

# 3.1 Descriptive Adjectives

**Descriptive adjectives** tell about the size, shape, color, or weight of the nouns they describe. They can tell how something looks, sounds, tastes, smells, or feels. A descriptive adjective generally comes before a noun.

**Underline the descriptive adjective or adjectives in each sentence. Circle the noun each adjective describes.**

1. A paleontologist studies prehistoric life on Earth.
2. Dinosaurs roamed during that time and were the dominant species.
3. Big dinosaurs with long necks mostly ate vegetation.
4. They had small heads and short legs.
5. Birds have a close relationship with dinosaurs.
6. A prehistoric fossil of a bird was found in Germany in 1861.
7. The *Archaeopteryx* has similar features as those of the theropod dinosaur.
8. Unlike modern birds, it had small teeth and a long, bony tail.
9. The fossil shows critical evidence that birds may have evolved from dinosaurs.
10. Fossils provide important information about the past.

**Write a descriptive adjective before each noun.**

- |           |            |           |          |
|-----------|------------|-----------|----------|
| 11. _____ | background | 16. _____ | research |
| 12. _____ | work       | 17. _____ | care     |
| 13. _____ | process    | 18. _____ | box      |
| 14. _____ | gloves     | 19. _____ | shirt    |
| 15. _____ | hat        | 20. _____ | job      |

**Complete each sentence with an appropriate descriptive adjective.**

21. One \_\_\_\_\_ day the winds never seemed to end.
22. Sand was blowing over the \_\_\_\_\_ fossils we had unearthed.
23. All we could do was cover them with \_\_\_\_\_ tarps.
24. Our \_\_\_\_\_ tents held up against the sandstorm.
25. Such \_\_\_\_\_ storms can last for days.
26. At last the \_\_\_\_\_ winds stopped, and we could return to work.

## 3.2

**Proper Adjectives**

Some descriptive adjectives come from proper nouns and are called **proper adjectives**. Like proper nouns, proper adjectives begin with capital letters.

**Write the proper adjective for each proper noun.**

- |                  |                  |
|------------------|------------------|
| 1. America _____ | 6. Alaska _____  |
| 2. Africa _____  | 7. Rome _____    |
| 3. Texas _____   | 8. Ireland _____ |
| 4. Germany _____ | 9. Spain _____   |
| 5. China _____   | 10. Wales _____  |

**Write a proper adjective for each proper noun. Then write a sentence using the adjective correctly.**

11. Switzerland \_\_\_\_\_  
\_\_\_\_\_
12. Britain \_\_\_\_\_  
\_\_\_\_\_
13. Canada \_\_\_\_\_  
\_\_\_\_\_
14. Shakespeare \_\_\_\_\_  
\_\_\_\_\_
15. Greece \_\_\_\_\_  
\_\_\_\_\_

**Use the noun in parentheses to write a proper adjective that completes each sentence.**

16. An \_\_\_\_\_ scientist discovered the *Apatosaurus* in 1879. (America)
17. A \_\_\_\_\_ fossil hunter named the *Megalosaurus*. (Britain)
18. This rich fossil site is in the \_\_\_\_\_ Islands. (Hawaii)
19. A \_\_\_\_\_ study was done on fossil fish. (Sweden)
20. Have \_\_\_\_\_ scientists been involved in these studies? (France)

# 3.3

## Articles

*A, an, and the* are **articles**. *A* and *an* are indefinite articles that refer to any one of a class of things. *The* is the definite article. It refers to one or more specific people, places, or things.

**Write the correct indefinite article, *a* or *an*, before each item.**

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1. _____ dinosaur                 | 7. _____ ancient fossil        |
| 2. _____ insect                   | 8. _____ shovel                |
| 3. _____ bird                     | 9. _____ invention             |
| 4. _____ <i>Tyrannosaurus rex</i> | 10. _____ rock sample          |
| 5. _____ octagon                  | 11. _____ incredible discovery |
| 6. _____ alligator                | 12. _____ paleontologist       |

**Circle the indefinite articles and underline the definite articles in these sentences.**

13. A Petoskey stone is made of fossilized coral.
14. It can be found along the shoreline of northern Michigan.
15. My brother found a rock that had fossils of shells embedded in it.
16. The rock also had an impression of a worm.
17. It is fun to imagine living in the time of prehistoric animals.
18. We used to explore the caves near our old house.
19. It was there that I found a fossil of a fish.
20. My dad called the college, and a professor came to inspect the fossil.

**Complete each sentence. Use at least one article.**

21. In prehistoric times, \_\_\_\_\_.
22. Plant-eating dinosaurs had \_\_\_\_\_ and \_\_\_\_\_.
23. Fossils are \_\_\_\_\_.
24. Paleontology is \_\_\_\_\_.
25. One theory why the dinosaurs vanished is that \_\_\_\_\_.
26. The disappearance of the dinosaurs will \_\_\_\_\_.
27. The discovery of ancient fossils is \_\_\_\_\_.
28. Would you want to \_\_\_\_\_?

# 3.4

## Repetition of Articles

When two or more nouns joined by *and* refer to different people, places, or things, use an article before each noun. This **repetition of articles** shows that the two nouns are different.

**Circle whether each underlined phrase refers to one (1) or more than one (>1) person, place, or thing.**

- |   |   |    |
|---|---|----|
| 1. <u>A scientist and a student</u> worked to uncover the bones.              | 1 | >1 |
| 2. <u>A paleontologist and artist</u> drew how the dinosaur may have looked.  | 1 | >1 |
| 3. <u>The professor and a writer</u> wrote the history of the dinosaur.       | 1 | >1 |
| 4. <u>The student of paleontology and editor</u> reviewed the article.        | 1 | >1 |
| 5. The article was read by <u>the science club and the college students</u> . | 1 | >1 |

**Write an article where one is needed. Write X if no article is needed.**

6. There was one presenter: \_\_\_\_\_ professor and \_\_\_\_\_ discoverer of the site.
7. Two students helped: \_\_\_\_\_ assistant and \_\_\_\_\_ copyeditor.
8. One scientist verified the data: \_\_\_\_\_ paleontologist and \_\_\_\_\_ researcher.
9. The next presenter was \_\_\_\_\_ music student from Mrs. Gray's class.
10. During the concert two people played: \_\_\_\_\_ piano teacher and \_\_\_\_\_ violinist.

**Write a sentence for each set of words, using repetition of articles as needed.**

11. Louis, friend and science partner  
\_\_\_\_\_
12. two people: one is a writer and the other is a poet  
\_\_\_\_\_
13. one person: sculptor and painter  
\_\_\_\_\_
14. Jennifer, lab assistant and student  
\_\_\_\_\_
15. two people: a doctor and a scientist  
\_\_\_\_\_

# 3.5

## Demonstrative Adjectives

A **demonstrative adjective** points out a specific person, place, or thing, and is more specific than an *a*, *an*, or *the*. The demonstrative adjectives are *this*, *that*, *these*, and *those*.

**Write a demonstrative adjective before each noun to point out something near.**

- |                  |                           |
|------------------|---------------------------|
| 1. _____ fossils | 6. _____ shovel           |
| 2. _____ map     | 7. _____ fossil           |
| 3. _____ tools   | 8. _____ photographs      |
| 4. _____ bones   | 9. _____ example          |
| 5. _____ diary   | 10. _____ research papers |

**Write a demonstrative adjective before each noun to point out something far.**

- |                   |                    |
|-------------------|--------------------|
| 11. _____ charts  | 16. _____ thought  |
| 12. _____ pencil  | 17. _____ ideas    |
| 13. _____ journal | 18. _____ stones   |
| 14. _____ shoes   | 19. _____ skull    |
| 15. _____ plans   | 20. _____ solution |

**Write a demonstrative adjective to complete each sentence. Follow the directions in parentheses.**

21. \_\_\_\_\_ drawing will show you the features of the site. (near)
22. \_\_\_\_\_ scientists are dusting away the dirt around the bones. (far)
23. \_\_\_\_\_ bone is part of the leg. (near)
24. The laboratory will be interested in \_\_\_\_\_ specimen. (far)
25. By testing \_\_\_\_\_ samples, we can estimate the age of the dinosaur. (near)
26. \_\_\_\_\_ study is the most conclusive. (far)
27. Let's see if \_\_\_\_\_ other reports have similar results. (near)

**Write a sentence using each pair of demonstrative adjectives.**

28. this, these \_\_\_\_\_
29. that, those \_\_\_\_\_
30. this, that \_\_\_\_\_

# 3.6

## Adjectives That Tell How Many

Some descriptive adjectives tell how many or about how many. Each of these adjectives comes before a noun. A number or a word that tells number order can be used as an adjective that tells how many.

**Underline the adjective that tells how many or about how many in each sentence.**

1. Simon brushed a few pebbles off the granite plaque.
2. It was his first visit to the site of the dinosaur discovery.
3. There were 50 bones significant to the Jurassic time period.
4. He read that many excavators and student volunteers worked here.
5. Several artifacts were found to support the scientists' discovery.
6. Every location was marked with a sign that described a finding.
7. Some areas had reproductions to show where the bones were found.
8. There were three tour groups on the day we attended.
9. On the way back to school, each student shared a favorite part.

**Circle the adjective that best completes each sentence.**

10. The hike to the top was (three most) miles long.
11. (Every One) step became harder and harder on the steep trail.
12. There were no plants near the top, only (many either) boulders and rocks.
13. We could see (several all) birds circling overhead.
14. They must have been waiting for a (few any) pieces of food left over from lunch.
15. Erin and Jennifer just sat around because (neither one) was excited to be there.
16. The hike down the mountain took exactly (one many) hour.
17. We were so excited to reach the bottom that (all every) of us ran to the bus.

**Write four sentences. Use a number or a word that tells number order in each one.**

18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_

# 3.7

## Adjectives as Subject Complements

An adjective that follows a linking verb and completes the sentence is called a **subject complement**. The subject complement describes the subject of the sentence.

**Circle the subject complement in each sentence. Underline the noun the subject complement describes.**

1. The shipwreck was deep under the water.
2. This ship was large and once carried valuable cargo.
3. The two storms were severe and endangered many ships.
4. Many artifacts carried by the ship were rare.
5. Each crate was massive and held several valuable objects.
6. The recovery crew became excited when they found the ship.
7. A recovery submarine is remote-controlled by someone on a ship.
8. These cameras are powerful and show details of the wreck.

**Underline the adjective in each sentence. Circle whether the adjective is a subject complement (SC) or comes before the noun (BN).**

- |  |    |    |
|--|----|----|
| 9. Paleontologists find buried fossils throughout the world. | SC | BN |
| 10. Los Angeles has a special site filled with fossils.      | SC | BN |
| 11. The La Brea Tar Pits in the city are spectacular.        | SC | BN |
| 12. This bone from a mastodon was huge.                      | SC | BN |
| 13. Mammal fossils have been found in the pit.               | SC | BN |
| 14. I think the mastodons are amazing.                       | SC | BN |

**Write an adjective or adjectives to complete each sentence.**

15. The exhibit at the zoo last week was \_\_\_\_\_.
16. The reptiles in the exhibit were \_\_\_\_\_.
17. A lizard's skin feels \_\_\_\_\_.
18. The skin of many reptiles is \_\_\_\_\_ and \_\_\_\_\_.
19. These \_\_\_\_\_ reptiles often move slowly.
20. Many students were \_\_\_\_\_ and \_\_\_\_\_ around the reptiles.
21. One \_\_\_\_\_ student even held a \_\_\_\_\_ snake.

For additional help, review pages 66–67 in your textbook or visit [www.voyagesinenglish.com](http://www.voyagesinenglish.com).

# 3.8

## Adjectives That Compare

The **positive degree** of an adjective shows a quality of a noun. The **comparative degree** is used to compare two items or two sets of items. The **superlative degree** is used to compare three or more items.

Complete the chart.

POSITIVE	COMPARATIVE	SUPERLATIVE
1. light	_____	_____
2. cold	_____	_____
3. safe	_____	_____
4. big	_____	_____
5. pretty	_____	_____
6. good	_____	_____
7. bad	_____	_____

Circle the adjective that correctly completes each sentence. Then circle whether the degree of each adjective is positive (P), comparative (C), or superlative (S).

- 8. The (bigger biggest) roller coaster I've ever seen is the Rattler. P C S
- 9. This ride was especially (scary scariest) for me. P C S
- 10. I have been on (longer longest) rides than this. P C S
- 11. This trip was one of my (happy happiest) memories. P C S
- 12. Their (new newest) ride of all always has very long lines. P C S
- 13. The day seemed (long longest), and I was tired when we left. P C S

Complete each sentence. Include the comparative or superlative form of the italicized adjective.

- 14. My brother has *strong* arms, but \_\_\_\_\_.
- 15. The *small* boxes were easy to lift, but not as easy as \_\_\_\_\_.
- 16. Most loads are *heavy*, yet we are saving \_\_\_\_\_.
- 17. Our truck was *slow*, but then we passed \_\_\_\_\_.
- 18. I was *happy* to finish my work, but I was \_\_\_\_\_.
- 19. It would be *bad* if we were late, but \_\_\_\_\_.
- 20. Using small boxes was a *good* idea, but \_\_\_\_\_.



## 3.9

**More, Most and Less, Least**

Some adjectives do not add *-er* or *-est* to form the comparative and superlative degrees. The comparative is formed by adding *more* or *less* before the positive form of the adjective. The superlative is formed by adding *most* or *least*.

**Use *more* and *most* to write the comparative and superlative degrees for each positive degree adjective.**

1. important \_\_\_\_\_
2. interesting \_\_\_\_\_
3. generous \_\_\_\_\_
4. adventurous \_\_\_\_\_
5. enormous \_\_\_\_\_

**Use *less* and *least* to write the comparative and superlative degrees for each positive degree adjective.**

6. bizarre \_\_\_\_\_
7. successful \_\_\_\_\_
8. delicious \_\_\_\_\_
9. cautious \_\_\_\_\_
10. aware \_\_\_\_\_

**Circle the word that correctly completes each sentence.**

11. The trip to the craft fair was (least less) interesting than the museum.
12. The hike to the mountain peak was my (more most) adventurous trip ever.
13. I can't tell which is (more most) intelligent, my dog or my cat.
14. I chose this rock hammer because it was the (least less) expensive one.
15. It's the (more most) important tool in my rock-collecting kit.

**Write a sentence for each adjective, using the degree in parentheses.**

16. powerful (comparative)  
\_\_\_\_\_
17. fortunate (superlative)  
\_\_\_\_\_

## 3.10

***Fewer, Fewest and Less, Least***

Use *fewer* and *fewest* with concrete nouns that name things that you can see, touch, and count. Use *less* and *least* with abstract nouns that name things that generally cannot be seen, touched, or counted.

**Cross out the phrase in each line that is written incorrectly.**

- |                     |             |                 |
|---------------------|-------------|-----------------|
| 1. fewer sunflowers | least rocks | fewest tools    |
| 2. less rain        | few clouds  | fewer wind      |
| 3. least amount     | fewer snow  | less water      |
| 4. fewest trees     | least sun   | fewer moisture  |
| 5. less plants      | least food  | fewer mountains |

**Circle the word that correctly completes each sentence.**

6. After the tsunami there were (fewer less) homes in the village.
7. There was (less fewer) wind now than earlier in the day.
8. Water washed out the road, resulting in the transport of (fewer least) supplies.
9. The (least fewest) amount of damage was further up the mountain.
10. Along the shoreline is where the (fewest least) animals were found.

**Write a sentence for each word, using *less* or *fewer* to describe the noun.**

11. footprints \_\_\_\_\_

12. food \_\_\_\_\_

13. interest \_\_\_\_\_

14. bones \_\_\_\_\_

15. books \_\_\_\_\_

**Write a sentence for each word, using *least* or *fewest* to describe the noun.**

16. boats \_\_\_\_\_

17. sunshine \_\_\_\_\_

18. turtles \_\_\_\_\_

19. time \_\_\_\_\_

20. knowledge \_\_\_\_\_

21. backpacks \_\_\_\_\_

# 3.11

## Interrogative Adjectives

An **interrogative adjective** is used in asking a question. The interrogative adjectives are *what*, *which*, and *whose*. An interrogative adjective comes before a noun.

**Circle the interrogative adjective in each sentence. Underline the noun the interrogative adjective goes with.**

1. Whose stones are piled on the counter?
2. What rock is in the box on the bookshelf?
3. Which shoes should you wear when hiking?
4. Whose tools are in the tent?
5. Which instrument helps you look closer at objects?
6. Do you know what kind of mineral that is?
7. Mrs. Richards wanted to know whose mess this was on the table.
8. Can you tell me whose report is titled "Volcanoes of the Ring of Fire"?
9. I don't know which map will help me find the best route.

**Circle the interrogative adjective that best completes each sentence.**

10. (Whose Which) backpack is by the backdoor—Maria's or Mario's?
11. (Whose Which) aquarium holds more water—the freshwater or saltwater tank?
12. (What Whose) answer did you give for the last question?
13. (Which Whose) favorite dinosaur is the *Stegosaurus*?
14. (Which What) reason do you have for not going on the field trip?
15. In (whose what) geologic period did humans first appear?

**Write a sentence using each interrogative adjective.**

16. what

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17. whose

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18. which

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