

Adjectives

An **adjective** is a word that modifies a noun or a pronoun. The adjectives *a*, *an*, and *the* are called **articles**. A **proper adjective** is formed from a proper noun.

Adjectives can tell *what kind*, *how many*, or *which one*. They usually come before the nouns they describe. They may also follow a verb such as *is*, *seems*, *feels*, or *appears*.

Example:

Tiny insects have **powerful** senses.

The article *the* refers to a particular person, place, thing, or idea. The articles *a* and *an* refer to any person, place, thing, or idea. Use *a* before a consonant sound, and use *an* before a vowel sound.

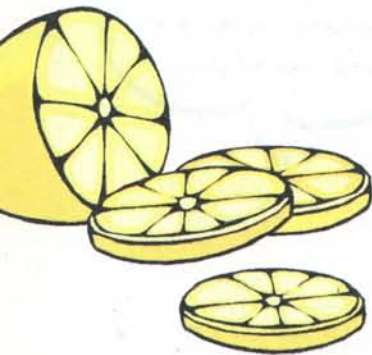
Example:

A **sour** lemon has **an** effect on your taste buds.

Always capitalize a proper adjective. Many proper adjectives are formed from place names. If you are not sure how to form a particular proper adjective, look in a dictionary.

Example:

A **German** scientist was one of the first to study the eye.



Guided Practice

A. Identify the underlined words as an adjective, a proper adjective, or an article.

Examples: Famous scientists have written about the senses.
adjective, article

Chinese scientists have studied the five senses.
proper adjective, article, adjective

1. Eyes are sensitive to bright light.
2. Many scientists have studied the eye.
3. People who are blind can read with their fingertips instead of their eyes.
4. French scientist Louis Braille lost his eyesight as a young child.
5. The Braille alphabet uses raised dots on paper that the fingertips can feel.

Vocabulary Power

stim•u•lus

[stim'yə•ləs] *n.*

Anything that stirs to action or greater effort.

The plural of *stimulus* is *stimuli* [stim'yə•lī].

Independent Practice

B. Write each sentence. Underline the adjectives in each sentence, including articles. Draw an arrow from each adjective to the word it modifies.

Example: Joe took a long nap under the shady oak.

Joe took a long nap under the shady oak.

6. The warm afternoon was a perfect time for napping.
7. Today the sunshine is brilliant.
8. It is a beautiful day for a picnic.
9. There are many colorful birds in the park.
10. Our whole family hears their musical sounds.
11. We also watch playful ducks in the big pond.
12. Sometimes I take a morning swim in the large pool.
13. The water seems cool today.
14. I feel hungry when I smell Italian food.
15. Each day I use my five senses.

C. Write each sentence. Underline all adjectives except articles and proper adjectives. Draw two lines under the articles. Circle the proper adjectives.

Example: The science teacher has a garden of English roses.

The science teacher has a garden of English roses.

16. Several students visited the rose garden.
17. The nose is a powerful organ.
18. The human nose is not as sensitive as dog noses.
19. People enjoy the smell of fragrant flowers.
20. Some French perfumes smell like familiar flowers.

Writing Connection

Technology: Making a Sensory Web Use a graphics software program to create a graphic organizer. Using the software, draw five circles on your screen. Then, place the name of one of the five senses (hearing, sight, smell, taste, touch) in each circle. For each sense, make a web of five adjectives that relate to the sense. As an alternative, you can draw a word web on a sheet of paper.



Remember

that adjectives tell what kind, how many, or which one.

The adjectives *the*, *a*, and *an* are

articles. Capitalize

proper adjectives,

which are formed from proper nouns.



Common Negative
Adverbs

not	rarely
never	hardly
nowhere	barely



Adverbs

A word that modifies a verb is called an **adverb**.
An adverb often tells *how*, *when*, or *where*.

How? Tia *gently* stroked the kitten's soft fur.

When? The cat returned *yesterday*.

Where? The kitten looked *up*.

Many adverbs that tell *how* end in *-ly*. An adverb may be placed before or after a verb that it describes. Negative words such as *not* and *never* are adverbs that usually describe verbs.

Examples:

Mrs. Choi **carefully** prepared her lesson on the five senses.

She knows **exactly** what she wants her students to learn.

Students **never** arrive **late** for her class.

Guided Practice

A. Identify the adverb in each sentence, and tell what word it describes. Explain whether the adverb tells *how*, *when*, or *where*.

Example: Jason eagerly volunteered for the first experiment.
eagerly, volunteered; how

1. He immediately went to the front of the class.
2. Jason walked to the table and stood there.
3. Mrs. Choi gently placed a clip on Jason's nose.
4. She then covered the student's eyes with a dark scarf.
5. Next, Jason reached for the object in Mrs. Choi's hand.
6. He rolled the object carefully between his hands.
7. Jason thought hard.
8. He said suddenly, "It's a grape."
9. He put it down with a smile.
10. "You have guessed correctly," replied Mrs. Choi.

Independent Practice

- B. Write each sentence. Underline each adverb. Draw an arrow from the adverb to the verb that the adverb describes.

Example: Lena waited eagerly for the science lesson to start.
Lena waited eagerly for the science lesson to start.

11. Mrs. Choi taught each lesson thoroughly.
12. Today she wants us to think about the five senses.
13. "Do the brain and the eyes work together?" she asked.
14. Mrs. Choi repeated the question slowly.
15. Mrs. Choi then led a class discussion on the topic.
16. She explained, "Your two eyes look directly at the same object."
17. "Each eye focuses clearly on a different view."
18. "Each eye separately sends a picture of what it sees."
19. "The brain instantly forms one image from the two pictures."
20. The students looked up when Mrs. Choi wrote "three-dimensional effect" on the board.

- C. Add an adverb to describe the verb in each sentence. Write the new sentence.

Example: Birds depend on their vision.
Birds depend entirely on their vision.

21. We watched the sky.
22. Birds soared above us.
23. Birds hunt for food.
24. They drop to the ground at the sight of food.
25. One bird calls to another.

Writing Connection

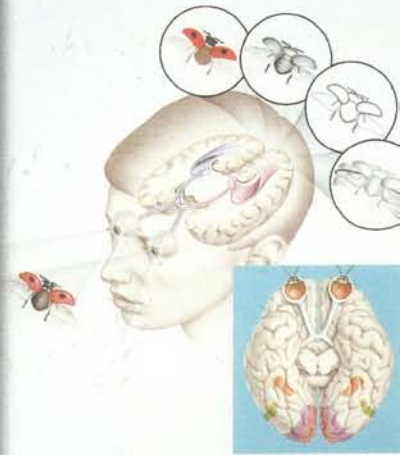


Writer's Journal: Vivid Adverbs Make a list of at least five common verbs. (If you can't think of any verbs, just remember some of the things that you do every day, such as eating, drinking, running, and so on.) Then brainstorm a list of vivid adverbs that could describe the verbs on your list. Think of adverbs that are lively. Then write three sentences using your verbs and adverbs.



Remember

that an adverb describes a verb and tells *how, when, or where*. Many adverbs end in *-ly*.



Adjective or Adverb?

Whether a word is an **adjective** or an **adverb** depends on how it is used in a sentence.

Sometimes a sentence includes a word that could be either an adjective or an adverb. Ask yourself, “What does this word describe?” If the word describes a noun or pronoun, it is an adjective. If the word describes a verb, it is an adverb.

Carpentry is a **hard** job. (The adjective *hard* describes the noun *job*.)

Juan worked **hard**. (The adverb *hard* describes the verb *worked*.)

Many adverbs are formed by adding *-ly* to an adjective. Be sure to use the form you need.

Incorrect: Carla greeted her new teacher **cheerful**.

Correct: Carla greeted her new teacher **cheerfully**.

(The adverb *cheerfully* tells how Carla greeted her teacher.)

A few words that end in *-ly* are commonly used as adjectives.

Carla always speaks in a **friendly** manner. (The adjective *friendly* describes the noun *manner*.)

Guided Practice

A. Tell whether the underlined word in each sentence is an adjective or an adverb. Tell how you know.

Examples: A fire burns nearby.
adverb, describes “burns” and tells where

Call a nearby fire department.
adjective, describes the fire department

1. My brother and I eat fast at dinner time.
2. The smell of dinner is a fast way to build an appetite.
3. I can easily recognize the smell of bread baking.
4. We enjoy lively conversation at dinner.
5. The dishes clatter noisily while we wash them.

Independent Practice

- B. Write each sentence. Draw an arrow from the underlined word to the word it describes. Then write whether the underlined word is an adjective or an adverb.

Example: The sound of soft music filled the room.

The sound of soft music filled the room. adjective

6. An automobile drove noisily past the house.
 7. An airplane flew loudly over the house.
 8. Sound waves travel quickly through the air.
 9. The waves bounce everywhere.
 10. The sound then goes to the eardrum.
 11. The eardrum is like a little trampoline.
 12. Sound always makes the eardrum move.
 13. The vibrations move quickly from the eardrum through the nerves.
 14. Nerves carry important messages to the brain.
 15. The brain make sense of the different noises we hear.
- C. Choose the correct word in parentheses to complete each sentence. Then write the sentence.

Example: Birds are singing (cheerful, cheerfully) in the trees.

Birds are singing cheerfully in the trees.

16. Mike listens (careful, carefully) to their sounds.
17. The notes ring out (clear, clearly) in the stillness.
18. The birds seem (happy, happily).
19. Be (careful, carefully) not to scare them.
20. Oh no, a dog is barking (loud, loudly).

Writing Connection

Real-Life Writing: Lost-and-Found Notice Imagine that you have found someone's lost pet. The best way to get it back to its owner is to make a sign that describes it. Write a brief notice that describes the pet so that the owner will recognize it. Use adjectives and adverbs in your description. If you need help, look in the lost-and-found section of a newspaper for ideas on how to describe a lost pet.



Remember

that some words can be either adjectives or adverbs. Many words that end in **-ly** are adverbs. However, some words that end in **-ly** are adjectives.



Extra Practice

- A. Write each sentence. Underline all adjectives.
Draw two underlines under the articles. *pages 262–263*

Example: The nose is the main organ for the sense of smell.
The nose is the main organ for the sense of smell.

1. Your nose has a tiny patch of nerves.
2. The ends of the nerves are sensitive to odors.
3. An odor causes a direct signal from the nerves to the brain.
4. The amazing brain has centers that identify odors.
5. A German scientist sorted different kinds of odors in 1916.
6. High temperatures can affect the strength of an odor.
7. The nose detects different odors at the same time.
8. The flavor of food is determined by our sharp sense of smell.
9. Some people do not like strong odors.
10. The brain works to identify the many odors.

- B. Write each sentence. Underline each adverb.
Draw two lines under the verb or verbs the adverb describes. *pages 264–265*

Example: The human body responds quickly to a stimulus.
The human body responds quickly to a stimulus.

11. You jump away from a hot stove.
12. You lose your balance after you step down from a roller-coaster ride.
13. Your body shivers when you go outside in winter.
14. You scratch constantly at a wool collar.
15. Your eye blinks immediately when dust gets in it.
16. Your knee jerks suddenly when the doctor taps it.
17. You cough often when you are around dust or dirt.
18. You might swallow water unexpectedly when you swim.
19. Your heart pounds rapidly when you are frightened.
20. Your body is working normally.
21. Your nerves always cause these reactions.
22. Your body moves instantly when it is in trouble.
23. The nerves react quickly to stimuli.
24. Signals pass directly from the nerves to the brain.
25. The brain processes sensory information rapidly.

 Remember

that an adjective describes a noun or pronoun and an adverb describes a verb. Many, but not all, adverbs end in *-ly*. Some words can be used both as adverbs and as adjectives.

For more activities with adjectives and adverbs, visit *The Learning Site*:

www.harcourtschool.com

- C. Write each sentence. Draw an arrow from each underlined word to the word it describes. Then write whether the underlined word is an adjective or an adverb. *pages 266–267*

Example: Mrs. Rojas is a popular teacher.
Mrs. Rojas is a popular teacher. adjective

26. Mrs. Rojas explained that the tongue can identify four kinds of tastes.
27. Each taste bud has a hard job.
28. Mrs. Rojas said, “Let’s quickly draw a picture.”
29. “Follow my instructions carefully,” she said.
30. Each student sketched a gigantic face.
31. A long tongue poked out of the mouth.
32. The students drew tiny buds on different parts of the tongue.
33. The buds on the tip of the tongue always sense sweet tastes.
34. Only bitter tastes make buds on the back of the tongue react.
35. Buds on both sides of the tongue recognize sour tastes.
- D. Write each sentence, choosing the word in parentheses that correctly completes the sentence. *pages 262–267*
36. The bird I saw was a (canada, Canada) *goose*.
37. I saw dolphins jump (playfully, playful) in the waves.
38. A dolphin makes (simply, simple) noises that bounce off underwater objects.
39. The sounds return to the dolphin like (an, the) echo.
40. The (playfully, playful) dolphins use sounds to “see.”

Writing Connection

Writer’s Craft: Descriptive Details Descriptive details, including adjectives and adverbs, can help you compare and contrast objects. Choose two objects, such as two kinds of fruit, and list words that appeal to the five senses. Use your list to write a paragraph or a poem about the objects. Trade descriptions with a partner. Circle the adjectives and underline the adverbs used.

DID YOU KNOW?

Animals use their tongues for more than eating. Some amphibians and birds, such as frogs and woodpeckers, use their tongues to catch food. Some mammals use their tongues for catching prey and for cleaning themselves.



Chapter Review

Look for mistakes in usage and capitalization in the sentences below. When you find a mistake, write the letter of the line containing the mistake. Some sentences do not have any mistakes at all. If there is no mistake, choose the letter beside *No mistakes*.

STANDARDIZED
TEST PREP

TIP The point of some tests is to identify errors. Look for simple mistakes when you take such tests.

- | | |
|--|---|
| <p>1 A Ramon was reading
B a interesting book
C about the five senses.
D (<i>No mistakes</i>)</p> <p>2 J He regular
K spends his Saturdays
L reading at the library.
M (<i>No mistakes</i>)</p> <p>3 A Today he has selected
B a book on the five
senses
C by an american
scientist.
D (<i>No mistakes</i>)</p> <p>4 J Ramon tried hard
K to understand
L the material.
M (<i>No mistakes</i>)</p> <p>5 A He discovered
B some fascinatingly
C information.
D (<i>No mistakes</i>)</p> | <p>6 J Food must be
K complete chewed
L in saliva.
M (<i>No mistakes</i>)</p> <p>7 A If a person eats quick,
B he or she does not
really
C taste the full flavor.
D (<i>No mistakes</i>)</p> <p>8 J If you chew
K your food slow,
L it will taste better.
M (<i>No mistakes</i>)</p> <p>9 A Try eating an apple
B carefully next time
C to taste the difference.
D (<i>No mistakes</i>)</p> <p>10 J Enjoying a meal
slowly
K also helps the body
L digest food easy.
M (<i>No mistakes</i>)</p> |
|--|---|



For additional test
preparation, visit
The Learning Site:

www.harcourtschool.com

Using a Dictionary and a Thesaurus

STUDY
SKILLS

The Dictionary

A **dictionary** lists words and gives their meanings. A dictionary also shows a word's history, its pronunciation, and its division into syllables and accents.

Each word listed in a dictionary is called an **entry word**.

Guide words at the top of each page show which words are defined on that page. The guide word on the left is the first entry word on the page. The guide word on the right is the last entry word. All the words listed on the page come between the guide words alphabetically.

The Thesaurus

A **thesaurus** lists words and their **synonyms**. Synonyms are words that have the same or nearly the same meaning. Words in a thesaurus are listed in alphabetical order.

A thesaurus listing for the word *bad* might look like this:

bad <i>adj.</i>	
disobedient	harmful
naughty	rotten
evil	spoiled
wicked	false

A thesaurus can also show how words have positive or negative meanings. Look at the following advertisement. Notice how the meaning of the advertisement changes when different synonyms are used.

- **Small, old** house with **big** yard in **nice** neighborhood.
- **Petite, aged** house with **huge** yard in **agreeable** neighborhood.
- **Tiny, antique** house with **enormous** yard in **pleasant** neighborhood.

YOUR TURN

WORD PICTURES Write a sentence or two describing a scene. Use at least three common words that have synonyms. Use a dictionary or thesaurus to find some synonyms. Write the sentences two more times, using the synonyms. Next, find a partner and exchange sentences. Try to draw the scene described by each sentence. Compare your drawings.

TIP Use the right words in your writing to help your readers picture your ideas.