Action English 5 revises Level 3 and starts Level 4 of the New Zealand English Curriculum

2nd Edition - PDF Version 1.2

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A verb is a word that shows an action someone is doing. Often a verb is called a doing word because it says what someone or something is doing.

Examples: James shouted. The dog chased the rabbit.

The verb is the most important word in a sentence. If there is no verb, the sentence will not make sense.

Examples: Sarah an ice cream. Sarah ate an ice cream. Tom to the field. Tom ran to the field.

**A What Can I Do?**

1. Complete these sentences by adding verbs. Use a different verb each time.

a) I will ........................................... my book.

b) At art I ........................................... a picture.

c) In maths I ........................................ up ten numbers.

d) I ........................................... my food at lunch time.

e) During sport I ........................................ rugby.

f) I ........................................... into the swimming pool.

g) I am ........................................... the cat and dog.

h) I got to ........................................... TV when I had ........................................... my homework.

i) I ........................................... to my teacher.

j) During PE I ........................................ and .........................................

k) I ........................................... the frisbee to my sister.

l) Mum asked me to ....................................... her laptop.

**B Read, Then Write**

1. Write a sentence for each verb to show you know its meaning. Underline a noun in each sentence.

a) creep ...........................................

b) climb ...........................................

c) plunge ...........................................

d) throw ...........................................

e) lift ...........................................

f) pounce ...........................................

g) snuggle ...........................................

**C Killer Whales**

1. Underline the verbs in this paragraph. Then circle the adjectives.

   The black and white orca are also called ‘killer whales’, but while they hunt for their daily food, they do not attack human beings. In captivity, orca are gentle creatures. They eat fish, stingrays, seals and dolphins. To warn others in the pod, an orca slaps its large tail flukes on the surface of the sea.
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
- exclamation mark
- speech marks
- proofreading

Proofreading is NOT punctuation - it is the process of checking your written work by reading it yourself. As you read, check both the spelling and that you’ve selected the correct words. Also check that the sentence construction makes sense. Finally, check to see that all the punctuation required is in place and no unnecessary punctuation is present. Good proofreading is a skill and takes time to develop - keep practising.
Commas 1

A Let's Go

1 Place commas where there are short pauses in this conversation.

a) "On Saturday we will go to the beach if it does not rain."

b) "Do you think we will have to take our lunch or will we buy it there?"

c) "I'm sure we could buy it if the shop by the beach is open."

d) "Could we have a drink as well or would that be too much to spend?"

e) "No that will be fine."

f) "I can't wait for Saturday hopefully it won't rain so we can go."

B Two in One

1 Use commas to separate the extra information in each sentence.

a) Matthew who had many friends sent out invitations.

b) The party which was to start at four o'clock was to have games and competitions.

c) Matthew's mother who had cooked and baked all week had everything organised.

d) Matthew's father who was a good cook too was in charge of the barbecue.

C Let's Get This Clear

1 Rewrite each sentence using a comma or two to make the meaning clearer.

a) We have a wooden box for storing bread made a hundred years ago.

b) If you cook Sarah will do the dishes.

c) All he wants to do is kiss girls and fish.

d) We saw an old man with a little boy whose beard was white.

e) I have a budgie in a cage that can talk.
A One Word - Two Meanings

1 Look up these words in your dictionary and write the two meanings for each one.

a) float

1. ……………………………………………………………
…………………………………………………………

2. ……………………………………………………………
…………………………………………………………

b) shell

1. ……………………………………………………………
…………………………………………………………

2. ……………………………………………………………
…………………………………………………………

B Find Something Sweet

1 Look up the word sweet in your dictionary and write the first definition.

a) ……………………………………………………………
………………………………………………………………
………………………………………………………………

b) Give a brief meaning for each of these words that come from the word sweet.

sweetcorn …………………………………………………
………………………………………………………………

sweetheart ………………………………………………..
………………………………………………………………

sweet-and-sour …………………………………………
………………………………………………………………

C Fly Through

1 The word fly has more than one meaning. Write three different meanings for the word and then write a brief sentence to show you understand each meaning.

a) Meaning: ……………………………………………………………
Sentence: ……………………………………………………………

b) Meaning: ……………………………………………………………
Sentence: ……………………………………………………………

c) Meaning: ……………………………………………………………
Sentence: ……………………………………………………………
A prefix is one or two syllables added to the start of a word to alter its meaning. Prefixes have a meaning of their own. Some prefixes change a word to its opposite meaning.

Examples:
- Prefix: sub, meaning under, submarine - under the sea
- Prefix: un, meaning not, unhappy - not happy

### Playing with Prefixes

1. Add a prefix to each word to give its opposite meaning. One is done for you.

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<td>unhappy</td>
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<tr>
<td>lock</td>
<td></td>
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<tr>
<td>possible</td>
<td></td>
</tr>
<tr>
<td>appear</td>
<td></td>
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<td>like</td>
<td></td>
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<tr>
<td>healthy</td>
<td></td>
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<td>done</td>
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<tr>
<td>complete</td>
<td></td>
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<tr>
<td>mature</td>
<td></td>
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<tr>
<td>visible</td>
<td></td>
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</tbody>
</table>

### Matching the Meanings

1. Match the prefix with its meaning by connecting with an arrow. One is done for you.

- un- two
- bi- wrong
- inter- not
- mis- under
- sub- between

2. Write two further words that use these prefixes.

- un...          un...
- mis...         mis...
- sub...         sub...

### Making Words

1. Add a prefix to these words so that the new word has the opposite meaning. One is done.

- familiar
- unfamiliar
- clean
- capable
- able
- honest
- known
- allow
- obey
- popular

2. Add a prefix to make another word for each of the following. One is done for you.

- a) light
- b) trust
- c) safe
- d) port
- d) human

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**NATIONAL**

**Skipper’s quick thinking praised**

ALANA DIXON Last updated 05:00 25/08/2012

The skipper of a stricken boat in Foveaux Strait with 25 others aboard yesterday said his focus was on reaching the safety of the shore. At his Bluff home, Peter Leask said it had been a routine day aboard the oyster boat ‘Torea’, which was on a charter trip. Those aboard were fishing for oysters and cod. But about noon the boat, with 26 people aboard, including 23 passengers from throughout Southland and Otago, hit an uncharted rock and began to take on water.

“I had to get on with it without panicking too much - everything I had to do, I just had to try and keep a bit of a level head, but still move quickly. I was just always thinking what the next step was,” he said. He began to steer to Ruapuke Island, about 4 km away. Those aboard put on life jackets and Mr Leask began to steer towards the shore.

By the time they reached the beach, the foc’sle, a section of the bow, was full of water - to a depth of about 2 metres. The dinghy was lowered, the engine turned off and the process of ferrying everyone on to Ruapuke began.

Maritime New Zealand representative Michael Flyger said five fishing vessels responded, along with Coastguard vessels from Riverton and Bluff, and three winch-capable helicopters from Dunedin and Te Anau. Riverton Coastguard media liaison Noel Anderson said everyone who had been on the ‘Torea’ was safe and well when emergency services arrived. “There was absolutely no panic at all and the situation was being handled very well by the skipper of the vessel,” said Mr Anderson.

Environment Southland’s oil spill response team was last night monitoring the condition of the ‘Torea’. Regional on-scene commander Dallas Bradley said the vessel could have 3000 litres of diesel on board and we may have to transfer the fuel off the vessel or block the vents.

**What’s the Story?**

1 Read the website news article above. Answer each question using the facts given in the article.

a) What was the name of the boat and its skipper? .................................................................

b) How did the boat get into trouble? ......................................................................................

c) What two decisions did the skipper make to save his passengers and crew? ..........................

   ........................................................................................................................................

   ........................................................................................................................................

d) Who is Noel Anderson? ..................................................................................................

e) Who came to the Torea’s aid? ..........................................................................................

   ........................................................................................................................................

   ........................................................................................................................................

f) What was Mr Anderson’s assessment of the actions of the Torea’s skipper? ..................

   ........................................................................................................................................

g) Although the passengers and crew are safe there remains a threat. What is it? .............

   ........................................................................................................................................
**Fact or Opinion**

Fact: Something that is known to be true. Something that has really occurred or actually exists.

Opinion: Something that is a person's own point of view or belief.

Research deals with facts not opinions. Your opinions can be expressed, but only briefly at the very end of your study, and they should be presented so that readers understand it is your opinion.

Examples: Fact: Fire burns.
           Opinion: A fire is the best way to heat your house.

---

**A  Facts About My Friend**

1. Complete these sentences with facts about your friend.

   Name: .................................................................

   Age: .................. years ................... months

   Birthday: ............................................................

   Address: ...............................................................

   Size of Family: ..............; ............ people

   Hair Colour: ...........................................................

   Eye Colour: ............................................................

   Favourite School Game: .............................................

   Hobby: ..................................................................

   Pets: ...................................................................

   Favourite Movie: .....................................................

---

**B  In My Opinion**

1. Write your opinion on each of the following topics.

   School Uniforms ......................................................

   Homework ................................................................

   Family Life ............................................................

   Friends ................................................................

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**C  Fact or Opinion?**

1. Place an F for Fact, or an O for Opinion in the corner square of each box. There are six of each.

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<th>Twilight is in the evening.</th>
<th>Oak trees have acorns.</th>
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<td>Pygmies are from Africa.</td>
<td>Yellow is a happy colour.</td>
<td>Children should be seen and not heard.</td>
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<td>Olive oil is a liquid.</td>
<td>Apples keep teeth healthy.</td>
<td>Silver is a mineral.</td>
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<td>People are kind.</td>
<td>The All Blacks are the best team.</td>
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<td>Whare means house in Maori.</td>
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