



Learner guide 1: Decoding and vocabulary

Think about your learning goals and choose activities that you think will help you.

Activity 1: Identifying root words

Draw up a table like the one below. Choose twenty words from the word list and write them in the left-hand column of the table. Identify the root word (or words) and write it (or them) in the middle column. In the third column, write about any patterns you notice, such as the use of the same suffix (“ful”, “ly”) or inflected ending (“ed”, “ing”). You may discover other things too, for example, the root word “drive” ends with “e” but there is no “e” in “driving”. An example has been done for you.

Word	Root word (or words)	What I’m noticing
powerful	power	same suffix as harmful
takeaway	take away	

Word list

grumbled	worried	takeaway	powerful	traditional
importance	natural	harmful	gases	hugely
environmentally	friendly	recycled	running	peanut
importance	reliable	persistence	sailing	somewhere
cleaner	cheaper	helpful	suggestions	damaged
surprised	slightly	achievement	worked	tested
unfair	actually	driving	kilometres	breakdowns
arrangements	cameraman	navigator	planning	actor
yourself	New Zealanders	converter	fastest	meantime

Activity 2: Using vocabulary strategies

Use the numbered list of [vocabulary strategies](#) and draw up a table like the one below.

Reread or skim through “The Vege Car” and, in the left-hand column, write any words you’re still not sure about. In the middle column, write down what you think each word means. In the third column, write down the number(s) of the strategies you used to try to work out the meaning of each word.

Unknown words	What I think the word means	The strategies I used

Think about these things:

What strategies am I using the most? (The numbers in the third column will show this.)

Are the strategies working?

Are there any words or strategies I need help with?

Activity 3: Exploring word meanings

Choose four words or phrases from “The Vege Car” that you think are very important to the text, such as [natural world](#) [fuel](#) [recycled](#) [harmful](#)

and talk with a partner about the links in the text between these words. For example, how are the ideas of fuel and the natural world linked in this text?



Learner guide 2: Language and text features, comprehension

Think about your learning goals and choose activities that you think will help you.

Activity 1: Identifying main ideas

Read one paragraph of the text at a time, and for each paragraph, fill in any parts of the table that were not completed during the lesson. At the end of each paragraph, ask yourself what the main thing was that the writer was telling you. What is this paragraph mainly about? To help you, think about the words the writer is using.

Section of text	Main ideas	Purpose

Activity 2: Creating subheadings

Reread “The Vege Car” and create a heading, like the ones for the text boxes, for each paragraph. Use the “Main ideas and purpose” chart to help you.

Activity 3: Linking main ideas

Read through the text with a partner and find some examples of two sections of text with main ideas that are closely linked. For example, two paragraphs in a row, a paragraph and a text box, or a paragraph and the map. Take turns to describe to your partner how the main ideas are linked. Two examples are:

- The introduction makes us think about how expensive petrol is, and then the next paragraph tells us about someone who’s decided to do something about it.
- The main ideas in the final paragraph (the conclusion) refer to the main ideas in the introduction (about the family, Palmerston North, and the reuse of oil that has been used for takeaways).

Activity 4: Exploring main ideas

On a printout of the text, identify four paragraphs that you think are very important to the overall text. Tell a partner or the group why you think these paragraphs are so important.

Activity 5: Finding out more

You could use the Internet to find out more about the vege car or other environmentally friendly cars. Or, you could investigate other topics from the text that interest you, for example, Rudolf Diesel; or you could investigate New Zealand inventors, such as Bert Munro or John Britten.

You could use this information to write a short report about the invention or the inventor.



Learner guide 3: Reading critically

Think about your learning goals and choose activities that you think will help you.

Activity 1: Finding other examples

Find a piece of junk mail or a television or radio advertisement. Think about the purpose of the advertisement and how it is trying to influence you. Discuss your example with the group at the beginning of your next lesson.

You could work with a partner to create your own magazine or radio advertisement, using some of the text features you have noticed.

Activity 2: Exploring language choices

Use word cards from your tutor or the list of words below. Work with a partner or in a small group to sort them by whether each term is “positive” or “negative” in the text. To help you, think about these questions:

Why did the writer write this text?

What opinion does the writer have?

What vocabulary supports the writer’s opinion?

Word list

<i>grumbled</i>	<i>price of petrol</i>	<i>isn't worried</i>	<i>thanks to</i>	<i>didn't need petrol</i>
<i>save money</i>	<i>powerful countries</i>	<i>powerful</i>	<i>traditional Māori values</i>	<i>natural world</i>
<i>harmful gases</i>	<i>100 percent</i>	<i>environmentally friendly</i>	<i>recycled</i>	<i>health problems</i>
<i>asthma</i>	<i>cancer</i>	<i>responsible for climate change</i>	<i>emissions</i>	<i>crude oil</i>
<i>persistence</i>	<i>paid off</i>	<i>hugely impressed</i>	<i>reliable</i>	<i>To prove</i>
<i>as good as any other car</i>	<i>cleaner</i>	<i>cheaper</i>	<i>awesome</i>	<i>helpful</i>
<i>very proud of</i>	<i>worked for hours</i>	<i>land-speed record</i>	<i>fourth-largest car-owning country</i>	<i>big engines</i>
<i>burn through a lot of petrol</i>	<i>Even worse</i>	<i>achievement</i>	<i>smooth sailing</i>	<i>mission</i>
<i>no breakdowns</i>	<i>great start</i>			



Learner guide 1: Language and text features, comprehension

Think about your learning goals and choose activities that you think will help you. If you think you need more practice with decoding and vocabulary, you could use the activity described below.

Activity 1: Identifying root words

Draw up a table like the one below. Write the words from the list in the left-hand column of the table. Identify the root word (or words) and write it (or them) in the middle column. In the third column, write about any patterns you notice, for example, the root words “notice” and “amaze” lose their final “e” when “ing” is added. An example has been done for you.

Word	Root word (or words)	What I’m noticing
occupiers	occupy	The “y” has changed to an “i” in occupiers
It’s	It is	

Word list

<i>It’s</i>	<i>unusual</i>	<i>building</i>	<i>without</i>	<i>noticing</i>
<i>amazing</i>	<i>construction</i>	<i>designed</i>	<i>recycled</i>	<i>motorway</i>
<i>churches</i>	<i>European</i>	<i>countries</i>	<i>presented</i>	<i>beautiful</i>
<i>postage</i>	<i>phonecards</i>	<i>including</i>	<i>proposed</i>	<i>something</i>
<i>didn’t</i>	<i>architecture</i>	<i>uneven</i>	<i>believed</i>	<i>everyone</i>
<i>whatever</i>	<i>strangely</i>	<i>someone</i>	<i>constructed</i>	<i>occupiers</i>
<i>themselves</i>	<i>you’re</i>	<i>wondering</i>		

Activity 2: Creating subheadings

Reread the text and write a heading for each paragraph. The headings could be brief statements, or they could be questions that are answered within the paragraph. You could also write captions for the photographs, using information from the text. Use the “Main ideas” or “Questions and answers” charts from the lesson to help you.

Activity 3: Linking main ideas

Work with a partner to identify the links between the main ideas in these sections of the text:

- paragraphs 1 and 7 (the introduction and the conclusion);
- paragraphs 2, 5, and 6;
- paragraphs 3 and 5.

Activity 4: Finding out more

Use the Internet or a library to find out more about Hundertwasser.

You could use this information and the information you already have from reading “Don’t Miss It!” to write a short report.



Learner guide 2: Reading critically

Activity 1: Exploring language choices

Use word cards from your tutor or the list of words below. Work with a partner or in a small group to sort them by whether each term is “positive” or “negative” in the text. To help you, think about these questions:

Why did the writer write this text?

What opinion does the writer have?

What vocabulary helped you decide this?

Language list		
<i>Don't Miss It!</i>	<i>most unusual</i>	<i>No one drives through town without noticing it</i>
<i>Tourists stop to take photos</i>	<i>Some even come to Kawakawa just to see it!</i>	<i>amazing</i>
<i>world-famous</i>	<i>very unusual</i>	<i>many European countries</i>
<i>even designed flags</i>	<i>uneven floor surfaces</i>	<i>with trees growing on them</i>
<i>with roofs of grass</i>	<i>most beautiful</i>	

Activity 2: Comparing text features

Refer to “The Vege Car” and “Don’t Miss It!” and to any notes you have made about these texts to compare the ways the writers have tried to influence you as a reader. Write your ideas in a table, such as the one below. Some examples are given below. You can refer to the PDF for help or to check your ideas.

Text feature	“The Vege Car”	“Don’t Miss It!”
Addressing the reader directly (using “you”)	Yes	Yes
Asking questions of the reader	Yes	Yes
Catchy title	Yes	Yes
Interesting photos	Family photos, James nui smiling at the reader	Unusual buildings



Learner guide 1: Vocabulary and language features

Think about your learning goals and choose activities that you think will help you.

Activity 1: Identifying root words

Draw up a table like the one below. Choose twenty words from the word list and write them in the left-hand column of the table. Identify the root word (or words) and write it (or them) in the middle column. In the third column, write about any patterns you notice, such as the large number of words ending in “er”. An example has been done for you.

Word	Root word (or words)	What I’m noticing
shopping	shop	“shopping” has two “p”s in it
you’re	you are	

Word list				
<i>shopping</i>	<i>wrapped</i>	<i>they’re</i>	<i>landfills</i>	<i>surely</i>
<i>bigger</i>	<i>environmental</i>	<i>petroleum</i>	<i>there’s</i>	<i>sometimes</i>
<i>safely</i>	<i>waterproof</i>	<i>don’t</i>	<i>can’t</i>	<i>poisonous</i>
<i>gases</i>	<i>pollution</i>	<i>slowly</i>	<i>smaller</i>	<i>sunlight</i>
<i>that’s</i>	<i>supermarket</i>	<i>mostly</i>	<i>becoming</i>	<i>tangled</i>
<i>blown</i>	<i>contaminated</i>	<i>worldwide</i>	<i>it’s</i>	<i>estimated</i>
<i>countries</i>	<i>introduced</i>	<i>shoppers</i>	<i>dropped</i>	<i>Norwegian</i>
<i>household</i>	<i>national</i>	<i>banned</i>	<i>shopkeepers</i>	<i>caught</i>
<i>stronger</i>	<i>easier</i>	<i>profitable</i>	<i>everyone</i>	<i>useful</i>
<i>completely</i>	<i>anyone</i>	<i>using</i>	<i>outline</i>	<i>anywhere</i>
<i>helpers</i>	<i>realised</i>	<i>they’d</i>	<i>determined</i>	<i>something</i>
<i>decided</i>	<i>given</i>	<i>boxes</i>	<i>newspaper</i>	<i>reuse</i>
<i>cardboard</i>	<i>checkout</i>	<i>you’re</i>	<i>you’ve</i>	<i>buying</i>
<i>paid</i>	<i>unexpected</i>	<i>without</i>	<i>breaking</i>	<i>customers</i>
<i>manager</i>	<i>environmentally</i>	<i>friendly</i>	<i>anything</i>	



Activity 2: Practising vocabulary strategies

Use the numbered list of vocabulary strategies and draw up a table like the one below. Reread or skim through “Plastic Fantastic?” and, in the left-hand column, write any words you’re still not sure about. In the middle column, write down what you think each word means. In the third column, write down the number(s) of the strategies you used to try to work out the meaning of each word.

Unknown words	What I think the word means	The strategies I used

Think about these things:

What strategies am I using the most? (The numbers in the third column will show this)

Is the strategy working?

Are there any words or strategies I need help with?



Learner guide 2: Language and text features

Activity 1: Responding to ideas

Use a “comments code” to help you think more deeply about the main ideas in this text. As you read a printout of the text, add some codes to say what you think about some of the ideas. For example, you could use A for agree, DA for disagree, M for main idea, D for detail, CTO for check this out, and I for interesting.

Discuss your ideas with a partner.

Activity 2: Finding out more

You could use the Internet or a library to find out more about the impact of plastic bags on the environment.

Learner guide

“From Corned Beef to Captain Cook: The Art of Michel Tuffery” (Collections 1)



Learner guide 1: Language and text features, comprehension

Activity 1: Identifying main ideas

Work with a partner to match the headings below to the appropriate paragraphs in the text. Write directly onto a printout of the text. You may need to change them around as you read because some of them can refer to more than one paragraph. Try to sort out the best fit. Note that the heading “Two obsessions” fits two paragraphs that are next to each other. Talk with a partner about the strategies you’re using as you make your decisions.

<i>Flaming bulls</i>	<i>Dyslexia</i>	<i>Fish and turtles</i>
<i>Drawing at school</i>	<i>Stories from history</i>	<i>An idea from Sāmoa</i>
<i>Art as a language</i>	<i>Two obsessions</i>	<i>Two sides to every story</i>
<i>A lot of tins</i>	<i>Inspiration at the museum</i>	<i>Telling stories with art</i>
<i>Discovering art galleries</i>	<i>Final words from the artist</i>	<i>A proud daughter</i>
<i>The third obsession</i>		

Activity 2: Links between paragraphs

Work with a partner to identify the links between paragraphs. Use a printout of the text and focus on a particular section, for example, paragraphs 1–4, 5–8, 9–13, or 14–17. Reread the section of text and then take turns explaining to your partner how each paragraph links to the one before it. Look for these sorts of text features:

- the same words repeated across paragraphs;
- words or ideas that are the same in the last sentence of one paragraph and the first sentence of the next paragraph;
- the use of linking words, such as “also” and “like”.

You can refer to the PDF for help or to check your work. You can repeat the activity with a different section of the text.

Activity 3: Exploring word meanings and main ideas

Use the word list below or cards from your tutor. Work with a partner or in a small group. Take turns to choose a key word or phrase and explain why it’s important to the text.

Word list					
<i>corned beef</i>	<i>Captain Cook</i>	<i>bulls</i>	<i>faga’ofe</i>	<i>culture</i>	<i>obsessed</i>
<i>family</i>	<i>journalist</i>	<i>research</i>	<i>questions</i>	<i>painting</i>	<i>reading</i>
<i>sculpture</i>	<i>video</i>	<i>first language</i>	<i>stories</i>	<i>writing</i>	<i>New Zealand</i>
<i>museum</i>	<i>moa</i>	<i>inspire</i>	<i>dyslexia</i>	<i>art galleries</i>	<i>rugby</i>
<i>history</i>	<i>the Pacific</i>				

Learner guide

“From Corned Beef to Captain Cook: The Art of Michel Tuffery” (Collections 1)



Activity 4: Finding out more

Use a library or the Internet to find out more about Michel Tuffery or another New Zealand artist who interests you. You could use the information you find to write a short report.