Based on the New Zealand English Curriculum

Action English 7

Lorraine Davis

Action English 7 revises Level 4 and starts Level 5 of the New Zealand English Curriculum

2nd Edition - PDF Version 1.2

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This edition edited by:
Lois Wort B.A., Dip. Tch.

Published by Sigma Publications Ltd
Free Phone 0800 274 462
PO Box 15-248 Tauranga, New Zealand 3144
email: mail@sigmapublications.co.nz
website: www.sigmapublications.co.nz

ISBN 978-1-877567-08-7
## Contents

### Chapter 1 - Word Classes
- Chapter Overview .................................................. 7
- Common Nouns 1 .................................................. 8
- Common Nouns 2 .................................................. 9
- Proper Nouns 1 .................................................... 10
- Proper Nouns 2 .................................................... 11
- Collective Nouns 1 ............................................. 12
- Collective Nouns 2 ............................................. 13
- Pronouns 1 .......................................................... 14
- Pronouns 2 .......................................................... 15
- Adjectives 1 .......................................................... 16
- Adjectives 2 .......................................................... 17
- Verbs 1 ............................................................... 18
- Verbs 2 ............................................................... 19
- Adverbs 1 ............................................................. 20
- Adverbs 2 ............................................................. 21
- Prepositions 1 ..................................................... 22
- Prepositions 2 ..................................................... 23
- Conjunctions 1 ................................................... 24
- Conjunctions 2 ................................................... 25
- Word Classes - Test ........................................... 26-27

### Chapter 2 - Punctuation
- Chapter Overview ................................................ 29
- Capital Letters and Full Stops 1 ............................ 30
- Capital Letters and Full Stops 2 ............................ 31
- Commas ............................................................... 32
- Apostrophes 1 ..................................................... 33
- Apostrophes 2 ..................................................... 34
- Quotation Marks 1 ................................................ 35
- Quotation Marks 2 ................................................ 36
- Direct Speech 1 .................................................. 37
- Direct Speech 2 .................................................. 38
- Question Marks and Exclamation Marks 1 ............ 39
- Question Marks and Exclamation Marks 2 ............ 40
- Parentheses 1 ..................................................... 41
- Parentheses 2 ..................................................... 42
- Dashes ................................................................. 43
- Hyphens ............................................................... 44
- Punctuation - Test ............................................. 45-46

### Chapter 3 - Language Skills
- Chapter Overview ................................................ 48
- Synonym ............................................................. 49
- Antonym ............................................................. 50
- Simile ................................................................. 51
- Metaphor ............................................................ 52
- Alliteration .......................................................... 53
- Colloquialism ..................................................... 54
- Proverb ............................................................... 55
- Personification ..................................................... 56
- Onomatopoeia .................................................... 57
- Repetition ........................................................... 58
- Homonym ........................................................... 59
- Homophone ....................................................... 60
- Hyperbole ........................................................... 61
- Singular and Plural ............................................. 62
- Past, Present and Future Tenses .......................... 63
- Language Skills - Test ..................................... 64-66

### Chapter 4 - Dictionary Skills
- Chapter Overview ................................................ 68
- Alphabetical Order ............................................. 69
- Vowels and Consonants ...................................... 70
- Headwords ......................................................... 71
- Pronunciation ..................................................... 72
- Word Classes ...................................................... 73
- Syllabification ..................................................... 74
- Word Meanings .................................................. 75
- Additional Usages .............................................. 76
- Prefixes and Suffixes ......................................... 77
- Compound Words .............................................. 78
- Foreign Words ................................................... 79
- Maori Contributions .......................................... 80
- Dictionary Skills - Test ..................................... 81-82

### Chapter 5 - Written Language
- Chapter Overview ................................................ 84
- Simple Sentences ............................................... 85
- Compound Sentences ......................................... 86
- Paragraphs 1 ..................................................... 87
- Paragraphs 2 ..................................................... 88
- Sequencing 1 ..................................................... 89
Chapter 5 - continued

Sequencing 2 ................................................................. 90
Flashbacks ................................................................. 91
First-Person Writing ................................................. 92
Third-Person Writing ................................................. 93
Planning an Essay 1 .................................................... 94
Planning an Essay 2 .................................................... 95
Writing from Experience 1 ......................................... 96
Writing from Experience 2 ......................................... 97
Imaginative Writing 1 ............................................... 98
Imaginative Writing 2 ............................................... 99
Transactional Writing 1 .............................................. 100
Transactional Writing 2 .............................................. 101
Proof Reading Basics ............................................... 102
Written Language - Test ........................................... 103-106

Chapter 6 - Comprehension Skills

Chapter Overview ...................................................... 108
A Non-fiction Book .................................................... 109-110
Online News Article 1 .............................................. 111-112
Wikipedia Entry ....................................................... 113-114
Instructions 1 ............................................................ 115-116
Online News Article 2 .............................................. 117-118
A Concert Review .................................................... 119-120
Filling In Forms ....................................................... 121-122
Map Reading ........................................................... 123-124
Instructions 2 ............................................................ 125-126
A Blog ................................................................. 127

Chapter 7 - Research Skills

Chapter Overview ...................................................... 129
Selecting a Topic ....................................................... 130
Brainstorming ........................................................ 131
Study Questions ....................................................... 132
Information Sources ............................................... 133
Fact or Opinion ....................................................... 134
Recording Information 1 ........................................ 135
Recording Information 2 ........................................ 136
Organising Information .......................................... 137
Colour and Lettering ............................................... 138
Presenting Information 1 ........................................ 139
Presenting Information 2 ........................................ 140
Research Skills - Test .............................................. 141-142

Answer Section

Chapter 1 - Word Classes ......................................... A1-A2
Chapter 2 - Punctuation .......................................... A2-A4
Chapter 3 - Language Skills .................................. A4-A5
Chapter 4 - Dictionary Skills .................................. A5-A7
Chapter 5 - Written Language ................................. A7
Chapter 6 - Comprehension Skills ......................... A7-A8
Chapter 7 - Research Skills .................................... A8-A9
CHAPTER 1

PAGE LINKS
Chapter Overview
Common Nouns
Proper Nouns
Collective Nouns
Pronouns
Adjectives
Verbs
Adverbs
Prepositions
Conjunctions
Word Classes Test
## Chapter Overview

### Introduction

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

To communicate simple ideas we tend to speak or write in sentences. A sentence is a set of words (placed in the correct order) that communicates 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. In the past, word classes were known as Parts of Speech.

### Word Classes skills covered in this Chapter

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>eagle</td>
<td>soared</td>
<td>majestic</td>
<td>above</td>
</tr>
<tr>
<td>mountain</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Below is a sentence which contains the word classes we will be studying here.

This sentence makes a statement about who is flying, where they are flying and what the mountain looks like and it also mentions what else is happening during the flight.

An eagle soared above the majestic mountain range, while his mate patiently warmed their eggs at the nest.

- **nouns**
  - eagle
  - mountain
  - his

- **verbs**
  - soared
  - warmed

- **adjectives**
  - majestic

- **prepositions**
  - above

- **conjunctions**
  - while

- **pronouns**
  - his

- **adverbs**
  - patiently

A class of words whose job is to name things:

- **naming words**
  - there are a family of nouns

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

- **doing words**
  - An eagle 'soared'...
  - a mountain that has majesty - as a king or royalty does, therefore a grand mountain.

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

- **position words**
  - eagle soared 'above'...
  - tells where the eagle is doing its soaring i.e. above the mountain

A class of words whose job is to describe things:

- **describing words**
  - ...'majestic' mountain
  - a mountain that has majesty - as a king or royalty does, therefore a grand mountain.

A class of words whose job it is to join two phrases or two sentences together:

- **joining words**
  - sentence #1 - 'An eagle...' sentence #2 - 'his mate...' joining word is 'while'

A class of words that are used instead of a noun so that the noun does not get repeated over and over again:

- **the pronoun his prevents having to use the eagle’s...’

A class of words whose job is to tell us more about the verb:

- **adverbs**
  - patiently tells us how the eggs were warmed

- **pronouns**
  - ‘...patiently warmed...’

- **conjunctions**
  - while

- **adverbs**
  - patiently is the adverb and warmed is the verb

- **nouns**
  - eagle

- **verbs**
  - soared

- **adjectives**
  - majestic

- **prepositions**
  - above

- **pronouns**
  - his

- **conjunctions**
  - while
A  **How, When, Where**

1. Complete these sentences with an adverb that tells **how** an action is done. Use a different adverb for each sentence. The first one is done for you.

   a) The horse ran .......................... **swiftly**
   b) The bird flew ........................................
   c) The boy climbed ........................................
   d) The thistle floated ........................................
   e) A child cried ........................................

2. Complete these sentences with an adverb that tells **when** something has happened. Use different adverbs.

   a) I lost my watch ........................................
   b) ........................................... I will be ready.
   c) We have met ........................................
   d) They moved here two years ..............................

3. Complete these sentences with an adverb that tells **where** something takes place. Use different adverbs.

   a) They are coming ................................. to my house.
   b) Richard ran on ................................. of his mates.
   c) Put your socks ................................. before your shoes.
   d) There are ants .................................
   e) I can’t find my cat .................................

B  **How They Are Done**

1. For each verb, select two adverbs that show how the action could be done. One is completed for you.

<table>
<thead>
<tr>
<th>verb</th>
<th>adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ate</td>
<td>greedily, hungrily</td>
</tr>
<tr>
<td>laughed</td>
<td>.......................</td>
</tr>
<tr>
<td>sang</td>
<td>.......................</td>
</tr>
<tr>
<td>spoke</td>
<td>.......................</td>
</tr>
<tr>
<td>frowned</td>
<td>.......................</td>
</tr>
<tr>
<td>winked</td>
<td>.......................</td>
</tr>
<tr>
<td>smiled</td>
<td>.......................</td>
</tr>
<tr>
<td>listened</td>
<td>.......................</td>
</tr>
<tr>
<td>wept</td>
<td>.......................</td>
</tr>
<tr>
<td>whispered</td>
<td>.......................</td>
</tr>
</tbody>
</table>

2. For each verb, select two adverbs.

<table>
<thead>
<tr>
<th>verb</th>
<th>adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>crept</td>
<td>.......................</td>
</tr>
<tr>
<td>fell</td>
<td>.......................</td>
</tr>
<tr>
<td>fought</td>
<td>.......................</td>
</tr>
<tr>
<td>pulled</td>
<td>.......................</td>
</tr>
<tr>
<td>sprang</td>
<td>.......................</td>
</tr>
<tr>
<td>walked</td>
<td>.......................</td>
</tr>
</tbody>
</table>

C  **Make a Pair**

1. Write an adverb that has a similar meaning to the one given. You may use a thesaurus if you wish.

   a) stubbornly .......................... stubbly
   b) strenuously .......................... strenuously
   c) frequently .......................... frequently
   d) patiently .......................... patiently

---

**Adverbs** tell us more about the verb. They tell us **how**, **when** or **where** something has happened.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>He folded the paper carefully.</td>
<td>carefully</td>
</tr>
<tr>
<td>He came home yesterday.</td>
<td>yesterday</td>
</tr>
<tr>
<td>He looked everywhere.</td>
<td>everywhere</td>
</tr>
</tbody>
</table>

Many adverbs are made by adding **-ly** to an adjective. Examples:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>angry</td>
<td>angrily</td>
</tr>
<tr>
<td>bright</td>
<td>brightly</td>
</tr>
</tbody>
</table>

**Examples:**

- He folded the paper carefully. (verb is folded, adverb is carefully)
- He came home yesterday. (verb is came, adverb is yesterday)
- He looked everywhere. (verb is looked, adverb is everywhere)

---

**Adjectives**

- **Adjectival** (that modify nouns)
- **Adverbial** (that modify verbs, adjectives, or other adverbs)

**Common Adverbs**

- **How**
- **When**
- **Where**

**Common Adverbs of Manner**

- **Swiftly**
- **Hungrily**
- **Patiently**

---

**Adverb**

- **Adverb** (that modify verbs, adjectives, or other adverbs)

**Common Adverbs of Time**

- **Yesterday**
- **Tomorrow**
- **Today**

**Common Adverbs of Place**

- **Everywhere**
- **Somewhere**
- **Nowhere**

---

**Adverb**

- **Adverb** (that modify verbs, adjectives, or other adverbs)

**Common Adverbs of Manner**

- **Swiftly**
- **Hungrily**
- **Patiently**

**Common Adverbs of Time**

- **Yesterday**
- **Tomorrow**
- **Today**

**Common Adverbs of Place**

- **Everywhere**
- **Somewhere**
- **Nowhere**
Adverbs 2

A Put in Place

1 Use an adverb from the box to complete a sentence.

- heavily
- furiously
- loudly
- quietly
- carefully
- silently
- gently
- deeply

a) Sarah argued …………………………………………

b) Nick fell …………………………………………

c) Tim spent …………………………………………

d) Helen waited …………………………………………

e) Melanie smiled …………………………………………

f) Karen crept …………………………………………

g) Toby cried …………………………………………

h) Caroline thought …………………………………………

B Make a Change

1 Turn these adjectives into adverbs by adding _ly. One is done for you. Notice how y changes.

a) heavy …………………………………………………… heavily

b) brave ……………………………………………………

c) weary ……………………………………………………

d) faithful ……………………………………………………

e) greedy ……………………………………………………

f) thoughtful ……………………………………………………

g) fatal ……………………………………………………

h) anxious ……………………………………………………

i) insolent ……………………………………………………

C Pool Rescue!

1 Place a suitable adverb in each of the spaces in this passage. Can you remember what defines a verb (see page 18) and an adjective (see page 16)? Complete this task by underlining the verbs and circling four adjectives.

Kevin’s mother looked at him …………………………………………………… . She felt so proud of what he had done. He had acted …………………………………………………… when the neighbour’s child had fallen in the pool. Without a thought to his own safety he had leapt …………………………………………………… into the water and grasped the small boy …………………………………………………… by his collar, shouting …………………………………………………… for him not to struggle. He then swam …………………………………………………… to the edge of the pool before pushing the lucky child up into the arms of his frantic mother.

2 Write three or four sentences of your own about an incident you have been involved in. Underline the adverbs you have used in your paragraph.

…………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………

…………………………………………………………………………………………………………………………………………
A Parentheses

A parenthesis is a piece of additional information inserted into a sentence. The parenthesis is kept separate from the main sentence by the use of commas, brackets or dashes.

Examples:
- Liam, who was tall with red hair, was the athletics champion
- Liam (who was tall with red hair) was the athletics champion
- Liam - who was tall with red hair - was the athletics champion

If the words in parenthesis are left out completely, the main sentence should still make sense.

Example: Liam was the athletics champion.

B Search Party

1 Put brackets around the parenthesis sections in this exercise.

a) Those in camp there were at least ten decided to organise a search.

b) They divided into three groups four in two groups to search and two to stay in camp to cover all possibilities.

c) As soon as everybody was ready having checked the radios and cellphones the two parties set off.

d) Further up the mountain where the track divided the search parties parted company.

e) The weather blowing in from the south now quickly deteriorated.

C Found!

1 For this exercise, use dashes around the words that should be in parenthesis.

a) An hour later after a hard climb the lost trampers were found.

b) The leader lying against a boulder with a fractured ankle had slipped on a moss-covered rock.

c) The rescue team using jackets and poles constructed a stretcher.

d) The rescuers with wind and sleet howling around and with a heavy load to carry had a nightmare journey ahead of them.

e) The return journey with plenty of stops to catch their breath took until well after dark to reach the lodge.

f) The rescue helicopter with the help of night-vision flew to the lodge to take the injured tramper to hospital.
Personification gives human qualities to something that is not human.

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

A  Use One for Each

Choose one of the human qualities from the box to complete each sentence.

shrieked  whispered  sang  chuckled

1. The water shrieked over the rocks.
2. The roses whispered to the daffodils.
3. The train shrieked through the tunnel.
4. Telephone wires dawdled in the wind.

B  Pick the Personification

Underline the words that give human qualities to the subjects of these sentences.

a) The angry sun peeped over the horizon.
b) The stars winked in the heavens.
c) Squeaking and squealing, the bicycle approached.
d) The yacht danced over the water.
e) The howling wind swept around the house.
f) Creeping up from the sea came the fog.
g) Fish Waltzed in silver clouds.
h) The headlights glared in the dusk.
i) A gentle breeze stroked my face.

C  The Frowning Cliff

Poets often use personification. Underline the words in this poem by Herbert Asquith that liken things to humans. Then select an image from google images that best illustrates the poem. Copy and paste it in the space provided.

The sea has a laugh
And the cliff a frown;
For the laugh of the sea
Is wearing him down.

Lipping and lapping
Frown as he may,
The laughing sea
Will eat him away.

Knees and body
And tawny head,
He’ll smile at last
On a golden bed.
Pronunciation

It is important to learn the correct pronunciation of words. After the headword, a guide is given to the correct way to say a difficult word. The guide usually divides the sounds into syllables (smaller parts that contain a vowel sound) with the stressed syllable in heavy type.

Examples:

<table>
<thead>
<tr>
<th>word</th>
<th>pronunciation</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheque</td>
<td>[say chek]</td>
<td>noun</td>
</tr>
<tr>
<td>cherub</td>
<td>(say cherrub)</td>
<td>noun</td>
</tr>
</tbody>
</table>

A Stressed Syllables

1. Use a dictionary to find these words. Write their correct pronunciation, underlining the stressed syllable.

   a) caption
   b) captivate
   c) captive
   d) capture
   e) capuchin

2. Write five words of your own choice from a dictionary and repeat the exercise above.

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

B Have a Go!

1. Write the correct spelling for these words which have their pronunciation given.

   a) for - tyoon
   b) eks - klame
   c) parra - lel
   d) pri - nownce
   e) few - tcha

2. These are harder examples but have a go for your own satisfaction.

   a) issen - shil
   b) roo - ril
   c) too - a
   d) mew - zishin
   e) kin - sidda

C Korero Maori

1. Complete this chart by writing the correct pronunciation and a brief meaning for each Māori word.

   The New Zealand Dictionary by Heinemann or an English/Māori Dictionary are good resources to use for this exercise. Underline the stressed part of the word.

<table>
<thead>
<tr>
<th>word</th>
<th>pronunciation</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aotearoa</td>
<td>..................................................</td>
<td></td>
</tr>
<tr>
<td>haka</td>
<td>..................................................</td>
<td></td>
</tr>
<tr>
<td>iwi</td>
<td>..................................................</td>
<td></td>
</tr>
<tr>
<td>kākāpō</td>
<td>..................................................</td>
<td></td>
</tr>
<tr>
<td>kū-mara</td>
<td>..................................................</td>
<td></td>
</tr>
<tr>
<td>kōwhai</td>
<td>..................................................</td>
<td></td>
</tr>
</tbody>
</table>
### Planning an Essay 2

The final part of constructing an essay plan is Step 3 - writing the plan itself. An **essay plan** is divided into three sections:

a) **Introduction**
   - How the story begins. This is usually only one paragraph.

b) **Body of the Essay**
   - This is the main part of the story and tells what happens. There may be two, three or more paragraphs in the body.

c) **Conclusion**
   - How the story ends. The conclusion is the most exciting part and brings your essay to an interesting finish that leaves the reader feeling something.

**Example:**
This is an example of how an essay plan might look before a start is made on writing the first draft.

Notice how some sequence ideas from the last page have been left and others have been combined into a single paragraph. If you need to shorten your essay, cut sentences or paragraphs from the body of the essay, not the introduction or conclusion.

---

### Step 3 : The Essay Plan

<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
<th>School swimming sports. Annual event, great excitement. Whole school gathered.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body</strong></td>
<td>Deciding on spur of moment to go in diving competition. First standing dive O.K. Told there was a running dive as well. Run up fine, bounced on board. Unable to turn over into dive. Went in water feet first.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Wanted to stay on bottom of pool. Laughter of spectators heard underwater. Total embarrassment.</td>
</tr>
</tbody>
</table>

---

**Step 3 - The Essay Plan**

1. Using the sequence of ideas you wrote in ② on the previous page, complete an Essay Plan for your own memorable moment using this chart.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>How your essay starts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>What happened</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>How your essay ends</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Blog

A Blog is a discussion or information site on the internet. It consists of a number of entries or ‘posts’ displayed in a list with latest posting first. Blogs are often the work of a single person and tend to be about a single subject. For example the posting below is written by Amelia Romanos on her travel blog called ‘All These Places’. Blogs can also be interactive with readers being able to post comments.

A Blog

Amelia Has a Say

1. Read the blog written by Amelia. Answer each questions by using what she has to say in this posting.

   a) What does Amelia find highly unlikely? .................................................................

   b) Who was able to show them around Paris? Where was he from? ..................................

   c) What effect does anything that relates to New Zealand have on Amelia? .................................................................

   d) Why is Moko surprised that he still has a New Zealand accent? .................................................................

   e) What Paris sights did Amelia and Nathan see with Moko? .................................................................

   f) What company does Moko work for? .................................................................

   g) What do people ride to do the tours? .................................................................

Pieces of NZ

Last updated 11:01 10/08/2012

There can’t be that many Māori running around in Paris. It just seems highly unlikely. Thus it was amusing when we signed up to do a City Segways tour (don’t knock it until you try it) and met our tour guide. Moko. From Hamilton.

I’ve actually become a little creepy where New Zealand stuff is concerned. Every time I see something that is from or relates to New Zealand I get all “extreme over-excited traveller”, and start taking photos. So when I was introduced to Moko, I could feel Nathan ready with his hand on the back of my shirt ready to pull me back. I think he was worried I would throw myself at the guy and start singing “God defend New Zealand”. (I didn’t.)

Moko had been in Paris for three years and was surprised that he still had the New Zealand accent, but, to be honest, we could have heard that Kiwi twang from the back of the ridiculously long Orsay Museum line.

Having a New Zealander guide us through sights like the Eiffel Tower, the Louvre, and the Luxor Obelisk made the tour that much more fun, and we also got to compare Kiwi-based notes on Paris.

One thing we had noticed were a number of people wearing All Black shirts, and Moko backed that up. “Yeah and you get excited and go up to them and you’re like ‘Eh! New Zealand!’; then they look at you and say ‘Je parle francais desole’, and you’re like ‘oh’.”

The Olympics have definitely brought out the excessive Kiwi in me. Having had a frustrating time not being able to see the New Zealanders in action at the Games - we don’t seem to be such a priority for the Icelandic and French broadcasters - we managed to see Valerie Adams’ silver the other night, and I was a tad more emotional than I would expected. (Sob.)

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