The New Zealand English Curriculum

Action English

L. Davis

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2018
Based on the New Zealand English Curriculum

Action English 8

Lorraine Davis

Action English 8 covers work in Level 5 of the New Zealand English Curriculum

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Introduction
If you can write well, your ideas and opinions are easily understood by other people. The basic building block of a piece of writing is the sentence. When you place a group of sentences about the same topic together they form a paragraph. A story is constructed from a collection of paragraphs.

The order in which you write your paragraphs creates a sequence of events in your writing. If this sequence makes sense and each paragraph progresses the story in a logical and interesting manner your reader will be able to follow your story, so it’s worth spending time planning the sequence of your story.

Towards the end of this chapter we will look at some types of styles that you can use to communicate different kinds of ideas.

Writing skills covered in this chapter.

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<thead>
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### Writing a Story

**6 part story structure**

- scene establishment
- addition to the scene
- development of story
- response to development
- climax of story
- resolution of story

**Final draft**

- final drafting of story

**Proofreading, spell check, improve sentence structure, check punctuation, improve words, correct paragraphing, check story flow.**
Comparative Adjectives

A comparative adjective is used to compare two things.

Examples:
- A week can be long.
- A month is longer.

Here the word long describes the type of week. It is an adjective.
Here the word longer is used to compare a month with a week.
It is known as a comparative adjective.

Comparative adjectives usually end in _er.
Examples:
- bright - brighter
- fat - fatter
- easy - easier

You will need to check the spelling of comparative adjectives. Many adjectives ending in letters such as t, m, n, p, etc. require a doubling of this last letter (see second example above). If the adjective ends in a y you will have to change this to an i before adding _er (see third example above).

A Comparing Two

1 Write the comparative for these adjectives. The first one is done. Check the spelling of your answers.

a) sad .............................................. sadder
b) short ..............................................
c) lonely ..............................................
d) hot ..............................................
e) slim ..............................................
f) wet ..............................................
g) dainty ..............................................
h) late ..............................................
i) swift ..............................................

B Describing or Comparing?

1 Use either a simple adjective or a comparative adjective to complete these sentences.

a) I think pies are .................................................. than ice cream in winter.
b) I think Joe can run .................................................. than his older brother.
c) She was a .................................................. lady.
d) The black horse is .................................................. than the brown one.
e) Today was a .................................................. day.
f) The kitten was far too .................................................. to be on its own.

C Making Comparisons

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
</tr>
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<tbody>
<tr>
<td>a) large</td>
<td>bigger</td>
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<tr>
<td>b)</td>
<td>taller</td>
</tr>
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<td>c)</td>
<td>happier</td>
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<tr>
<td>d) thin</td>
<td></td>
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<tr>
<td>e)</td>
<td></td>
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<tr>
<td>f) kind</td>
<td></td>
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<td>g)</td>
<td>fresher</td>
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<td>h)</td>
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<td>i) straight</td>
<td></td>
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<td>j) tiny</td>
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Semicolons

A semicolon (;) is a punctuation mark that shows a more major division in a sentence than a comma does.

Example:  
He knew they would track him down; the dogs had found his scent already.

By using a semicolon, the writer shows the two parts of the sentence are related. The second part usually develops the idea found in the first part.

A Bowling Along

1. Place semicolons (in a text-box ;) in the correct position.
   a) Bowls are not just a sport for the elderly young men and women participate as well.
   b) The New Zealand Bowls Champion is a young man just nineteen years old who’d have thought it?
   c) Older bowlers enjoy the sport most can’t wait to get on the green.
   d) A day’s bowling can be enjoyable the sun shines and the bowls flow.
   e) Bowls clubs become social centres a place where you can catch up with friends.

B Semicolon or Full Stop?

1. Separate the following pairs of ideas using either a semicolon or a full stop if they are separate ideas. Watch for capital letters.
   a) I’m no good at tongue-twisters I keep tripping over my tongue.
   b) He wore jeans and a tee-shirt every day Jo, his girlfriend, never wore the same thing twice.
   c) James Bond movies rock I just love the action and the stunts.
   d) She stood dripping wet by the bus stop the bus was never late when it was fine.
   d) He sang like a professional he was the best of the contestants.

C Semicolons with Commas

1a) Add semicolons and commas to this sentence to make it clear that there were four people, not seven.

There waiting for him were Mr Little the principal Miss Jones the deputy principal Mr Blythe the policeman and his mum.

1b) Write a sentence with a similar list. Use semicolons and commas to show who’s who.

You could base it on the names and positions in a sports team. e.g. Manu, the wing attack; and so on

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Personification gives human qualities to something that is not human. It treats non-living things as if they had thoughts and feelings.

Examples:  The sun smiled over the land.  The gate leaned lazily against the tree.

A  Circle the Personification

1  Circle the word(s) that give(s) a human quality in each sentence.

a) The mist crept through each pine in the plantation.

b) Arthur’s Pass cuts the Southern Alps in half.

c) The pillars in the ruin had become bow-legged with age.

d) Walking up the race the cows jostled and elbowed each other.

e) Ahead of the train a tunnel dived under the hill.

f) The ferryboat chafed restlessly against its mooring ropes.

B  Humanising Things

1  In the space provided, add a word that will give human qualities to each sentence.

a) The wind ........................................... through the trees.

b) The waves ........................................... over the sand.

c) Gulls ........................................... skyward.

d) Daffodils ........................................... and bowed.

e) The stream ........................................... and laughed.

f) The bridge ........................................... the canyon.

g) The boulder ........................................... beside the river.

C  ‘The Fog’

1  List four human qualities the fog has.

Slowly, the fog,
Hunch-shouldered with a grey face
Arms wide, advances
Finger tips touching the way
Past the dark houses
And dark gardens of roses.
Up the short street from the harbour,
Slowly the fog,
Seeking, seeking;
Arms wide, shoulders hunched,
Searching, searching,
Out through the streets to the fields,
Slowly, the fog -
A blind man hunting the moon.

F. R. McCreary

a)  .................................................................
b)  .................................................................
c)  .................................................................
d)  .................................................................
Word Meanings

The headword is followed by its pronunciation and part of speech. This is then followed by an explanation of what that word means. Some words can be used in different ways and these are numbered 1, 2 etc.

Example:

-ocean (say o-shin) noun
  1. a) the very large area of salt water which covers about 71 per cent of the earth's surface.
     b) a major division of this: 'the Pacific Ocean'.
  2. a very large area or amount: 'an ocean of faces in the crowd'.

Word Family: oceanic (say o-shee-annik), adjective, a) of or relating to the ocean, b) vast or enormous.
[from Latin]

A  Three Meanings

1. Look up the following words in your dictionary and list three brief meanings for each word.
   a) chip

   b) cycle

   c) drop

B  Bombs Away

1. Look up the word bomb in your dictionary. Write out the definition.
   a) bomb

   b) Give a brief meaning for each of these words derived from the word bomb.

   bombard

   bombastic

C  Flat Out

1. The word flat has many meanings both as an adjective and noun. Write two different meanings for the word flat, one as an adjective and one as a noun. Then write a sentence for each meaning to show you understand each definition.
   a) Meaning (adj)

   Sentence:

   b) Meaning (n)

   Sentence:
The following is an extract from a special publication by the *New Zealand Woman’s Weekly*. The booklet was published after the earthquakes in Canterbury. The civil defence writers recommend that people be prepared to be self-sufficient for at least three days.

**WATER, FOOD and PETS**

**WATER**

A body may be uncomfortable but it will survive without food. It cannot survive without water. Allow 3 litres per person per day (and for pets, around 50ml per kg of body weight), so a minimum of 9 litres per person is needed.

Store the water in clean plastic bottles (use those with a #1 recycling symbol on the bottom; plastic milk bottles aren’t suitable as washing doesn’t remove protein adequately and they may harbour bacteria). Clean the bottles in hot water, then fill from the tap to the top of the bottle and screw the lid on well. Write the date on the bottle with a felt tip pen. If stored in a cool, dark place the water only needs to be changed once a year. Consider storing your water in two separate locations and where there is no risk of flooding.

For on-going supplies beyond three days, include a bucket or pipe so that you could collect water from either an external downpipe or the hot water tank. Include water purification tablets or household bleach such as Janola: 5 drops of bleach per litre of water, or half a teaspoon per 10 litres, is safe to drink, but make sure you leave the water at least 30 minutes before using it.

As a back up, fill plastic ice cream containers with water, cover, label and store in the freezer. You can throw them into your kit to keep food cool if the power is off and they can also be used for drinking. You can also drink melted ice cubes from the freezer.

**FOOD**

Allow for three meals per day per person, plus snacks. Include lots of items that can be eaten without cooking as your power may be down and you may not safely light a gas barbecue.

This is not the time to worry about processed food, additives or calories. Your food supplies should supply plenty of energy (you may have a lot of physical work to do cleaning up or evacuating, and people in shock need lots), be non-perishable, and easy to grab and munch without much preparation. Provide for people with allergies and include plenty of high-energy snacks and dry food for pets.

Include can-openers, a sharp knife, cutlery, cups, plates, bowls, simple cooking pan and a lidded pot to boil water. Tea towels and disinfectant wipes will keep things sanitary and prevent food-borne illnesses.

**PETS**

Remember, your pets will be affected by a disaster so make sure your household plan includes them.

Attach a permanent disc to your pet’s collar with your phone number, name and address. Have your pet microchipped also. Include an animal carry-box with your kit in case you have to evacuate, a towel or blanket and pet food.

**SOME GOOD BASICS TO INCLUDE IN YOUR STASH MIGHT BE:**

- High energy snack bars, hikers’ scroggin, chocolates and sweets, honey, biscuits and crackers, chips or salty snacks, nuts and seeds, dried beef jerky - good for energy as well as the spirits
- Long-life or powdered milk and juice
- Tea, coffee and milo supplies - a nice cuppa is essential for the soul in an emergency
- Breakfast cereals or weetbix
- Quick cook/instant rice, noodles or potato - for when you have access to boiling water
- Canned beans (baked beans, kidney or cannellini, bean salads)
- Canned fish or meat (tuna, salmon, sardines, chicken, ham or corned beef)
- Canned or dried soups or stews
- Canned and dried fruit, canned and dried vegetables
- Freeze-dried camping meals
- Cooking basics - oil, flour, sugar, salt, pepper, herbs
- Miscellaneous flavourings such as sachets or bottled sauces and pickles, onion or garlic powder, peanut butter, yeast spread

Every household should be prepared for an emergency. New Zealand is vulnerable to earthquakes, tsunami and volcanic action and so it is wise to prepare for these unexpected events.
Emergency Information - continued

A Be Prepared!

1 Read the article on food, water and pets on the previous page, answer these questions.

a) How many litres of water would be required for each person for three days? ..............................................................

b) Why are milk bottles not suitable for storing water? ..........................................................

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

c) How often should water, stored in containers, be changed? ..........................................................

d) What two products can purify water? ..........................................................

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

e) What kind of food should be included in the food stash? Give a brief reason as to why food with the following
  qualities should be chosen.

  Food that does not require cooking. ..........................................................

  Food should give plenty of energy. ..........................................................

  Food should be not perishable. ..........................................................

B We Will Survive!

1 Answer each question in full sentences.

a) In the article it says not to drink water, in which bleach has been put, for thirty minutes. Why do you think this is?

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

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

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b) Why should we prepare by putting ice cream containers full of water in the freezer?

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

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c) You have filled a number of clean bottles with water and now they need to be stored. Where should this be done?
  Where at your home could you store yours?

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

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d) Why should tea, coffee and milo be included in the food store?

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

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