

Important Concepts . . .

Preview Review



Language Arts Grade 7 TEACHER KEY

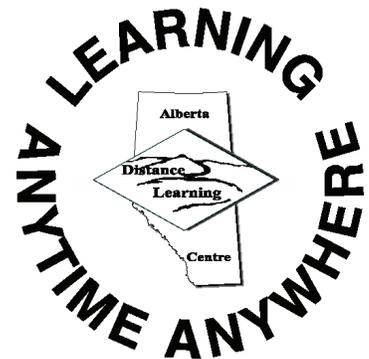
W1 - Lesson 2: Sentence Structure

Important Concepts of Grade 7 Language Arts	Materials Required
W1 - Lesson 1 Communication Skills	Textbooks
W1 - Lesson 2 Sentence Structure	<i>ResourceLines 7/8</i>
W1 - Lesson 3 Punctuation Skills	
W1 - Lesson 4 Writing Paragraphs	
W1 - Quiz	<i>SightLines 7</i>
W2 - Lesson 1 What's a Short Story?	
W2 - Lesson 2 Short Story Analysis	
W2 - Lesson 3 Literary Techniques	
W2 - Lesson 4 Essays	
W2 - Quiz	
W3 - Lesson 1 Poetic Structure	
W3 - Lesson 2 Forms of Poetry	
W3 - Lesson 3 Letters	
W3 - Lesson 4 Writing Poetry About Letters	
W3 - Quiz	

Language Arts Grade 7
Version 5
Preview/Review W1 - Lesson 2 Teacher Key

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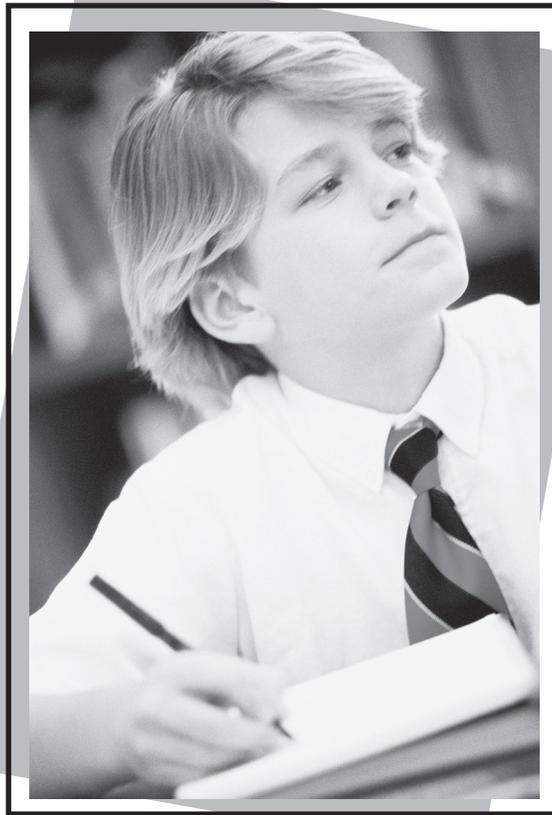
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Preview/Review Concepts for Grade Seven Language Arts

TEACHER KEY



*W1 - Lesson 2:
Sentence Structure*

OBJECTIVES

By the end of this lesson, you should

- understand main parts of speech, such as noun, pronoun, and verb
- understand parts of speech that modify, such as adjective and adverb
- understand basic sentence structure
- understand the role of subject and predicate in sentence structure
- recognize the subject and predicate
- recognize sentence fragments
- recognize run-on sentences

GLOSSARY

Refer to *ResourceLines* 7/8

adjective - modifies a noun or pronoun by describing it (pages 277 to 280)

adverb - modify verbs by describing how an action was done (pages 291 to 293)

noun - names a person, place, or thing (pages 267 to 271)

predicate - tells what the subject (noun) in a sentence is doing (verb); contains the verb (page 327)

pronoun - takes the place of a noun; words such as *it, I, ourselves, who, this, which,* and *anyone* (pages 272 to 276)

run-on sentence - a sentence that tries to tell too much without punctuation or a conjunction (page 331)

sentence fragment - an incomplete sentence missing a subject or predicate (page 331)

subject - tells what the sentence is about; contains the noun or pronoun (page 327)

verb - allows nouns and pronouns to have action (pages 281 to 290)

Sentence Fragments – Refer to *ResourceLines*, page 331.

The word *fragment* means a part or a piece of something. A **sentence fragment** is a part of a sentence. It may be missing either the **subject** (noun) or the **predicate** (verb).

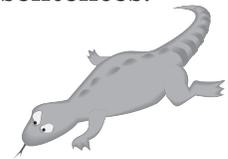
Examples:

Did not go. (no subject to perform the action)

Someone’s dream. (no predicate/action)

Activity 3

Label each of the following sentences as **fragments (F)** or **complete (C)** sentences. Correct the fragments.



1. The biggest lizard in the world, in fact. **F**

The biggest lizard in the world, in fact, is the Komodo dragon.

2. A forked tongue shoots out of its mouth. **C**

Complete.

3. This dragon doesn’t breathe fire. **C**

Complete.

4. Neither Margaret nor Harriet. **F**

Neither Margaret nor Harriet are available today.

5. David and Jacob, hard workers. **C**

Answers will vary. e.g. David and Jacob are hard workers. (or) David and Jacob, hard workers who enjoy their occupation, are the best crop dusters in Alberta.

Run-on Sentences – Refer to *ResourceLines* 7/8, page 331.

Sometimes you may have so much to say that you try to put all the information into a single sentence. A **run-on sentence** looks like a sentence, but it contains too much information.

To better understand what a run-on sentence is and how to fix run-on sentences, please read page 331 in *ResourceLines* 7/8.

Activity 4

Label the following sentences as **correct (C)** or **run-on (R)**. Correct any run-ons.

1. You may think dragons don't exist, they do. **R**

 (add conjunction) You may think dragons don't exist, but they do.

2. A forked tongue shoots out of its mouth, which is lined with sharp teeth. **C**

3. The only thing missing is that this dragon doesn't breathe fire. **C**

4. The dog barked he heard a strange noise. **R**

 (Add a semi-colon, create two sentences or insert a conjunction.) The dog barked; he heard a strange noise. or The dog barked. He heard a strange noise. or The dog barked because he heard a strange noise.

5. There is a real-life dragon it lives on an island. **R**

 (Add a semi-colon, create two sentences or insert a conjunction.) There is a real-life dragon. It lives on an island. or There is a real-life dragon; it lives on an island. or There is a real-life dragon that lives on an island.

Extra Practice

A. Correct the fragments and run-ons in the following paragraph.

A court reporter sitting at a small machine with a keyboard Recording what everyone says. The court reporter must connect every statement with a name it's confusing when there are interruptions. If the reporter misses a word he or she could change the course of events in a trial. The work must therefore be very accurate. Court reporters must be very dependable, focused people they cannot let their minds wander from the job.

A court reporter is sitting at a small machine with a keyboard, recording what everyone says. The court reporter must connect every statement with a name. It's confusing when there are interruptions. If the reporter misses a word, he or she could change the course of events in a trial. He or she must, therefore, be very accurate. Court reporters must be very dependable, focused people. They cannot let their minds wander from the job.

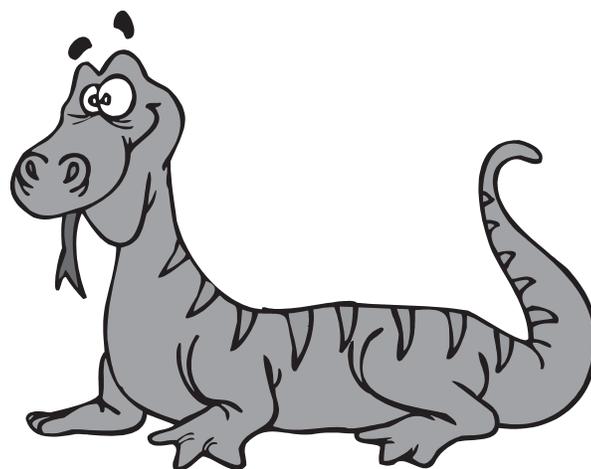
B. For each blank, choose an adverb to complete the sentence.

Answers will vary.

Winter is one of my favourite seasons. When the first snow arrives, I dress quickly, throw on my winter jacket, and run outside. The snow isn't usually very deep, but I know that will change because it is going to snow heavily for the next six months. Where I live in the mountains, we get much more snow than many other parts of Canada. Enthusiastically, I watch the snow fall from the sky as I enjoy this first taste of winter.

C. List parts of speech from the paragraph in Part B. Try to find at least 5 for each column. (10 marks)

Nouns	Pronouns	Verbs	Adjectives
<i>winter</i>	<i>one</i>	<i>is</i>	<i>favorite</i>
<i>seasons</i>	<i>my</i>	<i>arrives</i>	<i>the</i>
<i>snow</i>	<i>I</i>	<i>throw</i>	<i>deep</i>
<i>jacket</i>	<i>that</i>	<i>run</i>	<i>deep</i>
<i>months</i>	<i>it</i>	<i>isn't</i>	<i>six</i>
<i>mountains</i>	<i>we</i>	<i>live</i>	<i>more</i>
<i>parts</i>	<i>this</i>	<i>get</i>	<i>first</i>
<i>Canada</i>		<i>watch</i>	<i>many</i>
<i>sky</i>		<i>fall</i>	<i>winter</i>
<i>taste</i>		<i>enjoy</i>	
		<i>taste</i>	



LEARNING LOG

Reflect on and record your learning process for this lesson.

(Note: Students' answers will match their experience with the lesson.)

1. What do I know about:

- Subject
- Predicate
- Adjectives
- Adverbs
- Sentence Fragments
- Run-on Sentences

2. How can I use this information to improve my communication skills?

You should now be able to meet all the objectives listed at the beginning of the lesson. Review the list to see if there is anything you need to spend more time on.

Teacher's Comments: _____
