Based on the New Zealand English Curriculum

Action English 6

Lorraine Davis

Action English 6 covers work in Level 4 of the New Zealand English Curriculum

2nd Edition - PDF Version 1.2

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CHAPTER 1

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Verbs
Conjunctions
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Pronouns

Pronouns make sentences interesting by cutting out repeated nouns, while possessive pronouns show that something belongs to someone.
Example: Tom is my friend. Tom has red hair. Tom plays soccer. > Tom, who has red hair and is my best friend, plays soccer.

Two pronouns are often used together in one sentence instead of using two separate sentences.
Example: I went with them. They went to the party. > I went with them to the party.

A Rugby Rules
1 Underline the pronouns in these sentences.
   a) John is an excellent rugby player and he represents his school.
   b) John and Sam play in the same team and they are best mates.
   c) Their coach has always been Mr Smith.

B Possessive Pronouns
1 Circle the eight possessive pronouns in these lists.
   we  he  its
   mine  itself  their
   she  our  my
   your  yourself  them
   his  her  us

C Double Dose
1 Join the following clauses together to form a sentence with a pronoun pair. One is done for you.
   a) You went to rugby. I went to rugby. ………………………………………………………………
   b) You cheered loudly. She cheered loudly. ………………………………………………………………
   c) A caution was given to me. A caution was given to you. ………………………………………………………………
   d) She went for a swim. I went for a swim. ………………………………………………………………
   e) The coach spoke to him. The coach spoke to me. ………………………………………………………………

   You and I went to rugby.

D Not To Be Confused

Who, which and that are pronouns that are often confused. Here is an easy way to remember the correct one of these pronouns to use.
Who - refers to people.
Which - refers to animals, plants and things.
That - refers to people, animals, plants or things.

soldier rescued his mate, was awarded a medal.

1 Complete the following sentences to show the correct use of who, which and that. One is done for you.
   …………………………… who ……………………………………………………………………………………………
   a) The …………………………… who ……………………………………………………………………………………………
   …………………………… who ……………………………………………………………………………………………
   b) The …………………………… which ……………………………………………………………………………………………
   …………………………… which ……………………………………………………………………………………………
   c) The …………………………… that ……………………………………………………………………………………………
   …………………………… that ……………………………………………………………………………………………
Introduction

Punctuation refers to a range of marks placed in written language that help the reader clearly understand the writer’s meaning. They help organise the structure of written language and also indicate how a reader should read sentences to get the intended meaning (for example, where to pause when reading a sentence).

Placing punctuation in the correct places in your sentences helps your readers understand exactly what you mean. However, placing punctuation marks incorrectly can have the opposite effect; your readers can become confused. For example, if you write ‘eats, shoots and leaves’ you mean someone eats plant material, but if you place a comma in there by mistake, (‘eats, shoots and leaves’) the meaning will be changed to someone eats, then shoots a gun, then leaves the scene. Punctuation is also about learning where not to put punctuation marks!

Punctuation skills covered in this chapter.

- capital letter
- full stop
- comma
- apostrophe
- quotation marks
- question mark
- brackets
- exclamation mark
- speech marks
- hyphens

**CORRECT PUNCTUATION HELPS READERS**

I see the words but how should I read this? When do I pause? Is this person angry? Are they asking something? Who said that? Where does this sentence start and stop!

- **capital letter**
  Used to show the beginning of a sentence. The first word starts with an uppercase letter.

- **full stop**
  A small dot placed on the baseline at the end of the last word in a sentence.

- **hyperphen**
  Used to join two words to make a compound word also used for dividing a word at the end of a line.

- **apostrophe**
  Same mark as a comma, placed above the baseline where letter(s) have been left out.

- **it’s**
  Start

- **question mark**
  Replaces the full stop at the end of a sentence which is a question.

- **exclamation mark**
  Used at the end of a sentence to indicate strong feelings or high volume.

- **speech marks**
  Looks the same as quotation marks, placed at either end of any text which is direct speech.

Brackets

- **Brackets**

  - Punctuation marks that indicate a phrase which is a separate thought from that contained in the main sentence -

  Words enclosed in brackets are ‘in parenthesis’. That is to say they are being provided as a further explanation to what has been said or they may contain something extra or an ‘after thought’ of the writer.

  The words contained inside the brackets are not however essential to the main idea of the sentence. Brackets can also be used to contain items such as dates, page numbers, directions, and other similar information.
### A Leaving Out

1. Remove the words in parenthesis and write the sentence only.

a) The kauri (which grows to an enormous size) is a magnificent tree.

b) The kōwhai (with its bright yellow flowers) is visited by the tui, bellbird and silvereye.

c) The best known of the tree ferns (there are ten species altogether) is the silver fern, our national symbol.

### B Brilliant Brackets

1. Place brackets in the correct place in each of these sentences.

a) At Easter 6 - 9 April our family went to my grandparents’ home for the day.

b) I read last night pages 6 - 36 until my eyes were tired and mum told me to put the light out.

c) While Dad drove, I helped by reading the map an AA Northland area one and giving him directions.

d) The fish and chips were hot and crisp the way I love them and made my mouth water.

e) The big flood in 2007 did huge damage to the farm’s flatlands.

f) Five people three of them children were missing after a run-about sank yesterday evening.

### C Organising Ideas

1. Place brackets (where they are required) in this extract about bird’s nests. There are five places for brackets.

Some birds in preparation for egg-laying build nests that are secure and warm. Others like the wrybill have well-camouflaged nests in a riverbed island to avoid stoats, rats and cats. The royal albatross Latin name, Diomedea epomophora makes a cup-like nest of moulded mud and grass. The kiwi, called by the Māori te manu huna o te tane the hidden bird of Tane because it feeds at night, lives in a burrow underground or in a hollow in a log or tree trunk. The grey warbler suspends its nest from a light branch and with a variety of materials moss, grass, wool, cotton, hair, tree fern scales builds a beautiful soft nest to bring up its young.
**Homonyms**

A homonym is a word that has two or more meanings. For all meanings the word is spelled the same and has the same sound.

Examples:  
- bank - a river's edge  
- bank - a place to deposit money

In a dictionary, the different meanings of the word are numbered 1, 2, 3 etc.

**Homophones**

A homophone has the same sound as another word but different spelling and meaning.

Examples:  
- flower - flour  
- made - maid

---

**A Homonyms**

1. Give two different meanings for these words.

   a) point  
   1. \[\text{\hspace{1cm}}\]  
   2. \[\text{\hspace{1cm}}\]

   b) hail  
   1. \[\text{\hspace{1cm}}\]  
   2. \[\text{\hspace{1cm}}\]

   c) pack  
   1. \[\text{\hspace{1cm}}\]  
   2. \[\text{\hspace{1cm}}\]

   d) core  
   1. \[\text{\hspace{1cm}}\]  
   2. \[\text{\hspace{1cm}}\]

   e) mail  
   1. \[\text{\hspace{1cm}}\]  
   2. \[\text{\hspace{1cm}}\]

**B Homophones**

1. Briefly state the meaning of each word in the pair.

   a) meet \[\text{\hspace{1cm}}\]  
   meat \[\text{\hspace{1cm}}\]

   b) hole \[\text{\hspace{1cm}}\]  
   whole \[\text{\hspace{1cm}}\]

   c) key \[\text{\hspace{1cm}}\]  
   quay \[\text{\hspace{1cm}}\]

   d) die \[\text{\hspace{1cm}}\]  
   dye \[\text{\hspace{1cm}}\]

   e) flour \[\text{\hspace{1cm}}\]  
   flower \[\text{\hspace{1cm}}\]

**C Make a Choice**

1. Cross out the incorrect word to complete the sentence correctly.

   a) I am not \[\text{\hspace{1cm}}\] to go to the movies.  
   \[\text{\hspace{1cm}}\] to go to the movies.

   b) The material was \[\text{\hspace{1cm}}\] to touch.  
   \[\text{\hspace{1cm}}\] to touch.

   c) To go on a \[\text{\hspace{1cm}}\] is a lovely holiday.  
   \[\text{\hspace{1cm}}\] is a lovely holiday.

   d) He won a gold \[\text{\hspace{1cm}}\] at the Olympics.  
   \[\text{\hspace{1cm}}\] at the Olympics.

   e) Collect \[\text{\hspace{1cm}}\] from the rocks only.  
   \[\text{\hspace{1cm}}\] from the rocks only.

   f) He put a \[\text{\hspace{1cm}}\] on the barbecue.  
   \[\text{\hspace{1cm}}\] on the barbecue.

   g) We had to \[\text{\hspace{1cm}}\] for the rain to stop.  
   \[\text{\hspace{1cm}}\] for the rain to stop.

   h) We all want to live in \[\text{\hspace{1cm}}\] peace.  
   \[\text{\hspace{1cm}}\] peace.
**Compound Words**

**A Two Makes One**

1. Make a compound word by drawing a line between Column A and Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
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<tbody>
<tr>
<td>lion</td>
<td>hunting</td>
</tr>
<tr>
<td>monkey</td>
<td>read</td>
</tr>
<tr>
<td>head</td>
<td>hearted</td>
</tr>
<tr>
<td>lip</td>
<td>maker</td>
</tr>
<tr>
<td>cabinet</td>
<td>nut</td>
</tr>
<tr>
<td>bush</td>
<td>lift</td>
</tr>
<tr>
<td>chain</td>
<td>fall</td>
</tr>
<tr>
<td>chair</td>
<td>walk</td>
</tr>
<tr>
<td>bottle</td>
<td>saw</td>
</tr>
<tr>
<td>water</td>
<td>brush</td>
</tr>
</tbody>
</table>

**B One Makes Two**

1. Make two compound words by adding other words to the one given. A start has been made for you.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>a)</td>
<td>moon</td>
<td>moonlight</td>
</tr>
<tr>
<td>b)</td>
<td>flower</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>rain</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>dog</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>head</td>
<td></td>
</tr>
</tbody>
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**C Completely Compounds**

1. In the first column is a creature, in the second column a clue, and the third column is for the compound word that describes a characteristic of a person. One is done for you.

<table>
<thead>
<tr>
<th>creature</th>
<th>clue</th>
<th>compound word</th>
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<tbody>
<tr>
<td>a) hare</td>
<td>foolish</td>
<td>hare-brained</td>
</tr>
<tr>
<td>b) dog</td>
<td>exhausted</td>
<td>dog-</td>
</tr>
<tr>
<td>c) eagle</td>
<td>sharp-sighted</td>
<td></td>
</tr>
<tr>
<td>d) pigeon</td>
<td>pointing inward</td>
<td></td>
</tr>
<tr>
<td>e) pig</td>
<td>stubborn</td>
<td></td>
</tr>
<tr>
<td>f) hawk</td>
<td>curved nose</td>
<td></td>
</tr>
<tr>
<td>g) lion</td>
<td>great courage</td>
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<td>h) beetle</td>
<td>bullied</td>
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<td>i) hen</td>
<td>crooked</td>
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<td>j) cock</td>
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Over 6000 for AIMS Games
Mahe Drysdale and Sarah Walker to attend

Over 6000 competitors from 165 schools from Kaitaia to Dunedin as well as 1200 coaches, managers and officials will converge on the Bay of Plenty vying for NZCT AIMS Games championship glory.

The NZCT AIMS Games kicks off on Sunday with the Cross Country event at Welcome Bay’s Waipuna Park, followed by the ever popular Opening Ceremony.

Drysdale and Walker attended Bay of Plenty intermediate schools and have a strong commitment to the region and continue to support athletes and events in the area.

At the opening ceremony, students from throughout the region will provide entertainment and showcase their talents.

The NZCT AIMS GAMES provides opportunities for students to compete at an elite level, be active and enjoy success. “We know sport helps grow healthy communities and getting your people into sport is one to the best things we can do - that’s why NZCT is a proud supporter of the AIMS Games,” says NZCT CEO Mike Knell. “We wish the organisers, competitors, managers, coaches and their supporters all the best for this year’s NZCT AIMS games.

In its ninth year, the games continue to grow and push boundaries with the 2012 NZCT AIMS GAMES welcoming participants from Australian schools for the first time. Students from two colleges in Melbourne are competing, leading the way for more Australian schools.

“What started as a small event nine years ago has grown to a phenomenal, action packed week long competition, which has gone international with the inclusion of the Australian teams, it’s so exciting for all the participants,” says tournament director Vicki Semple.

The games this year will also enjoy live coverage with weatherman Sam Wallace from TVNZ Breakfast Show on September 10 as well as Erin Simpson from the Erin Simpson Show on September 12.

At the Opening Ceremony on Sunday evening, all competitors, coaches, supporters and officials will read the Fair Play Promise, which starts with ‘Good sport is about positive attitude’ - an apt beginning to what has become the largest sporting event in the national sporting calendar.

Olympic Gold medallist and former Tauranga man Mahe Drysdale and Silver medallist Sarah Walker will be opening the sporting tournament to the more than 6000 young athletes at the TECT Arena. Tournament director Vicki Semple said having Mahe and Sarah attend the opening ceremony will be ‘such a thrill’ for the athletes and guests.

Published: Bay News (August 30th 2012).
A Games Facts

1 Use the article on the Aims Games to answer the following questions.

a) How many competitors took part in the 2012 Games? ……………………………………………………………………..………

b) What is said in the Fair Play Promise? ……………………………………………………………………………………….……….

c) How many years have the Aims Games been held? ……………………………………………………………………….………

d) Where have other competitors come from apart from New Zealand? ……………………………………………………………

e) How long do the Aims Games last? …………………………………………………………………………………………..………

f) Who is Mike Knell? ……………………………………………………………………………………………………………...………

g) Who is Vicki Semple? …………………………………………………………………………………………………………...………

f) What publicity coverage is the games getting this year? ………………………………………………………………….………

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1a) Explain, in your own words, how the Aims Games have grown from the start.
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B Aim High

1a) Explain, in your own words, how the Aims Games have grown from the start.
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b) What benefits are gained for those who compete in the 2012 NZCT AIMS GAMES?
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c) Why will having Mahe Drysdale and Sarah Walker attending the opening ceremony be 'a thrill' for the athletes.
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d) The AIMS Games is for sports people. How could you arrange a competition for students good at arts or culture?
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Congratulations!
You’ve finished
Action English 6
Action English 7
is next up

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