answers.
A2 a) beside, under, on b) student's own answer
B1 a) beside b) above c) Behind d) through
e) along f) By
C1
C2 Student's own answers.



Page 21 - Proofreading for Word Classes

- A1 a) Tesla
b) creature, eyes, face, feet - examples only
c) tribe
d) small, slimy, two, big, pale, thin, large, flat, shiny
e) beside
f) was, had, moved, hear, seemed
also these : appear, were frightened, smiled
g) - i) Tesla was a small, slimy creature with two big eyes in a pale, thin face. He had large feet that he moved quietly about on. Because no one could hear him coming, he seemed to appear suddenly beside someone. Many of the people in the tribe were frightened of him because, even when he smiled, his eyes were like flat, shiny stones. They had no expression in them at all.