



UNIT
12

Adjectives and Adverbs

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12.1 Adjectives

An adjective describes a person, place, thing, or idea. An adjective provides information about the size, shape, color, texture, feeling, sound, smell, number, or condition of a noun or a pronoun.

Many groups of visitors admire the **huge new** building.

In the sentence above, the adjective *many* describes the noun *groups*, and the adjectives *huge* and *new* describe the noun *building*.

- An **adjective** is a word that modifies, or describes, a noun or a pronoun.

Most adjectives come before the nouns they modify. Sometimes adjectives follow linking verbs and modify the noun or pronoun that is the subject of the sentence, as in the example below.

Some architects are **skillful** and **creative**.

In the sentence above, the adjectives *skillful* and *creative* follow the linking verb *are* and modify the subject, *architects*. They are called predicate adjectives.

- A **predicate adjective** is an adjective that follows a linking verb and modifies the subject of the sentence.

Forms of verbs are often used as adjectives and predicate adjectives.

The architect created a **surprising** design. [present participle]

The building is **decorated**. [past participle]

Exercise 1 **Identifying Adjectives**

Write each adjective and then write the noun or pronoun it modifies.

1. Good architects often have an artistic background.
2. They arrange many different materials into beautiful shapes.
3. Reliable architects have studied engineering.
4. They want to design attractive, sturdy, and useful buildings.
5. Often you will see rectangular buildings.
6. You can also find buildings with other shapes.
7. The big city of Chicago has a circular building.
8. Famous old cathedrals have tall, graceful towers.
9. Most designs aim for true beauty and creative form.
10. Look for graceful lines as attractive features of buildings.
11. Architectural styles change along with other fashions.
12. Good architects have simple but unique plans.
13. Commercial buildings must have good designs.
14. The efficient use of space is a challenging requirement for many designs.
15. Careful designs provide comfortable areas for workers.
16. A good design also provides easy access to equipment.
17. Successful architects know about potential problems.
18. Advanced designs produce practical buildings.
19. The original skyscraper was a triangular sail.
20. In a calm sea, it was set high above the ordinary sails.

Exercise 2 **Predicate Adjectives**

Write the sentence in each pair that has a predicate adjective. Underline the predicate adjectives. (In one pair, both sentences have predicate adjectives.)

1. John Muir's early life was difficult. He worked hard at home.
2. However, that didn't stop him. Muir was willing and strong.
3. Muir was studious. His father discouraged his reading, though.
4. Muir was also inventive. He created many labor-saving devices.
5. After college Muir got some bad news. He might be blind soon.
6. Muir became adventurous. He started a journey west.
7. Muir traveled by foot. His journey was slow but meaningful.
8. The Sierra Nevada captivated him. They were beautiful.
9. Finally he reached San Francisco. For a time he was content.
10. He became a farmer. But travel was too tempting for him.



12.2

Articles and Proper Adjectives

The words *a*, *an*, and *the* make up a special group of adjectives called **articles**. *A* and *an* are called **indefinite articles** because they refer to one of a general group of people, places, things, or ideas. *A* is used before words beginning with a consonant sound. *An* is used before words beginning with a vowel sound.

a unit **a** pilot **an** hour **an** astronaut

The is called a **definite article** because it identifies specific people, places, things, or ideas.

Neil Armstrong was **the** first man to walk on **the** moon.

- **Proper adjectives** are formed from proper nouns. A proper adjective always begins with a capital letter.

On my vacation in Italy, I ate only **Italian** food.

Some proper adjectives are the same as the related proper nouns: *United States government*, *June wedding*. Although many proper adjectives use one of the endings listed below, some are formed differently. Check the spellings in a dictionary.

Common Endings for Proper Adjectives				
Ending	Examples			
-an	Mexico Mexican	Morocco Moroccan	Alaska Alaskan	Guatemala Guatemalan
-ese	China Chinese	Bali Balinese	Sudan Sudanese	Japan Japanese
-ian	Canada Canadian	Italy Italian	Nigeria Nigerian	Asia Asian
-ish	Spain Spanish	Ireland Irish	Turkey Turkish	England English

Exercise 3 Using A and An

Write each word or groups of words, adding the correct indefinite articles.

- | | | |
|---------------------|--------------------|-------------------------|
| 1. satellite | 8. unexplored part | 15. honest effort |
| 2. electrical storm | 9. unknown rock | 16. activity |
| 3. transmitter | 10. typical day | 17. irregular heartbeat |
| 4. vehicle | 11. surface | 18. total loss |
| 5. hurricane | 12. awkward age | 19. unknown cause |
| 6. expedition | 13. instrument | 20. civil tongue |
| 7. universe | 14. high altitude | |

Exercise 4 Identifying Proper Adjectives

Write the proper adjective from each phrase.

- | | | |
|---------------------------|---------------------------|--------------------------|
| 1. Peruvian mountain | 7. Asian viewpoint | 15. Japanese costume |
| 2. Alaskan railway | 8. Belgian detective | 16. Indian elephant |
| 3. Lithuanian dictionary | 9. African adventure | 17. Moroccan musician |
| 4. Yugoslavian background | 10. Norwegian pilot | 18. Vietnamese landscape |
| 5. Balinese dancer | 11. Pakistani restaurant | 19. Ukrainian dance |
| 6. Hungarian map | 12. Mexican vote | 20. Jordanian speaker |
| | 13. Italian film director | |
| | 14. Israeli consul | |

Exercise 5 Forming Proper Adjectives

Rewrite each group of words, using a proper adjective to describe the noun. Change the indefinite article if necessary.

- | | |
|---------------------------|------------------------------------|
| 1. a car from Germany | 11. a baseball from Taiwan |
| 2. a spice from India | 12. a carpet from Turkey |
| 3. a tour of Europe | 13. a dress from Java |
| 4. an exhibition in June | 14. a harp from Ireland |
| 5. a song from Brazil | 15. a scientist from Mexico |
| 6. a uniform from Canada | 16. a holiday in November |
| 7. a shawl from Spain | 17. a painting from ancient Persia |
| 8. a ring from Bolivia | 18. an athlete from Sweden |
| 9. a cowhand from America | 19. a recipe from Nepal |
| 10. a coat from England | 20. a delegate from Russia |



12.3

Comparative and Superlative Adjectives

Adjectives can also compare two or more nouns or pronouns.

- The **comparative form** of an adjective compares two things, groups, or people.

The stone building is **larger** than the wooden building.

- The **superlative form** of an adjective compares more than two things, groups, or people.

The **largest** building of the three is made of stone.

For most adjectives of one syllable and some of two syllables, *-er* and *-est* are added to form the comparative and superlative.

Comparative and Superlative Forms	
Adjective	The architect designed a tall building.
Comparative	Her new building is taller than her last project.
Superlative	Her next building will be the tallest of all her buildings.

Some adjectives form irregular comparatives and superlatives.

Irregular Comparative and Superlative Forms		
Adjective	Comparative	Superlative
good	better	best
well	better	best
bad	worse	worst
many	more	most
much	more	most
little	less	least

Exercise 6 Using Comparative and Superlative Forms

For each sentence, write the correct form of the adjective given in parentheses.

1. Remains of huts from about 120,000 years ago are the (old) buildings yet found.
2. The (good) discoveries of all may come from future digs by archaeologists.
3. We now have (many) examples of prehistoric remains than we have ever had.
4. The (early) structure of all is a circle of blocks that may go back more than a million years.
5. The (tall) office building in the world is the Taipei 101 building in Taiwan.
6. The Petronas Towers in Kuala Lumpur are (tall) than the Sears Tower.
7. The Petronas Twin Towers have (little) space than the Sears Tower.
8. The Pentagon covers the (large) area of any office building.
9. If you are entertaining 240,000 people, the stadium in Prague in the former Czech Republic is the (roomy) stadium of all.
10. Of all the students, Iko has the (much) interest in architecture.
11. The auditorium has (good) acoustics than the gymnasium.
12. One day other buildings may become the (big) buildings in the world.
13. (Strange) of all are those structures built mostly underground for safety or security reasons.
14. The (safe) buildings of all have automatic sprinkler systems in case of fire.
15. The better the indoor air quality, the (healthy) the building.
16. In Boston the old State House may be the (little) changed of the old public buildings.
17. The new State House is in the (hilly) part of that area.
18. Boston streets have (many) twists than a monkey's tail.
19. The Back Bay section is (new) than the Beacon Hill area.
20. Charles Bulfinch may be the architect who had the (great) influence of all on what the city looks like.
21. The Charles River Basin is one of Boston's (nice) spots of all for walking, jogging, or biking.
22. The Boston Common may be the (green) spot downtown.
23. Harvard University, across the Charles River, is (old) than any of the other local colleges.
24. Boston's ocean breezes make it (windy) than inland cities.
25. Unlike many old buildings, (late) structures are very tall.



12.4

More Comparative and Superlative Adjectives

The comparative and superlative forms of most one-syllable and some two-syllable adjectives are formed by adding *-er* and *-est* to the adjective.

For most adjectives with two or more syllables, however, the comparative and superlative are formed by adding *more* and *most* before the adjective.

Comparing Adjectives of More than One Syllable

Adjective

The archeologist made an **impressive** discovery while digging in the ruins.

Comparative

Her latest discovery is **more impressive** than her first finding.

Superlative

Her new discovery is the **most impressive** finding of the decade.

The words *less* and *least* are used before both short and long adjectives to form the negative comparative and superlative.

Negative Comparative and Superlative Forms

Adjective

The public was unusually **curious** about the discovery.

Comparative

The public was **less curious** about ancient ruins than about prehistoric fossils.

Superlative

Of all the ancient buildings unearthed in this century, historians were **least curious** about that Greek temple.

Do not use *more*, *most*, *less*, or *least* before adjectives that already end with *-er* or *-est*. This is called a double comparison.

Exercise 7 Using Comparative and Superlative Adjectives

Write the correct comparative or superlative form of each adjective in parentheses.

1. Architecture is certainly one of the (interesting) careers of all.
2. Very few people have (challenging) jobs than architects do.
3. The public is usually (curious) about the architects themselves than about the work they do.
4. Art, mathematics, and engineering are among the (important) subjects of all for architects to study in school.
5. For architects in the Middle Ages, roofs presented the (difficult) problem of all.
6. Buildings became (massive) than they had ever been before.
7. As roofs grew heavier, the supporting walls became (solid).
8. These structures are among the (imposing) buildings ever constructed.
9. In the twelfth century, architects found better ways to support roofs, and buildings became (graceful) than they had been in the past.
10. Buildings could now support huge stained-glass windows, perhaps the (beautiful) windows people had ever seen.

Exercise 8 Using Comparative and Superlative Negatives

Write the correct negative comparative or negative superlative form of the adjective in parentheses.

1. Early humans may have found that caves were smaller and (convenient) than structures they could build.
2. Unlike huts, caves were (available) in areas with few hills or mountains.
3. Before humans learned to work with stone and brick, they were forced to construct (complex) buildings.
4. Perhaps the (famous) architect was the first to build a stone dwelling.
5. Cretan architecture was (ancient) than that of Egypt.
6. Although the Romans learned from the Greeks, many people think that Roman buildings are (attractive) than Greek buildings.
7. A few people argue that Roman architecture is the (appealing) of all ancient types.
8. Some of the (popular) buildings may be among the best examples of Romanesque architecture.
9. Some people believe that the (important) question one can ask is which type of architecture—Roman or Greek—is more beautiful.
10. In general, older buildings are (graceful) than newer buildings.



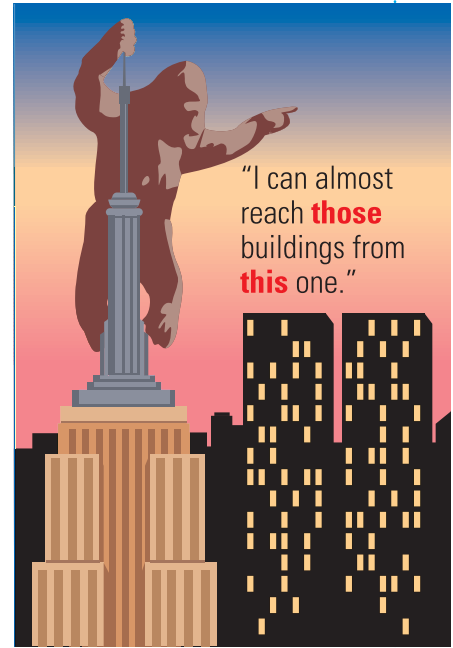
12.5 Demonstratives

The words *this*, *that*, *these*, and *those* are called demonstratives. They “demonstrate,” or point out, people, places, or things. *This* and *these* point out people or things near to you, and *that* and *those* point out people or things at a distance from you. *This* and *that* describe singular nouns, and *these* and *those* describe plural nouns.

This, *that*, *these*, and *those* are called demonstrative adjectives when they describe nouns.

- Demonstrative adjectives point out something and describe nouns by answering the questions *which one?* or *which ones?*

The words *this*, *that*, *these*, and *those* are demonstrative pronouns when they take the place of nouns and point out something.



Demonstratives

Demonstrative Adjectives

That bridge is unusual.

Look at **this** cathedral.

Those windows are enormous.

Who designed **these** homes?

Demonstrative Pronouns

That is an unusual stadium.

This is a glass dome.

Those are enormous windows.

How did workers construct **these**?

The words *here* and *there* should not be used with demonstrative adjectives. The words *this*, *these*, *that*, and *those* already point out the locations *here* and *there*.

This bridge is interesting. [not *this here bridge*]

The object pronoun *them* should not be used in place of the demonstrative adjective *those*.

I took a photo of **those** skyscrapers. [not *them skyscrapers*]

Exercise 9 Identifying Demonstrative Adjectives

Write the demonstrative adjective found in each sentence.

1. The castles in these pictures are all in England.
2. The ones you see in that first set were built by the Saxons.
3. You can see the Norman influence on that castle.
4. This tower is called the keep.
5. Don't those buildings look like fortresses?
6. Do you recognize that ditch filled with water?
7. The builders used these moats for added protection.
8. These later castles are more comfortable.
9. Can you tell which of these strongholds was built first?
10. This picture is of Windsor Castle, home of England's rulers.

Exercise 10 Using Demonstrative Adjectives

For each sentence write the correct demonstrative adjective.

1. (This, These) buildings date from the 1700s.
2. (That, Those) style is a typical colonial home.
3. People built (that, those) houses for the cold climate.
4. (That, Those) fact is the reason for the small rooms.
5. Snow could easily slide off (that, those) sloping roof.
6. (That, This) house we are now touring is a typical Cape Cod house.
7. I like (this, these) exhibit of colonial architecture.
8. What are (these, those) pamphlets on the table over there?
9. (That there, That) booklet describes the architecture.
10. (This, These) model shows a southwestern American scene.
11. Missionaries built (them, those) churches with sun-dried brick or adobe.
12. (That, Those) churches combined Native American and Spanish styles.
13. (This, This here) model shows colonial New York.
14. The Dutch settlers built (that, those) type of house.
15. (Them, Those) houses were of brick or stone with small windows.
16. We know (this, these) buildings are representative of colonial-style houses.
17. The brick for (this, these) buildings came from Holland.
18. (This, This here) exhibit is devoted to public buildings.
19. (That, Those) building is still standing in Philadelphia.
20. How many of (them, those) other buildings have been torn down?



12.6

Adverbs

- An **adverb** is a word that modifies, or describes, a verb, an adjective, or another adverb.

What Adverbs Modify	
Verbs	The Inca worked carefully on their buildings.
Adverbs	The Inca left their ancient cities quite suddenly.
Adjectives	Machu Picchu is a very large ruin in Peru.

When modifying a verb, an adverb may describe *how* or *in what manner* the action is done. It may describe *when* or *how often* an action is done. Also, it may describe *where* or *in what direction* an action was done.

Ways Adverbs Modify Verbs	
How?	Machu Picchu sits silently in the Andes.
When?	Many scientists now explore this city.
Where?	Scientists dig there for facts about the Inca.

Many adverbs are formed by adding *-ly* to adjectives. However, not all words that end in *-ly* are adverbs. The words *friendly*, *lively*, *kindly*, and *lonely* are usually adjectives. Similarly, not all adverbs end in *-ly*.

Adverbs not Ending in <i>-ly</i>			
afterward	often	there	hard
sometimes	soon	everywhere	long
later	here	fast	straight

Adjectives and Adverbs

Exercise 11 Identifying Adverbs

For each of the following sentences, write the adverb and then write the word it modifies.

1. Hiram Bingham searched diligently for the lost Incan cities.
2. Bingham and his aides looked everywhere in western South America.
3. They traveled slowly through thick jungles.
4. Slowly they crossed rushing rivers.
5. The explorers cautiously carried their own food and supplies.
6. Bingham and his searchers carefully climbed the steep mountainsides.
7. They carefully studied the legends.
8. The Urubamba River snaked below.
9. The lost city of Machu Picchu lay above.
10. Once many people came to the Incan city.
11. Now the Peruvian jungle growth covered Machu Picchu.
12. The mist lifted briefly over the walled city.
13. The city's emptiness affected them greatly.
14. They felt strongly the passage of centuries.
15. Bingham's group worked hard at their task of discovery.
16. The Inca's irrigation system carried water efficiently.
17. They constructed their houses solidly.
18. The Inca were apparently skilled in agriculture.
19. They were plentifully supplied with water.
20. The people worked skillfully with metals, pottery, and wool.

Exercise 12 Using Adverbs

Write an adverb to modify the underlined word in each sentence.

1. People think of television as a recent invention.
2. Experimental broadcasts began in 1928.
3. The quality of the broadcasts was not good.
4. Two important inventions came after 1930.
5. Philo T. Farnsworth patented a scanning cathode ray tube in 1930.
6. Kate Smith sang on one of the first scheduled broadcasts.
7. By the early 1940s, twenty-three TV stations were operating.
8. TV grew after the lifting of wartime restrictions.
9. By 1949 more than a million families had bought TV sets.
10. Ten years later the number had multiplied to 50 million.



12.7 Intensifiers

When modifying a verb, an adverb may give information about *when*, *where*, or *how* the action of a sentence takes place. When describing an adjective or another adverb, an adverb often emphasizes or intensifies the word it modifies.

- An adverb that emphasizes or intensifies an adjective or adverb is called an **intensifier**.

Read the sentences below.

The people of Rapa Nui (Easter Island) built large statues.

The people of Rapa Nui (Easter Island) built **extremely** large statues.

In the first sentence you learn that the people built large statues. The adjective *large* describes the noun *statues*. In the second sentence you learn that the statues were extremely large. The intensifier *extremely* describes the adjective *large*.

Now read the following sentences.

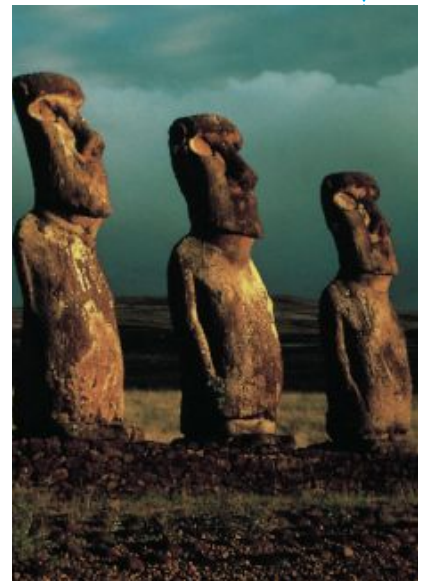
Scientists examined the old statues carefully.

Scientists examined the old statues **very** carefully.

In the first sentence you learn that scientists carefully examined the statues. The adverb *carefully* describes the action verb *examined*. In the second sentence you learn how carefully the scientists examined the statues. The intensifier *very* describes the adverb *carefully*.

Here is a list of intensifiers often used to describe adjectives and other adverbs.

Intensifiers			
almost	nearly	rather	somewhat
extremely	practically	really	too
just	quite	so	very



The people of Rapa Nui (Easter Island) built **extremely** large statues.

Exercise 13 Identifying Intensifiers

For each sentence below, write the intensifier and the word it modifies.

1. The Rapa Nui statues are somewhat mysterious.
2. Most visitors are astounded by their quite enormous size.
3. Scientists have tried extremely hard to explain their origin.
4. The statues were made almost exclusively of volcanic rock.
5. We have learned just recently about their beginnings.
6. Some scientists very carefully built a copy of one of the ancient statues.
7. Scientists worked rather laboriously on the new statue.
8. They spent such long days at their task.
9. For most of the scientists, the project was simply thrilling.
10. The scientists' tools were nearly identical to the ancient ones.
11. The really difficult work took many months of steady labor.
12. Very slowly a sixty-foot copy of an old statue took shape.
13. The ancient builders must have been enormously happy with their work.
14. Rapa Nui is the most easterly island of Polynesia.
15. The island has some extremely interesting stone walls.
16. They are made up of blocks rather carefully fitted together.
17. They are remarkably like the walls of the Inca.
18. The builders of these walls kept their secrets too well.
19. Their identity is essentially hidden from us.
20. It is fairly certain that they lived at least nine hundred years ago.

Exercise 14 Using Intensifiers

Write each sentence, adding the intensifier that appears in parentheses.

1. Being a tourist can be difficult sometimes. (extremely)
2. Often there are long lines to get through. (quite)
3. Not speaking the language makes it harder. (much)
4. You are also at the mercy of the weather. (somewhat)
5. The food that's available may be unfamiliar. (quite)
6. If you stay in a hotel, it may be expensive. (very)
7. Yet traveling remains popular all over the world. (extremely)
8. Traveling in the off-season can be helpful. (most)
9. Special package tours can be cheaper than single tickets. (much)
10. For many people, seeing new sights is its own reward. (really)



12.8

Comparative and Superlative Adverbs

- The **comparative form** of an adverb compares two actions.
- The **superlative form** of an adverb compares more than two actions.

Long adverbs require the use of *more* or *most*.

Comparing Adverbs of More than One Syllable

Comparative → The Cretans lived **more peacefully** than the Greeks.

Superlative → They lived the **most peacefully** of all Aegean peoples.

Shorter adverbs need *-er* or *-est* as an ending.

Comparing One- and Two-Syllable Adverbs

Comparative → The Cretans built cities **earlier** than the Greeks.

Superlative → The Cretans built cities the **earliest** of all Europeans.

Here are some irregular adverbs.

Irregular Comparative Forms

Adverb	Comparative	Superlative
well	better	best
badly	worse	worst
little (amount)	less	least
far (distance)	farther	farthest
far (degree)	further	furthest

The words *less* and *least* are used before both short and long adverbs to form the negative comparative and superlative.

I work **less often**. I work **least efficiently**.

Do not use *more*, *most*, *less*, or *least* before adverbs that already end in *-er* or *-est*.

Exercise 15 Using Comparative and Superlative Forms

Write the correct comparative or superlative form given in parentheses.

1. The Egyptians came to Crete (earlier, earliest) than all other peoples.
2. Did the Cretans arrive in Greece (later, more later) than the Egyptians?
3. Some people think the Cretans built the palace of Knossos (better, best) of all their buildings.
4. Its hundreds of rooms sheltered people (more, most) comfortably than other palaces.
5. Cretan ships sailed (more, most) swiftly of all early vessels.
6. Knossos was powerful and needed protection (less, least) frequently than other cities.
7. This civilization developed commercial trade (further, furthest) than the arts of war.
8. Cretans practiced their arts (more, most) enthusiastically than any other activity.
9. Noted for artistic achievements, perhaps they painted scenes of sports (better, best) of all.
10. Lively scenes appeared in their palace rooms (more, most) often than serious pictures.
11. Despite considerable research, we understand Cretan writings (less, least) well of all early languages.
12. Crete's culture began (earlier, earliest) than most.
13. We'll know more when we can (more, most) readily read the early Cretan inscriptions.
14. Sir Arthur Evans was the person who (more, most) successfully unearthed important discoveries.
15. Evans went even (further, furthest) by discovering the palace of King Minos, located in Knossos.
16. It is laid out (more, most) complexly than other buildings on Crete.
17. Evans decided it was (more, most) likely the labyrinth long-described in Greek legend.
18. (More, Most) recent discoveries may change our thinking.
19. In the legend, Theseus found his way out of the twisting passages (sooner, more soon) than was expected.
20. Theseus entered the labyrinth (more, less) readily, knowing he would be able to escape later.



12.9

Using Adverbs and Adjectives

Adverbs and adjectives are often confused, especially when they are used after verbs. Predicate adjectives follow linking verbs, such as *be*, *seem*, *appear*, and *become*.

The labor at Stonehenge was **hard** without machinery.

This accomplishment still seems **brilliant** to some visitors.

In the first sentence the predicate adjective *hard* modifies the subject, *labor*. In the second sentence the predicate adjective *brilliant* modifies the subject, *accomplishment*.

Now read the sentences below.

Bronze Age people worked **hard** at building Stonehenge.

The sun shines **brilliantly** between two stones each year.

In each sentence the word in dark type is an adverb that describes an action verb. *Hard* describes *worked*, and *brilliantly* describes *shines*.

- Use a **predicate adjective** after a linking verb, such as *be*, *seem*, *appear*, or *become*.
- Use an **adverb** to describe an action verb.

People often confuse *good*, *bad*, *well*, and *badly*.

They were **good** at studying the sky. [predicate adjective]

An earthquake was **bad** for the project.
[predicate adjective]

Stonehenge still works **well** as a kind of calendar. [adverb]

Weather **badly** affected Stonehenge's usefulness. [adverb]

Good and *bad* are adjectives. Use them after linking verbs. *Well* and *badly* are adverbs. Use them to describe action verbs. *Well* may also be used as an adjective when describing someone's health.

Exercise 16 Identifying Adjectives and Adverbs

Write *adjective* or *adverb* to identify the underlined word in each sentence.

1. The first bridges humans used were natural.
2. A tree trunk might lie conveniently across a stream.
3. One could nervously cross a stone bridge over a canyon.
4. Someone swung daringly across a river on a twisted vine.
5. The stone bridges of the Romans are still visible.
6. Bridges were necessary for military operations and communication.
7. Too much rhythmic shaking was bad for a bridge.
8. That's why soldiers usually broke step as they crossed a bridge.
9. Some Roman bridges still operate well after hundreds of years.
10. Their engineering skills were amazing.

Exercise 17 Distinguishing Between Adjectives and Adverbs

Write the correct word given in parentheses.

1. The work on Stonehenge seemed (impossible, impossibly).
2. Each stone at Stonehenge is (enormous, enormously).
3. Several groups worked on Stonehenge (separate, separately).
4. The inhabitants of Salisbury Plain were (energetic, energetically).
5. Their project at Stonehenge was (incredible, incredibly).
6. They worked (diligent, diligently) on a large, circular ditch.
7. Then they searched (careful, carefully) for huge stones.
8. They worked (good, well) on the construction of a stone wall inside the ditch.
9. The opening in the circle of stones is (intentional, intentionally).
10. The position of the stone at the opening is (different, differently).
11. An earth wall is (visible, visibly) at Stonehenge.
12. The wall (complete, completely) surrounds the area.
13. The work on Stonehenge progressed (bad, badly).
14. Did Druids build the stone circle so (solid, solidly)?
15. They may have (cruel, cruelly) sacrificed victims there.
16. Many (definitely, definite) believe an older people built it.
17. Even today the first sight of it is (powerful, powerfully).
18. The spaces between the huge stones are (equal, equally).
19. How were such heavy stones raised (horizontal, horizontally)?
20. Tourists cannot get (close, closely) to the stones.



12.10

Avoiding Double Negatives

The adverb *not* is a negative word. **Negative words** express the idea of “no.” *Not* often appears in a shortened form as part of a contraction. Study the words and their contracted forms below.

Contractions with *not*

is not = isn't	cannot = can't	have not = haven't
was not = wasn't	could not = couldn't	had not = hadn't
were not = weren't	do not = don't	would not = wouldn't
will not = won't	did not = didn't	should not = shouldn't

In all of these words, the apostrophe replaces the *o* in *not*. In *can't* both an *n* and the *o* are omitted. *Will not* becomes *won't*.

Other words besides *not* may be used to express the negative. Each negative word has several opposites. These are **affirmative words**, or words that show the idea of “yes.” Study the following list of negative and affirmative words.

Negative and Affirmative Words

Negative	Affirmative
never	ever, always
nobody	anybody, somebody
none	one, all
no one	some, any
nothing	everyone, someone
nowhere	something, anything
scarcely, hardly	somewhere, anywhere

Two negative words used together in the same sentence create a **double negative**. You should avoid using double negatives in your writing. Only one negative word is necessary to convey a negative meaning.

You can correct a sentence that has a double negative in two ways: remove one of the negative words, or replace one of the negative words with an affirmative word.



Exercise 18 Using Negative Words Correctly

Write each sentence, using the correct word or words given in parentheses.

1. Houses with flat roofs (were, weren't) hardly useful in the North.
2. Thick snow (couldn't, could) never fall off the roof.
3. Snow wasn't (any, no) problem in the South.
4. No one in the West (could, couldn't) build better homes than the Pueblo Indians.
5. Before 1851 the world (had, hadn't) never seen a building like the Crystal Palace.
6. (No one, Anyone) ever missed visiting it.
7. The Crystal Palace was built of hardly (nothing, anything) except iron and glass.
8. Sir Joseph Paxton, the architect, didn't have (any, no) earlier models for the Crystal Palace.
9. No one (could, couldn't) believe the size of the Crystal Palace.
10. Sir Joseph (wasn't, was) not interested in a trial he was watching.
11. He (didn't, did) listen but instead planned the Crystal Palace.
12. Some people thought his dream (wouldn't, would) never be built.
13. Nothing (wasn't, was) spared for this giant structure.
14. Not even the trees on the site (weren't, were) left outside.
15. Visitors (couldn't, could) hardly believe their eyes.
16. Exhibitors (were, weren't) limited to one country.
17. Only a few countries didn't have (nothing, anything) there.
18. Visitors never (did, didn't) lose interest in seeing it.
19. The Crystal Palace didn't have (any, no) fireproofing.
20. In 1936 nothing (couldn't, could) stop it from burning down.

Exercise 19 Forming Contractions

Write the contraction or the words that form the contraction.

- | | | | |
|--------------|---------------|-------------|--------------|
| 1. was not | 6. did not | 11. haven't | 16. wouldn't |
| 2. does not | 7. must not | 12. hasn't | 17. mightn't |
| 3. won't | 8. will not | 13. didn't | 18. wasn't |
| 4. are not | 9. should not | 14. isn't | 19. can't |
| 5. shouldn't | 10. is not | 15. aren't | 20. couldn't |



ADJECTIVES AND ADVERBS

The treasures of ancient Egypt were sought by many archaeologists, explorers, and fortune hunters. The following passage is from a story about the British archaeologist Howard Carter, who describes a king’s burial place that he discovered. It is the pharaoh Tutankhamen’s tomb, which is today the most famous of Egypt’s royal treasures. The passage has been annotated to show some of the kinds of adjectives and adverbs covered in this unit.

Literature Model

from *Mummies, Tombs, and Treasure*
by Lila Perl

Carter was looking into the first of four rooms of a **surprisingly** small royal tomb. The Antechamber, as the first and **largest** room was called, was only about twelve by twenty-six feet, the measurements of a fair-sized living room. It was heaped with chairs, footstools, and chests of alabaster, ebony, and ivory, and **strange** couches of gilded wood in the form of animals, including a cow and a lion. Piled beneath the cow-bed were egg-shaped food containers made of clay.

Sealed doorways, one guarded by two gold-encrusted statues of Tutankhamen, led to the other three rooms of the tomb—an Annex that was even **more jumbled** than the Antechamber, the Burial Chamber in which the mummy lay, and a small room beyond that called **the** Treasury.

- Intensifier
- Superlative form of the adjective *large*
- Adjective
- Past participle used as an adjective
- Comparative form of the adjective *jumbled*
- Definite article

Adjectives and Adverbs

Review: Exercise 1 Identifying Adjectives

For the sentences below, write the adjectives and the nouns they modify. Underline the adjectives. (Do not include articles *a, an, the*.)

SAMPLE The passage gives a brief description of what Carter discovered.

ANSWER brief description.

1. Howard Carter was a British archaeologist.
2. Carter hired some Egyptian workers to help him on the dig.
3. The team began to dig under ancient huts.
4. They had avoided the old huts, which were in front of another tomb.
5. The empty tomb of Ramses VI was a popular attraction for tourists.
6. Carter's first view of the Antechamber was through a small hole.
7. Before he went in, he sent for his wealthy patron, Lord Carnarvon.
8. The Antechamber turned out to be a large, cluttered room.
9. Carter had to go through sealed doorways to reach the other rooms.
10. The mummy lay in a windowless room.

Review: Exercise 2 Using Comparative and Superlative Adjectives

Write the correct comparative or superlative form of the adjective given in parentheses.

SAMPLE The discovery was (good) than he had hoped.

ANSWER better

1. The (early) graves of all Egyptians were small, shallow pits in the sand, covered with rocks.
2. As time went on, rich Egyptians wanted (elaborate) tombs.
3. Thieves got (daring) about breaking into the tombs and robbing them.
4. Unfortunately, the pyramids proved to be even (secure) than the old tombs.
5. Grave robbers were even (curious) about the riches inside of them.
6. As a result, archaeologists were finding (few) treasures than ever.
7. Carter knew that his discovery was (important) than anything he'd ever done.
8. Lord Carnarvon was even (happy) about opening the tomb.
9. "Can you see anything?" he asked in his (anxious) voice.
10. Tutankhamen's tomb was (small) than Carter had expected it to be.

Review: Exercise 3 Identifying Adverbs

Write each adverb and the word or words it modifies. Underline the adverb.

SAMPLE He slowly opened the door.

ANSWER slowly opened

1. Carter gazed through the small hole he had carefully made in the door.
2. The contents of the Antechamber were piled carelessly about the room.
3. Carter and Lord Carnarvon stared into the surprisingly small royal tomb.
4. Two statues of Tutankhamen led directly to three other rooms in the tomb.
5. Carter was not very surprised at the disorder that met his eyes.
6. He felt strongly that grave robbers had discovered the tombs before.
7. But they may have left hastily.
8. Cemetery officials had apparently surprised the thieves.
9. It seemed that they had tidied up the tomb incompletely.
10. The workers' huts had completely covered the entrance.

Review: Exercise 4 Using Comparative and Superlative Adverbs

Write the correct comparative or superlative form of the word given in parentheses.

SAMPLE Carter worked (diligently) on the Antechamber than on any other room.

ANSWER more diligently

1. Lord Carnarvon died (early) than expected, never having seen King Tut's coffin.
2. His death was viewed (suspiciously) by some than others.
3. People now approached the tomb (warily) than before.
4. Things also went (unpleasantly) for Carter for a while.
5. Government officials behaved (cooperatively) than he would have wished.
6. Even (unbelievably), they sealed the tomb, stopping Carter's work.
7. He left the country much (soon) than he had hoped.
8. He did return to work even (tirelessly) to finish the job.
9. He understood the tomb's significance (clearly) than the others did.
10. Nothing Carter had found so far could be valued (highly) than the innermost coffin of solid gold.

Review: Exercise 5 Using Comparative and Superlative Adjectives and Adverbs

Write each sentence, correctly inserting the comparative or superlative form of the adverb or adjective in parentheses.

1. The contents of the Annex were in even (bad) disarray than the nearby Antechamber.
2. The (early) mummies of all occurred naturally when people buried their dead in dry, sandy areas.
3. When the bodies dried out quickly, they lasted (long) than they would have lasted otherwise.
4. Drying out the body before burial meant that it would be (good) preserved than usual.
5. Wood, clay, and stone figures of servants were placed inside the tomb, but these figures were (small) than the dead person they were to serve.

Review: Exercise 6 Distinguishing Between Adjectives and Adverbs

Write the correct word given in parentheses and label it *adverb* or *adjective*.

SAMPLE He wrote down each discovery (careful, carefully).

ANSWER carefully, *adverb*

1. At first Carter could see nothing, as hot air escaping (sudden, suddenly) from the chamber caused his candle to flicker.
2. Then details of the room began to emerge (slow, slowly).
3. That's when Lord Carnarvon began to press him (anxious, anxiously).
4. Carter himself was (silent, silently) with wonder.
5. (Final, Finally), he managed to answer Lord Carnarvon.
6. Was there (actual, actually) such a thing as a mummy's curse?
7. Lord Carnarvon's death was somewhat (mysterious, mysteriously).
8. An insect bite on his cheek had become (bad, badly) infected.
9. Carter himself lived many more years, dying (natural, naturally) at the age of sixty-five.
10. One may wonder, though, why Tutankhamen reigned so (brief, briefly), dying at eighteen.

Review: Exercise 7

Proofreading



The following passage is about Charles Simonds, whose sculpture *Untitled* appears below. Rewrite the passage, correcting the errors in spelling, grammar, and usage. Add any missing punctuation. There are ten errors in all.

Charles Simonds

¹Charles Simonds created this here sculpture from clay. ²He use only water, glue, and the simplest tools to form the clay into both landscape and architecture. ³In many of his most simplest works, the color distinctions are very basic: red clay for landscape and gray clay for stone. ⁴The color of the clay helps define and separate different parts of them sculptures. ⁵Simonds's miniature dwellings demonstrate a interest in how people live and how their beliefs affect the structures they build. ⁶Clay is the material Simonds has been comfortablest with since childhood. ⁷While saveing money and increasing the variety of soil types and colors, Simonds enjoys the pleasure of recycling clays and sands from around the world.

⁸Simonds's sculptures convey a sense of history but they are his own archaeological interpretations. ⁹They arent miniature reconstructions. ¹⁰Of actual buildings or sites.



Charles Simonds, *Untitled*, 1982

Review: Exercise 8

Mixed Review

Write the word or words described in the parentheses after each sentence.

1. Because of the pyramids, we have a good picture of the way Egyptians lived. (adjective + the word it modifies)
2. These painted tomb walls tell us a lot. (demonstrative adjective)
3. We can see that the Egyptians greatly enjoyed music and beautiful things. (adverb + the word it modifies)
4. We learn of Egyptian beliefs about death. (proper adjective)
5. There is also most interesting information about the gods people believed in. (superlative adjective + the word it modifies)
6. Some pictures were carved directly into stone. (adverb + the word it modifies)
7. This picture writing is called hieroglyphics (hī ər ə glif'iks). (demonstrative adjective)
8. For many years, no one understood these sacred carvings. (three adjectives)
9. Then in 1799 an officer of the famous French general Napoleon found a black stone covered with very strange lettering. (intensifier)
10. The stone was immediately named after the nearby town of Rosetta. (adjective + the word it modifies)
11. The same message was written in three different languages. (three adjectives)
12. A French language specialist translated the Greek. (two articles)
13. He used the Greek inscription to figure out the other two forms, which were Egyptian hieroglyphics. (two proper adjectives)
14. Archaeologists could more readily decode the writings in the tombs. (comparative adverb)
15. These were spells and charms to help the dead pass safely through dangers. (adverb + the word it modifies)
16. Other writings also supplied helpful information. (two adjectives)
17. Papyrus was one of the earliest forms of paper. (superlative adjective + the word it modifies)
18. Tall stalks of papyrus grow along the banks of the Nile. (number of articles in the sentence)
19. After strips of the stalk were soaked in water, they were compressed firmly to form sheets. (adverb + the word it modifies)
20. Papyrus sheets were expensive. (predicate adjective)



Writing Application

TIME

For more about the writing process, see **TIME Facing the Blank Page**, pp. 97–107.

Adjectives in Writing

The following passage is from *The Names* by N. Scott Momaday. Examine the passage, focusing on the italicized adjectives. Notice how Momaday brings his memories to life with adjectives that describe the people and places of his experience.

Some of my earliest memories are of the storms, the *hot* rain lashing down and lightning running on the sky—and the storm cellar into which my mother and I descended so *many* times when I was very *young*. For me that *little* room in the earth is an *unforgettable* place. Across the years I see my mother reading there on the *low, narrow* bench, the lamplight flickering on her face and on the *earthen* walls; I smell the *dank* odor of that room; and I hear the *great* weather raging at the door.

Techniques with Adjectives

Try to apply some of N. Scott Momaday’s writing techniques when you write and revise your own work.

- 1 Use sensory adjectives when appropriate to help readers see, hear, feel, touch, and smell the objects of your description:

GENERAL WORDS I smell the odor of that room.

MOMADAY’S VERSION I smell the *dank* odor of that room.

- 2 Use comparative and superlative adjectives to more specifically define time and place in your descriptions:

GENERAL WORDS Some of my memories are of the storms . . .

MOMADAY’S VERSION Some of my *earliest* memories are of the storms . . .

Practice

Practice these techniques by revising the following passage. Rewrite the following passage, adding adjectives in the places indicated by carets ^.

Shelly fanned her ^ face with a ^ piece of paper, struggling to keep cool in the ^ heat. She crouched farther into the ^ corner of the ^ bus stop, but it was no use. Sweat was dripping down her neck in ^ streams and her skirt was a ^ mess. She had purposely waited for a ^ bus, hoping to avoid the ^ part of the day. Now she’d be ^ to reach her grandmother’s before dessert. Mmmm!

