

Important Concepts . . .

Preview Review



Language Arts

Grade 7

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	<i>SightLines 7</i>
W1 - Lesson 4 Writing Paragraphs	
W1 - Quiz	
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
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Preview/Review W1 - Lesson 2

Publisher: Alberta Distance Learning Centre
Author: Sandra Baker
In-House Teacher: Connie Stasiuk and James Tapankov

Project Coordinator: Dennis McCarthy
Preview/Review Publishing Coordinating Team: Nina Johnson,
Laura Renkema, and Donna Silgard



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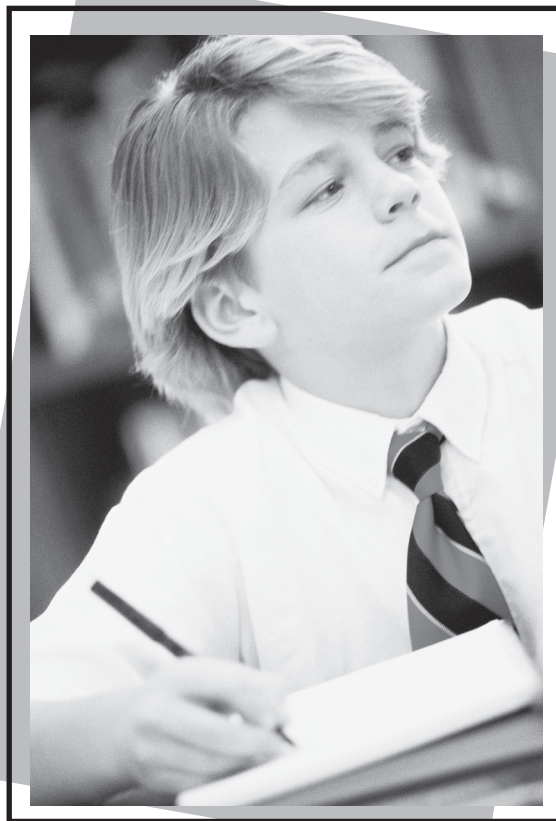
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Preview/Review Concepts for Grade Seven Language Arts



***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)

W1 - Lesson 2: Sentence Structure

This lesson reviews basic sentence structure and parts of speech. You may ask, “Why do I need to know this?” Most people learn how to use basic sentence structure through listening to others speak and through reading. However, when we need to create formal pieces of writing such as essays or letters, we can make mistakes. These mistakes interfere with **communication**. The **receiver** may not understand the **message**.

To correct these mistakes and improve your writing and communication skills, you must be able to identify problem areas. To do this, you need to be knowledgeable about the basic structures of the English language.

The Sentence - Refer to *ResourceLines* 7/8, pages 324 to 325.

A sentence is a group of words that expresses a complete thought. Most sentences contain a **subject** and a **predicate**.

The **subject** names what the sentence is about. It is a **noun** or a **pronoun**.

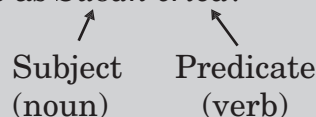
Noun: name of a person, place, thing, or idea (e.g., Joe, Edmonton, dog, love)

Pronoun: a word that replaces or “stands in” for a noun (e.g., *she, myself, who, this*)
(The noun it replaces is called the **antecedent**.)

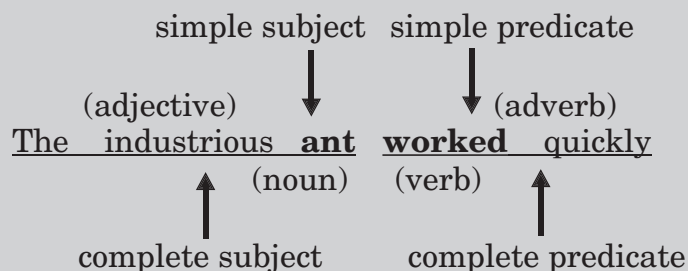
The **predicate** tells about the subject. Its key part is always a **verb**.

Verb: an action word (*jump, write, think*) or a word (linking verb) that joins the noun to another word that tells something about it (*is, seems, looks*)

A sentence can be as simple as *Susan cried*.



However, most sentences contain additional words that **describe** the subject and the predicate.

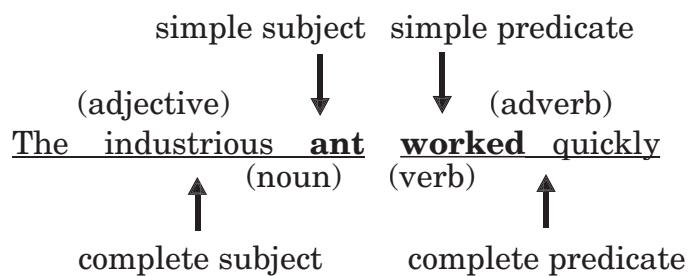


Commands such as *Go away!* appear to have only a predicate. However, they are considered complete sentences because the subject is **understood** to be *you* although it is not written as part of the sentence.

Activity 1

Using the examples from the previous page, identify the simple subject, simple predicate, complete subject, and complete predicate in the same way as in the example.

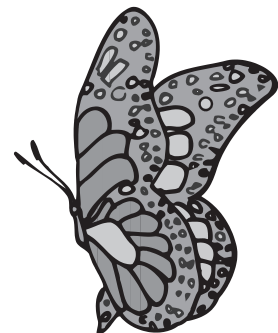
Example:



1. The huge **dog** **growled** fiercely.



2. Bright orange **butterflies** **flew** everywhere.



3. **Cats** sometimes **wander** outside their yards.

List the following from the sentences in Activity 1, including the example:

Nouns	Pronouns	Verbs
_____	_____	_____
_____	_____	_____
_____	_____	_____

Adjectives describe nouns or pronouns.

Example:

The **energetic** student danced enthusiastically.

Energetic is an **adjective** that describes the **noun** *student*.

The is a special type of **adjective** called an **article**. Articles help to introduce nouns. Other examples are *a* and *an*.

Adverbs describe actions and qualities. They qualify the meanings of verbs, adjectives, and other adverbs. They tell *how* (e.g. badly), *where* (e.g., down), *when* (e.g., later), or *how often* (e.g., sometimes), and *how much* or *how little* (e.g., almost, very, less).

Enthusiastically is the adverb that modifies or describes how the student danced (verb).

Activity 2

List the adjectives and adverbs from the sentences in Activity 1.

Adjectives	Adverbs
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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).

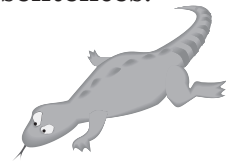
Examples:

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. _____

2. A forked tongue shoots out of its mouth. _____

3. This dragon doesn't breathe fire. _____

4. Neither Margaret nor Harriet. _____

5. David and Jacob, hard workers. _____

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. ____

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

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

4. The dog barked he heard a strange noise. ____

5. There is a real-life dragon it 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.

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

Winter is one of my favourite seasons. When the first snow arrives, I dress _____, throw on my winter jacket, and run _____. The snow isn't usually _____ deep, but I know that will change because it is going to snow _____ for the next six months. Where I live in the mountains, we get _____ more snow than many other parts of Canada. _____, 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
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



LEARNING LOG

Reflect on and record your learning process for this 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: _____
