

Lesson
1

Using Adjectives and Adverbs

Teaching

Modifiers are words that describe, or restrict, the meanings of other words.

Adjectives modify nouns and pronouns. They answer the questions *which one* (that, this), *what kind* (yellow, bright), *how many* (many, few), or *how much* (some, more).

Words classified as other parts of speech can be used as adjectives.

Articles	<u>an</u> event, <u>a</u> dream, <u>the</u> joke
Nouns	<u>snow</u> shovel, <u>sour</u> pickle
Participles	<u>falling</u> snow, <u>frozen</u> river
Possessive nouns and pronouns	<u>Jewell's</u> dress, <u>my</u> mittens
Demonstrative pronouns	<u>that</u> cloud, <u>this</u> poem, <u>these</u> cups, <u>those</u> desks
Indefinite pronouns	<u>every</u> house, <u>any</u> object
Numbers	<u>two</u> , <u>15</u>

Adverbs modify verbs, adjectives, and other adverbs. They answer the questions *when*, *where*, *how*, or *to what extent*.

When?	A snowstorm is coming tomorrow .
Where?	Bring the flowers inside .
How?	The snow fell gently .
To what extent?	The crossing guard was extremely cold.

Identifying Adjectives and Adverbs

Identify the boldfaced word as an adjective or an adverb. Write **ADJ** or **ADV** on the line.

1. Snowstorms don't strike **our** city often. _____
2. However, when they do, they **always** shut the town down. _____
3. The weather forecasters were predicting a record snowfall of perhaps **14** inches. _____
4. **Many** residents hurried to the grocery stores to stock up on bread and milk. _____
5. They had heard news about how **this** storm had affected other places. _____
6. The snowplows were **ready** to keep the streets clear and safe. _____
7. The snow fell **gently** at first, falling in big flakes. _____
8. Then the wind picked up, eventually turning into a **screaming** gale. _____
9. Visibility was limited, and snow covered **all** highways. _____
10. Soon many of the roads in and out of town were **completely** closed. _____
11. All residents were urged to stay off the roads until **emergency** workers could clear the highways. _____
12. The wind blew so strongly that utility wires were knocked **down**, and residents were without power. _____

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Lesson
1

Using Adjectives and Adverbs

More Practice

A. Identifying Adjectives and the Words They Modify

Underline the adjective once and the word it modifies twice in each of the following sentences. Ignore articles and proper nouns.

1. A large mass of ice and snow that moves slowly is called a glacier.
2. Glaciers are found in polar regions and in mountain passes.
3. Glaciers may measure as much as 10,000 feet in depth.
4. Glaciers develop slowly, as year after year more snow falls in winter than melts in summer.
5. Heavy layers of snow and ice build up, one upon the other.
6. The bottom layer eventually turns into dense crystals of ice.
7. When it is pushed by the weight of all the ice and snow that lie above it, the thick layer of ice starts to move slowly.
8. The pull of gravity on the ice and snow is strong.
9. Ice crystals on the bottom of the glacier alternately melt and freeze.
10. These changes, combined with gravity, make the glacier slide slowly but surely downhill.

B. Identifying Adverbs and the Words They Modify

Underline the word modified by each boldfaced adverb. Then in the blank after each sentence, identify the part of speech of the modified word. Write **V** for a verb, **ADJ** for an adjective, or **ADV** for an adverb.

My doctor's writing is **almost** illegible. illegible *ADJ*

1. The water in this lagoon is almost **always** calm. _____
2. The garbage trucks came down our road **early** this morning. _____
3. The do-it-yourselfer read the directions **very** carefully before beginning the project. _____
4. Sit **down** and tell me all about your trip. _____
5. The sound of the fog horn carried **farther** than we had guessed it would. _____
6. The night watchman was **most** acutely aware of every sound in the building. _____
7. I am **absolutely** certain that this is where I parked my car! _____
8. The surprised hiker peered **curiously** into the cave she had discovered. _____
9. The train stopped **extremely** suddenly when the engineer saw a cow on the tracks. _____
10. As she watched her balloon float **away**, the toddler sobbed uncontrollably. _____

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Lesson 1

Using Adjectives and Adverbs

Application

A. Writing Subjects and Predicates

Complete each of the following sentences by writing an adjective or an adverb in the blank. Then write **ADJ** or **ADV** on the line to identify your word.

1. Skiing is a winter sport that has become extremely _____.
2. People love gliding _____ down a snow-covered hill.
3. In the absence of significant snowfall, many ski resorts make _____ snow for enthusiasts who can't wait for the real thing.
4. Skiers must be _____ and _____.
5. Also, skiers should _____ be aware of snow conditions and must adjust their style to the snow.
6. Even though snow may look soft and fluffy, in reality it can be _____ hard and unforgiving if you fall.
7. Cross-country skiing offers a _____ alternative to downhill skiing.
8. Instead of skiing downhill, cross-country skiers glide on _____ terrain.
9. Freestyle skiers perform _____ stunts on skis.
10. Audiences _____ applaud the skill and daring of freestylers.

B. Writing with Adjectives and Adverbs

Imagine that you are snowbound in a mountain cabin for a few days. What thoughts might go through your mind? Who would be with you, and how would those people feel and act? On the lines below, describe the events that transpired during your confinement in the small mountain cabin. Use at least six adjectives and six adverbs in your description.

Lesson
2

Making Comparisons

Teaching

Use the **comparative** form of a modifier when comparing two persons, places, things, or actions. Use the superlative when comparing three or more.

Degrees of Comparisons

- | | |
|---|---|
| Positive form makes no comparison. | This canyon is <u>deep</u> . |
| Comparative form compares two or more. | This canyon is <u>deeper</u> than that one. |
| Superlative form compares three or more. | This canyon is <u>deepest</u> of all. |

Most one-syllable and two-syllable words form the comparative by adding *-er* and the superlative by adding *-est* (*older, oldest*). To form the comparative or superlative form of most modifiers with three syllables and modifiers that sound awkward with *-er* and *-est*, combine the regular form with the words *more* and *most* (*more dangerous, most dangerous*). To make a negative comparison, use *less* and *least* (*less possible, least possible*).

Some familiar modifiers have irregular comparative and superlative forms: *good, better, best; bad, worse, worst; well, better, best; many, more, most; much, more, most*.

A. Identifying Comparative and Superlative Modifiers

On the line, label the boldfaced modifier **P** for positive, **C** for comparative, or **S** for superlative.

- Which is **better**, a day spent at home or a day spent hiking the Grand Canyon? _____
- To me, the Grand Canyon is the **most fascinating** spot on the face of the earth. _____
- I'm not sure of its exact depth, but it is by far the **deepest** canyon I have ever seen. _____
- At sunset, the canyon shines **red** and purple in the fading glow from the sun. _____
- At sunrise, hikers attack the canyon trails **most enthusiastically**. _____
- Many** visitors hike down to the bottom of the canyon. _____
- However, **more** visitors are content to view the awesome scene from the rim. _____

B. Using Modifiers in Comparisons

Study the boldfaced modifier in each of the following sentences. If the form of the comparison is correct, write **Correct** on the line. If it is incorrect, write the correct form.

- All of these vacation spots are attractive, but the Grand Canyon attracts me **most**. _____
- The weather is **worst** today than it has been all week. _____
- Of the four pups in the litter, my dog was the **more friendly**. _____
- Which was the **more lethal** weapon in the entire medieval arsenal? _____
- The last speaker spoke **more forcefully** than all the others. _____

Lesson
2

Making Comparisons

More Practice

A. Using Comparisons

Underline the correct form of comparison for each sentence.

1. Which is the (wilder, wildest) river, the Colorado or the Mississippi?
2. The Colorado River is far (tamer, tamest) now than it was in 1869 when John Wesley Powell led an expedition down the river.
3. Nobody was (more interested, most interested) in rivers than Powell.
4. Of all the times in his life, he felt (better, best) when he was exploring a river.
5. Even though he had lost an arm, he handled himself (more expertly, most expertly) than most two-armed people.
6. Though Powell and his nine recruits faced the (most dangerous, more dangerous) rapids possible, their leader never wavered.
7. He was (more surely, most surely) dedicated to exploring the Colorado than ever.
8. Some men on the expedition were (less committed, least committed) than Powell.
9. One man decided that almost any fate was (better, best) than facing another set of rapids, and he left the expedition after one month.
10. Two months later, three more men tried to convince Powell to abandon what they called a suicidal project, but he only became (more determined, most determined) than before.
11. It must have been the (finer, finest) feeling ever for Powell when he and his four remaining companions landed safely at the mouth of the river.

B. Using Modifiers in Comparisons

After each sentence, write the comparative or superlative form of the word in parentheses, choosing the form that is appropriate for that sentence.

1. Which was (funny), the book or the movie? _____
2. Of all the students in the class, who participates in discussions (much)? _____
3. Did Dan or Eliot jump (far) in the long jump event? _____
4. What could be (bad) than a worm in a half-eaten apple? _____
5. What is the (courageous) thing that you have ever done? _____
6. The restaurateur noticed (few) patrons on Monday than Tuesday. _____
7. Of all the bikes in the store window, I like the blue one (good). _____
8. Which has (little) cholesterol, cottage cheese or mozzarella cheese? _____
9. Her hair has (many) curls than mine, even after my permanent. _____
10. After eating the leftover tuna salad, I felt (bad) than before. _____

Making Comparisons

Application

A. Using Comparisons in Sentences

Write sentences comparing the following items by using the comparative or superlative form of the modifier in parentheses.

EXAMPLE one spectator sport to all other spectator sports (popular)
Soccer is the most popular spectator sport in the world.

1. telephone reception using one hand-held phone compared to another phone (bad)

2. one storm compared to all others (devastating)

3. one volunteer compared to another (faithfully)

4. one waitress compared to all others in a busy restaurant (tired)

5. a person's health today compared to his health yesterday (well)

6. one character compared to another (realistically)

B. Using Comparisons in Writing

Imagine that you are seeing a natural wonder such as the Grand Canyon or Niagara Falls for the first time. Choose five of the words in the list below, and use their comparative and/or superlative forms in a paragraph describing your visit.

- | | | | | |
|------------|------------|----------|-----------|-----------|
| surprising | suddenly | good | beautiful | ancient |
| gingerly | exhausting | powerful | bad | much |
| dangerous | carefully | brightly | bravely | memorable |

Problems with Comparisons

Teaching

Double Comparisons Do not use both *-er* and *more* to form the comparative. Do not use both *-est* and *most* to form the superlative.

Nonstandard	The prices at this store are more higher than the prices there.
Standard	The prices at this store are higher than the prices there.

Illogical Comparisons Use the word *other* or *else* to compare an individual with the rest of its group.

Nonstandard	This store has a better selection than any store.
Standard	This store has a better selection than any other store.

Incomplete Comparisons When you make a compound comparison, use *than* or *as* after the first modifier to avoid an incomplete comparison.

Nonstandard	Experienced shoppers are more likely to know a good price.
Standard	Experienced shoppers are more likely to know a good price than novice shoppers would be.

State both parts of a comparison fully if you suspect readers are likely to misunderstand your sentence.

Nonstandard	The money you save by shopping wisely may be more than a new sweater every month.
Standard	The money you save by shopping wisely may be more than the price of a new sweater every month.

A. Using Comparisons Correctly

Choose and underline the correct modifier in each sentence.

- I have a (higher, more higher) opinion of our senator since he changed his stance on gun control.
- That is the (most disgustingest, most disgusting) joke I ever heard.
- The prima ballerina is the (most graceful, most gracefulest) dancer in the troupe.
- When you are in second place, you try (harder, more harder), they say.
- Who do you think is (more fitter, fitter), a basketball player or a baseball player?
- The pollen count today is the (worst, most worst) it's ever been this year.

B. Using Comparisons Logically

In each pair of sentences, choose the sentence that uses modifiers logically and clearly. Underline that sentence.

- You are more likely to get a good seat at the mall theater.
 - You are more likely to get a good seat at the mall theater than you are at the tiny local theater.
- This restaurant has better burgers than any other restaurant.
 - This restaurant has better burgers than any restaurant.
- I'd rather spend time at a mall than anywhere.
 - I'd rather spend time at a mall than anywhere else.

Lesson
3

Problems with Comparisons

More Practice

A. Using Comparisons Correctly

Choose and underline the correct modifier in each sentence.

1. Be sure to use the (sharpest, most sharpest) knife to cut the vegetables.
2. If you like your tea (hotter, more hotter), put it in the microwave for a few seconds.
3. Plants will grow (more faster, faster) with plenty of water and sunshine.
4. The taste of garlic is even (more stronger, stronger) than that of the onion.
5. The mayor lives in the (oldest, most oldest) house in the city.

B. Correcting Double Comparisons and Illogical and Incomplete Comparisons

Rewrite each sentence to make the comparisons clear and correct.

1. The prices at the discount store are more cheaper.

2. The displays at this mall are more inventive than those at any mall.

3. Of the three malls, the Valleyview Mall is most popularest.

4. The selection at this boutique is more varied than anywhere.

5. Holiday shoppers are less particular.

6. Tracy goes to the mall with her sister more frequently than Lisa.

7. Valleyview Mall rates as high, if not higher, than neighboring malls in customer satisfaction polls.

8. The fountain in the center of the mall is the most busiest place in the building.

9. The shoe store has sales even more regularly.

10. In the future, will people do their shopping on-line more oftener?

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CHAPTER 7

Problems with Comparisons

Application

A. Proofreading for Comparison Errors

The following paragraph contains several errors involving comparisons. Rewrite each sentence that uses double comparisons, illogical comparisons, or incomplete comparisons on the corresponding line below. If the sentence has no comparison errors, write **Correct** on the line.

(1) How would you feel if just about everyone you knew thought you had made the most ridiculousest purchase ever? (2) That's the situation Secretary of State William Seward found himself in after he purchased Alaska in 1867. (3) Not only was Alaska far away, critics said, it was also more useless than any land region in the world. (4) They complained that two cents per acre was a higher price, especially for what they called "Seward's Icebox." (5) Time, however, has proved critics wrong. (6) The purchase that had been ridiculed more than any purchase has paid for itself hundreds of times over. (7) With its oil, timber, and minerals, Alaska may have become more valuable than any state. (8) Perhaps Seward's Icebox should more appropriately be renamed Seward's Buy of a Lifetime.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

B. Using Comparisons in Writing

Imagine that you are describing your used car to a potential buyer. As you talk about the car, you use at least three comparative and three superlative modifiers, either adjectives or adverbs. Write your sales pitch on the lines below. Use a separate piece of paper, if necessary.

Other Modifier Problems

Teaching

Avoid these common modifier errors.

This, that, these, and those are demonstrative pronouns used as adjectives. They must agree in number with the words they modify (Nonstandard: *these* kind of trees). *Here* and *there* are never used with demonstrative adjectives (Nonstandard: *this here* leaf). *Them* is never used as an adjective in place of *these* or *those* (Nonstandard: *them* branches).

Two pairs of words, *good* and *well*, *bad* and *badly*, can cause special problems. Study these models of correct uses.

good (adjective and predicate adjective—describes a condition)

Any day I spend outside is a good day. I feel good when I am outdoors.

well (adverb and predicate adjective—means “healthy”)

Poplar trees grow well here.

bad (adjective and predicate adjective—describes a condition)

Keri took a bad fall on a hike. Who can feel bad on vacation?

A **misplaced modifier** is a word or phrase placed so far away from the word it modifies that the meaning of the sentence is unclear or incorrect.

Misleading Peter appreciated the mountain scenery walking slowly.
Clearer Walking slowly, Peter appreciated the mountain scenery.

A **dangling modifier** is a word or phrase that does not clearly modify any noun or pronoun in a sentence.

Misleading Falling from a high cliff, Peter saw a clear mountain stream.
Clearer Peter saw a clear mountain stream falling from a high cliff.

Avoid using **double negatives**—two or more negative words used in a sentence to express a single negation. (Nonstandard: *He didn't have no time*.) The words *hardly*, *barely*, and *scarcely* are considered negative words.

Using the Correct Modifier

In each pair of sentences, underline the sentence that uses modifiers logically and clearly.

- Ever since I had it repaired, the derailleur on my bike has worked well.
 - Ever since I had it repaired, the derailleur on my bike has worked good.
- The stranger tried to comfort the lost toddler crying loudly.
 - Crying loudly, the stranger tried to comfort the lost toddler.
- Denice is nervous about playing before those judges at the competition.
 - Denice is nervous about playing before them judges at the competition.
- Driving down a dark road on a foggy night, the pothole was almost invisible to me.
 - Driving down a dark road on a foggy night, I could hardly see the pothole.
- Returning after a long illness, Greg couldn't hardly remember his locker combination.
 - Returning after a long illness, Greg could hardly remember his locker combination.

LESSON
4

Other Modifier Problems

More Practice

A. Using the Correct Modifier

Underline the correct word in parentheses in each sentence.

1. Mother took his temperature; he is still not (good, well).
2. (That, That there) vase is almost 200 years old, so be careful with it.
3. (This, These) kind of apple tastes very tart.
4. I just glanced at my test scores; unfortunately, they look (bad, badly).
5. Where are (them, those) stamps I bought at the post office yesterday?
6. Yvette (had, hadn't) scarcely fallen asleep when the phone rang.
7. (That, Those) type of horror movie always unsettles me.
8. I hardly got (no, any) sleep last night because I was so nervous.
9. Don't feel (bad, badly) because you forgot my birthday was today.
10. (This, These) types of errors are symptomatic of a distressing lack of understanding of the concept.

B. Using Modifiers Correctly

Rewrite each sentence to make it clearer and less confusing.

1. Learning how to ski, my instructor gave me special attention.

2. Lasting over four years, over eight million soldiers' lives were claimed by World War I.

3. The umpire ruled that the ball had been fair making a split-second decision.

4. Shaken out of their beds this morning, a serious earthquake surprised the residents of San Francisco.

5. The surgeon explained the procedure to his elderly patient talking slowly and loudly.

6. Frying in the griddle I awoke to the delicious smell of bacon.

Lesson
4

Other Modifier Problems

Application

A. Using Adjectives and Adverbs Correctly

Write sentences in which you use correctly the adjectives and adverbs given.

1. good (predicate adjective) _____
2. well (adverb) _____
3. well (predicate adjective) _____
4. bad (adjective) _____
5. bad (predicate adjective) _____
6. badly (adverb) _____

B. Writing with Adjectives and Adverbs

The following paragraph has several errors involving modifiers. Read each sentence and decide if it has an error. If it does, rewrite it correctly on the corresponding line below. If it is correct, write **Correct** on the corresponding line.

(1) A recent decision to thin the deer herd in these here city parks has animal lovers up in arms. (2) Those who want to protect the deer maintain that the problem is not as severe as officials claim. (3) However, I can attest to the fact that there are too many deer speaking from experience. (4) I have seen those deer eating my flowers and vegetables. (5) Suffering the same kind of damage to their gardens, deer have eaten my neighbors' plantings, too. (6) These kind of problems suggest that the deer are breeding too quickly and are running out of adequate forage. (7) In other words, the competition to eat is so intense that the deer can't scarcely find enough to eat in the wild. (8) Hoping to prevent overcrowding and starvation, the deer herd should, in my opinion, be thinned.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____