

## Choices: Exploring Modifiers

Here's your chance to step out of the grammar book and into the real world. You may not notice modifiers, but you and the people around you use them every day. The following activities challenge you to find a connection between modifiers and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

### ART

#### Metamorphoses

Artists create illusions. When an artist wants to show that one object is farther away than another object, how does he or she do so? The artist must transform degrees of distance into degrees of size, and, possibly, of color. Try your hand at this illusion. Draw three objects—one far, one farther, and one farthest. Be sure to title your illustration. Then with your teacher's permission, display your creation in your classroom.

### WORD ASSOCIATION

#### The Best of the Best

Everybody has an opinion on superlatives, and here's your chance to prove it. Here are your categories: movies, books, CDs, and places to visit. Find out your classmates' thoughts on these topics by having everyone list good, better, and best for each of these categories. Get into groups of four or fewer, and have each group member share his or her own opinions.

### DEMONSTRATION

#### Mix and Match

You're going to need at least five people for this project. Write three or four relatively short sentences that each include a misplaced modifier—a word, phrase, or clause. Then, in bold red marker, transfer each misplaced modifier onto its own large piece of paper or poster board. Write the other words from each sentence in black, one to a piece of poster board. In the order of each original sentence, have each group member stand in front of the class and hold up a word or two. Ask the class where the person holding the misplaced modifier should stand. In how many places can the modifier sensibly fit?

### GAME SHOW

#### Lightning Round

Test your classmates' speed with your own version of a game show's final round. Write ten of your favorite adjectives and adverbs on a sheet of paper. Then, cut each word onto its own strip. Pull a modifier from a container holding your paper strips, announce the word to the contestants (your classmates), and have each person write a sentence that includes the modifier. The first contestant to insert the modifier correctly in a complete sentence wins a point. Continue the game until you have used all ten modifiers; the contestant with the most points at the end of round ten wins.

### WRITING

#### Personal Best

There are the things you do well, the things you do better, and the things you do best. What are they? Write ten sentences about these things. In each sentence, use one of the forms of *well*. Don't be shy. Brag a little! Publish these sentences in a letter to your teacher, a relative, or a friend.

### CREATIVE GROUP PROJECT

#### Adding On

Get into groups of four or fewer. Have each group member write a short, dull sentence such as "The girl woke up." Then, as a group, spice up each sentence. After passing all sentences to the person on the left, each group member gets to add one adjective, adverb, or prepositional phrase to the new sentence. Keep passing the sentences around until every group member makes an addition to each sentence. When all sentences are finished, go through them one by one and correct any modifiers that are confusing or incorrectly placed.

## What Is a Modifier?

A **modifier** is a word or word group that makes the meaning of another word or word group more specific. **Adjectives** modify nouns and pronouns. **Adverbs** modify verbs, adjectives, and other adverbs.

**ADJECTIVES** My **green** dress is here. [*Green* modifies the noun *dress*.]

This one is **fast**. [*Fast* modifies the pronoun *one*.]

**ADVERBS** Eli spoke **softly**. [*Softly* modifies the verb *spoke*.]

I feel **too** tired. [*Too* modifies the adjective *tired*.]

You work **more** quickly than I. [*More* modifies the adverb *quickly*.]

**EXERCISE** In each of the following sentences, circle the word that modifies the underlined word or word group. Do not include the articles *a*, *an*, and *the*.

**Example 1.** Will you try harder?

1. The bright sun hurts my eyes.
2. That dancer moves gracefully.
3. This popcorn seems much saltier.
4. Paris is an exciting city.
5. The downpour almost completely flooded our yard.
6. Leaves provide food for small animals.
7. Your report was extremely interesting.
8. She talks rather softly.
9. Will you listen carefully?
10. Send us another one.
11. Several others have voted.
12. I could almost taste it!
13. This room is slightly cooler.
14. The steaming drink warmed us.
15. You are very late!
16. We were too late for front-row seats.
17. He answered the question intelligently.
18. Your e-mail message was so funny!
19. I will gladly help you.
20. Samone is unusually quiet today.

## Adjective or Adverb?

To decide whether a word is an adjective or adverb, determine how the word is used in the sentence.

- 11a.** If a word in the predicate modifies the subject of the verb, use the adjective form. If it modifies the verb, use the adverb form.

**ADJECTIVE** Jenny's performance was **beautiful**. [*Beautiful* modifies the noun *performance*.]

**ADVERB** Jenny performed **beautifully**. [*Beautifully* modifies the verb *performed*.]

**EXERCISE** Each of the following sentences contains an underlined modifier. If the underlined word is used as an adjective, write *ADJ* above the word. Write *ADV* if the word is used as an adverb.

**Example 1.** Our long-distance runner is <sup>*ADJ*</sup>sick.

1. We arrived late for the track meet.
2. I hurriedly dressed in my uniform.
3. The locker room smelled musty.
4. Will the first event begin soon?
5. The anxious participants filled the bleachers.
6. Can you line up quickly?
7. The runner beside me looked so serious.
8. I can't believe I finished first!
9. The distance to the finish line seemed endless.
10. I have never run so fast.
11. The crowd cheered enthusiastically for all the runners.
12. Our team is so excited about the 400-meter relay.
13. We have the best record in our region.
14. Eli ran a surprisingly fast time in the trial.
15. He walked confidently to the starting blocks.
16. Is the high jump the first field event?
17. Pedro jumped easily and cleared the bar.
18. Our whole team performed fantastically.
19. Coach Williams proudly accepted our trophy.
20. We looked exhausted, but we felt great!

## Good and Well

**Good** is an adjective. It should be used to modify a noun or a pronoun. Use **well** to modify a verb.

**EXAMPLES** Ramón's paintings look **good**. [*Good* modifies the noun *paintings*.]  
Ramón paints **well**. [*Well* modifies the verb *paints*.]

**Well** may be used either as an adjective or as an adverb. As an adjective, *well* has two meanings: "in good health" or "satisfactory."

**EXAMPLES** Ramón feels **well** today. [Meaning "in good health," *well* modifies the noun *Ramón*.]  
All is **well** at his studio. [Meaning "satisfactory," *well* modifies the pronoun *All*.]

**EXERCISE A** For each of the sentences below, underline the correct modifier in parentheses.

**Example 1.** Everything is (*good*, *well*) with my favorite band.

- We didn't have (*good*, *well*) seats at the concert.
- Inge and I couldn't hear the lead singer very (*good*, *well*).
- The band performed as (*good*, *well*) as we had hoped.
- The drummer looked (*good*, *well*) in that silver outfit.
- It was so hot in the concert hall that I didn't feel (*good*, *well*).
- Being a (*good*, *well*) friend, Janeatha bought me a cup of cold apple juice.
- The apple juice tasted (*good*, *well*).
- How (*good*, *well*) was the concert?
- I was surprised that the bass guitarist sang so (*good*, *well*).
- His voice is so (*good*, *well*) that I think he should become the lead singer.

**EXERCISE B** The following paragraph contains errors in the use of *good* and *well*. Cross out the errors and write the correct modifier above each word that you have crossed out.

**Example [1]** All is ~~good~~<sup>well</sup> with me today.

[11] How good, or healthy, I feel depends on how good I take care of myself. [12] A good breakfast gives me a well start on my day. [13] Foods low in sugar are well choices. [14] My family and I work good together to make healthy foods that taste well. [15] Exercise is important, too. [16] I can't run very good, but a long walk gives me energy. [17] I also play basketball very good, so I get plenty of exercise. [18] How good I sleep at night also affects the way I feel. [19] I need at least eight hours to perform good at school the next day. [20] Diet, exercise, and rest will help me live a well, long life.

# Regular Comparison

**11b.** The three degrees of comparison are the **positive**, the **comparative**, and the **superlative**.

In regular comparison, modifiers form the comparative degree by adding *-er* or using *more/less*. They form the superlative degree by adding *-est* or using *most/least*.

POSITIVE	COMPARATIVE	SUPERLATIVE
new	newer	newest
quickly	more quickly	most quickly
careful	less careful	least careful

**EXERCISE** Complete the following chart by filling in the two missing forms for each modifier given.

	Positive	Comparative	Superlative
Example 1.	<u>juicy</u>	juicier	<u>juiciest</u>
1.	small	_____	_____
2.	_____	_____	most cheerfully
3.	_____	prettier	_____
4.	often	_____	_____
5.	_____	more improbable	_____
6.	_____	_____	most smoothly
7.	dirty	_____	_____
8.	_____	less desirable	_____
9.	_____	_____	crankiest
10.	boastful	_____	_____
11.	_____	sweeter	_____
12.	grateful	_____	_____
13.	_____	_____	chilliest
14.	hot	_____	_____
15.	_____	sillier	_____
16.	_____	_____	most wonderful
17.	blue	_____	_____
18.	famous	_____	_____
19.	_____	more fickle	_____
20.	_____	_____	least salty

# Irregular Comparison

**11c.**

The comparative and superlative degrees of some modifiers are not formed by the usual methods.

USAGE

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
bad	worse	worst
little	less	least

**EXERCISE** Complete each sentence below by writing the modifier specified in the parentheses on the line provided.

**Example 1.** (superlative of *little*) Orange is my least favorite color.

- (superlative of *much*) The \_\_\_\_\_ common form of Nigerian jewelry is a long string of beads.
- (comparative of *good*) Both of the charcoal drawings were exceptional, but I thought Ian's was \_\_\_\_\_.
- (comparative of *little*) I have \_\_\_\_\_ time to practice the piano today than I had yesterday.
- (superlative of *good*) Tony has the \_\_\_\_\_ scoring record on our team this year.
- (superlative of *bad*) This is the \_\_\_\_\_ movie I have ever seen!
- (comparative of *much*) Joseph Bruchac's "Birdfoot's Grampa" is the \_\_\_\_\_ interesting of the two poems.
- (superlative of *well*) Of all the musicians who performed last night, I think Wynton Marsalis played the \_\_\_\_\_.
- (comparative of *many*) There were \_\_\_\_\_ people at this year's school carnival than at last year's.
- (superlative of *far*) Which of the following Tanzanian cities is \_\_\_\_\_ from Mtwara: Lindi, Songea, or Tabora?
- (comparative of *well*) I feel much \_\_\_\_\_ today than I did yesterday.

# Regular and Irregular Comparison A

**11b.** The three degrees of comparison are the **positive**, the **comparative**, and the **superlative**.

POSITIVE	COMPARATIVE	SUPERLATIVE
happy	happier	happiest
skillfully	more skillfully	most skillfully
much	more	most

**EXERCISE** Complete the following chart by filling in the two missing forms for each modifier given.

	Positive	Comparative	Superlative
<b>Example 1.</b>	<i>bossy</i>	<i>bossier</i>	bossiest
1.	_____	more believable	_____
2.	angrily	_____	_____
3.	_____	_____	dimmest
4.	good	_____	_____
5.	_____	drier	_____
6.	_____	_____	least bitter
7.	_____	_____	most observant
8.	_____	worse	_____
9.	warm	_____	_____
10.	many	_____	_____
11.	_____	farther	_____
12.	_____	_____	perkiest
13.	well	_____	_____
14.	little money	_____ money	_____ money
15.	_____	more ridiculous	_____
16.	much	_____	_____
17.	_____	_____	saddest
18.	_____	slyer	_____
19.	happily	_____	_____
20.	_____	_____	grumpiest

# Regular and Irregular Comparison B

**11b.** The three degrees of comparison are the **positive**, the **comparative**, and the **superlative**.

**POSITIVE** An anglerfish is a **big** saltwater fish.

**COMPARATIVE** A barracuda is **bigger** than an anglerfish.

**SUPERLATIVE** The bluefin tuna is the **biggest** of the three fish.

**EXERCISE** Complete each sentence below by writing the modifier specified in the parentheses on the line provided.

**Example 1.** (superlative of *exciting*) The most exciting spot our family has ever visited is the Monterey Bay Aquarium.

1. (superlative of *large*) Most of the aquarium's permanent exhibits focus on Monterey Bay, the nation's \_\_\_\_\_ national marine sanctuary.
2. (comparative of *many*) The aquarium had \_\_\_\_\_ exhibits than our family could visit in one day.
3. (superlative of *well*) Because a diver hand-fed sharks in the Kelp Forest exhibit, Stephen liked that exhibit \_\_\_\_\_.
4. (superlative of *odd*) The \_\_\_\_\_ fish in the Outer Bay exhibit was the ocean sunfish, which looked like a big leather disk.
5. (comparative of *much*) In the Mystery of the Deep exhibit, visitors can learn \_\_\_\_\_ information about the deep sea.
6. (superlative of *deep*) Some of the animals we saw from the \_\_\_\_\_ waters—as deep as 3,300 feet—were Pacific hagfish, mushroom corals, and squat lobsters.
7. (superlative of *interested*) Of all the members of my family, I am the \_\_\_\_\_ in deep-sea life.
8. (comparative of *gracefully*) In the Splash Zone exhibit, my little sister Kate crawled \_\_\_\_\_ through the coral reef structures than I did.
9. (superlative of *cute*) She decided that the \_\_\_\_\_ animal she saw was the black-footed penguin.
10. (comparative of *far*) On that exciting day Kate, who usually complains, walked \_\_\_\_\_ than she ever had before!



# Use of Comparative and Superlative Forms A

**11d.**

Use the comparative degree when comparing two things. Use the superlative degree when comparing more than two.

**COMPARATIVE** Of the two boys, he is **more bashful**.

Rosa's dive was **better** than mine.

**SUPERLATIVE** Is he the **most bashful** of all the boys?

She performed her **best** dive ever.

**EXERCISE** In the following sentences, if an underlined modifier is incorrect, cross it out and write the correct form above it. If the underlined modifier is correct, write C above it.

**Example 1.** Which is <sup>more destructive</sup>~~most destructive~~ to an archaeological site: wind or water?

- The tomb of Qin Shihuangdi has been called "the greater archaeological find of our time."
- Of the more than 7,000 life-size warriors, horses, and chariots, which looked more realistic?
- It was the more amazing thing I had ever seen!
- Since 1974, archaeologists in China have been putting forth their better efforts to rebuild the lifelike terra-cotta army.
- Rebuilding the statues was probably hardest than unearthing them.
- Some of the smallest pieces provide the best clues about sculpting techniques during the emperor's time.
- Amy knows more information about China's first emperor than I do.
- Were the chariots or the horses buried deepest?
- Of all the farmers who found the first clay head, he was more terrified.
- Do you have a more current account than this one?

# Use of Comparative and Superlative Forms B

**11e.** Include the word *other* or *else* when comparing one member of a group with the rest of the group.

**NONSTANDARD** The blue whale is larger than any animal.

**STANDARD** The blue whale is larger than any **other** animal.

**NONSTANDARD** I finished my report before anyone in my class did.

**STANDARD** I finished my report before anyone **else** in my class did.

**EXERCISE** Some of the following sentences need *other* or *else* to complete their meaning. Insert a caret (^) where the word *other* or *else* is needed, and write the omitted word on the line provided. If a sentence is already correct, write C on the line.

**Example** else 1. Julia is taller than anyone <sup>^</sup>in her class.

- \_\_\_\_\_ 1. Can anyone else on the team run faster than he can?
- \_\_\_\_\_ 2. These scissors are sharper than any pair I could find.
- \_\_\_\_\_ 3. Berta has won more trophies for track and field than any athlete.
- \_\_\_\_\_ 4. She is more skillful than anyone in her art class.
- \_\_\_\_\_ 5. I write to my cousin more than I write to anyone in my family.
- \_\_\_\_\_ 6. Is jogging more effective for weight loss than any form of exercise?
- \_\_\_\_\_ 7. During free reading, short stories are more popular than any form of literature.
- \_\_\_\_\_ 8. Juan has done more volunteer work than anyone in his troop.
- \_\_\_\_\_ 9. This kitten is not as curious as all the kittens in its litter.
- \_\_\_\_\_ 10. Gina was more observant than anyone on the hike.
- \_\_\_\_\_ 11. This first song is better than any song on the CD.
- \_\_\_\_\_ 12. The cheetah can run faster than any land animal.
- \_\_\_\_\_ 13. The month of February has fewer days than any month.
- \_\_\_\_\_ 14. Houda speaks Arabic better than anyone in his family.
- \_\_\_\_\_ 15. This book has fewer pages than any book.
- \_\_\_\_\_ 16. Rachel scored more goals than anyone on her soccer team.
- \_\_\_\_\_ 17. Has Paul run more miles than anyone in his track club?
- \_\_\_\_\_ 18. A saltwater crocodile is larger than any other reptile.
- \_\_\_\_\_ 19. Our neighbor Mrs. Gold grows more flowers than anyone on our street.
- \_\_\_\_\_ 20. These pants are baggier than any other pants in my closet.

# Double Comparisons and Double Negatives

**11f.** Avoid using double comparisons.

**NONSTANDARD** This sweater is more warmer than my jacket.

**STANDARD** This sweater is **warmer** than my jacket.

**11g.** Avoid using double negatives.

**NONSTANDARD** I don't have no mail today.

**STANDARD** I don't have **any** mail today. *or* I have **no** mail today.

**EXERCISE** Most of the following sentences contain incorrect double comparisons or double negatives. Cross out any unnecessary words. Insert carets (^) where words are needed, and write the needed words on the lines provided. If a sentence is already correct, write C on the line.

**Example** any 1. I don't have ~~no~~ change.

- \_\_\_\_\_ 1. I don't hardly know nothing about the country of Zambia.
- \_\_\_\_\_ 2. We have never had no problems with our car.
- \_\_\_\_\_ 3. These enchiladas are more tastier than the tacos.
- \_\_\_\_\_ 4. The most strangest noise is coming from behind that door.
- \_\_\_\_\_ 5. I haven't never watched the sun rise.
- \_\_\_\_\_ 6. Your explanation doesn't make no sense to me.
- \_\_\_\_\_ 7. If the water were more deeper, we could dive safely.
- \_\_\_\_\_ 8. I can't barely reach the top shelf.
- \_\_\_\_\_ 9. Is the most longest bridge in the world the Humber Bridge in England?
- \_\_\_\_\_ 10. Grandpa seems more wiser than anyone else I know.
- \_\_\_\_\_ 11. The black rock for these statues can't be found in no other place.
- \_\_\_\_\_ 12. That's the most funniest story I have ever heard!
- \_\_\_\_\_ 13. We didn't see no weeds in the garden.
- \_\_\_\_\_ 14. Could I try on this dress in a larger size?
- \_\_\_\_\_ 15. This discount store has the most cheapest prices on school supplies.
- \_\_\_\_\_ 16. I don't remember ever eating a plantain.
- \_\_\_\_\_ 17. The most oldest covered bridge in use is in New Hampshire.
- \_\_\_\_\_ 18. I never heard no one play the piano as well as Angela Cheng.
- \_\_\_\_\_ 19. Joe needs a more shorter board for the birdhouse floor.
- \_\_\_\_\_ 20. She never goes nowhere without her glasses.

# Misplaced Prepositional Phrases

**11h.** Place modifying words, phrases, and clauses as near as possible to the words they modify.

**MISPLACED** We took our cat to the veterinarian with the sore paw.

**CORRECT** We took our cat **with the sore paw** to the veterinarian. [The phrase modifies the noun *cat*.]

**EXERCISE A** Underline the prepositional phrase in each of the following sentences. Then, circle the word that the phrase modifies.

**Example 1.** I saw in the newspaper a camera advertisement.

1. The ad said that the camera came with two extra lenses.
2. I called the phone number that was listed in the advertisement.
3. I wanted further information about the camera.
4. The camera dealer had satisfactory answers to my questions.
5. A camera of my own is a dream come true!

**EXERCISE B** Underline the misplaced prepositional phrase in each of the following sentences. Draw an arrow from the phrase to its correct location in the sentence.

**Example 1.** I saw a movie about spiders in my science class.

6. I took a nap and dreamed about a faraway castle on my blue couch.
7. Virgil found a book about prehistoric animals in the library.
8. The woman wrote a play about two elephants in the red dress.
9. Three men had to stop quickly while a goose crossed the road in a small car.
10. The water refreshed us from a fountain.
11. Did you see the medals that Aunt Elsa won in the attic?
12. This *daruma* doll is said to help wishes come true from Japan.
13. That boy will feed our dogs in the yellow shirt.
14. The rocks are from the playground in my shoes.
15. The book *Scorpions* describes two friends living in Harlem by Walter Dean Myers.

# Misplaced and Dangling Participial Phrases

**11h.** Place modifying words, phrases, and clauses as near as possible to the words they modify.

**MISPLACED** Buried in the yard, the dog dug up a bone.

**CORRECT** The dog dug up a bone **buried in the yard**.

**DANGLING** Planning a picnic, the rain was saddening.

**CORRECT** **Planning a picnic**, we were saddened by the rain.

**CORRECT** **Because we were planning a picnic**, the rain was saddening.

**EXERCISE** Rewrite the following sentences to correct the misplaced and dangling participial phrases.

**Example 1.** Addressing the crowd, Dr. Martin Luther King, Jr.'s speech was inspiring. *Addressing the crowd, Dr. Martin Luther King, Jr., gave an inspiring speech.*

1. Hoping to win the race, the fall was disappointing. \_\_\_\_\_

2. Grasped tightly in my hands, I urged the horse onward with the reins. \_\_\_\_\_

3. Vo, hidden in the closet, couldn't find his sleeping bag. \_\_\_\_\_

4. The log fit into the stove broken in half. \_\_\_\_\_

5. Running on empty, I needed to stop for gas. \_\_\_\_\_

6. Built into the cliffs, archaeologists have learned much from Anasazi dwellings. \_\_\_\_\_

7. Aunt Rosa offered grilled chicken to us wrapped in a flour tortilla. \_\_\_\_\_

8. Rested from a long nap, the afternoon hike seemed easy. \_\_\_\_\_

9. Traveling along the Congo River, exotic birds and brightly colored insects can be seen. \_\_\_\_\_

10. Leaping across the stage, the dancer's performance amazed us. \_\_\_\_\_

# Misplaced Clauses

**11h.** Place modifying words, phrases, and clauses as near as possible to the words they modify.

An *adjective clause* should be placed directly after the word it modifies.

**MISPLACED CLAUSE** He gave a turtle to his sister **that he found under the tree.**

**CORRECT** He gave a turtle **that he found under the tree** to his sister. [The clause modifies *turtle*, not *sister*.]

**EXERCISE A** In each of the sentences below, underline the adjective clause. Then, circle the noun or pronoun that the clause modifies.

**Example 1.** I have an uncle who lives in Hungary.

- I really enjoyed the movie that we saw last night.
- My sister, who lives in Oklahoma, is coming home for Thanksgiving.
- I couldn't have finished without your help, which I really appreciate.
- The man whose car had been dented filed an accident report.
- The boy whom I invited to the dance will be unable to go.

**EXERCISE B** Rewrite the following sentences to correct the placement of adjective clauses.

**Example 1.** The bike is on sale this week that I want. The bike that I want is on sale  
this week.

- Jolene gave a bird to her brother that has white feathers. \_\_\_\_\_  
\_\_\_\_\_
- The pictures were of monkeys that we took. \_\_\_\_\_  
\_\_\_\_\_
- The trees held many birds' nests that lost their leaves in the hurricane. \_\_\_\_\_  
\_\_\_\_\_
- The burglar turned himself in to the police who had stolen my bracelet. \_\_\_\_\_  
\_\_\_\_\_
- The store is on Elm Avenue that offers secondhand clothing. \_\_\_\_\_  
\_\_\_\_\_

# Misplaced Phrases and Clauses

**11h.** Place modifying words, phrases, and clauses as near as possible to the words they modify.

**MISPLACED CLAUSE** The comic strip features Charlie Brown **that I like**.

**CORRECT** The comic strip **that I like** features Charlie Brown.

**EXERCISE** Underline the misplaced phrase or clause in the following sentences. Then, draw an arrow from the phrase or clause to its correct location in the sentence.

**Example 1.** Charlie Brown and his gang teach readers valuable lessons, including a beagle and a bird.

1. Beth showed me a magazine article about Charles Schulz in the library.
2. Schulz created his comic strip for almost fifty years called *Peanuts*.
3. The comic strip was published in twenty-one different languages about a funny group of neighborhood children.
4. The comic strips are my favorites about sandlot baseball and the Great Pumpkin.
5. The one is about Charlie Brown that I like the most finally hitting a home run.
6. Charlie Brown worries about his batting ability, who loves baseball.
7. Charlie Brown's beagle has an adventurous personality whose name is Snoopy.
8. Snoopy flies an imaginary airplane in World War I called the *Sopwith Camel*.
9. The evil Red Baron often threatens Snoopy's safety, who also flies a World War I airplane.
10. The beagle is confident and comical, nicknamed "Joe Cool."
11. Snoopy writes novels sitting on his doghouse.
12. The bird Woodstock takes shorthand for Snoopy's great novels, who rarely speaks.
13. Linus sucks his thumb, carrying a security blanket.
14. He anxiously awaits Halloween hoping to see the Great Pumpkin.
15. Peppermint Patty and Marcie share a secret crush on Charlie Brown, who are pals.
16. Schulz's children talk of hope, faith, and love, whose problems are not always childhood ones.
17. *Peanuts* has given its millions of readers many laughs, originally called *L'il Folks*.
18. Did you see the box of *Peanuts* comic strips in the attic that Bill collected?
19. Bill was given the collection, whose father is a *Peanuts* fan, for his birthday.
20. Dating as far back as 1951, Bill has comic strips.

## Review A: Modifiers

**EXERCISE A** In each of the following sentences, circle the word that modifies the underlined word or words. Do not include the articles *a*, *an*, and *the*.

**Example 1.** Can you whisper quietly?

1. The colorful headdress is from Jamaica.
2. Today I am unusually tired.
3. Few others have won the award.
4. The child waited anxiously.
5. He is moving rather slowly today.

**EXERCISE B** For each of the sentences below, underline the correct modifier in parentheses.

**Example 1.** I waited (*patient*, *patiently*) for the bell to ring.

6. Do you speak Vietnamese as (*good*, *well*) as your brother does?
7. My baby sister cries (*loudly*, *loud*) at bedtime.
8. These Mongolian dumplings, called *buuz*, taste (*delicious*, *deliciously*).
9. Alice (*frantic*, *frantically*) rushed to catch the bus.
10. How (*well*, *good*) can Greg sing this Israeli song, “Hava-nagilah”?
11. My model of the Eiffel Tower turned out (*good*, *well*).
12. The park seems so (*peaceful*, *peacefully*) today.
13. Although she looks fine, Tina does not feel (*well*, *good*).
14. Fresh fruit and yogurt make a (*good*, *well*) dessert.
15. The sun shone (*bright*, *brightly*) on the morning of the swim meet.
16. I always speak (*respectfully*, *respectful*) to my parents and grandparents.
17. How (*well*, *good*) a hot, steamy bath will feel!
18. Everyone on the team played (*well*, *good*) tonight.
19. Jamal felt (*bad*, *badly*) after eating such a large meal.
20. How (*good*, *well*) did Rich play the part of Peter Van Daan in the play *The Diary of Anne Frank*?



## Review B: Comparisons and Double Negatives

**EXERCISE A** In the following sentences, if an underlined modifier is incorrect, cross it out and write the correct form above it. If the underlined modifier is already correct, write C above it.

**Example 1.** This book has fewer pictures than any book we have read.

*any other*

1. During practice today, the trombone sounded louder than any instrument.
2. This is one of Henry Rowe Schoolcraft's most finest books about American Indian history and culture.
3. Both of the Assad brothers, who are classical guitarists, performed well, but I thought Odair's solos were best.
4. Carlos can run farer than anyone else in his class.
5. This little gray kitten is the most cutest of the litter.
6. Which of these two books by Lensey Namioka is least expensive?
7. Cold water tastes gooder than warm water.
8. Of everyone in our class, Sela collected the most cans.
9. Which of the following Tibetan cities is larger: Lhasa, Xungba, or Nagqu?
10. Olivia seems more daring than anyone on the playground.

**EXERCISE B** The following sentences contain double negatives. Cross out any unnecessary words. Insert a caret (^) where words are needed, and write the needed words on the lines provided.

**Example** can 1. My baby sister ~~can't~~ barely climb the steps.

^

- \_\_\_\_\_ 11. Nobody in our neighborhood knows nothing about gardening.
- \_\_\_\_\_ 12. I won't never be able to play the guitar as well as B. B. King.
- \_\_\_\_\_ 13. The directions that José gave us don't make no sense.
- \_\_\_\_\_ 14. Although Carol has only one arm, she hasn't never lost the city tennis championship.
- \_\_\_\_\_ 15. Our family hardly never gets e-mail on Sunday.

## Review C: Misplaced Modifiers

**EXERCISE A** Underline the misplaced phrase or clause in each of the following sentences. Then, draw an arrow from the phrase or clause to its correct location in the sentence.

**Example 1.** Felipe called out of the yard to tell us that our dog had jumped.

- Chirping excitedly, I listened to the bird.
- Lucas designed a costume for the play with red sequins.
- Our family saw giraffes driving through the game preserve.
- Jazz musician Stefon Harris plays the vibraphone, whose first album is called *A Cloud of Red Dust*.
- I brought a scarf for Mother that is made of silk.
- The giant land tortoise inhabits the Galápagos Islands which can live 200 years.
- The man saw a movie about George Washington in the brown hat.
- The bowl fell on the floor that was filled with fruit salad.
- Ricardo discovered a book about rock climbing in the library.
- I saw a petrified tree taking a shortcut through the woods.

**EXERCISE B** Rewrite the following sentences to correct dangling participial phrases.

**Example 1.** Excited about tomorrow's race, sleep did not come easily. *Because I was excited about tomorrow's race, sleep did not come easily.*

- Prepared for the test, it seemed easy. \_\_\_\_\_  
\_\_\_\_\_
- Excited about the party, the balloons were blown up. \_\_\_\_\_  
\_\_\_\_\_
- Sewing all day, my costume is finally finished. \_\_\_\_\_  
\_\_\_\_\_
- Soothed by the soft music, the baby's cries stopped. \_\_\_\_\_  
\_\_\_\_\_
- Traveling through the city of Ayuthaya in Thailand, the beautiful temple called Wat Tanot was seen. \_\_\_\_\_  
\_\_\_\_\_

## Review D: Modifiers

**EXERCISE A** In most of the following sentences, a modifier is used incorrectly. Cross out any unnecessary or incorrect words. Insert a caret (^), and write above it any words that need to be inserted. If a sentence is already correct, write C beside the sentence's number.

**Example 1.** Please speak <sup>slowly</sup> ~~slow~~ so everyone can hear you.

- Karl hasn't never heard of the Paralympics.
- Is the Sears Tower in Chicago the most tallest building in the United States?
- Grandmother never hears no one who speaks softly.
- Pluto is farther from the sun than any planet in our solar system.
- Of the two jackets, this one will keep you warmest.
- Many of the doors in Zanzibar are carved beautiful.
- The comedian's jokes were more funnier than usual.
- I enjoyed *Swan Lake* more than any other ballet I have seen.
- Which of these three salsas is spicier?
- Yo-Yo Ma plays the cello really good.

**EXERCISE B** Rewrite the following sentences to correct misplaced or dangling modifiers.

**Example 1.** Reading my mystery novel, the afternoon slipped away. As I was reading my  
mystery novel, the afternoon slipped away.

- One player has a dog named Woofer on the team. \_\_\_\_\_  
\_\_\_\_\_
- Rushing to answer the telephone, the ringing stopped. \_\_\_\_\_  
\_\_\_\_\_
- Birds swooped to the bird feeder chirping loudly. \_\_\_\_\_  
\_\_\_\_\_
- Tumbling across the mat, the gymnast's strength and grace were amazing. \_\_\_\_\_  
\_\_\_\_\_
- The tired runner congratulated the winner, admitting defeat. \_\_\_\_\_  
\_\_\_\_\_

for CHAPTER 11: USING MODIFIERS CORRECTLY **pages 238–56**

## Proofreading Application: Review

Good writers are generally good proofreaders. Readers tend to admire and trust writing that is error-free. Make sure that you correct all errors in grammar, spelling, usage, and punctuation. Your readers will have more confidence in your words if you have done your best to proofread carefully.

A modifier makes another word or word group more specific. For communication to be clear, however, writers must use modifiers correctly.

### PROOFREADING ACTIVITY

Find and correct errors in the use of modifiers in the following excerpt from a movie review. Use proofreading symbols to make your corrections.

The most best movie I have seen this year is *Genghis Blues*. No documentary has never been so heartwarming. The film centers on Paul Peña, a blind musician from San Francisco. Listening to his radio one night, he hears some strangely music called throatsinging. Because he hasn't never heard anything so unusual, he investigates. He discovers that the music is extreme popular in a region of Mongolia called Tuva. With practice, he learns the art form good and sings for a group of visiting Tuvan throatsingers. He sings so good that they ask him to travel to Tuva to compete in a contest. No one had never been invited to do that before. Because of his blindness and health problems, Peña has a more harder time traveling than he imagined. In addition, Tuva is one of the more remote regions on earth.

## Literary Model: Description

Alfonso sat on the porch trying to push his crooked teeth to where he thought they belonged. He hated the way he looked. Last week he did fifty sit-ups a day, thinking that he would burn those already apparent ripples on his stomach to even deeper ripples, dark ones, so when he went swimming at the canal next summer, girls in cut-offs would notice. . . .

Alfonso didn't want to be the handsomest kid at school, but he was determined to be better looking than average. . . . He asked his mother if he could have braces, like Frankie Molina, her godson, but he asked at the wrong time. . . . She glared at him. "Do you think money grows on trees?" . . . Their family ate a lot of frijoles, which was OK because nothing else tasted so good, though one time Alfonso had had Chinese pot stickers and thought they were the next best food in the world.

—from "Broken Chain" by Gary Soto

**EXERCISE A** Write each underlined modifier. Beside it, label it *positive*, *comparative*, or *superlative*.

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**EXERCISE B** Write the words being modified by the underlined words in the excerpt.

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## Writing Application: Directions

Writers use modifiers to strengthen their writing and to make it more specific. If the modifiers are misplaced, however, the writing can be confusing and misleading. Notice how the meaning of the following sentence changes when the position of the phrase *with green onions* changes.

**EXAMPLE** To the pot add the rice **with green onions**.  
To the pot **with green onions**, add the rice.

A reader following these instructions could become confused. Obviously, correct placement of modifiers is essential when explaining a process.

### WRITING ACTIVITY

Imagine that you have been asked to teach your class how to do something. Write down your “how-to” directions so the other students will clearly understand the process. Be sure to place modifying phrases and clauses as near as possible to the words they modify.

**PREWRITING** You can do many things that others might like to learn. Brainstorm things that you can do that would interest your classmates. To narrow down your list, ask yourself these two questions:

- What do I like doing?
- What can I do best?

After you have chosen the process you want to explain, write down the steps in chronological order. Be sure to list any materials that are needed.

**WRITING** Introduce your paper by giving readers a reason for learning the process. Show that the process is entertaining, challenging, or useful. Then, list the materials needed, and give the steps of the process in chronological order. Use only details that will help your readers complete the process.

**REVISING** Ask a friend to read your paper. Someone who is not already familiar with the process can quickly find information that is missing or misplaced. Add transitional words like *first*, *next*, and *after this*. To avoid confusion, pay special attention to placing modifiers as near as possible to the words they modify.

**PUBLISHING** Because specific details are important in a process paper, you need to proofread carefully. Re-read your paper several times to catch errors in grammar, usage, punctuation, and spelling. Make sure that you have correctly used modifying phrases and clauses. Collect all the published “how-to” lists and make enough copies for each member of the class to have a complete set.

### EXTENDING YOUR WRITING

You may wish to extend this exercise further. Review the guidelines for public speaking, and demonstrate your process to the class. You might also combine students’ papers and create a class “How-to” booklet for your classroom or the library.