

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.

The **eager, large** crowd of visitors examines the **huge** painting.

In the sentence above, the adjectives *eager* and *large* describe the noun *crowd*, and the adjective *huge* describes the noun *painting*.

■ An adjective can describe a noun or a pronoun.

Most adjectives come before the nouns they modify. However, an adjective can be in the predicate and modify the noun or pronoun that is the subject of the sentence.

The painting is **realistic** and **timeless**.

In the sentence above, the adjectives *realistic* and *timeless* follow the linking verb *is* and modify the subject, *painting*. They are called predicate adjectives.

■ A verb can be used as an adjective.

The present participle and past participle forms of verbs may be used as adjectives and predicate adjectives.

Christina's World is a **haunting** painting. [present participle]

Christina's World is **inspired**. [past participle]

Exercise 1**Identifying Adjectives**

For each sentence below, write each adjective and the noun or pronoun it modifies. If any adjective is a participle form, circle it.

1. Georgia O'Keeffe is a major artist.
2. Her permanent residence was in the Southwest.
3. O'Keeffe's works hang in numerous museums.
4. The dry desert provided her with interesting material.
5. Georgia O'Keeffe spent several years in Wisconsin.
6. She studied art at a large school in Chicago in the early 1900s.
7. She lived for a short time in bustling New York City.
8. As a young woman, O'Keeffe had not yet found the right subjects.
9. In 1912 she became aware of the interesting scenery in Texas.
10. She made an enlightening journey to Amarillo, Texas.
11. The bright flowers and whitened bones of the desert inspired her.
12. The endless landscape seemed filled with strange objects and ghostly figures.
13. Her unique style combined abstract design with realistic scenery.
14. O'Keeffe's best paintings were based on nature.
15. She might pick up an interesting shell on a sandy beach.
16. At first she made realistic paintings of what she found.
17. She would paint the white shape of the shell alongside a gray shingle.
18. Perhaps she would add two large green leaves to the objects.
19. She kept a large collection of shells under a glass tabletop.
20. O'Keeffe was recognized by leading museums as a major artist.

Exercise 2**Identifying Predicate Adjectives**

Write each predicate adjective. Then write the noun or pronoun it modifies in parentheses.

1. The day was young.
2. The beach was deserted except for one lone walker.
3. The others were still asleep.
4. Even the waves were distant and respectful.
5. That silent woman was aware of everything around her.
6. She was curious about all she saw.
7. Everything around her was radiant in the morning light.
8. The colors were true and clear.
9. A piece of red coral was especially eye-catching.
10. Such a simple thing was wonderful to her.

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, and *an* before words beginning with a vowel sound. Don't confuse sounds with spellings. When speaking, you would say *a university* but *an uncle*.

a unit a painting an etching an hour

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

The valuable statue is **the** only one of its kind.

The **Italian** statue is on exhibit in the **Houston** museum.

The **February** exhibit follows a show of **French** paintings.

Although most proper adjectives are formed from proper nouns by adding one of the endings listed below, some are formed differently. Check the spellings in a dictionary.

Common Endings for Proper Adjectives

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

Exercise 3**Using A and An**

Write the correct indefinite article that would come before each word or group of words.

1. satellite
2. electrical storm
3. transmitter
4. vehicle
5. howling wind
6. expedition
7. unicorn
8. unique event
9. anonymous writer
10. unexplored part
11. unknown rock
12. typical day
13. masterpiece
14. awkward age
15. instrument
16. high-wire act
17. explanation
18. hourly report
19. honest effort
20. activity

Exercise 4**Forming Proper Adjectives**

Rewrite each sentence, changing the proper noun into a proper adjective. You may have to change the article and eliminate other words.

1. The first exhibit included a drum from Africa.
2. One of my classmates was wearing a bracelet from Mexico.
3. Our class included an exchange student from China.
4. We braved a snowstorm in January to come to the show.
5. An artist from Poland was listening to an audio tape.
6. One painting represented a wedding in April.
7. A class favorite featured a bobsled from Alaska.
8. One parent arrived late in a car from Japan.
9. A snowy scene reminded the teacher of a winter in Minnesota.
10. A writer from Ireland introduced himself to the tour guide.
11. The furniture display included a clock from Taiwan.
12. Some of us chatted with a visitor from Italy.
13. Two people were copying a portrait of a dancer from Mexico.
14. I heard an art critic from Germany talking about the exhibit.
15. What he said puzzled a sailor from France.
16. A tourist from Egypt listened to her with interest.
17. At the museum restaurant, the waitress offered us tea from Australia.
18. A flag from Nigeria was displayed in the museum gift shop.
19. One postcard there showed a celebration in July.
20. The jewelry counter had a copy of a ring from Bolivia.

Comparative and Superlative Adjectives

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

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

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

Comparative → She is **younger** than the other painter.

Superlative → She is the **youngest** painter in the entire group.

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

Comparative and Superlative Forms of Longer Adjectives

Comparative → The one next to it is **more colorful**.

Superlative → The painting in the next room is the **most colorful**.

Never use *more* or *most* with adjectives that already end with *-er* or *-est*. This is called a double comparison.

Some adjectives have irregular comparative and superlative forms.

Irregular Comparative and Superlative Forms

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

Exercise 5**Identifying Correct Comparative and Superlative Forms**

Rewrite each sentence, correcting the comparative or superlative form of the adjective.

1. You can't really say that my taste is worser than yours.
2. If someone has good taste in art, how can there be gooder taste?
3. You just don't like my favoritest painter.
4. Does that mean that the one you like is more good?
5. First of all, my favorite is more young than your favorite.
6. As she gets more older, her work improves.
7. Her bestest work has been done in the last ten years.
8. I know that critics have attacked her most early works.
9. The more large her paintings get, the more exciting they are.
10. The later paintings all sell for much more high prices.

Exercise 6**Using Comparative and Superlative Adjectives**

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

1. Michelangelo was one of the (great) artists of all time.
2. He was also the (famous) artist of his own time.
3. Are his statues (good) than his paintings?
4. Which is the (fine) statue, *David* or the *Pietà*?
5. Michelangelo's figures were (large) than life.
6. Few paintings are (beautiful) than the one on the ceiling of the Sistine Chapel.
7. His buildings may be (famous) than his renowned statues and paintings.
8. Pablo Picasso may be the (great) painter of our century.
9. His early paintings are (realistic) than his later work.
10. His (early) works were really quite traditional.
11. The work of Picasso's Blue Period included some of his (dark) views of life.
12. Picasso's (bleak) mood of all came during World War II.
13. During his Rose Period, though, his paintings were much (cheerful).
14. For Picasso painting was the (important) thing in his life.
15. His cubist works are probably the (famous) of all.
16. Cubism may have been the (original) of Picasso's many styles.
17. Critics argue over the question of his (good) style of all.
18. They also disagree on his (bad) style.
19. Few artists completed (many) paintings than he did.
20. Of all artists, he showed the (quick) response to change.

12.4

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* can also be used as demonstrative pronouns. They take the place of nouns and call attention to, or demonstrate, something that is not named.

Notice the demonstratives in the following sentences.

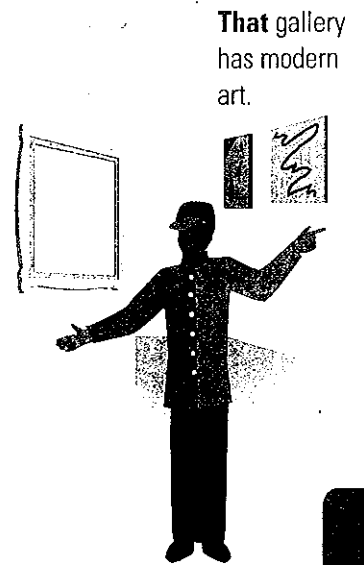
Demonstrative Words	
Demonstrative Adjectives	Demonstrative Pronouns
This painting is my favorite.	This is my favorite painting.
I like these kinds of paintings.	These are the paintings I like.
That portrait is well known.	That was the first stage.
He draws those sorts of pictures.	Those are from his Cubist phase.

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 painting is by Matisse. [not *This here painting*]

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

I saw **those** pictures. [not *them pictures*]



That gallery has modern art.

This gallery contains Impressionist works.

Adjectives and Adverbs

Exercise 7**Identifying Demonstrative Adjectives and Pronouns**

Write the demonstrative from each sentence. Then write *adjective* or *pronoun* to tell what kind it is.

1. You can tell that this artist admired Cézanne's work.
2. All of these pictures show, in some way, Cézanne's influence.
3. This doesn't mean that the artist copied Cézanne's work.
4. Can you see how he uses these colors the same way?
5. Doesn't it remind you of those paintings of Cézanne's we just saw?
6. On the other hand, this one reminds me more of Van Gogh's work.
7. Now, this is a painting I could look at every day.
8. All of those paintings by the Impressionists appeal to me.
9. I'm also interested in those abstract paintings in the next room.
10. This was a good day for seeing a wide variety of styles.

Exercise 8**Using Demonstratives**

Write the correct word or words from the parentheses.

1. The artist saw (that, those) things in a new way.
2. (This, This here) painting shows her imaginative style.
3. This (kinds of, kind of) painting has become famous.
4. (This, That) painting over there shows an acrobat.
5. Usually (those, them) colors together would clash.
6. (This, These) are her brushes and palette.
7. (That there, That) painting by Paul Cézanne is influential.
8. (This, This here) is an early work.
9. Cézanne breaks up the dimensions of (this, these) objects.
10. Then he rearranges (these, these here) fragments.
11. This (kind of, kinds of) painting shows his technique.
12. (These, These here) are explorations of space.
13. The angles in (this, this here) picture seem to overlap.
14. These (kinds of, kind of) angles do form solids.
15. The *Pietà* is not (that, that there) kind of sculpture.
16. (This, These) is a fine example of abstract art.
17. Many are familiar with (that, that there) artist.
18. One artist produced all (this, these) works.
19. (Those, Them) paintings are older than his.
20. (These, These here) pieces are by an unknown artist.

Adverbs modify verbs, adjectives, and other adverbs. They tell us how, when, where, or how often an action occurs.

What Adverbs Modify	
Verbs	People handle old violins carefully .
Adjectives	Very old violins are valuable.
Adverbs	Some violins are played extremely rarely.

Some adverbs tell *to what extent* a quality exists. These adverbs are sometimes called **intensifiers**. *Very, quite, and almost* are intensifiers.

An adverb may tell *when, where, or how* about a verb. The adverbs in the sentences below all modify the verb *play*.

Ways Adverbs Modify Verbs	
How?	Many pianists play well with a large orchestra.
When?	Pianists sometimes play duets.
Where?	Some pianists play everywhere in the country.

When modifying an adjective or another adverb, an adverb usually comes before the word. However, when modifying a verb, an adverb can occupy different positions in a sentence.

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 9**Identifying the Purpose of Adverbs**

Write each adverb, and write whether it tells *how*, *when*, or *where*.

1. Our chorus finally has enough basses.
2. Unlike in previous years, our conductor can comfortably assign the parts.
3. Becky sometimes had to find choral arrangements with three parts.
4. Now she heads straight for the four-part works.
5. We've moved to another room because we have more space there.
6. She's arranged the seating differently, too.
7. Now each part sits in a wedge-shaped section.
8. That will give us better balance anywhere we sing.
9. She conducts us well, so we are happy.
10. We sing enthusiastically.

Exercise 10**Identifying Adverbs**

Write each adverb and write the word it describes in parentheses.

1. The early Greeks studied music thoroughly.
2. To the Greeks, music and mathematics were very similar.
3. Pythagoras strongly believed in the enormous power of music.
4. His ideas about music were certainly important.
5. People sang choral music often at ancient ceremonies.
6. The notes of each singer were exactly alike.
7. These choruses almost surely sang without accompaniment.
8. Composers later wrote separate parts for different voices.
9. Musicians of the Middle Ages developed part singing rather quickly.
10. Some unusually beautiful music resulted.
11. The parts were highly complex.
12. Modern choruses are very professional groups of singers.
13. These choruses perform everywhere.
14. Many choral singers are totally dedicated to their work.
15. People often overlook this kind of music.
16. Some people await major choral concerts eagerly.
17. Chorus singers are sometimes called choristers.
18. They generally sing pieces for four parts, or voices.
19. Tenors are sometimes female singers.
20. Some conductors always insist on male tenors.