

# Reviewing Verbs

pp. 61 + 62

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# 10 Descriptive Adjectives, Position of Adjectives

A **descriptive adjective** describes a noun's or a pronoun's number, color, size, type, or other qualities.

**Beautiful white Austrian horses perform rhythmic movements in the show.**

An adjective usually goes before the word it describes. An adjective may, however, follow the word it describes.

**The children, eager and excited, waited for a turn to ride the pony.**



Adjectives

## A Underline the descriptive adjective or adjectives in each sentence.

- Horses have been useful animals for thousands of years.
- Before the invention of the car, they were an important means of transportation.
- Horses' legs, long and muscular, give them the strength to pull heavy loads.
- Early ancestors of the horse lived in Europe and the Americas.
- These prehistoric horses had round backs and pointed noses.
- They were small animals.
- Modern horses appeared about three million years ago.
- No one knows when horses became tame animals.
- Asian peoples used horses in war and for sport thousands of years ago.
- The disappearance of the prehistoric horse from the Americas has no clear explanation.

## B Underline the descriptive adjectives in each sentence. Write **BN** above an adjective if it comes before the noun it describes. Write **AN** if it comes after the noun.

- <sup>[BN]</sup> Spanish explorers brought horses back to the Americas in the 1500s.
- <sup>[BN]</sup> New types of horses, <sup>[BN]</sup> Arabian horses, were introduced to Europe in the 1600s.
- Today's Thoroughbreds, <sup>[AN]</sup> speedy and <sup>[AN]</sup> powerful, are their descendants.
- Thoroughbreds are the <sup>[BN]</sup> valuable horses that are used for racing.
- Horses are even participants in <sup>[BN]</sup> Olympic sports.
- These events feature horses and riders, <sup>[AN]</sup> elegant and <sup>[AN]</sup> sleek.
- Horses, <sup>[AN]</sup> obedient and <sup>[AN]</sup> responsive, can be trained to follow signals.
- <sup>[BN]</sup> Good riders know how to make a horse respond to a <sup>[BN]</sup> tiny signal.
- Horses are generally chosen for a <sup>[BN]</sup> specific purpose.
- <sup>[BN]</sup> Modern horses vary greatly in size.

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# 11 More on the Position of Adjectives

An adjective may come before a noun or after a linking verb. An adjective that follows a linking verb is a **subject complement**.

**My teacher is young.**

An adjective that follows the direct object and completes the thought expressed by the verb is an **object complement**.

**Pretzels make me thirsty.**

**A** Above each italicized adjective, write **BN** for before the noun, **SC** for subject complement, or **OC** for object complement.

- Perhaps you have seen a <sup>[BN]</sup> *small*, <sup>[BN]</sup> *birdlike* animal at night.
- It was probably a bat, one of the most <sup>[BN]</sup> *unusual* and <sup>[BN]</sup> *mysterious* creatures.
- This <sup>[BN]</sup> *swift* creature is actually a <sup>[BN]</sup> *furry* mammal that flies.
- It sleeps during the day and becomes <sup>[SC]</sup> *active* at night.
- Contrary to <sup>[BN]</sup> *popular* belief, bats are not <sup>[SC]</sup> *blind*.
- Most possess <sup>[BN]</sup> *keen* eyesight as well as a <sup>[BN]</sup> *sonar* system.
- Their ears, which are overly <sup>[SC]</sup> *large*, pick up echoes of the bat's <sup>[BN]</sup> *own* sounds.
- Despite some <sup>[BN]</sup> *bad* habits, these <sup>[BN]</sup> *birdlike* creatures are <sup>[SC]</sup> *useful*.
- They make <sup>[BN]</sup> *outdoor* life <sup>[OC]</sup> *bearable* by consuming <sup>[BN]</sup> *great* numbers of insects.
- Farmers find bats <sup>[OC]</sup> *beneficial* and depend on them to control <sup>[BN]</sup> *harmful* pests.



**B** Underline the adjective(s) in each sentence. On the line write **BN** for before the noun, **SC** for subject complement, or **OC** for object complement.

- <sup>[BN]</sup> 1. Valley Forge is a historical park.
- <sup>[BN]</sup> 2. It is in southeastern Pennsylvania.
- <sup>[SC, SC]</sup> 3. Louis thought the park was fun and informative.
- <sup>[SC]</sup> 4. It was important during the Revolutionary War.
- <sup>[SC]</sup> 5. The location was strategic.
- <sup>[BN]</sup> 6. It could provide many of the basic needs, such as water and wood.
- <sup>[OC]</sup> 7. Some of his soldiers found it intolerable.
- <sup>[SC]</sup> 8. The weather was severe.
- <sup>[SC, SC, SC]</sup> 9. Often the soldiers were cold, hungry, and unfit for service.
- <sup>[BN]</sup> 10. It was, however, a turning point for the army.

# 12 Demonstrative, Interrogative, and Indefinite Adjectives

**Demonstrative adjectives** point out definite people, places, things, or ideas. The demonstrative adjectives are *this, that, these, and those*.

**Interrogative adjectives** are used in questions. The interrogative adjectives are *what, which, and whose*. *Which* is usually used to ask about one or more of a specific set of items.

**Indefinite adjectives** refer to any or all members of a group. Indefinite adjectives include *all, another, any, both, each, either, few, many, more, most, much, neither, other, several, and some*. Note that *another, each, every, either, and neither* are always singular.



**A** Underline the demonstrative, interrogative, or indefinite adjective in each sentence. Identify each by writing **demonstrative, interrogative, or indefinite**.

- [indefinite]           1. All fans of jazz music are familiar with the music of Duke Ellington.
- [interrogative]           2. What songs by Duke Ellington do you know?
- [indefinite]           3. Many people will name songs such as "Mood Indigo" and "Take the A Train."
- [indefinite]           4. Few people probably know that his given name was Edward.
- [interrogative]           5. Whose idea was it to call him Duke because of his elegant manner?
- [demonstrative]           6. In the 1920s he did radio broadcasts from New York with his band, and these broadcasts made him famous throughout the country.
- [indefinite]           7. Swing and jazz became popular in the 1920s and 1930s, and Ellington was a master of both styles.
- [interrogative]           8. Which song is his best?
- [demonstrative]           9. This question may be answered differently by different fans.
- [indefinite]           10. Each fan may have a particular favorite.

**B** Complete each sentence with the type of adjective indicated. [Answers may vary. Possible answers are given.]

- interrogative 1.           [Whose]           CD is on the table?
- demonstrative 2.           [Those]           jazz CDs belong to my father.
- interrogative 3.           [What]           instrument do you play in the band?
- indefinite 4.           [Most]           people like jazz.
- indefinite 5.           [Some]           songs on this CD are by Duke Ellington.

# 13 Comparative and Superlative Adjective

Most adjectives have three degrees of comparison: **positive**, **comparative**, and **superlative**. For adjectives of one syllable and some adjectives of two syllables, the comparative and superlative are formed by adding *-er* or *-est* to the positive form. For adjectives of three or more syllables and many adjectives of two syllables, the comparative and superlative are formed by adding *more* or *less* or *most* or *least* in front of the positive form.

POSITIVE	COMPARATIVE	SUPERLATIVE
new	newer	newest
sunny	sunnier	sunniest
famous	more/less famous	most/least famous

Some adjectives have irregular comparisons.

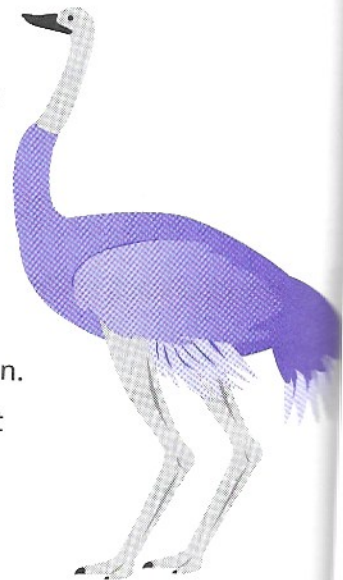
POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
bad	worse	worst

**A** Write the comparative and superlative forms of each adjective.

	COMPARATIVE	SUPERLATIVE
1. small	<u>[smaller]</u>	<u>[smallest]</u>
2. beautiful	<u>[more/less beautiful]</u>	<u>[most/least beautiful]</u>
3. cloudy	<u>[cloudier]</u>	<u>[cloudiest]</u>
4. bad	<u>[worse]</u>	<u>[worst]</u>
5. delicious	<u>[more/less delicious]</u>	<u>[most/least delicious]</u>

**B** Write the degree of comparison for each italicized adjective. Use **P** for positive degree, **C** for comparative degree, and **S** for superlative degree.

- [S] 1. Birds are among the *most interesting* animals.
- [S] 2. Some would say that birds are the *most musical* of all animals.
- [C] 3. They are *lighter* than most animals because their bones are hollow.
- [C] 4. Taking flight is *more difficult* for large birds than for small ones.
- [S] 5. One of the *fastest* flying birds is the peregrine falcon.
- [S] 6. The ostrich is the world's *most enormous* bird, but it cannot fly.
- [S] 7. It is the *speediest* two-legged animal on earth.
- [S] 8. Some people think it is *least attractive* of all birds.
- [C] 9. The raven may be *smarter* than all other birds since it is very adaptable.
- [P] 10. When it cannot find a *favorite* food, it will learn to eat something else.



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# 14 More Comparative and Superlative Adjectives

The comparative degree is used to compare two items or two sets of items. This comparative form is often followed by *than*.

**Towers such as the CN Tower in Toronto are higher structures than buildings.**

The superlative degree is used to compare three or more items.

**For many centuries the pyramids were the tallest structures in the world.**

**A** Circle the correct choice in parentheses.

- The castle of Neuschwanstein is the (more romantic most romantic) castle in the world.
- The (earlier earliest) palaces known are in Egypt and were built in the 15th century BC.
- The Egyptian pyramids, however, are much (more ancient most ancient) than those.
- Some people say that modern buildings are (less imposing least imposing) than those old ones.
- The (taller tallest) building in the United States is the Willis Tower in Chicago, at 1,450 feet.
- At 1,670 feet the Taipei 101 building in Taiwan is (higher highest) than the Willis Tower.
- Some think that the (more unusual most unusual) building in the United States is one in the shape of a large duck on Long Island.
- Do you think that it is (stranger strangest) than the Corn Palace in South Dakota, which is decorated with corn and other farm products?
- Do you think that a duck-shaped building is a (worse worst) idea than the binocular-shaped building in Venice, California?
- Also odd is the Winchester House in California, which has the (more complicated most complicated) interior of any house, with staircases that go nowhere.

**B** Rewrite the sentences, correcting the errors in the use of the comparative and the superlative degrees.

- The most interestingest thing we did in Chicago was to visit the Willis Tower.  
[The most interesting thing we did in Chicago was to visit the Willis Tower.]
- Unfortunately, the day was cloudy, and the view was less clearer than usual.  
[Unfortunately, the day was cloudy, and the view was less clear than usual.]
- My little brother thought that the view was least exciting than the elevator ride.  
[My little brother thought that the view was less exciting than the elevator ride.]
- The view of the vast lake from above is one of the most magnificentest views you can see.  
[The view of the vast lake from above is one of the most magnificent views you can see.]
- Many people think that a visit there is most interesting at night than during the day.  
[Many people think that a visit there is more interesting at night than during the day.]



# 15 Few and Little with Concrete Nouns and Abstract Nouns

**Concrete nouns** name things that you can see, touch, or count. They can be made plural because they can be counted: *minutes, necklaces, chairs*. **Abstract nouns** name things that you cannot see, touch, or count. They express qualities or conditions: *life, patience, time*

Use the adjectives *few, fewer, and fewest* to compare concrete nouns. Use the adjectives *little, less, and least* to compare abstract nouns.

**CONCRETE** This book on the states has fewer pages.

**ABSTRACT** That book on the states has less information.

**A** Identify each italicized noun as concrete or abstract.

- |  | <b>CONCRETE OR<br/>ABSTRACT</b> |
|--|---------------------------------|
| 1. Mount McKinley is the highest <i>mountain</i> in the United States. | <u>[concrete]</u>               |
| 2. Its <i>height</i> is 20,321 feet.                                   | <u>[abstract]</u>               |
| 3. <i>Technology</i> is an important industry in California.           | <u>[abstract]</u>               |
| 4. The <i>weather</i> on the Great Plains can be extreme.              | <u>[abstract]</u>               |
| 5. It took <i>determination</i> to farm that land in the past.         | <u>[abstract]</u>               |
| 6. The United States is an important producer of <i>sugar</i> .        | <u>[concrete]</u>               |
| 7. <i>Movies</i> are one of the country's most important exports.      | <u>[concrete]</u>               |
| 8. People in the United States drink a lot of <i>coffee</i> .          | <u>[concrete]</u>               |
| 9. Eight <i>presidents</i> were born or lived in Ohio.                 | <u>[concrete]</u>               |
| 10. <i>Silver</i> brought many miners to Nevada in the 1860s.          | <u>[concrete]</u>               |

**B** Complete each sentence with **fewer** or **less**.

- There is [less] rainfall in Utah than in Oregon.
- Connecticut has [less] land for national parks than Nebraska does.
- Connecticut also has [fewer] national parks.
- Alabama produces [less] cotton than Texas does.
- There are [fewer] farmable acres in Alabama than in Texas.
- My sister has been to [fewer] parks than I have.
- Rhode Island has [less] landmass than any other state.
- Wyoming, however, has [fewer] people than Rhode Island has.
- Lake Erie has [fewer] miles of coastline than Lake Superior.
- It also contains [less] water.





# 16 Adjective Phrases

A **prepositional phrase** is made up of a preposition, the object of the preposition, and any modifiers. A prepositional phrase can be used as an adjective. An adjective phrase describes a noun.

**A bicycle is a vehicle with two wheels.**

**A** Underline the adjective phrase or phrases in each sentence.

1. The history of the bicycle is a long one.
2. The idea for the modern bicycle did not develop quickly.
3. Cycles with two wheels existed some 200 years ago.
4. The force behind the first bike was not a pedal.
5. The feet of the rider were used to propel the bike and to scoot it along.
6. Bikes from the 1800s did not look like modern bikes.
7. There were bikes with a pedal on the front wheel.
8. The front wheel of some bikes was large, but the back wheel was small.
9. The result of the large front wheel was an increase in the bike's speed.
10. Tires with air were a later addition in the development of the modern bike.

**B** Underline the adjective phrase or phrases in each sentence. Circle the word each phrase modifies.

- ✓ 1. (Bikes) for young children have three wheels.
- ✓ 2. (Clowns) in circuses ride (bikes) with one wheel.
- ✓ 3. (Bicycles) with different speeds eventually became popular.
- ✓ 4. The (uses) of bikes are numerous.
- ✓ 5. (Bikes) for mountain trails are popular.
- ✓ 6. A (feature) of mountain bikes is their wide, knobby (tires) for mountain roads.
- ✓ 7. The (challenge) of mountain biking attracts many.
- ✓ 8. Today more than 50 million (people) in the United States cycle regularly.
- ✓ 9. Bicycling is considered a pleasurable (form) of exercise.
- ✓ 10. Currently more (people) in China cycle than in the (rest) of the world together.



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# 17 Adjective Clauses

A **clause** is a group of words that has a subject and a predicate. A dependent clause does not express a complete thought. Some dependent clauses are **adjective clauses**. They describe nouns or pronouns. Adjective clauses are introduced by *who, whom, whose, that, where, and when*.

**Elizabeth Cady Stanton, who worked tirelessly for women's rights, is an American hero.**

A **restrictive** adjective clause is necessary to the meaning of a sentence. A **nonrestrictive** clause is not necessary to the meaning. Nonrestrictive clauses are set off with commas.

**The Nineteenth Amendment, which was ratified in 1920, gave women the right to vote.**

**The amendment that gave women the right to vote was ratified in 1920.**



**A** Underline the adjective clause in each sentence. Circle the noun it modifies.

1. (Elizabeth Cady Stanton), who lived from 1815 to 1902, worked for women's suffrage.
2. This (movement), which sought to give women the vote, gained momentum in the early 1800s.
3. At the time there were many (rights) that women did not have.
4. A (woman) whose husband had died might not be entitled to any of the family property.
5. Many were convinced that the only (role) that was suitable for women was in the home.
6. (Stanton), whose father was a lawyer, became interested in the issue.
7. The women's rights movement was connected to the abolition (movement), which was the effort to end slavery.
8. Stanton became acquainted with (people) who were involved in both movements.
9. Her (writings) and (speeches), which were powerful and eloquent, encouraged others.
10. The year (1878), when Stanton helped prompt Congress to consider an amendment for women's suffrage, marked a key date in her fight.

**B** Underline the adjective clause in each sentence and decide whether it is restrictive or nonrestrictive. Write the sentences that have nonrestrictive clauses, adding commas where necessary, on the lines below.

1. Stanton who was an outspoken leader gained attention for the cause of women's rights.  
[Stanton, who was an outspoken leader, gained attention for the cause of women's rights.]
2. The right to vote was just one of the women's rights that Stanton promoted.  
\_\_\_\_\_
3. Stanton was born in New York where she spent most of her life.  
[Stanton was born in New York, where she spent most of her life.]
4. That amendment which gave women the vote was ratified 18 years after her death.  
[That amendment, which gave women the vote, was ratified 18 years after her death.]
5. Stanton's determination and energy provide an example for all who fight for rights.  
\_\_\_\_\_