



## Period IV

# Grammar: Adjectives and Adverbs

### Learning Objectives

Upon completion of this topic, learners will:

1. distinguish adjectives from other parts of speech and explain how they modify nouns and pronouns,
2. apply adjectives and adverbs appropriately to make writing vivid or precise,
3. recognize adverbs and how they modify verbs, adjectives, and adverbs,
4. debate the four questions adverbs answer (where? when? in what way? to what extent), and
5. discuss adjectives and ask questions such as what kind, which one, how much, or how many.

## ADJECTIVES AND ADVERBS

### 1. Adjectives

In previous grades, we have read about **adjectives**. Let us revise by identifying the **adjectives** in the following sentences.

1. Do you like the blue dress?
2. I am not well.

As you can make out,

- *blue* and *well* are **adjectives**. *Blue* modifies the **noun** *dress* and *well* modifies the **pronoun** *I*.

To conclude, **adjective** is a word that modifies a **noun** or a **pronoun**.

Now look at the following sentences.

1. *She* is **kind**. (**qualitative adjective** indicating the quality of the **noun**)
2. **This** *chemical* is poisonous. (**demonstrative adjective** qualifying the **noun** pointing towards it)

3. There was **a lot of** *noise* in the hall. (**quantitative adjective** indicating the quantity of the **noun** it qualifies)

4. Give me **two** *pens*. (**quantitative adjective** indicating the number of the **noun** it qualifies)

- So, we see that **adjectives** answer *what kind, which one, how much or how many*.

There are many kinds of **adjectives** as we have already read in previous grades. In the current chapter, we will discuss **proper adjectives** and **compound adjectives**.

### TEST YOURSELF

- Write four sentences using **adjectives** and identify their kind.

#### (a) Proper Adjectives

Some **adjectives** are derived from **proper nouns**. They are, therefore, called **proper adjectives**.

**Chinese** *items* are available here.

I work in the **British** *Embassy*.

Have you read any **Shakespearean** *play*?

Her name is Prayer. *She* is **African**.

- In the first three sentences, **proper adjectives** are **Chinese**, **British**, and **Shakespearean**. They modify **nouns** *items*, *Embassy* and *play* respectively. In the last sentence, the **proper adjective** is **African** which modifies the **pronoun** *she*.

### REMEMBER...

- **Proper adjectives** are formed from **proper nouns** which are the names of places, or religions.
- **Proper adjectives** are always capitalized.
- **Proper adjectives** have no **comparative** and **superlative degrees**.
- **Proper adjectives** are not gradable as they simply place something in a class.

**1** Read the following sentences and identify *proper adjectives*. Also identify the *noun/pronoun* modified by the *adjective*. Write your answers in your notebook against the correct number.

1. Africa is home to the largest land animal – the African Elephant.  
*Example: Proper adjective: African; noun modified: Elephant*
2. Only the Scandinavian countries have higher gender equality than Rwanda.
3. The Nigerian capital has over 1.5 times more citizens than New York.

4. The size of the Saharan desert is comparable to China and USA.
5. Angola has more Portuguese speakers than Portugal.
6. Grigori Rasputin was a Russian mystic and supposed holy man.
7. Since 1945, all British tanks are equipped with tea-making facilities.
8. Are you English?
9. It was built as a means of throwing off German bombers and fighter pilots flying over French skies.
10. During a sea battle in the Pacific Ocean in December 1940, two Royal Navy ships, the HMS *Prince of Wales* and the HMS *Repulse* were sunk by Japanese fighters.

**2** Given below are some *proper nouns*. Make *proper adjectives* from them. Write your answers in your notebook against the correct number.

1. America    2. Christianity    3. London    4. Italy    5. Asia
6. Europe    7. Rome    8. Greece    9. Scotland    10. Alaska

**3** Use the *proper nouns* and *proper adjectives* you have formed in the previous exercise, in your own sentences. Also underline the *noun/pronoun* modified by each *adjective*. Write your answers in your notebook.

Example:

1. I lived in **America** for twelve years. So my accent is **American**.  
(**noun** modified: accent)

or

Is she **American**? (**pronoun** modified: she)

### BRAINSTORM

- Say two lines on yourself, using one **proper noun** and one **proper adjective**.

## ACTIVITY 1

**TARGETED COMPETENCY:** Grammar Skills

Learners have to select **proper adjectives** from a paragraph and identify the **nouns/pronouns** modified by those **adjectives**.

### (b) Compound Adjectives

**Compound adjectives** are made up of two or more words. Such **adjectives** usually have a hyphen between them.

Are you doing a **part-time** job?

She is a **good-looking** girl.

He is a **bad-tempered** man.

Don't follow a **short-sighted** policy.

There are also some long **compound adjectives**. When used attributively, they have a hyphen between them.

This is an **out-of-date** scheme.

It is a **life-and-death** question for him.

He is a **good-for-nothing** person.

Some **compound adjectives** are made up of two words that are never used alone as single words on their own.

- hanky-panky
- topsy-turvy
- namby-pamby

### Formation of Compound Adjectives

- adjective + noun + *-ed* → long-beaked, grey-haired
- adjective + past participle → cold-blooded, low-paid, deep-rooted
- adjective + present participle → good-looking, easy-going
- number + noun + *-ed* → one-sided
- adverb + past participle → well-mannered
- adjective + present participle → long-lasting
- noun + present participle → mouth-watering
- noun + past participle → tongue-tied
- noun + adjective → accident-prone
- adjective + noun → present-day
- past participle + adverb → stuck up

### Compound Colour Adjectives

Here are some **compound colour adjectives**.

bottle-green	blue-black	jet-black	royal-blue	off-white	snow-white	sky-blue
--------------	------------	-----------	------------	-----------	------------	----------

Some **compound adjectives** have been borrowed from foreign languages, especially from Latin and French.

- à la mode
- ad hoc
- avant-garde
- bona fide
- de facto
- de jure
- deluxe
- ex gratia
- laissez-faire
- per capital
- prima facie
- pro rata
- sub judice

The **per capita** income in the country is low.

He is the **de facto** ruler of the country.

She has been appointed on **ad hoc** basis.

Some **compound adjectives** are made of an *adverb* and an *adjective* with the *adverb* forming the first part.

- well-paid
- better-equipped

**Note:** There is a long list of **compound adjectives**. You can search the internet for them.

### BRAINSTORM

- Your heart is very kind. You are \_\_\_\_\_.
- He asked questions one after another. It was a series of \_\_\_\_\_ questions.
- This cloth will not lose color when washed. It is \_\_\_\_\_.

### REMEMBER...

- A **compound adjective** consists of two or more words, which can be **nouns, adverbs, verbs** or **adjectives**. The **compound adjectives** may have a hyphen or not. Sometimes **compound adjectives** are two or more words, for example *well fed, five-thousand-dollar, etc.*

**4** Read the following sentences and identify the **compound adjectives**. Also indicate the **nouns/pronouns** modified. Write your answers in your notebook against the correct numbers.

1. She stayed at a three-star hotel last time.
2. I was surprised to see her narrow-minded attitude.
3. This is just a twenty-page book.
4. The child fell from a ten-story building.
5. First, achieve your short-term goals.
6. Nothing is long-lasting in this world.
7. The company desires English-speaking candidates. Do you think you are fit therefor?
8. Shakespearean plays and poems are well known.
9. China is densely-populated.
10. Have you got it stitched? No, it is ready-made.
11. They are tired of the long-distance journey.
12. Travelling by air is time-saving.
13. I like to work in a smoke-free working environment.
14. She fixed me with her ice-cold stare and my blood froze.
15. Johnny with wide-open eyes was looking toward the window.
16. She was broken-hearted when her husband died.
17. My uncle is always reluctant to spend a single penny. He is tight-fisted.
18. We should be open-minded about new ideas and experiences.
19. He was caught red-handed.
20. I don't like those who are self-centered.

**5** Do as directed and write your answers in your notebook against the correct numbers.

1. Frame three *compound adjectives* using *noun + adjective*.  
Example: world-famous

2. Frame three *compound adjectives* using *adjective + verb*.  
*Example:* old-fashioned
3. Frame three *compound adjectives* using *adverb + verb*.  
*Example:* well-established
4. Frame three *compound adjectives* using *noun + noun*.  
*Example:* part-time
5. Frame three *compound adjectives* using *adjective + adjective*.  
*Example:* fat-free
6. Frame three *compound adjectives* using *adjective + noun*.  
*Example:* full-length
7. Frame three *compound adjectives* using *number + noun*.  
*Example:* five-minute
8. Frame three *compound adjectives* using *noun + verb*.  
*Example:* panic-stricken
9. Frame three *compound adjectives* using *noun/verb/adjective + preposition*.  
*Example:* grown-up
10. Form three *compound adjectives* having more than three words.  
*Example:* tongue-in-check

**6 Match the columns and form the *compound adjectives*. Write your answers in your notebook against the correct numbers.**

**Column A**

1. mind-
2. accident-
3. long-
4. double-
5. single-
6. award-
7. worm-
8. copper-
9. bottom-
10. broad-

**Column B**

- prone  
term  
sided  
blowing = mind-blowing  
winning  
use  
bottomed  
eaten  
minded  
up

**ACTIVITY 2**

**TARGETED COMPETENCY:** Grammar Skills

Work in pairs. Write ten **nouns**, ten **numbers**, ten **verbs** with their **forms**, ten **adverbs** and ten **adjectives**. Match them and see if you can form any **compound adjectives**. Write in your notebook and submit to your teacher.

**ACTIVITY 3****TARGETED COMPETENCY:** Grammar Skills

Let the class be divided in some groups. Each group has to be given a pattern to form the **compound adjectives**, for example **adjective + adjective**. The group making the highest number of correct **adjectives** will be the winner.

**ACTIVITY 4****TARGETED COMPETENCIES:** Grammar and Communication Skills

Let the class be divided in two groups. One group will speak sentences, like “Some people are not willing to change.” The other group will say a sentence using a **compound adjective** for this sentence, “They are small-minded.” or “They are narrow-minded.”

**2. Adverbs**

In previous grades, we have read that an **adverb** refers to a word that modifies an **adjective**, a **verb** or **another adverb**. Let us revise by identifying the **adverbs** in the following sentences.

1. I run fast.
2. She speaks very sweetly.
3. This tree is very ancient.
4. Luckily I caught the bus.

Here four **adverbs** *fast, sweetly, ancient* and *luckily* modify the **verb** *run*, another **adverb** *very*, the **adjective** *ancient* and the whole sentence respectively.

Now look at the following sentences.

1. I am going **there**.
2. She will come **today**.
3. He cried **bitterly**.
4. It rains **less** here.
5. I **never** eat junk food.

In sentences 1.-4., **adverbs of place, time, manner, degree** and **frequency** answer *where? when? in what way? to what extent? how often?* respectively.

**BRAINSTORM**

- Write five sentences using one **adverb** of each kind as shown above.

**REMEMBER...**

- How to differentiate between an **adjective** and an **adverb**? An **adjective** modifies a **noun** or a **pronoun**. An **adverb** modifies an **adjective**, a **verb**, or another **adverb**. Sometimes it modifies the whole sentence.

**7** Read the following sentences. Identify the *adjectives/adverbs* and write in your notebook against the correct numbers.

1. Women feel insecure on the lonely streets at night.
2. The absconding culprit was found nowhere even after a big hunt.
3. The door-bell rang when my mother was busy in the kitchen.
4. All children are innocent and pure at heart.
5. You have frequently broken the school rules.
6. One should not be proud of one's riches.
7. Children were painting excitedly.
8. The zoo animals were almost frozen with cold.
9. Your strange behavior has surprised all.
10. The police arrested some men doing business in a suspicious manner.
11. We should have a practical approach towards life.
12. Monkeys are mischievous by nature.
13. She grew sentimental while talking of her grandmother.
14. Students should act in a disciplined manner inside and outside school.
15. No man is immortal.

### (a) *Conjunctive Adverbs*

We have also read in previous grades that **conjunctions** connect words, phrases or sentences. Let us revise.

Read the following sentences and select the **conjunctions**. Also mark the words/phrases/clauses connected by those **conjunctions**.

1. All **and** *sundry* are welcome at my humble dwelling. (two words joined by **and**)
2. We can **either** *play chess* **or** *enjoy a movie*. (two phrases joined by **either-or**)
3. *Her heart was full of sorrow* **yet** *she did not express it*. (two clauses joined by **yet**)

So **conjunctions** are the connecting words that connect words, phrases or clauses of the same sentences.

Now let us discuss **conjunctive adverbs**.



**Conjunctive adverbs** too act like **conjunctions**. But they connect two independent clauses.

*I am not feeling well; **therefore**, I cannot come with you.*

Two independent clauses in one sentence are separated by a semicolon and the **adverb** is preceded by a semicolon.

Two independent clauses can also be separated by a period.

*I am not feeling well. **Therefore**, I cannot come with you.*

### Different Conjunctive Adverbs and Their Functions

Look at the table showing different **conjunctive adverbs** and their functions.

Result	Adding information	Adding stronger information	Unexpected Results	Condition
accordingly	also	further	nevertheless	otherwise
as a result	besides	further-more	nonetheless	
consequently	in addition	more-over	surprisingly	
hence			still	
therefore				
thus				

#### Result

When the second clause is a result of the happening in the first clause, we can use *accordingly*, *as a result*, *consequently*, *hence*, *therefore*, or *thus*.

As usual he was driving rashly; **accordingly/as a result**, he met with an accident.

#### Adding information

Sometimes we want to add information of equal value to the information in the first clause. In this case, we can use the **conjunctive adverb** *also* or *in addition*.

1. When you buy a birthday gift for her, remember that she does not like jewelry; **in addition**, she is fond of designer earrings.
2. My favorite food is Chinese; **also**, I like Italian.

When we want to add information that further explains something, we use **besides**.

1. I don't like the hypocrite; **besides**, I don't wish even to talk about them.
2. All appreciate the dishes made by my mother; **besides**, she is expert at cooking.

### Adding *stronger* information

When we want to add some information that has more value than the information in the first clause, we can use the **conjunctive adverb** *further, furthermore, or moreover*.

1. He met with an accident because he was drunk; **furthermore**, he is an alcoholic.
2. He is a skilled painter; **moreover**, he always longs for painting his masterpiece.

### Unexpected result

When the second clause is an unexpected result of the first clause, we can use the **conjunctive adverb** *nevertheless, nonetheless, surprisingly or still*.

1. We are not good friends; **nonetheless**, he came on my birthday.
2. She does not have much money; **nevertheless**, she helped his brother.
3. You have not returned the previous money; **surprisingly**, you are asking for more.

### Condition

The **conjunctive adverb** *otherwise* is used to place conditions on whether something will occur or not. It most closely means *if not*.

1. Leave immediately; **otherwise**, I am leaving.
2. Maybe she has not left; **otherwise**, the door would have been locked.

### Where to use conjunctive adverbs

**Conjunctive adverbs** can be used:

- at the beginning of the second clause as you have seen above but the comma after the **adverb** is optional.
- in the middle of the second clause:
  1. I was not well, I **therefore** did not go with them.
- between two commas if the introductory phrase is any longer:
  1. I was not feeling well, I decided, **therefore**, not to go with them.
- at the end of the second clause:
  1. I was not feeling well, I decided not to go with them, **therefore**.
  2. I wished to stay in bed; I went for an evening walk **instead**.

The comma can be omitted depending on the flow of the sentence.

**BRAINSTORM**

Connect the following sentences, using the **conjunction** as well as the **conjunctive adverb**.

- I lost my wallet. I could not shop.

**REMEMBER...**

- Never confuse between a **conjunction** and a **conjunctive adverb**.
- A **conjunction** connects two words, two phrases, or two clauses— independent and dependent.
- A **conjunctive adverb** connects two clauses which are independent.

**8** Fill in the blanks with the correct *conjunctive adverbs* from the box and write your answers in your notebook.

also, besides, nonetheless, moreover, furthermore, in addition

1. When you make the dinner, remember that he doesn't like chicken; \_\_\_\_\_ he can't eat shellfish.
2. Her favorite animals are dogs; \_\_\_\_\_ she likes cats.
3. I heard this movie is terrible; \_\_\_\_\_ I hate horror films.
4. She passed her test because she's good at English; \_\_\_\_\_ she studies hard.
5. That new guy was fired because he was often late; \_\_\_\_\_ the quality of his work was poor.
6. Being a doctor is an exhausting job; \_\_\_\_\_ you don't earn handsomely until you've been practicing for many years.
7. I am terrible at math; \_\_\_\_\_ I passed my exam!

**ACTIVITY 5**

**TARGETED COMPETENCY:** Grammar Skills

Work in pairs. Say some sentences related to each other. Your partner will connect the sentences using **conjunctive adverbs**. Repeat the activity in turns.

**WRITING**

**TARGETED COMPETENCIES:** Grammar and Writing Skills

Write a *descriptive/narrative paragraph* on any topic of your choice in your notebook. Select and write *adjectives* and *adverbs* you have used in your write-up.

*Example:*

**My Food Habits**

**Today** my mother is not **at home**, and I am **hungry**; **therefore**, I am going to cook myself. But **generally** if I am **busy**, I order for the **Italian** food. I like **home-made** food...

Today: **adverb of time** ♦ *at home*: **adverb of place** ♦ *hungry, busy*: **qualitative adjectives** ♦ *therefore*: **conjunctive adverb** ♦ *generally*: **adverb of frequency** ♦ *Italian*: **proper adjective** ♦ *home-made*: **compound adjective**

## SPEAKING

**TARGETED COMPETENCIES:** Grammar and Speaking Skills  
**Following are given some words. Identify them and say a sentence on each of them.**

1. money-saving

*Example: compound adjective;* Yesterday my friend suggested me some **money-saving** schemes.

2. Japanese 3. cruel 4. easily 5. hence 6. in January 2022 7. every day 8. three 9. a little 10. this

## LISTENING

**TARGETED COMPETENCIES:** Grammar and Listening Skills  
**Draw the following table in your notebook. Your teacher will say ten sentences aloud one by one twice. After each sentence, he/she will have a pause. Listen to him/her carefully and identify the *adjectives/adverbs* coming in those sentences. After listening and visualizing those *adjectives/adverbs*, write down in your notebook.**

*Example:* 1. She was being selfish in her grief.

<i>Adjective</i>	<i>Adverb</i>
1. selfish	in her grief
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

**Teacher's Note:** The listening transcript is given in **Teacher's Guide**.