

Important Concepts . . .

Preview Review



Language Arts Grade 6 TEACHER KEY

W1 - Lesson 5: Review

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 5 Teacher Key

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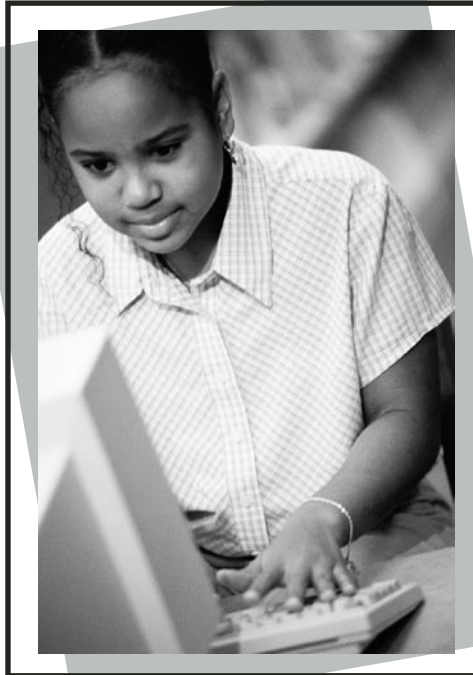
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Preview/Review Concepts for Grade Six Language Arts

TEACHER KEY



*W1 - Lesson 5:
Review*

OBJECTIVES

In this lesson, you will

- review sentence structure, parts of speech, and sentence agreements
- test your knowledge of the above language ideas

W1 - Lesson 5: Review

Sentence Structure

In W1 - Lesson 1, you learned that a sentence is a group of words that expresses a complete thought. A sentence that does not make a complete thought is called a **sentence fragment**. A complete sentence requires both a **subject** (the doer of the action) and a **predicate** (the action). A sentence fragment often lacks either a subject or a predicate.

Here is an example of a complete sentence with the simple subject underlined and the simple predicate double underlined.

The coach thought her team played very well.

Here is an example of a sentence fragment with the subject missing:

Practiced twice a week.

Subjects and predicates can be **compound**; that is, they may have two or more parts.

Examples: **Basketball and soccer** are my favourite sports.
(compound subject)

Mary Ann **plays softball and sings in the choir**.
(compound predicate)

A **run-on sentence** is actually a collection of two or more sentences without proper punctuation.

Example: Marco dribbled the ball he stopped he lost it to another player.

A run-on sentence can be corrected by using joining words or punctuation to separate the thoughts.

Example: Marco dribbled the ball, and then stopped. He lost it to another player.

A **simple sentence** has only one subject and one predicate.

Example: Jeannie canoes in the summer.

A **compound sentence** contains two simple sentences connected by a joining word.

Example: Jeannie canoes in the summer, but Joseph runs his sailboat.

Parts of Speech

In W1 - Lesson 3, you learned that parts of speech are the jobs that words do in sentences.

A **noun** names a person, place, thing, or idea. Nouns can be **common** or **proper**.

Examples of common nouns:
girl, home, radio, beauty

Examples of proper nouns:
Molly Johnson, Camrose, Canadian National Railway, Islam

A **pronoun** is a word that takes the place of a noun. You have studied **personal** and **possessive** pronouns.

Examples of personal pronouns:

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

Examples of possessive pronouns:

mine, your, yours, his, her, our, ours, their, its

A **verb** is a word that expresses **action** or a state of **being**. A verb is the main word of a predicate.

Examples of verbs that express physical or mental action:

throw, eat, ask, wonder, write, remember

Examples of verbs that express a state of being:

am, is, are, was, were, will be

An **adverb** is a word that describes a *verb*, *adjective*, or another *adverb*.

Examples:

1. an adverb describing a verb: Jenny dribbles **quickly**. (**Quickly** describes *dribbles*.)
2. an adverb describing an adjective: Your shot is **too** low. (**Too** describes *low*.)
3. an adverb describing another adverb: Martin **very** seldom gets a foul. (**Very** describes *seldom*.)

Sentence Agreements

In W1 - Lesson 4, you learned that **subjects** and **verbs** must agree, or match, in number. Singular subjects must have singular verbs, and plural subjects must have plural verbs.

Examples: All **players** **try** to do their best. (**Try** agrees with the plural subject **players**.)

The **cheerleader** **packs** her uniform. (**Packs** agrees with the singular subject **cheerleader**.)

Pronouns and their **antecedents** must also agree. An antecedent is a word or words that have been replaced by a pronoun. A pronoun and its antecedent must both be **singular** or **plural**. When an antecedent is **male** or **female**, the pronoun must be the correct gender.

Examples: Did **Lola** get **her** favourite uniform number? (**Her** agrees with the singular, female antecedent **Lola**.)

The **players** must wash **their** uniforms after each game or tournament. (**Their** agrees with the plural antecedent **players**.)

