

Important Concepts . . .

Preview Review



Language Arts

Grade 6

W1 - Lesson 4: Sentence

Important Concepts of Grade 6 Language Arts

W1 - Lesson 1	Sentence Structure 1
W1 - Lesson 2	Sentence Structure 2
W1 - Lesson 3	Parts of Speech
W1 - Lesson 4	Sentence Agreements
W1 - Lesson 5	Review

W1 - Quiz

W2 - Lesson 1	Prewriting 1
W2 - Lesson 2	Prewriting 2
W2 - Lesson 3	Literary Genres 1
W2 - Lesson 4	Literary Genres 2
W2 - Lesson 5	Review

W2 - Quiz

W3 - Lesson 1	Figurative Language 1
W3 - Lesson 2	Figurative Language 2
W3 - Lesson 3	Writing Dialogue
W3 - Lesson 4	Enhancing Content and Presentation
W3 - Lesson 5	Review

W3 - Quiz

Materials Required

Textbooks

*Cornerstones Anthologies
6A and 6B*

Language Arts Grade 6

Version 5

Preview/Review W1 - Lesson 4

Publisher: Alberta Distance Learning Centre

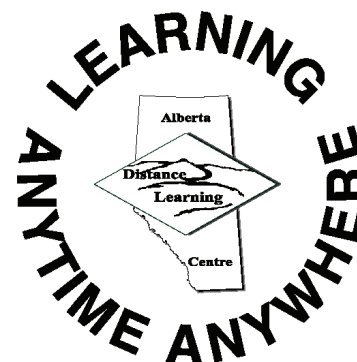
Author: Gary Miller

In-House Teacher: Bill Peterson

Project Coordinator: Dennis McCarthy

Preview/Review Publishing Coordinating Team: Nina

Johnson, Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

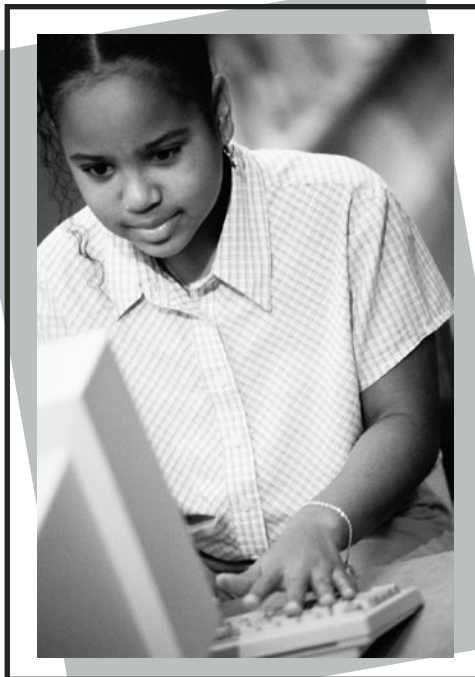
Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

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.

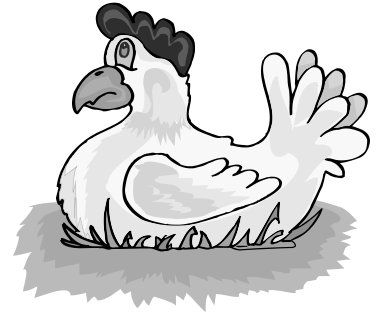
- Singular subjects must have singular verbs.
- Plural subjects must have plural verbs.

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.

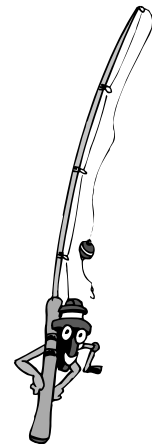


6. Travis bought his mother a beautiful gift.
7. The teacher thought she had never had a better class.
8. When the boat sank, it broke into many pieces.
9. Gina, where is your brother?
10. The magpie builds its nest very carefully.



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.

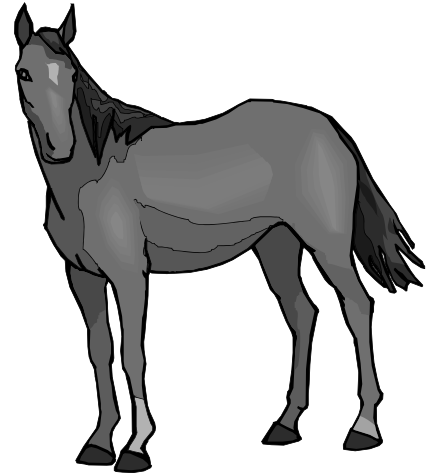
5. The elevator fell off their cables.

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. _____
