



MEREMERE ANA TE TIHAEHAETANGA O
TE WHATU NGAKAU I NGA
MAKORATANGA I NGA MANAAKI MAHA,
TIRIPOOPOO TIRIPAAPAA HAI, KA
AKUUKUU NEI I TOKU URUHAKAU I TOKU
ORANGA WHAKANIKONIKO E TAU MAI KO
TE AIORANGI KI RUNGA I TE MATA O TE
WHENUA, OI OI EE TAIKIKI E HAUMIE UIE
TAIKI E.

HE MAHINGA TUAKURA NOHO TUARANGI I TE WHARE WANANGA TAU 10

WHAIA TE PAETAWHITI KIA
TATA, KO TE PAE TATA
WHAKAMAUA KIA TINA

Hammond Matua

HAUORA

E Rangi konehoneho e tu ake nei, e Papaparearea e takoto nei, anei ra matou a korua takapuapua e tau whakati nei ki mua i o korua aroaro e whakamiiha atu ana mo ta korua arahi i a matou ki te puna o te maramatanga, kauparehia nga ahuatanga o rawaho e whakararururu ana I te hunga noho ana i roto i te mataku o tenei taniwha kua muia i te whenua, hauperepere mai ra ki te kakahu o makeakea, hai tohutohu whakamihī, I te ao, I te po, i te po, i te ao haumie, huie taiki e.

Please learn the ancient karakia I have prepared for you. This will help nurture your wairua through these times;

POORAMO O TE ATA: acknowledgement to the morning star;

Muramura whetu i te ao, muramura whetu i te po

Tiaho whetu i te po, tiaho whetu i te ao

Muramura kau ake te tohu e korowaitia ana i te tainiinii, I te tainaanaa

Tirama kau ake nei te orokohanga te rangi e hou mai nei, e hou mai na

Timuramura ana ki runga ki raro, tomuramura ana ki roto ki waho

Temuramura ana ki maui, ki katau, tumuramura ki muri, ki mua

Ngaangaa nguunguu ana ano hoki i roto I te ngeengee me te ngoongoo

o te whenawhena o toku ao maori I te ao, o toku ao maori i te po

haupereperehia ki te korowai o te makeakeatanga oi oi e, taiki e

tuturu ki runga, tuturu ki raro tuturu a whiti whakamaua kia tina (tina)

haumie, uie e (taiki e)

POORAMO O TE POUPOUTANGA: acknowledgement to the midday sun:

E tama te whetu ki rangi konehunehu, e tama te whetu ki te rangi aniwaniwa

Tau mauri tau mai ra koe te mahana o taiwiiwii, o taiwaawaa

Pouherehere nei I a matou e tawharautia nei I raro I te korowai o te mahanatanga

Haukehekehe mai ra koe ki te ara whakamua e puta ai he hua kai mua I te aroaro

Tioro iho mai te whiti e whiti kau nei kia painaina mai matou ki te rongo

I te arohanui, I te aroharoa, I te aroha mutunga kore nohau,

E tama e, kakahuria mai matou ki te oranga o te whitinga mutungakore

Kia tauhiihii, kia tauhaa ki te whei ao ki te ao marama

Uhi, wero, taupae nei te tokio, haumie, uie e, taiki e...

POORAMO O TE PO KENEKENE: acknowledgement to the night sky

E te poo e, e te poo e, e te poo e uriuri mai, e te po e, e kenekene mai

Takaiho mai ai te kakahu o te po hai whakawatea mai ai te horapa mai

O te kino ki roto I toku ao whenahena e porearea ana i te uruhakautanga o toku orange

Poua hihiko nei te rangi ki runga ki raro, korowaitia te maui ki te katau

Hauperehia te muri ki te mua, kauparehia I nga rawaho katoa

E kaikino nei I toku iwi, engari arahi I a matou ki te puna o te maramatanga

Tukua mai te kakahu o te aroha Rangimarie, tukua mai te kakahu o te papamarie

E u ai te aru o taku waka ki te puna kai reira te haumarua hai orange mo toku whanau

I te pouriuri, I te po kenekene, hai hai te tii, hai hai te taa, uhio wero, tau mai te toki

Haumie, uie, taiki e.

POORAMO MO NGA HUA: acknowledgement to the sustenance of kai:

E Tane nui, te au kai, e Hine nui te au, nei ra matou wa korua takapuapua

E tau whakaiti nei ki mua I a korua aroaro e tuku whakamiiha atu ana mo nga hua me

Nga kai kua horaina ki te parae o te ora, paiherehere nei matou ki te ira atua

Ki te ira tangata, oi oi e, taiki e, haumie uie taiki e.

Again please learn these karakia (Pooramo) throughout your time you are at home. They will assist with your wairua and well-being.

Here are some key kupu to consider:

TIAKI: Looking after yourself and family members in your home. The (ti) in the word meaning you personally or the receiver. The (aki) to encourage the behaviour to look after yourself and others.

MANAAKI: Taking care of others. (Mana) meaning you are the processor of your mana meaning again you are in charge on what your mana is capable of. The (aki) again in this matter is to encourage the behaviour of looking after yourself and others.

AWHINA: please be helpful in anyway you can be. We practice this everyday so this should be natural however sometimes we need to be reminded in what that looks like now and then.

TAUTOKO: Support in anyway possible at home and around the house. It might be as simple as picking up rubbish on the floor. Kia kaha ki te tautoko I te kainga.

No reira, ka nui tenei mo tenei wa, ko te tumanako ia, ka noho haumarua mai ai koutou ki o koutou kainga ka mutu ka noho me te kaha Awhina nei I te whanau kia mutu rano tenei tu ahuatanga kua pa mai ki runga I a tatou, haumie, uie taiki e.

HAAKINAKINA

Ngā Kēmu o te noho kainga

Activities to play or do while at home

He wā Inoi – Time for Prayer

Every morning at 8.30am or whenever you wake up, you could conduct karakia with whānau, friends or by yourself as Puutake do in Te Pou Herenga Waka every day. Also, at the end of your day you can conduct our Karakia whakamutunga.

Hikoi te hikoi - Get your Walk on

As a whānau or by yourself, take this opportunity to walk around your neighbourhood. Remember to maintain social distancing and to wear appropriate footwear. Also, unfortunately playgrounds are closed so

Kaha te Kata - Try Not to Laugh Challenge

Gather around the living room or share you screens over Zoom and play your favourite funny YouTube videos. If someone starts to laugh, they get a point against them. Keep track of the points and the person with the least amount is the winner.

Te Huna Tuhituhi - Blindfolded Drawing Challenge

Unless you're the artist of your group, drawing can already be tough. Trying to draw without even seeing what is already on the paper is even harder. Make a friend put on a blindfold and give them something to draw (a rakau, your friend, waka, marae, etc) and see the hilarious results.

Te Tangi o te Manu - Riff Off Challenge

Based off of the legendary scene from Pitch Perfect, gather your friends and have your own Riff Off. The rules are the same as the movie: pick a category, sing a song that fits it, and the next person/team must start their song with the same word that the last person/team sang. If no one can join in after a minute, the current singer is the winner.

Haumaruru te noho - Stay Safe

KAUPAPA-A-TANGATA

Kaupapa a Tangata: 10PU/10PT

Kia ora Koutou, Ehara tenei mahi hou. E tapiri ana ahau i nga kowae me nga patai. E whai ana i nga ngohe e tu mai ana. (I have added some new paragraphs and questions. Just follow each activity when you come to it). Work on each sheet.

Manurewatanga: My Journey about Manurewa.

I grew up in Manurewa about 50 more or so years ago. I was only two when my family moved from Hora hora near Ngaruawahia to Manurewa. I am amazed at how my memory fails me on day to day activities and yet, I can remember my up-bringing like it was yesterday, rather than 50 years ago.

My best memories I can recall, was from the age of 8-10 years old. It was at a place called Southmall. Southmall was built in 1967. I would have been 5 years old at the time it was built. Southmall was very family orientated and safe in those days, not saying it was unsafe at the time, but it was very busy.

I remember a shopping day at Southmall. I may have been 8 years old at the time. My mother left my older brother, sister and I at the Mall Creech. The Creech had a playground that had a picket white fence. It was supervised by one or two adults. I felt very comfortable playing there while my mother was shopping. I knew most of the other kids there, because we were a very close community.

School holidays were the best time to go to Southmall. Southmall always had entertainment twice a day. There were talent quests, puppet shows, magic shows and more. There was always something exciting to watch. Southmall was always packed with children and their parents. I have seen Southmall change structurally three or four times over the years. Shops have closed and been replaced by new owners. This was a time of change.

Food those days was very cheap. A dollar or two went a very long way. That was when a litre of milk was 4 cents. Milk trucks would go around the streets delivering to homes. Sometimes money was used otherwise you could buy milk tokens.

Money was very carefully spent. I got money by returning lemonade bottles back to our local dairy. I got 4c a bottle. My parents didn't drink much fizzy drinks, but they drank a lot of alcohol. I think we got \$1.20 a crate.

Manurewatanga Part 2

Northcrest has had road restructuring and shops have been redecorated. wouldn't be surprised if one or two shop owners or workers are still operating.

Maich Road was just as busy as the Great South Road, because the RSA, the Manurewa picture theatre and the Manurewa Marae were there. The marae wasn't like a marae with carvings, like the one on Finlayson Ave.

It was a big building that catered for community gatherings. The building held Friday night Discos, and fundraising events in the shape of Housie. Our whanau operated Housie on a Saturday afternoon. That is when my Aunties, Uncles and older cousins were in charge. It used up the whole day. I am not sure what is there now.

The picture theatre was the only night life I was allowed to go to. Later the Movie theatre was divided into two halves. I think it was to bring in more money and provide another option of movies to watch. You could hear the movie next door because it was so loud, or it could have been that the walls were so thin. That didn't last long and then it was turned into a nightclub. Today, the building is still there, but I am not sure what it is now.

The Bell-bird was where my parents, aunties and uncles drank. Children were allowed in the pub those days. I think the men drank in the public bar and the women drank in the garden bar. If I remember rightly, the garden bar was the only bar children were allowed in. It was only for a short period of time though sometimes we would go to the fish shop across the road and buy our chips and play at the nearby park or wait in the car. Yep pretty much One night two cars. Even though I lived close to the pub we weren't allowed to go home. Sometimes, I waited for my parents until the pub shut.

Manurewa had a town Hall on Halver Rd. There were Discos held there also. I was 15 years old when I first went there. It started at 6pm and went to 12 midnight. I went to Manurewa High School at the time, so a lot of Manurewa students went there. Papakura High students came to the Disco because their cousins from M.H would tell them to come. Sadly, too many fights occurred between the two schools, so it was shut down.

The Fire station was also on Halver Road. A siren would sound off at 8am every morning. That would tell me if I was late or early for school. The alarm stopped when the Fire Station moved. More changes.

If you have not completed this into your books, you can do the list on here. I have also included new question:

1. List all the places from the reading Part 2 that have been mentioned.
2. Why do you think the writer can recall so much information so far?

Manurewatanga Part 3

My very best memory was when I went to Auckland City, to a place called Farmers. It was a 6-storey building that had a coffee lounge with yummy food and the most beautiful play area I'd ever seen on the top floor. It had rides like pedal cars, and rocking horses and fairy paintings around the room. Farmers was the building that had Santa on the outside of the building. Everyone knew the building.

Reflecting back, makes me happy in that I managed to take my own children to Farmers before it shut down. This is my best memory, because I spent that day with my Mother. She took me there for my 13th birthday. The following year my Mother died. I never knew at the time, how much a mother really loves their children.

My whanau home was in Greenmeadows. That is on the east side of Manurewa. Our whare was very close to Te Mahia train station. That is how my mother and I travelled to the city. The schools I attended were Manurewa East, Greenmeadows Intermediate and Manurewa High. Even though I lived close to James Cook High school I never knew where it was for most of my childhood. I knew it existed, just didn't know where it was.

It just so happened in my adult years, I also became a mother to my niece who was 15 years at the time. That's when I became involved with James Cook High School and the rest is pretty much history.

My family home is on the market at the moment. I was very sad to hear that news. This year will be very memorable, in particular due to the Corvid 19 and the return of Level 3 announcement on the 12th August 2020. Just like my journey, there will always be change and something new to share.

Kia ora Koutou this is an example of mahi to help you create your journey about Manurewa. You are expected to write at least 6 Paragraphs. Those students who do not live in Manurewa or are new to Manurewa can use the information I have provided in Manurewatanga, Part 1, 2, and 3.

You can plan out what you would like to share, justify and explain in depth. i.e. You can begin with a place, A memory, A sport event, Kapa Haka event, fundraiser, an experience that must be linked to Manurewa. I will be looking forward to reading your mahi. Kia Kaha

Planning

Tau Tekau

Hei mahi i roto i ngā tini āhuatanga o te wā....

Hei Mahi 1: During this period of home school learning, you are required to keep a 'Rātaka' for the week (Monday to Friday). Because you are not at school you are required to note down the things that you do at home. I will attach extra sentence structures that will help you to carry out this activity. Remember that you must have at least 50 words per entry.

Wiki Tuarima (Week 5 of Term 3)

Rāhina te 17 o Hereturikoka 2020	
Raatu te 18 o Hereturikoka 2020	
Raapa te 19 o Hereturikoka 2020	
Rāpare te 20 o Hereturikoka 2020	
Rāmere te 21 o Hereturikoka 2020	

Wiki Tuaono (Week 6 of Term 3)

Rāhina te 24 o Hereturikoka 2020	
Raatu te 25 o Hereturikoka 2020	
Raapa te 26 o Hereturikoka 2020	
Rāpare te 27 o Hereturikoka 2020	
Rāmere te 28 o Hereturikoka 2020	

Ngā Rerenga Kōrero hai awahina i te taura ki te whakatakoto i ngā kōrero. (Helpful phrases for students to write their kōrero) Do not forget to use the online maori dictionary to help you find adjectives and verbs.

Te Reo Māori	English translation
I maranga au i te ____ (time you woke up) karaka i te ata/ahiahi.	I woke up at ____ o'clock in the morning/afternoon.
Kotahi, rua, toru, whā, rima, ono, whitu, waru, iwa tekau.	One, two, three, four, five, six, seven, eight, nine, ten.
Haurua mai i te __ (time)	Half past __
Hauwhā mai i te __ (time)	Quarter past __
Hauwhā ki te __ (time)	Quarter to __.
I kai au i te _____, te _____, te _____, me te _____ mō te parakuihi.	I ate, _____, _____, _____, and _____ for breakfast.
I whakatika au i taku moenga.	I made my bed.
I horoi au i taku kanohi me te hōpa.	I washed my face with soap.
I whakapai au i toku whare.	I cleaned my house.
I kōrero māua ko tōku _____ i tēnei ata.	My _____ (mum, dad, brother, sister) spoke this morning.
I haere au ki te toa ki te hokohoko i te _____, te _____, te _____, me te _____.	I went shopping to buy _____, _____, _____, and _____.
Kua _____ te wairua o toku whānau i tēnei `wā.	My family is feeling _____ at this time.
Kei te noho _____ (adj) toku mirumiru i tēnei wā.	My bubble is _____ (adj) at this time.
E hiahia ana au ki te kite i aku hoa, hēoi, e kore nei au e taea te puta i taku mirumiru haumarau.	I really want to see my friends, however, I am not allowed to venture outside of my safety bubble.
I mahi au i taku mahi _____ i te pō rā.	Last night, I did my _____ work.
Ingarihi	English
Pāngarau	Maths
Pūtaiao	Science
Hāngarau	Technology
Mahi Toi	Art
Tikanga-ā-iwi	Social Studies
Kua pau taku hau.....	I am exhausted.
Kua hoha ahau....	I am annoyed.
Kāre he kaupapa tua atu i te noho kotahi o tōku whānau.	There is nothing like spending time with my family.
Āhua wheo kē ngā pānga o te mate urutaa ki runga i te takiwā nei o Tamaki Makaurau.	Its pretty 'buzzy' the effect covid is having on Auckland....
I mātakitaki au i te hotaka o _____ i te ra nei.	Today I watched the programme _____.
Ko tōku tino kiriata, ko te _____.	My favourite movie is _____.
I haere au mō taku hīkoi i te ata nei.	I went for my walk this morning.
He maroke noa te noho kāinga nei.	Its so boring having to stay home....
Kua koretake taku tuakana/teina/tungane/tuahine ki te mahi o te kainga.	My elder/younger brother/sister is useless at doing housework.
Kei te whiti mai te rā!	The sun is shining.
Kei te patere mai te ua.	The rain is pouring down.
He rā kapua tēnei.	It is a cloudy day.
He rā paki tēnei.	It is a fine day.
Aue te makariri i te rangi nei.	It is cold today.
Kei te pupuhi mai te hau.	It is a windy day.....

Kei hea mai a Tamanuite ra?	Where is the sun today?
Me mataara nei au ki te horoi tika i oku ringaringa.	I need to wise up and wash my hands right.
Me kaha nei au ki te tiaki i toku whānau kei tupono uru mai te mate urutaa ki tōku whare.	I must look after my family so that Covid does not enter into my house.
E mokemoke ana ahau ki ōku hoa tata.	I miss my close friends.
Kua mahi au i oku mahi katoa.	I have done all my work.
Kei te kimi au i taku _____ (noun).	I am trying to find my _____.
Kua horoi mātaimai au i te ata nei.	I have washed the dishes this morning.
Kua inu kapu tii/kawhe ahau.	I have drunken my tea/coffee.
Kua hiamoe tonu ahau.	I am still tired.
He pai ake te noho ki te kāinga ki te haere ki te kura.	Staying at home is a lot better than going to school.

Ngā Rerenga Tīmatanga (Sentence Beginnings)

I tētahi wā	Once upon a time
I tētahi pō	One night
Akuanei	Soon / Presently
Ā tērā rā	One day
Ahakoā	Although
Arā	Namely / In other words
Arā kē a (Hemi)	There is (Hemi)
E ai kī ngā (koroua)	According to the (elder men)
Engari	But
Ināianei	Now / At the present time
I ahatia?	What happened
I te mutunga	In the end
Ā te mutunga	When it ends
I te tīmatanga	In the beginning
Nō muri mai	After this
Nō te mea	Because
Nō naianei	From now
Pā mai te rongō	The news arrived
Parekareka tana mahi	What he did was great
Pēnei tonu ia	This is how he was
Rite tonu ia ki (tōna Pāpā)	He/She is just like (his father)
Rerekē te āhua	It was different
Tērā pea	Maybe, perhaps
Kātahi	Then
Waihotia	Leave it

He Kiiwaha

Hei mahi 2: Write the maori terms for these kiiwaha.....

1	Buzzy!!!	
2	Like a boss!	
3	What a crack up.	
4.	Y.O.L.O	
5	I dont think so....	
6	You bet!	
7	Get you!	
8	Nek Minnit...	
9	Wicked!	
10	What a sad guy	

Hei mahi 3: Match the maori term with the english term.

Turituri warawara!	Ive got no idea what was said.
Me he te!	Like a boss!
E nge!	Butt out!
Taiea ana!	Take that!
Hangareka ana!	Buzzy
Tō Ihu!	Blah blah blah
Kaitoa!	No idea
Aua hoki	What a crack up.
Tē aro i a au.	Good Job
Wheo kē	Youve got swag/skux.

Hei Mahi 4: Select one of the Kiiwaha that we have studied. Using pictures/emojis etc display your kiiwaha of choice. Draft your picture onto an A4 provided. Be creative, and remember that colours used have a meaning to them as well. For example, red can be used to express anger, blood, love. Where as yellow can express, happiness, laughter, a new day... Do not just depend on the emojis to express the kiiwaha, try and use symbols or images that will empower your message. Kia kaha ra.

Kiiwaha Visual Draft

Kiiwaha Final Image.

DVC

Ngā mihi

Whaea Cher DVC Puutake Te Wāhanga Māori Year 10

Kia ora koutou

We are designing either the Waharoa or a Taonga.

Brief:

- You must present 4 design concepts in draft. Choose the one you are happy with and work on it.
- Explain each part of your design with meaning or purpose. You will decide your brief eg: Waharoa -if it has walls or not, shape and size. Taonga - size, material, kaupapa it would be awarded for.
- Produce a set of related 2D and 3D working drawings and/or models that show details of components and information related to construction and assembly.
- You may use freehand sketching, drawing, modelling, animation.

Covid-19:

If you have access to TinkerCAD at home, that would be ideal for you to use to design your waharoa/taonga.

Drawings, notes on paper are just as valuable. Be sure to keep them together to bring them to kura when we all return.

Being creative is FUN! Have fun working o

TE REO INGARIHI

Name: _____

FORMAL WRITING

MAKE YOUR MIND UP!



How to express your opinion in formal writing

Introduction to formal writing

Have you ever felt that you have something to say, but that nobody will listen to your opinions? Formal writing is a style of writing that people will take seriously. It gives you the ability to argue a point using evidence.

There are many kinds of formal writing, but over the next few weeks we will focus on **essay writing**. An essay makes one main point and is broken into paragraphs, or blocks of writing.

Before we get to essay writing, we will first look at nouns and verbs which make up sentences. Sentences make up paragraphs, and paragraphs make up essays.

Nouns + verbs → sentences → paragraphs → essays

ONE: NOUNS

A noun is a **naming** word, that is, any word that refers to a thing, person, animal, substance, quality or place.

Exercise one

Complete the nouns in each sentence or phrase.

1. The dusty r__ad
2. The b__y shook his hea__ .
3. Clear, pure __ater
4. The su__ is bright.
5. Juicy o__ange
6. Successful lawy__r
7. The g__ass is fragile.
8. Don't break your a__m.

Exercise two

Use the **nouns** in the box below to complete the following passage.

Kiri	jandals	track	towel	rays	Lisa
creek	shed	Lisa	water	Kiri	beach

_____ and _____ walked down the windy _____
to the _____. They passed the old, wooden _____ and jumped
over the farm _____. _____ Lay down on her
_____ to soak up the _____ while _____ slipped
off her _____ and ran towards the cool, inviting _____.

Exercise three

Underline the **nouns** in the following sentences.

1. The dog wagged its shaggy tail.
2. Geoff threw the rope to the people on the boat.
3. The freshly cooked chocolate cake had been baked in the oven.
4. Kristina grabbed the encyclopedia from the shelf to help with the research.
5. The mountains seemed huge as the people gazed from the lookout.

Exercise four

Underline the word in each group which is *not* a noun

1. boat computer Tama running
2. chicken sour house claw
3. eat flower ball togs
7. on elephant woman clock
4. candles sword green dress
5. window the door Sam
6. kick water cloud book
8. tree hill happy blanket

Exercise five

Now put your own *nouns* in this passage.

_____ pressed his _____ against the _____.
He entered the cool _____ after carefully investigating the contents of the _____.
He finally to go up the _____. The _____ was deep blue with brilliant gold _____. He stepped out into the _____ and began to eat his smooth, chilled _____.

TWO: VERBS

Verbs are **action** words, **doing** words and **being** words. In a sentence, a verb needs someone or something that is doing the action.

Exercise six

Complete the *verbs* in each of these sentences or phrases.

1. George r__n to the store.
2. She swi__s around the pool.
3. He is re__din__ his book.
4. Jane ki__ke__ the ball.
5. The old man __rote his will.
6. Everybody is __a__ing fish and chips.

Exercise seven

Underline the *verbs* in each of these sentences or phrases.

1. The boys ate greedily.
2. The choir sang sweetly.
3. The girls laughed happily.
4. The dog barked angrily.
5. The teacher spoke gently to the new pupil.
6. He used to drive everywhere.
7. The man arrived late.
8. Three girls waited inside.
9. You must leave immediately.
10. He was going to run tomorrow.

Exercise eight

Write your own *verb* in the spaces of the sentences below.

1. The knife _____ the bread.
2. Uncle Henry _____ his car .
3. I _____ my horse.
4. May Dad _____ our dinner.
5. The aeroplane _____ through the clouds.

Exercise nine

Write down five sentences of your own below. Underline the nouns and circle the verbs.

- 1.
- 2.
- 3.
- 4.
- 5.

THREE: SENTENCES

SUBJECTS AND VERBS – Every sentence must have a verb (an action) and a subject (the noun that is doing the action). For example: “The girl passed the ball.” The word “**passed**” is the verb, and “**the girl**” is the noun doing the action.

In each of the following sentences, underline the subject with a red pen and the verb with a blue pen.

1. The dog chewed a bone.
2. Dwayne sat in the corner.
3. The man with one arm walked down the road.
4. School always starts at 8.40 a.m.
5. She ran all the way home.
6. John thought about basketball a lot.

COMPLETE AND INCOMPLETE SENTENCES

Every sentence must have a **subject** and a **verb** to make it complete. Decide whether or not each of the sentences below is complete or incomplete. Write "I" for incomplete, or "C" for complete in the blanks provided.

1. ____ The chipmunk was climbing the tree.
2. ____ My pet turtle has four legs.
3. ____ The baseball bat.
4. ____ My older sister.
5. ____ My best friend is coming over this weekend.
6. ____ The strangest thing I've ever seen.
7. ____ The longest day of the year was last Thursday.
8. ____ Five pounds of delicious chocolate.
9. ____ Two hours later, my mother.
10. ____ The ink, which was bright blue, left an ugly stain on the shirt.
11. ____ The cake, which tasted wonderful.

Read the sentences below and underline the subject with a red pen and the verb with a blue pen. If the sentence does not have a subject or a verb, you need to re-write the sentence as a complete sentence by putting in a subject or a verb or both.

1. After the circus we met the clowns.

2. The boy with the ball.

3. Went riding through the forest.

4. Since I love food.

5. When my favourite show comes on.

6. A new song that I really like.

COMPOUND AND COMPLEX SENTENCES

Compound sentences are two complete sentences joined by a conjunction (e.g. and, or but). Complex sentence is a complete sentence joined by a dependent clause; that is, an incomplete sentence. Decide whether the following sentences are compound or complex, and circle the correct option.

1. Insurance does not cover dangerous driving, but it does cover you if you're driving in accordance with the road rules.

compound / complex

2. Maybe I will eat less junk food, or I could exercise more instead.

compound / complex

3. Monarch butterflies, which migrate to Mexico each year, are guided by instinct.

compound / complex

4. The finals are on Saturday, but we'll have to compete without Paul.

compound / complex

5. The detective, searching the room, found an old newspaper clipping.

compound / complex

6. I'm going to finish my homework, and then I'll watch T.V.
compound / complex

TONE ACTIVITIES

Tone is the term used to describe the style of writing, or the emotion or feeling the writing has. Tone may be playful, formal, angry, serious, tender, depressed, etc. Formal writing has a **formal tone**. It is the style of writing you would use if writing to somebody important, such as an employer or the Prime Minister. Formal writing is like wearing a formal suit (a shirt and tie); it is a style of writing that shows you are serious about something.

Task one: Write an 'F' next to situations where you would use formal writing, and an 'N' where you would not.

- | | |
|---------------------------------------|--|
| 1. In a Facebook message to a friend. | 4. Writing a long essay. |
| 2. In a letter to a principal. | 5. Writing a report on Martin Luther King. |
| 3. Writing a funny story. | 6. Texting your grandmother. |

The rules of formal writing:

To write in a formal tone, you need to follow these rules:

- Correct spelling, punctuation and grammar
- No slang or abbreviations
- Avoid using personal pronouns: "I", "me" and "your."
- Write out numbers one to ten in full (that means, "one", "two", "three", not "1", "2", "3").

Task two: Swap the underlined words to write in a formal style.

INFORMAL	FORMAL
It <u>isn't ok</u> to hurt other people.	
Buy <u>NZ</u> made	
There were <u>5</u> people sitting on the bench.	
When <u>I</u> bake a cake, <u>I</u> always sift the flour first.	
Many <u>kiwis</u> live in the <u>UK</u> .	
That <u>guy</u> was a <u>total idiot</u> in front of the Prime Minister.	
<u>Don't</u> run across the road.	
When <u>you</u> buy make-up, work out how much <u>you</u> can spend first.	

Writing S.E.E.D. Paragraphs

A paragraph is a way of making a point, or an argument, in a piece of writing. It is usually made up of four or more sentences. Every paragraph should make only one point. A paragraph is not a list of ideas.

The first sentence states your point of view, and is called the **Statement**.

This is followed by the **Explanation**, which explains your lead sentence. The explanation sentence might start in these ways:

- "This is because..."
- "This means..."

Imagine the reader looking at your lead sentence and asking "Why do they think that?" or "What do they mean by that?"

The third part of the paragraph is the **Evidence** (or Example). This is what you use to prove your point of view in the lead sentence. It could include statistics, facts, examples, or quotes from experts.

The last part of a paragraph is where you **Declare** (tell us) what the evidence shows us.

Task one: *There are two paragraphs below, but only one of them is a proper S.E.E.D paragraph. Choose which one is a S.E.E.D paragraph and explain your answer.*

A. Tap water is better than bottled water because it is cheaper. This is because you can get tap water for free from your own home, but you need to buy bottled water from a shop. For example, bottled water costs up to 2000 times more than tap water. This shows that it is not worth buying bottled water because it is far too expensive.

B. Tap water is better than bottled water because it is cheaper. Bottled water also pollutes the environment by filling up landfills and it pollutes the air when the bottles are burnt. Access to free water is a basic human right. Everybody should drink tap water.

Which paragraph is a S.E.E.D. paragraph? ____

Why? _____

Task two: *There is a **Statement** sentence below. Put a circle around the matching explanation sentence, and put a line through the explanation sentences that do not match. Remember, there should only be one idea in a paragraph.*

Lead sentence: Playing sport is good for your health.

Possible explanation sentences:

1. This is because many trees lose their leaves in Autumn.
2. Playing sport also means that you make lots of friends and learn leadership skills.
3. This is because when you play sport you get a lot of exercise which increases your heart rate.

4. This is because there are many kinds of sports and all of them are fun to play.

Task three: *Now put a circle around the matching evidence sentence, and put a line through the sentences that do not match.*

Possible evidence sentences:

1. Cricket is a sport with many rules, and is played in countries all around the world.
2. Doctor Sandy Metuatmate said "People who play sport live ten years longer than those who don't."
3. 80% of students in school play a sport, but only 25% of adults play a sport.
4. To become good at your chosen sport, you need to practise for at least six hours a week.

Task four: *Now put a circle around the matching evidence sentence, and put a line through the sentences that do not match.*

1. This quote shows us that playing sport can make you much healthier.
2. Many people play sport at least once a week.
3. This is why netball is the best sport that you can play.
4. This quote shows us that doctors are important and very smart people.

Task five: *Fill in the gaps in this paragraph.*

Statement: The best place I have ever been to is _____.

Explanation: This is because _____
_____.

Evidence: For example, _____
_____.

Declare: This shows us that _____
_____.

Task six: *In your book, write your own S.E.E.D. paragraph on whether the driving age should be lowered, or stay the same.*

Writing paragraphs: S.E.E.D

- Remember: **S** = statement
 E = explanation
 E = evidence/example
 D = declare what the evidence shows

Task one

Below are the first three sentences of a paragraph. The first sentence is the **sentence**, and the second sentence is the **explanation**. The third sentence is the **example**. Your job is to come up with the fourth sentences, which **declares** what the evidence shows us.

Fast food and junk food can cause health problems. This means that eating a lot of McDonald's and lollies when you are young can result in conditions later in life such as diabetes and obesity. For example, a documentary maker named Morgan Spurlock ate McDonald's three times a day for a month, and put on 11kgs, became depressed and had liver problems.

Write a final sentence that **declares** what the evidence shows us:

Task two

Below are the first two sentences of a paragraph. Add an **evidence** sentence (which could include and example, facts, statistics or a quote) and a **declaration** of what the evidence shows.

Bullying needs to stop because it makes schools unsafe for students. This is because students who are bullied may be physically and emotionally harmed by bullies.

Write an **evidence** sentence and a **declaration** to finish this paragraph:

Task three

Below is the **statement** sentence of a paragraph. Your job is to come up with the next **three** sentences, which will be the **explanation**, the **evidence** and the **declaration**. In the explanation, you need to give more detail about the lead sentence.

A good amount of sleep is an important part of a healthy lifestyle.

Write the next three sentences:

Task four

Using the L.E.E formula, write a paragraph in your book that explains why sport is good. Your paragraph should be at least three sentences long.

Using facts as evidence: Should we reduce the fat in our diet?

*When you do research for an essay, you will find a lot of facts on your topic. But how do you turn those facts into an essay? Sometimes facts can help you write lead sentences and explanations. However, most of the time facts help you write **evidence** sentences.*

Task: *Read the facts below. Use the facts to make up your mind on the topic of “Should we reduce the fat in our diet?” Then, figure out three reasons for your opinion, and find three facts you can use as evidence.*

The facts:

- Fats fuel you with a lot of energy (even more than carbohydrates and protein) and help your body grow.
- Fats are responsible for most of the delicious taste and texture in foods you like.
- A high fat diet will increase cholesterol, leading to obesity, heart disease, diabetes, and even cancer.
- Doctors say that it is important to eat a balanced diet of foods that are naturally low in fat, like fruits and veggies.
- Your recommended daily fat intake should be about 67 grams, or 600 calories.
- Beauty experts say that fats keep your skin looking healthy and beautiful.
- You get 12 grams of fat from a glazed donut, 22 grams from a Starbucks Chocolate Brownie Frappuccino, and 69 grams from a Burger King Double Whopper with cheese.
- Fats are useful. They transports vitamins A, D, E and K around the body.
- Fat can improve the flavour of food.
- Eating too much saturated fat is associated with increased blood cholesterol concentrations and an increased risk of heart disease.



Task one: *Should we reduce the fat in our diet? Write your opinion as a **complete sentence** below.*

Task two: *Come up with three reasons for your opinion, and find three pieces of evidence to back up these reasons.*

Reason one:	Evidence for reason one:
Reason two:	Evidence for reason two:
Reason three:	Evidence for reason three:

Mixed-up Essay

Task: Here is an essay where all of the paragraphs have been mixed up. See if you can figure out which order they should go in. Then write '1' next to the first paragraph, '2' next the second paragraph and so on.



The second reason the death penalty should not be brought back is because criminals can turn their lives around. If it is possible for a criminal to change their life and start making a positive contribution to the world, then it is a waste to have them killed. For example, Stuart Green is a murderer who received help in prison and changed his life around. Now he helps out teenagers who are at risk.

In conclusion, there are many reasons why the death penalty should not be brought back. People may end up getting wrongly executed, it prevents criminals from turning their lives around, and turns government employees into killers. The death penalty must not be brought back.

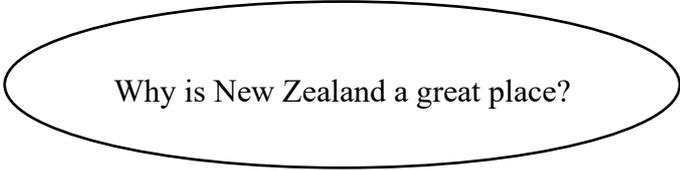
The death penalty should not be brought back in New Zealand. The first reason for this is because people may end up getting killed for crimes they did not commit. The second reason is that even murderers can turn their lives around and make a positive contribution to society. The last reason is that it turns the executioners into killers too.

Lastly, the death penalty turns executioners into killers too. This is because when there is a death penalty, the government needs to employ people to carry out the death sentences. This is a horrible job that nobody should have to do. For example, Sandy Anderson was an executioner in the U.S. who said "I still have nightmares most nights about the people I had to execute."

Firstly, the death penalty should not be brought back because the courts could accidentally give the death sentence to somebody who did not commit a crime. This is because the evidence does not always completely prove that somebody has committed a crime. For example, in the U.S., it has been shown that at least 32 people have been given the death penalty for crimes they did not commit.

Essay Topic: New Zealand is a great place

Task one: *In the space below, brainstorm at least six reasons why New Zealand is a great place.*



Task two: *Now choose your best three reasons, and come up with evidence to support each reason.*

Reason one:	Evidence:
Reason two:	Evidence:
Reason three:	Evidence:

Why is New Zealand a Great Place to Live? Complete the gaps below

Introduction:

_____ is one of the greatest places in the world to _____. The first reason it is a great place to live is _____

The second reason is that _____

The final reason New Zealand is a great country to live in is _____

First paragraph S.E.E.D):

[First reason...]

_____ makes New Zealand a great place to live. This means that _____

For example _____

This shows us that _____

Second paragraph (S.E.E.D):

[Second reason...]

_____ makes New Zealand a great place to live. This is because _____

For example _____

This shows us that _____

Third paragraph (S.E.E.D.):

The final reason New Zealand is great is because _____

_____. This means that _____

For example _____

This shows us that

Conclusion:

New Zealand is one of the greatest places in the world to live. This is because of _____
_____, _____, and
_____. [Strong finishing sentence]: _____

_____.