

Chapter 13

Adjectives, Adverbs & Prepositions

| Lesson | Topic | TE Pages | Worktext | Teacher's Toolkit CD | Materials to Gather | Vocabulary | Objectives |
|--------|--|-------------|----------|----------------------|---|--|--|
| 121 | Adjectives | 282–83, S31 | 235–36 | 73 | | <i>adjective</i> <i>comparative adjective</i> <i>superlative adjective</i> <i>predicate adjective</i> <i>article</i> | <ul style="list-style-type: none"> Identify adjectives and the words that they modify |
| 122 | Special Adjectives | 284–85, S32 | 237–38 | 74 | • Four index cards | <i>proper adjective</i> <i>adverb</i> | <ul style="list-style-type: none"> Write the correct comparative/superlative form of an adjective or adverb using <i>er/est, more/most, or less/least</i> |
| 123 | Adverbs Modifying Verbs | 286–87 | 239–40 | 75 | | <i>comparative adverb</i> <i>superlative adverb</i> <i>preposition</i> <i>object of the preposition</i> <i>prepositional phrase</i> <i>modifier</i> | <ul style="list-style-type: none"> Diagram sentences with adjectives and adverbs |
| 124 | Adverbs Modifying Adjectives & Adverbs | 288–89 | 241–42 | 76 | | | <ul style="list-style-type: none"> Identify articles, demonstrative adjectives, and proper adjectives and the nouns that they modify |
| 125 | Prepositional Phrases Modifying Nouns & Pronouns | 290–91 | 243–44 | 77 | | | <ul style="list-style-type: none"> Diagram special adjectives in a sentence |
| 126 | Prepositional Phrases Modifying Verbs | 292–93 | 245–46 | 78 | • Four sheets of colored paper | | <ul style="list-style-type: none"> Identify the verb and the adverb that modifies it Identify adverbs and the adjectives/adverbs that they modify in a sentence Identify prepositional phrases and the nouns or verbs that they modify in a sentence |
| 127 | Modifiers | 294–95, S33 | 247–48 | 79 | | | <ul style="list-style-type: none"> Expand sentences by adding prepositional phrases Identify whether a modifier is an adjective or adverb Identify whether a modifier is an adjectival or adverbial prepositional phrase Identify which word in a sentence a modifier describes Identify <i>good</i> as an adjective and <i>well</i> as an adjective or adverb Determine the correct uses of <i>fewer/less, between/among, and like/as</i> |
| 128 | Language Link: (Vocabulary) Confusing Words | 296–97, S34 | 249–50 | 80 | | | |
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| 130 | Cumulative Review | 300–301 | 253–54 | | | | |
| | Bridge: Examining Insects | 302 | 255 | | | | |

Learning CENTER

Sensible Adjectives

Materials: paper, pencils

Preparation: Place several items into two large shoeboxes (e.g., cotton ball, sandpaper, marble, sponge, pinecone, brush, soap, play-dough, rock, tennis ball, golf ball, aluminum foil, dental floss, wax paper, candle). Write the following question on a sentence strip:

How does your object look, sound, feel, smell, or possibly taste?

Student Directions:

- Get a piece of paper and divide it into fourths.
- Choose four objects and write the name of each in one of the four sections.
- Read the question. Think about adjectives that describe your objects. Write at least three adjectives in each square, describing each object. (*Note:* Caution students not to taste any of the objects in the box but just to suppose how they might taste.)

Learning CENTER

Adverb Headlines

Materials: newspapers, scissors, glue sticks, paper, felt-tip pens

Preparation: Have available an ample collection of old newspapers. Make three signs: *How? When? Where?*

Student Directions:

- Find three different headlines.
- Think of an adverb that will answer *how? when? or where?* to your headline. This word may fit in the beginning, middle, or end of the headline.
- You may need to cut the headline apart to add your adverb and then glue your headline to a sheet of paper, leaving space to add your word.
- With a felt-tip pen, add your adverb to the headline and write after the headline which question the adverb answers.
- Repeat this activity to answer the other two questions.



Theme Information

Insects are everywhere and make up more than half of the species of animals on earth. In fact, of all living species on earth, one in four is a beetle!

Though there are more than a million species of insects in the world, they all have the same major body parts: head, thorax, and abdomen. All insects have six legs, and some also have wings. An *exoskeleton*, a hard covering like armor, protects the soft insides of an insect.

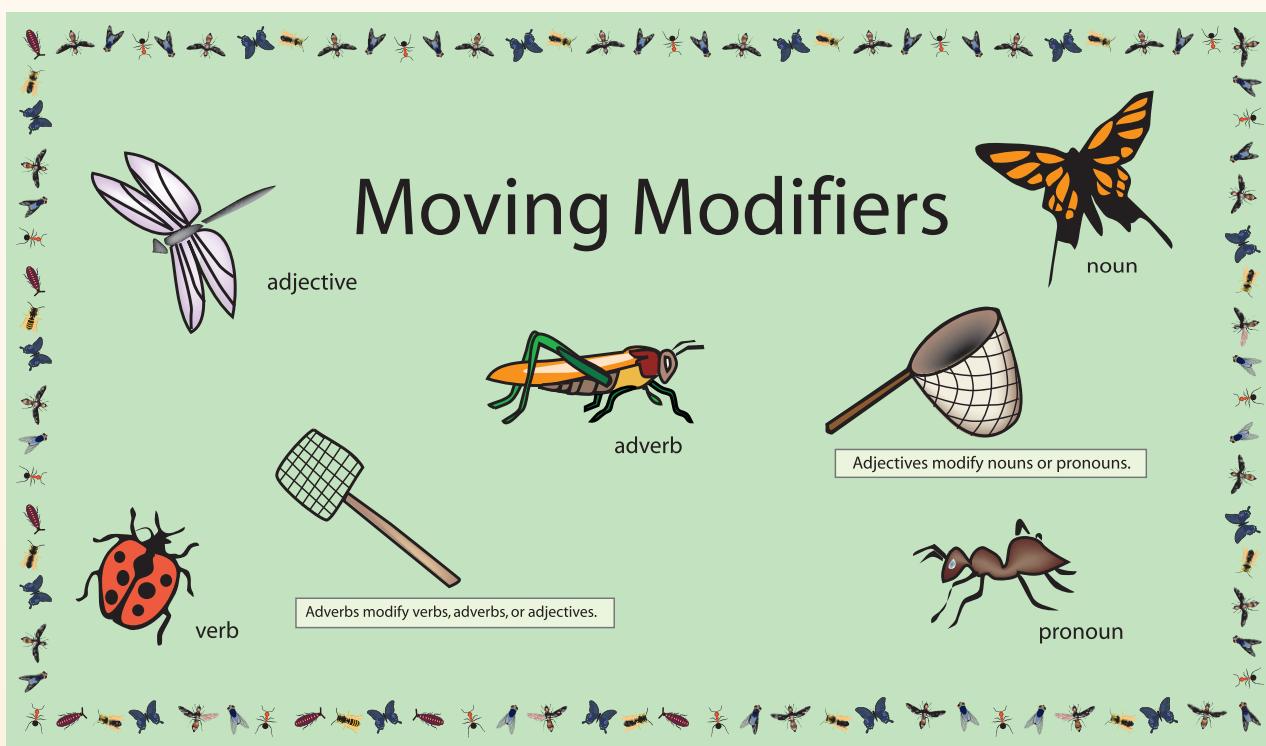
Many insects undergo *metamorphosis* during their lives. *Incomplete metamorphosis* occurs when they molt, or shed their skin several times, finally emerging with wings. *Complete metamorphosis* occurs when insects begin life as larvae and change only once into flies, butterflies, or moths.

“Social” insects, such as ants, termites, and some bees and wasps, live together and perform different jobs in colo-

nies. Some insects care for their queen, who lays eggs; some tend the young; and others gather food. Social insects build unique homes. Ants create dirt mounds full of winding tunnels. Bees and wasps make six-sided wax “cells.”

Insects communicate through scent, touch, or noises made by scraping their wings or legs together. Honeybees communicate by performing a dance.

Some insects are harmful or even deadly to humans. They sting, invade our houses, or carry deadly diseases. Other insects are helpful, eating “bad” bugs that destroy plants, making substances for our use and fertilizing fruit trees and flowers. Though they are small, insects are a big part of our world, and their tiny bodies are a testimony to our Creator’s attention to detail.



Cover the bulletin board with green paper and add an insect border. Use black letters for the title “Moving Modifiers.” Mount five large colorful pictures of insects or cut out shapes of paper insects. Write one of the following words on or below each insect: *noun*, *pronoun*, *verb*, *adverb*, *adjective*. Attach a flyswatter and a butterfly net as shown. Write this sentence near the butterfly net: *Adjectives modify nouns or pronouns*. Write this sentence near the flyswatter: *Adverbs modify verbs, adverbs, or adjectives*. Write the following sentences on numbered index cards and place them inside the butterfly net. Direct the students to choose an index card from the butterfly net, read the sentence, and find the word that the underlined word or prepositional phrase modifies.

1. A noisy cicada was outside my bedroom window. (*cicada*)
2. Our science teacher is teaching an insect lesson. (*lesson*)
3. I saw a praying mantis. (*praying mantis*)
4. Do you see all these mosquitoes? (*mosquitoes*)
5. Insects are an important part of God’s creation. (*part*)
6. I found five beetles. (*beetles*)
7. My bug project looks great. (*project*)
8. The caterpillar feels fuzzy. (*caterpillar*)
9. Are you learning interesting facts about bugs? (*facts*)
10. The bug projects in our classroom have all been graded. (*projects*)
11. The katydid sat quietly on the flowerpot. (*sat*)
12. Our class visited a science center yesterday. (*visited*)
13. A dragonfly followed nearby. (*followed*)
14. I caught a butterfly with my net. (*caught*)

Objectives

- Identify adjectives and the words that they modify
- Write the correct comparative/superlative adjective using *er/est, more/most, or less/least*
- Diagram sentences with adjectives

Materials

- Overhead transparency of Supplement page S31, "Diagramming Sentence Patterns"

Note

Predicate adjectives, direct objects, and indirect objects are reviewed in this lesson. They were taught in Chapter 5, Lessons 42–44.

Theme Info.

Discuss the theme. Read the theme information about insects on page 281. Direct the students' attention to the pictures on Worktext page 255.

Introduction**Speaking**

Write describing words. Write these phrases and sentences for display:

the ___ ant

They are ___.

The grasshopper is ___ than the ant.

Select volunteers to fill in the blanks with describing words.

Teach for Understanding

- A Identify adjectives and the nouns/pronouns that they modify.**
- What questions do adjectives answer? (*what kind? or how many?*)
- Explain that *modify* means "describe." Point out that the describing words in the blanks are adjectives.
 - Explain that adjectives make sentences clearer or more interesting. Most adjectives come *before* the noun they describe. Only predicate adjectives come after the noun or pronoun that they describe.
 - Write these sentences for display:
I have three fireflies.
Fireflies are fascinating.

Adjectives

Name _____



An **adjective** modifies, or describes, a noun or pronoun. Adjectives can make sentences clearer or more interesting. On a diagram,

White flowers bloomed.

Comparative adjectives

compare two things. They end in *er* or are used with *more* or *less*.

Superlative adjectives compare three or more things. They end in *est* or are used with *most* or *least*. Use *er* or *est* with some two-syllable adjectives and with all one-syllable adjectives. Use *more/most* and *less/least*

Predicate adjectives come after a linking verb and describe the subject.

S LV PA

Lezah looks happy.

Write a predicate adjective after a slanted line on a diagram.

Lezah | looks \ happy

write an adjective below the noun that it modifies.

flowers | bloomed
White

with some two-syllable adjectives and with all adjectives having three or more syllables.

large, larger, largest

wonderful, more wonderful, most wonderful

Never use *er* or *est* with *more, most, less, or least!*

Do not confuse predicate adjectives with direct objects. Remember that a direct object comes after an action verb. On a diagram, place a straight line before a direct object. Place an indirect object on a horizontal line below the verb.

S V IO DO

I gave Mom yellow daisies.

I | gave | Mom | yellow daisies

The slanted line points the predicate adjective toward the subject it describes.

Guided Practice

► Underline the adjectives in each sentence. Draw an arrow from each adjective to the noun or pronoun that it modifies.

1. Insects are fascinating!

2. Hard shells of insects are exoskeletons.

► Underline the correct form of the adjective.

3. Queen ants are (*more large, larger*) than worker ants.

4. Ladybugs are (*more colorful, colorfuller*) than mayflies.

► Label the sentence pattern (*S V, S V DO, S V IO DO, or S LV PA*); then diagram the sentence.

S V IO DO

5. Dad bought Mom gold jewelry.

Dad | bought | Mom | jewelry
gold



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4. Read aloud the first displayed sentence.
- What are the nouns or pronouns in this sentence? (*I, fireflies*)
- Which word has an adjective describing it? (*fireflies*)
- What is the adjective? (*three*)
- What question does the adjective *three* answer? (*It tells how many fireflies there are.*)
5. Read aloud the second displayed sentence.
- What is the verb in this sentence? What kind of verb is it? (*are; linking verb*)
6. Explain that some adjectives come *after* the noun they describe.
- Which word modifies *fireflies*? (*fascinating*)
- What kind of adjective follows a linking verb? (*predicate adjective*) Underline *fascinating* and label it *PA*; then draw an arrow from *fascinating* to *fireflies*.
7. Remind the students that predicate adjectives follow the *be* verbs: *is, am, are, was, were, be, being, been* or sensory verbs such as *look, taste, feel, smell, seem, and appear*.
- B Diagram sentences with adjectives.**

Draw three diagramming frames for display. Direct attention to the sentences about the fireflies. Explain that an adjective is usually written on a slanted line below the word that it modifies. Predicate adjectives are written on the horizontal line after the verb. A slanted line pointing to the

O Independent Practice

► Underline the adjectives in each sentence. Draw an arrow from each adjective to the noun or pronoun that it modifies.

1. Insects have six legs.
2. I like to study those with bright colors.
3. Insects are cold-blooded.
4. Useful insects produce honey, wax, shellac, and silk.
5. Beetles can produce colorful dye.



► Underline the correct form of the adjective.

6. The (most long, longest) insect alive today is the walking stick.
7. The (most tiny, tiniest) insect is a wasp called the fairy fly.
8. The (most beautiful, beautifulst) insect is the butterfly.

► Label the sentence patterns (S V, S V DO, S V IO DO, or S LV PA); then diagram each sentence.

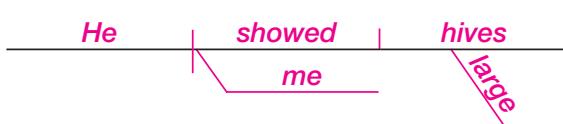
S V DO

9. Jake raises many bees.



S V IO DO

10. He showed me large hives.



S LV PA

11. Bees are interesting.



2 Apply and Write

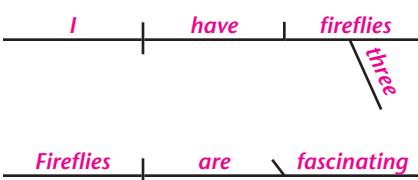
► Rewrite this sentence, making it clearer and more interesting by adding adjectives.

A caterpillar crawled across the leaf.

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subject that it modifies precedes the adjective. Select volunteers to diagram each displayed sentence.



C Write the correct comparative/superlative adjectives using *er/est, more/most, or less/least*.

Write these sentences for display:

Ants are ___ than slugs. (busy)

I think that is the ___ butterfly I've ever seen. (colorful)

► How do we write the comparative forms of adjectives? (They end in *er* or are used with the word *more* or *less*.)

► How do we write the superlative forms of adjectives? (They end in *est* or are used with the word *most* or *least*.)

(Note: The words *more/most* and *less/least* function as adverbs, describing the adjective or adverb in a sentence. Because students are not diagramming these sentences, this concept is not explained. The emphasis in this lesson is to teach when to use *more/most* and *less/least* in a sentence that compares.)

► In the first displayed sentence, which form of the adjective *busy* should go in the blank? Why? (busier; The word *busy* has only two syllables, and only two things are being compared.)

Teach for Understanding—Continued

► In the second displayed sentence, which form of the adjective *colorful* should go in the blank? Why? (most colorful or least colorful; The word *colorful* has three syllables and compares more than two things [all the butterflies I have seen].)

D Diagram additional sentences (optional).

Display the overhead transparency of Supplement page S31, "Diagramming Sentence Patterns," and work through this page together. (Note: Prepositional phrases will not be diagrammed at this time.)

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Guided Practice

Worktext page 236

Independent Practice: Apply and Write

ESL

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ESL

Write *What kind?* and *How many?* on sentence strips. Remind ESL students that words such as *some* and *several* are number words although they do not tell specifically how many. Some languages, such as Spanish, place adjectives immediately *after* the nouns that they modify. Remind the students that most adjectives in English come *before* the nouns that they describe. A list of linking verbs will help these students locate predicate adjectives more easily. Explain the term *compare*. Remind the students that *more* and *most* are not used with the same words as *er* and *est*. Remember that ESL students frequently have difficulty choosing correct spelling changes for comparative adjectives.

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extra PRACTICE Adjectives

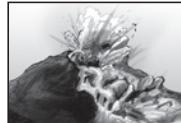
Name _____

► Underline the adjectives in each sentence. Draw an arrow from each adjective to the noun or pronoun that it modifies.

1. Active volcanoes are located in Hawaii, Alaska, California, Washington, and Oregon.
2. Eruptions occur near populated areas in Hawaii and Alaska.
3. Mount St. Helens seemed dormant until 1980.
4. Fifty-eight deaths and billions of dollars in property damage resulted from the eruption of Mount St. Helens.
5. Volcanic ash can damage lungs.

► Underline the correct form of each adjective or predicate adjective.

6. The Ring of Fire has the (higher, highest) number of active volcanoes of any region of the earth.
7. Volcanic mountains have (larger, largest) amounts of pressure inside than other mountains.
8. The molten rock rises to the earth's surface with the (greater, greatest) force imaginable.
9. Gases and (hard, harder) rocks fly out of the volcano.



► Label the sentence patterns: S V, S V DO, S V IO DO, or S LV PA; then diagram each sentence.

10. Volcanic eruptions can form large craters.
11. New lava looks glassy.



Worktext pages 237–38

Objectives

- Identify articles and proper adjectives and the nouns that they modify
- Identify demonstrative adjectives
- Diagram special adjectives in a sentence

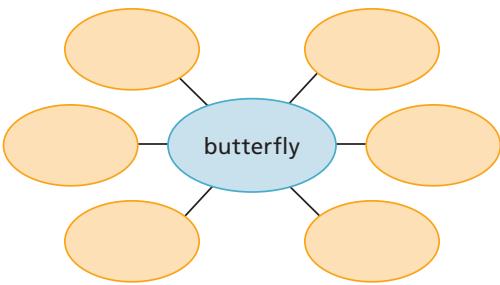
Materials

- Overhead transparency of Supplement page S32, "Special Adjectives"

Introduction

Review adjectives with a word web.

Draw a word web for display with *butterfly* in the center oval. Direct the students to think of words that describe a butterfly and fill in the remaining ovals with descriptive words.



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Teach for Understanding

A Identify articles and the nouns that they modify.

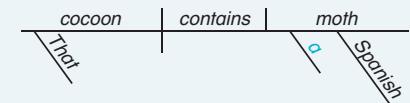
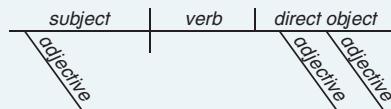
- Remind the students that the words *a*, *an*, and *the* are special adjectives called *articles*. An article comes before the noun that it modifies in a sentence. Use *a* with singular nouns that begin with a consonant sound. Use *an* with singular nouns that begin with a vowel sound. Plural nouns often do not need articles at all. Use *the* with singular or plural nouns referring to a definite person, place, thing, or idea.
 - Display the overhead transparency of Supplement page S32, "Special Adjectives," and direct attention to Sentence 1.
- Which article would complete this sentence? Why? Write it in the blank. (*an*; *The word insect begins with a vowel sound.*)
- Which word in the sentence is the article *a* modifying? (*locust*)
- Why is *a* used rather than *an*? (*because locust begins with a consonant sound*)

B Identify proper adjectives and the nouns that they modify.

- Is Sentence 2 correct? Why? (*no; Egypt should be capitalized since it is a proper noun.*)
- Explain that a *proper adjective* is formed from a proper noun. Proper adjectives are always capitalized. Point out that in order to make a proper adjective, sometimes the ending of a proper noun will need to be changed (e.g., *Britain* to *British*; *Japan* to *Japanese*).
- Is Sentence 3 correct? Why? (*no; The proper adjective should be Egyptian and needs to be capitalized.*)
- Remind the students that the singular demonstratives are *this* and *that*.

The **articles** *a*, *an*, and *the* are special adjectives. Use *a* with singular nouns that begin with a consonant sound. Use *an* with singular nouns that begin with a vowel sound. Use *a* and *an* when referring to something in general. Use *the* with singular or plural nouns when referring to something specific.

On a diagram, write each adjective (including any special adjective) below the noun that it modifies.



A **proper adjective** is formed from a proper noun. Proper adjectives are capitalized.

A **demonstrative** may function as an adjective (demonstrative adjective) pointing out a specific person, place, thing, or idea. It answers the question *which one?* Singular demonstratives are *this* and *that*. Plural demonstratives

are *these* and *those*. Use *this* and *these* with things nearby; use *that* and *those* with things far away.

| | Near | Far |
|----------|-------|-------|
| Singular | this | that |
| Plural | these | those |

Guided Practice

- Underline all the adjectives in each sentence. Circle the demonstrative adjectives.
- This beetle is a shiny green scarab.
 - Some people call it a living African jewel.
 - These beetles make a whirring noise.
- Use **E** to identify the letters of the proper adjectives that should be capitalized.
- Some south american butterflies are nine inches long.
■ ■ ■
 - One new guinean butterfly is twelve inches long!
■ ■ ■
- Label the sentence pattern; then diagram the sentence.

S LV PA

- Those are beautiful.

Those | **are** \ **beautiful**

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Plural demonstratives are *these* and *those*. A demonstrative adjective must agree in number with the noun that it modifies.

- Which demonstratives point out things nearby? (*this, these*)
- Which demonstratives point out things far away? (*that, those*)

C Identify demonstrative adjectives.

- Direct attention to Sentences 4 and 5 on Supplement page S32, "Special Adjectives."
- In Sentence 4, why is the demonstrative *Those* used rather than *That*? (*Those modifies locusts, a plural noun.*)
- Why is *Those* used rather than *These*? (*It is referring to something far away.*)

Independent Practice

- Underline all the adjectives in each sentence. Circle the demonstrative adjectives.

- We are visiting the London butterfly house.
- This is a habitat for many butterflies.
- Visitors enjoy the gorgeous colors of the insects.
- There is an Argentinian butterfly.
- That butterfly feeds on the nectar of an exotic plant.
- Most of these butterflies live only a few weeks.

- Use **S** to identify the letters of the proper adjectives that should be capitalized.

- Many malaysian insects are unusually colorful.
- Some thai beetles are blue, greenish yellow, or red.
- These new guinean beetles have a metallic sheen.
- The north american luna moth is pale green.

- Label the sentence patterns; then diagram each sentence.

S LV PA

11. These beetles are colorful.



S V DO

12. This caterpillar has fuzzy spines.



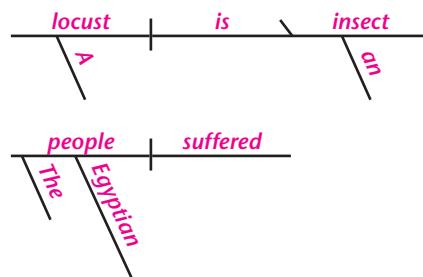
Apply and Write

- Write two sentences describing an insect. Circle all the adjectives.



Teach for Understanding—Continued

and 3 on Supplement page S32, "Special Adjectives." Select volunteers to diagram each sentence.



Worktext page 237

Guided Practice

Worktext page 238

Independent Practice: Apply and Write

ESL

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Be aware that ESL students have difficulty determining whether a sentence does not sound or look correct because they have not internalized the rules as native English speakers have at this age level. Articles can be confusing for ESL students. Remind them that *the* can be used with both singular and plural nouns. Review vowels if necessary and instruct ESL students to circle the first letter of the word to aid in choosing between *a* and *an*. Label objects in the room with articles, such as *a desk* or *an eraser*. In some languages, such as Spanish, proper adjectives are written after the noun. ESL students may be confused with the usage of *American*, which can be a proper noun or adjective.

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- In Sentence 5, why is the demonstrative *this* used rather than *these*? (*It is modifying a singular noun, butterfly.*)
 - Why is *this* used rather than *that*? (*It is referring to something nearby.*)
 - Remind the students that the words *this*, *that*, *these*, and *those* are also demonstrative pronouns. In Chapter 9, they learned that a demonstrative pronoun functions in a sentence as a subject or as an object. Sometimes these words function as demonstrative adjectives when they point out a specific person, place, thing, or idea.
 - Direct attention to Sentence 6. How does the demonstrative pronoun function in this sentence? (*as the subject*)
- Which noun does *Those* modify in Sentence 4? (*locusts*)
- Which noun does *this* modify in Sentence 5? (*butterfly*)
3. Point out that *this*, *that*, *these*, and *those* answer the question *which one?* when they function as adjectives.
- D** Diagram special adjectives.
- Remind the students that in a diagram, adjectives are usually placed on a slanted line below the noun that they describe. Predicate adjectives are written after the verb with a slanted line pointing to the subject that they modify.
 - Draw two diagramming frames. Direct attention back to Sentences 1

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| | | |
|--|--------------------|------------|
| extra PRACTICE | Special Adjectives | Name _____ |
| <p>► Underline all the adjectives in each sentence. Circle the demonstrative adjective.</p> <p>1. Nellie Bly was <u>a</u> famous newspaperwoman in the 1800s. 2. She became well known at the Philadelphia newspaper. 3. <u>The</u> unstoppable attitude helped Nellie Bly in <u>her</u> work. 4. She wrote about terrible conditions in <u>an</u> insane asylum. 5. Similar stories brought attention and change for <u>the</u> poor, <u>underprivileged</u> people.</p> <p>► Use S to identify the proper adjectives that should be capitalized.</p> <p>6. In 1887 Nellie went to work for a new York newspaper, the <u>New York</u> World. 7. This American newspaperwoman began a race to travel around the world in less than eighty days. 8. She left New York on a cool November day in 1889. 9. A European vacation was the prize for the person who correctly guessed the date of Nellie's return.</p> <p>► Label the sentence patterns; then diagram each sentence.</p> <p>10. Most transportation was uncomfortable.</p> <p><i>transportation</i> was \ uncomfortable</p> <p><i>most</i></p> <p>11. Boats and trains transported this adventurous lady.</p> <p><i>Boats</i> <i>trains</i> transported lady</p> <p><i>the</i> <i>adventurous</i></p> <p>12. Nellie broke the world record!</p> <p><i>Nellie</i> broke record</p> <p><i>the</i> <i>world</i></p> | | |



Adverbs Modifying Verbs

Name _____

Objectives

- Identify the verb and the adverb that modifies it
- Write the correct comparative/superlative form of an adverb using *er/est, more/most, or less/least*
- Diagram adverbs in a sentence

Materials

- Four index cards

Write each of these words on a separate index card: *this, that, these, and those.*

Introduction

Speaking

Review demonstrative adjectives. Give the index cards *this* and *these* to two students. Choose two volunteers to stand next to an object. Tell them to show their cards to the class and say a sentence using the object and the demonstrative adjective on the card (e.g., *This plant smells good; These books are about history*). Then give the index cards *that* and *those* to two other students. Choose two other volunteers to point to the same object on the far side of the room, show their card to the class, and say a sentence using the object and the demonstrative adjective on the card (e.g., *That plant is very green; Those books look interesting*). Repeat the activity by allowing students to choose other objects in the classroom.

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Teach for Understanding

A Identify the verb and the adverb that modifies it.

1. Write these sentences for display:

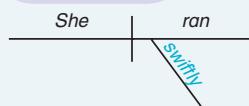
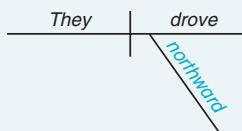
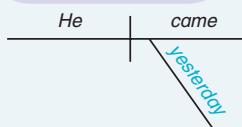
The blue-eyed darner dragonfly moves quickly.

He whirled ____ on our porch.

This brilliant blue dragonfly visits ____.

2. Remind the students that they have learned that adjectives modify or describe a noun or pronoun. Explain that an *adverb* is a word that modifies or describes a verb, an adjective, or another adverb. Adverbs tell how, where, or when something is done. Adverbs often end in *ly*. *Not* and *never* are usually adverbs. (**Note:** Adverbs that modify adjectives and adverbs are discussed in Lesson 124.)

An **adverb** modifies, or describes, a verb, telling how, where, or when something is done. An adverb may also modify an adjective or another adverb. Adverbs can make a sentence clearer or more interesting. They may come before or after the verb. Adverbs often end in *ly*. On a diagram, write the adverb on a slanted line below the verb that it modifies.

How? *She ran swiftly.*Where? *They drove northward.*When? *He came yesterday.*

Adverbs may be used to compare two or more actions. **Comparative adverbs** compare two things. They end in *er* or are used with the word *more*. **Superlative adverbs** compare three or

*fast faster fastest**quietly more quietly most quietly*

The words *not* and *never* are usually adverbs.

I do not want any spinach.

Always use *more* and *most* with adverbs ending in *ly*.

Guided Practice

- Underline the verb twice; then circle the adverb that modifies it. Write whether the adverb tells *how, when, or where*.

when

1. We often look for butterflies in this field.

where

2. In the autumn, clouds of monarchs fly south.

how

3. Handle the moth carefully.

- Write the comparative and superlative forms for each adverb.

4. hard harder; hardest5. skillfully more skillfully; most skillfully6. often more often; most often

- Complete each sentence with an adverb that answers the question in parentheses. **Answers will vary.**

7. He runs _____. (How?)

8. We ____ travel to the coast. (When?)



English 6, Chapter 13, Lesson 123

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- What is the verb in the first sentence? (*moves*)

- Quickly is an adverb modifying *moves*. What question does *quickly* answer? (how?)

3. Explain that sometimes adverbs are difficult to find in a sentence because they may come before or after the verb. Adverbs are more easily located by finding the verb first and then looking for words that tell how, when, or where something happens.

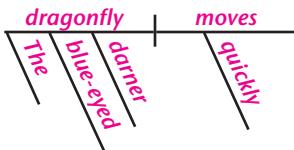
- Name an adverb that would fit in the second sentence and answer the question *where?* Which word does it modify? (Possible answers: down/up/around; It modifies *whirled*.)

- Name an adverb that would fit in the third sentence and answer the question *when?* Which word does it modify? (Possible answers: frequently/often/seldom; It modifies *visits*.)

B Diagram adverbs in a sentence.

1. Tell the students that adverbs in a diagram are placed on a slanted line below the verb that they describe.

2. Draw a diagramming frame for display. Direct attention back to the first sentence on display. Select volunteers to diagram it. Diagram other sentences as time permits.



Independent Practice

- Underline the verb twice; then circle the adverb that modifies it. Write whether the adverb tells *how*, *when*, or *where*.

where

1. The moths flewthere after dark.

when

2. We meettonight at my house.

where

3. The girls raninside.

how

4. He quicklyclosed the door to his room.

where

5. Janice waited for menearby.

when

6. I nevereat hot peppers.

when

7. Mom willleave for the store now.

- Underline the correct comparative adverbs to complete each sentence.

8. The monarch butterfly is colored (more brightly, brightlier) than the clearwing.

9. The mayfly emerges (earlier, earliest) than the June bug.

10. Monarch butterflies migrate (more often, most often) to Mexico, not Florida or South Carolina.

- Complete each sentence with an adverb that answers the question in parentheses. **Answers will vary.**

11. The caterpillar eggs will hatch _____.
_____ (When?)

12. Jamie kicked the ball _____.

(How?)

- Label the sentence patterns; then diagram each sentence.

S V
13. Elena sews beautifully.

Elena | sews

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S V
14. The black bug flew away.

The black bug | flew away

Apply and Write

- Use the following sentence to write three new sentences. Use an adverb that tells *how* in one, an adverb that tells *where* in another, and an adverb that tells *when* in the final one.

He will come. _____

English 6, Chapter 13, Lesson 123

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C Write the correct comparative and superlative forms of adverbs.

1. Write these sentences for display:

Grasshoppers can jump ___ than crickets. (far)

Field crickets are ___ found outside than inside. (often)

Of all God's creatures, insects adapt ___ to harsh living conditions. (easily)

2. Explain that the *comparative* forms of adverbs compare two things; they end in *er* or are used with the word *more*.

The *superlative* forms of adverbs compare three or more things; they end in *est* or are used with the word *most*.

3. Remind the students that most of the time *er* and *est* are used with one-syllable words. *More* and *most* are

usually used with words of two or more syllables.

► In the first sentence, which adverb form should you use, *farther* or *farthest*? Why? (*farther*; Use the comparative form because you are comparing grasshoppers and crickets [two things].)

► In the second sentence, which adverb form should you use, *more often* or *most often*? Why? (*more often*; Use the comparative form because you are comparing crickets inside and crickets outside [two things].)

► In the third sentence, which adverb form should you use, *more easily* or *most easily*? Why? (*most easily*; Use the superlative form because you are comparing insects to all God's creatures [more than two things].)

Worktext page 239

Guided Practice

Worktext page 240

Independent Practice: Apply and Write

ESL



Remind ESL students that adverbs telling how often end in *ly*. These words are usually adjectives without the suffix. For additional practice, give the students cards with adverbs such as *slowly* and *quietly* written on them. Direct each student to role-play an action using the adverb. The class constructs a sentence to describe the action, using that adverb.

To review adverbs that tell when, make two lists of adverbs for students to use as reference. One list should display time-order words used in writing, such as *first*, *next*, and *then*. The other list should have words that tell how frequently something occurs. Include the words *always*, *usually*, *often*, *sometimes*, and *never* in this order so that students will learn their relationships.

Remind the students that *more* and *most* are not used in the same sentence as *er* and *est*.

Teacher's Toolkit, page 75

extra PRACTICE Adverbs Modifying Verbs

Name _____

- Underline the verb twice; then circle the adverb that modifies it.

1. In 1930 Ruth Wakefield accidentally invented chocolate chip cookies.

2. She could not find any baking chocolate for her cookie dough.

3. Quickly she broke a semisweet chocolate bar into the dough.

4. Carefully she peeled into the oven at the cookies.

5. The appearance of the cookies immediately surprised her.

6. Those little chocolate "chips" were there in the cookies!

- Underline the correct adverb to complete each sentence.

7. The chocolate did not melt (most slowly, slowly).

8. The fame of her cookies spread (rapidly, most rapidly).

9. Today, people purchase chocolate chip cookies (more often, most often) than sugar cookies.

10. Of the three cooks, I followed the original recipe (more carefully, most carefully).

11. Although the boys ate more cookies, the girls consumed their cookies (more rapidly, most rapidly).

12. Homemade cookies disappear (faster, fastest) than store-bought cookies.

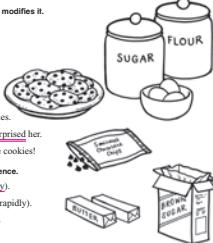
- Complete each sentence with an adverb. **Answers will vary but should answer the question.**

13. Mix the batter _____. (How?)

14. You can bake the cookies _____. (When?)

15. Set the cookies _____. so they will cool. (Where?)

16. Invite your friends over for a snack _____. (When?)



**Objectives**

- Identify adverbs and the adjectives/adverbs that they modify in a sentence
- Diagram adjectives and adverbs in a sentence

Introduction

Review the comparative and superlative forms of adverbs. Write these sentences for display:

The cicadas began chirping more sooner than the night birds.

The nightingale sings the beautifullyest of any bird.

- When do we use the comparative forms of adverbs? (*when comparing two things*)
- When do we use the superlative forms? (*when comparing three or more things*)
- Is the underlined adverb in the first sentence written correctly? Explain. (*no; It should be sooner, not more sooner.*)

Explain that *more* and words with the *er* ending are never used together; only one or the other is used. Since *soon* is a one syllable word, the *er* ending is correct.

- Is the underlined comparative form in the second sentence written correctly? Explain. (*no; It should be most beautifully, not beautifullyest.*)

Remind the students that *more* and *most* are always used to show comparison with adverbs that end in *ly*.

Review the questions that adverbs answer when they modify verbs.

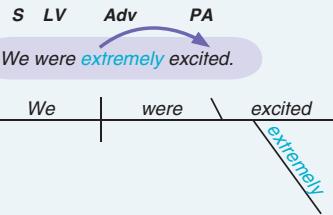
- Make three columns for display and label them *How?* *When?* and *Where?*
- Which part of speech answers *how*, *when*, or *where*? (*adverb*)
- Direct the students to listen carefully to each adverb as you read it aloud. Choose volunteers to tell which question each adverb answers and write it in the correct column.

finally (*when*)
carefully (*how*)
now (*when*)
there (*where*)
later (*when*)

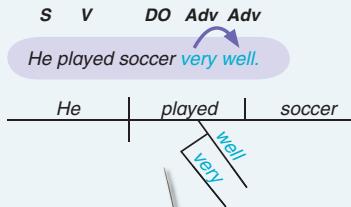
softly (*how*)
tomorrow (*when*)
nearby (*where*)
slowly (*how*)
below (*where*)

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Adverbs modify verbs. They can also modify adjectives and other adverbs. Adverbs that modify adjectives or adverbs answer the question *to what extent?* or *to what level?* These



adverbs always come before the words that they modify. On a diagram, write an adverb on a slanted line below the verb, adjective, or adverb it modifies.

**Guided Practice**

- Underline the two adverbs in each sentence.

- Some insects sing very noisily during the day.
- The cicada's call is usually quite harsh.
- Jim always catches crickets easily.
- The insect was unusually brightly colored.
- On hot summer days, the cicada chirps quite constantly.
- The cicada very carefully sheds its skin.
- The insect flies rather quickly.

- Label the sentence patterns; then diagram each sentence.

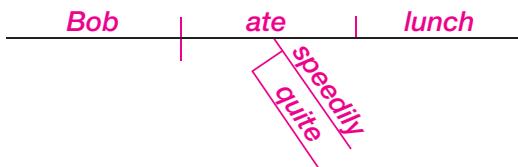
S LV PA

- The sun was very bright.



S V DO

- Bob ate lunch quite speedily.



English 6, Chapter 13, Lesson 124

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Teach for Understanding

- A Identify adverbs and the adjectives/adverbs that they modify.

1. Write these sentences for display:

Hummingbirds fly rapidly.

Their wings flutter extremely fast.

Hummingbirds are very interesting.

2. Explain that although adverbs usually modify verbs, they can also modify adjectives and other adverbs by answering the question *to what extent?* Make a new column for display and label it *To what extent?*

- What is the adverb in the first sentence? (*rapidly*)

- Which word does *rapidly* modify? (*fly*) Draw an arrow above *rapidly* pointing to *fly*.

3. Choose a volunteer to tell the question that the adverb *rapidly* answers (*How?*) and to write it in the correct column.

- Which word does *extremely* modify? (*fast*) Draw an arrow from *extremely* to *fast*.

- What part of speech is *fast* in this sentence? How do you know? (*adverb; Fast tells how the wings fluttered.*) Write *fast* in the correct column.

4. Choose a volunteer to tell the question that the adverb *extremely* answers (*To what extent?*) and to write it in the correct column.

- What is the adverb in the third sentence? (*very*)

Independent Practice

► Underline the adverbs in each sentence.

- The honeybee's process of communication is really very advanced.
- It communicates quite often by a special dance.
- Bees do not fly swiftly.
- Cicadas are surprisingly intricate.
- They have an exceptionally accurate biological clock.
- A huge "brood" of cicadas emerges rather suddenly in one night.
- Their noise often scares predators away.



► Label the sentence patterns; then diagram each sentence.

S V DO

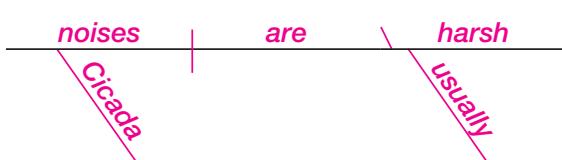
- Shelly found a cicada quite quickly.



- The cicada looked very interesting.



- Cicada noises are usually harsh.



Apply and Write

► Write two sentences about something you enjoy doing outside. Use at least one adverb that modifies an adjective.

English 6, Chapter 13, Lesson 124

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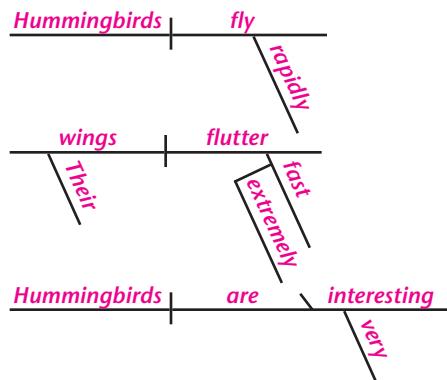
- Which word does *very* modify? (*interesting*) Draw an arrow from *very* to *interesting*.
- What part of speech is *interesting* in this sentence? How do you know? (*adjective; Are is a linking verb and links the predicate adjective interesting to Hummingbirds.*)
- 5. Choose a volunteer to tell the question that the adverb *very* answers (*To what extent?*) and to write it in the correct column. Point out that when an adverb modifies an adjective or another adverb, it always answers the question *to what extent?* and precedes the word it modifies.

B Diagram adjectives and adverbs in a sentence.

1. Remind the students that in a diagram adjectives and adverbs are

placed on a slanted line below the words that they modify.

2. Direct attention to Worktext page 241. Review the two sentence diagrams.
3. Draw three diagramming frames for display. Direct attention to the three sentences on display. Choose volunteers to diagram each sentence.



Worktext page 241

Guided Practice

Worktext page 242

Independent Practice: Apply and Write
Share Extra Information (optional).

ExtraInfo

A chorus of cicadas is a common sound on a summer night. These insects' seventeen-year larval stage makes them one of the longest-living insects. Somehow, the worm-like larvae all emerge from the ground at the same time and begin molting. Scientists believe that this mass emergence helps the cicada survive, since so many could not be eaten! Another defense is the loud sound they make by scraping their wings together. When a brood of cicadas is "singing" in chorus, the noise can approach the threshold of pain. Their noise actually frightens birds and other predators away!

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ESL

Identifying adverbs that modify adjectives and other adverbs is a difficult skill for ESL students. Explain that adverbs modifying adjectives or other adverbs are written just before the words that they modify. Instruct ESL students to look at the word that follows the adverb. Remind the students that these adverbs cannot stand alone or move around within the sentence. Provide assistance with vocabulary and diagramming for ESL students.

Teacher's Toolkit, page 76

extra PRACTICE

Adverbs Modifying Adjectives & Adverbs

Name _____

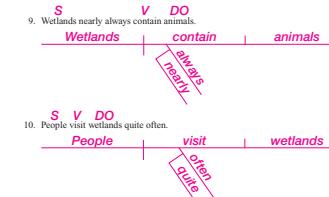
► Underline the adverbs in each sentence.

1. Wetlands are extremely necessary for many plants and animals.
2. Some wetlands are very large, but others are quite small.
3. Many wetlands are always wet.
4. Some wetlands look completely dry.
5. Human activities are often destructive to wetlands.
6. Wetlands are very beneficial in the regulation of water levels.
7. Government agencies can be pretty generous to people with wetlands.
8. Wetlands quite frequently produce unpleasant odors and disease.



► Label the sentence patterns; then diagram each sentence.

9. Wetlands nearly always contain animals.
10. People visit wetlands quite often.



Independent Practice

- Draw an arrow from each prepositional phrase in parentheses to the noun that it modifies.

1. Paper wasps form groups (of almost one hundred).
2. The paper wasp (over the door) is chewing wood.
3. Wasps enter a hole (in the bottom) of the nest.
4. Some wasps' nests are holes (in the ground).
5. Don't step on the yellow jacket nest (by the flowerbed)!
6. The larvae (inside the nest) look like little white worms.
7. The hard mud nest (on the wall) was built by a mud dauber.
8. These insects (in their mud nests) rarely sting.

- Put parentheses around the prepositional phrase in each sentence. Label the sentence patterns; then diagram the sentences.

S V DO
9. The study (of wasps) holds some risks.



10. Yellow jackets (in their nest) will attack intruders.



Apply and Write

- Complete each sentence by writing a prepositional phrase to modify the underlined noun. **Answers will vary.**

The termites _____ are big.

The animals _____ ran away.

The blue jay ate the insects _____.

English 6, Chapter 13, Lesson 125

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Ants can teach us a lesson _____. (What kind?)

2. Remind the students that these sentences alone give little information and sound boring. Prepositional phrases add details and make writing more interesting. Some sentences have more than one prepositional phrase. Prepositional phrases may be anywhere in a sentence.
3. Select volunteers to add prepositional phrases to the displayed sentences.
(Possible answers: under the picnic table; of its own; about work)



Worktext page 243

Guided Practice

Worktext page 244

Independent Practice: Apply and Write Share Extra Information (optional).

ExtraInfo.

Many insects live in colonies to survive. Ants, termites, wasps, and bees live in colonies and are called "social insects." Each insect within a colony has a special job. Workers gather food, build the ant-hill, mound, nest, or hive, and care for the queen. Some insect groups have soldier insects or drones. The queen is at the center of the insect community and lays eggs, which are cared for by the workers.

Fire ants keep "herds" of aphid "cows," which secrete a sweet substance that is food for the ants. The aphids benefit from the arrangement, too, since they are carefully tended and protected by the ants!

ESL

For extra practice using prepositions for ESL students, write prepositional phrases, such as *in the desk*, on sentence strips. Play charades with the students acting out the prepositional phrases. Make visuals for the vocabulary words *preposition*, *object of the preposition*, and *prepositional phrase* on sentence strips. For additional practice, give students simple sentences such as *The dog ran*. Place a set of parentheses after the noun. Direct the students to add prepositional phrases. Provide assistance with vocabulary and diagramming on the worktext pages.

Teacher's Toolkit, page 77

extra PRACTICE

Prepositional Phrases Modifying Nouns & Pronouns

Name _____

- Draw an arrow from each prepositional phrase in parentheses to the noun that it modifies.

1. Life (in colonial America) was much different from life today.
2. Colonists in New England grew a variety (of crops).
3. Colonial families (on farms) sold or traded their products.
4. Early settlers were often craftsmen (of furniture) or owners (of local businesses).
5. Children (on these farms) had important responsibilities.
6. Girls made items (for the home).
7. Boys learned the skills (of farm work).



- Put parentheses around the prepositional phrase in each sentence. Label the sentence patterns; then diagram the sentences.

8. Worship services (at the local church) were important.



9. Early settlers appreciated times (of community gatherings).



- Add a prepositional phrase that modifies the underlined noun.

10. The daisies _____ are pretty.

11. The kittens _____ curl against the mother cat.

Objectives

- Identify prepositional phrases and the verbs that they modify in a sentence
- Expand sentences by adding prepositional phrases

Materials

- Overhead transparency (or a copy for each student) of Supplement page S7, "Preposition Song"
- Four sheets of colored paper

Write each of these words on a separate sheet of colored paper: *how*, *when*, and *where*.

Introduction**Singing**

Lead in singing together the "Preposition Song." Choose volunteers to give a preposition. Write it for display; then see how many prepositions the class can remember.

Teach for Understanding**A Identify prepositional phrases in a sentence.**

- Remind the students that a prepositional phrase includes the preposition, its object, and all the words between them.
- Write these sentences for display:

A mosquito flew into our house.

Its buzzing noise rang loudly in our ears.

During the chase we used our fly swatter.

- **What are the prepositional phrases in each of these sentences? Draw parentheses around each phrase. (*into our house; in our ears; during the chase*)**

B Identify prepositional phrases and the verbs that they modify.

- Remind the students that they have learned that prepositional phrases act as adjectives when they modify a noun. Prepositional phrases act as adverbs when they describe or give more information about a verb. A prepositional phrase that modifies a verb is called an **adverbial phrase**.

(Note: In this lesson students will deal only with prepositional phrases that modify verbs. Adverbial prepositional phrases that modify adjectives and adverbs require a

Prepositional Phrases Modifying Verbs

Name _____



Prepositional phrases can describe or give more information about a verb. When they do this, they function as adverbs. These prepositional phrases answer the questions *how?* *where?* or *when?*

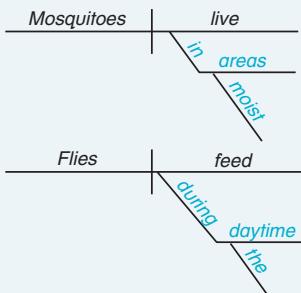
Mosquitoes live (in moist areas).

Mosquitoes live where?

Flies feed (during the daytime).

Flies feed when?

On a diagram, write a prepositional phrase under the verb that it modifies. Write the preposition on a slanted line and the object of the preposition on a horizontal line below it. Write any adjectives in the phrase on slanted lines below the object of the preposition.

**Guided Practice**

- Underline twice the verb that each prepositional phrase in parentheses modifies.

- Some insects sneaked (into our house).
- These creatures lived (on our scraps).
- (At night) you could see them.
- Jill screamed (from the kitchen).
- The yucky pests scattered (in all directions).
- Some ants have crawled (behind the walls).
- This ant has traveled (up the refrigerator).
- (In our yard) many are swarming.
- You should wash the sting (with soap and water).

- Complete each sentence by writing a prepositional phrase to modify the underlined verb. **Answers will vary.**

- The dog ran _____
- _____ the boys will play baseball.
- The children sang sweetly _____



English 6, Chapter 13, Lesson 126

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more difficult sentence structure in which the word being modified is hard to identify.)

- What information does the prepositional phrase in the first sentence add to the sentence? (*It tells where the mosquito flew.*)
- Which word does the prepositional phrase in the first sentence modify? Draw an arrow to it. (*flew*)
- What part of speech is *flew*? (*verb*)
- Which word does the prepositional phrase in the second sentence modify? Draw an arrow to it. (*rang*)
- What part of speech is *rang*? (*verb*)
- What information does the prepositional phrase add to this sentence? (*It tells where the noise rang.*)
- What word does the prepositional phrase in the third sentence modify? Draw an arrow to it. (*used*)
- What part of speech is *used*? (*verb*)
- What information does the prepositional phrase add to the sentence? (*It tells when we used the fly swatter.*)
- Explain that adverbial prepositional phrases may appear anywhere in a sentence—either *before* or *after* the verb that they modify. These phrases answer the question *how?* *when?* or *where?*

Independent Practice

- Underline twice the verb that each prepositional phrase in parentheses modifies.

1. Exterminators look (for signs) of insects everywhere.
2. They work (with special equipment).
3. Locust swarms move (with great speed) and eat everything.
4. (In the United States) a locust plague occurred during the 1870s.
5. The Rocky Mountain locusts traveled (in huge clouds) that blocked the sun.
6. Billions of insects descended (from the sky) and destroyed the crops.
7. Government officials paid (for the locust extermination).
8. After 1878 the Rocky Mountain locust disappeared (from the United States).
9. The pioneers had prayed (for this).
10. The boll weevil, another pest, lived (in the United States).
11. Boll weevils laid eggs (in cotton bolls).
12. (During the Great Depression) boll weevils destroyed many crops.



- Complete each sentence by writing a prepositional phrase to modify each underlined verb. **Answers will vary.**

13. _____ we see mosquitoes.
14. The cold wind blew _____.
15. We rode our bikes _____ until suppertime.

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Apply and Write

- Write two sentences describing an event you have attended. Use prepositions to describe where you went and what time the event began. Put parentheses around your prepositional phrases.

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English 6, Chapter 13, Lesson 126

- C Expand sentences by adding prepositional phrases at the beginning, middle, or end of a sentence.

1. Write these incomplete sentences for display:

The bug crept (_____).

(_____) *I always find another bug.*

(_____) *I killed the bug.*

2. Remind the students that prepositional phrases add details and make writing more interesting. Prepositional phrases that function as adverbs can be at the beginning, middle, or end of a sentence.

3. Select volunteers to add prepositional phrases to the displayed sentences.
(Possible answers: into my lunch box; In the mornings; With great courage)

Worktext page 245

Guided Practice

Worktext page 246

Independent Practice: Apply and Write

ESL

ESL students may have difficulty determining what the prepositional phrase modifies. Pair ESL students with English-proficient students to complete the worktext pages. For extra practice, use the same game format as in Lesson 125, but use adverbial prepositional phrases to modify verbs. For example, write the sentence *The dog ran* and place a set of parentheses after *ran*. Direct the students to fill in appropriate prepositional phrases.

Teacher's Toolkit, page 78

extra PRACTICE

Prepositional Phrases Modifying Verbs

Name _____

- Underline twice the verb that each prepositional phrase in parentheses modifies.
1. Sir Alexander Fleming discovered penicillin (by accident).
 2. He was experimenting (with a different substance).
 3. A mold had infected a culture dish (by mistake).
 4. He worked (at top speed).
 5. Fleming's mold stopped bacteria (in its tracks).
 6. Fleming's discovery was (during World War II).
 7. Doctors used penicillin (on wounded soldiers).
 8. (Around the world) doctors called penicillin the first "wonder drug."
 9. (Across the globe) penicillin saved the lives of many soldiers.
 10. (In these days) penicillin prevents many serious medical complications.
 11. (In some people) penicillin causes allergic reactions.
 12. Medicine is prescribed (with great care).
 13. Report any allergic reactions (to your physician) immediately.



- Add a prepositional phrase that modifies each underlined verb. Write your prepositional phrase in the blank.
Answers will vary but should answer the question.
14. The brave soldiers fought _____.
 15. Airplanes flew by our unit _____.
 16. _____ the people thanked us.

Objectives

- Identify which word in a sentence a modifier describes
- Identify whether a modifier is an adjective or an adverb
- Identify whether a modifier is an adjectival or adverbial prepositional phrase

Materials

- Overhead transparency (or copy for each student) of Supplement page S33, "Modifiers"

Introduction**Speaking**

Review comparative and superlative forms of adjectives and adverbs. Write these pairs of words for display:

basketball/baseball

New Jersey/Texas

cake/pie

Direct volunteers to compare each pair of words in a sentence. Remind them to use the comparative form of the adjective or adverb that they choose. Allow the class to decide whether each sentence is correct.

(*Possible answers: Basketball is a faster game than baseball. New Jersey is a smaller state than Texas. Cake tastes sweeter than pie.*)

Write these words for display:

beautiful

hard

sticky

Direct volunteers to use each word in a sentence as a superlative adjective, comparing three or more things. Allow the class to decide whether each sentence is correct.

(*Possible answers: The most beautiful bird is the cardinal. Physical education is my hardest subject. The stickiest food is molasses.*)

Teach for Understanding

- A Identify adjectives and the words that they modify.**
- What does *modify* mean? (*to describe*)
 - Which type of word modifies a noun or pronoun? (*adjective*)
 - What are some types of adjectives that we studied earlier in the chapter? (*articles, proper adjectives, predicate adjectives, demonstrative adjectives*)

Modifiers

Name _____



A **modifier** is a word or phrase that describes another word. Adjectives, adverbs, and prepositional phrases are modifiers.

Modifiers that describe a noun or a pronoun are adjectives or adjectival phrases.

The Swiss rolls behind the counter are delicious.

The underlined adjectives and adjectival prepositional phrase modify the noun *rolls*.

You can identify a modifier by finding the word that it describes, or modifies.

Modifiers that describe a verb, an adjective, or an adverb are adverbs or adverbial phrases.

He quickly ran through the park.

The underlined adverb and adverbial prepositional phrase modify the verb *ran*.

The park is extremely large.

The underlined adverb modifies the adjective *large*.

The caretakers very carefully mow the grass.

The adverb *very* modifies the adverb *carefully*. The adverb *carefully* modifies the verb *mow*.

Guided Practice

- Draw an arrow from the underlined modifier to the word that it modifies. Identify the type of modifier.

1. Some insects can be useful for killing pests.
 adjective adverb

2. The ladybugs in your yard are pest killers.
 adjectival prepositional phrase adverbial prepositional phrase

3. The tiny aphid is very destructive.
 adjective adverb

4. In one day a ladybug will eat fifty aphids.
 adjectival prepositional phrase adverbial prepositional phrase

5. Australian ladybugs came to the United States in the 1880s.
 adjective adverb

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- 1. Display the overhead transparency of Supplement page S33, "Modifiers."**

- **What are the adjectives in Sentence 1? Which ones are special adjectives?** (*The, black; The is an article.*)

- 2. Choose volunteers to tell which words these adjectives modify, and then draw arrows to the words.** (*The and black modify spots.*)

- **What are the adjectives in Sentence 2?** (*The, the, yellow*)

- 3. Choose volunteers to tell which words these adjectives modify, and then draw arrows to the words.** (*The modifies ladybugs, and the and yellow modify roses.*)

- B Identify adverbs and the words they modify.**

- **Which type of word modifies a verb? (adverb)**

Remind the students that adverbs can also modify adjectives or other adverbs.

- **What is the adverb in Sentence 3 and what does it modify? (very; valuable)**
Draw an arrow from *very* to *valuable*.

- **What type of word is valuable? (adjective)**

- **What is the adverb in Sentence 4, and what does it modify? (Daily modifies eat.)** Draw an arrow from *daily* to *eat*.

- **What type of word is eat? (verb)**

- **What are the two adverbs in Sentence 5, and what word does each**

Independent Practice

► Draw an arrow from the underlined modifier to the word it modifies. Identify the type of modifier.

1. Lacewings also eat many types of harmful bugs.
 adjectival prepositional phrase
 adverbial prepositional phrase
2. Lacewing larvae are extremely dangerous.
 adjective
 adverb
3. Their powerful jaws inject venom into their victims.
 adjectival prepositional phrase
 adverbial prepositional phrase
4. They easily eat two hundred insects in a week.
 adjective
 adverb
5. An adult lacewing is quite different.
 adjective
 adverb
6. Its diet of nectar and honeydew is supplied by a garden.
 adjectival prepositional phrase
 adverbial prepositional phrase
7. On a plant a green lacewing easily hides.
 adjectival prepositional phrase
 adverbial prepositional phrase
8. Its color blends with the spring foliage.
 adjectival prepositional phrase
 adverbial prepositional phrase
9. Their thin veined wings look fairylike.
 adjective
 adverb
10. The adult lacewings live for four weeks.
 adjectival prepositional phrase
 adverbial prepositional phrase

Apply and Write

► Write two sentences about your favorite outdoor place. Underline all of the modifiers.



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modify? (*Slowly modifies the verb moved, and quite modifies the adverb slowly.*)

C Identify whether a modifier is an adjectival or adverbial prepositional phrase.

1. Remind the students that prepositional phrases provide additional information about other words in a sentence. Prepositional phrases that modify a noun function as adjectives and are called *adjectival prepositional phrases*.

► What is the prepositional phrase in Sentence 1 and which word does it modify? (*on their backs; spots*) Draw parentheses around the phrase and draw an arrow from the phrase to *spots*.

► Is this an adjectival or adverbial prepositional phrase? Why? (*adjectival prepositional phrase; It modifies a noun, spots.*)

Teach for Understanding—Continued

► What is the prepositional phrase in Sentence 4 and which word does it modify? (*In a garden; eat*) Draw parentheses around the phrase and draw an arrow from the phrase to *eat*.

► Is this an adjectival or adverbial prepositional phrase? Why? (*adverbial; It modifies the verb eat and answers the question where?*)

4. Repeat the procedure to determine the type of prepositional phrase in Sentence 5. (*On the plant modifies the verb moved and is an adverbial prepositional phrase that answers the question where?*)

► In Sentence 5, which part of speech is *quite*? Which word does it modify? (*adverb; slowly*)

Worktext page 247

Guided Practice

Worktext page 248

Independent Practice: Apply and Write

ESL

This lesson reviews several types of modifiers at once and may be confusing to ESL students. Use the visuals about adjectives and adverbs from Lessons 121 and 122 to help ESL students classify the modifiers more easily. Pair ESL students with English-proficient students to complete the worktext pages.

Teacher's Toolkit, page 79

| extra PRACTICE | Modifiers | Name _____ |
|---|-----------|------------|
| ► Draw an arrow from the underlined modifier to the word that it modifies. Identify the type of modifier. | | |
| 1. At the Sea of Galilee, Jesus found Peter and Andrew. <input type="radio"/> adjectival prepositional phrase <input checked="" type="radio"/> adverbial prepositional phrase | | |
| 2. They threw a <u>large net</u> into the sea. <input checked="" type="radio"/> adjective <input type="radio"/> adverb | | |
| 3. Jesus called the two <u>Galilean</u> brothers to be fishers of men. <input checked="" type="radio"/> adjective <input type="radio"/> adverb | | |
| 4. These brothers were mending their <u>fishing nets</u> . <input checked="" type="radio"/> adjective <input type="radio"/> adverb | | |
| 5. James and John were fishing <u>from a ship</u> . <input type="radio"/> adjectival prepositional phrase <input checked="" type="radio"/> adverbial prepositional phrase | | |
| 6. They were <u>immediately</u> obedient when Jesus called, "Follow Me." <input type="radio"/> adjective <input checked="" type="radio"/> adverb | | |
| 7. These men became <u>disciples</u> of the Lord Jesus. <input checked="" type="radio"/> adjectival prepositional phrase <input type="radio"/> adverbial prepositional phrase | | |
| 8. They watched Him perform <u>many</u> miracles. <input checked="" type="radio"/> adjective <input type="radio"/> adverb | | |
| 9. Lives were changed <u>by belief</u> in the Savior. <input checked="" type="radio"/> adjectival prepositional phrase <input type="radio"/> adverbial prepositional phrase | | |
| 10. Peter became <u>very bold</u> in his witness for Christ. <input type="radio"/> adjective <input checked="" type="radio"/> adverb | | |
| 11. We should <u>lovingly</u> tell others of the Savior's love. <input type="radio"/> adjective <input checked="" type="radio"/> adverb | | |
| Following Christ changes lives. | | |
| Page 35–36 II Cor. 5:17 | | |

Confusing Words

Name _____

Objectives

- Identify *good* as an adjective and *well* as an adjective or adverb
- Determine the correct uses of *fewer/less* and *between/among*

Materials

- Overhead transparency (or a copy for each student) of Supplement page S34, "Confusing Words"

Introduction

Speaking

Review adjective modifiers. Write the following sentences for display. Read each sentence aloud. Select volunteers to name the type of adjective modifier that is underlined. Then select other volunteers to name the word that the underlined word modifies.

That grasshopper just hopped into our house.
(*demonstrative*, modifies *grasshopper*)

The cicadas *outside* our tent were chirping loudly.
(*adjectival prepositional phrase*, modifies *cicadas*)

The *yellow* butterfly was absolutely beautiful.
(*adjective*, modifies *butterfly*)

Ants are *industrious*. (*predicate adjective*, modifies *ants*)

- What do all the underlined words and phrases have in common? (*They all function as adjectives by modifying nouns.*)

Teach for Understanding

A Identify *good* as an adjective and *well* as an adverb or an adjective.

- Display the overhead transparency of Supplement page S34, "Confusing Words."
- Point out that the words *good* and *well* are often confused. *Good* is an adjective that describes a noun or pronoun, and *well* is an adverb that describes a verb. When talking about someone's health, *well* is the correct word to use. In some sentences about health, *well* acts as an adjective, not an adverb.

- Which word correctly completes Sentence 1? Why? (*good*; *It describes the noun lesson, so it functions as an adjective.*)

- Which word correctly completes Sentence 2? Why? (*well*; *It describes the verb blend and answers the question how? so it functions as an adverb.*)

Some pairs of modifiers can be confusing because they have similar meanings.

good and **well**: *Good* is always used as an adjective. *Well* is used as an adverb. *Well* can be used as an adjective when it refers to health.

Adj

That is *good* ice cream.

Adv

She plays *well*.

PA

He does not feel *well*.

fewer and **less**: Both words are adjectives that describe nouns. Use *fewer* with items that can be counted, such as *fewer crayons*. Use *less* with items that cannot be counted, such as *less sand*.

This recipe calls for *less* flour.

I walked *between* the two rows.

Carla was *among* the top regional winners in the competition.

Guided Practice

- Underline the word that correctly completes each sentence.

- The ants divided the food (*between*, *among*) themselves.
- Some ants eat (*fewer*, *less*) food.
- The soldier ants fight (*good*, *well*).
- The colony has (*less*, *fewer*) soldier ants than worker ants.
- The worker ants clean the nest (*good*, *well*).
- They also provide (*good*, *well*) care for the eggs.

- Write **C** if the sentence is correct or **I** if the sentence is incorrect. Underline the incorrect word; then write the correct word.

- This honey tastes really *well*. *I*; *good*
- There are *fewer* bees in this hive. *C*
- I received *less* bee stings than my sister did. *I*; *fewer*
- When purchasing bees, you can choose *among* a minicolonies or packaged bees. *I*; *between*



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- Which word correctly completes Sentence 3? Why? (*well*; *It follows the linking verb was and describes the health of the subject, so it functions as an adjective.*)

- Which word correctly completes Sentence 4? Why? (*good*; *It follows the linking verb are and describes the noun stories, so it functions as an adjective.*)

B Determine the correct uses of *fewer/less* and *between/among*.

- Direct attention again to the overhead transparency of Supplement page S34, "Confusing Words."
- Explain that some pairs of modifiers can be confusing because they have similar meanings. One example is *fewer* and *less*. Both words are adjectives that describe nouns. *Fewer* is used with items that can be

counted, such as pickles and potato chips. *Less* is used with items that cannot be counted, such as water and air.

- Which word correctly completes Sentence 5? Why? (*less*; *Mud is a noun that cannot be counted.*)

- Which word correctly completes Sentence 6? Why? (*fewer*; *Insects is a noun that can be counted.*)

- Point out that another confusing pair of modifiers is *between* and *among*. Both words are prepositions. As a general rule, use *between* when referring to two people or things and use *among* when referring to more than two or to a group.

- Which word correctly completes Sentence 7? Why? (*among*; *Leaves refers to more than two things.*)

Independent Practice

- Underline the word that correctly completes each sentence.

1. Many insects can fool predators (good, well).
2. Telling the difference (between, among) a particular insect and its mimic is often difficult.
3. Some insects hide (between, among) leaves and twigs.
4. There is (less, fewer) danger for a camouflaged insect.
5. Eyespot markings are (well, good) for scaring predators.
6. The eyespots work (good, well).
7. Katydids are very (good, well) at hiding.
8. They are almost impossible to find (between, among) all the bushes!
9. Some insects would catch (less, fewer) bugs if they did not have a deadly disguise.
10. One praying mantis is pink and white and blends (good, well) with orchids!

- Write C if the sentence is correct or I if it is incorrect. Underline the incorrect word; then write the correct word.

11. We saw less deer than insects on our backpacking trip. I; fewer
12. Kate, Lauren, and I decided among ourselves to stop and rest. C
13. We were tired, but everyone was feeling pretty good. C
14. We rested good for an hour and then started again. I; well
15. We saw moths and butterflies among all the trees. C

Apply and Write

- Write about the kinds of toppings you like or do not like on a pizza. Use well and good correctly.

Possible answers include: *I like pepperoni on my pizza.*

Pepperoni tastes good on pizza. Lots of cheese works well too.

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Language

LINK

Worktext page 249

Guided Practice

Worktext page 250

Independent Practice: Apply and Write

ESL

Remind ESL students that *good* is an adjective that tells what kind and *well* is an adverb that tells how. Display objects that you like and make sentences using *good* to describe them (e.g., *This is a good book*). Use *well* in sentences to describe skills (e.g., *Gina reads well*). Use examples for *fewer/less* and *between/among* in a similar manner. You may choose to shorten or modify this assignment to prevent ESL students from feeling overwhelmed. Provide assistance with vocabulary on the worktext pages.

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- Which word correctly completes Sentence 8? Why? (*between*; *There are only two rocks.*)

Teacher's Toolkit, page 80

extra PRACTICE

Confusing Words

Name _____

- Underline the word that correctly completes each sentence.

1. A visit to the Bureau of Engraving and Printing in Washington, DC, is a (good, well) way to learn about money.
2. The bureau prints (less, fewer) one-hundred-dollar bills than five-dollar bills.
3. There are some common characteristics (between, among) different types of bills.
4. Each bill is made of a special fabric, so there is (fewer, less) chance of successful counterfeits.
5. The bills hold up (good, well) when you accidentally wash them because they are water-resistant.
6. The front of the bill has (fewer, less) symbols than the back of the bill.
7. (Between, Among) two circles on the back of the dollar bill are the words *In God We Trust*.
8. (Between, Among) the many symbols on the dollar bill is an eagle with a banner in its beak.



- Write C if the sentence is correct or I if it is incorrect. Underline the incorrect word; then write the correct word.

9. Lawmakers deliberated about a good symbol for the country. C
10. Federal lawmakers determined that the bald eagle represented the United States good. I; well
11. Later, Benjamin Franklin suggested the turkey as a bird with less faults than the eagle. I; fewer
12. His argument was not received well by Congress. C



Worktext pages 251–52

Objectives

- Identify adjectives and the nouns/pronouns that they modify
- Identify adverbs and the words they modify
- Identify whether a modifier is an adjectival or adverbial prepositional phrase
- Diagram sentence patterns: *S V, S V DO, S V IO DO, S LV PN, and S LV PA*
- Identify which word correctly completes a sentence: *good/well, fewer/less, and between/among*

Materials

- Materials for optional Science Connection

Note

This lesson reviews concepts to prepare students for the Chapter 13 Test (optional). Extra Practice pages 81–82, located on the Teacher's Toolkit CD, make an excellent study guide.

Check for Understanding

Chapter 13 Review

Play a review game. Divide the class into four or five teams. Choose which version of the game you will play—board game or seatwork game. Explain the procedures of the game.

Board Game: Allow one member from each team to take his place at the board and pick up a piece of chalk or dry erase marker. Direct the students at the board to face you while you read the question. Tell each student to write his answer when you say, "Go!" and then to turn around and face you again. The team with the fastest time and the correct answer gets two points. Every team with the correct answer gets one point. Follow the same procedures with the next team member.

Seatwork Game: Read aloud the questions, asking for a verbal response or directing the students to write their answers on paper. Check the answers in class and award the team with the most correct answers. Use the following questions, adding additional questions if desired.

- What is one question that adjectives answer? (*Possible answers include what kind? which one? and how many?*)
- What do adjectives modify? (*nouns, pronouns*)
- Name an article. (*a, an, the*)

- A. Underline the adjectives. Draw an arrow from each adjective to the noun or pronoun that it modifies.

- God created amazing insects.
- We can see His love for detail in small animals.
- His wisdom is marvelous.



- B. Underline the two adjectives in each sentence. Circle the demonstrative adjective.

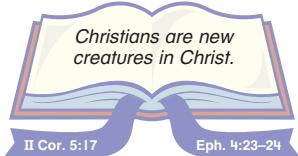
- Butterflies live only a few weeks.
- God has arrayed these insects in beautiful colors.
- This is a good lesson for us.
- Christian people should trust God for daily needs.

- C. Underline the adverb(s) in each sentence.

- You are probably familiar with the proverb about the ant.
- Ants prepare very diligently for winter.
- They work willingly in groups.
- They are always busy.

- D. Draw an arrow from the underlined modifier to the word that it modifies. Identify the type of modifier.

- Butterfly metamorphosis is a good illustration of new birth.
 adjective adverb
- Spiritually dead people seek things of the world.
 adjectival prepositional phrase adverbial prepositional phrase
- The cocoon pictures death to self.
 adjective adverb
- The new birth saves us from fleshly living.
 adjectival prepositional phrase adverbial prepositional phrase
- We can enjoy new life through Christ.
 adjective adverb



II Cor. 5:17

Eph. 4:23–24

English 6, Chapter 13, Lesson 129

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- Give an example of a proper adjective. (*Answers will vary.*)
- Where in the sentence do predicate adjectives occur? (*after the linking verb*)
- What do adjectival prepositional phrases modify? (*nouns*)
- What is the comparative form of *small*? (*smaller*)
- What is the comparative form of *wonderful*? (*more wonderful*)
- What is the superlative form of *beautiful*? (*most beautiful*)
- What is one question that adverbs answer? (*Possible answers include how? when? and where?*)
- What do adverbs modify? (*verbs, adjectives, or adverbs*)
- What is the comparative form of *early*? (*earlier*)
- What is the superlative form of *softly*? (*most softly*)
- Is *good* an adjective or an adverb? (*adjective*)
- Which is correct in this sentence, *good* or *well*? *The doctor thinks I am ___ enough to go home.* (*well*)
- Which is correct in this sentence, *less* or *fewer*? *I have ___ milk in my glass than you do.* (*less*)
- Which is correct in this sentence, *among* or *between*? *___ the three of us, we should have enough money.* (*Among*)
- Is the prepositional phrase in this sentence adjectival or adverbial? *The food in the refrigerator is spoiled.* (*adjectival*)
- Is the prepositional phrase in this sentence adjectival or adverbial? *We will throw the food in the trash can.* (*adverbial*)

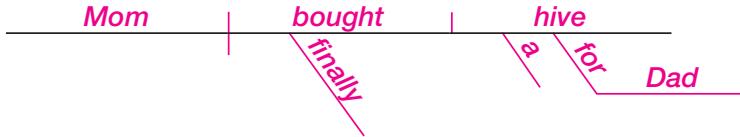
E. Underline the word that correctly completes the sentence.

17. For their size, insects are (between, among) the most powerful animals.
18. Ants do very (good, well) at lifting heavy objects.
19. Butterflies are (between, among) God's most colorful creatures.
20. A moth has a (good, well) sense of smell.
21. Without insects we would have (fewer, less) reminders of God's creative wisdom.

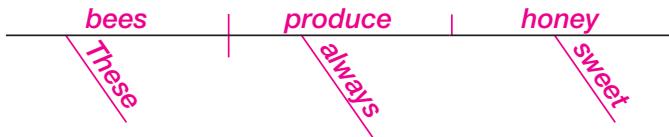
F. Label the sentence patterns; then diagram each sentence.

S V DO

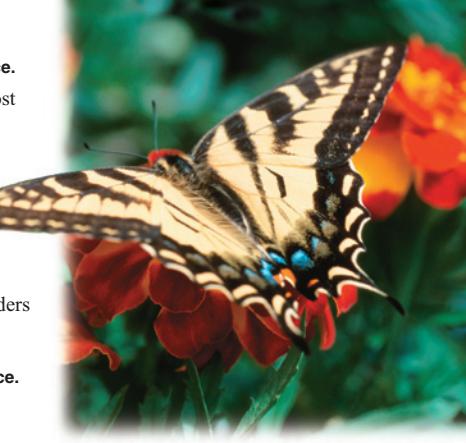
22. Mom finally bought a hive for Dad.



23. These bees always produce sweet honey.



24. Honey is a favorite treat.



Worktext pages 251–52

Chapter 13 Review

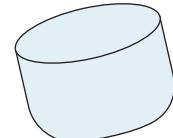
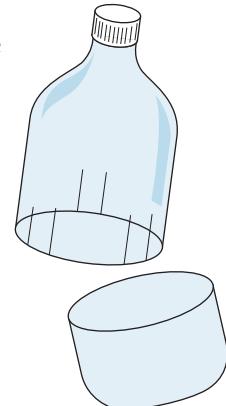


Materials

- 2-liter plastic soda bottle with cap
- Twig
- Scissors
- Ruler
- Soil
- Small rocks
- Small plants with roots
- Lettuce leaf or slice of apple or orange

Build a mini terrarium.

1. Cut 3 inches from the bottom of the bottle. Make six 1-inch slits around the bottom edge of the top section so that the top can "squeeze" down into the bottom. (See diagram.)
2. Fill the bottom with rocks. Put one rock aside to use later.
3. Put soil on top of the rocks. Plant the plants in the soil.
4. Put the extra rock and twig on top of the soil. Add a piece of lettuce or fruit.
5. Water the soil. Place the insect inside and put the top back on the bottom.
6. Keep the terrarium in a sunny place (but not direct sunlight). Remove the top, when needed, to add food.



ESL

The review game may be too difficult for many ESL students because it requires them to compete in a timed setting against their English-speaking peers. Allow ESL students to keep score or review one of the earlier activities that can be done independently. Assist them with vocabulary and diagramming on the worktext pages.

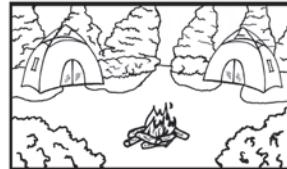
Teacher's Toolkit, page 81

extra PRACTICE

Chapter 13 Review

Name _____

- A. Underline the objectives. Draw an arrow from each adjective to the noun or pronoun that it modifies.
1. Some people camp during summertime.
 2. Tents are waterproof.
 3. Bedrolls are necessary for sleeping on the ground.
- B. Underline the two objectives in each sentence. Circle the demonstrative adjective.
4. The flashlights should have new batteries.
 5. Matches should be stored in a waterproof container.
 6. These matches will be used to light the campfire.
 7. That is a portable stove for cooking.
 8. Uncle Jacob lives in the Canadian wilderness.
- C. Underline the adverb in each sentence.
9. You should assemble the tents first.
 10. Choose a fairly smooth area for your sleeping bag.
 11. Carefully gather dry wood for the campfire.
 12. You can quickly relax by a stream or explore the area.



Teacher's Toolkit, page 82

extra PRACTICE

Chapter 13 Review

Name _____

- D. Draw an arrow from the underlined modifier to the word that it modifies. Identify the type of modifier.
13. A cool stream near your campsite can provide many activities.
○ adjectival prepositional phrase ○ adverbial prepositional phrase
 14. Some people really enjoy swimming during the summer.
○ adjective ○ adverb
 15. Many streams are good places for fishing.
○ adjectival prepositional phrase ○ adverbial prepositional phrase
 16. Different species of animals can be found around streams.
○ adjective ○ adverb
 17. Beautiful plants grow beside the shoreline.
○ adjectival prepositional phrase ○ adverbial prepositional phrase



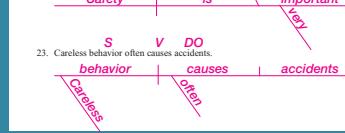
E. Underline the word that correctly completes each sentence.

18. Camping can be fun if you plan (good, well).
19. (Fewer, Less) accidents occur when campers follow safety rules.
20. Cooperation (between, among) all the campers will help prevent accidents.
21. With (good, well) effort, we can make camping a safe activity.

F. Label the sentence patterns; then diagram each sentence.

S LV PA

22. Safety is very important.



23. Careless behavior often causes accidents.

S LV PA

24. Safety is very important.

S LV PA

Objectives

- Identify the correct verb to use in a sentence
- Recognize the correct form of an irregular verb to use in a sentence
- Recognize the correct homophone to use in a sentence
- Identify adjectives in sentences
- Match a part of a story with its definition
- Identify subordinating conjunctions in a sentence
- Differentiate independent clauses and dependent clauses
- Identify the type of sentence as simple, compound, or complex

Cumulative Review

Name _____

A. Underline the correct verb for each sentence. (Chapter 9)

1. Everything in creation (demonstrate, demonstrates) God's power.
2. Many (observe, observes) the beauty and wonder of the heavens.
3. Some (learns, learn) about the constellations.
4. Others (use, uses) a telescope for close observation.
5. Nobody fully (understands, understand) God's creation.
6. Both stars and planets (remain, remains) somewhat of a mystery to us.

B. Underline the correct form of the irregular verb. (Chapter 11)

7. God (spoke, spoken) the sun and moon into existence.
8. Ancient people (come, came) to many false conclusions about the sun and moon.
9. The shadowed craters on the moon (given, gave) the appearance of bodies of water.
10. The sun (sank, sunk) in the west, but it did not move.
11. The earth's movement around the sun was not (known, knowed).
12. The Greeks said that the "sun chariot" was (drived, driven) by horses.

C. Underline the word that correctly completes each sentence. (Chapter 9)

13. You would travel a long (way, weigh) to the nearest star.
14. Stars are much (two, to, too) far away for an airplane flight.
15. The galaxy nearest (hours, ours) is called Andromeda.
16. There are (eight, ate) planets in our solar system besides Earth.
17. You can sometimes see a comet's (tale, tail) from Earth.

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English 6, Chapter 13, Lesson 130

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D. Underline all the adjectives in each sentence. (Chapter 13)

18. Some planets have vivid colors.
19. Mars is called the “Red Planet.”
20. Neptune is blue.
21. Those stars are orange, yellow, white, or blue.
22. Saturn has colored rings.



E. Write the correct letter in each blank. (Chapter 10)

F 23. Time and place where a story happens

C 24. Story about a time and place from the past

B 25. Problem that the characters deal with in a story

A 26. Highest point of tension in a story’s plot

D 27. Events that happen to make up a story

E 28. Way that the story’s problem is solved

- A. climax
- B. conflict
- C. historical fiction
- D. plot
- E. resolution
- F. setting

F. Circle the subordinating conjunction in each sentence. Decide whether the underlined clause is independent or dependent. Write **I for independent clause or **D** for dependent clause. (Chapter 1)**

D 29. If the weather is pleasant on Saturday, we will have a picnic.

I 30. We had to cancel last week’s picnic because it was raining.

G. Underline the subject once and the verb twice in each independent clause. Write the letter of the correct type of sentence. (Chapter 1)

B 31. Some new homes have one porch, but many older homes have several porches.

C 32. After we finish lunch, our family will drive through the historic district in town.

A 33. Dad photographed that beautiful Southern plantation.

- A. simple
- B. compound
- C. complex

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Worktext pages 253–54

Cumulative Review

Use the exercises to review the concepts taught at an earlier time. You may choose to omit certain sections or to use them to reteach concepts to students who are having difficulty.

ESL

ESL students may need assistance with vocabulary on the worktext pages.

