Learning Goal: Recognize the functions of adjectives and adverbs in sentences. Use adjectives and adverbs in sentences.

<table>
<thead>
<tr>
<th>GOALS</th>
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<td>4</td>
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</table>
Adjectives and Adverbs

KEY CONCEPT: Adjectives and adverbs are modifiers, words that describe [tell about] other words in a sentence.

1. Underline the correct verb form in this sentence:
   Don's nephews, who (arrive, arrives) today, plan to meet him at the airport at noon.

2. Underline the correct pronoun choice in this sentence:
   Anyone can learn to play piano as long as it is something that (he or she, they) wants to do.

Adjectives

Adjectives are words that modify, or describe, a noun or pronoun. An adjective can modify a noun in several ways. It can tell what kind, which one, or how many.

- what kind: worst storms
- which one: this hurricane
- how many: one town

mountainous waves
that shore
countless choices

Often a noun is modified by more than one adjective.

safer, higher land

Adverbs

Adverbs are words that modify, or describe, a verb, an adjective, or another adverb.

- modifying a verb: moved slowly
- modifying an adjective: already gigantic
- modifying an adverb: far away

Adverbs can modify words in several ways. They can tell how, when, how often, where, and to what extent.

- how: moved slowly
- when: already gigantic
- where: land far away
- how often: calls daily
- to what extent: nearly empty
**VISUALIZE**

When you form a mental picture in your mind from a written or spoken description, it is call visualizing. To **visualize** is one of the best ways to understand and to remember something. To help you visualize what you are reading, writers provide colorful and interesting details. One way they do this is by adding adjectives and adverbs to sentences. Adjectives and adverbs help readers “see” what they are reading. They provide a visual picture for the reader.

Read these two sentences:

(1) Miguel has a new motorcycle.
(2) Miguel has a shiny, black, powerful new motorcycle.

Sentence 1 provides a detail about Miguel's motorcycle, but Sentence 2 helps readers to visualize, or picture in their minds, what Miguel's motorcycle is like.

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**THINK ABOUT WRITING**

Directions: Look at the underlined modifier in each sentence. Circle the word that is modified, or described. State whether the modifier is an adjective or an adverb.

Example: adjective The snow fell on the red flower.

1. _____ The mail arrived late today.
2. _____ A late dinner was served at the restaurant.
3. _____ Four children came to my door this afternoon.
4. _____ Andrew moved too quickly in the darkness and fell.
Adjectives and Adverbs Forms

Adjectives do not have a special form. Many adverbs, however, are formed by adding _ly_ to an adjective.

<table>
<thead>
<tr>
<th>Adverbs Formed with <em>ly</em></th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>loud</em> screaming</td>
<td><em>scream</em></td>
<td><em>loudly</em></td>
</tr>
<tr>
<td><em>warm</em> clothes</td>
<td><em>warmly</em></td>
<td><em>dressed</em></td>
</tr>
<tr>
<td><em>beautiful</em> painting</td>
<td><em>beautifully</em></td>
<td><em>paints</em></td>
</tr>
</tbody>
</table>

Some adverbs are formed from adjectives in other ways.

If the adjective ends in:

- _ll_, add only a _y_  
  - full  ➔ _fully_
- _y_, change the _y_ to _i_ and add _ly_  
  - happy  ➔ _happily_
- _le_, change the _e_ to _ly_  
  - horrible  ➔ _horribly_
- _ic_, add _al_ before adding _ly_  
  - frantic  ➔ _frantically_

Some adjectives and adverbs have the same form. The chart below shows some of these. Note that words ending in _ly_ are not always adverbs.

<table>
<thead>
<tr>
<th>Adjectives and Adverbs with the Same Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>daily  fast  ill  right</td>
</tr>
<tr>
<td>early  hard  low  straight</td>
</tr>
<tr>
<td>far    high  near  weekly</td>
</tr>
</tbody>
</table>

**THINK ABOUT WRITING**

_Directions_: Identify the adjective or adverb in each sentence. Write the correct form.

Example: _slowly_ The parks committee worked slow.

1. _____ The runners moved rapid toward the finish line.
2. _____ This new calculator is supposed to work easy.
3. _____ The extremely heat and lack of rain is hard on the crops.
4. _____ I read the contract careful before signing it.
5. _____ Molly hurt her foot bad.
Problems with Adjectives and Adverbs

Adverbs can often be moved around in a sentence without changing the meaning or making the sentence unclear. Sometimes, however, putting an adverb in the wrong position can change the meaning of a sentence. Compare the meanings of the following two sentences.

Mia actually told me that they eat worms.
Mia told me that they actually eat worms.

When an adverb is placed too far from the word it modifies, it can make the meaning of the sentence unclear. A reader might wonder exactly what is meant in the first sentence. Moving the adverb will make it clear.

I’ll just give you two hours to finish that project.
I’ll give you just two hours to finish that project.

Modifiers Used with Linking Verbs

Linking verbs, such as is, are, seems, appears, and looks, connect a noun with another word that describes it or renames it. The following verbs can be used as either linking verbs or action verbs:

<table>
<thead>
<tr>
<th>Both Linking and Action Verbs</th>
<th>appear</th>
<th>feel</th>
<th>look</th>
<th>smell</th>
</tr>
</thead>
<tbody>
<tr>
<td>become</td>
<td>grow</td>
<td>seem</td>
<td>taste</td>
<td></td>
</tr>
</tbody>
</table>

A modifier that follows these words can be an adjective or an adverb.

Incorrect: That box looks heavily.
Correct: That box looks heavy. (a heavy box)

THINK ABOUT WRITING

Directions: Read each sentence below. If an underlined modifier is incorrect, write the correct form.

Example: delighted Laura seemed delightedly to see us.

1. _____ The early morning sky became darkly with thunderclouds.
2. _____ Will you be sadly if you don’t see him again?
3. _____ When the two dogs looked fiercely at Gopal, he crossed quick to the other side of the street.
4. _____ The doctor felt Ann’s swollen arm careful.
Adjectives and Adverbs in Comparisons

Adjectives are used to compare people, places, things, and ideas. Adverbs are used to compare actions. There are three degrees or levels of comparison. The first level uses the basic form of the adjective or adverb.

Adjective          Adverb
Claudia is tall.  Phuong walks quickly.

Compare Two Things or Actions

When two things or actions are compared, the correct adjective or adverb is usually formed in one of two ways. If the modifier is short—one or two syllables—add er. If the modifier is longer—three or more syllables—use the word more or less plus the adjective or adverb. Always use more or less with adverbs ending in ly. If an adjective ends in a consonant plus y, change the y to i before adding er.

Adjectives
Kathy’s job is harder than his.
That house is more expensive than ours.

Adverbs
Steve’s band played louder than Ken’s band.
Of those two stars, that one sparkles less brightly.

Compare Three or More Things or Actions

There are two ways to form modifiers that compare three or more things or actions. For short adjectives and adverbs, add est to the end. For longer modifiers—and all adverbs ending in ly—use most or least plus the regular form of the adjective or adverb. For adjectives ending in a consonant plus y, change the y to i before adding est.

Adjectives
Of the three children, John is sleepiest.
The book is the least interesting one I’ve read all year.

Adverbs
Our team plays the hardest of all.
Elvira works the most carefully of the four employees.
Irregular Forms of Comparisons

Adjectives and adverbs that are used to make comparisons have both regular and irregular forms.

<table>
<thead>
<tr>
<th>Describing One Thing or Action</th>
<th>Comparing Two Things or Actions</th>
<th>Comparing Three or More Things or Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>far</td>
<td>farther</td>
<td>farthest</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>many</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>much</td>
<td>more</td>
<td>most (or most)</td>
</tr>
<tr>
<td>well</td>
<td>better</td>
<td>best</td>
</tr>
</tbody>
</table>

Comparison Problems with Modifiers

When making comparisons, check how many things or actions are being compared. If two items are being compared, use the *er, more, or less* forms. If more than two items are being compared, use the *est, most, or least* forms. Errors often result from not using these forms correctly.

**Incorrect:** Of the *two* sisters, she is the *shortest*.

**Correct:** Of the *two* sisters, she is the *shorter*.

Be alert to comparisons between one thing and a group of things. It may seem as though you are comparing many things. In fact, it is two things—one thing and one group.

**Incorrect:** He speaks *most slowly* than the *other men*.

**Correct:** He speaks *more slowly* than the *other men*.

**THINK ABOUT WRITING**

Directions: Write the correct form of each modifier in parentheses.

**Example:** *hungrier* Elena is (*hungry*) than Margo.

1. _______ Rice, beans, and macaroni are (*cheap*) items I buy at the store.
2. _______ Mark always dresses (*neat*) than Tamiko.
3. _______ Susan has never been (*happy*) than she is now.
4. _______ Helena is (*serious*) about starting a business than I am.
More Problems with Adjectives and Adverbs

There are four common mistakes in the use of modifiers.

Well or Good; Badly or Bad

*Well* and *badly* are adverbs. *Good* and *bad* are adjectives.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take a good look at this example.</td>
<td>She plays well.</td>
</tr>
<tr>
<td>Do you think this is a bad idea?</td>
<td>The toast is badly burnt.</td>
</tr>
</tbody>
</table>

Be especially careful when using linking verbs. They connect a subject to its modifier, which is always an adjective.

The book is good. Those rotten apples smell bad.

There is an important exception [case when the rule does not apply] to this rule. When the modifier after a linking verb refers to health, use well instead of good.

Are you feeling well?

Double Negatives

A negative is a word that means no or not.

<table>
<thead>
<tr>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>hardly</td>
</tr>
<tr>
<td>neither</td>
</tr>
<tr>
<td>never</td>
</tr>
<tr>
<td>no</td>
</tr>
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</table>

Never use more than one negative in a clause.

**Incorrect:** I do not want nothing.

**Correct:** I do not want anything.

Look for contractions that end with *n’t*. The *n’t* stands for “not,” so these words are negatives. Do not use them with another negative.

**Incorrect:** She can’t go nowhere.

**Correct:** She can’t go anywhere.

**Correct:** She can go nowhere.

A common mistake is to forget that hardly and scarcely are negatives.

**Incorrect:** Teresa can’t hardly see well enough to drive.

**Correct:** Teresa can hardly see well enough to drive.

**Correct:** Teresa can’t see well enough to drive.
This, That, These, Those, and Them

This and that are adjectives used to point out singular nouns. This refers to something that is close by. That refers to something that is not close.

This book goes in that bookcase.

These and those are adjectives used to point out plural nouns. These refers to things that are nearby. Those refers to things that are not nearby.

These books go in those bookcases.

Because this and these mean "here," do not use this here or these here. For the same reason, do not use that there or those there.

Incorrect: These pencils here are mine.
Correct: These pencils are mine.

Them cannot be used in place of those to point out a noun. Them is always an object pronoun.

Incorrect: Did you see them cars?
Correct: Did you see those cars?

A and An

The words a and an are adjectives. They modify nouns to show they are singular. An is used before all words that begin with a vowel sound. (The vowels are a, e, i, o, u.) Use a before all other words.

an ape an opinion an unusual day
a boring speech a lazy dog a flower

Use an before a word that begins with an h if the h is not pronounced.

an hour an honor but a hospital

There is one vowel to watch out for. Use a before words beginning with a u that is pronounced like you.

a unicorn a usual day a union

THINK ABOUT WRITING

Directions: In each sentence below underline the correct answer in the parentheses.

Example: Hilda visited (a, on) university last week.
1. I have already read (those, them) books.
2. Sarah (hadn't scarcely, had scarcely) begun to clean her house.
3. That coffee tastes (bitter, bitterly).
4. Jill is (a, an) ideal candidate for mayor.
5. We don't have time to sponsor (no, any) special events.
6. We couldn't find the little girl (anywhere, nowhere).
Vocabulary Review

Directions: Complete the sentences below using one of the following words:

adjective  adverb  exception  modify  negative  visualize

1. When you __________ a word or a phrase, you describe it.

2. If you want to tell how often something happened, you should use an __________

3. You make a(n) __________ when you make something different from other things.

4. You use an __________ to modify a noun.

5. Using more than one __________ in a clause is always incorrect.

6. When you create mental pictures in your mind, you __________ what is being said or written.

Skill Review

Directions: Underline the words or phrases in this paragraph that help you picture or visualize the scene.

1. (1) One of nature’s worst storms moved slowly toward the unprotected land. (2) Worried people were preparing for this hurricane. (3) It would hurl powerful winds and mountainous waves at them. (4) Already, gigantic waves were beating savagely against that shore. (5) One town was nearly empty. (6) Wisely, its people had run toward higher land far away from the dangerous sea.

Directions: Use the word web to write modifiers—adjectives and adverbs—that you think of when you hear the word hero.

2. Write two sentences about someone you would consider a hero using the modifiers you included in your word web.
Skill Practice

Directions: Choose the one best answer to each question.

1. The nervous man drove careful down the busy street. He seemed glad when he turned onto the side road.
   Which is the best way to write the underlined sentence? If the original is the best way, choose option (A).
   A. The nervous man drove careful down the busy street.
   B. The nervous man drove carefully down the busy street.
   C. The nervously man drove careful down the busy street.
   D. The nervous man drove careful down the busily street.

3. I didn’t hardly ever do anything fun while I lived in that city. After a few months, I moved back to this city, where I know more people.
   Which is the best way to write the underlined portion of the sentence? If the original is the best way, choose option (A).
   A. I didn’t hardly ever do anything fun
   B. I did hardly never do anything fun
   C. I didn’t hardly ever do nothing fun
   D. I hardly ever did anything fun

2. The oak tree is highest than the maple tree in our yard. We get more shade early in the morning from the oak tree.
   Which correction should be made to these sentences?
   A. change highest to high
   B. change highest to higher
   C. replace more with most
   D. change early to earliest

4. My manager wants our small department to be the most successful in the company. She tries to hire the better people she can find.
   Which correction should be made to these sentences?
   A. change small to smaller
   B. change most successful to successfuller
   C. change most successful to more successful
   D. replace better with best

Writing Practice

Directions: On a piece of paper, describe a type of weather you have experienced, such as a snow storm, thunder storm, hurricane, or tornado. Use adjectives and adverbs to create an accurate and compelling description. Use appropriate verb forms and tenses, punctuation, and proper language conventions.
CHAPTER 3 Modifiers

Lesson 3.1

Think about Writing, page 77
1. adverb, arrived
2. adjective, dinner
3. adjective, children
4. adverb, moved

Think about Writing, page 78
1. rapidly
2. easily
3. extreme
4. carefully
5. badly

Think about Writing, page 79
1. dark
2. sad
3. quickly
4. carefully

Think about Writing, page 81
1. cheapest
2. neater or more neatly
3. happier
4. more serious

Think about Writing, page 83
1. those
2. had scarcely
3. bitter
4. an
5. any
6. anywhere

Vocabulary Review, page 84
1. modify
2. adverb
3. exception
4. adjective
5. negative
6. visualize

Skill Review, page 84
1. (1) One of nature’s worst storms moved slowly toward the unprotected land. (2) Worried people were preparing for this hurricane. (3) It would hurl powerful winds and mountainous waves at them. (4) Already, gigantic waves were beating savagely against that shore. (5) One town was nearly empty. (6) Wisely, its people had run toward higher land far away from the dangerous sea.


Skill Practice, page 85
1. B. Careful is an adjective that is being used to modify the verb drove. The adverb is carefully.
2. B. When comparing two things, add er, not est.
3. D. Didn’t hardly is a double negative.
4. D. The manager is trying to hire the best people of all those available. The comparison, therefore, is among more than two.

Writing Practice, page 85
The paragraph should follow the prompt and use adjectives and adverbs to create a vivid and compelling description.

Sample Paragraph
A few years ago, Hurricane Isabel paid a visit to the area where I live. I felt my anxiety growing as I nervously glanced at the ominous clouds overhead and listened to the dire warnings and predictions of the weather forecasters. I had been living through hurricanes for most of my life, but this one was the worst I ever experienced. The wind howled relentlessly for hours. The rain poured down the roof and quickly flooded the already soaked ground. The crashing thunder and jagged streaks of lightning only added to my stress and fear. The storm finally moved on, but the worst was far from over. Our neighborhood was without electricity for two solid weeks. I am glad the name Isabel has been retired, as I would not want to live through another storm like that one.

Lesson 3.2

Think about Writing, page 87
1. At the end of the road, adjective, modifies sign. It tells where. During the storm, adverb, modifies blown and tells when.
2. During the storm, adverb, modifies hid and tells when. Under the bed, adjective, modifies dog and tells where.
3. Off the trees, adverb, modifies blew and tells where.

Think about Writing, page 88
1. bus  Louis saw the bus at the corner.
2. Shen Opening the door, Shen looked outside.
3. smell The smell of barbecued chicken made Shawna hungry.
4. runner The exhausted runner, seeing the finish line, speeded up.
5. sorry Julie was sorry to lose the watch.
6. books Jacob left his books at the library.
7. Ms. Cardenas Already soaked to the skin, Ms. Cardenas opened her umbrella.
8. soon The basketball game ended soon after sunset.
9. arrived The police car arrived at the accident scene in a hurry.
10. manager Hoping to get more customers, the store manager lowered prices.
Answer Key

14. D. *Those* means "there," so *there* is not needed in this sentence.

15. B. The word *more* should not be used with an adjective to which the ending *er* has been added.

16. A. *My teacher* is a renaming phrase. It should be set off with commas.

17. B. The word *most* should not be used with an adjective to which the ending *est* has been added.

18. The paragraph should follow the prompt and include clear descriptions with images that readers can picture easily.

Sample Paragraph
Most people might pass right by If Books Could Kill, a store selling beat-up old books, but I walk right in. I love to collect books, but my favorites are detective novels from the 1950s and 60s. I carefully sort through stacks and boxes of yellowed books, hoping to find a good story. I might find a good book that's been around so long that the cover is falling off and the brittle pages are coming out. Sometimes I find a book that's been carefully preserved with no bends or tears. That's an exciting find.
Posttest – Adjectives and Adverbs

Directions: Choose the one best answer to each question.

1. Ann Watson, manager of the grocery store, hired two new employees. The younger one will help Sid the produce manager.
   Which correction should be made to these sentences?
   A. change new to newer
   B. change younger to youngest
   C. change younger to more young
   D. insert a comma after Sid

2. Noriko can’t hardly go to work today. Her car, a beat-up old jalopy, won’t start. It has seen better days.
   Which correction should be made to these sentences?
   A. change can’t to can
   B. replace hardly with scarcely
   C. remove the commas before and after a beat-up old jalopy
   D. replace better with best

3. After I put them cans in this cooler, I added a big bag of ice. In yesterday’s hot weather, the ice melted fast.
   Which correction should be made to these sentences?
   A. replace them with those
   B. remove the comma after cooler
   C. remove the comma after weather
   D. change fast to fastest

4. To buy that new car, Sheri signed a application for a loan.
   Which correction should be made to this sentence?
   A. replace that with these
   B. remove the comma after car
   C. change a application to an application
   D. change a loan to an loan

5. Taro’s car looks much shinier than it did. That there wax really makes it look good.
   Which correction should be made to these sentences?
   A. replace much with more
   B. change shinier to shiniest
   C. remove there
   D. replace good with well

6. The letter carrier looks nervous at the dog. It is the most ferocious of all the dogs on that street.
   Which correction should be made to these sentences?
   A. change nervous to nervously
   B. change most ferocious to more ferocious
   C. change most ferocious to ferocious
   D. replace most with much

7. Those steaks smell bad. They looked fresh when I picked them out.
   Which is the best way to write the underlined portion of the sentence? If the original is the best way, choose option (A).
   A. Those steaks smell bad.
   B. Them steaks smell bad.
   C. Those steaks smell badly.
   D. Those steaks smell more bad.
(Lesson 3.2 cont.)

11. crossed Mrs. Cosmos crossed over the Canadian border.
12. Lenore Sitting between her parents, Lenore felt quite happy.

Think about Writing, page 89
1. Yuri Gagarin, the first human in space, was from the Soviet Union.
2. Ham, a chimpanzee, tested the US spacecraft.
3. Alan Shepard, the first American in space, wrote a book about the early space program.
4. Shepard went into space in Redstone 3, a tiny spacecraft.
5. Shepard, an astronaut and test pilot, went to the moon many years later.

Vocabulary Review, page 90
1. The group of words *Hoping to win* is an example of a phrase.
2. The dog owner is happy to live adjacent to a beautiful park.
3. His answer was ambiguous, so I am not sure if he is coming to the party.

Skill Review, page 90
1. Pang loves to play baseball. He practices every chance he gets. On Saturday mornings, he’s the first one up and ready to go hit some balls.
2. Zhina just completed her third marathon. She has always been an active person. She ran, and won, her first race when she was only eight years old!
3. Lian cried and cried. When Dad tried to give her a bottle, she just turned her head away and rubbed her eyes. She didn’t even want to play with her favorite toy. Dad knew it was time to put the baby to bed.
4. Walter likes to plan ahead. Every Sunday, he picks out the clothes he will wear during the week. He also plans what he will eat for breakfast, lunch, and dinner each day.

Answers will vary. Sample answer:
5. The dog sits on his favorite pillow.
6. His shoes were wet after walking home in the rain.
7. Eating their ice-cream cones, they walked home together.
8. Liz, a chef in training, cooked for hours.

Skill Practice, page 91
1. B. A comma should be used to separate an introductory phrase from the rest of the sentence.

2. D. Except for introductory phrases and renaming phrases, phrases are not usually separated from the sentence by commas.
3. A. This sentence is correct as written.
4. B. An introductory phrase should be set off by a comma.

Writing Practice, page 91
Answers will vary. Make sure you follow the prompt and use prepositional phrases, verb phrases, and appositives.

Sample Paragraph
Dear Mr. Johnson:

Please consider me for the position of cook at your restaurant. I was an Army cook and head cook at two restaurants. I graduated with honors from the Downtown Culinary School. Mr. Wells, my pastry instructor, said my pies were the best she ever tasted. I would consider it an honor to bring my talents to your restaurant.

Sincerely,

Jeffrey Knight

Chapter 3 Review, pages 92–94
1. D. *The produce manager* is a renaming phrase. It should be set off with a comma.
2. A. *Can’t hardly* is a double negative.
3. A. *Them* is always a pronoun. It can never be used to point out a noun.
4. C. *An* is used before words that begin with a vowel sound rather than *A*. *A* is used before words that begin with consonant sounds.
5. C. *That* means “there,” so saying “that there” is like saying “there there.”
6. A. *Looks* is sometimes a linking verb, sometimes an action verb. Here it is used as an action verb. *Nervously* modifies *looks*, telling how the letter carrier looks at the dog. *Nervous* is an adjective.
7. A. This sentence is correct as written.
8. C. *I have ever read* is the clue that this book is being compared to all other books. *Funnier* compares only two things.
9. B. *Well, not good*, is used to describe health.
10. C. The word *more* should not be used with an adjective to which the ending *er* has been added.
11. D. *Easy* is an adjective. In this sentence it is used to modify the verb *sets*, so an adverb, *easily*, is needed.
12. C. *Isn’t hardly* is a double negative.
13. D. *Loud* modifies the verb *screamed*, so the adverb, *loudly*, is needed.