It was a cold still afternoon with a hard steely sky overhead, when he slipped out of the warm parlour into the open air. The country lay bare and entirely leafless around him, and he thought that he had never seen so far and so intimately into the insides of things as on that winter day when Nature was deep in her annual slumber and seemed to have kicked the clothes off. Copses, dells, quarries and all hidden places, which had been mysterious mines for exploration in leafy summer, now exposed themselves and their secrets pathetically, and seemed to ask him to overlook their shabby poverty for a while, till they could riot in rich masquerade as before, and trick and entice him with the old deceptions. It was pitiful in a way, and yet cheering—even exhilarating. He was glad that he liked the country undecorated, hard, and stripped of its finery. He had got down to the bare bones of it, and they were fine and strong and simple. (...) he pushed on towards the Wild Wood, which lay before him low and threatening.
Hello, sixth grade! Below you'll find the work for this week. You'll need your grammar books.

We have been doing some work on adjectives and adverbs. The following assignments should help you identify them in sentences.

**Monday, August 24th:** Read the top of page 224 in your grammar book. Remember there is help on page 322 of the student handbook section.

**REMEMBER!**

Adjectives describe NOUNS.
A noun is a person, place, thing or idea.

- Follow the instructions as they are written and complete exercise A on page 224.

**Tuesday, August 25th:** Complete exercise C on page 225. Follow the instructions as written.

**Wednesday, August 26th:** Look at the sentences below Exercise C on page 225. Notice the difference in the sentences when the words *ripe* and *green* are used. In one sentence you WANT to eat the strawberries, but in the other, you want to THROW OUT the strawberries.

- Write the sentences in Exercise D on page 225 changing the underlined adjective to an adjective that will change the meaning of the sentence.

**EXAMPLE:**

1. A **clumsy** pupil dropped the globe.
   It now sounds like the child was likely to drop the globe, rather than it being an unfortunate accident.

**Thursday, August 27th:** Read the top of page 234 in your grammar book. Remember there is help on pages 325-326 of the student handbook section.

**REMEMBER!**

Adverbs usually follow the verbs they modify.
The -ly ending is the most common adverb suffix. NOT ALL ADVERBS END IN -ly.

- Follow the instructions as they are written and complete exercise A & B on page 234.

**Friday, August 28th:** Read the sentences and paragraph on top of page 235.

Adverbs are often used to tell how, where, and when.

- Make a chart of three columns with the titles: How? When? Where?. Place the words from Exercise C on page 235 under the column that give the response to those questions. See the example below.
- Follow the instructions as written for exercise D on page 235.
<table>
<thead>
<tr>
<th>How?</th>
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