



education

Department of
Education
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English Grammar Workbook

GRADE 6

TERM 3



WHAT ARE ADJECTIVES?

Adjectives are words that describe or modify nouns and pronouns. They provide more information about a person, place, thing, or idea, making your writing more interesting and detailed.

Types of Adjectives

1. **Descriptive Adjectives:** Describe qualities of a noun (e.g., happy, blue, tall).
2. **Quantitative Adjectives:** Indicate quantity (e.g., some, many, few).
3. **Demonstrative Adjectives:** Point out specific nouns (e.g., this, that, these, those).
4. **Possessive Adjectives:** Show ownership (e.g., my, your, his, her).
5. **Interrogative Adjectives:** Used in questions (e.g., which, what, whose).
6. **Comparative Adjectives:** Compare two things (e.g., bigger, smarter).
7. **Superlative Adjectives:** Compare more than two things, showing the extreme (e.g., biggest, smartest).

How to Use Adjectives

- Before the noun: The red apple is sweet.
- After the verb 'to be': The apple is red.
- In a sequence: She has a small, blue, round ball.

Examples

- Descriptive: The fluffy cat.
- Quantitative: She has three books.
- Demonstrative: These cookies are delicious.
- Possessive: That is her notebook.
- Interrogative: Which color do you prefer?
- Comparative: This book is better than that one.
- Superlative: She is the tallest girl in the class.

Exercise

Part 1: Identifying Adjectives

Read the sentences below and underline the adjectives.

1. The sky is blue and clear.
2. I have three friends coming over.

3. This cake is delicious.
4. She wore a beautiful dress.
5. He is the fastest runner in the school.

Part 2: Using Adjectives

Fill in the blanks with appropriate adjectives from the box below.

| happy | large | seven | that | tallest |

1. She has a very _____ smile.
2. They live in a _____ house near the lake.
3. There are _____ days in a week.
4. Do you remember _____ day at the park?
5. He is the _____ boy in our class.

**Adjectives help us to create vivid images
about people, places, or things.**

people	places	things
 angry lady	 beautiful city	 tasty taco
 energetic girl	 expensive shop	 strong ox

WHAT ARE GERUNDS?

A gerund is the -ing form of a verb that functions as a noun in a sentence. Even though it looks like a verb, it acts like a noun.

How to Identify Gerunds

- Gerunds end in -ing.
- They can be subjects, objects, or complements in a sentence.

Examples

1. Running is fun. (subject)
2. She enjoys swimming. (object)
3. His favorite activity is reading. (complement)

Uses of Gerunds

1. As a Subject:
 - Example: Swimming is my favorite sport.
2. As an Object:
 - Example: I enjoy reading.
3. After Prepositions:
 - Example: She is good at drawing.
4. After Certain Verbs:
 - Example: They suggested going to the park.

Exercise

Part 1: Identifying Gerunds

Read the sentences below and circle the gerunds.

1. Cooking is an important skill.
2. He loves playing soccer.
3. Reading helps improve your vocabulary.
4. They are interested in learning new languages.
5. Her hobby is painting.
- 6.

Part 2: Using Gerunds

Complete the sentences with the correct gerund form of the verbs in parentheses.

1. She enjoys _____ (dance).
2. _____ (travel) around the world is his dream.
3. They practiced _____ (speak) English every day.
4. I am excited about _____ (visit) my grandparents.
5. He is afraid of _____ (fly).

Gerunds

Gerunds are words that end with -ing.
Gerunds are not verbs but are used as nouns.



This is Simon.

He enjoys **reading** books.

Note: **Reading** is used here as the **name of an activity** that he enjoys.

He may not be reading a book right now. So we are not talking about what his is doing (verb). We are talking about an activity that he enjoys.

Gerunds are usually used after prepositions (**of / at / after / before / in / for** etc) and after certain verbs such as **love / like / hate / enjoy / suggest / mind / miss / stop / start / begin** etc. Gerunds could be the **subject** , **object** or **complement** in a sentence.

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WHAT IS ACTIVE VOICE?

In active voice, the subject of the sentence performs the action. This makes the sentence direct and clear.

Structure: Subject + Verb + Object

Example:

- The cat (subject) chased (verb) the mouse (object).

What is Passive Voice?

In passive voice, the subject of the sentence receives the action. This can be useful when the focus is on the action or the object rather than who performed the action.

Structure: Object + Form of "to be" + Past Participle + (by Subject)

Example:

- The mouse (object) was chased (form of "to be" + past participle) by the cat (subject).

How to Form Passive Voice

1. Identify the object of the active sentence.
2. Move the object to the subject position.
3. Use the appropriate form of the verb "to be" (am, is, are, was, were).
4. Use the past participle form of the main verb.
5. Optionally, include the original subject after "by".

Examples

Active: The chef cooked the meal. **Passive:** The meal was cooked by the chef.

Active: The dog bit the boy. **Passive:** The boy was bitten by the dog.

Exercise Activity on Active and Passive Voice

Part 1: Identifying Active and Passive Voice

Read the sentences below and write whether they are in active or passive voice.

1. The book was written by J.K. Rowling.
2. The gardener plants the flowers.
3. The homework was completed by the student.
4. The teacher explains the lesson.
5. The cake was eaten by the children.

Part 2: Changing Active to Passive Voice

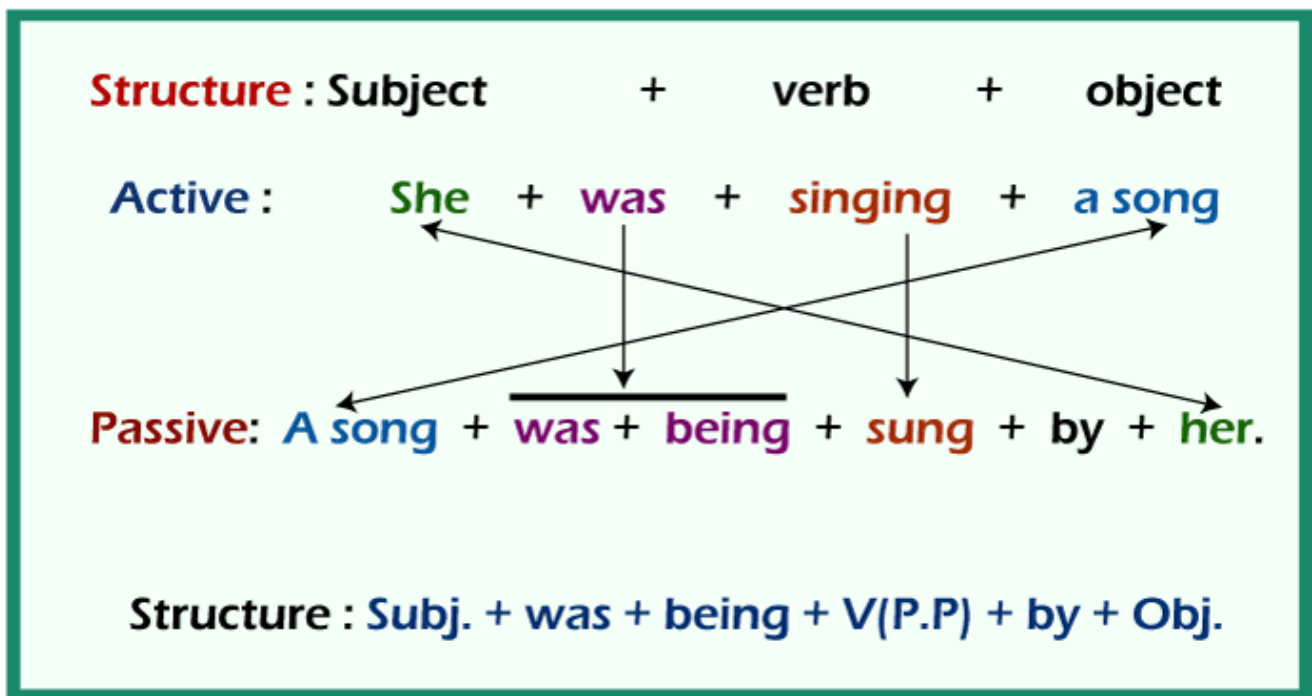
Rewrite the following active voice sentences in passive voice.

1. The cat chased the mouse.
2. The artist painted a beautiful picture.
3. The students answered the questions.
4. The police officer arrested the thief.
5. The chef prepared a delicious meal.

Part 3: Changing Passive to Active Voice

Rewrite the following passive voice sentences in active voice.

1. The song was sung by the choir.
2. The letter was written by Sarah.
3. The game was won by the team.
4. The house was built by the construction workers.
5. The car was repaired by the mechanic.



WHAT IS THE NEGATIVE FORM?

The negative form is used to indicate that something is not true or to deny something. In English, we often form negatives by adding "not" after an auxiliary verb (like "be," "have," "do," "can," etc.).

How to Form the Negative

1. With the verb "to be":

- Present: am not, is not (isn't), are not (aren't)
 - Example: She is not (isn't) happy.
- Past: was not (wasn't), were not (weren't)
 - Example: They were not (weren't) there.

2. With the verb "to have":

- Present: have not (haven't), has not (hasn't)
 - Example: I have not (haven't) finished my homework.
- Past: had not (hadn't)
 - Example: She had not (hadn't) seen the movie.

3. With auxiliary verbs (do, does, did):

- Present: do not (don't), does not (doesn't)
 - Example: He does not (doesn't) like vegetables.
- Past: did not (didn't)
 - Example: They did not (didn't) go to the park.

4. With modal verbs (can, could, will, would, shall, should, may, might, must):

- **Examples:**
 - I cannot (can't) swim.
 - She will not (won't) come.
 - They might not (mightn't) agree.

Examples

• Present Simple:

- **Affirmative:** She likes ice cream.
- **Negative:** She does not (doesn't) like ice cream.
-

- **Past Simple:**
 - **Affirmative:** They visited the museum.
 - **Negative:** They did not (didn't) visit the museum.
- **Future Simple:**
 - **Affirmative:** He will call you.
 - **Negative:** He will not (won't) call you.

Exercise

Part 1: Changing to Negative Form

Change the following sentences to their negative form.

1. She is playing soccer.
2. They have finished their work.
3. He will go to the party.
4. We can swim well.
5. I like spinach.

Part 2: Identifying the Negative Form

Read the sentences below and identify the negative words.

1. She does not (doesn't) want to go to the store.
2. He cannot (can't) find his keys.
3. They were not (weren't) happy with the results.
4. I will not (won't) be attending the meeting.
5. You should not (shouldn't) run in the hallways.

Part 3: Creating Negative Sentences

Write negative sentences using the following prompts.

1. (I / to be / tired)
2. (She / to have / a cat)
3. (They / to do / their homework)
4. (He / to can / dance)
5. (We / to will / travel tomorrow)

WHAT ARE CONTRACTIONS?

Contractions are shortened forms of words or combinations of words created by omitting certain letters and sounds. An apostrophe (') is used to indicate where the letters have been left out. Contractions are commonly used in spoken and informal written English.

Common Contractions

1. **With "to be" verbs:**
 - I am → I'm
 - You are → You're
 - He is / She is / It is → He's / She's / It's
 - We are → We're
 - They are → They're
2. **With "will":**
 - I will → I'll
 - You will → You'll
 - He will / She will / It will → He'll / She'll / It'll
 - We will → We'll
 - They will → They'll
3. **With "have":**
 - I have → I've
 - You have → You've
 - He has / She has / It has → He's / She's / It's
 - We have → We've
 - They have → They've
4. **With "has":**
 - He has → He's
 - She has → She's
 - It has → It's
5. **With "had" and "would":**
 - I had / I would → I'd
 - You had / You would → You'd
 - He had / He would / She had / She would / It had / It would → He'd / She'd / It'd
 - We had / We would → We'd
 - They had / They would → They'd
6. **With "not":**
 - is not → isn't
 - are not → aren't
 - was not → wasn't
 - were not → weren't
 - do not → don't
 - does not → doesn't
 - did not → didn't
 - has not → hasn't
 - have not → haven't
 - had not → hadn't

- will not → won't
- would not → wouldn't
- cannot → can't
- could not → couldn't
- should not → shouldn't
- might not → mightn't
- must not → mustn't

Examples

- **I am** happy. → **I'm** happy.
- **He is** going to school. → **He's** going to school.
- **We will** see you later. → **We'll** see you later.
- **They have** finished their homework. → **They've** finished their homework.
- **She did not** understand the question. → **She didn't** understand the question.

Exercise

Part 1: Identifying Contractions

Read the sentences below and underline the contractions.

1. She's going to the market.
2. We aren't ready for the test.
3. I'll call you tomorrow.
4. They've completed the project.
5. He doesn't like broccoli.

Part 2: Expanding Contractions

Write the full form of the contractions in the sentences below.

1. You're my best friend.
2. He'll be here soon.
3. I can't find my keys.
4. We've been to that place before.
5. It isn't raining anymore.

Part 3: Creating Sentences with Contractions

Rewrite the following sentences by using contractions.

1. She is not going to the party.
2. They will arrive at noon.
3. I do not know the answer.
4. He has finished his homework.
5. You are my favorite teacher.

WHAT ARE STEMS, PREFIXES, AND SUFFIXES?

1. **Stems:** The stem is the main part of a word that provides its core meaning. For example, in the word "playful," "play" is the stem.
2. **Prefixes:** A prefix is a group of letters added to the beginning of a word to change its meaning. For example, "un-" in "unhappy" changes the meaning of "happy" to its opposite.
3. **Suffixes:** A suffix is a group of letters added to the end of a word to change its form or meaning. For example, "-ful" in "joyful" changes the noun "joy" into an adjective.

Common Prefixes and Their Meanings

- **un-:** not (e.g., unhappy = not happy)
- **re-:** again (e.g., redo = do again)
- **pre-:** before (e.g., preview = view before)
- **dis-:** opposite of (e.g., dislike = opposite of like)
- **mis-:** wrongly (e.g., mislead = lead wrongly)

Common Suffixes and Their Meanings

- **-ful:** full of (e.g., joyful = full of joy)
- **-less:** without (e.g., hopeless = without hope)
- **-ly:** in a certain way (e.g., quickly = in a quick way)
- **-ness:** state of being (e.g., happiness = state of being happy)
- **-ment:** action or process (e.g., development = process of developing)

How to Identify Stems, Prefixes, and Suffixes

1. **Identify the Stem:** Look for the core part of the word that carries the basic meaning.
2. **Identify the Prefix:** If there are extra letters at the beginning of the word, see if they form a common prefix.
3. **Identify the Suffix:** If there are extra letters at the end of the word, see if they form a common suffix.

Exercise Activity on Stems, Prefixes, and Suffixes

Part 1: Identifying Stems, Prefixes, and Suffixes

Underline the stem, circle the prefix, and put a box around the suffix in each word.

1. **unhappy****
2. **replay****
3. **hopeful**
4. **preview**
5. **kindness**

Part 2: Matching Prefixes and Suffixes

Match each prefix or suffix with its correct meaning.

Prefix/Suffix	Meaning
un-	a. full of
re-	b. without
-ful	c. not
-less	d. again
-ly	e. in a certain way

Part 3: Creating New Words

Add prefixes or suffixes to the given stems to create new words.

1. (happy) _____
2. (lead) _____
3. (care) _____
4. (help) _____
5. (joy) _____



WHAT IS A SIMPLE SENTENCE?

A simple sentence consists of a single independent clause. An independent clause has a subject and a verb and expresses a complete thought.

Examples:

- The cat sleeps.
- She runs every morning.
- They play soccer.

Structure:

- Subject + Verb (and possibly an object and modifiers)

Example:

- The dog (subject) barked (verb).

What is a Complex Sentence?

A complex sentence consists of one independent clause and one or more dependent clauses. A dependent clause has a subject and a verb but does not express a complete thought on its own.

Examples:

- Because it was raining, we stayed inside.
- She went to bed after she finished her homework.

Structure:

- Independent clause + Dependent clause(s)
- The dependent clause is usually introduced by a subordinating conjunction (e.g., because, since, although, after, if, when).

Example:

- I went to the park (independent clause) because it was a sunny day (dependent clause).

Subordinating Conjunctions

Common subordinating conjunctions include:

- because
- since
- although
- after
- if

- when

Exercise Activity on Simple and Complex Sentences

Part 1: Identifying Simple and Complex Sentences

Read the sentences below and write whether they are simple or complex.

1. She drinks tea every morning.
2. Because he was tired, he went to bed early.
3. They watched a movie after they finished their homework.
4. I love reading books.
5. Although it was cold, they went for a walk.

Part 2: Creating Simple Sentences

Create a simple sentence using the following subjects and verbs.

1. (The bird / sing) _____
2. (She / study) _____
3. (The car / stop) _____
4. (They / laugh) _____
5. (He / write) _____

Part 3: Creating Complex Sentences

Create a complex sentence using the following independent and dependent clauses.

1. (Independent clause: I enjoy swimming) / (Dependent clause: because it is relaxing)

2. (Independent clause: She missed the bus) / (Dependent clause: since she woke up late)

3. (Independent clause: We can go to the park) / (Dependent clause: if it stops raining)

4. (Independent clause: They went inside) / (Dependent clause: when it started to snow)

5. (Independent clause: He studied hard) / (Dependent clause: although he was tired)

Part 4: Combining Sentences

Combine each pair of simple sentences into a complex sentence.

1. The sun was shining. We decided to go to the beach.

2. She was hungry. She didn't eat breakfast.

3. He went to the library. He needed to find some information.

4. They finished their homework. They watched TV.

5. I was late to the meeting. There was heavy traffic.

WHAT ARE VERB CLAUSES?

A verb clause is a group of words that contains a subject and a verb. Verb clauses can be independent (main) clauses that stand alone as complete sentences, or dependent (subordinate) clauses that cannot stand alone and need to be connected to an independent clause.

Types of Verb Clauses

1. Independent Clauses:

- An independent clause expresses a complete thought and can stand alone as a sentence.
- Example: *She enjoys reading.* (Independent clause)

2. Dependent Clauses:

- A dependent clause does not express a complete thought and cannot stand alone as a sentence. It needs an independent clause to form a complete sentence.
- Example: *Because she enjoys reading,* (Dependent clause) *she goes to the library often.* (Independent clause)

Subordinating Conjunctions

Dependent verb clauses often begin with subordinating conjunctions, which link them to independent clauses. Common subordinating conjunctions include:

- because
- although
- if
- when
- since
- after
- while

Examples of Verb Clauses

1. Independent Clause:

- *I like pizza.*
- *He runs every morning.*

2. Dependent Clause:

- *Because it was raining, we stayed inside.*
- *If she finishes her homework, she can watch TV.*

Exercise Activity on Verb Clauses

Part 1: Identifying Independent and Dependent Clauses

Read the sentences below and write whether the underlined clause is independent or dependent.

1. *When the bell rings*, we will go to lunch.
2. She dances *because she loves music*.
3. *They went to the park* after they finished their chores.
4. *Although he was tired*, he continued to work.
5. *I will call you* if I need help.

Part 2: Creating Sentences with Dependent Clauses

Add a dependent clause to the given independent clauses using the subordinating conjunction provided.

1. She will be late (because) _____
2. We went for a walk (although) _____
3. He studied hard (so that) _____
4. They decided to go (after) _____
5. I will help you (if) _____

Part 3: Combining Clauses

Combine the following pairs of clauses into complex sentences using the appropriate subordinating conjunction.

1. She was happy. She got a new bike. (because)

2. He finished his homework. He played video games. (after)

3. We will go to the beach. It doesn't rain. (if)

4. They were late. The bus was delayed. (because)

5. I will read a book. I have some free time. (when)

Answers Part 1: Identifying Adjectives 1. The sky is blue and clear. 2. I have three friends coming over. 3. This cake is delicious. 4. She wore a beautiful dress. 5. He is the fastest runner in the school. Part 2: Using Adjectives 1. She has a very happy smile. 2. They live in a large house near the lake. 3. There are seven days in a week. 4. Do you remember that day at the park? 5. He is the tallest boy in our class.	Answers Part 1: Identifying Active and Passive Voice 1. The book was written by J.K. Rowling. (Passive) 2. The gardener plants the flowers. (Active) 3. The homework was completed by the student. (Passive) 4. The teacher explains the lesson. (Active) 5. The cake was eaten by the children. (Passive) Part 2: Changing Active to Passive Voice 1. The cat chased the mouse. - o The mouse was chased by the cat. 2. The artist painted a beautiful picture. - o A beautiful picture was painted by the artist. 3. The students answered the questions. - o The questions were answered by the students. 4. The police officer arrested the thief. - o The thief was arrested by the police officer. 5. The chef prepared a delicious meal. - o A delicious meal was prepared by the chef.
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Part 1: Changing to Negative Form 1. She is not (isn't) playing soccer. 2. They have not (haven't) finished their work. 3. He will not (won't) go to the party. 4. We cannot (can't) swim well. 5. I do not (don't) like spinach. Part 2: Identifying the Negative Form 1. She does not (doesn't) want to go to the store. 2. He cannot (can't) find his keys. 3. They were not (weren't) happy with the results. 4. I will not (won't) be attending the meeting. 5. You should not (shouldn't) run in the hallways. Part 3: Creating Negative Sentences 1. I am not (I'm not) tired. 2. She does not (doesn't) have a cat. 3. They do not (don't) do their homework. 4. He cannot (can't) dance. 5. We will not (won't) travel tomorrow.	Part 1: Identifying Stems, Prefixes, and Suffixes 1. unhappy** (un-: prefix, happy: stem) 2. replay** (re-: prefix, play: stem) 3. hopeful (hope: stem, -ful: suffix) 4. preview (pre-: prefix, view: stem) 5. kindness (kind: stem, -ness: suffix) Part 2: Matching Prefixes and Suffixes <table border="1"> <thead> <tr> <th>Prefix/Suffix</th><th>Meaning</th></tr> </thead> <tbody> <tr> <td>un-</td><td>c. not</td></tr> <tr> <td>re-</td><td>d. again</td></tr> <tr> <td>-ful</td><td>a. full of</td></tr> <tr> <td>-less</td><td>b. without</td></tr> <tr> <td>-ly</td><td>e. in a certain way</td></tr> </tbody> </table> Part 3: Creating New Words 1. (happy) unhappy 2. (lead) mislead 3. (care) careful 4. (help) helpless 5. (joy) joyful	Prefix/Suffix	Meaning	un-	c. not	re-	d. again	-ful	a. full of	-less	b. without	-ly	e. in a certain way
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4. He 's finished his homework.
5. You 're my favorite teacher.

Part 1: Identifying Simple and Complex Sentences

1. She drinks tea every morning. (Simple)
2. Because he was tired, he went to bed early. (Complex)
3. They watched a movie after they finished their homework. (Complex)
4. I love reading books. (Simple)
5. Although it was cold, they went for a walk. (Complex)
- 6.

Part 2: Creating Simple Sentences

1. The bird sings.
2. She studies.
3. The car stops.
4. They laugh.
5. He writes.
- 6.

Part 3: Creating Complex Sentences

1. I enjoy swimming because it is relaxing.
2. She missed the bus since she woke up late.
3. We can go to the park if it stops raining.
4. They went inside when it started to snow.
5. He studied hard although he was tired.
- 6.

Part 4: Combining Sentences

1. Because the sun was shining, we decided to go to the beach.
2. She was hungry because she didn't eat breakfast.
3. He went to the library because he needed to find some information.
4. After they finished their homework, they watched TV.
5. I was late to the meeting because there was heavy traffic.

Part 2: Creating Sentences with Dependent Clauses

1. She will be late **because the traffic is heavy.**
2. We went for a walk **although it was raining.**
3. He studied hard **so that he could pass the test.**
4. They decided to go **after they finished their homework.**
5. I will help you **if you ask me.**

Part 3: Combining Clauses

1. She was happy **because she got a new bike.**
2. He finished his homework **after he played video games.**
3. We will go to the beach **if it doesn't rain.**
4. They were late **because the bus was delayed.**
5. I will read a book **when I have some free time.**