Action English 4 covers work in Level 3 of the New Zealand English Curriculum
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Introduction

We all need to know the rules of language to make ourselves understood. We must choose the right words and place them in the right order if what we are trying to say is to make sense to others.

To pass on simple ideas we tend to speak or write in sentences. A sentence is a set of words (placed in the correct order) that presents an idea or makes a statement or asks a question.

The words that go together in a sentence do different jobs. We can divide words into groups or *Word Classes* depending on the job they do in a sentence. Word Classes are also known as Parts of Speech.

**Word Classes skills covered in this chapter.**

- **common nouns**
- **proper nouns**
- **collective nouns**
- **pronouns**
- **adjectives**
- **prepositions**
- **conjunctions**
- **verbs**

Here is a sentence which contains most of the word classes we will be studying here.

Of course each sentence does not need to contain all word classes.

This sentence makes a statement about who is flying, where they are flying and what the mountain looks like.

*The cattle plunged into the raging river.*

**nouns**

A class of words whose job is to name things.

- Naming words - there are a family of nouns

**common nouns**

These nouns name everyday things that don’t have individual names

**proper nouns**

These nouns name actual people or places

**collective nouns**

These nouns name a group of the same things

**adjectives**

A class of words whose job is to describe things.

- Describing words - ‘raging’ river a river that is in flood and making a loud sound - as a person does when they are angry (full of rage).

**verbs**

A class of words whose job is to say what something or someone does.

- Doing words - The cattle ‘plunged’... tells what the cattle did. i.e. they threw themselves into the river (plunged).

**prepositions**

A class of words whose job is to say where something is.

- Position words - cattle plunged ‘into’... tells where the cattle did their plunging. i.e. into the river

**conjunctions**

Conjunctions are a word class which is not in the sentence above but which we will study in this chapter.

- Joining words - It was raining hard this morning. I took my raincoat to school. It was raining hard this morning so I took my raincoat to school. sentences joined with conjunction

**pronouns**

Pronouns are a word class which is not in the sentence above but which we will study in this chapter.

- Joining words - Jenny saw it was raining so she took her raincoat.
Collective Nouns 2

A In Groups
1 Unscramble the names for these groups of collective nouns.

a) ibret

\[\begin{array}{c}
\text{people}\n\end{array}\]

b) rsmaw

\[\begin{array}{c}
\text{bees}\n\end{array}\]

c) hlosoc

\[\begin{array}{c}
\text{fish}\n\end{array}\]

d) dop

\[\begin{array}{c}
\text{whales}\n\end{array}\]

B Group Gatherings
1 Name these groups of people.

a) In Church:

\[\begin{array}{c}
\text{church members}\n\end{array}\]

b) At a rugby game:

\[\begin{array}{c}
\text{rugby players}\n\end{array}\]

c) In the street:

\[\begin{array}{c}
\text{people}\n\end{array}\]

d) At a concert:

\[\begin{array}{c}
\text{audience}\n\end{array}\]

C Clever Collections
1 Name the collective nouns for these groups. One is done for you.

<table>
<thead>
<tr>
<th>pearls</th>
<th>strawberries</th>
<th>stars</th>
<th>ships</th>
<th>sticks</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="pearls.png" alt="Pearls" /></td>
<td><img src="strawberries.png" alt="Strawberries" /></td>
<td><img src="stars.png" alt="Stars" /></td>
<td><img src="ships.png" alt="Ships" /></td>
<td><img src="sticks.png" alt="Sticks" /></td>
</tr>
<tr>
<td>a) string</td>
<td>b)</td>
<td>c)</td>
<td>d)</td>
<td>e)</td>
</tr>
<tr>
<td>pancakes</td>
<td>stairs</td>
<td>grapes</td>
<td>books</td>
<td>actors</td>
</tr>
<tr>
<td><img src="pancakes.png" alt="Pancakes" /></td>
<td><img src="stairs.png" alt="Stairs" /></td>
<td><img src="grapes.png" alt="Grapes" /></td>
<td><img src="books.png" alt="Books" /></td>
<td><img src="actors.png" alt="Actors" /></td>
</tr>
<tr>
<td>f)</td>
<td>g)</td>
<td>h)</td>
<td>i)</td>
<td>j)</td>
</tr>
<tr>
<td>mountains</td>
<td>wolves</td>
<td>trees</td>
<td>pictures</td>
<td>money</td>
</tr>
<tr>
<td><img src="mountains.png" alt="Mountains" /></td>
<td><img src="wolves.png" alt="Wolves" /></td>
<td><img src="trees.png" alt="Trees" /></td>
<td><img src="pictures.png" alt="Pictures" /></td>
<td><img src="money.png" alt="Money" /></td>
</tr>
<tr>
<td>k)</td>
<td>l)</td>
<td>m)</td>
<td>n)</td>
<td>o)</td>
</tr>
</tbody>
</table>
Apostrophes 1

**A Place Carefully**

1. Place a large text-box apostrophe in the position that shows the person owns the object.

   a) **Paul**’s bag
   b) **Brittany**’s skirt
   c) **Sarah**’s pencils
   d) **Sean**’s desk
   e) **Peter**’s lunch

2. Write four phrases of your own to show one person owning something.

   a) ..............................................................
   b) ..............................................................
   c) ..............................................................
   d) ..............................................................

**B One Owner or More**

1. Underline the correct punctuation for each picture.

   a) the girl’s balloons
   b) the flower’s petals
   c) the clown’s hats
   d) the boys’ bat

**C Which is Which?**

1. Punctuate each example to show if there is one owner or more than one owner. Then write them in the correct column.

<table>
<thead>
<tr>
<th>One Owner</th>
<th>More Than One Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>teams coaches</td>
<td>..............................................................</td>
</tr>
<tr>
<td>Annes posters</td>
<td>..............................................................</td>
</tr>
<tr>
<td>patients beds</td>
<td>..............................................................</td>
</tr>
<tr>
<td>teachers desk</td>
<td>..............................................................</td>
</tr>
<tr>
<td>boys cricket bats</td>
<td>..............................................................</td>
</tr>
<tr>
<td>students bags</td>
<td>..............................................................</td>
</tr>
<tr>
<td>Jasons apple</td>
<td>..............................................................</td>
</tr>
<tr>
<td>horses tails</td>
<td>..............................................................</td>
</tr>
<tr>
<td>Scotts bike</td>
<td>..............................................................</td>
</tr>
<tr>
<td>babies bottles</td>
<td>..............................................................</td>
</tr>
<tr>
<td>Toms books</td>
<td>..............................................................</td>
</tr>
<tr>
<td>boys pencil</td>
<td>..............................................................</td>
</tr>
<tr>
<td>patients beds</td>
<td>..............................................................</td>
</tr>
<tr>
<td>teachers desk</td>
<td>..............................................................</td>
</tr>
<tr>
<td>boys cricket bats</td>
<td>..............................................................</td>
</tr>
<tr>
<td>students bags</td>
<td>..............................................................</td>
</tr>
<tr>
<td>Jasons apple</td>
<td>..............................................................</td>
</tr>
<tr>
<td>horses tails</td>
<td>..............................................................</td>
</tr>
<tr>
<td>Scotts bike</td>
<td>..............................................................</td>
</tr>
<tr>
<td>babies bottles</td>
<td>..............................................................</td>
</tr>
<tr>
<td>Toms books</td>
<td>..............................................................</td>
</tr>
</tbody>
</table>

**D Whose is That?**

1. Rewrite these so that an apostrophe is used to show ownership, e.g. the watch of the girl - the girl’s watch.

   a) the tails of the dogs ..................................................  
   b) the brother of the boy ..................................................  
   c) the door of the cafe ...................................................
   d) the wheels of the truck ..................................................
Dictionary Skills

Headwords

The headword or entry word in a dictionary is written in heavy type, and begins each entry. Some headwords have different meanings. These are listed separately and numbered.

Examples:

<table>
<thead>
<tr>
<th>cheese</th>
<th>sandy</th>
</tr>
</thead>
<tbody>
<tr>
<td>(say cheez) noun</td>
<td>(say sande) adj</td>
</tr>
<tr>
<td>1. any of various solid foods made from the curd of milk.</td>
<td>1. covered in or consisting of sand.</td>
</tr>
<tr>
<td>2. a conserve of fruit with a similar texture: ‘lemon cheese’.</td>
<td>2. of a light yellowish-orange colour (especially of hair)</td>
</tr>
</tbody>
</table>

A Any Page

1. Turn to any page in a dictionary and list eight headwords that follow each other down the page.

B Follow On

1. Write the next headword that follows this one in your dictionary.
   a) appeal
   b) below
   c) cheat
   d) disappear
   e) enjoy
   f) frill
   g) greed
   h) halt

C Snow Words

1. Look up the word snow in the dictionary and you will also find lots of words that begin with snow. Locate the four snow words in the grey boxes below and cross out the definition that is wrong.
   a) snow
   ice crystals formed in clouds
   ice crystals formed by wind

   b) snowball
   snow pressed in a ball shape to throw
dance held in the winter time

   c) snowdrop
   small white spring flower
   high bank of snow

   d) snowman
   man who goes out in the winter storms
   shape of a man made of snow

2. In this space, list all the headwords you can find that begin with the word road.
Consonant groups are formed when two or three consonants together make a collective sound. A consonant group can be at the beginning of a word or in the middle or at the end. If you get to know the most common groupings, it will make spelling easier.

Examples:  
- br, cr, sl - two-consonant groups  
- spl, str, scr - three-consonant group

A Two-Consonant Groups

1 Add the correct consonant group from the box to the beginning of each word. Use each pair only once.

<table>
<thead>
<tr>
<th>gr</th>
<th>br</th>
<th>dr</th>
</tr>
</thead>
<tbody>
<tr>
<td>cr</td>
<td>pr</td>
<td>fr</td>
</tr>
</tbody>
</table>

a) ............ e e p  
b) ............ u i t  
c) ............ e y  
d) ............ e a t  
e) ............ o w n  
f) ............ e a m

2 Write two words for each blend.

a) s l  
b) t w  
c) b l  
d) g l  
e) s k

B Three-Consonant Groups

1 Use each three-consonant blend to start four words.

a) ............ s k  
b) ............ s t  
c) ............ c k  
d) ............ c h  
e) ............ n d

C End Blends

1 A word will often end with a consonant blend. Place letters in front of each blend to make two different words.

a) ............ s k  
b) ............ s t  
c) ............ c k  
d) ............ n d  
e) ............ c h

D Clued Up

1 For each of these clues write a word that ends with these three consonants ........ g h t.

a) Opposite to wrong  
b) Opposite to day  
c) A quarrel or argument  
d) Ability to see  
e) Fixed firmly
Joining Sentences

If all the sentences used in a piece of writing were simple sentences and stated only one thing it would not be very interesting to read. It is therefore a good idea to join some of the shorter sentences by using conjunctions to give variety to the reader. Commonly used conjunctions (sometimes called ‘joining’ or ‘linking’ words) are: and but because although for as so that.

Example: Here are two simple sentences, each with its own idea. The dog barked. The robber ran away.
If we use a conjunction to join these two sentences, we can make one compound sentence.
The dog barked and the robber ran away.

Sometimes, in order to join two sentences, you must change one or both of the sentences by adding other words or taking out a few words.

Example: I enjoy skateboarding. Skateboarding can be dangerous. becomes I enjoy skateboarding but it can be dangerous.

A Nicola’s Family

1 Circle the conjunction used in these sentences then write the two simple sentences in the space.

a) My name is Nicola and I was born in England.

b) My father is a builder but my mother works at home.

c) I go to school before I have a music lesson.

B Ian’s Work

1 Write one compound sentence from the two simple sentences given. Circle the conjunction you use.

a) My name is Ian.
I live in Tauranga.

b) I work as a bricklayer.
I would rather be a farmer.

c) Fishing is my favourite interest.
I do not catch many fish.

C Finishing Off

1 Write a compound sentence by adding another simple sentence to the one given. Circle the conjunction.

a) I ran to the shops because ..................................................................................................................

b) Mary made some biscuits and ...............................................................................................................

c) He will not do that unless ....................................................................................................................

d) Let us play at the park until ................................................................................................................

e) I enjoy athletics although ....................................................................................................................

f) Because it was raining ...........................................................................................................................

g) Before Susan went to bed ......................................................................................................................

h) I ran steadily as .....................................................................................................................................
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