

AMI Week of April 20-24

12.6

Comparative and Superlative Adverbs

- Long adverbs are those with more than one syllable.
- Shorter adverbs are those with one syllable.

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

Comparing Adverbs of More than One Syllable

Comparative → The audience listened **more attentively** last night than tonight.

Superlative → Last Sunday's audience responded **most enthusiastically** of all.

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

Comparing One-Syllable Adverbs

Comparative → Did the pianist play **louder** than the cellist?

Superlative → Did the drummer play the **loudest** of all?

Here are some irregular adverbs.

Irregular Comparative and Superlative Forms

| Adverb | Comparative | Superlative |
|-----------------|-------------|-------------|
| well | better | best |
| badly | worse | worst |
| little (amount) | less | least |

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

I play **less well**. I play **least accurately**.

Exercise 11**Forming the Comparative and Superlative**

Write the comparative and superlative forms of each of the following adverbs.

- | | | | |
|--------------|--------------|-----------------|------------------|
| 1. tenderly | 8. gently | 15. hard | 22. slow |
| 2. fast | 9. awkwardly | 16. effectively | 23. frequently |
| 3. little | 10. loud | 17. late | 24. effortlessly |
| 4. easily | 11. soon | 18. openly | 25. long |
| 5. violently | 12. well | 19. negatively | |
| 6. rapidly | 13. harshly | 20. often | |
| 7. close | 14. eerily | 21. gracefully | |

Exercise 12**Using Comparative and Superlative Adverb Forms**

For each sentence, write the correct comparative or superlative form of the adverb in parentheses.

- The performance began (late) tonight than last night.
- My sister sat (far) from the stage than we did.
- Several backup singers rehearsed (long) than the piano player.
- The lead singer sang (badly) last year than this year.
- The guitarists sang (little) during this concert than during their last one.
- The drummer played (forcefully) during her solo than before.
- We heard the first song (clearly) of all the songs.
- The band played (energetically) of all at the end.
- I clapped (loudly) during the second half than during the first.
- I understand the band played (badly) at rehearsals than they ever had before.
- (Often) than not, Miss Elly had to say, "Now, James, now!"
- She expected (good) of him but couldn't be sure of it.
- The night of the dress rehearsal came (quickly) than seemed possible.
- There sat James in the percussion section as the music grew (fast).
- He was staring even (blankly) into space than before.
- "Now, James, now!" Miss Elly cried (desperately) than ever.
- The entire band turned around and shouted even (loudly) than Miss Elly, "Now, James, now!"
- The actual performance, however, went (well) than anyone expected.
- James hit that triangle the (hard) he ever had, right on time.
- The evening ended (soon) than expected.

12.7

Using Adverbs and Adjectives

Adverbs and adjectives are often confused, especially when they appear after verbs. A predicate adjective follows a linking verb.

The musicians are **professional**.

In the sentence above, the predicate adjective *professional* describes *musicians*.

In the sentence below, the adverb *professionally* describes the action verb *behaved*.

The musicians behaved **professionally**.

People also sometimes confuse the words *bad*, *badly*, *good*, and *well*. *Bad* and *good* are both adjectives. They are used after linking verbs. *Badly* is an adverb. It is used after an action verb. *Well* can be either. When used to describe an adjective or verb, *well* is an adverb. When used after a linking verb to describe a person's health or appearance, *well* is an adjective.

Louis Armstrong was a **real** innovator in jazz.



His music was **really** popular.

Distinguishing Adjective from Adverb

| Adjective | Adverb |
|---------------------------------|-------------------------------|
| The sound is bad . | The actor sang badly . |
| The band sounds good . | The band played well . |
| The soloist seems well . | |

People also confuse *real*, *really*; *sure*, *surely*; and *most*, *almost*. *Real*, *sure*, and *most* are adjectives. *Really*, *surely*, and *almost* are adverbs.

Distinguishing Adjective from Adverb

| Adjective | Adverb |
|--|--|
| Music is a real art. | Music is really popular. |
| A pianist needs sure hands. | Piano music is surely popular. |
| Most pianos have eighty-eight keys. | Piano strings almost never break. |

Adjectives and Adverbs

Exercise 13**Using *bad*, *badly*, *good*, and *well***

For each sentence, write the correct adjective or adverb given in parentheses.

1. The big bands did very (good, well) during the 1930s and 1940s.
2. As (good, well) as they were, they needed national radio to succeed.
3. Even (bad, badly) bands took advantage of the interest in this music.
4. The big bands' era is over, but their records still sell (good, well).
5. If you listen really (good, well), you'll still hear bands with that sound.

Exercise 14**Identifying Adjectives and Adverbs**

Write each sentence, and underline each verb. Circle the adverb or adjective that follows it, and draw an arrow to the word it modifies. Label each adjective or adverb.

1. Louis Armstrong was famous as a jazz trumpeter.
2. Armstrong began his music career early in the 1900s.
3. He played the trumpet well during his teens in New Orleans.
4. Armstrong listened carefully to other musicians' styles.
5. He seemed enthusiastic about a new singing style called "scat."
6. Scat was rhythmic in its use of syllables instead of words.
7. He seemed ready for a new career as an actor in motion pictures.
8. Big bands played everywhere.
9. They were popular in the 1930s.
10. Louis Armstrong traveled widely and made a number of hit records.
11. Both the soloists and the conductors of the big bands became widely known.
12. The Dorsey brothers were extremely successful as popular musicians.
13. They worked steadily throughout the 1940s.
14. Dinah Shore sang often with big bands.
15. Dinah became very popular as a solo artist.
16. The Spike Jones band is still popular with some people.
17. Spike's versions of some well-known songs were hilarious.
18. In some songs a fire whistle screamed wildly.
19. Meanwhile, the poor tenor sang unconcernedly in the background.
20. The Spike Jones band played well but sounded bad.

12.8

Avoiding Double Negatives

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

| Contractions with <i>Not</i> | | |
|------------------------------|----------------------|------------------------|
| 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 |

The apostrophe replaces the *o* in *not* in all but two words. In *can't* both the letter *n* and the letter *o* are dropped. *Will not* becomes *won't*.

Other negative words are listed below. Each negative word has several opposites. These are **affirmative words**, or words that show the idea of “yes.”

| Negative and Affirmative Words | |
|--------------------------------|---------------------------|
| Negative | Affirmative |
| never | ever, always |
| nobody | anybody, somebody |
| none | one, all, some, any |
| no one | everyone, someone, anyone |
| nothing | something, anything |
| nowhere | somewhere, anywhere |

Be careful to avoid using two negative words in the same sentence. This is called a **double negative**. You can correct a double negative by removing one of the negative words or by replacing one with an affirmative word.

| | |
|-------------------|--|
| Incorrect: | The clarinet isn't no new instrument. |
| Correct: | The clarinet isn't a new instrument. |
| Correct: | The clarinet is no new instrument. |



Grammar Review

ADJECTIVES AND ADVERBS

During the 1600s, Juan de Pareja became enslaved to the great Spanish painter Diego Velázquez. *I, Juan de Pareja*, by Elizabeth Borton de Treviño, tells how Juan became the artist's friend and assistant. In this passage, de Pareja explains his duties. The passage has been annotated to show some of the types of adjectives and adverbs covered in this unit.

Literature Model

from I, Juan de Pareja
by Elizabeth Borton de Treviño

One by one, he taught me my duties. First, I had to learn to grind the colors. There were many mortars for work, and pestles in varying sizes. I soon learned that the lumps of earth and metallic compounds had to be softly and worked until there remained a powder as fine as the ground rice ladies used on their checks and foreheads. It took hours, and sometimes when I was sure the stuff was as fine as satin, Master would pinch and move it between his fingers and shake his head, and then I had to grind some more. Later ground powder had to be incorporated into the oils, and well-mixed, and much later still, I arranged Master's palette for him, the little mounds of color each in its place, and he had his preferences about how much of any one should be set out. And, of course, brushes were to be washed daily, in plenty of good soap and water. Master's brushes all had to be clean and fresh every morning when he began to work.

Demonstrative adjective

Adverb

Adjective

Article

Past participle used as an adjective

Proper adjective

Adjectives and Adverbs

Grammar Review

Review Exercise 1 Identifying Adjectives

Write each adjective. Then write in parentheses the noun or pronoun it modifies. Do not include articles *a*, *an*, and *the*.

1. Velázquez painted in a large room on the second floor of the house.
2. A huge window let in a pure light from the north.
3. Juan learned to stretch the cotton canvas for the painter.
4. The artist never wrote down the secret formulas for preparing the canvas.
5. He called them professional secrets, and Juan had to memorize them.
6. Juan was a trustworthy assistant.
7. Velázquez liked the early light and would paint until late afternoon.
8. The painter's wife was a merry person and a thrifty housekeeper.
9. Juan had to arrange colorful backgrounds for Velázquez.
10. Juan always wore a gold earring.

Review Exercise 2 Using Comparative and Superlative Adjectives

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

Example: Juan de Pareja was (young) than Velázquez.
Answer: younger

1. Juan de Pareja ground the colors into the (fine) powder.
2. The artist's fingers were (sensitive) than Juan's.
3. He used the mounds of color on his palette to create some of the (beautiful) paintings of all.
4. Every day Juan de Pareja made sure the artist's brushes were (clean) and (fresh) than Velázquez had left them.
5. Velázquez used the (good) materials he could.
6. The painter often sat staring at his subject for the (long) time.
7. When asked why, the artist explained that this was the (good) way to feel the object's shape.
8. The (exciting) moment came when the king asked Velázquez to paint his portrait.
9. That meant the family would move in the (high) circles of society.
10. The king turned out to be (tall) and (pale) than Juan had expected.

Review Exercise 3 Identifying Adverbs

Write each sentence. Underline each adverb, and draw an arrow to the word it modifies.

1. The compounds had to be worked continuously.
2. Sometimes the painter would ask for more grinding.
3. Brushes had to be washed daily in soap and water.
4. Juan worked clumsily with his carpentry.
5. He could soon cut and fit the pieces.
6. Occasionally he posed so that the painter could draw or paint him.
7. The painter usually started work early in the morning.
8. Velázquez drew silently, making many drawings.
9. Juan earnestly asked the artist if he could learn to paint.
10. But Velázquez answered simply, "I cannot teach you."

Review Exercise 4 Using Comparative and Superlative Adverbs

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

He painted (boldly) than before.
more boldly

1. Velázquez represented his subjects (realistically) than had many earlier artists.
2. Of all the techniques, the artist's use of rich colors, light, and shadow (clearly) characterized his style.
3. Velázquez painted portraits (frequently) of all.
4. Although many artists have imitated his style, Velázquez (heavily) influenced modern painters.
5. He traveled (far) than many other artists of his day to study the art of ancient Rome.
6. Velázquez faced an upcoming trip to Italy (calmly) than did his family.
7. His wife stayed behind in Spain the (reluctantly) of all.
8. Velázquez found that the light shone (softly) in Italy than in Spain.
9. Juan moved around (freely) in Italy than in Spain.
10. He could buy paint supplies (easily) in Italy, too.

Grammar Review

Review Exercise 5 Using Comparatives and Superlatives

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

1. Fictional biography presents (interesting) problems than even straight fiction does.
2. Events must be evaluated (deliberately) than in straight fiction.
3. Biographers are (dependent) on written records than are writers of straight fiction.
4. Suppose that the main figure was one of the (famous) painters who ever lived.
5. Painters write (few) letters and diaries than do authors.
6. Velázquez wrote only a handful of letters, which makes things even (hard).
7. What is (difficult) than imagining conversations he might have had?
8. The (helpful) clues are in the artist's paintings.
9. The subjects of the paintings and how they are presented offer the (good) clues to the artist's interests and attitudes.
10. For de Pareja the clues are even (available) because he was less well known than his teacher.

Review Exercise 6 Distinguishing Between Adjectives and Adverbs

Write the correct adjective or adverb in parentheses.

1. Velázquez and de Pareja became (good, well) friends.
2. Velázquez recognized his assistant's (real, really) love for art.
3. The two worked (easy, easily) together.
4. Velázquez was never (harsh, harshly) with his assistant.
5. Juan was (frank, frankly) about his admiration of Velázquez.
6. He worked (eager, eagerly) to further Velázquez's career.
7. The portrait of de Pareja shows how (high, highly) he was regarded by Velázquez.
8. De Pareja had a (sure, surely) talent for painting.
9. Juan de Pareja served Velázquez (loyal, loyally) until the artist died.
10. De Pareja became a (true, truly) artist himself.