

2 Contents

Introduction

Chapter 1 - Word Classes

Chapter Overview	7
Common Nouns 1	8
Common Nouns 2	9
Proper Nouns 1	10
Proper Nouns 2	11
Collective Nouns 1	12
Collective Nouns 2	13
Pronouns 1	14
Pronouns 2	15
Adjectives 1	16
Adjectives 2	17
Verbs 1	18
Verbs 2	19
Conjunctions 1	20
Conjunctions 2	21
Word Classes - Test	22-23

Chapter 2 - Punctuation

Chapter Overview	25
Capital Letters and Full Stops 1	26
Capital Letters and Full Stops 2	27
Commas and Apostrophes 1	28
Commas and Apostrophes 2	29
Quotation Marks 1	30
Quotation Marks 2	31
Hyphens 1	32
Hyphens 2	33
Question Marks and Exclamation Marks 1	34
Question Marks and Exclamation Marks 2	35
Brackets 1	36
Brackets 2	37
Direct Speech 1	38
Direct Speech 2	39
Punctuation - Test	40-41

Chapter 3 - Language Skills

Chapter Overview	43
Colloquialisms	44
Proverbs	45
Synonyms and Antonyms 1	46
Synonyms and Antonyms 2	47

Chapter 3 - continued

Homonyms and Homophones 1	48
Homonyms and Homophones 2	49
Singular and Plural 1	50
Singular and Plural 2	51
Past, Present and Future Tense 1	52
Past, Present and Future Tense 2	53
Language Skills - Test	54-55

Chapter 4 - Dictionary Skills

Chapter Overview	57
Alphabetical Order	58
Vowels and Consonants	59
Headwords	60
Pronunciation	61
Word Classes	62
Syllabification	63
Word Meanings	64
Additional Usages	65
Word Families	66
Compound Words	67
Māori Contributions	68
Dictionary Skills - Test	69-70

Chapter 5 - Spelling Skills

Chapter Overview	72
Learning How to Spell	73
Consonant Groups 1	74
Consonant Groups 2	75
Building Words	76
Silent Letters	77
Choosing ie or ei	78
Word Sounds	79
Syllables	80
Prefixes	81
Suffixes	82
Confusing Pairs	83
Commonly Misspelt Words	84
Misused Words	85
Māori Words	86
Foreign Words	87

3

Introduction

Chapter 6 - Written Language

Chapter Overview	89
Sentence Structure	90
Simple Sentences	91
Compound Sentences 1	92
Compound Sentences 2	93
Paragraphs 1	94
Paragraphs 2	95
Sequencing 1	96
Sequencing 2	97
Planning an Essay 1	98
Planning an Essay 2	99
Writing from Experience 1	100
Writing from Experience 2	101
Imaginative Writing 1	102
Imaginative Writing 2	103
Transactional Writing 1	104
Transactional Writing 2	105
Written Language - Test	106

Chapter 7 - Comprehension

Chapter Overview	108
Filling in Forms	109
Cloze Test	110
A Fable	111-112
Instructions	113-114
Newspaper Article	115-116
Wikipedia Entry	117-118
Online Movie Review	119-120
Online News Article	121-122
Online Magazine Article	123-124
Advertisement - Supermarket Specials	125-126
Textbook Topic	127-128
A Blog	129



Chapter 8 - Research Skills

Chapter Overview	131
Selecting a Topic	132
Information Sources	133
Fact or Opinion	134
Keywords	135
Recording Information	136
Organising Information	137
Presenting Information	138
Evaluation	139
Research Skills - Test	140

Answer Section

Chapter 1 - Word Classes	A1
Chapter 2 - Punctuation	A1-A3
Chapter 3 - Language Skills	A3-A4
Chapter 4 - Dictionary Skills	A4-A5
Chapter 5 - Spelling Skills	A5-A6
Chapter 6 - Written Language	A6-A7
Chapter 7 - Comprehension Skills	A7-A8
Chapter 8 - Research Skills	A8

[illegible]



Proper Nouns 2

A The West Coast

- 1 Use the proper nouns below to fill in the gaps in the paragraph that follows.

West Coast	Franz Josef
Fox	Māori
Tasman Sea	Southern Alps
New Zealand	

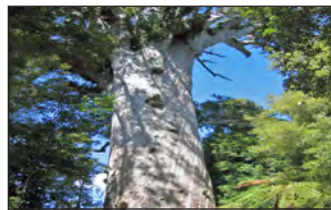
The _____ is a long strip of land
squeezed between the _____ and the
_____. In the southern part of the
region are two glaciers, the
_____ and the _____. It was the source
of pounamu, the greenstone highly valued by the
_____ since before the early
recorded history of _____.

C Places in Kiwi-Land

- 1 Under each picture write the proper noun for each of these famous New Zealand landmarks.
[a clue is given for each one]



a pile for breakfast



tallest of the tall



in hot water



giant marbles on the beach



overlooking the Bay



bungy platform



home for insects



through the tunnel first



When an apostrophe is used to show ownership it can be placed before the *s* or after the *s*. To decide whether the apostrophe comes before or after the 's' ask yourself, who owns the object? If the sentence shows only one owner, the apostrophe comes before the *s*. When there is more than one owner, the apostrophe is placed after the *s*.

Examples : *The gecko's tail was trapped.* The gecko (singular - i.e one gecko) owns the tail, therefore the apostrophe goes before the *s*.
The fishes' tails flashed silver. The fishes (plural - i.e. more than one fish) own the tails, therefore the apostrophe goes after the *s*.

A Who Owns This?

- 1 Write a list of things each of your friends own.
The first one is done for you.

- a) ***Sara's handbag***
- b)
- c)
- d)
- e)
- f)
- g)
- h)
- i)
- j)

B Perfectly Placed

- 1 Place an apostrophe in the correct place to show ownership.

- a) the kakas beak
- b) the wasps nests
- c) the eels fin
- d) the bats caves
- e) the grasshoppers wing
- f) the ants nests
- g) the wallabies pouches
- h) the kiores tail
- i) the nikaus frond
- j) the owls hoot



C Supermarket Specials

- 1 Rewrite these groups of words so that an apostrophe is used to show ownership. The first one is done for you.

- a) the manager of the supermarket
- b) the shifts of the check-out operators
- c) the shopping list of the customer
- d) the wheels of trolleys
- e) the fillets of a fish
- f) the skins of bananas
- g) the leaves of lettuces
- h) the heads of cauliflowers
- i) the legs of the display table
- j) the doors of the freezer

the supermarket manager



51 Singular and Plural 2

Singular is one subject. It is one of a kind. **Plural** is more than one.
Sometimes when a singular changes to a plural the spelling changes a lot.

Examples : *table - tables* *radish - radishes*
Examples : *foot - feet* *mouse - mice*

A More Than One

- 1 Write the plurals for each of these words. Some spelling changes may have to be made to make them plural.

singular

plural

- a) brick
- b) hero
- c) brother
- d) child
- e) lady
- f) loaf
- g) foot
- h) deer
- i) man
- j) movie

C Proverb Plurals

- 1 Circle the plural nouns in these old sayings or proverbs.
- a) Don't count your chickens before they hatch.
 - b) Don't put all your eggs in one basket.
 - c) Birds of a feather flock together.
 - d) Let sleeping dogs lie.
 - e) Great minds think alike.
 - g) Shoemakers' wives are worst shod.
 - i) Fine feathers do not make fine birds.

D Plural Nouns

- 1 Write the plural nouns for each of the following.
- a) More than one leaf
 - c) Timepieces worn on the wrist

B No Singulars

- 1 Change all the singular nouns into plural nouns. Some other changes will be needed to the other words in the sentence as well.
- a) The bird flew to its nest.
 - b) The army marched into the town.
 - c) The wolf prowled in the forest.
 - d) The knife needed sharpening.
 - e) The cake was baked in the oven.



- f) Little children should be seen and not heard.
- h) Too many cooks spoil the broth.
- j) When the cat's away the mice will play.



The **headword** or **entry word** in a dictionary is the first word, written in heavy type, that begins each entry. Some headwords have the same spelling but different meanings. These are listed separately and numbered. Example : **mould** 1 **mould** 2 **mould** 3

Examples :

cheese (say cheez) *noun*

1. any of various solid foods made from the curd of milk.

2. a conserve of fruit with a similar texture: 'lemon *cheese*'.

[Latin *caseus*]

chef (say shef) *noun*

a cook, especially the head cook in a restaurant.

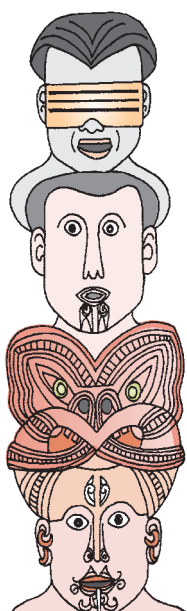
[French *chief*]

☐ Dictionary Entry

☒ Headword

A Take Your Pick

- 1 Turn to any page of a dictionary and list ten headwords that follow each other down a column.



B Make a List

- 1 Place these entry words in alphabetical order as they would be found in a dictionary.

cheep
cheerio
checkup
cheese
cheer

checkpoint
cheek
cheers
checkout
cheery

a)

c)

e)

g)

i)

b)

d)

f)

h)

j)

C Finding Examples

- 1 Use a dictionary to look up the headword *mould*. You should find three meanings. List them here.

Meaning 1 :

Meaning 2 :

Meaning 3 :

- 2 Use a dictionary to find a headword with at least three different meanings that are listed separately.

Headword :

Meaning 1 :

Meaning 2 :

Meaning 3 :



Consonant Groups 2

Sometimes groups of three consonants can be found. **Three-consonant groups** often occur at the beginning or end of words.

Examples : beginning of words : *s c h* - **school** *s h r* - **shrill**

end of words : *g h t* - **light** *t l y* - **softly**

 Three Consonant Groups

A Three Consonants

- 1 Each shape is headed with three consonants. Write at least five words in each shape that begin with these groupings.

spl

thr

scr

str

spr

B Three In a Row

- 1 Circle the three letters that make a consonant group in each of the following words.

illustrate

scream

kitchen

atmosphere

sprain

thread

disprove

scholar

match

chronic

stranger

christen

sphere

mischief

throb

describe

C Endings In Sight

- 1 Add either *-ght* or *-tly* to complete each word.

a) quie

b) fri

c) ligh

d) mi

e) distinc

f) silen

g) sli

h) sligh

i) thou

j) drou

k) hei

l) kni

m) fi

n) brigh

o) frei

p) cos

q) fain

r) brillian

s) tar

t) deli



A piece of writing, such as a story, a letter or an essay, 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. As you focus on the idea(s) for each paragraph you will be able to develop them in detail.

The first paragraph should introduce your story and tell the reader what it is about. The second, third, and any following paragraphs, are the body of your essay and tell the actual story, event by event. The last paragraph brings your story to a close and should leave your reader feeling sad, happy, excited, surprised or any other emotion you are trying for. Above all, you should try to make your story INTERESTING to readers.

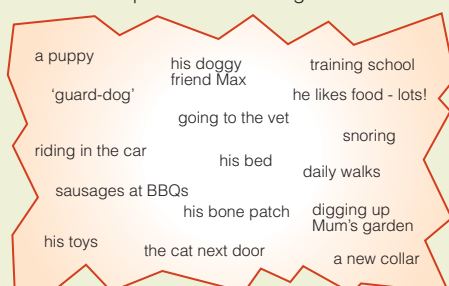
You need to make an **Essay Plan** before you start writing. An Essay Plan has 3 steps. Step 1 is a **Brainstorming** session to collect ideas. Use paper and pen to jot down any ideas about the story you might think of or remember. A brief phrase is all you need to collect an idea (see Brainstorming example below). Sometimes, ideas you jot down will start you thinking or help you recall other ideas you had forgotten. Think hard. Try to come up with more ideas than you need for the story. That way you can select only the best ideas to use in your essay.

Step 2 involves sorting your brainstorming ideas into a **Sequence**. Sequencing means putting your ideas into an order that you will use to present your story. Sequencing will help you decide what each paragraph will contain and the story's 'structure' or how it fits together.

Example : Write a plan for a short essay about your pet.

Working: I choose to write about my old dog, Sam. First I will brainstorm ideas, then I will sort them into a sequence.
Notice that I have decided to leave some brainstorming ideas out of the sequence.

Step 1 : Brainstorming Ideas

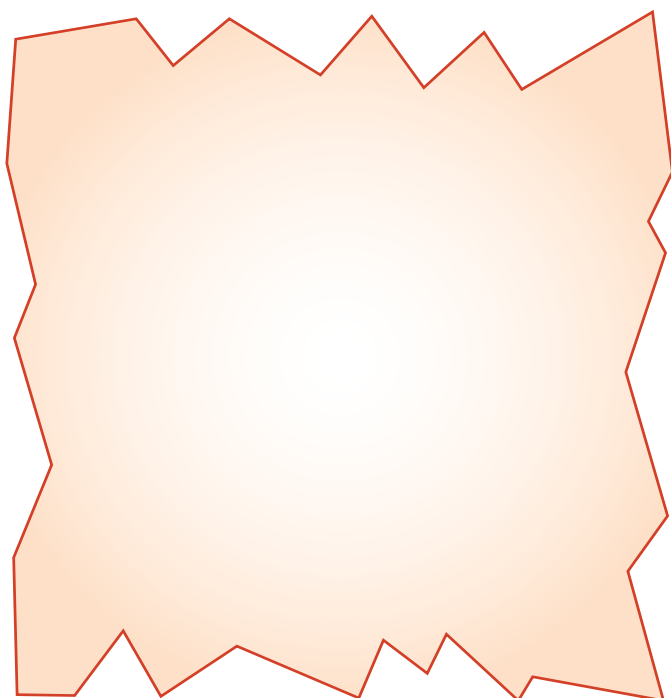


Step 2 : Sequencing Ideas

1]	How and when Sam arrived as a puppy
2]	Sleeping with me, then a special new bed for him
3]	Buying him the frisbee and also the squeak-bone
4]	Barking at people and off to dog training school
5]	Going to the vet - injections and glad to be home
6]	Chasing cats - the ginger cat next door teasing him
7]	Taking him for his walk after school with Mum
8]	Waiting for his feed at 6 o'clock each day
9]	Begging for sausages at the BBQ
10]	His new collar for his 10th birthday
11]	Older & slower now and snoring in his doggy bed!

A Step 1 - Brainstorming

- 1 Plan a short essay about a pet you have or once had. Write brief phrases and try to collect more ideas than you'll need - then you can choose the best ones.



B Step 2 - Sequencing

- 1 Sort the ideas from your brainstorm into a sequence. The easiest sequence is a 'timeline-based' sequence (i.e. what happened first, what happened next, etc. . .).

1]	
2]	
3]	
4]	
5]	
6]	
7]	
8]	
9]	
10]	
11]	
12]	

**A Facts and Figures**

1 You will find the answers to the following questions in the article on the Aims Games.

- a) How many athletes attended the 2018 AIMS Games?
- b) How many schools were represented?
- c) What age group is the AIMS Games set up for?
- d) How much money did Tauranga make from the games in 2016?
- e) How many runners will be in Renee's race?
- f) How many seconds does Renee have to improve to **break** the record?

B Who's In-charge

1 Who was doing what to help the AIMS Games be a successful event in 2018?

- a) Who was the AIMS Games tournament director in 2018?
- b) Who was manager of city events?
- c) Who set the cross country course?
- d) Who was Mayor of Tauranga during the 2018 AIMS Games?

C An Answer in a Sentence

1 Make sure you answer each question with a complete sentence.

- a) How far afield do competitors come to attend these games?
- b) Why did they need **two** opening ceremonies at the ASB Arena?
- c) Why did the Tauranga City Council provide free buses for participants, coaches and referees during the games?

D Your Opinion - Based on the Article

1 Why will it be '*inspirational*' for the athletes to have Dame Valerie Adams and Nikita Howarth attend the opening ceremony.



Selecting a Topic

It is important when doing research that the topic chosen, by either the teacher or the student, should be one of interest to the researcher. Research should use the **WHO? WHAT? WHY? WHEN? WHERE? WHICH? HOW?** model to map the information that is collected.

A What Interests Me?

Sometimes it is difficult to choose a topic to research. Before a choice is made, you need to ask yourself some questions.

- 1 List ten topics you would find interesting to research and present as a project.

B Making My Choice

The next step is to narrow the list down to the one topic that would be interesting to research in depth.

- 1 Write the name of a topic you would like to research from the list in **A**.

a)

- b) Brainstorm what you know about this topic. Be brief.

- 2 Note down what else you need to know about the topic. Use the WHO? WHAT? WHY? questions to help.



C My Choice

Knowing how to research material properly will help in many subjects in the school curriculum.

- 1 Write three or four sentences explaining why you have chosen this research topic.

Page 8 - Common Nouns 1

- A1 student's own answers
 A2 common nouns > boat, fork, ladder, day, kite, pencil, book, car, tractor, river
 B1 student's own answers
 C1 a) dentist b) apples c) lion d) factory
 e) actor f) chair g) sun h) eggs
 i) volcano
 D1 student's own answers

Page 9 - Common Nouns 2

- A1 common nouns > voyages, islanders, canoe, boat, hulls, deck, shelter, people, plants, animals, food, sails, pandanas, tree, nikau, canoe, kilometres, day.
 B1 student's own answers
 C1 **Blue patches** (people): traveller, widow, king, friend, relation.
Red patches (places): chalet, whare, pa, river, museum.
Green patches (animals): tuatara, horse, rabbit, lizard, hawk.
Yellow patches (things): leaf, handbag, envelope, balloon, backpack.

Page 10 - Proper Nouns 1

- A1 student's own answers
 B1 student's own answers - examples (list top to bottom): Uncle Bill, Sky Tower, Massey University, Canterbury Cathedral, Waitomo Caves, Lake Taupo, Golden Bay, Mainland Cheese, Waiheke Island, Waipoua Forest.
 C1 student's own answers.

Page 11 - Proper Nouns 2

- A1 proper nouns in gaps, top to bottom > West Coast, Southern Alps, Tasman Sea, Franz Josef, Fox, Maori, New Zealand.
 B1 student's own answers
 C1 Top row, left to right > Pancake Rocks, Tane Mahuta, Pohutu Geyser (Rotorua), Moeraki Boulders.
 Bottom row, left to right > Waitangi Treaty House, Sky Tower, The Beehive, Mitre Peak.

Page 12 - Collective Nouns 1

- A1 a) pile b) litter c) string d) heap
 e) swarm
 B1 a) fleet: ships, buses b) school: fish, pupil
 c) team: players, horses
 C1 a) herd b) choir c) cluster d) flight
 e) swarm f) army g) library h) pack
 C2 collective nouns in gaps, top to bottom > forest, troop, army, clusters, necklace, flock

Page 13 - Collective Nouns 2

- A1 a) packet/carton b) bunch c) bag/packet
 d) hand e) box / packet f) carton
 g) ball h) pack i) punnet
 j) bulb/string
 B1 a) string b) pack c) crew
 d) bunch/bouquet e) mob/flock
 f) choir g) bunch/hand h) library
 C1 student's own answers

Page 14 - Pronouns 1

- A1 a) Jill fell down. She hurt her arm.
 b) Dad climbed the hill. He went very slowly and came last.
 c) Mum came home from work. She was very tired and needed a cup of tea.
 B1 a) mine b) Yours c) his d) hers
 e) Theirs f) our
 C1 student's own answer

Page 15 - Pronouns 2

- A1 a) he, his b) they c) Their
 B1 its, mine, their, our, my, your, his, her
 C1 a) You and I went to rugby.
 b) You and she cheered loudly.
 c) A caution was given to me and you.
 d) She and I went for a swim.
 e) The coach spoke to him and me.
 D1 student's own answers

Page 16 - Adjectives 1

- A1 student's own answers
 A2 student's own answers
 B1 a) five b) eleven
 B2 a) seven b) four c) twelve
 d) three hundred and sixty-five
 C1 student's own answers

Page 17 - Adjectives 2

- A1 a) red b) green c) pink d) white
 e) black
 A2 student's own answers
 B1 student's own answers
 C1 with age - yellow with effort - crimson
 with rage - purple with envy - green
 with illness - grey with cold - blue
 with shock - white with shyness - pink
 with guilt - red

Page 18 - Verbs 1

- A1 student's own answers
 A2 student's own answers
 B1 student's own answers
 C1 student's own answers
 C2 throw, catch, climb, speak, crawl, run, ate, choose, called, sparkle, laughing, slept.

Page 19 - Verbs 2

- A1 a) shone b) yelled c) had died d) grow
 e) were ringing
 A2 student's own answers
 B1 student's own answers
 C1 a) Dogs herded the flock of sheep
 b) Water dribbled out of the tap.
 c) The crocodile opened its jaws.
 d) An emerald sparkles with green lights.
 e) Jim shuffled his feet though the sand.
 f) The soldiers fought fiercely.
 g) Sam dived into the water.
 h) The sausages cooked in the pan.

Page 20 - Conjunctions 1

- A1 a) and b) but c) or d) and
 e) but
 A2 student's own answers
 B1 a) Tim and Emma hurried to class.
 b) Emma was good at English but she was not good at Art.
 c) Tim was happy because he had passed his Science test.
 C1 a) DEAD AND MUMMY
 B) FLATMAN AND RIBBON

Page 21 - Conjunctions 2

- A1 student's own answer
 B1 a) and b) Because c) as / because / since
 d) when e) although f) While
 C1 student's own answers

Page 22 & 23 - Word Classes - Test

- A1 student's own answers
 B1 herd, flock, forest, range, pair / group
 B2 There are far too many ands in the story so sentences need to be adjusted to eliminate some of them.
 C1 a) that (correct) b) who c) that
 d) which e) which f) that
 sentences - student's own answers
 D1 a) hungry - verb = sprang b) green - verb = slithered
 c) thirsty - verb = was drinking
 d) gigantic - verb = wallowed
 e) Silent - verb = perched f) Tired - verb = trekked
 E1 a) but b) and c) because d) and
 e) When f) Until g) When, but h) but
 F1 **Adjectives** : kauri, rare, carnivorous, shiny, large, wide, open.
Verbs : know, are, feed, are, can be, climb, can, travel, reach.
Pronouns : that, their, they.
Nouns : Māori, snail, pupurangi, animals, worms, shells, millimetres, trees, areas, farmland, bush

Page 25 - Capital Letters & Full Stops 1

- A1 Student's own answers
 B1 a) NZ b) PM c) Eliza, Liz, Beth, Betty
 d) Andy, Drewe) Maths f) PE
 g) Soc Sci h) TV i) IOU j) OK
 C1 a) Te Rauparaha - New Zealand - NZRFU
 b) Buffalo Bill - United States of America - USA
 c) Shane Warne - Australia - OZ
 d) Joan of Arc - France - RSVP
 e) Winston Churchill - England - WWII
 C2 Because they are both proper nouns.

Page 26 - Capital Letters & Full Stops 2

- A1 Student's own answers
 B1 a) Samuel Marsden was one of New Zealand's first missionaries. He arrived in the Bay of Islands in 1814.
 b) William Hobson, who had been in the Royal Navy, became the first governor of New Zealand. Auckland became the capital city.
 C1 Hongi Hika was born at Te Tuhuna near Kaikohe in Northland. His father, Te Hotete, was a well-known Ngapuhi chief. Hongi Hika gained fame as a warrior. He visited England in 1820 and during that time he received many presents. On his return voyage, when the ship reached Sydney, Australia, he exchanged the gifts for 300 muskets. Hongi and his well-armed warriors raided Auckland, Thames, the Waikato and the Bay of Plenty.