

Grade 6 English Home Language Worksheet Pack

(Adapted from e-classroom.co.za notes)

Term 2, Week 3



you are
capable
of amazing
things

Day 1: Language structures and conventions – Finite and infinitive verbs

Vocabulary: preceded – this word also means **before** or **in front of**.



A verb (a doing word) can be finite or infinitive!

Finite verbs

- If the verb has a subject, and shows a tense and a number (such as singular or plural) it is finite.
- A finite verb is often the main verb.

For example: Mom eats bread

The verb is 'eats'. It has a subject (mum), a tense (present tense) and a number (singular). It is a finite verb.

Infinitive verbs

- These verbs have no subject, no tense and no number (such as singular or plural)
- These verbs are often preceded by to (to look, to go, to think)

For example: Mom likes to eat bread

The finite verb is 'likes'.

Another verb is 'eat'. It has no subject, no tense, no number and it is preceded by to. It is an infinitive verb.

1. Rewrite these sentences, underline the finite verbs and circle the infinitive verbs:

- a) The children lived with their mother and father, and they liked to play in the garden.
- b) Mother liked to write stories for the children while they attended school.
- c) The children asked their mother to read aloud to them in the afternoons after tea.
- d) Father was always ready to play a game with the children.
- e) The children liked to play "fetch" with their dog who was called Bingo.
- f) They had never had a chance to ride on a train.

- g) The children left Cape Town to live in Vredendal.
2. Rewrite these sentences with the infinitive form of the verb given in brackets:

- a) Do you want (come) to the shop with me?
- b) Don't forget (take) the dog with you when you go for your walk.
- c) How long do you expect (stay) in Hermanus?
- d) The trees (seemed) walk down the hill.
- e) The stones and the loose sand (started) fall down the hill.

3. Rewrite this conversation, underline the finite verbs and **circle** the infinitive verbs.

| | |
|-----------------|---|
| John: | What sport do you like to play? |
| Sandiso: | I like to play soccer! |
| John: | Why do you like to play soccer? |
| Sandiso: | I like to kick the ball with my feet while I run. |
| John: | Will you teach me to play soccer, please? |

4. Sometimes *-ing* can be used instead of an infinitive verb. For example: *I like to sing. becomes I like singing.* Rewrite the sentences with an '-ing' form of the verb in brackets instead of the infinitive:

- a) The children liked (to go) to school.
- b) Father loved (to play) with the children.
- c) I prefer (to travel) by train.
- d) Roberta liked (to listen) to mother's stories.
- e) Peter preferred (to kick) the ball in the afternoons.

**We will learn more about this form of the verb and what tense it forms
on day 3! 😊**

Day 3: Language structures and conventions – The continuous tenses

The continuous tenses (incomplete tenses) indicate that an action or state, past, present, or future, was, is or will be unfinished at the time referred to.

They include the following three tenses:

- *Present Continuous:* The present continuous tense forms are made by putting is / am / are before the -ing form of the verb. e.g. I am choosing
- *Past Continuous:* The past continuous form is made with a subject + was/were + a verb with an -ing form e.g. I was choosing
- *Future Continuous:* The future continuous form is made with a subject + will + be + a verb with an -ing form e.g. I will be choosing.



1. Rewrite the sentences with the verb in brackets in the present continuous tense (I will do question a for you as an example):

- The children (play) outside now.
The children are playing outside.
- I (do) my homework now.
- They (watch) TV now.
- The children (sleep) now.
- Mother usually (cook) dinner in the evenings.

2. Rewrite the following sentences in the past continuous tense (I will do question a for you as an example):

- She (sleep) in her new bedroom.
She was sleeping in her new bedroom.
- The man (sing) as he walked along the railway line.
- Mother (rests) in the garden when it started to rain.
- James the dog (barks) as he ran alongside Peter in the garden.
- While Jenny (plays) tennis the phone rang.

3. Rewrite these sentences in the future continuous tense using will + be + ing (I will do question a for you as an example):

- The children are going to watch television from 9 until 10 o'clock this evening.
The children will be watching television from 9 until 10 o'clock this evening.
- Tomorrow afternoon I'm going to play soccer at the club.
- We are going to clean the flat tomorrow.
- The match begins at 7.30 and ends at 9.15.
- We are meeting tomorrow afternoon at 5pm.

Day 4: Writing – cinquain

A **cinquain** (pronounced *sin-kane*) is a type of poem that consists of five lines only. However, the lines all have a unique feature to them. The lines will take the shape as follows:

- Line 1:** One word (a noun, the subject of the poem)
- Line 2:** Two words (adjectives that describe the subject in line 1)
- Line 3:** Three words (-ing action verbs–participles–that relate to the subject in line 1)
- Line 4:** Four words (a phrase or sentence that relates feelings about the subject in line 1)
- Line 5:** One word (a synonym for the subject in line 1 or a word that sums it up)

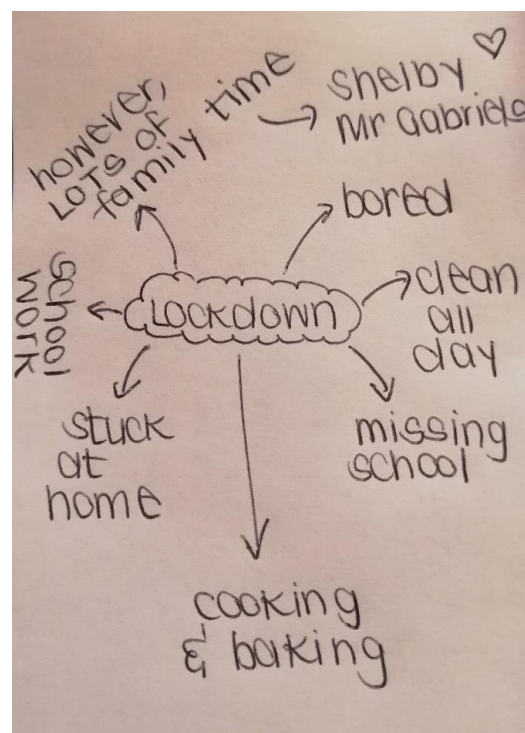
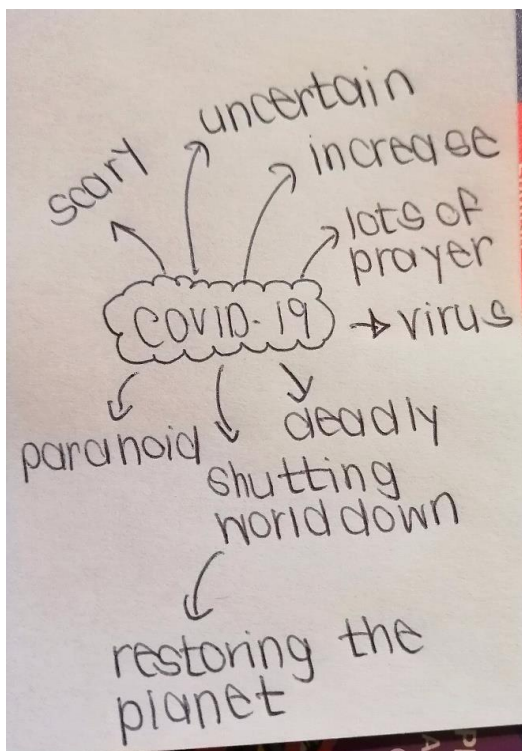
Sometimes each line is centred to create a diamond or tree-like shape. For example:

Dog
Loyal, Brave
Loving, Playing, Guarding
Best friend of man
Pet

For this exercise we would like you to write 2 cinquains, the one will be about COVID-19 and the other will be about your lockdown experience (you may choose one feeling or experience). Each of your cinquains can have a unique title too.

I have come up with a cinquain for each to help you with yours:

Brainstorm:



Rough draft/planning:

COVID-19

Planning

Line 1 – I have to choose **one** word that describes the topic: **Virus**

Line 2 – **Two** adjectives for the above subject (***You can choose more than two and narrow it down for your rough***): **Bad, deadly, scary, weak**

Line 3 – **Three** –ing action verbs (***You can choose more than three and narrow it down for your rough***): **Gripping, flipping, crippling, killing, dying, crying, coughing, aching**

Line 4 – **Four** word phrase relating to the subject of my poem: **The world left in shambles**

Line 5: A **synonym** (***You can use a thesaurus to find these -*** <https://www.thesaurus.com/>) for the first word: **Sickness**

Rough (***You can replace the words you have chosen by looking for better suited words in a thesaurus***)

Virus

~~Scary~~ **Frightening, deadly fatal**

Coughing, aching, crying

The world left in shambles

~~Sickness~~ **Illness**

Lockdown

Planning

Line 1 – I have to choose **one** word that describes the topic: **Home**

Line 2 – **Two** adjectives for the above subject (***You can choose more than two and narrow it down for your rough***): **stuck, bored, scared, cautious**

Line 3 – **Three** –ing action verbs (***You can choose more than three and narrow it down for your rough***): **missing, thinking, dreaming, wanting, longing, needing**

Line 4 – **Four** word phrase relating to the subject of my poem: **To get out again / To have our freedom / To be set free / For corona to leave / See my friends again / See my family again**

Line 5: A **synonym** (***You can use a thesaurus to find these -*** <https://www.thesaurus.com/>) for the first word: **Family, love, happy, bored**

Rough (***You can replace the words you have chosen by looking for better suited words in a thesaurus***)

Home

Cautious **Guarded, stuck trapped**

Missing, ~~dreaming~~ **envisaging**, needing

~~To see my family again~~ **Happy family time again**

Love

COVID-19 (neat)

Virus

Frightening, fatal

Coughing, aching, crying

The world in shambles

Illness

Lockdown (neat)

Home

Guarded, trapped

Missing, envisaging, needing

Happy family time again

Love