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Introduction

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Proper Nouns 1

A **proper noun** is the name of an actual person or place. Proper nouns are used for anything that has its own individual name. The names of all people, places, days, months, books, TV programmes and movies are proper nouns. It is easy to recognise proper nouns because they all start with *capital* letters.

Examples : People : *Harry Potter* *Jane Smith* Places : *Taranaki* *Gisborne*
Days : *Monday* *Thursday* Months : *July* *November*

Some nouns can be **BOTH** a common noun **AND** a proper noun at different times, depending on how they are used.

The word **aunty** can be a common noun if it is used to mean a relation.

Nearly all of us have an aunty or an uncle.

The word **aunty** can be a proper noun if it is used to mean an actual aunty.

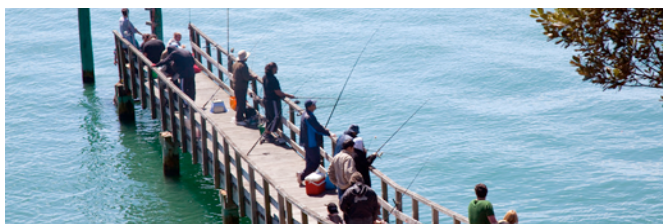
We went to the movies with Aunty Jenny.

A Favourites

- 1 Write names in each space.
- a) My name
- b) My best friend's name is
- c) My favourite TV show is
- d) The best movie I have seen is
- e) The music I like listening to is by

C Fishing Fun

- 1 Draw a circle around the proper noun in each sentence.
- a) My Uncle Dave takes me fishing
- b) We usually go on a Saturday.
- c) We fish from Coronation Wharf.
- d) Sometimes my friend Alex Tanner comes.
- e) We have Coca-Cola and ham sandwiches.
- f) My cats Max and Mischief love eating the sprats we catch.



B Places in New Zealand

- 1 Name nine well-known places in New Zealand.
- a city
- a famous building
- a volcano
- a river
- an island
- a mountain
- a lake
- a holiday place
- an historic place

D Every Month

- 1 Write the names of the twelve months of the year.





38 Exclamation Marks 1

An **exclamation mark** (!) is a punctuation mark that is placed at the end of a short, sharp, emotional sentence. It is used to show anger, frustration or an urgent warning. It can also be used to show that the person speaking is amazed.

Examples : Exclamation mark indicating anger : *If you do that again, you're grounded !*
 Exclamation mark indicating a warning : *Watch out for the crocodile !*
 Exclamation mark indicating amazement : *Look at the size of that one !*



A Watch Out!

1 Write a sentence that follows on from each of these exclamations.

- a) Come here!
- b) Help!
- c) Pass the ball!
- d) Sit! Stay!

B Angry Answers

1 Add an exclamation mark to the sentences that could be said in anger or as a warning.

- a) Get out of here
- b) I'll have a muffin
- c) Come here at once
- d) There were five of us
- e) Look at that cute kitten
- f) That's my bag
- g) Keep away
- h) Shut the gate



C Words of Warning

1 Words of warning can be one word or several. Add an exclamation mark to the words that are a warning.

- a) Try that
- b) Look out
- c) Careful
- d) Explain please
- e) Look at this
- f) Get down
- g) I like it
- h) Stop

D It's Amazing

1 Which sentences need an exclamation mark to show amazement? Use your pen tool.

- a) Look at that
- b) I'll turn it off
- c) There is no-one here
- d) He can really surf
- e) See if it fits you
- f) Take a look at this
- g) That's a whopper fish
- h) Dinner is ready

E Your Choice

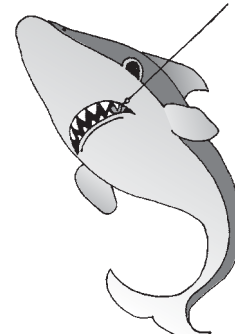
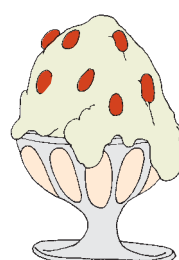
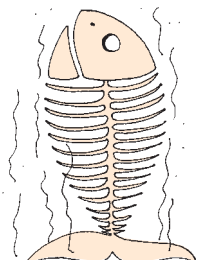
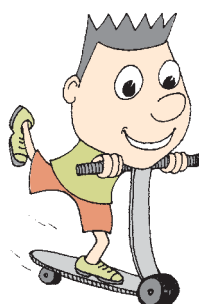
1 Choose the best word from the box to go with each picture.

Pooh!

Whooh!

Yummy!

Whee!





Plural means there is more than one person or thing.

Example : *We went to buy some books.*

We tells us there is more than one person. *Some books* means more than one book.

A Top to Bottom

- 1 Circle only the plural words.

potatoes	ferry	half	boss
key	trips		friends
babies	city	chimney	life
		stories	glass
elf			
	loaves	hero	army
fist			
	piano	nests	brush

B Cross and Leave

- 1 Cross out the singular and leave the plural words.

a) families	family
b) echo	echoes
c) mouse	mice
d) foot	feet
e) men	man
f) flies	fly
g) child	children



C More Than One

- 1 Write the plural form of each item in the box underneath.



a)

b)

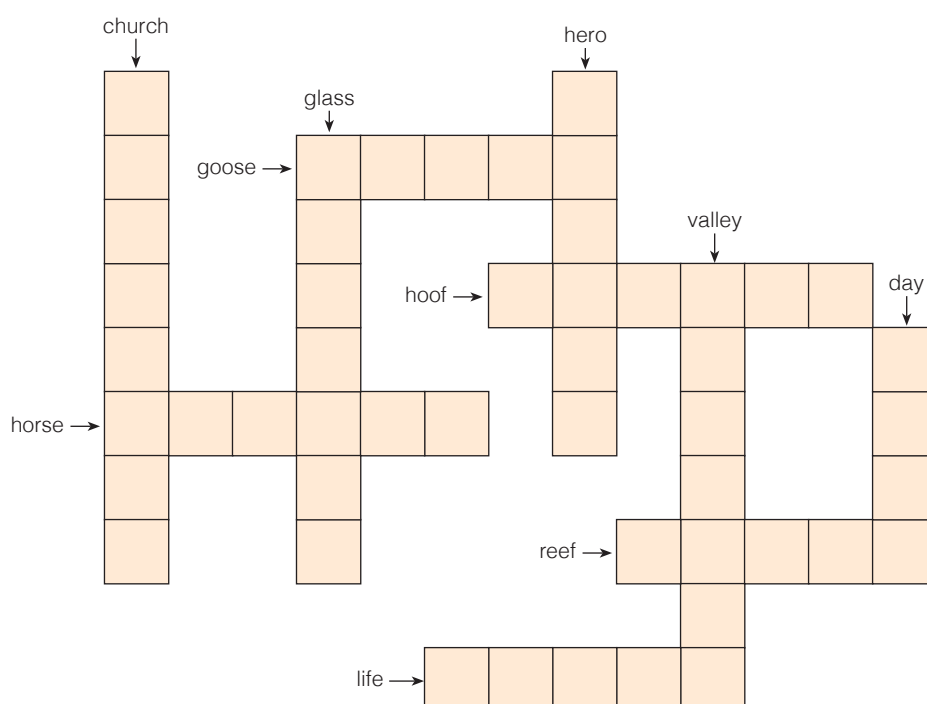
c)

d)

e)

D Plural Crozzle

- 1 Fill this crozzle with the plurals of the words given. The word begins where the arrow points.





All the letters of the alphabet that are left after the vowels are removed are **consonants**. There are twenty-one consonants in the alphabet.

List of the consonants : B C D F G H J K L M N P Q R S T V W X Y Z

A Thinking Carefully

1 Underline the consonants in the following names.

- New Zealand
- Marlborough Sounds
- Pacific Ocean
- Tauranga
- Waikato River
- Christchurch
- Mount Taranaki
- Invercargill
- Aotearoa
- Tasman Sea



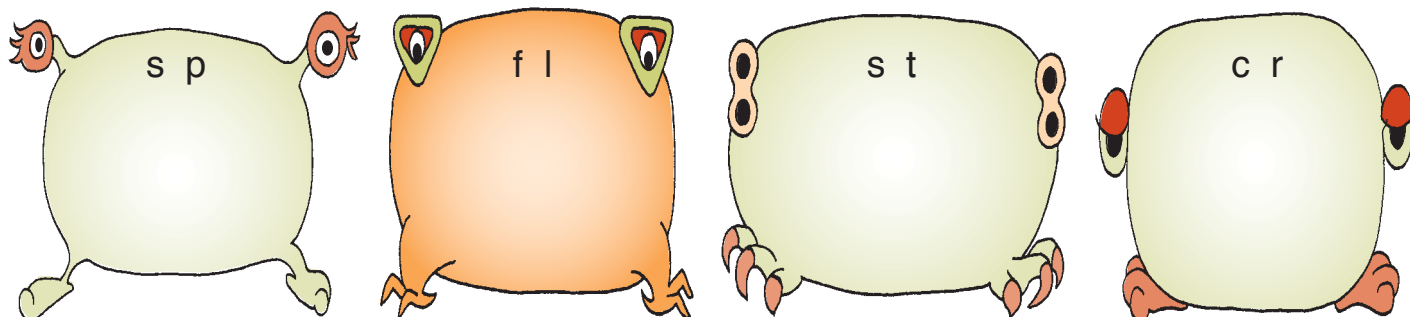
B Fabulous Food

1 Write the names of your favourite foods and underline the consonants.

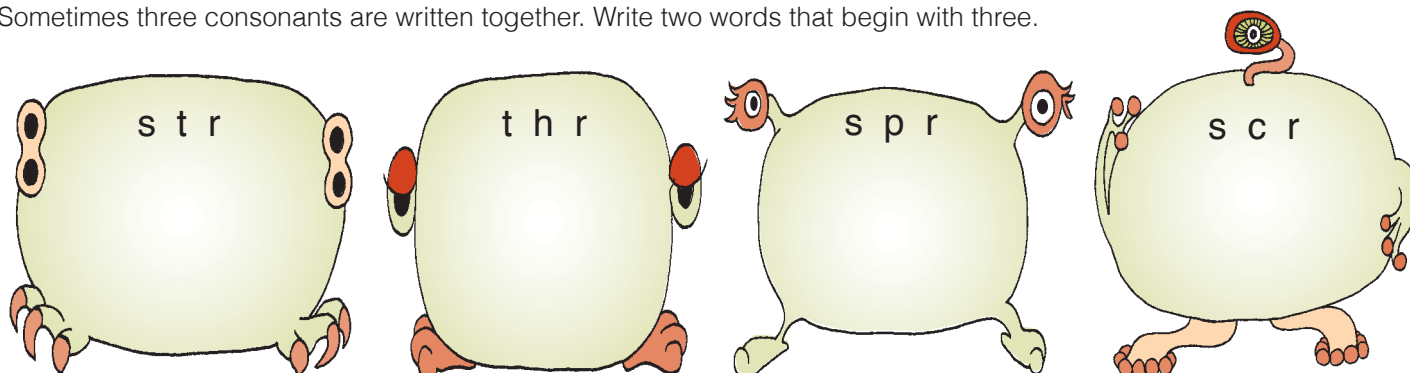


C Consonant Chains

1 Sometimes two consonants are written together. In each space monster write two words that begin with these double consonants.



2 Sometimes three consonants are written together. Write two words that begin with three.





75 Vowel Pairs

Sometimes two vowels are written together to spell a single sound.

Examples : **ai** - chain **au** - caught **oa** - throat **ea** - plead **oi** - boil **ou** - shout

A Two Vowels But One Sound

1 Write two words for each of the vowel groups given.

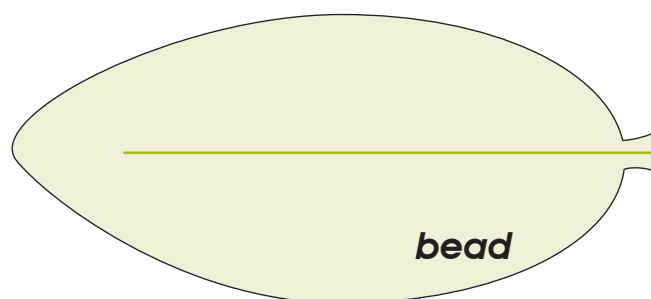
a) a i	<i>raid</i>	
b) a u		
c) o a		
d) e a		
e) o i		
f) o u		
g) e e		
h) o o		

B Sounds Like?

1 **ue**, **ew** and **ui** can make an **oo** sound.
Circle the words below that have an **oo** sound.

clue either seize blew crew saucer
Sue statue juice fruit weird haul
glue cruise dawn pause

2 Sometimes **ea** sounds like **ee**. In this shape, write six more words where the letters **ea** sound like **ee**.

**C Sorting Sounds**

1 There are a number of ways of spelling the **or** sound. Sort the words in the shape into three groups.

paw **pour** **saucer**



aw	ou	au

2 Spell twelve words that have the **ai** sound as in grain. One is done for you.

grain





Planning a Story 1

Written Language

A piece of writing, such as a story or a letter, is usually made up of a number of *paragraphs*. Dividing your writing into paragraphs allows you to focus on each part of the story in turn, like making a chain, link by link.

The first paragraph should **introduce** your story. It explains where the story takes place, who is there and how the story starts. The second and third paragraphs are the **body** of your story. They explain what happens and how it happened, event by event. The final paragraph brings your story to a **close** and should leave your reader feeling happy, sad, surprised or with something to think about. When writing a story, you should make it so interesting your reader should want to read more.

You need to make a **Story Plan** before you start writing. A Story Plan has 3 steps.

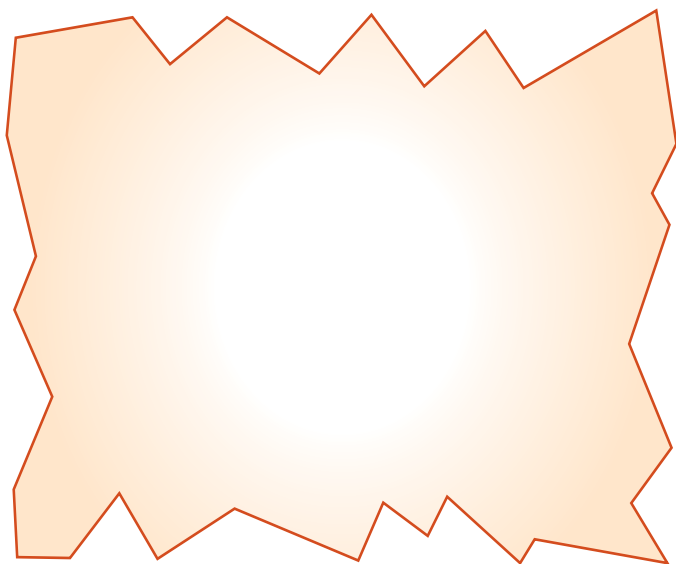
Step 1 : is **Brainstorming** to write down all the ideas that come to your mind using notes of one or two words.

Step 2 : is sorting your brainstorming ideas into a **Sequence** that tells your story from start to finish.

Step 3 : is writing the **Story Plan** itself. Your story will be based on this plan.

A Step 1 - Brainstorming

- Plan a short story about a pet you have or have had.
Write as many ideas that come to your mind about that pet in the space below, the more the better - then you can choose the best ones for the next step.



B Step 2 - Sequencing Ideas

- Sort the ideas from your brainstorm into a sequence which will tell a story in the order it happened (i.e. what happened first, what happened next, etc.).

1]	
2]	
3]	
4]	
5]	
6]	
7]	
8]	
9]	
10]	

C Step 3 - Story Plan

- Now write a story plan using the sequence written in **B**. You do not have to use everything if it does not fit.

Introduction How your story starts	
Body What happened? How did it happen?	
Conclusion How your story ends	



Fiction is made-up stories. The writer plans a story that has imaginary characters, who get into situations that are not necessarily real, in places that could be real.

Example : 'Harry Potter and the Philosopher's Stone' by J. K. Rowling

A Beating Boredom

1 You will never be bored if you enjoy reading. Choose a fiction book of any kind and answer the following.

a) What is the title of the book?

b) Who is the author?

c) Where did you find the book?

d) Circle the word that tells for whom the story is written.

children

teens

adults

e) Do you think you would like to read this book?

Yes!

Maybe.

Not at all!

C Finding Fiction

1 What is the very best fiction book you have ever read? Answer these question about the book.

a) Title of the book :

b) Author :

c) Name the two main characters.

Character 1 :

Character 2 :

d) What happened to them?

e) How did the story end?

f) Why did you enjoy this story so much?



An article is a piece of writing, included with others, in a newspaper or magazine. It is presented with a headline, which is a short statement or phrase designed to capture your attention and make you want to read the rest of the article.

Pupils Pressure Fonterra



Year 8 Bluestone pupils Sophie Chapman, Jack Gibson-Pani and Flynn Parker had a problem with Fonterra's milk in schools programme.

"The milk went to the year one to sixes. The Year 7s and 8s didn't get any, and we wanted it," said Jack.

Not being ones to sit back and do nothing, after talking to principal Ian Poulter, it was suggested they make a video to voice their concerns to Fonterra.

"We wanted to do it properly," videographer Flynn said. They submitted the video in May, and have recently heard Fonterra have changed the rules throughout New Zealand, to include Year 7 and 8 pupils in the scheme.

"Fonterra said they'd heard from a number of schools, but we'd like to think our video was a major influence. I doubt other schools would have gone

to as much effort," said Mr Poulter.

Year 7 and 8 students were excluded from the scheme for cost reasons. Now schools have the option to include the older children and receive free milk four days a week instead of five.

Sophie, Jack and Flynn said they feel encouraged and heartened because Fonterra listened.

"It proved that we can have a voice in a big world," said Sophie.

The pupils have also learnt a real-life lesson in tenacity.

"We learnt that it does pay to not give up," said Jack.

Published : Timaru Herald (September 4th 2013).
View the video at stuff.co.nz - search on 'Bluestone'

A Dictionary Time

1 To understand the story you must understand the words. Use your dictionary to find the meanings of these words.

- a) *submitted* means
- b) *influence* means
- c) *heartened* means
- c) *tenacity* means

B What's the Story?

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

- a) What month was the video sent away?
- b) Who was the videographer?
- c) Where is Bluestone School?
- d) Who is the principal?
- e) What was the main reason Fonterra gave for excluding Year 7 and 8?
- f) What is the option schools now have concerning their Year 7s and 8s?
either :
or :
- g) What did Jack say he learnt?



133 Selecting a Topic

It is important when doing research to choose a topic that interests you. If your teacher asks you to choose the research topic, you may find selecting one is harder than you think. You should try to select a topic that has plenty of material available, or your task will prove hard to complete. A good method is to think of topics you're interested in, then narrow it down to the one that will provide the most readily available information.

It is a little like being a detective: finding clues, recording what you have found, putting it all together and coming up with a result. Knowing how to conduct research properly will help you in many school subjects.

A What Interests Me?

Step 1 : What interests me?

Sometimes it is difficult to choose a topic to research. Here is an easy way to go about it. Just follow the steps on this page.

- 1 List eight topics you might find interesting to research and present as a project.

B Narrow It Down

Step 2 : Narrow it down

The next step is to narrow the list down to one topic that you think you will find the most interesting to research.

- 1 Write the name of the most interesting topic from the list in exercise **A**.

- 2 What made you choose this subject?

I chose this subject because

C Brainstorm Your Topic

- 1 If you are interested in something, chances are you already know something about it. In the shape below, write down everything you already know about your selected topic. Also write down what you don't know and need to find out.

Page 8 - Common Nouns 1

A1 Examples - father, mother, brother, sister

- A2 a) library b) school
c) bakery d) hospital
e) church f) vineyard
g) station h) orchard

B1 Examples only - student's own answers

kiwi, possum, horse, cow, sheep

B2 Examples only - student's own answers
chair, table, vase, poster / picture, curtains

C1 Examples only - student's own answers

apple, cake, clock, crab, cricket bat, fish,
mouse, mug, mushroom, nut, pencil, plate,
rocket, skateboard, skipping rope, soccer ball,
spider, star, strawberry, worm

Page 9 - Common Nouns 2

A1 whale shark
crab octopus
fis squid

B1 hair, eyes, nose, ear,
T-shirt, shorts, sneakers,
wheels, skateboard, legs,
mouth, fingers, arms

C1 blue-coloured words :

driver, dentist, plumber, guard, golfer
red-coloured words :

airfield, bus stop, motel, clinic, tower

green-coloured words :

tuatara, foal, monkey, racehorse, ant

yellow-coloured words :

spade, gate, knife, mirror, fence

D1 Student's own answers.

Page 10 - Proper Nouns 1

Answers must all start with a capital letter.

A1 Student's own answers.

B1 Student's own answers - examples :

Auckland, The Beehive, Mt Ruapehu, Clutha River,
Mana Island, Aorangi, Lake Tekapo,
Mount Maunganui, Waitangi.

C1 Circled proper nouns :

a) Uncle Dave b) Saturday
c) Coronation Wharf d) Alex Tanner
e) Coca-Cola f) Max, Mischief

D1 January, February, March, April, May, June,
July, August, September, October, November,
December.

Page 11 - Proper Nouns 2

Answers must all start with a capital letter.

A1 a) Sky Tower b) Pancake Rocks
c) Mitre Peak d) The Beehive

B1 Sir Edmund Hillary - Mt Everest; Waitangi - Northland;
Waipoua Forest - Tane Mahuta; Aotearoa - Kupe;
Mount Cook - Southern Alps.

C1 Australia, Brazil

Canada, Denmark
England, France
Germany,
Hungary, India,
Japan

D1 James, Alice,
Tom, Carla,
Megan, Mitchell,
Ben, Sophie

Page 12 - Collective Nouns 1

A1 a) flock b) herd c) litter
d) team / string e) flock / mob

A2 a) class b) choir c) team d) crew
e) army

B1 a) pile / heap b) clump / bush
c) packet / box d) set / bag
e) stack / pile / bundle

B2 b) brood c) school d) crate / box e) chest
f) flight

C1

Page 13 - Collective Nouns 2

A1 a) tribe b) swarm c) school d) pod

B1 a) congregation b) spectators
c) crowd d) audience

C1 a) rope b) punnet c) cluster d) flee
e) bundle f) stack g) flight h) bunch
i) library j) cast k) range l) pack
m) forest n) collection o) pile

Page 14 - Pronouns 1

A1 a) I b) me c) myself d) mine
e) my

A2 b) They - Sarah and Erin c) It - the fish
d) her - Sarah

B1 a) Henry fell down and he hurt his knee.
b) Susan had a haircut and she looked very nice.
c) Alex read often and he read very well.
d) Tai ran fast and he won his race.

B2 a) I b) ours c) He, I
d) I, we, them e) They, their

C1 I, you, me, him, she, her, they, it, we, us,
them, mine.

Page 15 - Pronouns 2

A1 I, we, he, me, her, his, their, she, it, him,
them, its

A2 Words : (top to bottom) Hidden pronoun
Amaze, Eyes, Ashen, is : MYSELF
Help, Slice, Afar

B1 a) you b) they c) mine d) us

C1 your, our, us, them, my, its, his, itself, yourself,
theirs, I, we, yours, her

D1 Every Saturday we have to do our chores to earn our
pocket money. I put out the kitchen rubbish and then
help my mother with the vacuum-cleaning because
she has a full-time job. All the family is expected to help
around the house because we all live there.

Page 16 - Adjectives 1

A1 Student's own answers - examples :

a) sour b) savage c) red d) cheerful
e) shy f) rugged g) golden h) brick
i) sharp j) calm

B1 Student's own answers - examples :

a) fire engine b) umbrella c) sunflower
d) horse e) heron f) eggplant
g) marshmallow h) dog i) cabbage
j) mandarin

C1 clever, lazy, cunning, tricky, smart, crafty,
annoying, mischievous

Page 17 - Adjectives 2

A1 Student's own answers

- examples :

B1 Student's own answers

- examples :

yummy, delicious,
luscious, tasty,
delectable, sweet, sticky, smooth, creamy, cold

C1 a) slow b) busy c) white d) quiet
e) cheeky f) heavy

D1 Circled adjectives - fearless, powerful, courageous,
bold, muscular, daring, athletic, sinewy, healthy,
brave

Page 18 - Prepositions 1

A1 b) in c) above / on d) under

B1 a) in b) before c) after

B2 a) by, near, beside b) on, against, under

C1 in, down, through, over, around, towards, up

D1 above, across, beneath, against, after, towards,
upon, beyond

Page 19 - Prepositions 2

A1 a) beneath / under

b) across / on

c) over

d) between / among / under

C1 Underlined prepositions :

in, on, through, beneath,
across, over, in, between

Page 20 - Conjunctions 1

A1 a) and b) but c) because d) while
e) although f) when

A2 a) and / then b) and / or / then
c) while d) when / because

B1 Student's own answers.

C1 over and out, come and go, give and take,
thick and thin, lock and key, spick and span,
one and all, stuff and nonsense, fast and
furious, fits and starts

Page 21 - Conjunctions 2

A1 a) bacon and eggs b) hammer and tongs
c) fish and chip d) lock and key

B1 a) unless b) although c) when d) that
e) where f) before g) because h) than

C1 Student's own answers - examples :
black and white, cats and dogs

C2 Student's own answers - examples :
poor but honest, proud but modest

Page 22 - Verbs 1

A1 Student's own answers - examples :
runs, pounces, leaps, waddles,
struts, frisks, gallops, slithers,
lopes

B1 Student's own answers

C1 Student's own answers - examples :
tennis player - serves, hits, smashes
cricketer - bats, bowls, throws
netballer - dodges, catches, shoots
skateboarder - pushes, balances, jumps
swimmer - dives, kicks, turns
soccer player - dribbles, heads, strikes
rugby player - runs, tackles, passes

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