

UNIT 4 ADJECTIVES, ADVERBS, AND PREPOSITIONS

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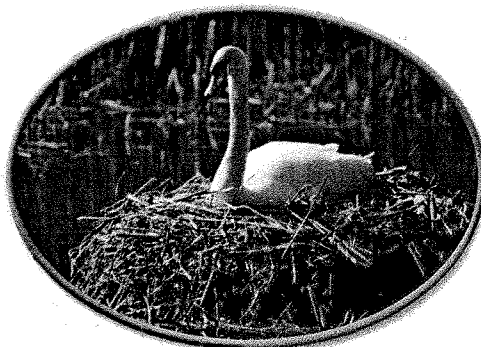
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Lesson 24: Adjectives

LEARN

- An **adjective** is a word that describes a noun. It can tell *what kind*, and it can also tell *how many*. An adjective usually comes before the noun it describes.

WHAT KIND We visited a **large** refuge.
 HOW MANY **Several** birds live in the refuge.



- When two or more adjectives describe the same noun, the order in which they appear follows a pattern. Adjectives that describe number come before adjectives that describe size, shape, color, or other qualities.

Two white swans have built a nest there.
 They used **many dry** twigs to make the nest.

- An adjective can also come after the noun it describes. This usually happens when the adjective follows a form of the verb *be*.

The swan's nest is **round**.
 The eggs are **white**.

PRACTICE



Circle the adjective(s) that describe the noun in **boldface**.
 Then write the adjective(s) on the line.

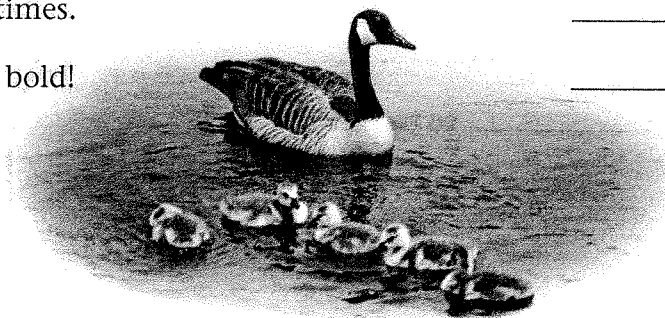
1. A patient **swan** sits on the nest.
2. She protects three small **eggs**.
3. The nest is near a beautiful **lake**.
4. The swan chose a safe **location** for the nest.
5. Tall **grass** surrounds the nest.
6. Few **enemies** bother the birds here.

PRACTICE A *continued*

7. The **eggs** are large.
8. The babies have sharp **beaks**.
9. Their beaks break the hard **eggshells**.
10. Soon the **babies** are free.

B Circle the adjective(s) in each sentence, and underline the noun that they describe. Then write the adjective(s) on the line.

- 1.** Several ducks live near the lake.
- 2.** Their feathers are waterproof.
- 3.** Their feet are webbed.
- 4.** Many hungry ducks dive for food.
- 5.** They eat insects and small plants.
- 6.** Their grassy nests are on the shore.
- 7.** The geese near the lake are noisy.
- 8.** Their honking is loud!
- 9.** Five babies may follow an adult.
- 10.** Their feathers are fluffy.
- 11.** Nine geese are flying in a pattern.
- 12.** The pattern is v-shaped.
- 13.** The geese are watchful.
- 14.** A goose is fierce at times.
- 15.** Even the babies are bold!





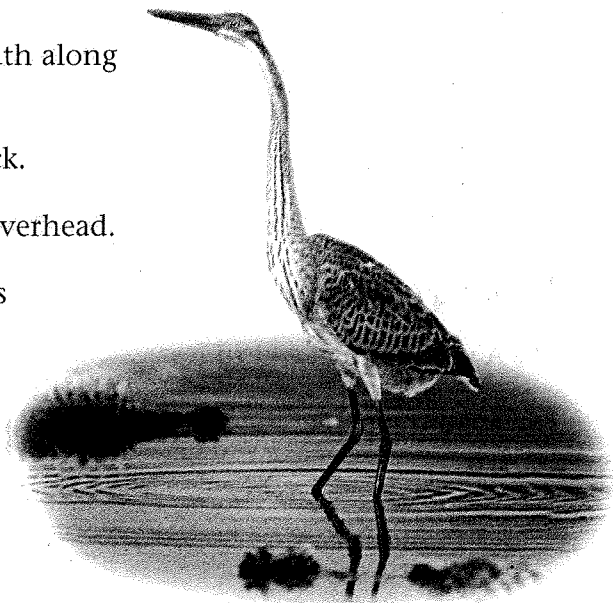
Write an adjective to complete each sentence. Choose an adjective from the box, or use an adjective of your own.

Remember

An adjective describes a noun.
It can tell *what kind* or *how many*.

beautiful	brown	clear	cute	flat
gentle	green	happy	long	peaceful
sandy	short	soft	sunny	tall

1. We went to the bird refuge on a _____ day.
2. The sky above was _____.
3. A _____ breeze rippled the water.
4. A _____ heron waded along the shore.
5. Its legs were _____.
6. _____ water lilies were blooming on the lake.
7. A _____ frog sat on a lily pad.
8. Its _____ croak faded into silence.
9. Seven _____ ducklings were swimming with their mother.
10. We walked down a _____ path along the pond.
11. A snake slept on a _____ rock.
12. Three _____ hawks circled overhead.
13. The _____ buzzing of insects filled the air.
14. The bird refuge is so _____.
15. I was _____ to be there.





WRITE



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Sometimes you can combine two related sentences into one sentence by moving an adjective.

In the example below, only the second sentence has an adjective. To make one smooth sentence, you can place the adjective *noisy* before the noun *blue jay* in the first sentence.

A blue jay squawked at a squirrel. The blue jay was noisy.

A noisy blue jay squawked at a squirrel.

In this example, both sentences have adjectives. You can combine the sentences by placing the adjective *big* in the second sentence after the adjective *seven* in the first sentence.

Seven turkeys hurried by. The turkeys were big.

Seven big turkeys hurried by.



The sentences in each pair below are related. Move the adjective from one sentence to the other to combine the sentences. Write the new sentence on the line.

1. Two doves rested on a branch. The doves were gray. _____

2. A hawk's shadow passed over the lake. It was a dark shadow. _____

3. A raven's call broke the silence. It was a harsh call. _____

4. The sound echoed across the lake. The sound was mysterious. _____

5. We saw different kinds of birds. We saw eight different kinds. _____



Go back to the sentences you wrote.
Circle the adjective or adjectives.

Lesson 25: *A, An, The*

LEARN

- The special adjectives *a*, *an*, and *the* are called **articles**. These small words come before nouns.

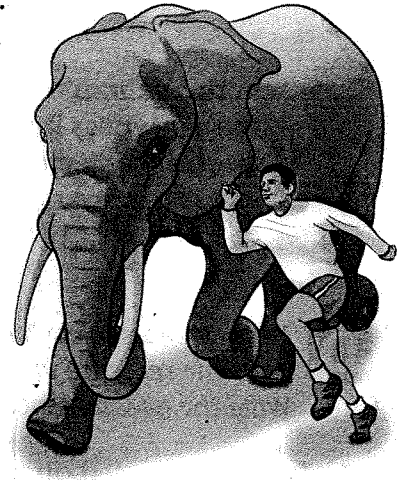
a raccoon an otter the animals

- The articles *a* and *an* refer to any person, place, or thing. The article *the* refers to a specific person, place, or thing.

An elephant can run faster than a person.

The runner crossed the finish line at noon.

- Use *a* before a singular noun that begins with a consonant sound.
I found a book of interesting facts.
- Use *an* before a singular noun that begins with a vowel sound.
Each fact described an animal.
- Use *the* before both singular and plural nouns.
The facts about the insect surprised me.



PRACTICE



Some sentences have more than one article. Circle each article, and write it on the line. The first one is done for you.

1. It is impossible for a pig to look up into the sky.
2. A sleeping bear in winter can go 100 days without water.
3. An ostrich never buries its head in the sand.
4. There are more than 20 muscles in the ear of a cat.
5. An insect buzzes because of the movement of its wings.
6. A cockroach can run one meter per second.
7. The pattern of a zebra's black-and-white stripes is formed by its hair.

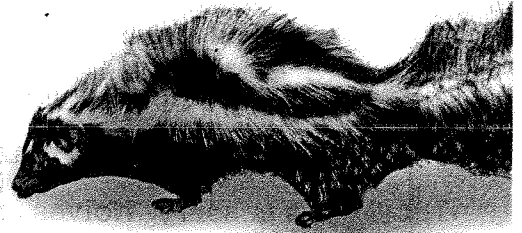
a, the

PRACTICE A *continued*

8. A snail can sleep for three years. _____
9. Wolves don't howl more often when the moon is full. _____
10. A shark's mouth has six to twenty rows of teeth. _____

B *Write the article in parentheses that correctly completes each sentence.*

1. _____ elephant flaps its ears to stay cool. (A, An)
2. The Chow-Chow is _____ dog with blue lips. (a, the)
3. Some spiders can spin _____ web in 30 minutes. (a, an)
4. A koala is not _____ bear. (a, the)
5. It is _____ relative of the kangaroo. (a, an)
6. Females carry their young in _____ pouch.
(a, an)
7. A zorilla is _____ animal that looks like
a skunk. (a, an)
8. Zorillas, like skunks, use odor as _____ defense. (a, an)
9. The American buffalo is not _____ buffalo at all. (a, the)
10. It is _____ bison. (a, an)
11. An Andean condor can have _____ wingspan of 10 feet. (a, an)
12. It is one of the largest flying birds in _____ world. (a, the)
13. The world's smallest mammal is _____ bat. (a, an)
14. This tiny bat is the size of _____ bumblebee. (a, an)
15. _____ ostrich is a bird that does not fly. (A, An)



Zorilla

C Sean wrote a report about how certain animals communicate their emotions. In this part of the report, he used five articles incorrectly. Use the proofreading marks in the box to correct the errors.

Remember

Use *a* before a singular noun that begins with a consonant sound.






Use *an* before a singular noun that begins with a vowel sound.

Does a animal have emotions? That's not easy to answer. How could we tell if animals did feel the emotion? After all, they can't talk. Sometimes, however, animals do express feelings through body language.

For example, if the dog has misbehaved, it might turn its head sideways and show its neck. It might also crouch down and lift its front paw to show you it is sorry. Wolves, which are wild relatives of dogs, might also show these two types of body language.

Wolves live in the pack with one strong leader. Pack members use body language to show that they recognize their leader. To your dog, you are a leader of the pack, so it uses the same kind of body language with you.

Proofreading Marks

-  Add
-  Period
-  Take out
-  Capital letter
-  Small letter



Did you correct five mistakes with articles?



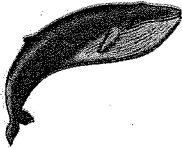


WRITE



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D Write a sentence about each animal below. In each sentence, use an article before the animal's name, and use the information given in parentheses. After writing your sentence, go back and add an adjective to each sentence. The first one is done for you.



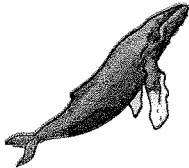
1. blue whale (weighs up to 200 tons)

A blue whale weighs up to 200 tons.

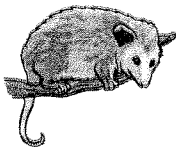
A big blue whale weighs up to 200 tons.



2. butterfly (flaps its wings five times per second)



3. humpback whale (can eat one ton of food per day)



4. opossum (sleeps 19 hours per day)



5. hummingbird (can fly backwards)



Go back to the sentences you wrote.
Circle each article you used.
Underline each adjective you added.

Lesson 26: Demonstrative Adjectives

LEARN

- Adjectives can tell *what kind* or *how many*. Adjectives can also tell *which one*. Adjectives that tell *which one* are called **demonstrative adjectives**.

This, that, these, and those are demonstrative adjectives. Use *this* and *that* before singular nouns. Use *these* and *those* before plural nouns.

This film is very popular.

That book is a favorite of young children.

These children are here for Story Time.

Those adults are waiting for them.



- *This* and *these* refer to people, places, or things that are nearby. Do not use *here* after *this* or *these*.

CORRECT The children's librarian has chosen **this book**.

INCORRECT The children's librarian has chosen **this here book**.

CORRECT **These children** want to hold the book.

INCORRECT **These here children** want to hold the book.

- *That* and *those* refer to people, places, or things that are farther away. Do not use *there* after *that* or *those*.

CORRECT Everyone will sit in **that room**.

INCORRECT Everyone will sit in **that there room**.

CORRECT **Those children** want to hear the story again.

INCORRECT **Those there children** want to hear the story again.

PRACTICE



Underline the demonstrative adjective in each sentence. Then write it on the line.

1. The new library is on this block.

2. It used to be in that old building.

3. Let's use those computers to search the online catalog.

PRACTICE A *continued*

4. These books are novels by Laura Ingalls Wilder. _____
5. Ask that librarian if you need help to find a book. _____
6. These picture books belong in the children's section. _____
7. Those volunteers will sort the books by author. _____
8. This room is the Listening Room. _____
9. Use these earphones to listen to music. _____
10. Let's make a reservation to use this equipment again. _____

B *Write the demonstrative adjective in parentheses that correctly completes each sentence.*

1. Look at the picture in _____ book about New York City. (this, these)
2. It shows _____ building across the street. (this, that)
3. _____ famous structure is the 42nd Street Library. (That, Those)
4. The library was built on _____ two blocks over there. (this, those)
5. Look at _____ marble lions at the library entrance. (that, those)
6. _____ big cat next to me is nicknamed Patience. (This, That)
7. _____ big cat on the other side is nicknamed Fortitude. (This, That)
8. Let's go up _____ stone steps and into the main entrance. (this, these)
9. _____ magnificent library has eleven reading rooms. (This, Those)
10. Readers can find some useful books in _____ reading areas. (this, these)
11. There are 42 oak tables in _____ huge room. (that, these)
12. Up to 16 people can sit at each of _____ oak tables. (this, those)

C Angie wrote this script for a tour of the new town library. She made six mistakes when using demonstrative adjectives. Use the proofreading marks in the box to correct the errors.

Remember

This and these refer to people, places, or things that are nearby. That and those refer to people, places, or things that are farther away.

Welcome to our new library! We'll begin our tour in the reference section. These here books all around us are reference books. You'll find dictionaries, encyclopedias, and atlases on the shelves. This woman standing over there is Ms. Charles. She is our reference librarian.

In that corner over there, we see the periodical room. Newspapers and magazines are called periodicals. Everyone can go there to read those there magazines and papers.

The library is a great place to do research. These computers against the far wall are for everyone to use. That sheet of paper in my hand lists the rules for computer use.

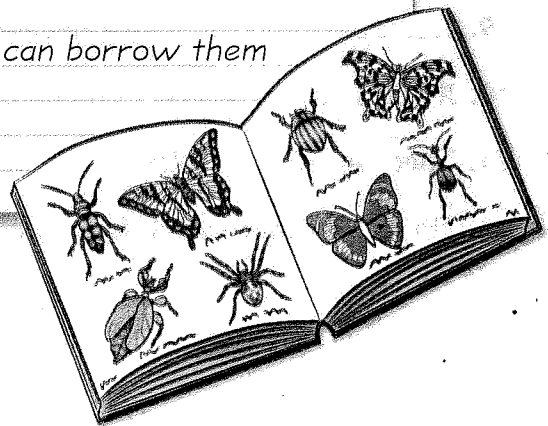
Finally, here we are in the media section. For many people, that is their favorite part of the library. Audiobooks, videos, eReaders, and eBooks are available. You can borrow them just like books!

Proofreading Marks

^	Add
o	Period
~	Take out
⌂	Capital letter
/	Small letter



Did you correct six mistakes with demonstrative adjectives?





WRITE



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D Imagine you are giving a tour of your classroom from where you sit. Start by listing two things or areas of the classroom that are near you. Then list two things or areas of the classroom that are farther away. A sample is done for you.

Near

the library corner

Farther Away

Now write a sentence with a demonstrative adjective that tells something about the things or areas of the classroom you have listed. You can use the sample below as a model.

1. This area on the left is the library corner. We have books on many subjects on these shelves.

2.

3.

4.

Proofreading Checklist ☒

- ☐ Did you use **this** and **these** to refer to things that are nearby?
- ☐ Did you use **that** and **those** to refer to things that are farther away?

Lesson 27: Comparing with Adjectives

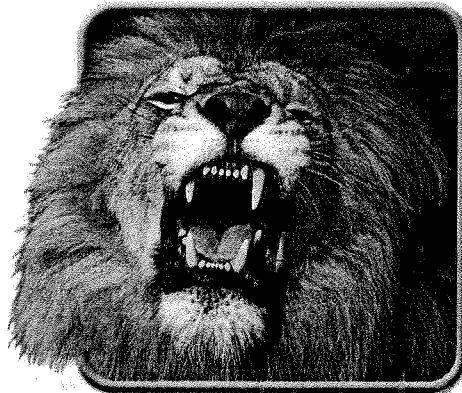
LEARN

- Adjectives can compare people, places, and things. Adjectives that compare tell how things are different from each other.

Lions are **stronger** than leopards.

Lions are the **strongest** big cat.

- Add **-er** to most adjectives to compare two people, places, or things.
strong + er = stronger
- Add **-est** to most adjectives to compare more than two people, places, or things.
strong + est = strongest



- Sometimes the spelling of an adjective changes when **-er** or **-est** is added.

- If an adjective ends in **e**, drop the **e** and add **-er** or **-est**.

large + er = larger

large + est = largest

- If an adjective ends in a consonant and **y**, change the **y** to **i** and add **-er** or **-est**.

hungry + er = hungrier

hungry + est = hungriest

- If an adjective ends in one vowel followed by a consonant, double the consonant and add **-er** or **-est**.

big + er = bigger

big + est = biggest

PRACTICE

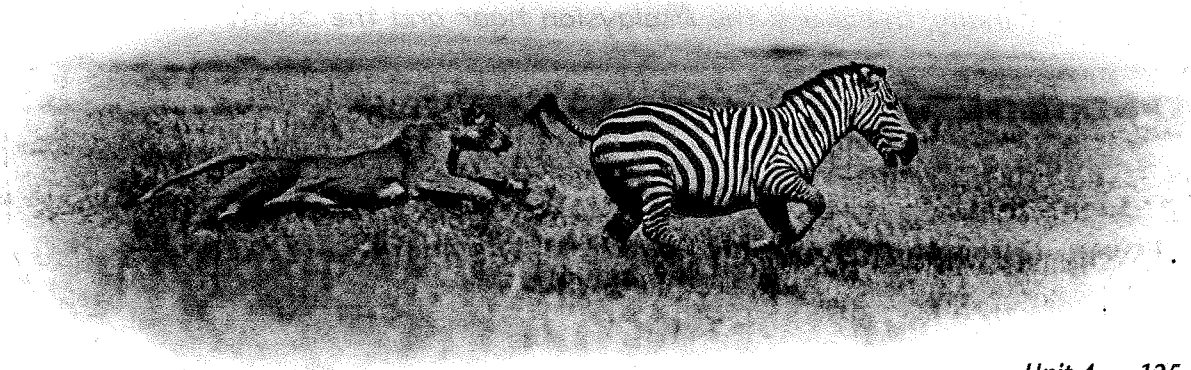


In Column A, add **-er** to each adjective. In Column B, add **-est** to each adjective. Remember to make the necessary spelling changes before adding **-er** and **-est**.


A	B
1. cold	6. warm
2. wild	7. simple
3. scarce	8. late
4. tiny	9. shady
5. hot	10. thin

B Write the form of the adjective in parentheses that correctly completes each sentence.

1. Lions are the _____ members of the cat family. (large)
2. Lions are _____ than humans. (strong)
3. They can drag _____ weights than people can. (heavy)
4. They are _____ than any other cat. (mighty)
5. Lions are not the _____ of the big cats. (fast)
6. They are usually _____ than their prey. (slow)
7. A zebra, for example, is _____ than a lion. (swift)
8. Vision is the _____ of a lion's five senses. (sharp)
9. A lion can see in _____ light than you can. (dim)
10. A lion's night vision is _____ than its prey's night vision. (keen)
11. Hunting at night is _____ than hunting during the day. (easy)
12. A female lion is _____ than a male lion. (small)
13. Females are _____ hunters than males. (fierce)
14. Of all the cats, lions have the _____ roar. (loud)
15. Many people think that lions are the _____ animals of all. (grand)



C Lena wrote this report about tigers. She made seven mistakes when using and spelling adjectives that compare. Use the proofreading marks in the box to correct the errors.

Remember 
Add **-er** to an adjective to compare two people, places, or things. Add **-est** to compare more than two.

Tigers are an endangered animal. Three kinds of tigers have become extinct. Six other kinds survive.

Of these six groups, the larger are the Siberian tigers.

About 400 Siberian tigers are found in Asia.

A bigger population lives in eastern Russia. These big cats survive in some of the icyst forests on Earth.






Most Bengal tigers live in India, but a smallest population is found in Nepal. Bengal tigers tend to live in the hottest and wettest regions of India.

Indochinese tigers live mainly in the jungles of Thailand. There may be fewwer than 1500 left.

Sumatran tigers are a fourth type of tiger. About 400 of them live on the island of Sumatra. Of all the types, these have the darker coats.

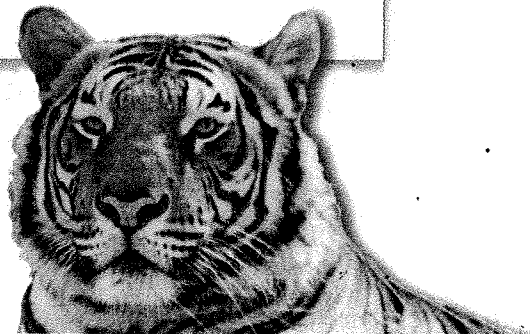
Finally, there are the Malaysian tiger and the South China tiger, the rarest kind. None may be left in China.

Proofreading Marks

	Add
	Period
	Take out
	Capital letter
	Small letter



Did you correct seven adjectives that compare?





WRITE



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D Follow the directions below to write groups of three sentences.
In your first sentence, use the adjective in parentheses. In your second sentence, use the adjective with **-er**. In your third sentence, use the adjective with **-est**. The first one is done for you.

1. Use the following information about weight to compare these three big cats. (heavy)

Cheetah 160 pounds **Lion** 400 pounds **Siberian tiger** 700 pounds

A cheetah is heavy.

A lion is heavier than a cheetah.

The Siberian tiger is the heaviest of the three cats.

2. Use the following information about top speeds to compare these three cats. (fast)

Leopard 36 mph **Lion** 50 mph **Cheetah** 70 mph

3. Use the following information about body length (including the tail) to compare these three big cats. (long)

Leopard 6 feet **Cheetah** 7 feet **Lion** 9 feet

Proofreading Checklist ☒

- ☐ Did you use an adjective with **-er** to compare two of the big cats?
- ☐ Did you use an adjective with **-est** to compare the three big cats?

Lesson 28: Comparing with *More* and *Most*

LEARN

The words *more* and *most* are often needed when comparing adjectives of two or more syllables.

- Use *more* with adjectives when comparing two people, places, or things.

Football is **more popular** than soccer in the United States.

- Use *most* with adjectives when comparing more than two people, places, or things.

Soccer is the **most popular** sport in the world.

- Do not add *-er* or *-est* to an adjective when you use *more* or *most* to compare.

CORRECT Jean is **more patient** than Debbie.

INCORRECT Jean is **more patienter** than Debbie.

CORRECT Carlos has the **most awesome** kick.

INCORRECT Carlos has the **most awesomest** kick.



PRACTICE



Change each adjective in Column A to compare two. Change each adjective in Column B to compare more than two. Write the new adjectives on the lines.

A	B
1. honest _____	6. generous _____
2. active _____	7. loyal _____
3. complex _____	8. difficult _____
4. responsible _____	9. basic _____
5. famous _____	10. independent _____

B Complete each sentence. Add **more** or **most** to the adjective in parentheses. Write the words on the line.

1. Why is soccer the _____ game in the world?
(popular)
2. Many fans claim soccer is _____ than baseball.
(exciting)
3. According to them, it is also _____ than football.
(enjoyable)
4. Soccer is the _____ game I have ever played. (active)
5. In football, breaks in the action are _____ than
in soccer. (frequent)
6. Nonstop action is soccer's _____ feature. (appealing)
7. Other sports have _____ rules than soccer.
(complicated)
8. The rules for football are probably the _____
of all. (complex)
9. As a result, football is _____ to learn than soccer.
(challenging)
10. Soccer also has the _____ equipment of any
team sport. (basic)
11. That helps make it the _____ sport of all. (affordable)
12. Baseball equipment is _____ than soccer equipment.
(expensive)
13. Setting up a football field is _____ than
setting up a soccer field. (demanding)
14. Soccer fans may be the _____ sports fans in the
world. (spirited)
15. They may also be the _____ fans in the world. (loyal)






C Eric wrote this journal entry about playing soccer. He made six mistakes when he used adjectives to compare. Use the proofreading marks in the box to correct the errors.

Remember 

Do not add **-er** or **-est** to an adjective when you use **more** or **most** to compare.

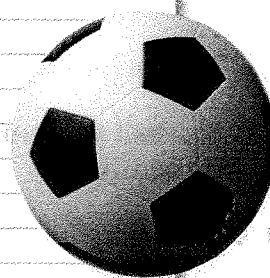
Everyone wants to win at soccer. Winning, however, is not my most importantest goal. Learning teamwork, playing fairly, and having fun are my main reasons for playing. To me, being in top shape is a more importanter goal than being on the top team.

Proofreading Marks

-  Add
-  Period
-  Take out
-  Capital letter
-  Small letter

Of the dozens of soccer leagues in the state, ours has the best teams. We play against the most skillfullest athletes in our age group. Win or lose, I enjoy the competition. And when the season is over, I know I've improved. My passes are most accurate than before, and I understand the game a little better.

Now that the season is about to start, I am looking forward to the more exciting year the team has ever had. Even though I play mainly for the love of the game, I also hope it is the more successful season ever!



Did you correct six mistakes in adjectives that compare?



WRITE



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D Write three sentences to compare the three sports in each group. In your first sentence, use the adjective in parentheses. In your second sentence, use **more** with the adjective. In your third sentence, use **most** with the adjective. The first one is done for you.

1. tennis baseball golf (exciting)

Golf is exciting to watch.

Tennis is more exciting than golf.

Baseball is the most exciting of the three sports.

2. kickball dodgeball softball (enjoyable)

3. basketball hockey football (challenging)

4. diving figure skating swimming (graceful)

Proofreading Checklist ☒

- ☐ Did you use **more** with an adjective to compare two sports?
- ☐ Did you use **most** with an adjective to compare three sports?

Lesson 29: Comparing with Good and Bad

LEARN

- The adjectives *good* and *bad* have special forms for comparing.

Adjective	Compare Two	Compare More Than Two
good	better	best
bad	worse	worst

- Use *better* when comparing two people, places, or things. Use *best* when comparing more than two.

A dog makes a **good** pet.

A cat makes a **better** pet than a dog.

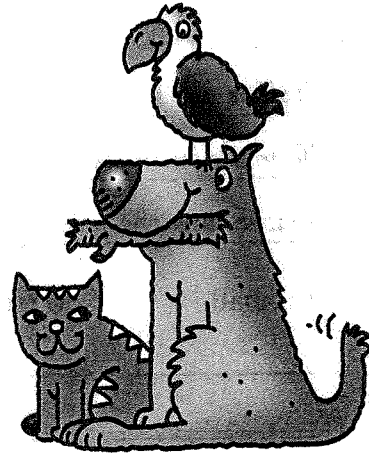
A parrot makes the **best** pet of all.

- Use *worse* when comparing two people, places, or things. Use *worst* when comparing more than two.

The rain brought **bad** weather.

The sleet brought **worse** weather.

The ice storm brought the **worst** weather of all.



PRACTICE



Underline the form of *good* or *bad* in each sentence. Then write the word on the line.

1. Walking my dog Lucky is the best way for me to exercise.
2. Walking Lucky is better than playing softball.
3. Lucky and I took the worst shortcut to the park.
4. The path was worse than the road we always take.
5. It was the worst idea I ever had.

PRACTICE A *continued*

Write the form of **good** or **bad** in parentheses that correctly completes each sentence.

6. Our pet rabbit did the _____ thing yesterday. (worse, worst)
7. Was it _____ than what he did last week? (worse, worst)
8. Eating flowers in the garden was the _____ thing he ever did. (worse, worst)
9. We must put a _____ fence around the flower bed. (better, best)
10. The _____ kind of fence is one with no openings. (good, best)

B Write the form of the adjective in parentheses that correctly completes each sentence.

1. The forest is the _____ place to see woodland animals. (good)
2. Morning is a _____ time of day to see a deer. (good)
3. A hot afternoon is the _____ time. (bad)
4. Did you know that some flowers have a _____ smell? (bad)
5. The _____ ones of all smell like rotting meat. (bad)
6. This _____ odor attracts flies. (bad)
7. Is the odor _____ than the odor of a skunk? (bad)
8. Look up to get an even _____ view of the birds. (good)
9. This trail leads to the _____ spot for bird-watching. (good)
10. It is a _____ trail than the rocky one. (good)
11. This picture of the rabbit is _____ than the first one. (bad)
12. Still, it is _____ than the picture of the woodpecker. (good)

C Martin wrote this report about a class trip. He made six mistakes using the different forms of *good* and *bad*. Use the proofreading marks in the box to correct the errors.

Remember

Use *better* and *worse* to compare two people, places, or things. Use *best* and *worst* to compare more than two people, places, or things.

Last week, our class visited the new aquarium. It has the better exhibit of ocean life I've ever seen.

During our visit, we had the best tour ever. First, our tour guide took us to see a film about rare and dangerous animals. Then she took us to see something even best than the tour. She led us to a circular fish tank that had a spiral ramp wrapped around it. The tank was four floors high and filled with a variety of fish, sharks, and sea turtles. It was awesome! Unfortunately, I was standing next to a baby carriage. The baby inside was crying really loudly. It was the worse spot of all to be standing. Then I saw that Paula's spot was worst than mine. She was standing behind a man who was 6 feet tall!

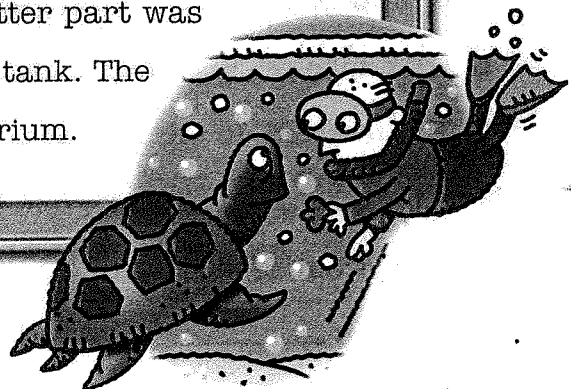
I really enjoyed this class trip. The better part was watching a diver feed the animals in the tank. The worse part was having to leave the aquarium.

Proofreading Marks

- ^ Add
- Period
- ~ Take out
- ⌂ Capital letter
- / Small letter



Did you correct six forms of *good* and *bad*?





Proofreading Checklist ☒

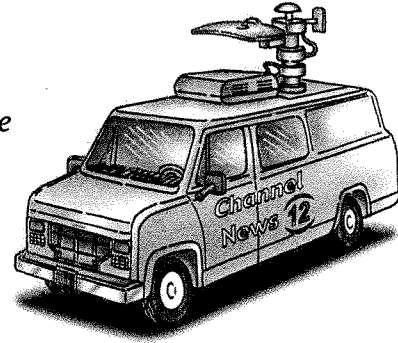
- ☐ Did you use **better** and **worse** to compare two people, places, or things?
- ☐ Did you use **best** and **worst** to compare more than two?

Lesson 30: Adverbs

LEARN

- An **adverb** is a word that generally describes a verb. Adverbs describe verbs by telling *how*, *when*, or *where* an action happens. Many adverbs end in *-ly*.

HOW	The news reporters work hard . They check the facts carefully .
WHEN	The evening news will begin soon . The team always prepares in advance.
WHERE	The news van rushes ahead .



Notice that adverbs can come before or after the verbs they describe.

- Here are some adverbs that tell *how*.

slowly	suddenly	quietly	well	badly
fast	together	hard	easily	quickly

- Here are some adverbs that tell *when*.

yesterday	often	always	then	usually
next	tomorrow	later	soon	recently

- Here are some adverbs that tell *where*.

here	there	outside	below	near
upstairs	locally	everywhere	ahead	far

PRACTICE

A Circle the adverb that describes the verb in **boldface**. Write whether the adverb tells *how*, *when*, or *where*.

1. Aunt Sonia always **wanted** to be a reporter.
2. She recently **got** her wish.
3. Today, she **is** a reporter at a TV news studio.
4. Many other reporters **work** there with her.
5. The news director **plans** the assignments carefully.

PRACTICE A continued

6. Aunt Sonia often **interviews** people.
7. She **tries** hard to ask good questions.
8. She **travels** everywhere for stories.
9. A camera crew usually **follows** her.
10. Later, she **writes** the news story.

B Circle the adverb in each sentence, and underline the verb that it describes. Then write the adverb on the line.

1. Aunt Sonia visited city hall recently.
2. Her news crew went there to cover the city spelling bee.
3. Over 100 students usually enter the event.
4. I gladly participated in the spelling bee.
5. I was always a good speller.
6. I bravely attempted each spelling.
7. I spelled many words correctly.
8. My aunt smiled happily.
9. One student finally won the bee.
10. Everyone clapped wildly for the winner.
11. Aunt Sonia interviewed the winner afterwards.
12. Then she interviewed some other students.
13. The camera crew filmed steadily.
14. I looked directly into the camera.
15. Watch for me tonight on the news.

C Write an adverb to complete each sentence. Choose an adverb from the box, or use an adverb of your own. The clue in parentheses will help you. The first one is done for you.

Remember 

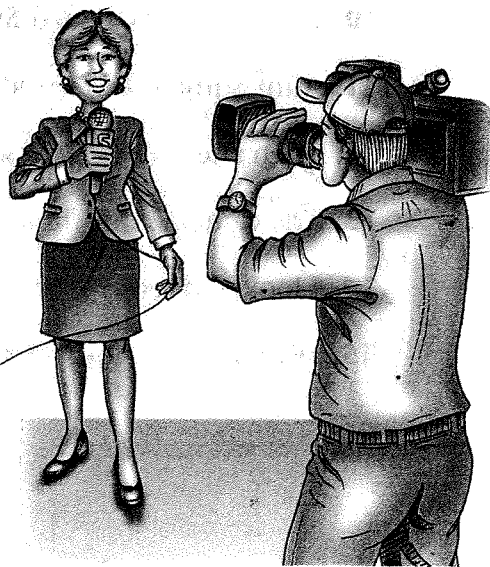
An **adverb** describes a verb by telling *how, when, or where* an action happens.

clearly fairly far locally next usually

1. News reporters must describe events clearly. (how)
2. They must also present stories _____. (how)
3. Facts are _____ double-checked at the studio. (when)
4. News editors decide which stories to cover _____. (when)
5. Reporters might investigate stories _____ or nationally. (where)
6. They might travel near or _____ for a story. (where)

always anywhere correctly quickly sometimes well

7. News video can take viewers _____. (where)
8. The video should work _____ with the story. (how)
9. A news anchorperson _____ reads the news. (when)
10. A good anchor reads each story _____. (how)
11. The anchor _____ interviews people on air. (when)
12. Thanks to the news broadcast, we _____ learn what is happening. (how)



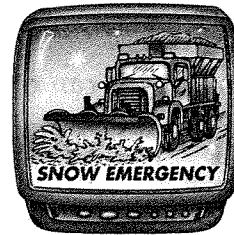


WRITE

D Adverbs make sentences clearer and more interesting. Read these sentences from a news report about a snowstorm. Then rewrite each one, adding an adverb. Your adverb should tell how, when, or where an action happens. The first one is done for you.



Additional Resources at
grammarworkshop.com



1. The worst snowstorm in 40 years hit Riverview. _____
The worst snowstorm in 40 years hit Riverview yesterday.
2. The snow fell for over 24 hours. _____

3. Snowplows are working to clear the streets. _____

4. All city schools will close. _____

5. City officials are checking weather reports. _____

6. More snow and strong winds will arrive. _____

7. Also, temperatures are falling. _____

8. We can't expect any relief! _____



Go back to the sentences you wrote.
Circle the adverbs that you added.

Lesson 31: Comparing with Adverbs

LEARN

- An **adverb** can compare two or more actions.

- Add **-er** to most one-syllable adverbs to compare two actions.

Jason runs **faster** than I do.

- Add **-est** to most one-syllable adverbs to compare more than two actions.

Tran runs **fastest** of all the students in our class.

- The words *more* and *most* can also be used with adverbs to compare. Use *more* and *most* with most adverbs that have two or more syllables, including adverbs that end in *-ly*.

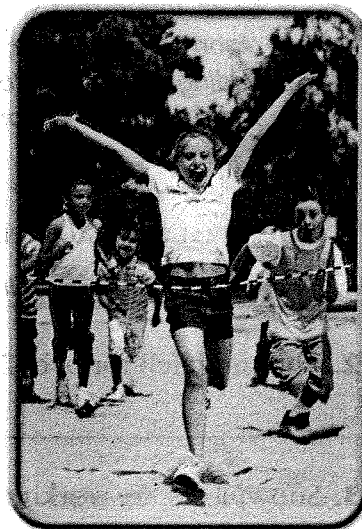
- Use *more* with adverbs to compare two actions.

Ian leaps **more gracefully** than Tai.

- Use *most* with adverbs to compare more than two actions.

Of all the athletes in our school, Megan leaps **most gracefully**.

- Do not add *-er* or *-est* to an adverb when you use *more* or *most*.



PRACTICE



Write the adverb in parentheses that correctly completes each sentence.

1. Our track club practices _____ in spring than in winter.
(harder, hardest)
2. Saturday is the day we begin _____. (earlier, earliest)
3. Today, I jogged _____ than I did yesterday. (longer, longest)
4. Beginners should run _____ than experienced runners.
(more slowly, most slowly)
5. Of all the members in our club, Sonia can jump _____.
(higher, highest)

PRACTICE A *continued*

6. Runners must breathe _____ than walkers.
(more deeply, most deeply)
7. I run _____ on grass than on the sidewalk.
(more comfortably, most comfortably)
8. Of all the club runners, Alex practices _____.
(more frequently, most frequently)
9. Of the three clubs, ours trains _____
for the 5-kilometer race. (more seriously, most seriously)
10. We have competed _____ than we did last
year. (more successfully, most successfully)

B *Write the form of the adverb in parentheses that correctly completes each sentence.*

1. Of the eight runners in the 100-meter race, Alberto ran
_____. (fast)
2. I sprinted _____ than Neil did. (quickly)
3. The high jump took _____ to organize than the
5-kilometer race. (long)
4. I've practiced _____ this year than last year. (hard)
5. Fans cheered _____ for the long jump than for
the 5-kilometer race. (loud)
6. Of all the races, I cheered _____ for the relay. (wildly)
7. In the long jump, Nilda jumped _____ than
Rachel. (confidently)
8. Of the many sprinters, Lin ran _____. (rapidly)
9. She certainly ran _____ than I did. (smoothly)
10. I hope our team performs _____ than any other
team. (impressively)



Jenna wrote this story for the sports section of her school newspaper. She made six mistakes when using adverbs that compare. Use the proofreading marks in the box to correct the errors.

Remember

Add **-er** or **-est** to most one-syllable adverbs to compare. Use **more** or **most** with most adverbs that have two or more syllables.

The Track and Field Festival at Town Park on April 1 was a big success. Of the three track clubs, the Lions performed more successfully. "All the athletes performed more skillfully than last year," Coach Chen said.






Over twelve runners took part in the 5-kilometer race. Jan Ruiz ran most fastest. As usual, she also ran the most gracefully of all the athletes.

Tom Powers took first prize in the high jump, jumping more higher than he did in his record jump. Of the many athletes in the long jump, Carla Allen jumped farther.

All three clubs had teams in the relay race. The Aces ran fastest. They also handed off the baton more smoothlier than the Trackers.

A large crowd gathered, and people cheered more loudlier as the day went on. All in all, the future of track in this town looks bright!

Proofreading Marks

-  Add
-  Period
-  Take out
-  Capital letter
-  Small letter



Did you correct six mistakes in adverbs that compare?



WRITE



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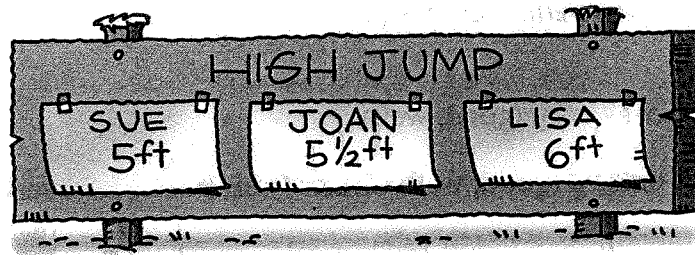


Write two sentences to describe what is happening in each picture. Use the adverbs in parentheses to compare the actions of the athletes.



1. (fast) _____

2. (gracefully) _____



3. (high) _____

4. (impressively) _____

Proofreading Checklist ☒

- ☐ Did you add **-er** or **-est** to the one-syllable adverbs?
- ☐ Did you use **more** or **most** with the adverbs that have two or more syllables?

Lesson 32: Using *Good* and *Well*

LEARN

The words *good* and *well* can sometimes be confusing.

Good is an adjective that describes a noun.

Kim is a **good** cook.

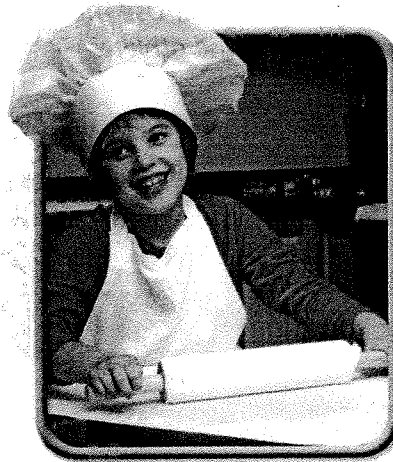
Well is usually an adverb that describes a verb.

She bakes **well**, too.

Well is an adjective only when it refers to someone's health. When *well* refers to health, it describes a noun.

Kim was sick. She is **well** now.

Think about what you are describing when using *good* and *well*.



PRACTICE



Underline the word in parentheses that correctly completes each sentence.

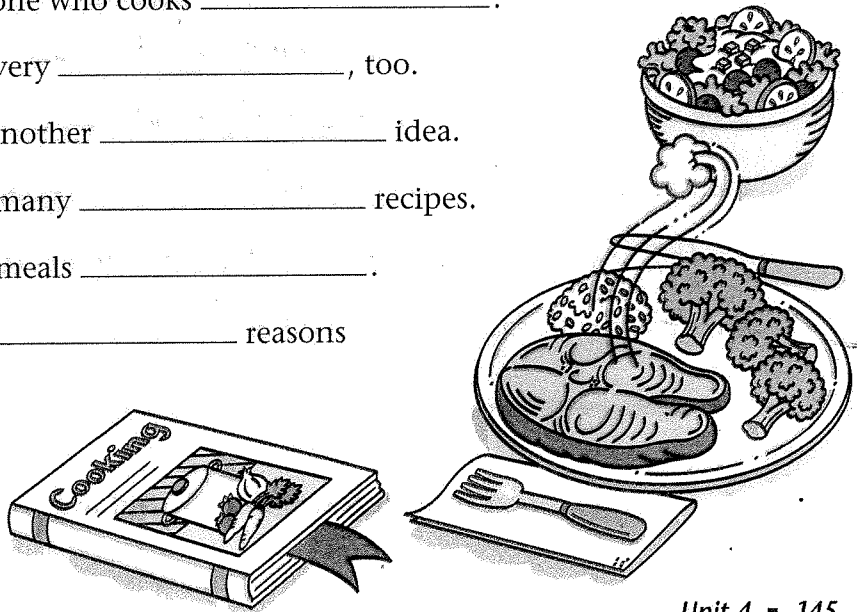
1. I'm afraid I don't cook very (good, well).
2. I thought I could make a (good, well) dinner from frozen leftovers.
3. I had promised my family a (good, well) meal.
4. Unfortunately, I didn't plan (good, well).
5. I should have taken a (good, well) look at the frozen foods.
6. I needed more time to cook them (good, well).
7. My cooking did not make a (good, well) impression on the family.
8. Fortunately, Dad had a (good, well) idea.

PRACTICE A *continued*

9. He knew that the microwave oven in the apartment next door worked (good, well).
10. We managed to cook the food quickly, thanks to our (good, well) neighbors.

B Write *good* or *well* to complete each sentence.

1. All young people should learn how to eat _____.
2. Cooking is a _____ skill to have.
3. Home-cooked, healthful meals help you stay _____.
4. Fast food from a restaurant isn't generally a _____ choice.
5. Cooking at home is a _____ way to save money.
6. Nutritious meals help a sick person get _____.
7. Making a _____ meal is relaxing.
8. There are many _____ ways to learn to cook.
9. Everyone knows at least one _____ cook.
10. Spend time with someone who cooks _____.
11. TV chefs prepare food very _____, too.
12. Reading cookbooks is another _____ idea.
13. In time, you will have many _____ recipes.
14. You will learn to serve meals _____.
15. There are plenty of _____ reasons to learn how to cook.



C Christopher wrote this restaurant recommendation for his aunt. He made six mistakes when using the words **good** and **well**. Use the proofreading marks in the box to correct the errors.

Remember

Good is an adjective that describes a noun. **Well** is usually an adverb that describes a verb.

If you're looking for a well restaurant, try the Lakeview House.

First of all, the owners did a good job with decorating. Old signs and photographs cover the walls. Most nights, a jazz band plays. The bands play good, and the music goes good with the lakefront location. My mother wasn't feeling that well when we arrived, but the music soon cheered her up.

There's always a good atmosphere at the Lakeview House. The waiters always treat the customers well. Most tables have a well view of the lake, too.

Now for the most important thing—the food. My fish was delicious. It was cooked really good. Even the salad was good. Mom said her grilled chicken was good, too.

The next time you want to eat out, try the Lakeview House. I think you'll have a well opinion of it, too.

Proofreading Marks

^	Add
⊙	Period
↗	Take out
≡	Capital letter
/	Small letter



Did you correct six mistakes with **good** and **well**?

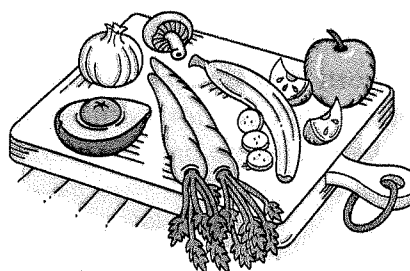


WRITE

D Imagine you are talking to a friend about food. Write two sentences you would say about each topic below. Use the word in parentheses in each sentence.



Additional Resources at
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1. your favorite fruit or vegetable

(good) _____

(well) _____

2. your favorite sandwich

(good) _____

(well) _____

3. your favorite home-cooked meal

(good) _____

(well) _____

4. your favorite dessert

(good) _____

(well) _____

Now imagine you are a nutritionist writing an article about healthy eating. How might the sentences you write for the article be different from the sentences above? Discuss this question with your classmates.

Proofreading Checklist ☒

- ☐ Did you use the word **good** to describe nouns?
- ☐ Did you use the word **well** to describe verbs or to refer to someone's health?

Lesson 33: Negatives

LEARN

- A word that means "no" is called a **negative**.
The words *no, not, nothing, none, never, nowhere, nobody, and no one* are negatives.

Good manners **never** go out of style.

There is **no** reason to behave rudely.

- Contractions with *not*, such as *don't, wasn't, and aren't*, are also negatives.

Many people **aren't** polite enough.

They **don't** think about other people's feelings.

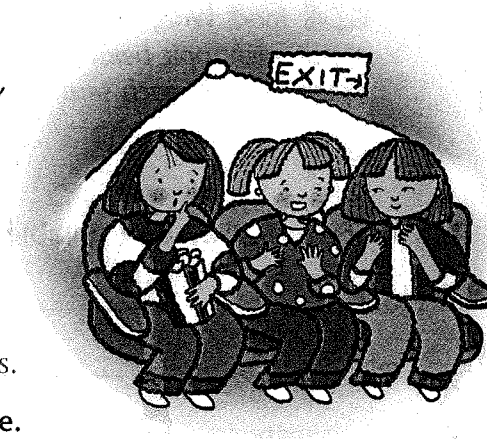
- Do not use two negatives together in a sentence.
This kind of mistake is called a **double negative**.
To correct a sentence with a double negative, take out one negative or replace it with a word such as *any, every, ever, anything, anywhere, anyone, or anybody*.

INCORRECT **Don't never** talk during a movie.

CORRECT **Don't** talk during a movie.

Never talk during a movie.

Don't ever talk during a movie.



PRACTICE



Write the negative word in each sentence.

1. Don't interrupt a speaker.
2. Try not to call out answers in class.
3. Booing another team doesn't show good sportsmanship.
4. Nobody likes to lose a game.
5. Still, there's nothing worse than a sore loser!
6. There is no excuse for bad behavior.
7. Never forget to say, "Please" and "Thank you."

PRACTICE A *continued*

8. You shouldn't expect others to clean up after you. _____
9. None of us should forget to write thank-you notes. _____
10. There isn't any substitute for good manners. _____

B *Write the word in parentheses that correctly completes each sentence.*

1. When it comes to manners, there isn't _____ as important as the dinner table. (anywhere, nowhere)
2. Don't go _____ too far when dinnertime is near. (anywhere, nowhere)
3. There isn't _____ in the kitchen. (no one, anyone)
4. No one _____ start eating before everyone is served. (should, shouldn't)
5. You should not _____ eat too fast. (ever, never)
6. There's never _____ excuse for gulping down food. (no, any)
7. Don't reach for _____ over someone else's plate. (nothing, anything)
8. Sometimes you don't like _____ on your plate. (nothing, anything)
9. Still, nobody wants to hear _____ rude comments about the food. (no, any)
10. You shouldn't _____ chew with your mouth open. (ever, never)
11. There shouldn't be _____ elbows on the table. (any, no)
12. There isn't _____ who can cook this well. (nobody, anybody)

C Mariah wrote this essay about why manners are important. She used seven double negatives in her writing. Use the proofreading marks in the box to correct the errors.

Remember

Do not use two negative words together in a sentence. This kind of mistake is called a **double negative**.






A lot of people today don't have no manners. They think that manners don't matter. That's where they're wrong.

Manners aren't just saying, "Please," or waiting your turn in line. Manners are about being kind and thoughtful. You don't want no one to interrupt you, so you shouldn't interrupt nobody else. It isn't no fun having someone cut in line in front of you, so you should never cut in front of nobody else.

People will judge you by your manners. If you don't have none, people will not think well of you. Even simple actions like saying, "Thank you," will make a good impression on others.

Good manners alone have never made no one a success. On the other hand, they haven't ever hurt anyone.

Proofreading Marks

-  Add
-  Period
-  Take out
-  Capital letter
-  Small letter



Did you correct seven double negatives?





WRITE



Additional Resources at
grammarworkshop.com

D Rewrite each sentence by adding a negative. Your sentences should give rules for good manners online. There may be more than one way to change each sentence. The first one is done for you.

1. It's a good idea to type e-mails in all capital letters. It's not a good idea to type e-mails in all capital letters. Or: Don't type e-mails in all capital letters.
2. People who type in all capital letters are being thoughtful. _____
3. Use busy-looking, colorful type and backgrounds in your e-mails. _____
4. Busy-looking e-mails are easy to read. _____
5. Leave the "Subject" line in an e-mail blank. _____
6. Some people want to receive e-mail jokes and chain letters. _____
7. Most of us want our mailboxes filled with junk mail. _____
8. Open e-mails from people you don't know. _____

Proofreading Checklist ☒

- ☐ Did you add a negative to each sentence you wrote?
- ☐ Did you avoid double negatives in your sentences?

Lesson 34: Prepositions and Prepositional Phrases

LEARN

- A **preposition** is a word that shows how a noun or pronoun is connected to some other word in the sentence.

The snowshoe hare lives **in** Alaska.

During the summer, the hare's coat is brown.

The hare's brown coat blends **with** the ground.



Snowshoe hare

Here are some common prepositions.

about	among	below	for	near	through
above	around	beside	from	of	to
across	at	by	in	off	under
after	before	down	inside	on	until
against	behind	during	into	over	with

- A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun. When a prepositional phrase comes at the beginning of a sentence, it is followed by a comma.

After the first snowfall, the hare's coat turns white.

The hare **with the white coat** eats its meal.

Another snowshoe hare sits **beside it**.

Prepositional phrases add important and interesting information to sentences.

PRACTICE



Read each sentence. Look at each prepositional phrase in **boldface**. Write the preposition on the line.

1. I read a book **about camouflage**. _____
2. Camouflage lets an animal hide **from its predators**. _____
3. The chameleon lives **in Asia and Africa**. _____

PRACTICE A *continued*

4. **Among green leaves**, this lizard turns green.
5. **Above a brown branch**, it turns brown.
6. A giraffe has dark blotches **on its coat**.
7. These blotches look like patches **of shade**.
8. The giraffe is hard to see **under trees**.
9. A fawn **with spots** is also hard to see.
10. Light and shadows hide it **from view**.

B *Underline the prepositional phrase in each sentence. Then write the preposition on the line.*

1. Some predators catch prey by surprise.
2. Camouflage helps many of them.
3. Frogs are hard to see on a green riverbank.
4. They wait there for insects.
5. The leaf-tailed gecko moves across the forest floor.
6. To an insect, it could be a leaf.
7. The arctic fox is white during the winter months.
8. Quietly, it creeps over the snow.
9. Fish below the water's surface can see the white feathers that cover a penguin's belly.
10. These feathers look like the top of the water.
11. This area gets bright light from the sun.
12. Under the water, fish don't notice the penguin.

C Write a prepositional phrase to complete each sentence. Choose a prepositional phrase from the box, or use a prepositional phrase of your own. The first one is done for you.

Remember 

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun.

in the dry grass on the African plains in snowy places
down a river against the snow for a drink

1. Lion cubs live _____ *on the African plains.*
2. Their sandy-colored coats help them hide _____
3. Harp seal cubs live _____
4. Their snow-white coats can't be seen _____
5. A crocodile looks like a log floating _____
6. The crocodile doesn't move until some prey stops _____

against the sand in a swamp with long necks
in muddy water of the desert on its back

7. The turtle carries its home _____
8. _____, this shell looks like a rock.
9. Many desert birds are the color _____
10. Their enemies can't see them _____
11. Many swamp birds have thin bodies _____
12. These birds look like reeds _____



WRITE



Additional Resources at
grammarworkshop.com



One way to make a sentence more interesting and helpful to a reader is to add a prepositional phrase. Add a prepositional phrase to each sentence below.

1. My friend loves desert animals. _____

2. We visit the Natural History Museum. _____

3. The museum has wonderful exhibits. _____

4. We get a map when we arrive. _____

5. Finally, we find the lizard exhibit. _____

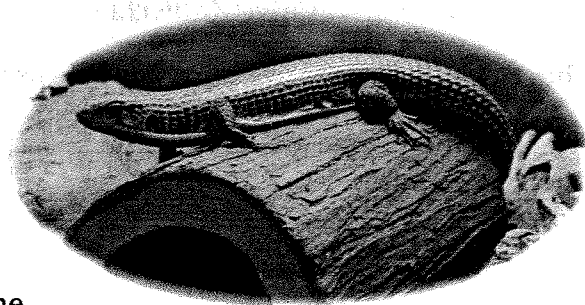
6. A plaque describes the snake fossils. _____

7. A diagram gives more information. _____

8. We spend more than an hour here. _____



Go back to the prepositional phrases you added.
Circle the preposition in each one.



Unit 4 Review

Lessons 24–34

Adjectives (pp. 112–115) *Underline the adjective(s) in each sentence.*

1. Texas is a large state.
2. It has many famous landmarks.
3. The farmland is rich.

A, An, The; Demonstrative Adjectives (pp. 116–123) *Underline the word in parentheses that correctly completes each sentence.*

4. Dallas is (a, an) city in Texas.
5. We saw (a, an) astronaut in Houston.
6. (This, These) state produces many farm products.
7. (This, These) products include corn, wheat, and other grains.
8. The cotton is harvested by (that, those) workers.

Comparing with Adjectives (pp. 124–127) *Write the form of the adjective in parentheses that correctly completes each sentence.*

9. Only California has a (big) population than Texas. _____
10. Gaudalupe Peak is the (high) mountain in Texas. _____
11. Dallas is (large) than Austin. _____

Comparing with More and Most (pp. 128–131) *Write more or most to complete each sentence.*

12. Of the many early Native Americans in Texas, the Caddos were the _____ successful farmers.
13. The Jumano people are _____ famous for trading than for farming.
14. The Comanche were the _____ skillful hunters of all the groups.

Comparing with Good and Bad (pp. 132–135) *Write the form of the adjective in parentheses that correctly completes each sentence.*

15. The library has many (good) books about Texas. _____

16. This encyclopedia has (good) maps than that one. _____

17. This book is in the (bad) shape of all the books. _____

Adverbs (pp. 136–139) *Underline the adverb in each sentence.*

18. Spanish settlers reached Texas early.

19. They quickly built missions.

20. Texas was part of Mexico then.

Comparing with Adverbs (pp. 140–143) *Write the form of the adverb in parentheses that correctly completes each sentence.*

21. American settlers arrived in Texas (late) than Spanish settlers. _____

22. By 1830, Americans were settling Texas (quickly) than Mexicans were. _____

23. The American settlers could buy land (cheaply) in Texas than in the United States. _____

Using Good and Well; Negatives (pp. 144–151) *Underline the word in parentheses that correctly completes each sentence.*

24. Settlers came to Texas in search of a (good, well) life.

25. Farmers prepared their new fields (good, well).

26. Many Texans didn't want to be part of Mexico (no more, anymore).

27. No one could (ever, never) find a peaceful solution.

Prepositions and Prepositional Phrases (pp. 152–155) *Underline the prepositional phrase in each sentence. Then circle the preposition.*

28. For years, Texans opposed the Mexican government.

29. Later, Texas became part of the United States.

30. The history of Texas is long and interesting.

Unit 4 Test

DIRECTIONS Fill in the circle next to the sentence that spells and uses adjectives, adverbs, and negatives correctly.

1. ☐ Sunday was hotter than Saturday.
☐ It was the busiest day this year at Greenfield Park.
☐ I haven't never seen so many people there.
☐ Everyone was having a good time.
2. ☐ Those two teams played on a softball field.
☐ They played really good.
☐ The best of the two teams scored 20 runs.
☐ The worst of the two teams scored ten times.
3. ☐ There wasn't no more than a light breeze.
☐ People could still fly a kites.
☐ The box kite flew more gracefully than the hawk kite.
☐ A star-shaped kite was the most prettiest.
4. ☐ The park has an playground.
☐ The merry-go-round was the popularest ride.
☐ This line was longer than usual.
☐ I didn't bring no money.
5. ☐ At the dog run, a beagle was the most calmest dog.
☐ An sheepdog did tricks for the crowd.
☐ Some dogs behaved good.
☐ Some behaved badly.
6. ☐ Dad didn't want to get into no rowboat.
☐ He never feels well out on the water.
☐ I handled the oars gooder this time.
☐ I rowed around the lake really good.
7. ☐ The swimming pool was the most crowded spot.
☐ Mom couldn't find a empty lane.
☐ There wasn't no way to swim laps.
☐ Going for a swim was the worse decision we made.
8. ☐ The park doesn't close until nine o'clock.
☐ Usually, we leave much earlier than that.
☐ On Sunday, we weren't in no hurry to leave.
☐ We were having a exciting time.

DIRECTIONS Read the paragraphs, and look carefully at each underlined part. Fill in the circle next to the answer choice that shows the correct use and spelling of adjectives and negatives. If the underlined part is already correct, fill in the circle for "Correct as is."

Parks are a important part of a community. City parks provide open, green spaces. This spaces provide good places for children and adults to enjoy the outdoors. Without such parks, many people couldn't never play sports, exercise outdoors, or have picnics.

State parks are usually far away. Small local parks are easier to reach. You can enjoy them anytime with your family and friends. I think our local park is the most friendliest place in the whole neighborhood! It is the best place of all for friends and neighbors to gather.

9. ☐ a importanter part
☐ the important part
☐ an important part
☐ Correct as is
10. ☐ These spaces provide
☐ That spaces provide
☐ Those space provide
☐ Correct as is
11. ☐ could'nt never play sports
☐ couldn't not play sports
☐ couldn't ever play sports
☐ Correct as is

12. ☐ easier to reach
☐ most easy to reach
☐ more easier to reach
☐ Correct as is
13. ☐ a more friendly place
☐ the friendliest place
☐ the more friendlier place
☐ Correct as is
14. ☐ the good place of all
☐ the better place of all
☐ the well place of all
☐ Correct as is