

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

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Introduction

Letter to Pupils


This Sigma *Action English* book will help you practise the basic English language skills you need to know as part of the New Zealand English Curriculum. It will make homework easier for you, and I hope you enjoy the activities.

The purpose of homework is to reinforce what you have been taught in class. It also shows you and your teacher what you are capable of alone and may point out gaps in your understanding that your teacher can help you with.

Good English language skills are highly valued by employers and they could be the key to your future success. However, you will need to maintain a consistent effort throughout the year to gain the benefits that better English communication skills will bring to you.

About the Book

Let me explain some of the things you'll find on the pages of your *Action English 7* workbook.

- ◆ At the top of each page is the page number and the topic the page covers.
- ◆ At the beginning of each chapter is the overview page which show you the *key ideas* covered in the chapter.
- ◆ On most pages you will also find a green instruction box. Information in this box will help you complete the exercise on that page, especially if you can't remember the teacher's instructions.
- ◆ At the top of each page is a *Feedback Icon*. It looks like this : 

The feedback icon is your chance to let your teacher know how you managed the work. Be honest, so you can get some extra help if you need it.



Circle the THUMBS-UP icon if you had no problems with the work on that page.



Circle the OK icon if you could do most of the work.



Circle the THUMBS-DOWN icon if you found the work hard and need more help.

- ◆ On pages 3 and 4 you will find a *Work Diary*. Fill it in each time you are set work from this book. Be sure to fill in the *Due Date* column so you are not late. Being on time is an important life skill to practise. Get your parent or caregiver to sign you off in the *Completed* column when you're finished.

- ◆ At the end of the book we have provided you with a set of answers. These can be easily removed by your teacher or parent if they wish to be involved in the marking of your work.

Tips for Better Results

- ◆ A dictionary is your best friend. Make sure you have one. Underline any word you don't know, look it up and then make a brief note of its meaning. Doing this will help you expand your vocabulary.
- ◆ If you are not sure about your answer, use a pencil, then check the answers before writing them in pen.
- ◆ Take pride in your work by keeping your *Action English* book neat and tidy. It is easier to learn from a tidy book.
- ◆ A correct and complete *Action English 7* will be a valuable resource for future revision and reference leading up to NCEA exams - keep it and refer to it.

Letter to Parents

You don't have to be good at all the English skills covered in this book to help your child succeed this year. All you need to do is take an interest and help them establish a consistent homework routine.

Here are four positive things a parent or caregiver can do to help a student with English homework :

- ◆ Provide a place for your child to work This can range from putting a desk in the bedroom, to shooing younger children out of a room to let the older child do homework in peace and quiet. Background music is okay, but TV is not, as moving pictures are distracting.
- ◆ Provide equipment Make sure your son or daughter has all the equipment they need. A dictionary is essential. Encourage your child to use one every time this book is worked on.
- ◆ Maintain work routines Talk about an appropriate homework time with your child. Work around preferred TV shows and sports. Be firm about starting work at the agreed time and completing the set work.
- ◆ Praise and reward When you sign off on the *Work Diary* page, take the time to view the completed work and praise your child for a job well done.

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