

*Important Concepts . . .*

# Preview Review



*Language Arts*

*Grade 6*

*W1 - Lesson 3: Parts of Speech*

## 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 3

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 3:  
Parts of Speech*

# OBJECTIVES

By the end of this lesson, you should

- recognize selected parts of speech - nouns, pronouns, verbs, and adverbs
- use nouns, pronouns, verbs, and adverbs in writing

## GLOSSARY

**adverb** - a word that describes a verb, an adjective, or another adverb

**noun** - a word that names a person, place, thing, or idea

**part of speech** - the role, or job, of a word in a sentence

**pronoun** - a word that takes the place of a noun

**verb** - a word that expresses action or a state of being

## W1 - Lesson 3: Parts of Speech

The words of our language are in groups called **parts of speech**. These groups are the “jobs” that words have in sentences.

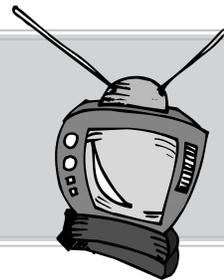
### Nouns

A noun is a word that names a person, place, thing, or idea.

A **common noun** names *any* person, place, thing, or idea.

Examples:

**person:** student, teacher, friend, singer  
**place:** mall, arcade, school, seashore  
**thing:** television, tiger, backpack, car  
**idea:** honesty, kindness, peace, friendship



A **proper noun** names a *specific* person, place, thing, or idea. Always capitalize proper nouns.

Examples:

**person:** Bill Smith, Jason, Avril Lavigne, Homer Simpson  
**place:** Alberta, Edmonton, Jasper National Park, Harry Ainlay High School  
**thing:** Monopoly, Peace Tower, Stanley Cup  
**idea:** Christianity, Language Arts

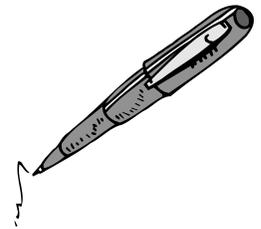
Common and proper nouns are highlighted in the following sentences:

- According to the **sign**, **Calgary** is 60 **kilometres** away.
- The road **crew** was startled by the **sight** of three large **moose** crossing **Anthony Henday Highway**.
- All the **lawns** in the **neighbourhood** were very dry and brown.
- Whenever **Jane** takes **Mutt** to **Ventura Beach**, the **dog** spends **hours** chasing the **waves**.

## Recognizing Nouns

A. **Underline** the common and proper nouns in the following sentences.

1. The teacher told the student to complete the assignment always.
2. Dexter bought a new pen at the supermarket.
3. The man told the policeman that he had not seen the accident.
4. War makes many victims.
5. The money we raised will go toward Big Brothers and Big Sisters.
6. Becky went with her sisters to Lazy Lagoon on Friday.
7. My oldest brother is in Brazil until September.
8. First comes love, then comes marriage.
9. Mr. Miller works with his wife at Oakmont School.
10. Children always require great energy from their parents.



B. In each sentence a noun is missing. Write a **noun** to complete the sentence.

1. \_\_\_\_\_ carved a notch into the tree to avoid getting lost.
2. It was so nice to finally buy the \_\_\_\_\_ I always wanted.
3. We were going to \_\_\_\_\_ to see the team play a game.
4. The \_\_\_\_\_ handed the files back to the secretary.
5. \_\_\_\_\_ is celebrated December 25<sup>th</sup>.
6. Leslie works at \_\_\_\_\_ during the summer.

7. The rock group is traveling by \_\_\_\_\_ to the next city.
8. \_\_\_\_\_ is a great video game.
9. \_\_\_\_\_ is always the best policy.
10. The \_\_\_\_\_ rushed to the scene of the accident.



Nouns that tell about *one* person, place, or thing (book, computer, game, belief) are called **singular** nouns.

Nouns that tell about *more* than one person, place, thing, or idea (books, computers, games, beliefs) are called **plural** nouns.

C. In the box below **underline** all the common nouns and proper nouns, both singular and plural. (Hint – 30 in all!)

Eddie and Rosa couldn't wait to explore the haunted house on Walnut Street. They walked up the steps and knocked on the door. A large black cat glared out the window at them. A man dressed in a butler's suit answered the door.

"May I help you? My name is Dexter," he said.

"Yes," said Rosa. "We have heard about your famous mansion. Can you give us a tour?"

"Certainly," said Dexter. "But I must warn you. Percival, the cat, told me he does not like guests. He sometimes traps people in the basement. The last guests who explored the mansion disappeared without a trace."

"Maybe we'll come back another day," said Eddie. "I don't like cats that talk."

## Pronouns

Pronouns are words that take the place of nouns.

When we write, we sometimes substitute pronouns for nouns because repeating the noun several times is annoying. Using pronouns can help streamline our writing.

### Personal Pronouns

Personal pronouns refer to people. There are seven personal pronouns:

**I, you, he, she, it, we, they**

The first five personal pronouns (**I, you, he, she, it**) refer to one person or thing. They are *singular* pronouns.

The last two personal pronouns (**we, they**) refer to more than one person or thing. They are *plural* pronouns.

The pronouns **I, he, she, we, and they** have the following other forms: **me, him, her, us, them**.

Another type of personal pronoun is the *possessive* pronoun. It shows that somebody owns something. Examples: **my, mine, your, yours, his, her, hers, its, our, ours, their, theirs**.

Examples:

*He* walked the dog at midnight.  
The dog walked *him* at midnight.  
*My* dog howled at midnight and woke *our* neighbours.  
*She* hit *him* on *his* head with *her* purse.

D. **Underline** the personal pronouns in the following sentences.

1. I saw you at the store yesterday.
2. The teacher always gets angry at her and me.
3. He will always be my friend.
4. The rabbit hopped into its hole.
5. He ran after his friend when the bell rang.
6. They always help when help is needed.
7. The baby wanted her doll for bedtime.
8. Should we go for a ride in her car or his car?
9. We know the Edmonton Oilers are the best team!
10. I should try to walk my dog on its leash more often.



E. Choose a personal pronoun from the word bank to fill in each blank below.

**Word Bank**

I            we            you            us            it            they

1. Sean and Mike had planned a trip to the beach. \_\_\_\_\_ were sorry to see it was beginning to rain.
2. “What do \_\_\_\_\_ do now?” asked Sean.
3. “There are lots of things \_\_\_\_\_ can still do at the seashore,” Mike said.
4. “Do \_\_\_\_\_ have any ideas?” asked Sean.
5. “My parents said there was a seashell museum, and that we would love \_\_\_\_\_,” Mike said.
6. “If \_\_\_\_\_ stops raining, we can always go to the beach.”
7. “\_\_\_\_\_ are right,” Sean said.
8. “\_\_\_\_\_ should not let a little rain stop \_\_\_\_\_ from having a good time.”
9. “\_\_\_\_\_ will pack a picnic lunch,” said Mike.
10. “Will \_\_\_\_\_ bring the snacks and dessert?”

F. Read the story below. Underline all the personal pronouns. (Hint: There are 21 in all.)

**Lost in the Mall**

My cousin Matt and I went to West Edmonton Mall last weekend. We wandered around, ate pizza and ice cream at the food court, and bought new clothes. After a long day, we headed out to the parking lot.

Matt shouted to me from across the lot, “I can’t remember where we parked the car.”

I walked over to him. “Maybe that security person can help us.”

“What can she do?” asked Matt.

“Maybe she could drive us around the lot until we find it,” I said.

“That’s a good idea. I don’t have any better ideas. You are a great help to me,” said Matt. “I am proud to be your cousin.”

**Verbs**

A verb expresses action or a state of being.

In a sentence, a verb is the main word of the predicate that tells what the subject does.

- Verbs can express either physical or mental action.

Examples:

I *jumped* in the air to make the basket. (physical action)

I *know* the answer to your question. (mental action)

- Verbs can express *being*. Being verbs are forms of the verb “to be”, such as **am, are, is, was, were, will be**.

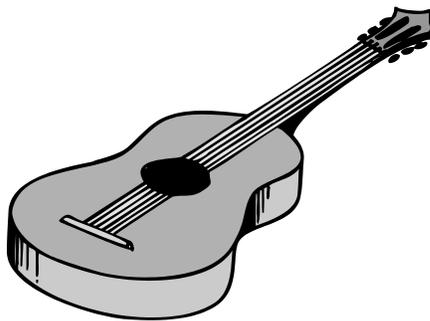
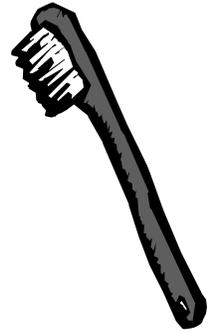
Examples:

Dogs *are* friendlier than cats.

She *will be* at the party later.

G. **Underline** the verbs in the following sentences.

1. Lucy explained the operation of the computer.
2. The team won all of its games.
3. The car reached the narrow bridge.
4. The wind destroyed the house and smashed the barn to pieces.
5. You must brush and floss your teeth regularly.
6. The dog raced to the door and barked at the stranger.
7. Paul and Mary were in the choir.
8. If we win the lottery, we will buy our dream house.
9. Jason worked at the grocery store in the summer.
10. My brother plays the guitar and is in a band.



H. Choose a verb from the Word Bank to complete each sentence below.

**Word Bank**

pay	take	ate	threw	tasted
drove	order	shared	feed	share

1. After school Tanya and Jim \_\_\_\_\_ to the Super Scoop Ice Cream Parlour.
2. They \_\_\_\_\_ a Super Fudge Banana Split.
3. Tanya \_\_\_\_\_ only a bit of the whipped cream and cherries.
4. Jim \_\_\_\_\_ all of the ice cream and hot fudge.
5. Tanya \_\_\_\_\_ the banana into a brown bag.
6. "I'll \_\_\_\_\_ it to my pet gorilla," she said.
7. "I'll \_\_\_\_\_ the banana home and eat it later," said Jim.
8. "Then I'll \_\_\_\_\_ my gorilla his own Super Fudge Banana Split," said Tanya.
9. "Forget that, Tanya. I will \_\_\_\_\_ the banana with your gorilla," Jim said.
10. "I refuse to \_\_\_\_\_ for a Super Fudge Banana Split for your pet gorilla."

I. Read the story below. **Underline** all the verbs. (Hint: There are 18.)

### The Test

Yesterday Ms. Crabtree gave us an impossible math test. The night before the test, I couldn't sleep. The day of the test, my stomach growled and my hands shook. The girl in front of me passed me the test paper.

Ms. Crabtree pointed to the clock. "Start now."

I had studied hard. Now it was time to show what I could do. Before long, I answered all the questions but one.

The next day the teacher handed me my paper.

"You worked hard. Your grade is a 90," she said. I jumped in the air and shouted.



## Adverbs

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

(Note: An *adjective* is a word that describes a noun.)

Adverbs help put energy and excitement into your writing. They add detail and help paint a word picture.

Examples:

**Adverb describing a verb** – The parade moved *slowly*.

**Adverb describing an adjective** – Your tie is *very* colourful.

**Adverb describing another adverb** – You wrote this *too* quickly.

- An adverb usually tells **how**, **when**, **where**, or **how often**. If you are not sure if a word is an adverb, find the verb and ask the questions *how*, *when*, *where*, or *how often*. The word in the sentence that answers your question is probably an *adverb*.
- Another hint: many adverbs end in *-ly*. (example: quickly)

J. In each sentence, **underline** the adverb. Then, in the brackets, write the word that the adverb describes.

Example: We worked hard and had fun. (**worked**)

1. Adam throws the ball forcefully to first base.
2. A noisy ghost lives here.
3. Missy gathered the children closely.

4. It was a very rainy holiday.
5. Sarah will go to the mall later.
6. When Bert and Ernie arrived there, they sat in the first row.
7. The room seemed to spin wildly.
8. Soon, the movie began.
9. The sisters finally began cleaning their room.
10. He leaped over the ditch gracefully.

K. Write two adverbs that could describe each verb.

Example: drive – fast, superbly

1. laugh - \_\_\_\_\_
2. read - \_\_\_\_\_
3. talk - \_\_\_\_\_
4. walk - \_\_\_\_\_
5. speak - \_\_\_\_\_
6. dance - \_\_\_\_\_
7. eat - \_\_\_\_\_
8. sing - \_\_\_\_\_
9. sit - \_\_\_\_\_
10. write - \_\_\_\_\_

## Extending Yourself

Find a short article from a newspaper or a favourite magazine or book. Cut out or copy the passage that interests you and that you think will interest your classmates.

Read the passage carefully and use colours to **highlight** examples of

- nouns (red)
- pronouns (blue)
- verbs (yellow)
- adverbs (green)

Be prepared to share the passage and some of your examples with your teacher and classmates.

OR

Write your own paragraph or short story on a topic of your choice. Use the colour technique above on your own work to **highlight** the nouns, pronouns, verbs, and adverbs you have used.

Be prepared to share your writing with classmates.

