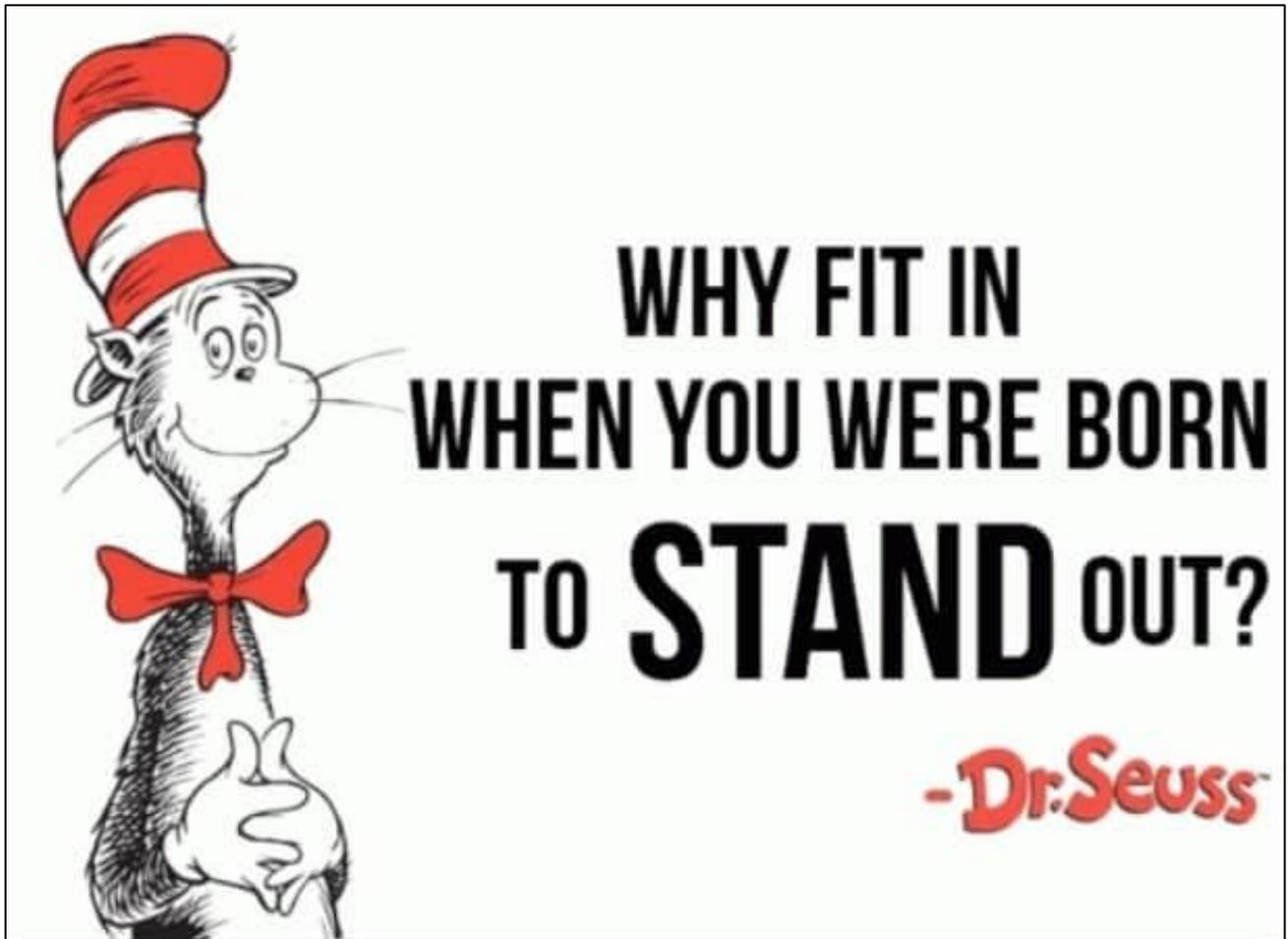


Grade 6 English Home Language Worksheet Pack

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



Term 2, Week 6

Day 1: Write your own fable

A **fable** is a fictional narrative meant to teach a moral lesson.

The characters in a **fable** are usually **animals** whose words and actions reflect human behaviour.

You may redraw the table below and use it for the planning of your fable:

Your own fable's title:		How your fable develops:
Beginning	Characters and setting are introduced.	
Middle	Events start to take place. Name the first one.	
	A problem of some sort is introduced.	
	Events start to lead to a climax.	
	Climax or main event takes place.	
End	Problem is sorted out.	
	The story ends and the moral or lesson is revealed.	

Here is a marking checklist you can use as a guide when checking your progress through the writing process:

Composition	Illustrations	Editing	Comments
Presents a moral _____	Illustrations relate to the story _____	Final draft is neat and legible _____	
Logical sequence, clearly written _____	Illustrations are neat and appropriately placed _____	Rough draft shows student has edited for spelling, grammar and punctuation _____	
Organisation of writing is clearly structured _____	Illustrations are creative in colour and design _____	Proper grammar and spelling is used _____	

Please email scanned or photographed copies of your fable with illustrations to Mrs Gabriels at liskle@starofthesea.co.za or to Miss Buchanan at megbuc@starofthesea.co.za.

Day 2: Language revision – colons, commas and contractions

Colons and commas

A colon is a useful punctuation mark. It looks like two dots on top of one another (:). It can separate minutes from hours, introduce lists, and much more. *For example:*

a) time: She arrived at 3:20 p.m.

b) lists: When you are going to make a list of several items, introduce the list with a colon. For example: When I go to the supermarket I need to buy the following items: milk, eggs, bread, and cheese.



Commas are used to tell the reader where to pause briefly when reading a sentence.

They are used:

1) to separate words or phrases in a list.

E.g. My best friends are Sandhile, Timothy, Joleen and Rashid.

Haran found an African snout butterfly, a blue pansy butterfly, a swallowtail butterfly, an emperor moth and a Mimosa moth.

2) before the word, "but".

E.g. I looked everywhere for my pen, but I couldn't find it.

3) to separate the two original sentences when you begin with a conjunction (joining word).

E.g. Although I looked everywhere for my pen, I could not find it.

4) when addressing someone

E.g. Waiter, there's a fly in my soup.

Close the door please, Jenny.

5) before and after additional information about a noun, where this information could replace the noun in the sentence.

E.g. We washed our dog, Newton, with a special flea-repellant shampoo.

Hazelmere Primary School, the largest school in the district, easily won the gala.

6) to separate direct speech from the rest of the sentence.

E.g. "Listen carefully," said the tour guide.

Miss Plaatjies said, "Have your homework ready, class."

"We couldn't play soccer today," said John, "because the field was flooded."

Colon

The fruit seller had three kinds of fruit:
bananas, apples, and oranges.

www.learngrammar.net

Let's eat grandma!



Let's eat, grandma!

**PUNCTUATION
SAVES LIVES!**

Activity 1.

Use colons and commas to rewrite the time or add the correct punctuation to the lists in following sentences:

(I'll do this first one with you as an example)

1. Sam woke up at five seventeen this morning but he went back to sleep.
Sam woke up at **5:17** this morning, but he went back to sleep
2. My mom said I could play at my cousin's house till four thirty on Saturday afternoon.
3. I went to the shop and bought strawberries cheese apples bread and tomatoes.
4. The reporter interviewed the following people the witness the people standing around the policeman and the shop owner.
5. I have invited the following people to my party Kevin Amy Wendy and John.

Contractions

A contraction is a shortened version of the written and spoken forms of a word. In order to make a contraction, you need to combine two words together into one. You also need to add an apostrophe when you combine the two words. For example: *He has not = he hasn't*



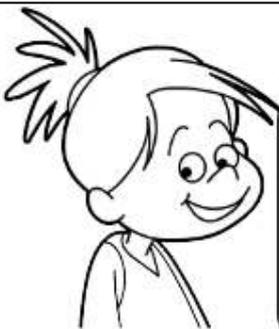
Activity 2

Replace the underlined words with contractions:

(I'll do the first one with you as an example)

1. We are going on a picnic tomorrow.
We're going on a picnic tomorrow.
2. I am sure she will be here on time.
3. It is a hot day today.
4. Let us not be confused by all the shouting and screaming that is going on.
5. What is the correct time, please?
6. She has not visited her grandfather in a while because of the lockdown.
7. I do not enjoy eating stale bread, I would rather toast it.
8. I would have preferred more sugar in my tea.
9. I cannot believe the audacity of that boy!
10. Can you believe that she still did not see the Jumanji movie that was released last year?

Day 3: Subject-verb agreement



In a sentence, subjects and verbs must agree with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural. For example: *The car (singular) stays (singular) in the garage.*

Activity 1:

Underline the subjects and put brackets around the verbs in these sentences:

- a) We always eat hamburgers for supper on Friday nights.
- b) During the storm, the hailstones dented the car.
- c) The sheep and cows stay in the same field during the day.

- d) They read the Internet rules in silence.
- e) I have decided to write an article about Internet dating for tweens.

Activity 2:

Add the correct word to these sentences to make sure the subject and verb agree.

- a) The Internet (are/is) one of the most amazing inventions of our time.
- b) If people spend too much time on gaming sites and other websites like Facebook, they (starts/started/start/starting). to suffer from a condition called cyber addiction.
- c) My school (don't/doesn't) have a specific plan on how to deal with cyberbullying.
- d) She (delete/deletes/deleted/deleting) her Facebook, Twitter and Instagram accounts.
- e) Some girls (looks/look/looking) for boyfriends on the Internet.

Activity 3:

Change the verbs in these sentences so that the subject and verbs agree.

- a) Parents worries about their children's safety on the Internet.
- b) Happy people plays outside and do not watches too much television.
- c) I listens to the radio every morning when I wakes up.
- d) My favourite Internet game are Minecraft.
- e) Her dress are pretty and fit her well.

Day 5: Prepositions



A **preposition** is a word that shows position, direction, time or possession in a sentence. It comes just before a noun or pronoun.

Some prepositions show position: *For example: The orange is on the tree.*

Some prepositions show direction (into, in) *For example: I hit the ball over the net.*



Some prepositions show time (at, in, on, until). *For example: I will play tennis at two o'clock.*

Some prepositions show possession (of, with, to). *For example: I played tennis with you.*

Activity 1:

Choose prepositions to complete the sentences. Use each preposition only once.

into at after around with
on through in towards

1. Marie Curie turned the metal _____ in her hand.
2. Her friend Henri looked at the Uranium _____ the bottle and walked _____ the door.
3. They found two elements _____ the uranium.
4. Marie's husband Pierre said he would be home _____ 6 o'clock.
5. Marie went to sleep _____ midnight, at about 1pm.
6. Marie Curie was born _____ 1867.
7. The Curies worked _____ their friend Henri to find out more about uranium.
8. Henri was a friend _____ the Curies.
9. Pierre walked _____ the lounge and into the backyard.
10. Marie put the uranium in the bottle _____ the fridge.