

Lesson Eleven

GRAMMAR

Adjectives
Noun Modifiers
Adverbs

CONTEXT

Helen Keller
Grandma Moses

LESSON FOCUS

An adjective describes a noun.
That's a *red* light.

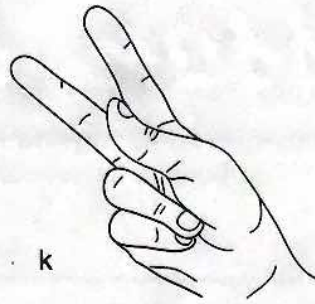
A noun can also describe a noun.
That's a *traffic* light.

An adverb can describe a verb.
She stopped *quickly*.

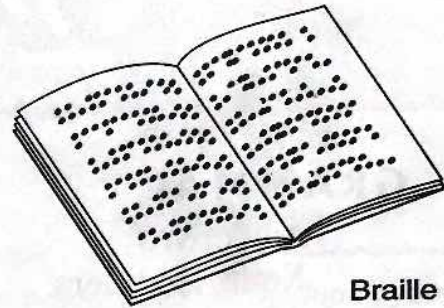


Helen Keller 1882-1968

- Before You Read**
1. In your country, are there special schools for handicapped people?
 2. Do you know of a famous person who was handicapped?



American Sign language



Braille

Read the following article. Pay special attention to adjectives and adverbs.



Helen Keller

Helen Keller was a **healthy** baby. But when she was 19 months old, she had a **sudden** fever. The fever disappeared, but she became **blind and deaf**. Because she couldn't hear, it was difficult for her to learn to speak. As she grew up, she was **angry** and **frustrated** because she couldn't understand or communicate with people. She became **wild**, throwing things and kicking and biting.

When Helen was 7 years old, a teacher, Anne Sullivan, came to live with Helen's family. First, Anne taught Helen how to talk with her fingers. Helen was **excited** when she realized that things had names. Then Anne taught Helen to read by the Braille system. Helen learned these skills **quickly**. However, learning to speak was harder. Anne continued to teach Helen **patiently**. Finally, when Helen was 10 years old, she could speak **clearly** enough for people to understand her.

Helen was very **intelligent**. She went to an institute for the blind, where she did very **well** in her studies. Then she went to college,¹ where she graduated with honors when she was 24 years old. Helen traveled **extensively** with Anne. She worked **tirelessly**, traveling all over America, Europe, and Asia to raise money to build schools for **blind** people. Her **main** message was that **handicapped** people are like everybody else. They want to live life **fully** and **naturally**. Helen wanted all people to be treated **equally**.

While she was in college, Helen wrote her first of many books, *The Story of My Life*, in 1903.

Did you know...?

In Washington, D.C., there is a special college for deaf students—Gallaudet University.

¹ In the U.S., the words *college* and *university* usually have the same meaning.

Examples	Explanation
Helen was a healthy baby. She seemed intelligent . She became blind . Anne Sullivan was a wonderful teacher.	Adjectives describe nouns. We can use adjectives before nouns or after the verbs <i>be</i> , <i>become</i> , <i>look</i> , <i>seem</i> , and other sense-perception verbs.
She felt frustrated . She was excited when she learned her first word. Handicapped people are like everybody else.	Some <i>-ed</i> words are adjectives: <i>married</i> , <i>divorced</i> , <i>excited</i> , <i>frustrated</i> , <i>handicapped</i> , <i>worried</i> , <i>finished</i> , <i>located</i> , <i>tired</i> , <i>crowded</i>
Helen had a college education. Helen wrote her life story.	We sometimes use a noun to describe another noun.
Anne taught Helen patiently . Helen learned quickly . People want to live life fully .	Adverbs of manner tell how or in what way we do things. We form most adverbs of manner by putting <i>-ly</i> at the end of an adjective.

EXERCISE 1 Choose the correct word to complete each sentence.

EXAMPLE: Helen was a (healthy) / *sick* baby.

1. She was *happy* / *frustrated* when she couldn't communicate.
2. She learned sign language when she was 5 / 7 years old.
3. It was *easy* / *hard* for Helen to learn how to speak.
4. She *graduated* / *didn't graduate* from college.
5. She wanted handicapped people to be treated *differently* / *equally*.

EXERCISE 2 Fill in the blanks with an appropriate adjective. Change *a* to *an* if the adjective begins with a vowel.

EXAMPLE: This is a ⁿ interesting class.

1. This classroom is _____.
2. English is a _____ language.
3. The U.S. is a _____ country.

4. This book is very _____.
5. I come from a _____ city.
6. The story about Helen Keller was _____.
7. Helen Keller had a _____ life.
8. I don't like _____ food.

11.2 Adjectives

Examples	Explanation
Anne was a good friend. I have many good friends.	Adjectives are always singular.
Helen was a normal, healthy baby.	Sometimes we put two adjectives before a noun. We sometimes separate the two adjectives with a comma.
Some people have an easy childhood. Helen had a hard one . We read a short story about Helen. We didn't read a long one . Do you like serious stories or funny ones ?	After an adjective, we can substitute a singular noun with <i>one</i> and a plural noun with <i>ones</i> .

EXERCISE 3 Ask a question of preference with the words given. Follow the example. Use *one* or *ones* to substitute for the noun. Another student will answer.

EXAMPLES:

an easy exercise/hard

A. Do you prefer an easy exercise or a hard one?

B. I prefer a hard one.

funny movies/serious

A. Do you prefer funny movies or serious ones?

B. I prefer funny ones.

1. a big city/small

2. an old house/new

3. a cold climate/warm

4. a small car/big

5. a soft mattress/hard

6. green grapes/red

7. red apples/yellow

8. strict teachers/easy

9. noisy children/quiet

10. used textbooks/new

11.3

Noun Modifiers

Adjective + Noun	Noun + Noun
She had a good education.	She had a college education.
She wrote an interesting story.	She wrote her life story.

LANGUAGE NOTES

- When two nouns come together, the second noun is more general than the first.
A department store is a store.
A shoe department is a department.
- When two nouns come together, the first is always singular.
A *shoe* department is a department that sells shoes.
A *rose* garden is a garden of roses.
- When a noun describes a noun, the first noun usually receives the greater emphasis in speaking. Listen to your teacher pronounce the following:
I need a *winter* coat.
She works in a *shoe* store.

EXERCISE 4 Fill in the blanks by putting the two nouns in the correct order. Remember to take the s off the plural nouns.

EXAMPLES: People need a winter coat in cold climates.
(coat/winter)

We buy groceries in a grocery store.
(groceries/store)

- A _____ delivers the mail.
(letters/carrier)
- You have an important _____.
(phone/call)
- Do you own a _____?
(phone/cell)
- We use a _____ to paint the walls.
(brush/paint)
- If you want to drive, you need a _____.
(driver's/license)
- A lot of women like to wear _____.
(rings/ears)

7. A married person usually wears a _____ on his or her left hand.
(wedding/ring)
8. Please put your garbage in the _____.
(can/garbage)
9. The college is closed during _____.
(vacation/winter)
10. There's a good _____ at 7 p.m.
(program/TV)
11. I'm taking a _____ this semester.
(course/math)
12. I bought some flowers at the _____.
(flowers/shop)
13. My _____ is green.
(teeth/brush)

11.4 Adverbs of Manner

Adjectives	Adverbs	Explanation
Anne was a patient teacher. Helen was a quick learner. She had a clear voice. She had a full life.	She taught patiently . She learned quickly . She spoke clearly . She lived life fully .	We form most adverbs of manner by putting <i>-ly</i> at the end of an adjective.
This is a fast car. I have a late class. We had a hard test. I have an early appointment.	He drives fast . I arrived late . I studied hard . I need to wake up early .	Some adjectives and adverbs have the same form.
Helen was a good student.	She did well in school.	This adverb is completely different from the adjective form.

LANGUAGE NOTES

- Adverbs of manner usually follow the verb phrase.

SUBJECT	VERB PHRASE	ADVERB
My friend	did his homework	quickly.
- You can use *very* before an adverb of manner.
She types *very* quickly.

EXERCISE 5 Check (✓) if the sentence is true or false.

	True	False
1. Helen lost her hearing slowly.		✓
2. Anne taught Helen patiently.		
3. Helen learned quickly.		
4. Helen never learned to speak clearly.		
5. Helen didn't do well in college.		
6. Helen wanted deaf people to be treated differently from hearing people.		

11.5 Spelling of *-ly* Adverbs

Adjective Ending	Examples	Adverb Ending	Adverb
<i>y</i>	easy lucky happy	Change <i>y</i> to <i>i</i> and add <i>-ly</i> .	easily luckily happily
consonant + <i>le</i>	simple double comfortable	Drop the <i>-e</i> and add <i>-ly</i> .	simply doubly comfortably
<i>e</i>	nice free brave	Just add <i>-ly</i> .	nicely freely bravely

LANGUAGE NOTES

There is one exception for the last rule: *true—truly*

EXERCISE 6 Fill in the blanks with the correct form of the word in parentheses () to give advice about driving.

EXAMPLE: It is important to drive carefully.
(careful)

- Don't follow the car in front of you _____.
(close)
- Make sure your brakes are working _____.
(good)

3. Check your rearview mirror _____
(frequent)
4. Drive _____ on a curve.
(slow)
5. Don't use your horn _____
(unnecessary)
6. Don't drive _____ in rain or snow.
(fast)
7. If you have an accident, stop _____
(immediate)

EXERCISE 7 Fill in the blanks with the adverb form of the underlined adjective.

EXAMPLE: He's a careful driver. He drives carefully.

1. She has a beautiful voice. She sings _____
2. You are a responsible person. You always act _____
3. You have a neat handwriting. You write _____
4. I'm not a good swimmer. I don't swim _____
5. He is a cheerful person. He always smiles _____
6. He is fluent in French. He speaks French _____
7. You have a polite manner. You always talk to people _____
8. Nurses are hard workers. They work _____
9. She looks sad. She said goodbye _____
10. You are a patient teacher. You explain the grammar _____
11. My answers are correct. I filled in all the blanks _____

EXERCISE 8 Tell how you do these things.

EXAMPLE: write
I write a composition carefully and slowly.

- | | |
|-------------------------------|-----------------------|
| 1. speak English | 7. drive |
| 2. speak your native language | 8. sing |
| 3. dance | 9. type |
| 4. walk | 10. work |
| 5. study | 11. dress for class |
| 6. do your homework | 12. dress for a party |

_____ with our _____ neighbors.
 (14 happy) (15 rude)

They have _____ fights. I can hear them _____
 (16 loud) (17 clear)

right through the walls. I think both of them are _____.
 (18 crazy)

And they have a dog. The dog barks _____ . I can't
 sleep _____ with all their noise.
 (19 constant) (20 peaceful)

A. Are you going to talk to them about it?

B. I already did. I tried talking to them _____. They
 (21 polite)

said that they would try to be more _____, but nothing
 (22 quiet)

changed. I'm so _____.

A. When you were _____, nothing changed. You need
 (24 polite)

to speak to them more _____ and _____.

(25 direct) (26 honest)

Tell them to be _____ or you're going to call the
 (27 quiet)

police.

- Before You Read**
1. Do you know of any old people who have a healthy, good life?
 2. Who is the oldest member of your family? Is he or she in good health?

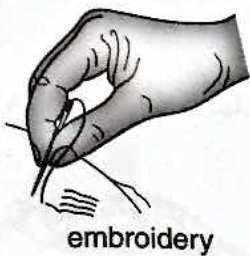
Read the following article. Pay special attention to *very* and *too*.



Grandma Moses (1860–1961)

Anna Mary Moses was born in 1860. She had a very hard life working as a farmer's wife in New York state. She was always interested in art, but she was *too* busy working on the farm and raising her 5 children to paint. In her 70s, she became *too* weak to do hard farm work. She liked to do embroidery, but as she became older, she couldn't because of arthritis. It was easier for her to hold a paintbrush than a needle, so she started to paint. She painted pictures of farm life. A New York City





embroidery

art collector saw her paintings in a drugstore window and bought them. Some of her paintings are in major art museums.

When she was 92, she wrote her autobiography. At the age of 100, she illustrated a book. She was still painting when she died at age 101. Better known as "Grandma Moses," she created 1,600 pictures.

11.6

Too vs. Very

Examples	Explanation
Grandma Moses was very old when she wrote her autobiography. Her paintings became very popular.	<i>Very</i> shows a large degree. It doesn't indicate any problems.
She was too busy working on the farm to paint. She became too weak to do farm work.	<i>Too</i> shows that there is a problem. We often use an infinitive after <i>too</i> .

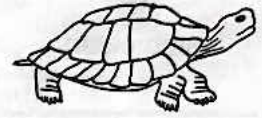
EXERCISE 11 Fill in the blanks with *very* or *too*.

EXAMPLES: Basketball players are very tall.

I'm too short to touch the ceiling.

- In December, it's _____ cold to go swimming outside.
- June is usually a _____ nice month.
- Some old people are in _____ good health.
- Some old people are _____ sick to take care of themselves.
- It's _____ important to know English.
- This textbook is _____ long to finish in three weeks.
- The President has a _____ important job.
- The President is _____ busy to answer all his letters.
- Some Americans speak English _____ fast for me. I can't understand them.

10. I can speak my own language _____ well.
11. When you buy a used car, you should inspect it _____ carefully.
12. A turtle moves _____ slowly.
13. If you drive _____ slowly on the highway, you might get a ticket.



turtle

11.7 *Too and Enough*

<i>Too</i> + Adjective/Adverb	Adjective/Adjective + <i>Enough</i>	<i>Enough</i> + Noun
My mother is 60. She's too young to retire.	My father is 65. He's old enough to retire.	He rides a bicycle every day. He gets enough exercise .
Grandma Moses was too old to do farm work.	She was talented enough to catch the eye of an art dealer.	She had enough time to paint when she was older.
Some Americans talk too fast for me.	Our teacher speaks clearly enough for me.	I don't have enough experience with American English.

LANGUAGE NOTES

1. Put *too* before the adjective or adverb.
too young too slowly
2. Put *enough* after the adjective or adverb.
young enough fluently enough
3. Put *enough* before the noun.
enough money enough time

EXERCISE 12 Fill in the blanks with *too* or *enough* plus the word in parentheses ().

EXAMPLES: My son is 4 years old. He's too young to go to first grade.
(young)

My daughter is 18 years old. She's old enough to get a driver's license.
(old)

1. I can't read Shakespeare in English. It's _____ for me.
(hard)
2. My brother is 19 years old. He's _____ to get a driver's license.
(old)

3. My grandfather is 90 years old and in bad health. My family takes care of him. He's _____ to take care of himself.
(sick)
4. I saved \$5,000. I want to buy a used car. I think I have _____
(money)
5. I'd like to get a good job, but I don't have _____.
(experience)
6. She wants to move that piano, but she can't do it alone. She's not _____.
(strong)
7. The piano is _____ for one person to move.
(heavy)
8. I sit at my desk all day, and I don't get _____.
(exercise)

SUMMARY OF LESSON 11

1. Adjectives and Adverbs:

ADJECTIVES

She has a **beautiful** voice.

She is **careful**.

She has a **late** class.

She is a **good** driver.

ADVERBS

She sings **beautifully**.

She drives **carefully**.

She arrived **late**.

She drives **well**.

2. Adjective Modifiers and Noun Modifiers:

ADJECTIVE MODIFIER

a clean window

a new store

warm coats

a new license

NOUN MODIFIER

a store window

a shoe store

winter coats

a driver's license

3. Very/Too/Enough:

He's **very** healthy.

He's **too** young to retire. He's only 55.

He's **old enough** to understand life.

He has **enough** money to take a vacation.

1. Don't make adjectives plural.

Those are ~~important~~s ideas.

2. Put the specific noun before the general noun.

He is a ^{truck driver} ~~driver~~-truck.

3. Some adjectives end in *-ed*. Don't omit the *-ed*.

I'm ^{ed} ~~finish~~ with my project.

4. If the adjective ends in *-ed*, don't forget to include the verb *be*.

He ^{is} ~~married~~.

5. A noun modifier is always singular.

She is a ~~letters~~ carrier.

6. Put the adjective before the noun.

He had a ^{very important} ~~meeting~~ ~~very important~~.

7. Use *one(s)* after an adjective to substitute for a noun.

He wanted a big wedding, and she wanted a ~~small~~.^{one}

8. Don't confuse *too* and *very*. *Too* indicates a problem.

My father is ^{very} ~~too~~ healthy.

9. Don't confuse *too much* and *too*. *Too much* is followed by a noun. *Too* is followed by an adjective or adverb.

It's ~~too much~~ hot today. Let's stay inside.

10. Put *enough* after the adjective.

He's ^{old} ~~enough old~~ to drive.

11. Don't use *very* before a verb. *Very* is used only with adjectives and adverbs.

He ~~very~~ likes the U.S. *very much*.

12. Put the adverb at the end of the verb phrase.

He late came home. ^{late}

He opened slowly the door. ^{slowly}

13. Use an adverb to describe a verb. Use an adjective to describe a noun.

He drives careful. ^{ly}

That man is very nicely.

LESSON 11 TEST / REVIEW

PART 1

Find the mistakes with the underlined words and correct them. Not every sentence has a mistake. If the sentence is correct, write C.

EXAMPLES: She is very carefully about money.

She drives very carefully. C

1. I took my olds shoes to a shoes repair shop.
2. It's too much cold outside. Let's stay inside today.
3. Basketball players are too tall.
4. The very rich woman bought an expensive birthday present for her beautiful daughter.
5. She is only 16 years old. She's too young to get married.
6. I found a wonderful job. I'm too happy.
7. My father is only 50 years old. He is too much young to retire.
8. He speaks English very good.
9. You came home late last night. I was very worry about you.
10. He worked very hard last night.
11. He counted the money very carefully.
12. My sister is marry.

13. This college located downtown.
14. I prefer a small car. My wife prefers a large.
15. He won a prize. He seems very happily.
16. I very like my new apartment.

PART 2

Find the mistakes in word order and correct them. Not every sentence has a mistake. If the sentence is correct, write C.

EXAMPLES: He writes very carefully his compositions.

He has enough time to do his homework. C

1. I got my license driver's last year.
2. My brother is only 15 years old. He's not enough old to drive.
3. He early ate breakfast.
4. She opened slowly the door.
5. She speaks English very fluently.
6. They are too young to retire.

PART 3

Fill in the blanks with the correct form, adjective or adverb, of the word in parentheses ().

EXAMPLES: Sue is a patient person. Don does everything impatiently.
(patient) (impatient)

1. Sue has a _____ handwriting. Don writes _____.
(neat) (sloppy)
I can't even read what he wrote.
2. She likes to drive _____. He likes to drive _____.
(careful) (fast)
3. She speaks English _____. He has a _____
(fluent) (hard)
time with English.
4. She learns languages _____. Learning a new language
(easy)
is _____ for Don.
(difficult)
5. She types _____. He makes a lot of mistakes. He needs
(accurate)
someone to check his work _____.
(careful)
6. She has a very _____ voice. He speaks _____.
(soft) (loud)

7. She sings _____ (beautiful). He sings like a _____ (sick) chicken.
8. She is always very _____ (responsible). He sometimes behaves _____ (childish).
9. She saves her money _____ (careful). He buys things he doesn't need. He spends his money _____ (foolish).
10. She exercises _____ (regular). He's very _____ (lazy) about exercising.

EXPANSION ACTIVITIES

CLASSROOM ACTIVITIES

1. Circle the word that best describes your actions. Find a partner and compare your personality to your partner's personality. How many characteristics do you have in common?

- | | | |
|-------------------------------|-------------|-------------------------|
| a. I usually spend my money | carefully | foolishly |
| b. I do my homework | willingly | unwillingly |
| c. I write compositions | carefully | carelessly |
| d. I usually walk | slowly | quickly |
| e. I write | neatly | sloppily |
| f. I like to drive | fast | slowly |
| g. I write my language | well | poorly |
| h. Before a test, I study | hard | a little |
| i. I exercise | regularly | infrequently |
| j. I play tennis | well | poorly |
| k. I like to live | dangerously | carefully |
| l. I make important decisions | quickly | slowly and methodically |
| m. I learn languages | easily | with difficulty |
| n. I learn math | easily | with difficulty |
| o. I make judgments | logically | intuitively |

Hello
neat

Hello
sloppy

2. Game: "In the manner of"

Teacher: Write these adverbs on separate pieces of paper or on index cards: gladly, suddenly, slowly, comfortably, simply, steadily, foolishly, efficiently, accurately, quietly, surprisingly, excitedly, promptly, fearlessly, fearfully, indecisively, carefully, carelessly, neatly, smoothly, repeatedly. Make sure the students know the meaning of each of these adverbs. Ask one student to leave the room. The other students pick one adverb. When the student returns to the room, he/she asks individuals to do something by giving imperatives. The others do this task in the manner of the adverb that was chosen. The student tries to guess the adverb.

EXAMPLE:

Edgar, write your name on the blackboard.

Sofia, take off one shoe.

Maria, open the door.

Elsa, walk around the room.

Nora, give me your book.

DISCUSSIONS

1. In a small group or with the entire class, discuss the situation of older people in your native culture. Who takes care of them when they are too old or too sick to take care of themselves? How does your family take care of its older members?
2. In a small group or with the entire class, discuss the situation of handicapped people in your home town. Are there special schools? Are there special facilities, such as parking, public washrooms, elevators?

QUOTE

Discuss the meaning of this quote by Grandma Moses:

"What a strange thing is memory, and hope. One looks backward, the other forward; one is of today, the other of tomorrow. Memory is history recorded in our brain. Memory is a painter. It paints pictures of the past and of the day."

WRITING

1. Write about a famous person you know about who accomplished something in spite of a handicap or age.
2. Write about a man or woman whom you admire very much. You may write about a famous person or any person you know (family member, teacher, doctor, etc.).

Internet Activity



Use the Internet to find more information about Anne Sullivan. Share this information with the class.