

Grade 6 English Home Language Worksheet Pack

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

Term 2, Week 4



Day 1: Language structures and conventions – Revision

Finite and infinitive verbs:

1. Replace the verbs ending in –ing with an infinitive verb.

- a) Mother liked reading stories to the children.
- b) The dog loved running after the ball.
- c) Father prefers travelling by bus.
- d) Olive oil can be used for cooking, baking, frying and in salad dressings.
- e) Lydia felt sad leaving her dog behind.

2. Rewrite the following sentences by adding your own infinitive verb at the end.

- a) I am sure you will be surprised...
- b) The children were not fully prepared...
- c) We will be ready...
- d) My friend...
- e) They were disappointed...

3. Rewrite the following sentences underlining the main verbs in the sentences and circle the infinitive verbs.

- a) Do you want to come to the concert with me?
- b) Don't forget to take your books with you.
- c) Peter asked his father to play soccer with him after school.
- d) Fluffy, the golden retriever, was always ready to play a game with the children.
- e) The children loved to listen to their teacher's stories in class.

Continuous tense:

4. Rewrite these sentences underlining the continuous verbs. State whether they are written in the present (using a green pen or pencil), past (using a red pen or pencil) or future (using a purple pen or pencil) in continuous tense in brackets next to the sentence.

i.e. Anansi was tricking the turtle into giving him all of his food. (past continuous tense) – Our clue is “was”, it is the past tense of “is”.

- a) While Roberta was playing the piano, her mother was cooking supper.
- b) We will be going on holiday to Knysna during the December holidays.
- c) It is raining, so I need to take the washing off the line.

5. Rewrite the following sentences in the past continuous tense.

i.e. David eats ice-cream every day during the Summer holidays.
becomes David was eating ice-cream every day during the Summer holidays.

1. First identify your verb.

2. Add an –ing to your verb.

3. Put “was” (one person/animal) or “were” (more than one person/animal) in front of your verb to make it past tense.

4. Change any other verbs in the sentence to past tense as well.

- a) She drives around in her new car.
- b) The man shouts as he walks along the railway line.
- c) Mother digs in the garden when the phone rings.
- d) Fluffy yelps because he has hurt his paw.
- e) The children watch TV while the babysitter sleeps.

Day 2: Language structures and conventions

Auxiliary Verbs

What is an auxiliary verb?

Some verbs cannot work on their own. They need a helper known as an auxiliary verb.

For example: The boys are running.

Running is the verb but it cannot work on its own – it is helped by *are*. Therefore the auxiliary verb in this sentence is *are*.



List of common auxiliary verbs

am, is, are, was, were, will, would, can, could, has, have, had, may, might

Auxiliary verbs and tenses

The tense of the auxiliary verb usually indicates the tense of the verb.

For example: I am eating my breakfast. (present continuous tense).

I was eating my breakfast. (past continuous tense).

I will eat my breakfast (future tense).

1. Rewrite these sentences in present continuous tense. Underline your auxiliary verb:

- The children (play) outside now.
- 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. Underline your auxiliary verb:

- She (sleep) 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.

- The children are going to watch 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.

The present perfect tense

The past tense has three main forms:

- **Simple past:** I walk to school.
- **Present perfect:** I have walked to school twice this week.
- **Past perfect:** I had already walked to school.



The **present perfect tense** talks about something in the past that is important in the present. It uses either has or have plus the past participle (which usually ends in -ed, -t, -d, or -en)

For example: He **has** written **his** exam.

Note: To form the simple present perfect tense, **has** or **have** is used with a **past participle** (the word that comes after "had") to describe an **action that has happened** in the **past** and **may still be happening**. The past participle is often regular, and therefore retains its simple past tense spelling, as "visited" does here:

Example: I / You / We / they (visit) have visited Argentina before.

Example: He / She / It (visit) has visited Argentina before.

Rewrite these sentences and fill in the spaces with the correct form of the verb in brackets in present perfect tense.

Example: John (walk) has walked to school since first grade. He is in fifth grade now.

Example: The girls (finish) have finished cleaning their rooms. Now they can go shopping.

1. Our company (arrive) _____. Please answer the door.
2. The ice on the sidewalk (melt) _____. I think the sun is out today.
3. The McMillans (prepare) _____ a lot of food for the party. It looks delicious.
4. Tony's flight from New Jersey (land) _____. We should see him any minute.
5. The bank officers (suggest) _____ that the meeting be scheduled for Wednesday morning. I will try to locate a conference room.
6. Sparky (taste) _____ his new dog food, and he seems to like it.
7. The police (arrest) _____ two men for the robbery. It is time to question them.
8. The medicine (cure) _____ William's illness. It seems miraculous.

Day 3: Figurative language 1 (Worksheet Cloud 16 April 2020)

Screenshot of the first part of the Worksheet Cloud lesson for those who do not have access to the internet:

DAILY STARTER

THERE
(Refers to a place)
He went in the door over there.

THEIR
(Shows ownership)
Their cat is the sweetest.

THEY'RE
(A contraction for "they are")
They're going to the movies.

1. The band likes to play their original songs.	right	wrong
2. They're flying kites in the park.	right	wrong
3. There is a monster in the closet.	right	wrong
4. No one likes there secrets told.	right	wrong
5. Sophie asked if they're would be clowns at the circus.	right	wrong
6. There best ideas were written on the whiteboard.	right	wrong
7. Don't go there.	right	wrong
8. They're are many reasons to learn a foreign language.	right	wrong

WorksheetCloud

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THERE
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He went in the door over there.

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(Shows ownership)
Their cat is the sweetest.

THEY'RE
(A contraction for "they are")
They're going to the movies.

Rewrite these sentences underlining the *there*, *their* or *they're* in the sentence and stating whether it is right or wrong.

I've downloaded the image the teacher uses, so you have a closer view of it. This will help you decide whether the *there*, *their* or *they're* has been used correctly.

The difference between literal and figurative language:

Literal language means exactly what it says, you are describing what you can actually see as it is. For example, I am literally typing these notes using my keyboard.

Figurative language uses devices like **similes**, **metaphors** or **personification** to describe something by **comparing** it to something else. For example, my fingers dance across the keyboard like a tap dancer. My fingers aren't literally dancing, they are just moving very quickly like a tap dancer would. I am therefore comparing my fingers to a tap dancer.

See more examples below:

Literal language	Figurative language
Grass is green.	The grass looks like the spiky green hair of the punk rocker (simile).
The sand feels rough under my feet.	The sand grains under my feet are nails scratching at me (metaphor).
The flower smells sweet.	The flower smells as sweet as honey (simile).
The cake is huge!	That cake is a mountain! I don't think I could eat it all.

Types of figurative language we commonly use:

Similes	A comparison using like or as.
Metaphors	A comparison without using like or as, so saying that one thing is another thing.

A) Below are sentences that contain similes and metaphors. Rewrite and then underline the two words in each sentence that are being compared.

1. The cat's fur was a blanket of warmth.
2. The lamp was a beacon of sunshine.
3. The fireworks were a lantern in the sky.
4. John slept like a log.
5. Mary was as sweet as pie.
6. George is lightning as he runs the race.
7. Gwen sings like an expert.
8. Mark's voice is velvet.
9. Cindy is a fish when she swims.
10. Tom is like a computer when he does his math.

B) Rewrite the numbers below and state whether each sentence above is a simile or a metaphor. Write S for simile or M for metaphor.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10. ____

C) Below are several sentences. If a metaphor is present, write a simile to take its place. If a simile is present, write a metaphor to take its place. It is fine to slightly modify your sentences in your answers.

1. Mike is a chef when he's in the kitchen.
2. Barbara is as hungry as a horse.
3. The car was a jet when it passed by us.
4. Kenny played the violin like an expert.
5. The music was as soothing as rain.
6. The grass is a green carpet for the golfers.
7. The inside of the car was a refrigerator.
8. His stomach was a bottomless pit.

Day 4: Figurative language (Worksheet Cloud 17 April 2020)

Onomatopoeia

This form of figurative language refers to a word or a group of words that, when spoken aloud, imitates the sounds they produce. Here are a few examples:



- The **buzzing** bee flew away.
- The sack fell into the river with a **splash**.
- The books fell on the table with a loud **thump**.
- He looked at the **roaring**
- The **rustling** leaves kept me awake.

1. Rewrite the sentences below and underline the onomatopoeia words:

- a) We could hear the quack-quack of the ducks as we threw them pieces of bread.
- b) In the quiet of the night all that could be heard was the tick-tock, tick-tock of the clock.
- c) On my first morning on the farm, I was awoken by the deafening cock-a-doodle-do of the rooster.
- d) The ding-dong of the doorbell is not loud enough.
- e) My teeth were chattering as we waited in the freezing cold for the bus to arrive.

Alliteration

This is the repeated sound of the first consonant in a series of multiple words.

For example: Peter Piper picked a peck of pickled peppers (repeated p sound).

2. Rewrite the sentences below and underline the alliteration. Explain why this is alliteration:

- a) Sally seized her sweeping broom and swept the two kittens right out the room.
- b) The crowd cheered when the champion hit the challenger with a chair.
- c) I dreamt of a drip-dropping drain in my dream.
- d) The hecklers hassled the humble harmonica player.

Personification

When we give human qualities to objects or animals.

Literal	Figurative
Grasshoppers make a high pitched noise.	Grasshoppers are fiddlers who play their legs.
My car is new and it's beautiful.	Look at my car. She is a beauty, isn't she?
The wind is blowing through the dry grass.	The wind whispered through dry grass.
The flowers are moving because of the wind.	The flowers danced in the gentle breeze.
There was a large fire in the forest.	The fire swallowed the entire forest.

A) Finish the sentences below with examples of personification. Remember to choose a word that would normally be a characteristic or an action of a human. *The first one has been done for you.*

1. The snow **whispered** as it fell to the ground.
2. The baseball bat _____ as Casey hit the ball.
3. The printer _____ out the copies that I printed.
4. The cup _____ an entire jar of tea.
5. The floor _____ as the elephant walked across it.
6. The car _____ as the key was turned.
7. The alarm clock _____ that it was time to get up.
8. The stars _____ at us from the night sky.
9. The chocolate cake was _____ my name.
10. The old refrigerator _____ a sad tune as it ran.

B) Here is a sample of a short paragraph that uses personification to describe a house. Rewrite this paragraph and underline all words and phrases that show personification.






Our house is an old friend of ours. Although he creaks and groans with every gust of wind, he never fails to protect us from the elements. He wraps his arms of bricks and mortar around us and keeps us safe. He's always been a good friend to us and we would never leave him.

Day 5: Writing a descriptive paragraph

When writing a descriptive paragraph you need to paint a picture with words. It is helpful to make use of your **senses**, **figurative language** (which you learnt about in term 1 and revised on days 3 and 4 this week) and **strong adjectives, verbs** and **nouns**.

How to use these abovementioned aspects in your writing:

1. Your senses

Prewriting Considerations for Including Sensory Details	
	What does my topic look like? <i>If I drew a picture of it, what would I draw?</i>
	What does my topic sound like? <i>What sounds do I think of when I think about my topic?</i> <i>What sounds would be found near my topic?</i>
	What does my topic smell like? <i>What smells would be found near my topic?</i>
	What does my topic taste like? <i>If I had to describe my topic as a taste, what would it be?</i>
	What does my topic feel like? <i>What feelings do I think of when I think about my topic?</i>



When planning your paragraph it will be helpful for you to write down your five senses on a page and then write next to these what you might see, hear, smell, taste and touch/feel in relation to your topic. In the **Worksheet Cloud** lesson the lovely teacher uses the topic of “going to the movies” as an example. I will “eating popcorn” as my example here, since I enjoy eating popcorn. Let’s have a look:

Eating popcorn

See	bumpy; yellow; white; cloud; kernels
Hear	crunch; swallow; mmm
Smell	buttery; delicious; distinct
Taste	warm; salty; cream cheese; chives; buttery
Touch/feel	warm; greasy; bumpy

2. Figurative language

Again, using the same principles as are taught on the **Worksheet Cloud** lesson, write down your figures of speech – **simile, metaphor, personification** and **onomatopoeia** and write examples of these based on your topic next to each. We are still using the above topic:

Eating popcorn

Simile	As yellow as the sun.
Metaphor	A cloud of happiness. A delicious explosion.
Personification	It jumps up and down! Unpopped kernels abandoned by their friends.
Onomatopoeia	Pop-pop Bang-bang Rattling

3. Strong adjectives, verbs and nouns

Again, using the same principles as are taught on the **Worksheet Cloud** lesson, write down your strong words in the following categories – **nouns, verbs** and very important, **adjectives**. Write examples of these based on your topic next to each. We are still using the above topic:

Eating popcorn

Nouns (focus on action and reaction)	I buried my hand deep into the bowl of popcorn and pulled out a handful of buttery goodness. I tossed the handful into my mouth, closed my eyes and exclaimed, “mmm, delicious!”
Verbs (that show a clear action)	Chewing Stuffing my mouth!
Adjectives	Tasty Yummy Bliss

I quite like how this teacher described it. This is what you need to keep in mind when writing. You need to “show” us with words, instead of just telling. Look at the difference:

What is the difference?

Tell

I was really scared to ride in the Ferrari. I felt a little ill, but excited at the same time. When the door closed and my seat belt was clicked into place, I held my breath. When the car began, I hoped for the best.

SHOW

As I slid into the jet-black leather seat of the Ferrari, my mouth went dry and my hands felt clammy. I clicked the seat belt into place and I held my breath like a new mom holding a her baby. I could taste the burger I'd eaten earlier at the back of my throat. When the car roared to life, my stomach dropped. I told myself that I would survive.

WorksheetCloud

Lastly, I will show you how I would write my descriptive paragraph using my planning above and the pointers given by the lovely teacher on Worksheet Cloud:

Rough

The microwave lights up the kitchen as its plate twirls and twirls. Suddenly I hear a pop, pop, pop as the house fills with the **distinct** lingering ~~popcorn~~ smell. I hear a **Beeping alerts me**, and **as I** hurry to the microwave like a ravenous beast! Ripping open the bag, steam envelopes my face. Little white and yellow **speckled** ~~coloured~~ clouds bounce about gently as the packet is tossed to and fro, igniting the buttery goodness. ~~The screen lights up my face as I settle to enjoy this delight.~~ **How long will this feast last?**

Neat

The microwave lights up the kitchen as its plate twirls and twirls. Suddenly a pop, pop, pop as the house fills with the distinct lingering smell. Beeping alerts me, as I hurry to the microwave like a ravenous beast! Ripping open the bag, steam envelopes my face. Little white and yellow speckled clouds bounce about gently as the packet is tossed to and fro, igniting the buttery goodness. How long will this feast last?