



### Learner guide 1: Language and text features, comprehension

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

#### Activity 1: Exploring word meanings

Find ten of these words or phrases in the text and use vocabulary strategies to help you work out what they mean. Write a definition or explanation for each word or phrase. You can use a dictionary to check. Discuss your work with a partner.

Page 2: words and phrases, memorable, journalist

Page 3: create atmosphere, express my feelings, develop my imagination, encouraged, creative writing, epic

Page 4: editing, rush of exhilaration

Page 5: playwrights, screenplay, perfection, implode

Page 6: talent, tenacity, sensitivity, hard knocks

Choose a key word or phrase each and write (or say) why it's important to the text.

#### Activity 2: “Playing with words”

Use a dictionary and what you already know about language to list six (or more) words that include the prefixes “auto” or “bio” or the suffix “graph”. (You may also find examples of words where graph is used as a prefix (at the beginning of a word.) Use what you know about the meaning of these prefixes and suffixes to write a definition for each word. You can use the dictionary for help.

Note that the prefix “auto” can also mean “car” (as in “automobile”), but in this activity, look for examples where the meaning is “self”. Here are some examples to get you started:

*autograph, automatic*

*biology, biodegradable*

*photograph, telegraph*

You may find some more prefixes or suffixes as a result of this activity, for example, “tele” (“at a distance”) in “telegraph” or “-logy” (the study of) in “biology”.

#### Activity 3: Exploring main ideas

On a printout of the text, write some ways that the main ideas in the text are reflected in the illustration on page 6. Note that this illustration is by Rebecca ter Borg, not Apirana Taylor. Discuss your ideas with a partner.

#### Activity 4: Finding out more

You could read other texts in the Collections series about artists, for example, “From Corned Beef to Captain Cook: The Art of Michel Tuffery” (Collections 1) or “In the Picture: Gus Sinaumea Hunter, Illustrator” (Collections 2). Or you could use the Internet or a library to find out more about Apirana Taylor or another writer or artist who interests you. You could use the information to write a short report.



### Learner guide 2: Vocabulary, comprehension, reading critically

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

#### Activity 1: Comparing ideas across texts

If you have read “From Corned Beef to Captain Cook: The Art of Michel Tuffery” in Collections 1, you could compare the information about Michel Tuffery with the information in “Playing with Words” and think about what he and Apirana Taylor have in common. Fill in the chart below as you reread the articles.

Name of person	Achievements	What is his motivation?	How does this link to the idea of “Working at it”?	What can we infer about his personality?
Michel Tuffery				
Apirana Taylor				

Look carefully at your completed chart for similarities to help you infer what these two people have in common. Look for general ideas rather than specific details. For example, both of them had reading difficulties, but although Tuffery’s early reading problems are called dyslexia, Taylor’s are not. Write your ideas on the chart. (Examples of the [completed charts](#) are available if you need help.)

#### Activity 2: Finding out more

You could use the Internet or a library to find out more about Te Kooti.



### Learner guide 1: Language and text features, comprehension

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

#### Activity 1: Responding to ideas

Use a “comments code” to help you think more deeply about the main ideas in this text. Read a printout of the text, and 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: Using information

Reread page 10 and think about the contrast between painting by hand and using the computer. List the possible advantages and disadvantages of each technique.

#### Activity 3: Using language features

Cut out paragraphs 1-5 from a printout of the text (without the illustrations) and mix them up. Then look for indicators of time, such as, “All through school”, “When”, “Then”, “for four years”, and “ever since” and other clues, such as “grew up” to put the paragraphs back into the correct sequence.

#### Activity 4: Finding out more

You could use the Internet or a library to find out more about Gus Sinaumea Hunter or another artist or illustrator who interests you. You could use the information you find to write a short report.



### Learner guide 2: 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 “y” at the end of the root words such as “copy” and “study” changes to “ie” in “copied” and “studied”;
- the “tion” endings for “illustration” and “imagination”.

You can also write any questions for your tutor. Two examples have been done for you.

Word list				
<i>illustrator</i>	<i>grew</i>	<i>older</i>	<i>superheroes</i>	<i>artists</i>
<i>centuries</i>	<i>amazed</i>	<i>copied</i>	<i>studied</i>	<i>attached</i>
<i>finished</i>	<i>realised</i>	<i>writing</i>	<i>carving</i>	<i>painting</i>
<i>wooden</i>	<i>introductory</i>	<i>Sāmoan</i>	<i>learned</i>	<i>carefully</i>
<i>dramatic</i>	<i>visualise</i>	<i>viewpoint</i>	<i>imagination</i>	<i>publisher</i>
<i>approved</i>	<i>illustration</i>	<i>background</i>	<i>finally</i>	<i>foreground</i>
<i>visualise</i>	<i>adding</i>	<i>hardest</i>	<i>workshops</i>	

Word	Root word (or words)	What I’m noticing
older	old	Can also have “oldest”. What about elder and eldest?
dramatic	drama	The second “a” sound is different in each word.

#### Activity 2: Unpacking contractions

The writer of this text has used contractions to make the writing seem less formal.

Find examples of these contractions in the text (they’d, who’d, he’d, didn’t, I’ve, he’ll, he’s, that’s, can’t, I’m, it’s, I’ve) and write them as their expanded versions. Note that some contractions, such as “they’d”, “who’d”, “he’d”, “he’s”, and “that’s” can have more than one meaning. For example, “they’d” could be short for “they had” or “they would”, and “he’s” could be short for “he is” or “he has”. You will need to read the whole sentence containing the contraction to make the correct choice of meaning.



### Activity 3: Using vocabulary strategies

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

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?*

### Activity 4: Words and definitions

Choose five word cards from the Clustering activity at the beginning of the lesson and write definitions for them, using the text and/or a dictionary for support. Or you could choose five words from the text to write definitions for.



### Learner guide 1: Vocabulary, comprehension

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 root words “store” and “dispose” lose their final “e” when adding “ing”;
- the “y” ending for the root words “fly” and “supply” changes to “ie” in the plural form;
- there are quite a few words, such as “carefully”, “weekly”, and “properly”, which have the “ly” suffix.

You can also write any questions for your tutor. An example has been done for you.

Word list				
scientists	engineers	takeaways	supermarket	organisation
everything	outside	storing	disposing	leftovers
carefully	including	overseas	brought	canned
frozen	weekly	“freshies”	flies	supplies
stored	properly	freezers	breakout	storage
frustrating	relishes	treatment	unlikely	dishes
meatballs	sunset	midwinter	sunrise	birthday
eaten	indoors	wrapped	noticeboard	wintering
usually	boxes	returned	strawberries	pineapple
timer	everyone	themselves	whatever	goodies
afternoon	generally			

Word	Root word (or words)	What I’m noticing
scientists	science	Can also have “scientific”.
afternoon	after noon	

#### 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 “Working on Ice” and, in the left-hand column, write any words you’re still not sure about. In the middle column, write down what you think the words mean. In the third column, write down the number(s) of the strategies you used to try to work out the meaning.

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?*

### **Activity 3: Words and definitions**

Choose five words from the brainstorm chart and write definitions for them, using the text and/or a dictionary for support. Or you could choose words from the text to write definitions for.

### **Activity 4: Key words**

Choose up to five words from the brainstorm chart that you think are really important to the text and explain to a partner why they are important.

### **Activity 5: Using language features**

Find an example of a sentence that has a dash or the word “so” or “because” and explain to a partner the connections between the ideas in the sentence.



### Learner guide 2: Language and text features, comprehension

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

#### **Activity 1: Making inferences**

Identify two examples of inferences you made when reading this text and explain to a partner what evidence you used to make the inferences.

#### **Activity 2: Personal response**

Imagine yourself in Antarctica doing Donna's job. Discuss with a partner what this might be like and write three things you would like about it and three things you would find difficult.

#### **Activity 3: Finding out more**

Use the Internet or a library to find out more about working in Antarctica. For example, you could look for information about the other jobs mentioned on page 12. You could use the information you find to write a short report.



# Learner guide

like That?" (Collections 2)

“How Did He Pull a Stunt



## Learner guide 1: Language and text features, comprehension

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

### Activity 1: Reading

Read and identify main ideas in any sections of the text that you didn't read during the lesson.

### Activity 2: Creating subheadings

Think about the main ideas on pages 26–27 and create headings for each paragraph.

### Activity 3: Linking main ideas

Choose one of the four main ideas from pages 20–21 and track it through the rest of the text using a highlighter pen on a text printout.

### Activity 4: Responding to ideas

Use a “comments code” to help you think more deeply about the main ideas in this text. Read a printout of the text, and 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 5: Finding out more

Use the Internet (for example, the Stunt Guild website) or a library to find out more about stunt driving or other stunt work. You could use the information you find to write a short report.

# Learner guide

like That?" (Collections 2)

“How Did He Pull a Stunt



## Learner guide 2: 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, for example:

- the “y” at the end of the root words such as “vacancy” and “industry” changes to “ie” in the plural form;
- the “en” endings in “fallen” and “woollen”;
- the use of “es” rather than “s” for the plural of “class”.

You can also write any questions for your tutor. Two examples have been done for you.

#### Word list

<i>driving</i>	<i>clinging</i>	<i>moving</i>	<i>exciting</i>	<i>dangerous</i>
<i>training</i>	<i>smallest</i>	<i>driver</i>	<i>precision</i>	<i>fallen</i>
<i>classes</i>	<i>appeared</i>	<i>surfboard</i>	<i>spinning</i>	<i>hung</i>
<i>challenging</i>	<i>hidden</i>	<i>airborne</i>	<i>explosive</i>	<i>competing</i>
<i>vacancies</i>	<i>overseas</i>	<i>successfully</i>	<i>completing</i>	<i>qualification</i>
<i>Stunt Guild</i>	<i>television</i>	<i>industries</i>	<i>safety</i>	<i>protected</i>
<i>padded</i>	<i>protector</i>	<i>flameproof</i>	<i>clothing</i>	<i>whiplash</i>
<i>oversees</i>	<i>strapped</i>	<i>stronger</i>	<i>seatbelt</i>	<i>piping</i>
<i>strength</i>	<i>crushed</i>	<i>trapped</i>	<i>extinguishers</i>	<i>unexpected</i>
<i>alight</i>	<i>woollen</i>	<i>protection</i>	<i>fireproof</i>	<i>developed</i>
<i>racing</i>	<i>seriously</i>	<i>injured</i>	<i>actors</i>	<i>stuntman</i>
<i>first-aid</i>	<i>location</i>			

Word	Root word (or words)	What I’m noticing
exciting	excite	The final “e” in excite drops off when adding “ing”.
explosive	explode	Both start with “ex”

### 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 “How Did He Pull a Stunt Like That?” and, in the left-hand column, write any words you’re still not sure about. In the middle column, write down what you think the words mean. In the third column, write down the number(s) of the strategies you used to try to work out the meaning.

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

# Learner guide

## “How Did He Pull a Stunt like That?” (Collections 2)

### “How Did He Pull a Stunt like That?” (Collections 2)



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?*

### **Activity 3: Words and definitions**

Choose five word cards from the Clustering activity at the beginning of the lesson and write definitions for them, using the text and/or a dictionary for support. Or you could choose words from the text to write definitions for.

### **Activity 4: Building vocabulary**

Choose five words from the text that you found particularly interesting, for example, new words or words you already knew but that were used in a different way. Talk with a partner or write what it was that interested you about the words.

# Learner guide

“How Did He Pull a Stunt  
like That?” (Collections 2)

“How Did He Pull a Stunt  
like That?” (Collections 2)



## Lesson guide 3: Comprehension and reading critically

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

### Activity 1: Making inferences

Think about two examples of inferences you made when looking for answers to your questions and explain to a partner what evidence you used to make the inferences.

### Activity 2: Personal response

Imagine yourself as a stunt driver. Discuss your ideas with a partner and write three things you would like about it and three things you would find difficult.