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[illegible]



# 12 Collective Nouns 1

## Word Classes

A **collective noun** is a word that names a group of people, 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 resort to the phrase 'a lot'. You will improve the quality of your writing if you make an effort to find out the correct collective noun for the group. Some collective nouns can be used for a number of groups.

Example : *bunch* - (keys, flowers, grapes); *flock* - (sheep, birds) *pair* - (shoes, socks, scissors )

### A Groups of Things

1 Complete the following with a collective noun.

- a) a \_\_\_\_\_ of bees
- b) a \_\_\_\_\_ of kittens
- c) a \_\_\_\_\_ of sheep
- d) a \_\_\_\_\_ of fish
- e) a \_\_\_\_\_ of wild dogs

2 Complete the following sentences with the appropriate word.

- a) a crew of \_\_\_\_\_
- b) a choir of \_\_\_\_\_
- c) a class of \_\_\_\_\_
- d) a gang of \_\_\_\_\_
- e) a band of \_\_\_\_\_

### C Look Every Which Way

1 In the wordfinder are the answers to the exercise below. Find the word and circle it in the puzzle, then write the answer in the space provided. You will need to look in all directions.

- a) a \_\_\_\_\_ of flowers
- b) a \_\_\_\_\_ of books
- c) a \_\_\_\_\_ of beads
- d) a \_\_\_\_\_ of elephants
- e) a \_\_\_\_\_ of birds
- f) a \_\_\_\_\_ of cards
- g) a \_\_\_\_\_ of monkeys
- h) a \_\_\_\_\_ of stars
- i) an \_\_\_\_\_ of soldiers

### B Lions and Locusts

1 Add collective nouns to complete these sentences.

They are from a story about wildlife in Africa.

- a) The \_\_\_\_\_ of lions prowled the grassy plain.
- b) The corn crop was destroyed by a \_\_\_\_\_ of locusts.
- c) A \_\_\_\_\_ of cattle grazed quietly by the river.
- d) A \_\_\_\_\_ of horses were put in harness.
- e) Across the blue sky \_\_\_\_\_ of swallows flew towards the sun.



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



## 34 Apostrophes 2

An **apostrophe** ( ' ) can also be used to show that an object has one owner or more than one owner. This is shown by placing the apostrophe either before or after the s. To decide whether the apostrophe comes before or after the s, ask yourself 'who owns this object'? If the sentence indicates one owner, the apostrophe comes before the s. When there is more than one owner, the apostrophe is placed after the s.

Examples : *The cat's tail was broken.* The *tail* (singular) is owned by the *cat* (one cat), therefore the apostrophe comes before the s.

*The cats' tails were broken.* The *tails* (plural) are owned by the *cats* (more than one cat), therefore the apostrophe comes after the s.

### A Who Owns This?

- 1 Make a text box with just an apostrophe in it. ' Make the text size large. Place an apostrophe in these sentences to show a single owner.

- a) The dogs paw
- b) A ladys purse
- c) My friends mother
- d) A cows tail
- e) A farmers tractor

- 2 Place a large text box apostrophe in these sentences to show the objects have more than one owner.

- a) The fishes scales
- b) The dogs tails
- c) The boys mp3 players
- d) The girls cellphones
- e) The triathletes canoes

### B Circus, Circus

- 1 Place an apostrophe to show possession. Be careful of plurals.

- a) The ringmasters coat
- b) The elephants trunk
- c) The monkeys jackets
- d) The circuss band
- e) The acrobats costumes
- f) The horses coats
- g) The small dogs hat
- h) The clowns costumes
- i) The audiences tickets
- j) The ticketsellers clipper



### C Where Does the Apostrophe Go?

- 1 Write out these sentences and put the missing apostrophe in the correct place.

- a) The keas beak was sharp, strong and curved.
- b) The farmers dog followed at his heel.
- c) The students prizes were presented to them.
- d) The childs foot was caught between the fence wires.



An **antonym** is a word having the opposite meaning to another. Sometimes the simple addition of a prefix to a word can reverse its meaning.

Examples : Words with opposite meanings (antonyms) : *strong* - *weak* Adding a prefix to reverse meaning : *appear* > *disappear*

### A Circle It

- 1 Study the first word in the list and then circle its antonym from the three choices available.

- |                    |          |             |         |
|--------------------|----------|-------------|---------|
| a) <b>absent</b>   | pleasant | purchase    | present |
| b) <b>bent</b>     | straight | senior      | selfish |
| c) <b>bitter</b>   | singular | shallow     | sweet   |
| d) <b>coarse</b>   | fine     | foreign     | foolish |
| e) <b>dirty</b>    | clever   | clean       | conceal |
| f) <b>inferior</b> | superb   | superior    | selfish |
| g) <b>heavy</b>    | light    | luminous    | loose   |
| h) <b>defend</b>   | attach   | attempt     | attack  |
| i) <b>liberty</b>  | rule     | restriction | rival   |
| j) <b>private</b>  | public   | purchase    | poverty |

### B Add and Change

- 1 Change these words to antonyms by adding a prefix to the word.

- |                       |
|-----------------------|
| a) <b>advantage</b>   |
| b) <b>trust</b>       |
| c) <b>comfortable</b> |
| d) <b>necessary</b>   |
| e) <b>normal</b>      |
| f) <b>convenient</b>  |
| g) <b>happy</b>       |
| h) <b>sane</b>        |
| i) <b>order</b>       |
| j) <b>legible</b>     |

### C A Glidogram

- 1 The clues will help you complete this glidogram puzzle. All words are opposites of the clues given.



Opposites of :

left  
stench  
stay  
shabby  
decide  
respect  
small  
timid  
smooth

R				
	R			
		R		
			R	
				R
S	C	O	R	N
		R		
	R			
R				

### D Just the Opposite

- 1 Change the highlighted words to their antonyms when you rewrite the sentence.

a) The **plain** girl was always **smiling**.

b) We will **leave** on the bus **early** in the morning.



The **head word** or **entry word** in a dictionary is the first word, written in heavy type, that begins each entry.

When one word has a number of slightly different meanings (as in the *cheese* example) the different meanings are numbered.

When two or more words with quite different meanings happen to be spelt the same, they are listed as separate headwords and followed by a raised number like this : **mould**<sup>1</sup>      **mould**<sup>2</sup>      **mould**<sup>3</sup>

Example

Entries :

**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*]

### A One After Another

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

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



### B In Order

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

zombie

zap

zinnia

zoom

zero

zebra

zone

zany

zip

zigzag

- a)
- c)
- e)
- g)
- i)

- b)
- d)
- f)
- h)
- j)

### C More Meanings

- 1 Use a dictionary to look up the headword *graft*. You should find three meanings labelled *graft*<sup>1</sup>, *graft*<sup>2</sup>, *graft*<sup>3</sup>. List them here.

*graft*<sup>1</sup> :

*graft*<sup>2</sup> :

*graft*<sup>3</sup> :

- 2 Find another headword that has numbers attached, similar to those above. List the words and their different meanings as in the exercise you have just completed.

1

2

3



# Imaginative Writing 1

Written Language

**Imaginative writing** is about the ideas your imagination presents to you. Your imagination can fly! Anything is possible, from battles with hideous creatures, exploring underground caverns, finding hidden treasure or even time travel! Your imagination can be an endless source of exciting choices to write about. When writing from imagination, it is wise to keep to one event and develop it so that your reader is able to easily follow your story.

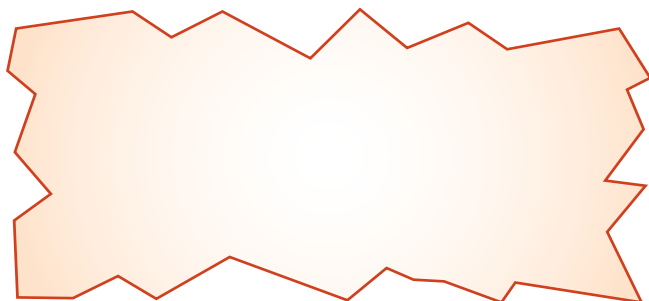
Example : If a story about travelling somewhere wild and unexplored pops into your imagination, try to write about one part of that big idea. Your essay could turn into a book if you try to write about everything! You need to narrow the big idea down into smaller parts that could make good essay topics such as :

*Emergency !                      Faced with Terror!                      There before us . . .*

## A Step 1 - Brainstorming Ideas

- 1 My imaginative writing will be about :

- 2 Complete a brainstorming session on your exciting idea. What could happen? Who would be there?



## B Step 2 - Sequencing Ideas

- 1 Sort the ideas from your brainstorm into a sequence. Remember the most straightforward writing sequence is chronological order.

1]	
2]	
3]	
4]	
5]	
6]	
7]	

## C Step 3 - The Essay Plan

- 1 Using the sequence of ideas you wrote in **B** complete an Essay Plan for your 'Imaginative Writing' story.

<u>Introduction</u> How your essay starts	
<u>Body</u> What happened	
<u>Conclusion</u> How your essay ends	

**A Exploring Mars**

- 1 Read the BBC newsite article on page 117, then answer these questions with short answers and facts.
  - a) What do the initials MRO stand for?
  - b) How long has the MRO satellite been orbiting Mars?
  - c) How many instruments does the MRO have onboard?
  - d) Which of these instruments has proved water exists on Mars?
  - e) How would you describe the water found on Mars?
  - f) Which crater clearly shows signs of flowing water?
  - g) Who first noticed the dark streaks on the surface of Mars?
  - h) What is the nick-name given to the planet Mars?
  - i) Who is the MRO project scientist at NASA?
  - j) What name have scientists given the darkish streaks on Mars.

**B In Your Own Words**

- 1 Michael Meyer is the lead scientist for NASA's Mars Exploration Program. Why is he so excited about the discovery of water on Mars.
- 2 Water on Earth becomes ice at  $-0^{\circ}$  celsius. How come water on Mars can flow at temperatures warmer than  $-23^{\circ}$  C?
- 3 What is an important quality of perchlorates for future manned missions to Mars?

**C Navigating the Site**

- 1a) List the categories of news stories available on this site.
- b) What three platforms, other than a computer, can this BBC News now be delivered on?





## Selecting a Topic

If you are doing some research and you get the opportunity to **choose your topic**, it is important you select something that really interests you so that your efforts can be maintained over a number of weeks. Your topic should be one that excites you enough to find out more than you already know, and your study questions should require you to expand any personal knowledge you already have on the topic.

### A What Interests Me?

- 1 Fill in the following chart with possible topics to research.

famous people	famous events
inventions	living things
cultures	others

### B What Will I Research?

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

### C Making My Choice

- 1 Narrow down the list in **B** to the one topic that would be interesting to research in-depth.
  - a) I would like to research and base a project on :
  - b) Write one or two sentences explaining why you have chosen this research project.

## Page 8 - Common Nouns 1

- A1 Place - office, hospital, theatre, marina, garage.  
Animal - zebra, kangaroo, buffalo, armadillo, stoat.  
Thing - phone, belt, hinge, iceberg, cloud.
- B1 b) bird / butterfly / plane c) pear / apple  
d) boat e) wheel  
f) lizard / fish / snake g) rabbit / kiwi  
h) tree / dog i) piano / keyboard
- C1 a) church b) lizard c) tar d) violin  
e) cattle
- C2 student's own sentences using - trumpet, cafe, dirt, ferret, sheep

## Page 9 - Common Nouns 2

- A1 a) The pointed or rounded end.  
A rubbish dump.  
b) A competition between rivals.  
An ethnic group.  
c) A line of things.  
An argument.  
d) A door fastener.  
A small coil of hair.
- B1 student's own answers
- C1 Rugby, morning, family, brother, school, club, home, tradition, games, sons
- D1 Common nouns in paragraph - grub, huhu, tangata whenua, tataka, bark, trees, kauri, kahikatea, rimu, grubs, bush



## Page 10 - Proper Nouns 1

- A1 student's own answers
- B1 a) The Sky Tower in Auckland is sometimes used for bungy jumping.  
b) In Christchurch, Hagley Park is a popular place for walking, jogging and cycling.  
c) Walking the Milford Track is many hiker's dream.
- C1 student's own answers

## Page 11 - Proper Nouns 2

- A1 student's own answers
- B1 a) The name of this school is Bayfield High School.  
b) The Waipoua Forest is the largest forest in Northland.  
c) The island to the south of the South Island is called Stewart Island.
- C1 New Zealand, Moeraki Boulders, Oamaru, South Island.
- C2 student's own answers

## Page 12 - Collective Nouns 1

- A1 a) swarm / hive b) litter c) flock  
d) school / shoal e) pack
- A2 a) sailors b) singers c) students / pupils  
d) thieves / labourers e) musicians
- B1 a) pride b) swarm / plague c) herd  
d) team e) flock / flight
- C1 a) bouquet b) library c) string d) herd  
e) flock f) pack g) troop h) galaxy  
i) army

## Page 12 - continued

C1

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

## Page 13 - Collective Nouns 2

- A1 a) troupe b) congregation  
c) audience d) menagerie  
e) queue
- B1 Explanations given can include -  
a) clothes, newspapers b) scones, bread  
c) furniture d) players, horses
- C1 Collective nouns in the paragraph - caravan, forest, horde, stand, bunch
- C2 a) caravan - wagons following one another  
b) forest - large area of trees  
c) horde - large group of people  
d) stand - group of trees  
e) bunch - group close together

## Page 14 - Pronouns 1

- A1 THEIR / I / WE / SHE / THEY / HE / YOU / WHO / IT / ME / HIM / HER / US / THEM / OURS / MINE
- A2 their, I, we, she, they, he, you, who, it, me, him, her, us, them, ours, mine
- B1 he, her, them, we, she, his, it, him
- C1 Pronouns in paragraph - my, I, our, us, he, us, he, his, we, our, he, us, we
- D1 Pronouns used in the postcard - Everyone, I, my, we, our, we, We, I'll, everyone

## Page 15 - Pronouns 2

- A1 a) I b) her c) it d) him  
e) he
- B1 a) Allan ← his b) Sue ← she  
c) Angela ← hers d) Meg ← she  
e) cat ← its f) Tom ← His  
g) Rebekah ← her h) cellphone ← its
- C1 student's own answers

## Page 16 - Adjectives 1

- A1 student's own answers
- B1 a) tall, blue b) sickly, pale  
c) angry, white d) old, wooden  
e) tennis, flower f) pro, glassy  
g) derelict, uncomfortable h) bright
- C1 student's own answers
- D1 a) A small girl wore red gumboots.  
b) The weather was cold and wet.  
c) The angry director walked off the stage.  
d) A hungry boy ate the fruit cake.  
e) The wooden canoe ran onto the sandy beach.  
f) Spreading trees shaded the beach.
- D2 student's own answers

## Page 17 - Adjectives 2

- A1 examples :  
a) cautious, wary b) dangerous, hazardous  
c) prompt, nimble d) determined, persistent  
e) complete, whole f) strong, forceful  
g) fragile, delicate h) disturbed, fearful  
i) skilful, clever j) huge, massive  
k) powerful, forcible l) lively, agile
- B1 cautious, nimble, complete, dangerous, massive, strong, agile, fearful, light, forcible, determined, achievable, skilful
- C1 student's own answers, examples only :  
softball, blond, gentle, cotton, purple, large, glass, leather, red
- C2 student's own answers

## Page 18 - Verbs 1

- A1 a) study b) cry c) shine/twinkle  
d) write e) cut
- B1 a) stretched b) slid c) crawled d) yelled  
e) raced
- C1 a) staggered b) sped c) cascaded d) skidded  
e) shuffled
- D1 applaud - cheer shout - exclaim  
talk - chat bellow - roar  
shriek - yell snap - snarl  
titter - snigger choke - strangle  
question - ask moan - groan  
screech - scream

## Page 19 - Verbs 2

- A1 student's own answers
- B1 a) (bloomed) The plant bloomed each morning.  
b) (dilute) To complete the experiment he had to dilute with water.  
c) (grimaced) He grimaced as though he felt a sharp pain.  
d) (shout) A voice was heard to shout across the river.
- C1 Underlined verbs in paragraph - leapt, watched, plunged, hit, disappeared, surfaced
- C2 student's own answers

## Page 20 - Adverbs 1

- A1 examples only - student's own answers  
a) swiftly b) silently c) slowly d) gently  
e) loudly
- A2 examples only - student's own answers  
a) yesterday b) soon c) before d) ago
- A3 examples only - student's own answers  
a) here b) ahead c) on  
d) everywhere e) anywhere
- B1 examples only - student's own answers  
b) happily, loudly c) sweetly, softly  
d) clearly, distinctly e) angrily, worriedly  
f) cheekily, slyly g) broadly, wickedly  
h) carefully, anxiously i) sadly, bitterly  
j) quietly, gently
- B2 examples only - student's own answers  
a) stealthily, silently b) heavily, suddenly  
c) bravely, furiously d) strongly, vigorously  
e) lightly, hurriedly f) smartly, clumsily
- C1 examples only - student's own answers  
a) obstinately b) energetically  
c) usually d) calmly