

Important Concepts . . .

Preview Review



Language Arts

Grade 6

W1 - Lesson 4: Sentence

Important Concepts of Grade 6 Language Arts

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Materials Required

Textbooks

*Cornerstones Anthologies
6A and 6B*

Language Arts Grade 6

Version 5

Preview/Review W1 - Lesson 4

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Preview/Review Concepts for Grade Six Language Arts



*W1 - Lesson 4:
Sentence Agreements*

OBJECTIVES

By the end of this lesson, you should

- recognize and use correct subject-verb agreement in sentences
- recognize and use correct pronoun-antecedent agreement in sentences

GLOSSARY

antecedent - a word or words that have been replaced by a pronoun

pronoun - a word that replaces a noun

subject - the part of a sentence that tells who or what does the action

verb - a word that expresses physical or mental action

W1 - Lesson 4: Sentence Agreements

The main goal of writing is to communicate effectively and clearly. Writing sentences that meet this goal is an important skill to develop and improve.

To be effective and clear, certain parts of the sentence must *agree* so that the sentence makes sense.

This lesson begins with the agreement between the **subject** and the **verb**.

First, quickly review these sentence parts.

Quick Subject Review

- The **subject** of a sentence is the word or words that tell who or what the sentence is about, or who or what does the action. It is usually a noun or pronoun.
- *The boy is at his grandmother's place.* The subject of the sentence is *boy*.
- *The trumpets blare out the song.* The subject of the sentence is *trumpets*.



Quick Verb Review

- A **verb** is a word that expresses the action or state of being of the subject.
- *The boy is at his grandmother's place.* The verb: *is*.
- *The trumpets blare out the song.* The verb: *blare*.

Subject-Verb Agreement

The Rule:

Verbs must agree with, or match, their subjects in number.

What this means:

Singular subjects must have singular verbs, and plural subjects must have plural verbs.

Examples that agree:

The *boy is* at his grandmother's place. (singular subject and verb)

The *trumpets blare out* the song. (plural subject and verb)

Examples that do not agree:

The *boy are* at his grandmother's place. (singular subject and plural verb)

The *trumpets blares out* the song. (plural subject and singular verb)

A. In the sentences below, underline the subject and circle the verb. Write **A** after the sentence if the subject and verb agree, or **D** if they do not agree.

1. The boy cheers for his team. _____
2. The girls cheers for their team. _____
3. Alex usually play well against Tom. _____
4. The people are very loud and noisy. _____
5. Mascots is running around the field. _____
6. The cheerleaders turns somersaults. _____
7. Alex and Tom decide to watch the other games. _____
8. Alex hope for a quick game. _____



9. Both boys hope to get home quickly. _____

10. We always has a successful tournament. _____

Remember: For a sentence to make sense, the parts must get along or agree. The verb must agree with the subject.

- Singular subjects must have singular verbs.
- Plural subjects must have plural verbs.

B. Make the following sentences **agree**. Underline the verb that agrees with each subject.

1. (Is, Are) my boss going to be here soon?

2. The tornadoes (is, are) coming this way.

3. The people (cheer, cheers) for the home team.

4. My neighbour (work, works) six days a week.

5. They (play, plays) in front of my house all the time.

6. Usually, Billy and Sarah (listen, listens) to me.

7. These newspapers (need, needs) to be delivered by 6:00 am.

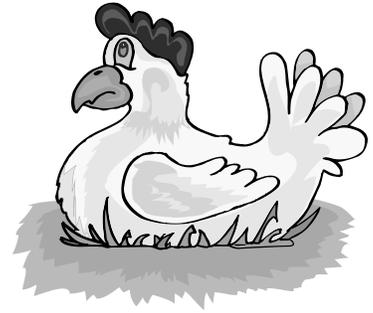
8. Two people (is, are) needed to do the job.

9. A pencil (was, were) necessary to complete the test.

10. Three bicycles (crash, crashes) into the oak tree.



C. Write your own sentences using the subjects and verbs indicated. You must make verb choices to have correct subject–verb agreement.



1. Subject – chickens

Verb – peck or pecks

2. Subject – boy or boys

Verb – play or plays

3. Subject – everybody

Verb – need or needs

4. Subject – Jeff Walters

Verb – is or are

5. Subject – he or they

Verb – sees or see

D. You be the Teacher! Rewrite the following sentences to make subject and verb agree.

1. Billy and Sam loves to play Nintendo.

2. Is the girls coming to the mall?

3. Here is the cards for the deck.

4. She ride my bicycle on the grass.

5. They plays in front of my house all the time.

6. There was nine children lined up to play.

7. Wasn't the cars shined and polished for the Car Show?

8. All of the cars drives in the parade.

9. They was late for the movie.

10. Auntie May trim her hedges every week.



Now, study the agreement between the pronoun and its antecedent.

First, quickly review these two sentence parts.

Quick Pronoun Review

Pronouns are words that take the place of nouns.

Examples of Pronouns

Personal pronouns: I, me, you, he, him, she, her, it, we, us, they, them

Possessive pronouns: my, mine, your, yours, his, her, hers, its, our, ours, their, theirs

Antecedent Review

An antecedent is a word or words that have been replaced by a pronoun.

Examples

When Big Dog snuck under the fence, he ran to the dumpster.

The pronoun: he

The antecedent: Big Dog

Bill and Dave will fix their boat and get back into the race.

The pronoun: their

The antecedent: Bill and Dave

Pronoun-Antecedent Agreement

You learned that the subject and the verb must agree. That is, you have to be sure that **both are singular or both are plural**. The same goes for pronouns and antecedents.

Examples: I get worried when the **neighbours** let *their* dog out.

Their is a plural pronoun.

Neighbours is a plural antecedent.

The **dog** goes wild, and *he* always messes up my front yard.

He is a singular pronoun.

Dog is a singular antecedent.

When an antecedent is male or female, you must also be sure that the pronoun is the correct gender.

Example: **Barbara** is very patient when *she* paints.

The pronoun: *she*

The antecedent: Barbara

Now, work with pronouns and antecedents.

E. In the following sentences, underline the pronouns and circle their antecedents.

1. Lora lost her bracelet.
2. Bill and John cooked their dinner.
3. The cat got lost when it wandered off.
4. The students should take their boots off.
5. Coffee was discovered in its native country.

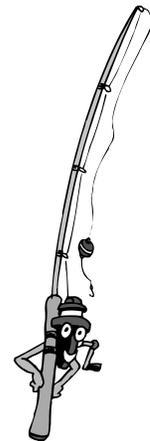


- 6. Travis bought his mother a beautiful gift.
- 7. The teacher thought she had never had a better class.
- 8. When the boat sank, it broke into many pieces.
- 9. Gina, where is your brother?
- 10. The magpie builds its nest very carefully.



F. Add the correct pronoun to agree with the antecedent. Circle the antecedents and choose *his*, *her*, *its*, or *their* as the pronouns.

- 1. Each girl thought _____ project was the best.
- 2. They always look after _____ pets.
- 3. Both men tried _____ new fishing rods in Windy River.
- 4. Some people ate _____ lunch before the others.
- 5. Johnny bit into _____ apple with vigour.
- 6. The dog was limping because of _____ injury.
- 7. When Nancy and Jill joined the club, they had to pay _____ fees.
- 8. Every boy player also had to pay _____ fees.
- 9. Several boys decided to skip _____ practice.
- 10. Each girl was asked to bring _____ birth certificate for registration.



G. You be the Teacher! Rewrite the following sentences to make the pronouns and antecedents agree.

1. Ellen and Jane ran her car into the ditch.

2. Allison, the figure skater, almost broke its leg.

3. Everyone has their best way to do something.

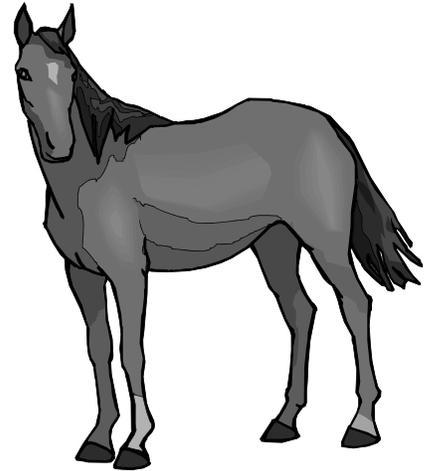
4. Miguel’s slapshot shows their excellent training.

5. The elevator fell off their cables.

Extending Yourself

Sometimes the antecedent is **not** clear. If this happens, the meaning of the sentence can get confused, and it can also be quite funny!

Example: *After the children finished grooming the horses, the rancher fed them some oats.*



Does this mean the children were fed oats? No, the horses were fed the oats, but the way the sentence is worded, the antecedent is **not** clear. Funny, but not clear.

Write three sentences that are *funny* – where the antecedent is not clear. Use your imagination, get some help if needed, and be prepared to share with your class.

Another example: *John backed his car out of the garage and put some gas in it.*

1. _____

2. _____

3. _____
