

Gr 6 ENG

Clever colons

A colon (:) is used to introduce a list or explanation.
For example: Stinky has three favourite activities: eating Kurt's socks, burying bones and chasing his own tail!

A semi-colon (;) is used to connect two sentences that are closely related. For example: Honey licked her lips; she loved tuna for dinner.

You can also use a semi-colon to separate groups of items in a long list. For example: Rashied had an apple, cereal and orange juice for breakfast; cheese, tomato, lettuce and cucumber sandwiches for lunch; rusks and tea for an afternoon snack and tomato, basil and chicken pasta for dinner.



A The colons in these sentences are all in the wrong place. Rewrite the sentences, putting the colons in their correct places.

1. Nilah iced her cupcakes: with the following colours pink, blue, green and yellow.

2. Kurt had to write a report: on three insects for the following week the bee, the mosquito and the praying mantis.

3. Honey had made a decision she was not going to be scared of Stinky: ever again!

4. Lindiwe did very well: in the swimming gala she won all four laps!

B Add semi-colons to these sentences to help them make sense.

1. I wrote a letter to my friend now I will post it.

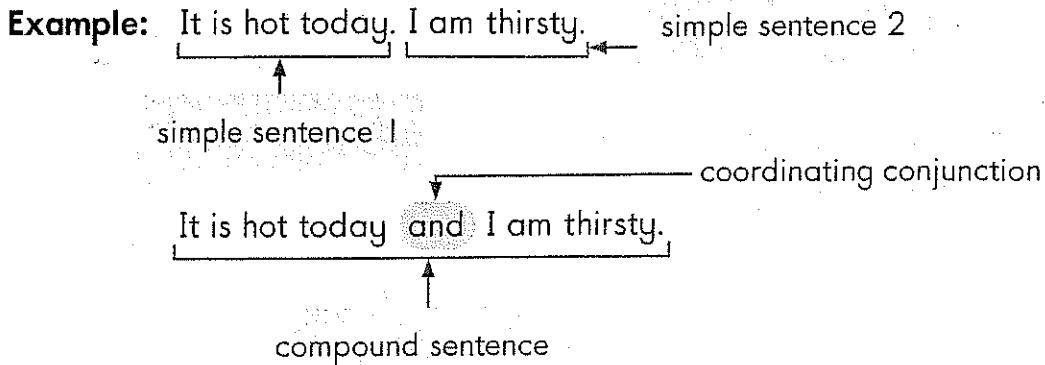
2. Kurt went to the movies, which he loves then he read a book.

3. Lindiwe packed shorts, takkies and old T-shirts to run around in her swimming costume, goggles, snorkel and flippers for the beach jeans, jerseys and extra socks for the cool evenings and her pyjamas to sleep in.

ENGLISH

Compound sentences

A **compound sentence** is made up of two simple sentences that are joined by a coordinating conjunction.



Compound sentences make your writing flow and make it more interesting to read. Read the story on page 36. It sounds broken because it has no compound sentences.

Remember

If a sentence is made up of two equally important ideas, it is a compound sentence.

Help

These hints will help you decide what conjunction to use in the exercise:

- *and* shows an addition
- *but* shows opposition
- *or* shows an alternative
- *because* shows a reason
- *so* shows a result.

1. Write on the line if the sentence is a simple or a compound sentence.
 - a) Asanda and Mike missed the bus. _____
 - b) Jess also missed the bus and she had to walk home.

 - c) Noel tripped Joe but the referee didn't see. _____
 - d) Lieze bought shoes, socks and a jersey. _____
2. Create compound sentences by joining the two simple sentences below using the conjunctions *and* or *but*.
 - a) Martin saw that it was raining. He decided to go out.

 - b) The cow broke through the fence. It ate all the carrots.

 - c) Manisha loves watching films. She doesn't like violent films.

 - d) Chantal is a good tennis player. She plays tennis every day.

ENGLISH

Adverbs of manner, time, place and degree

Adverbs are words that tell us more about verbs.

Example: Philippa tiptoed slowly.

The adverb *slowly* tells us *how* Philippa *tiptoed* (which is the verb).

Adverbs of manner give information about *how* an action is done.

Example: The athlete ran quickly.

Adverbs of time tell us *when* an action is done.

Example: My brother is coming home today.

Adverbs of place tell us *where* an action is done.

Example: I sprinted upstairs.

Adverbs of degree tell us *to what degree* or *how much* something happened.

Example: James almost fell over.

The adverb *almost* tells us that James came close to falling over – in other words *to what degree* he fell over.



Some adverbs of time are *today, yesterday, now* and *then*.

Some adverbs of place are *inside, outside, everywhere, downstairs, here* and *near*.

Some adverbs of degree are *very, quite, rather, nearly* and *hardly*.

1. Underline the adverb in each sentence and say whether it is an adverb of manner, time, place or degree.

a) Lenny nearly fainted in assembly. _____

b) It is hot outside. _____

c) Please carry that bag carefully. _____

d) Paul arrived late again. _____

e) My mother was quite tired and she fell asleep quickly.

f) She skipped happily along the pavement. _____

g) I have sometimes tripped over the step. _____

h) Dad came home early today. _____

ENGLISH

Non-finite verbs and auxiliary verbs

A **non-finite verb** is a verb that does not agree with its subject and does not show tense in a sentence. Non-finite verbs do not make sense when they are used alone with a subject.

Example: She swimming. ← non-finite verb

Non-finite verbs need auxiliary verbs to help them make sense.

Example: She is swimming. auxiliary verb

An **auxiliary verb** helps the main verb and is therefore also known as a **helping verb**. The second example makes sense because the auxiliary verb *is* has been added to the non-finite verb *swimming*.

Auxiliary verbs show the tense of the sentence. The auxiliary verb *is* places the action in the present progressive tense. The auxiliary verb *will* or *may* place the action in the future tense.

1. Circle the auxiliary verb in each sentence.
 - a) My father is leaving for work.
 - b) My friends are playing soccer tonight.
 - c) The dogs were barking loudly.
 - d) I am baking muffins this afternoon.
 - e) My parents are planning to buy a car.
2. Choose the correct auxiliary verb from the box below to complete the sentences. After each word you have chosen indicate the tense of the sentence.

will should am might is may

- a) She _____ walking home. _____
- b) I _____ enjoying school this year. _____
- c) Next week we _____ win our match. _____
- d) I _____ know all the answers in tomorrow's test as I know my work. _____
- e) Rajesh _____ study all night for the test. _____

ENGLISH

Finite verbs

A **finite verb** is a verb that agrees with its subject and shows tense and number. A finite verb, together with its subject, makes sense and can stand alone in a clause or sentence.

Example: She sings.

The diagram shows the sentence "She sings." with "She" circled and an arrow pointing to it from the word "subject". "sings" is also circled and has an arrow pointing to it from the words "finite verb".

To find out the subject of the finite verb, ask *who* or *what* does the action. Who sings? She sings, so *she* is the subject.

Every clause or sentence must have a finite verb.

Example: The ball flew over the wall.

The diagram shows the sentence "The ball flew over the wall." with "The ball" circled and an arrow pointing to it from the word "subject". "flew" is also circled and has an arrow pointing to it from the words "finite verb".

To test if a verb is finite, see whether it can stand on its own with a subject. Look at the following examples.

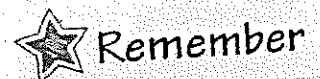
Examples: He laughs. ← This is a complete sentence. It makes sense, therefore the verb is finite.

He laughing. ← This is not a complete sentence. It does not make sense. The verb is not finite because the word *is* needs to be added for it to make sense.

A complete sentence must have a finite verb and a subject.

1. Underline the finite verb in each sentence. Circle the subject that links to each finite verb.

- I am hungry.
- She plays tennis every Saturday.
- They travel to the coast in the holidays.
- The dog chews his bone.
- My grandfather grows his own vegetables.
- My brother sings in the shower.
- Nomfundo swims on Friday nights.
- The athletes run past very quickly.



Remember
A **subject** is the thing or person who carries out the action.

ENGLISH

Reflexive pronouns

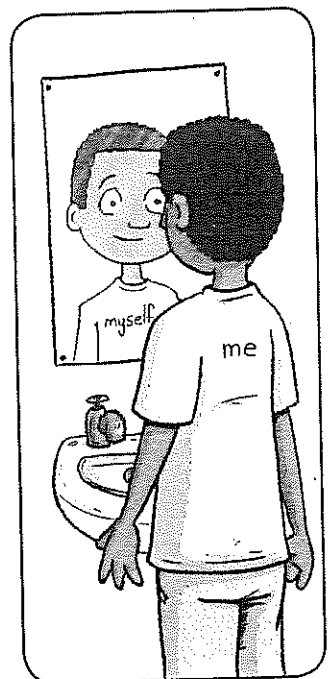
Reflexive pronouns refer to the person who is also the subject of the sentence. Reflexive pronouns are formed by adding *-self* or *-selves* to certain pronouns. The following are all examples of reflexive pronouns:

myself yourself himself herself itself ourselves yourselves themselves

Example: I cut myself accidentally while peeling potatoes.

The reflexive pronoun *myself* refers to the subject *I*.

1. Circle the correct pronoun in brackets so that the sentences are correct.
 - a) My father talks to (him/himself) all the time.
 - b) Granny still sees (her/herself) as a young person.
 - c) You need to learn to love (you/yourself) so that you can love others.
 - d) Bobby and Ben did not realise what they were getting (them/themselves) into.
 - e) I pushed (me/myself) to win the race.
2. Use the reflexive pronouns in the box at the top of the page to complete the following sentences. Look carefully at the subject of each sentence as you select the pronouns.
 - a) You only have _____ to blame if you get caught cheating in a test.
 - b) He told _____ that he would keep the secret forever.
 - c) She taught _____ to read at a young age.
 - d) The washing machine switches _____ off when it is finished.
 - e) I am proud of _____ for doing so well in the exams.
 - f) We were pleased with _____ for winning the match.
 - g) You may all help _____ to cake after prize-giving.
 - h) They told _____ that they were doing the right thing.



ENGLISH

Relative pronouns

Relative pronouns are linking words that connect a noun to further information provided by clauses. Relative pronouns begin subordinate clauses that provide the extra information.

The following are examples of relative pronouns:

who whom whose where whoever whatever that which

Examples:

The house, which was built a year ago, has already fallen down.

In this example the relative pronoun *which* is used to start the subordinate clause *which was built a year ago*.

The boy who is in Grade 5 won the race on sports day.

In this example the relative pronoun *who* is used to start the subordinate clause *who is in Grade 5*.

1. Complete these sentences by filling in the relative pronouns from the box above. The first one has been done for you.
 - a) Tom, whose house we visited this morning, is celebrating his birthday.
 - b) The car _____ my father bought was delivered on Saturday.
 - c) The thief _____ was stealing from us has been arrested.
 - d) The wedding, _____ is today, is going to be a happy occasion.
 - e) The city of Durban, _____ we used to go on holiday, has wonderful beaches.
 - f) Bonnie, _____ brother is also at our school, is head girl this year.
 - g) The decision, _____ it is, will have to be accepted by everyone.
 - h) The people who caused the damage, _____ they may be, must be caught.

ENGLISH

Countable nouns and uncountable nouns

Countable nouns name things we can count. Countable nouns can be singular or plural.

Example: coins, pen, pencils, desk, people, apples.

We use the articles a, an and the or words like my or this in front of countable nouns that are singular.

Examples: we use the words some, any, few or many in front of countable nouns that are plural. We can also use plural countable nouns on their own.

Examples: I love many flowers. I like apples.

Uncountable nouns name things or substances that we cannot separate to count.

Example: water, music, milk, snow, chalk

We cannot use the articles a and an in front of uncountable nouns but we can use the article the in front of them. We can also use the words some, any, a little or much in front of uncountable nouns.

Examples: Look at the rain. My mother gave me some advice.

1. Place the following nouns under the correct headings:

tea table news banana lemon sugar postman toast cloud homework
petrol chair cat exam salt music jersey sand

COUNTABLE:	UNCOUNTABLE:

2. Use the words **some, the, any, a little** or **much** in the following sentences and say whether the underlined noun is countable or uncountable.

a. How _____ money is left? _____

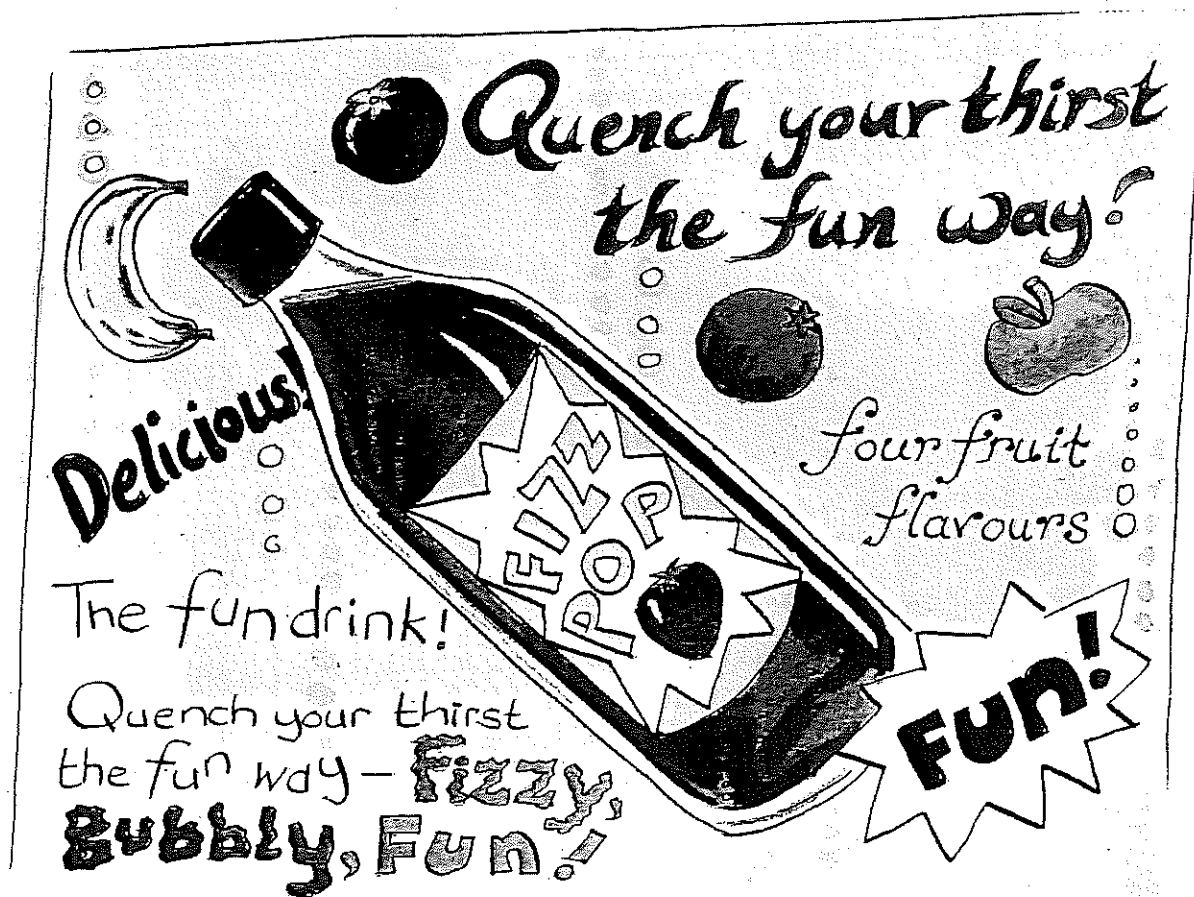
b. There may be _____ biscuits left in the tin.

c. There will only be _____ rain later. _____

d. _____ time you can spare will help. _____

e. We watched _____ cars race by. _____

ADVERTISEMENTS



Answer the following questions:

1. What are advertisements used for?

2. What is being advertised?

3. What sort of people do you think the advertisement is aimed at?

4. Would this advertisement persuade you to buy Fizz Pop? Say why or why not.

5. Would this advertisement persuade your parents to buy Fizz Pop? Say why or why not.

ENGLISH

GRADE 6

NEWSPAPER ARTICLE

MYSTERIOUS FISH SEEN IN LAKE

Mr Fred Clark is the latest person who claims to have seen a huge, mysterious fish in Lake Kent.

Mr Clark was spending his summer holiday at the beautiful lake as he is a keen fisherman. On Saturday, 22nd April, he was rowing to the shore after a day's fishing. The light was fading as he slowly made his way to the edge of the lake.

'Suddenly,' Mr Clark told our reporter, 'a huge fish jumped out of the water. I have never seen anything so big before. It was a shimmering blue

colour with a gigantic tail. I was so surprised that I nearly dropped the oars.'

Mr Clark went on to say that the fish jumped several times and then

disappeared from view.

Over many years people have claimed to have seen this mysterious fish but no one has ever caught it. Some people, however, claimed to have photographed the fish but many people do not believe it exists.

Mr Clark is sticking to his story, 'I know what I saw,' he says.



Questions:

1. Why might the headline make you read the story?

2. Where was Mr. Clark taking his holiday?

3. Why was he there?

4. At what time of the day did he see the fish?

5. How do you know that Mr. Clark was interviewed about what he had seen?

6. How does he describe the fish?

7. Why does the writer say that some people have "claimed" to have photographed the fish?

8. Does the story persuade you that this mysterious fish exists? Say why or why not.

