

UNIT  
**10**

Adjectives and Adverbs  
Noun Modifiers  
*Too/Very/Enough*

A portrait of a firefighter  
in Columbus, Ohio, USA

# GREAT WOMEN

What you do makes a difference,  
and you have to decide what kind of  
difference you want to make.

JANE GOODALL

# Helen Keller

Anne Sullivan “talking” to Helen Keller using her fingers



Read the following article. Pay special attention to the words in bold. 10.1

Do you know of anyone with a disability<sup>1</sup> who did remarkable things? Helen Keller is a good example. She was an amazing woman.

Helen Keller was a healthy baby. But when she was 19 months old, she had a sudden fever<sup>2</sup>. The fever disappeared, but she became blind and deaf. Because she couldn't hear, it was difficult for her to learn to speak. As she grew, she was angry and frustrated<sup>3</sup> because she couldn't understand or communicate. She became wild, throwing things and kicking and biting.

When Helen was seven years old, a teacher, Anne Sullivan, came to live with Helen's family. First, Anne taught Helen how to talk with her fingers. Helen was excited when she realized that things had names. Then Anne taught Helen to read using braille<sup>4</sup>. Helen learned these skills quickly. However, learning to speak was harder. Anne continued to teach Helen patiently. Finally, when Helen was 10 years old, she could speak clearly enough for people to understand her.

Helen was very intelligent. She went to a school for blind students, where she did very well. Then she went to college, where she graduated with honors<sup>5</sup> when she was 24 years old. Helen traveled all over the United States, Europe, and Asia with Anne to raise money to build schools for blind people. Her main message was that disabled people are like everybody else. They want to live life fully and naturally. Helen wanted all people to be treated equally.

<sup>1</sup> disability: a physical or mental limitation  
<sup>2</sup> fever: a body temperature that is higher than normal  
<sup>3</sup> frustrated: angry at being unable to do something  
<sup>4</sup> braille: a form of written language in which characters are represented by patterns of raised dots that are felt with the fingertips  
<sup>5</sup> with honors: having high academic grades

**COMPREHENSION** Based on the reading, write T for true or F for false.

- \_\_\_\_\_ Helen Keller became blind and deaf when she was seven years old.
- \_\_\_\_\_ Anne Sullivan was Helen's teacher.
- \_\_\_\_\_ Helen raised money to build schools for blind people.

**THINK ABOUT IT**

- Do you know someone with a disability? Does he or she have any special accommodations?
- Are there any special laws or rules in your country to help people with disabilities? Explain.

## 10.1 Adjectives and Adverbs of Manner

EXAMPLES	EXPLANATION
Helen was a healthy baby. She became blind.	Adjectives describe nouns. We can use adjectives before nouns or after the verbs <i>be</i> , <i>become</i> , <i>look</i> , <i>seem</i> , <i>sound</i> , <i>taste</i> , <i>feel</i> , and <i>smell</i> .
Anne taught Helen patiently. Helen learned quickly.	Adverbs of manner tell how we do things. We form most adverbs of manner by putting <i>-ly</i> at the end of an adjective.

**EXERCISE 1** Listen to the report. Then write T for true, F for false, or NS for not stated. 10.2

- \_\_\_\_\_ Lin was only 21 when she won the contest.
- \_\_\_\_\_ There were 15,000 applications in the contest.
- \_\_\_\_\_ All veterans liked Lin's design.

**EXERCISE 2** Listen again. Fill in the blanks with the words you hear. 10.2

A popular site in Washington, DC, is the Vietnam Veterans Memorial. Four million people visit it \_\_\_\_\_. It is \_\_\_\_\_ and \_\_\_\_\_ with the names of \_\_\_\_\_ soldiers from the war carved into \_\_\_\_\_ stone. Who created this \_\_\_\_\_ memorial? Was it a \_\_\_\_\_ artist? No. It was Maya Lin, a 21-year-old student at Yale University. In 1980, there was a \_\_\_\_\_ contest to create a memorial. Lin went to Washington to study the space \_\_\_\_\_. She wanted visitors to a war memorial to look at death \_\_\_\_\_. A committee looked at almost 1,500 applications and thought Lin's design was \_\_\_\_\_. She won. Some war veterans protested \_\_\_\_\_ against her \_\_\_\_\_ design. They wanted a more \_\_\_\_\_ design: statues of soldiers with an \_\_\_\_\_ flag. But Lin's design became a reality. In 1982, the memorial was finished.

The Vietnam Veterans Memorial, Washington, DC



## 10.2 Adjectives

EXAMPLES	EXPLANATION
Anne was a <b>good</b> friend to Helen. I have many <b>good</b> friends.	Adjectives are always singular.
Helen Keller felt <b>frustrated</b> when she couldn't communicate. Maya Lin was <b>excited</b> to win the contest.	Some <i>-ed</i> words are adjectives: <i>married, divorced, educated, excited, frustrated, disabled, worried, finished, tired, crowded.</i>
Helen had an <b>interesting</b> life. She was an <b>amazing</b> woman.	Some <i>-ing</i> words are adjectives: <i>interesting, boring, amazing, exciting.</i>
The Vietnam Veterans Memorial is a <b>very popular</b> site.	We can put <i>very</i> before an adjective.
Helen was a <b>normal, healthy baby</b> . The Vietnam Veterans Memorial has a <b>simple, beautiful design</b> .	We can put two adjectives before a noun. We sometimes separate the two adjectives with a comma.
Some people have an <b>easy childhood</b> . Helen had a <b>hard one</b> . What about the <b>other designs</b> ? Were there other <b>good ones</b> ?	After an adjective, we can substitute a singular noun with <i>one</i> or a plural noun with <i>ones</i> to avoid repeating the noun.

### GRAMMAR IN USE

Don't use the adjectives *asleep, afraid, or alone* before a noun. Use these adjectives only after a verb (usually *be*).

*The baby is asleep.*

NOT: *The asleep baby.*

**EXERCISE 3** Fill in the blanks with the adjectives from the box.

blind	excited	frustrated	intelligent	traditional	wild
dead	equal	healthy ✓	patient	unusual	young

- Helen Keller was a healthy baby.
- Before Helen learned to communicate, she felt \_\_\_\_\_.
- She became \_\_\_\_\_, sometimes throwing things.
- Helen's teacher, Anne Sullivan, was a \_\_\_\_\_ person.
- When Helen learned to communicate, she became \_\_\_\_\_.
- Helen was \_\_\_\_\_ and did well in school.
- \_\_\_\_\_ people can learn to read with braille.
- Helen wanted \_\_\_\_\_ treatment for blind people.

- Maya Lin was very \_\_\_\_\_ when she won the contest. She was only 21.
- Her design was \_\_\_\_\_ because it didn't show soldiers and flags.
- Some people didn't like her design. They wanted a more \_\_\_\_\_ design.
- The Vietnam Veterans Memorial has the names of \_\_\_\_\_ soldiers.

**ABOUT YOU** Complete each statement with your opinion. Then find a partner and compare your answers.

- In my opinion, \_\_\_\_\_ is a great person.
- I think \_\_\_\_\_ is a popular place.
- I think \_\_\_\_\_ is a patient person.
- In my opinion, \_\_\_\_\_ is a beautiful monument.
- I think \_\_\_\_\_ is an unusual woman.

**EXERCISE 4** Fill in the blanks with the adjectives from the box. Add *one* or *ones*.

great	long	new	amazing	serious ✓	simple
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- A:** I prefer funny stories.

**B:** I don't. I prefer serious ones. I especially liked the story of Maya Lin.
- A:** I'm reading a book about Helen Keller. It has over 400 pages.

**B:** Wow! It's a \_\_\_\_\_.
- A:** Do you have any good ideas for your next essay?


**B:** I have a \_\_\_\_\_. I'm going to write about a remarkable woman.
- A:** I loved the visitor's stories. Which stories did you like best?

**B:** It's hard to decide. She told some \_\_\_\_\_.
- A:** Many traditional war memorials have soldiers and flags.

**B:** I prefer \_\_\_\_\_, like the Vietnam Veterans Memorial in Washington, DC.
- A:** Maya Lin designed many memorials.

**B:** I know. When is she going to design a \_\_\_\_\_?

# Lilly LEDBETTER

Read the following article. Pay special attention to the words in bold.  10.3

Men still earn more money than women in the United States. On average, for every dollar a man makes, a woman makes 79 cents. Even if a woman has the same amount of education, **work experience**, and skills as a man, she will earn 2% less.

Lilly Ledbetter started to work as a manager at a **tire company** in 1979. At that time, her boss told her a **company rule**: Employees must not discuss **salary information** with each other. Nineteen years later, a coworker told her that three men in similar positions made as much as 40 percent more than Ledbetter.

How could this happen? She was a good worker. In fact, one year she won the top **performance award**. She often worked **12-hour shifts**<sup>1</sup> as a **night supervisor** to earn **overtime pay**. She had a lot of expenses: **house** and **car payments** and **college tuition** for her kids. As a result of her lower salary all these years, her **retirement benefits** would be less. Ledbetter was angry.

She decided to fight back. She sued<sup>2</sup> the company. The company moved her to a job lifting **80-pound tires**. (She was 60 years old at the time.) Her case went all the way to the Supreme Court in 2006, but she lost. The Court said it was too late to sue. The limit is 180 days after the first **paycheck**.

Ledbetter didn't give up<sup>3</sup>. She explained to members of Congress how unequal pay affects

all women. In 2009, Congress finally passed a law called the "Lilly Ledbetter Fair **Pay Act**." This law says that employees can report discrimination<sup>4</sup> if they discover unfairness not just 180 days after the first **paycheck**, but 180 days after *any paycheck*.

Ledbetter didn't benefit from her fight. She received nothing from the company. But she said, "I'm just thrilled that this has finally passed and sends a message to the Supreme Court: You got it wrong."

<sup>1</sup> shift: a period of paid work time

<sup>2</sup> to sue: to go to court to get money from someone who caused you damage or suffering

<sup>3</sup> to give up: to stop doing something

<sup>4</sup> discrimination: unfair treatment because of race, gender, or religion

Lilly Ledbetter in front of the tire company she worked for



**COMPREHENSION** Based on the reading, write T for *true* or F for *false*.

- \_\_\_\_\_ When Lilly Ledbetter started her job, she had to lift heavy tires.
- \_\_\_\_\_ The company didn't let employees discuss their salaries.
- \_\_\_\_\_ Ledbetter won her Supreme Court case.

**THINK ABOUT IT** Discuss the questions with a partner or in a small group.

- Besides unequal pay, what are some other results of discrimination in the workforce?
- Do you think it's fair that Lilly Ledbetter didn't benefit from her fight? Why or why not?

## 10.3 Noun Modifiers

EXAMPLES	EXPLANATION
Workers couldn't discuss <b>salary information</b> . Ledbetter had to make <b>car payments</b> .	We can use a noun to describe another noun. The first noun acts as an adjective.
The <b>lawsuit</b> went to the Supreme Court. How much did she get in each <b>paycheck</b> ?	Sometimes we write the two nouns as one word. The noun modifier and the noun become a compound noun.
Ledbetter didn't have a <b>college education</b> . Some students go to a <b>city college</b> .	The first noun makes the second noun more specific. A <i>college education</i> is a specific kind of education. A <i>city college</i> is a specific kind of college.
She put money in her <b>checking account</b> .	Sometimes the first noun ends in <i>-ing</i> .
Ellen just got her <b>driver's license</b> .	Sometimes the first noun ends in 's.
A company that makes tires is a <b>tire company</b> . A tire that is 80 pounds is an <b>80-pound tire</b> . A woman who is 60 years old is a <b>60-year-old woman</b> .	When two nouns come together, the first noun is always singular. When we use a number before the noun, we usually attach it to the noun with a hyphen.

**Note:**

There are many noun + noun combinations. Here are some common ones:

<i>art museum</i>	<i>driver's license</i>	<i>haircut</i>	<i>summer vacation</i>
<i>bachelor's degree</i>	<i>drugstore</i>	<i>master's degree</i>	<i>text message</i>
<i>baking dish</i>	<i>earring</i>	<i>math course</i>	<i>TV show</i>
<i>cell phone</i>	<i>eyebrow</i>	<i>reading glasses</i>	<i>washing machine</i>
<i>daylight</i>	<i>fingernail</i>	<i>running shoes</i>	<i>wedding ring</i>
<i>dishwasher</i>	<i>flashlight</i>	<i>skiing accident</i>	<i>winter coat</i>
<i>doorknob</i>	<i>garbage can</i>	<i>shopping cart</i>	

**EXERCISE 5** Complete each statement with a noun + noun combination.

- A memorial about war is a war memorial.
- A student in college is a \_\_\_\_\_.
- Language that communicates with signs is \_\_\_\_\_.
- Sight with eyes is \_\_\_\_\_ . (*one word*)

*continued*

5. A wall made from stone is a \_\_\_\_\_.
6. A store that sells books is a \_\_\_\_\_. (one word)
7. A man who is 25 years old is a \_\_\_\_\_.
8. A box for mail is a \_\_\_\_\_. (one word)
9. A shift of 12 hours is a \_\_\_\_\_.
10. A trip of 20 miles is a \_\_\_\_\_.

**EXERCISE 6** Fill in the blanks by putting the words given in the correct order. Make any necessary changes to the nouns. Choose the correct article (*a* or *an*) where you see a choice.

Last night I saw a TV program 1. program/TV about the Paralympic Games. In the Paralympic Games, athletes with physical disabilities compete. One of the athletes in the program was Christina Ripp Schwab. Christina is in a chair/wheels 2. chair/wheels (one word). But that didn't stop her from becoming a player/basketball 3. player/basketball. She started playing when she was just a child/10 years old 4. child/10 years old. She played on her team/college 5. team/college at the University of Illinois. In 2005, she got her degree/bachelor's 6. degree/bachelor's in community/health 7. community/health. In 2008, she won a medal/gold 8. medal/gold at the Paralympic Games in China.



Gina McWilliams (#9) competes in the Sitting Volleyball match between China and the USA during the Beijing 2008 Paralympic Games.

Another great athlete from the Paralympic Games is Gina McWilliams. As a child, she loved sports, but when she was 26 years old, she was in an accident/car 9. accident/car and lost part of her right leg. She tried many sports before deciding on floor volleyball. At the 2008 Paralympic Games, she and her team won the silver/medal 10. silver/medal. Now Gina works as an athletic/director 11. athletic/director for disabled adults and children.

## 10.4 Adverbs

EXAMPLES	EXPLANATION
Lilly Ledbetter <b>acted responsibly</b> . The company <b>treated women unfairly</b> . Helen Keller <b>learned sign language quickly</b> .	An adverb of manner tells how we do something. It usually follows the verb or verb phrase. We form most adverbs of manner by putting <i>-ly</i> at the end of an adjective.
She was <b>probably</b> happy with the new law. The case <b>eventually</b> went to the Supreme Court. Her case <b>finally</b> went to the Supreme Court.	Other common <i>-ly</i> adverbs are <i>eventually, annually, frequently, certainly, suddenly, recently, directly, completely, generally, repeatedly, naturally, finally, probably, (un)fortunately, extremely, constantly</i> .
She worked <b>hard</b> . (adverb) She had a <b>hard</b> job. (adjective) She wakes up <b>early</b> . (adverb) She has an <b>early</b> shift. (adjective)	Some adverbs and adjectives have the same form: <i>hard, fast, late, early</i> .
She did <b>well</b> in school. (adverb) She went to a <b>good</b> school. (adjective)	The adverb <i>well</i> is different in form from the adjective <i>good</i> .
The company treated her <b>very badly</b> .	We can use <i>very</i> before an adverb.

### Notes:

1. The adverbs *hard* and *hardly* have different meanings.  
*She works 12 hours a night. She works **hard**.*  
*I **hardly** ever work overtime. (hardly ever = almost never; rarely)*
2. The adverbs *late* and *lately* have different meanings.  
*She came home after midnight. She came home **late**.*  
*She doesn't have much interest in her job **lately**. (lately = recently)*

### GRAMMAR IN USE

*Really* is a synonym for *very*, but it is much less formal. We use *really* frequently in conversation.

*That cake was **really** good!*  
*You did **really** well on the test.*

**EXERCISE 7** Choose the correct words to complete each conversation.

- A:** Anne Sullivan was a great teacher.

**B:** I agree. She taught Helen Keller (*patient/patiently*).
- A:** Did Helen learn (*quick/quickly*)?

**B:** Yes, she did. But she never learned to speak (*clear/clearly*).
- A:** Did Helen do (*good/well*) in college?

**B:** Yes. She was an (*excellent/excellently*) student.
- A:** Maya Lin's Vietnam Veterans Memorial is very (*beautiful/beautifully*).

**B:** I agree. It deals with death (*honest/honestly*).
- A:** Did Lilly Ledbetter benefit (*direct/directly*) from her fight for equality for women?

**B:** No, she didn't, because she learned about her pay inequality (*late/lately*). But workers will (*definite/definitely*) benefit from the Fair Pay Act in the future.
- A:** Lilly Ledbetter worked (*hard/hardly*).

**B:** I know. She felt (*happy/happily*) when the Fair Pay Act (*final/finally*) passed in Congress. But equal pay for women isn't changing (*fast/fastly*).
- A:** I work the night shift and sleep during the day. I (*hard/hardly*) ever have time to see my family.

**B:** That's (*certain/certainly*) a difficult way to live.

## 10.5 Spelling of -ly Adverbs

ADJECTIVE	ADVERB	RULE
glad honest	gladly honestly	For most adjectives, add <i>-ly</i> to form the adverb.
easy lucky	easily luckily	For adjectives that end in <i>y</i> , change <i>y</i> to <i>i</i> and add <i>-ly</i> .
simple comfortable	simply comfortably	For adjectives that end in consonant + <i>le</i> , drop the <i>e</i> and add <i>-ly</i> .
full	fully	For adjectives that end in <i>ll</i> , add <i>-y</i> .
nice free	nicely freely	For adjectives that end in <i>e</i> , add <i>-ly</i> .*

**Note:**

\* One common exception is: *true*—*truly*.

**EXERCISE 8** Write the adverb form of each adjective.

- |             |              |                 |       |
|-------------|--------------|-----------------|-------|
| 1. bad      | <u>badly</u> | 8. polite       | _____ |
| 2. good     | _____        | 9. fast         | _____ |
| 3. lazy     | _____        | 10. constant    | _____ |
| 4. true     | _____        | 11. terrible    | _____ |
| 5. brave    | _____        | 12. beautiful   | _____ |
| 6. full     | _____        | 13. responsible | _____ |
| 7. probable | _____        | 14. early       | _____ |

**EXERCISE 9** Fill in the blanks with the adverb form of the adjectives given.

- Congress finally passed a new law.
- Companies should treat everyone equally.
- Lilly Ledbetter works hard for women's rights.
- At first, Helen Keller talked very slowly.
- She wanted to live life fully.
- Maya Lin studied the space in Washington, DC, carefully.
- She designed the wall simply.
- Four million people visit the Vietnam Veterans Memorial annually.
- At first, some people protested strongly against Maya Lin's memorial.
- When you visit the wall, you will probably feel sad.
- The wall is really beautiful.

**EXERCISE 10** Fill in the blanks with the adjectives given, or change the adjectives to adverbs if necessary.

I know two people who are opposites. One is my coworker Paula. She complains constantly about everything. She's never happy. She says that everyone is impolite. When she drives, she behaves rude to other drivers. She says nobody drives good. She finds something wrong with everyone. I met her for lunch last week. I arrived about five minutes late, and she was angry with me.

*continued*

My friend Karla is \_\_\_\_\_ different from Paula. She works \_\_\_\_\_ but never complains. She has a \_\_\_\_\_ attitude about life. She's an \_\_\_\_\_ person and travels \_\_\_\_\_. She's always learning new things. She's studying French and can speak it \_\_\_\_\_ now. She learns \_\_\_\_\_ and is \_\_\_\_\_ about everything. She goes to museums \_\_\_\_\_ and knows a lot about art. She is a \_\_\_\_\_ friend.

**EXERCISE 11** Choose the correct words to complete this report.


When Helen Keller was a small child (1), she behaved (2) because she couldn't communicate (3) with her family. When she was seven years old, her parents found a (4) teacher, Anne Sullivan, to work with her.

Anne was from a (5) immigrant family. She had a (6) life. When she was a child, she had a disease that made her almost blind. When she was an eight-(7)-old girl, her mother died. A few years later, her father left the family.

When she was 14 years old, she could not see (8) and she could not read. But she got the opportunity to go to a school for blind students. At the age of 14, she started (9) (10). She was (11) and graduated from high school as the best student.

After graduation, she heard about a job teaching a blind girl, Helen Keller. Anne went to live with Helen's family. Anne taught Helen that things had names. Within a month, Helen learned (12) language. After that, Helen learned (13) and wanted to study in school. Anne attended (14) with Helen to help her understand lectures and read textbooks. She continued to help Helen for the rest of her life. Her (15) became worse, and she became (16) blind. She died in 1936. Helen lived until 1968.

# Michelle OBAMA

Read the following article. Pay special attention to the words in bold.  10.4

On January 17th, 1964, a baby was born into a middle-class family in Chicago. She had a happy childhood. Her family had **enough money**, but they were definitely not rich. This little girl grew up to be Michelle Obama—one of the most famous women in the world.

Michelle's parents believed in the importance of education. They always encouraged<sup>1</sup> her to study hard and try her best. Michelle's grades were **very good**. They were **good enough** to get into Harvard Law School. When she graduated, she worked to help people and communities.

Michelle met Barack Obama at her law firm. They fell in love, got married, and had two daughters. When Barack became president in 2009, Mrs. Obama became first lady. They were in the White House for eight years. During that time, Mrs. Obama worked hard to improve the lives of young people.

Mrs. Obama was concerned about children's health. Many American children do not get **enough exercise**, and their diets aren't **healthy enough**. They eat **too much fat and sugar**. In 2010, Mrs. Obama started a program<sup>2</sup> called *Let's Move!* It helped schools

and parents make healthier choices for kids, and it helped kids get more exercise.

Mrs. Obama was also concerned about children's education. She believed many young people stopped their education **too early**. She felt that a high school degree did not provide **enough education**. In 2014, Mrs. Obama started the Reach Higher program. Because of the program, thousands of young people continued their education in community colleges and four-year colleges. In 2015, Mrs. Obama started Let Girls Learn, a program to help girls around the world go to school and stay in school.

The Obamas are no longer in the White House. However, Mrs. Obama is still busy. She often visits schools and talks to students about the importance of education. Mrs. Obama continues to be a popular role model<sup>3</sup> for young people—not just in America—but around the world.

<sup>1</sup> encouraged: made someone hopeful or confident  
<sup>2</sup> program: a plan of things done in order to reach a certain goal  
<sup>3</sup> role model: someone who other people try to be like



**COMPREHENSION** Based on the reading, write T for *true* or F for *false*.

- \_\_\_\_\_ Michelle Obama was a good student.
- \_\_\_\_\_ Michelle Obama encouraged young people to get more exercise.
- \_\_\_\_\_ After she left the White House, Michelle Obama stopped being a role model.

**THINK ABOUT IT** Discuss the questions with a partner or in a small group.

- What do you know about other First Ladies? Was Michelle Obama different from the others?
- How much difference do you think that one person can make in the world?

## 10.6 Very and Too

EXAMPLES	EXPLANATION
Michelle Obama believes that education is <b>very important</b> for girls. She did <b>very well</b> in school.	<i>Very</i> shows a large degree. We can put <i>very</i> before adjectives and adverbs.
Some veterans said Maya Lin's design was <b>too simple</b> to honor the soldiers. Lilly Ledbetter brought her case to the Supreme Court, but it was <b>too late</b> .	<i>Too</i> shows that there is a problem. We can put <i>too</i> before adjectives and adverbs. We sometimes use an infinitive phrase after the <i>too</i> phrase.

### GRAMMAR IN USE

To make a statement stronger, we use *much too* + adj/adv.

*She arrived **much too late**. Everyone was gone.*

Don't confuse *much too* (+ adj/adv) with *too much* (+ noun).

*I ate **much too fast**.*

*I ate **too much candy**.*

**EXERCISE 12** Fill in the blanks with *very* or *too*. Both answers may be possible.

- Helen Keller was very intelligent.
- She became \_\_\_\_\_ wild, and her parents needed help with her.
- Anne Sullivan worked \_\_\_\_\_ patiently with Helen.
- At first, some people thought Maya Lin's design was \_\_\_\_\_ unusual. They wanted a more traditional design.
- Most people love her memorial. They think it's \_\_\_\_\_ beautiful.
- She was \_\_\_\_\_ happy when the committee chose her design.

- Lilly Ledbetter worked \_\_\_\_\_ hard for her company.
- Ledbetter learned about pay inequality for women \_\_\_\_\_ late to do anything about it.
- Christina Ripp Schwab is \_\_\_\_\_ talented. She won a gold medal at the Paralympics.

## 10.7 Enough

EXAMPLES	EXPLANATION
American children's diets aren't <b>healthy enough</b> . Michelle Obama was <b>concerned enough</b> to start a program called <i>Let's Move</i> .	<i>Enough</i> means "as much as needed." We use <i>enough</i> after adjectives and adverbs.
American children don't get <b>enough exercise</b> .	We use <i>enough</i> before nouns.

**Note:**

We often use an infinitive after *too* and *enough*. Remember that an infinitive often expresses a purpose.

*I wake up early **enough to go** for a run before work.*

**EXERCISE 13** Fill in the blanks with the words given and *enough*.

- Helen Keller was determined enough to graduate from college.  
determined
- Anne Sullivan was \_\_\_\_\_ to work with Helen.  
patient
- She had \_\_\_\_\_ to teach Helen many things.  
time
- Maya Lin's project was \_\_\_\_\_ to win the competition.  
good
- Lilly Ledbetter didn't have \_\_\_\_\_ about the salaries of other workers.  
information
- She wasn't \_\_\_\_\_ to lift heavy tires.  
strong
- Did she make \_\_\_\_\_ to send her children to college?  
money
- Michelle Obama's grades were \_\_\_\_\_ to get into Harvard Law School.  
good

### FUN WITH GRAMMAR

Write test-taking tips. Work in a small group. Imagine a friend is going to take an important test tomorrow. Write advice for your friend using adjectives, adverbs, *very*, *too*, and *enough*. Then compare your advice as a class. Cross out any advice that another group also has. The group with the most unique sentences wins.

*Don't worry too much.*

*Work quickly but carefully.*

*Leave enough time to review your answers.*



## SUMMARY OF UNIT 10

### Adjectives and Adverbs

ADJECTIVE	ADVERB
Anne Sullivan was <b>patient</b> .	She taught Helen <b>patiently</b> .
The Vietnam Veterans Memorial is <b>beautiful</b> .	Maya Lin designed it <b>beautifully</b> .
Helen Keller was a <b>good</b> student.	She did <b>well</b> in school.
Lilly Ledbetter had a <b>late</b> shift.	She worked <b>late</b> .
Pay discrimination is a <b>frequent</b> problem.	Pay discrimination occurs <b>frequently</b> .

### Adjective Modifiers and Noun Modifiers

ADJECTIVE MODIFIER	NOUN MODIFIER
a <b>hard</b> job	a <b>factory</b> job
a <b>new</b> company	a <b>tire</b> company
<b>good</b> sight	<b>eyesight</b>
<b>expensive</b> tuition	<b>college</b> tuition
a <b>young</b> child	a <b>seven-year-old</b> child

### Very, Too, and Enough

very + adjective	Lilly Ledbetter was <b>very brave</b> .
very + adverb	She worked <b>very hard</b> .
too + adjective	You're never <b>too old</b> to learn something new.
too + adverb	Some workers work <b>too slowly</b> .
adjective + <i>enough</i>	Ledbetter was <b>brave enough</b> to fight for her rights.
adverb + <i>enough</i>	Visitors to the Vietnam Veterans Memorial move <b>slowly enough</b> to read all the names.
<i>enough</i> + noun	Ledbetter didn't make <b>enough money</b> .

## REVIEW

Choose the correct word(s) to complete the essay.

We just read a story about Grandma Moses. We learned that you are never **(too old/too much old)** to learn something new. Grandma Moses was a 72-**(year/years)**-old grandmother when she started to paint. She couldn't do many things because of **(health problems/problems health)**, but she could hold a **(brushpaint/paintbrush)**. She made many beautiful **(paintings oil/oil paintings)**. She continued painting until she died at the age of 101. I think her story is **(too/very)** interesting.

I always thought I was **(too old/very old)** to learn a **(foreign language/language foreign)**, but now that I'm in the United States, I need to learn it. Most of the students in my **(English class/class English)** are **(too/very)** young and learn **(quick/quickly)**. But I am 59 years old, and I don't learn **(fast/fastly)**. However, most of my **(mates class/classmates)** have a job, so they **(hard/hardly)** ever have time to study. Some of them have small children, so they are very **(busy/busily)**. I'm not working, and my children are **(enough old/old enough)** to take care of themselves. My kids are **(proud/proudly)** of me for going to college at my age. My teacher always tells me I'm doing **(too/very)** well in her class.

After learning English, I'm planning to get a **(history degree/degree history)**. I am **(too/very)** interested in history. When I finish my degree, I'll be in my sixties. It will **(probable/probably)** be too **(late/lately)** for me to find a job, but I don't care. I know I'll have to study **(hard/hardly)** because history books are **(hard/hardly)** to read. But I am **(too/very)** interested, so I know I can do it. Besides, if Grandma Moses could learn to paint in her seventies and write a book when she was 92, I can **(certain/certainly)** study history at my age. Grandma Moses is a very **(well/good)** example for me.

## FROM GRAMMAR TO WRITING

### PART 1 Editing Advice

1. Don't make adjectives plural.

Helen Keller and Michelle Obama were <sup>excellent</sup> ~~excellents~~ students.

2. Put the specific noun before the general noun.

The Vietnam Veterans Memorial is a <sup>war memorial</sup> ~~memorial-war~~.

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

She was <sup>d</sup> ~~tire~~ after the long game.

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

Helen <sup>was</sup> ~~excited~~ to learn to communicate.

5. A noun modifier is always singular.

Lilly worked for a <sup>tire</sup> ~~tires~~ company.

6. Put the adjective before the noun.

Anne Sullivan had a <sup>hard</sup> ~~childhood hard~~.

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

Helen was <sup>very</sup> ~~too~~ intelligent.

8. Don't confuse *too much* and *too*. A noun follows *too much*. An adjective or adverb follows *too*.

You're never ~~too much~~ old to learn.

9. Put *enough* after the adjective.

Maya was ~~enough~~ <sup>enough</sup> talented to win the contest.

10. Put *late*, *early*, *fast*, or *hard* at the end of the verb phrase.

She ~~late~~ came home from work <sup>late</sup> last night.

11. Don't separate the verb phrase with an adverb of manner.

Anne taught ~~patiently~~ <sup>patiently</sup> Helen.

12. Use an adverb, not an adjective, to describe a verb.

Companies should treat men and women <sup>ly</sup> ~~equal~~.

Christina plays basketball very <sup>well</sup> ~~good~~.

### PART 2 Editing Practice

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

I <sup>really</sup> ~~real~~ admire my aunt Rosa. She's <sup>C</sup> ~~very~~ intelligent. She is ~~marry~~ and has three ~~adults~~ children. When her children became ~~enough old~~ to take care of themselves, she decided to go back to college. She wants to study ~~programming computer~~. Some people say she's ~~too much~~ old to start a ~~new career~~, but she doesn't care. She loves computers. She also works part-time at a ~~flowers shop~~. She thinks it's a ~~job very interesting~~. She's very ~~nicely~~ to everyone, and everyone loves her. Whenever I need advice, I can go to her. She listens ~~patiently~~ and treats everyone ~~kind~~. Rosa came to the United States from Guatemala when she was 18. She had five younger sisters and brothers. Her mother died when she was ~~young~~, and she had to take care of her brothers and sisters. She took care of them ~~wonderfully~~. She didn't speak one word of English when she left Guatemala. She learned ~~quickly English~~, and now she speaks English very ~~good~~. Rosa is not only my aunt—she's a ~~good~~ friend.

#### WRITING TIP

To find more information about a topic, you should do some research on the Internet. Include a list of the sources you used at the end of your paragraph. Ask your teacher what type of information you should include in this list besides the web address.

### PART 3 Write

Read the prompts. Choose one and write one paragraph about it.

1. Write about a person you know who accomplished something at an older age or with a disability. Do some research to find information.
2. Write about a woman whom you admire very much. You may write about a famous woman or any woman you know. If you write about a famous woman, do some research to find information about her.

### PART 4 Edit

Reread the Summary of Unit 10 and the editing advice. Edit your writing from Part 3.