

Lesson 1

What Is an Adjective?

Teaching

An **adjective** is a word that modifies, or describes, a noun or a pronoun. Adjectives answer the questions *what kind, which one, how many, or how much*.

Adjectives	
What kind?	steep trail, green meadow
Which one or ones?	first stream
How many or how much?	four hikers, much food

Articles

The most commonly used adjectives are the articles *a, an* and *the*. *A* and *an* are **indefinite articles**. They refer to someone or something in general. Use *a* before a word beginning with a consonant or a long “u” sound and *an* before a word beginning with a vowel.

We took a hike in the mountains. A uniformed ranger led us. It was an adventure!

The is the **definite article**. It points out a specific person, place, thing, or idea.

Do you have the map?

Proper Adjectives

Many adjectives are formed from common nouns, such as *sandy* from *sand*.

Proper adjectives are formed from a proper noun. Proper adjectives are always capitalized.

Proper Noun	Proper Adjective
Asia	Asian
Mexico	Mexican

Identifying Adjectives

Underline all the adjectives in each sentence, including the articles.

1. A friend and I recently took a trip to the Swiss Alps.
2. We saw beautiful scenery and got great exercise.
3. We carried heavy backpacks with everything we needed.
4. Leigha brought a nylon tent, while I had the food.
5. We hiked several miles each day, usually to the farthest campsite we could reach.
6. We had a good time visiting the oldtime villages along the way.
7. Sometimes we hiked all day to reach the nearest village.
8. We had a wonderful trip with no bad accidents.
9. The biggest challenge we faced was a deep river that we couldn't cross.
10. Once, a case of bad map-reading made us walk five extra miles.
11. When we reached one village, we treated ourselves to a delicious meal.
12. For dessert, we ordered a rich chocolate torte.
13. We loved the peace of the ancient mountains.
14. We will remember the amazing hike for many years.

Lesson
1**What Is an Adjective?***More Practice***A. Identifying Adjectives and the Words They Modify**

Underline each adjective once and the word it modifies twice. Circle the proper adjectives. Ignore the articles.

1. Two old prospectors and a weary mule trudged across the desert.
2. The loyal fans cheered the team in the final game.
3. The lunch consisted of homemade soup and English muffins.
4. The European guests told interesting stories of the trip.
5. Several silly clowns wore baggy pants.
6. Many American tourists visit sunny Mexican beaches.
7. Antique jewelry got top prices at the auction.
8. A few fine museums in major cities exhibit Greek statues.
9. Floral wallpaper was put up in the front hall.
10. The chef put Italian sausage into the hearty stew.

B. Writing Adjectives

Write an adjective to complete each sentence.

EXAMPLE *My class hiked up a small mountain before we graduated.*

1. At the base there were two paths, and we took the _____ one.
2. We wanted to take a _____ path to the mountain top.
3. There were _____ tree roots and loose rocks along the way.
4. It was pretty easy, though, until we reached a _____ climb.
5. Some of my classmates started to wish we had taken an _____ path instead.
6. We got to see some _____ wildlife, such as squirrels, raccoons, and snakes.
7. At the top, we could probably see for at least _____ miles.
8. The rest on the mountain top gave us a chance to have a _____ lunch.
9. We noticed a _____ raindrops and decided to start heading down.
10. Our _____ foreign exchange student enjoyed spending time with us before she went back to her homeland.

Lesson 1

What Is an Adjective?

Application

A. Writing Adjectives in Sentences

Use the word at the beginning of each item as an adjective in a sentence.

EXAMPLE scary *The camp counselor told a scary story.*

1. shiny _____

2. turquoise _____

3. rare _____

4. Asian _____

5. innocent _____

6. rainy _____

7. playful _____

8. easy _____

9. curious _____

10. Japanese _____

B. Writing a Paragraph Using Adjectives

Imagine that you are on an overnight hike in the mountains. How could you describe the scenery you see? What words could describe the people who have come with you on the hike? Write a short paragraph about an overnight hike. Use at least five adjectives in your description. Underline the adjectives in your paragraph.

**Lesson
2**

Predicate Adjectives

Teaching

A **predicate adjective** is an adjective that follows a linking verb and describes the verb's subject. The linking verb connects the predicate adjective with the subject.

The sinking of the *Titanic* was totally disastrous. (The linking verb is *was*. The predicate adjective is *disastrous*.)

Often, forms of *be* are linking verbs, as in the above example. However, predicate adjectives can also follow other linking verbs such as *taste*, *smell*, *feel*, *look*, *become*, and *seem*.

Such a catastrophe seemed completely impossible. (The linking verb is *seemed*. The predicate adjective is *impossible*.)

Identifying Predicate Adjectives

Underline the predicate adjective in each sentence. If the sentence has no predicate adjective, write **None** on the line to the right.

1. In 1912, of all the ships in the world, the *Titanic* was the largest. _____
2. Everyone thought it was unsinkable. _____
3. As the ship set out on its first voyage, the passengers felt jubilant. _____
4. However, the icebergs around the ship looked ominous. _____
5. As soon as the ship hit an iceberg, its sinking was inevitable. _____
6. The crew started loading women and children onto the lifeboats. _____
7. The number of lifeboats was not enough to carry all those aboard. _____
8. The passengers felt terrified. _____
9. The wireless radio operators kept sending distress signals. _____
10. Their efforts were useless. _____
11. The fate of the ship became obvious. _____
12. The sinking of the *Titanic* was rapid. _____
13. After the *Titanic* disaster, changes in the shipping industry were many. _____
14. Radio operations on ships must be always open. _____
15. The number of lifeboats must be adequate for passengers and crew. _____
16. Today, ship passengers can be certain of a safe voyage. _____

Lesson
2

Predicate Adjectives

More Practice

A. Identifying Predicate Adjectives and the Words They Modify

Underline the predicate adjective in each of the following sentences. Write the word it modifies on the line to the right.

1. The huge crowd appeared excited. _____
2. Our guests were weary after their long trip. _____
3. Frank looked ridiculous in his baggy costume. _____
4. The old gray mansion was famous for antique furniture. _____
5. These old stamps might be valuable in the future. _____
6. The floral wallpaper looks perfect in the hall. _____
7. That chair is amazingly heavy for its size. _____
8. In May, the lake is still too cold for swimming. _____
9. Doesn't the kitten's fur feel soft? _____
10. Something in the refrigerator smells rotten. _____

B. Writing Predicate Adjectives

Complete each sentence with a predicate adjective. Write the predicate adjective on the line.

1. The *Titanic* was _____.
2. At the beginning of the voyage, the passengers felt _____.
3. The iceberg must have been _____.
4. The lifeboats were _____.
5. The crew seemed _____.
6. The water, dotted with icebergs, must have been _____.
7. It was _____ to watch the *Titanic* sink.
8. After the disaster, everyone felt _____.
9. Ship captains probably became more _____ about traveling near icebergs.
10. Now, ships are _____ than ever before.

Other Words Used as Adjectives

Teaching

Some nouns and pronouns can be used as adjectives. They can modify nouns to make their meanings more specific.

Pronouns as Adjectives

This, that, these, and those are **demonstrative pronouns** that can be used as adjectives. *My, our, your, his, her, its, and their* are **possessive pronouns** that can be used as adjectives. **Indefinite pronouns** such as *all, each, both, few, many, most, and some* can be used as adjectives.

Demonstrative pronoun	<u>That</u> city was destroyed by a volcano.
Possessive pronoun	People died in <u>their</u> homes.
Indefinite pronoun	<u>Many</u> people were buried in the ashes.

Nouns as Adjectives Some nouns can be used as adjectives.

Noun	Pompeii lay beneath <u>ash</u> piles.
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Identifying Nouns and Pronouns Used as Adjectives

Underline the nouns or pronouns that are used as adjectives in each sentence.

- Pompeii was a thriving port town in ancient Italy.
- Many wealthy Romans made their homes there.
- On August 24, A.D. 79, the people of Pompeii started their morning routines.
- That day would be different from all other days.
- On that day, a volcano, Mount Vesuvius, erupted.
- Lava streams poured out of this volcano.
- Many people were buried in their homes.
- Ash showers sprayed down on these unfortunate people.
- The Pompeii disaster survived in legend, thanks to a writer named Pliny the Younger and his account of that day.
- This man told in a letter how he led his mother to safety.
- He wrote about his uncle who had died trying to save his friends.
- That city was totally buried, and for many years no one could find its location.
- In 1748, a peasant was digging in his vineyard and struck a stone wall.
- Later, diggers uncovered more of the city of Pompeii, with its colorful wall paintings, artistic floor mosaics, and beautiful wine bottles.
- Pompeii has become famous because its ruins are so well preserved.

Lesson
3**Other Words Used as Adjectives***More Practice***A. Identifying Adjectives and the Words They Modify**

Underline the pronouns or nouns used as adjectives in the following sentences. Draw an arrow from the adjective to the word it modifies.

1. Check your facts in this history book.
2. My parents bought those plants for their rock garden.
3. Each student filled out these forms on the first school day.
4. These ice cream toppings are delicious.
5. Some band members are competing in the music contest.
6. I decided to stay home after reading that movie review.
7. We finished our hike under the hot, afternoon sun.
8. The desert tortoise makes its home in the American Southwest.
9. Both players received their trophies at the awards dinner.
10. Most days, we can see Greg wearing his favorite flannel shirt and old denim jeans.

B. Using Pronouns as Adjectives

Complete each sentence with a pronoun that is used as an adjective. Write the word on the line.

1. People in ancient Pompeii ran from _____ houses when the volcano erupted.
2. _____ people tried to escape.
3. _____ day must have been terrifying.
4. _____ people remembered the story of Pompeii, and many stories were written about the calamity.
5. Centuries later, a peasant discovered Pompeii and _____ treasures.
6. _____ person who sees Pompeii is impressed by how well preserved it is.
7. _____ artistic and architectural treasures amaze everyone.
8. The _____ artworks still visible on the walls are beautiful.
9. If you travel to Italy, you should include a trip to Pompeii in _____ plans.

Lesson
4

What Is an Adverb?

Teaching

An **adverb** is a word that modifies a verb, an adjective, or another adverb. Adverbs answer the questions *how*, *when*, *where*, or *to what extent*.

- Modifying a verb** Ernie never travels without an alarm clock.
- Modifying an adjective** He is always careful about his luggage.
- Modifying an adverb** He gets to the airport very early.

Intensifiers are adverbs that modify adjectives or other adverbs. They usually come directly before the word they modify. Intensifiers usually answer the question *To what extent?*

Adverbs	
How?	immediately, correctly
When?	soon, later
Where?	away, around
To what extent?	completely, entirely

Many adverbs are formed by adding the suffix *-ly* to adjectives. Sometimes a base word's spelling changes when *-ly* is added.

- Adjective** rapid gentle heavy
- Adverb** rapidly gently heavily

Identifying Adverbs

Underline all the adverbs in each sentence. If there are no adverbs in a sentence, write **None** on the line to the right.

1. If I were very rich, I would travel to Paris.
2. My best friend nearly went to Spain, but, surprisingly, she is afraid of airplanes.
3. Older people frequently travel with tour groups.
4. My mother's job makes her travel too often.
5. The plane left early from Baltimore and landed in New York City.
6. I am rather tired because of the six-hour time change.
7. Because I am so tired, I suggest we stay close to our hotel.
8. I think we should remain indoors in a museum.
9. Some people go through museums slowly, reading every sign.
10. I usually go through museums rather quickly, looking at what is especially beautiful to me.

What Is an Adverb?*More Practice***A. Identifying Adverbs and the Words They Modify**

Underline the adverbs in the following sentences. Draw an arrow from each adverb to the word it modifies.

1. Cleo scampered playfully onto my lap.
2. We looked up at the meteor.
3. Kara skimmed the chapter quickly.
4. The doctor has just left his office.
5. We have never visited Salt Lake City.
6. Miko usually leaves her books on the shelf.
7. The movie was rather tedious.
8. The story ended very happily.
9. The teacher seemed unusually cheerful.
10. The summer rain fell extremely heavily.

B. Writing Adverbs

Complete each sentence with an adverb. Write the adverb on the line.

1. When you fly, it's best to arrive at the airport _____.
2. When I saw the Eiffel Tower, I _____ ran up to get in line.
3. We found it _____ difficult to drive on the left side of the road in England.
4. Whenever I visit someplace new, I _____ take lots of pictures.
5. Even though the plane tickets to China are expensive, I hope to go there _____.
6. I know that I will be _____ happy when I see the Grand Canyon.
7. In Hawaii, tourists often spend their time _____ lying on the beach.
8. If I am not going too far, I _____ walk, so I can see the sights.
9. In Los Angeles, my friend felt _____ excited after he saw a movie star.
10. Be _____ certain that you have a good map in a strange city.

Lesson
4

What Is an Adverb?

Application

A. Writing Adverbs in Sentences

Use the adverb at the beginning of each item in a sentence.

EXAMPLE soon *The mail carrier should be coming soon.*

1. surprisingly _____
2. mournfully _____
3. foolishly _____
4. sometimes _____
5. easily _____
6. truly _____
7. never _____
8. upstairs _____
9. nearly _____
10. quietly _____

B. Writing a Paragraph Using Adverbs

Choose four of the following adverbs to use in a story about a vacation to an exciting city anywhere in the world. Write the story on the lines below. Underline each of these adverbs and any other adverbs that you use in your story.

busily	very	desperately	suddenly	totally
quickly	extremely	nearly	soon	never

Lesson 5

Making Comparisons

Teaching

Adjectives and adverbs may be used to compare people or things. Special forms of these words are used to make comparisons.

Use the **comparative** form of an adjective or adverb when you compare a person or thing with one other person or thing. Use the **superlative** form of an adjective or adverb when you compare someone or something with more than one other person or thing.

Comparative The sun is closer to Earth than any other star.

Superlative The sun is the closest star to Earth.

For most **one-syllable** modifiers, add *-er* to form the comparative (*young, younger*) and *-est* to form the superlative (*old, oldest*).

You can also add *-er* and *-est* to some **two-syllable** adjectives. With others, and with two-syllable adverbs, use the words *more* and *most* (*more careful, most calmly*).

To form the comparative or superlative form of most modifiers with **three syllables**, use the words *more* and *most* (*more dangerous, most dangerous; more clumsily, most clumsily*).

Be sure to use only one sign of comparison at a time (*harder*, not *more harder*).

The comparative and superlative forms of some adjectives and adverbs are formed in irregular ways: *good, better, best; bad, worse, worst; well, better, best; much, more, most; little, less, least*.

A. Identifying Comparative and Superlative Modifiers

On the line, label the boldfaced modifier **C** for comparative, or **S** for superlative.

1. Planets are the **largest** heavenly bodies that orbit the sun. _____
2. Asteroids, meteoroids, and comets are **smaller** than the planets. _____
3. With their improved telescopes, scientists can study the planets **more carefully** than ever before. _____
4. Mercury is the planet **nearest** to the sun. _____
5. Pluto is usually the planet **farthest** from the sun. _____
6. Venus takes **less** time to circle the sun than Uranus does. _____
7. The atmosphere of Venus is about 90 times **heavier** than is Earth's. _____
8. Of all the planets, Saturn has the **most** satellites or moons. _____
9. Jupiter rotates **more quickly** than Mars. _____
10. Although several planets have rings, Saturn has the **most famous** ones. _____

**Lesson
5**

Making Comparisons

More Practice

A. Using Comparisons

Underline the correct form of comparison for each sentence.

1. Of all the objects in our solar system, the moon is (nearer, nearest) to Earth.
2. Because the moon is so close to Earth, it looks (bigger, biggest) than the sun to us.
3. Actually, the sun is 400 times (larger, largest) than the moon.
4. Eclipses of the moon were (more frightening, most frightening) to ancient people than they are to us.
5. Modern people understand astronomy (better, best) than the ancients did.
6. The (more important, most important) surface features of the moon are its craters.
7. Craters caused by meteorites are (smaller, smallest) than those formed by comets or asteroids.
8. Because the moon is so close to Earth, spacecraft can reach the moon (more easily, most easily) than they can reach any planet.
9. Probably the (more exciting, most exciting) event in 1969 was when American astronaut Neil Armstrong landed on the moon.

B. Using Modifiers in Comparisons

After each sentence, write either the comparative or the superlative form of the word in parentheses, depending on what the sentence calls for.

1. Smiling requires (few) muscles than frowning. _____
2. Is Detroit (far) from here than Traverse City is? _____
3. These photographs developed (good) than those. _____
4. The days seem (cold) now than last week. _____
5. In many cartoons, cats are birds' (bad) enemies. _____
6. Was Merlin the (wise) of all wizards? _____
7. Mr. Burr works (hard) than any salesperson at Doe Tools. _____
8. Diana circles the bases (quickly) than any other player. _____
9. Our team practices (regularly) than any other team in the league. _____
10. The hurricane caused (little) damage than the weather forecasters had predicted. _____

Lesson
5

Making Comparisons

Application

A. Proofreading

Proofread the following paragraph. Look especially for comparison errors in adjectives and adverbs. If a sentence contains an error, rewrite it correctly on the line with the same number. If it is correct, write **Correct** on the line.

Meteorites are pieces of meteoroids that reach the earth. **(1)** The most heaviest meteorite found so far is in Namibia, Africa. **(2)** It weighs about 66 tons, which is most weighty than one discovered in Greenland by explorer Robert. E. Peary. **(3)** Canada probably can claim the more enormous meteorite crater in the world. **(4)** At 400 miles across, the depression is wider by far than any other meteorite crater. **(5)** Canada has four other craters, each one biggest than Meteor Crater in Arizona. **(6)** When a huge meteorite crashed to Earth in Siberia many years ago, people nearly 500 miles away saw its light more brighter than the sun. **(7)** The worse damage it did was to destroy many forests and scorch an area 20 miles wide.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

B. Using Comparisons in Writing

Picture a night of stargazing. Suppose you have decided to look for constellations, planets, or shooting stars, or you simply want to study the moon. Write a paragraph about your experiences, using the comparative or superlative forms of at least five of the adjectives and adverbs below. Underline the forms you use.

- | | | | | |
|----------|------|-----------|------------|--------|
| eagerly | cold | carefully | good | black |
| dark | warm | loudly | bad | well |
| brightly | cool | suddenly | mysterious | little |

Lesson
6**Adjective or Adverb?***Teaching*

Some pairs of adjectives and adverbs are often a source of confusion and mistakes.

Good or Well

Good is always an adjective; it modifies a noun or pronoun. *Well* is an adverb when it modifies a verb, adverb, or adjective and means “skillfully” or “thoroughly.” *Well* is an adjective when it refers to your health.

- Adjective** Today is a good day for a soccer game.
I hope the goalie feels well enough to play.
- Adverb** Our team should play well today.

Real or Really

Real is always an adjective; it modifies a noun or pronoun. *Really* is always an adverb; it modifies a verb, adverb, or adjective.

- Adjective** It was a real surprise that we won the last game.
- Adverb** This is a really enthusiastic crowd, isn't it?

Bad or Badly

Bad is always an adjective; it modifies a noun or pronoun. *Badly* is always an adverb; it modifies a verb, adverb, or adjective.

- Adjective** That was a bad call.
- Adverb** He played badly last half.

Using the Correct Adjective or Adverb

Underline the correct modifier from those given in parentheses.

- The sport that I (real, really) enjoy is soccer.
- I am the goalie on the team, and I think I am a (good, well) one.
- In fact, everyone on our team has been playing (good, well) this season.
- We have a couple of forwards that can run (real, really) fast.
- Our defensive players have (real, really) powerful kicks.
- Overall, this season has been going (good, well) for us.
- In the first game our sweeper took a (bad, badly) fall.
- Luckily, he felt (good, well) enough to resume playing.
- We have been playing so (good, well) that we may have a (real, really) chance to make it to the finals.
- I have been practicing (real, really) hard.
- I feel so (bad, badly) when I let in a goal.
- We cannot afford to play (bad, badly) in any game.
- Making it to the finals is a (real, really) challenge.
- But, win or lose, this team always has a (good, well) time.

Lesson
6

Adjective or Adverb?

More Practice

A. Using the Correct Modifier

Underline the correct word in parentheses in each sentence. Label each word you choose as **ADJ** for adjective or **ADV** for adverb.

1. Stretch your muscles (good, well) before running. _____
2. The pizza with pineapple tastes (good, well). _____
3. Mark felt so (badly, bad) after gym class that he went to the nurse. _____
4. The truck driver drove (real, really) slowly so he could read the addresses. _____
5. If your handwriting is (bad, badly), why don't you enter your paper into the computer? _____
6. The bird was perfectly (good, well) after its wing healed. _____
7. I was sorry to hear that the interview went (bad, badly) for you. _____
8. That soup smells really (well, good), doesn't it? _____

B. Writing with Adjectives and Adverbs

Decide if adjectives and adverbs are used correctly in the following sentences. If you find an error, rewrite the sentence on the line. If the sentence is correct, write **Correct** on the line.

1. Yesterday, the field was real wet.

2. We did not play our game because there was a real chance of the players getting hurt bad if they slipped on the wet grass.

3. Today, the field has dried out real good, and we can play.

4. One of the other team's forwards behaved bad and received a yellow card.

5. That player just made a really good corner kick.

6. Our goalie always feels badly when he misses a real easy shot.

Avoiding Double Negatives

Teaching

A **negative** is a word that implies that something does not exist or happen.

Common Negative Words

barely	never	none	nothing	can't
hardly	no	no one	nowhere	don't
neither	nobody	not	scarcely	hasn't

If two negative words are used where only one is needed, the result is a **double negative**. Avoid double negatives in your speaking and writing.

Nonstandard Hardly no one believes me when I tell my story.

Standard No one believes me when I tell my story. *or* Hardly anyone believes me when I tell my story.

A. Recognizing the Correct Use of Negatives

Circle the letter of the sentence from each pair that uses negatives correctly.

- a. I wasn't looking for no trouble that night.

b. I wasn't looking for any trouble that night.
- a. I could hardly believe my eyes when I saw the space ship.

b. I couldn't hardly believe my eyes when I saw the space ship.
- a. I can't understand anything the aliens are saying.

b. I can't understand nothing the aliens are saying.
- a. Nobody never expects to be taken aboard an alien ship.

b. Nobody ever expects to be taken aboard an alien ship.

B. Avoiding Double Negatives

Underline the word in parentheses that correctly completes each sentence.

- I had never seen (no, any) aliens before that strange night.
- At first, my friend and I didn't see (anything, nothing) unusual in the sky.
- You wouldn't (ever, never) guess what happened around nine o'clock.
- When a spaceship landed, I (could, couldn't) scarcely believe it myself.
- I had never believed (anyone, no one) who said he or she saw an alien.
- Yet, there it was, looking at me and making gestures that I couldn't (ever, never) understand, as if it was trying to communicate.
- I was confused, and my friend couldn't make out what the little creature was saying (neither, either).
- In scarcely (no, any) time at all, the alien climbed back in its ship and disappeared.
- I never told (nobody, anybody) that I saw the alien that night.
- I can see that you (can, can't) hardly stop yourself from laughing, but I swear it's all true.

Lesson
7

Avoiding Double Negatives

More Practice

A. Using the Correct Modifier

Underline the correct word in parentheses in each sentence.

1. I haven't heard of (none, any) of those songs you mentioned.
2. You (haven't, have) never been to a concert?
3. She can't go (anywhere, nowhere) without taking her cell phone.
4. The doctor (hasn't, has) scarcely even touched you with the needle.
5. Haven't you been to the new museum yet (neither, either)?
6. When I turned around I didn't see (no one, anyone) behind me.
7. People in some parts of the United States haven't (ever, never) seen snow.
8. He (could, couldn't) hardly see the performance from where he was sitting.
9. My brother can't drive (nowhere, anywhere) without getting himself lost.

B. Avoiding Double Negatives

Rewrite each sentence to avoid double negatives.

1. There wasn't no one else around when the spaceship landed.

2. I discovered that I understood the alien even though it wasn't making no sound.

3. I hadn't never seen a creature so strange before.

4. I don't think I can hardly describe the inside of the spaceship.

5. The glowing metal control panel wasn't like nothing I'd ever seen on Earth.

Lesson
7

Avoiding Double Negatives

Application

A. Avoiding Double Negatives

Choose one word from each pair of words to complete each sentence below. Be sure to avoid double negatives. Cross out each word pair after you have chosen your word.

- | | | |
|-------------------|-------------|----------------|
| anything/ nothing | any/ no | anyone/ no one |
| can/ can't | had/ hadn't | ever/ never |

- I was disappointed when I didn't see _____ about aliens on the TV news.
- The police never had _____ reports about unusual activity that night.
- I _____ never been so scared as when I saw that alien.
- I never told _____ about my experience on the alien ship.
- I can't _____ describe my surprise at being taken aboard.
- I _____ scarcely picture sharing our planet with an alien life form.

B. Revising a Paragraph with Double Negatives

The following paragraph contains several double negatives. Read each sentence and decide if it has a double negative. If it does, rewrite it correctly on the corresponding line below. If it is correct, write Correct on the corresponding line.

(1) My sister hasn't never missed an alien movie. **(2)** She loves anything alien, and you can't scarcely see her bedroom wall because of all the alien-related posters. **(3)** However, she doesn't like it when the aliens are portrayed unjustly as evil. **(4)** She would love to become a scientist and try to prove that people haven't nothing to fear from aliens. **(5)** I don't believe aliens want to take over our planet or destroy our kind neither. **(6)** In fact, no one can't really prove anything about aliens at all yet. **(7)** My sister and I know that some people don't believe in the existence of aliens. **(8)** Even so, we won't let nobody stop us from enjoying stories about extraterrestrial life.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____