

# 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

**A** 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.

best

2. Walking Lucky is better than playing softball.

better

3. Lucky and I took the worst shortcut to the park.

worst

4. The path was worse than the road we always take.

worse

5. It was the worst idea I ever had.

worst

9  
**PRACTICE A** continued

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

6. Our pet rabbit did the worst thing yesterday. (worse, worst)
7. Was it worse than what he did last week? (worse, worst)
8. Eating flowers in the garden was the worst thing he ever did. (worse, worst)
9. We must put a better fence around the flower bed. (better, best)
10. The best 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 best place to see woodland animals. (good)
2. Morning is a good time of day to see a deer. (good)
3. A hot afternoon is the worst time. (bad)
4. Did you know that some flowers have a bad smell? (bad)
5. The worst ones of all smell like rotting meat. (bad)
6. This bad odor attracts flies. (bad)
7. Is the odor worse than the odor of a skunk? (bad)
8. Look up to get an even better view of the birds. (good)
9. This trail leads to the best spot for bird-watching. (good)
10. It is a better trail than the rocky one. (good)
11. This picture of the rabbit is worse than the first one. (bad)
12. Still, it is better 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 <sup>best</sup> ~~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 <sup>better</sup> ~~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 <sup>worst</sup> ~~worse~~ spot of all to be standing. Then I saw that Paula's spot was <sup>worse</sup> ~~worst~~ than mine. She was standing behind a man who was 6 feet tall!

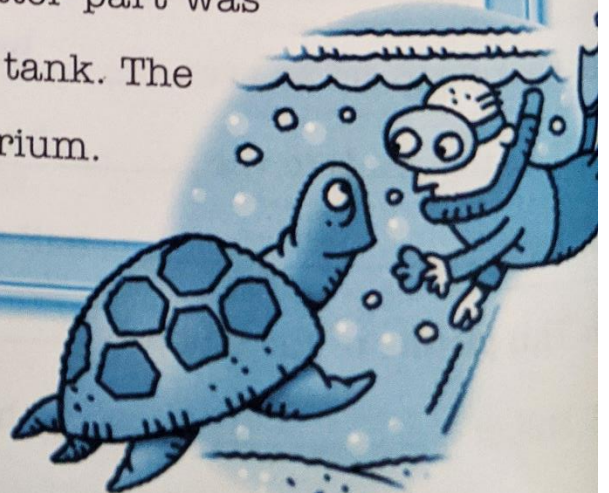
I really enjoyed this class trip. The <sup>best</sup> ~~better~~ part was watching a diver feed the animals in the tank. The <sup>worst</sup> ~~worse~~ part was having to leave the aquarium.

### Proofreading Marks

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



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

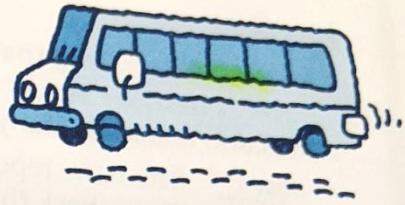


## WRITE

Write your own

**D** Write about a trip you took with your class. Tell where you went and what you saw. Describe the best part and worst part of the trip. Include the words **better**, **best**, **worse**, and **worst** in your descriptions. Check a dictionary if you need help spelling a word.  
**Answers will vary.**

Additional Resources at [grammarworkshop.com](http://grammarworkshop.com)



Lined writing area for the student's response.

**C** CCSS Language 1f, 2d; Writing 3, 4, 5, 10. (See pp. T6-7.)

### 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. when
2. She recently **got** her wish. when
3. Today, she **is** a reporter at a TV news studio. when
4. Many other reporters **work** there with her. where
5. The news director **plans** the assignments carefully. how

**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.

- when
- how
- where
- when
- when

**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.

- recently
- there
- usually
- gladly
- always
- bravely
- correctly
- happily
- finally
- wildly
- afterwards
- Then
- steadily
- directly
- tonight

**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.

Answers may vary. Suggested answers are given.

clearly    fairly    far    locally    next    usually

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

always    anywhere    correctly    quickly    sometimes    well

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



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

## 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.

Answers will vary. Sample answers are given.



Additional Resources at  
[grammarworkshop.com](http://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.

The snow fell **heavily** for over 24 hours.

3. Snowplows are working to clear the streets.

Snowplows are working **hard** to clear the streets.

4. All city schools will close.

All city schools will close **today**.

5. City officials are checking weather reports.

City officials are checking weather reports **frequently**.

6. More snow and strong winds will arrive.

More snow and strong winds will arrive **tonight**.

7. Also, temperatures are falling.

Also, temperatures are falling **rapidly**.

8. We can't expect any relief!

We can't expect any relief **soon!**

LOOK  
Back

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

**A** Write the adverb in parentheses that correctly completes each sentence.

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

147  
6. trud  
7. p  
8. p  
**PRACTICE A** *continued*

6. Runners must breathe more deeply than walkers.  
(more deeply, most deeply)
7. I run more comfortably on grass than on the sidewalk.  
(more comfortably, most comfortably)
8. Of all the club runners, Alex practices most frequently.  
(more frequently, most frequently)
9. Of the three clubs, ours trains most seriously  
for the 5-kilometer race. (more seriously, most seriously)
10. We have competed more successfully 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  
fastest. (fast)
2. I sprinted more quickly than Neil did. (quickly)
3. The high jump took longer to organize than the  
5-kilometer race. (long)
4. I've practiced harder this year than last year. (hard)
5. Fans cheered louder for the long jump than for  
the 5-kilometer race. (loud)
6. Of all the races, I cheered most wildly for the relay. (wildly)
7. In the long jump, Nilda jumped more confidently than  
Rachel. (confidently)
8. Of the many sprinters, Lin ran most rapidly. (rapidly)
9. She certainly ran more smoothly than I did. (smoothly)
10. I hope our team performs more impressively than any other  
team. (impressively)

**C** 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 <sup>most</sup> ~~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 <sup>farthest</sup> ~~farther~~.

All three clubs had teams in the relay race. The Aces ran fastest. They also handed off the baton more <sup>smoothly</sup> ~~smoothlier~~ than the Trackers.

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

### Proofreading Marks

- ^ Add
- o Period
- ~ Take out
- ≡ Capital letter
- / Small letter

Look Back

Did you correct six mistakes in adverbs that compare?

# WRITE

Write Your Own



Additional Resources at [grammarworkshop.com](http://grammarworkshop.com)

**D** Write two sentences to describe what is happening in each picture. Use the adverbs in parentheses to compare the actions of the athletes.  
Answers will vary. Sample answers are given.



1. (fast) Tim was running and jumping faster than Tom.

2. (gracefully) Jim jumps the most gracefully of the three athletes.



3. (high) Joan jumped higher than Sue.

4. (impressively) Of the three athletes, Lisa jumped the most impressively.

**C** CCSS Language 1f.  
(See pp. T6-7.)

## 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

**A** Underline the word in parentheses that correctly completes each sentence.

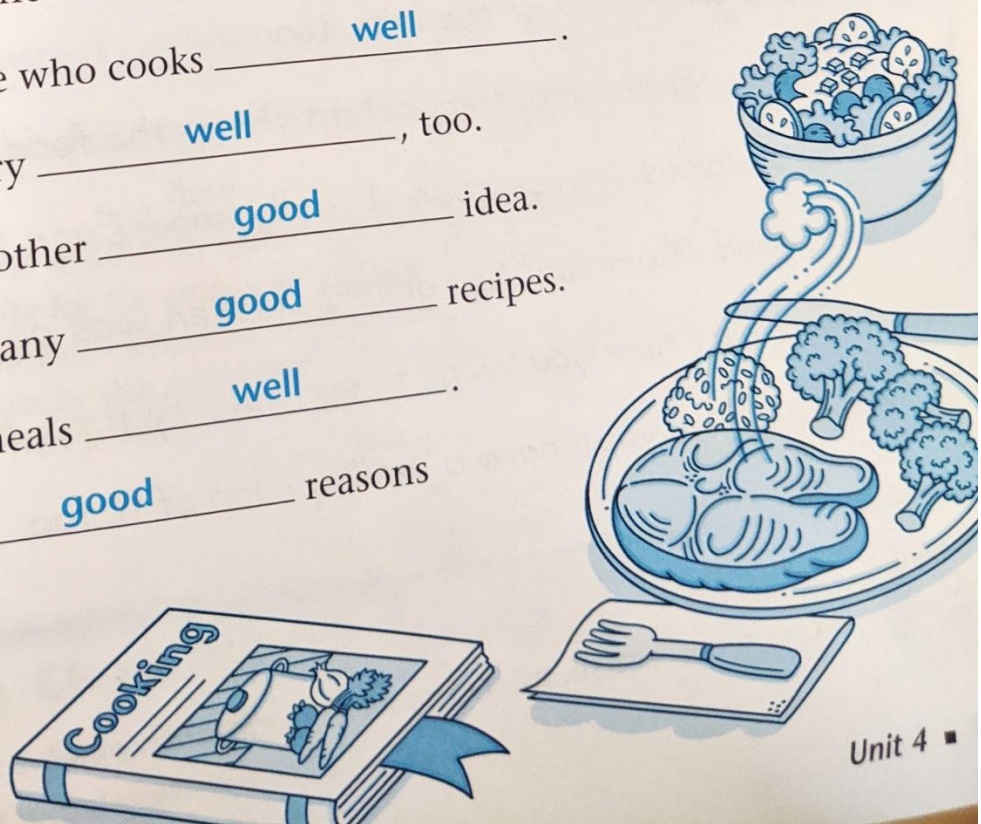
1. I'm afraid I don't cook very (good, well).
2. I thought I could make a (good, well) dinner from frozen leftovers.
3. I had promised my family a (good, well) meal.
4. Unfortunately, I didn't plan (good, well).
5. I should have taken a (good, well) look at the frozen foods.
6. I needed more time to 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 well.
2. Cooking is a good skill to have.
3. Home-cooked, healthful meals help you stay well.
4. Fast food from a restaurant isn't generally a good choice.
5. Cooking at home is a good way to save money.
6. Nutritious meals help a sick person get well.
7. Making a good meal is relaxing.
8. There are many good ways to learn to cook.
9. Everyone knows at least one good cook.
10. Spend time with someone who cooks well.
11. TV chefs prepare food very well, too.
12. Reading cookbooks is another good idea.
13. In time, you will have many good recipes.
14. You will learn to serve meals well.
15. There are plenty of good 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.

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

If you're looking for a <sup>good</sup> ~~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 <sup>well</sup> ~~good~~,

and the music goes <sup>well</sup> ~~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 <sup>good</sup> ~~well~~ view of the lake, too.

Now for the most important thing—the food. My fish was delicious. It was cooked really <sup>well</sup> ~~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 <sup>good</sup> ~~well~~ opinion of it, too.

### Proofreading Marks

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

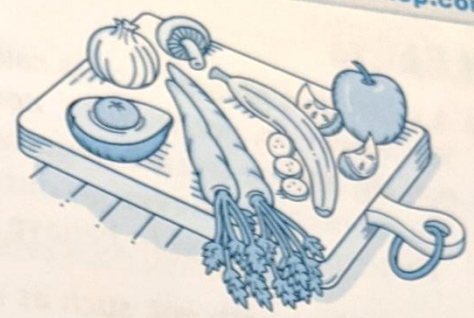
Look Back

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. Answers will vary. Sample answers are given.

Additional Resources at [grammarworkshop.com](http://grammarworkshop.com)



1. your favorite fruit or vegetable

(good) Bananas are a good fruit to eat.

(well) Eating fruits and vegetables will help you feel well.

2. your favorite sandwich

(good) You can make a good sandwich with bread, peanut butter, and jelly.

(well) I can make this sandwich well.

3. your favorite home-cooked meal

(good) You need chicken, rice, and vegetables for a good home-cooked meal.

(well) I would like to cook these foods well some day.

4. your favorite dessert

(good) A frozen vanilla yogurt cup is a good dessert.

(well) Almost anyone can make a frozen vanilla yogurt cup 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.  
Possible answers: The language in the article would be more formal. The tone of the article would not sound like a conversation.

CCSS Language 1f, 3c.  
(See pp. T6-7.)

## Proofreading Checklist

- Did you use the word **good** to describe nouns?
- Did you use the word **well** to describe verbs or to refer



## 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

**A** Write the negative word in each sentence.

1. Don't interrupt a speaker.
2. Try not to call out answers in class.
3. Booming 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."

Don't

not

doesn't

Nobody

nothing

no

Never

8. fringed  
9. afr  
10.

**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.


shouldn't  
None  
isn't

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

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

Answers may vary. Suggested answers are given.

**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 <sup>any</sup>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 <sup>anyone</sup>no one to interrupt you, so you shouldn't interrupt <sup>anybody</sup>nobody else. It isn't <sup>any</sup>no fun having someone cut in line in front of you, so you should never cut in front of <sup>anybody</sup>nobody else.

People will judge you by your manners. If you don't have <sup>any</sup>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 <sup>anyone</sup>no one a success. On the other hand, they haven't ever hurt anyone.

### Proofreading Marks

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



**Look Back**

Did you correct seven double negatives?

# WRITE



**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.

Answers will vary. Sample answers are given.

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. People who type in all capital letters are not being thoughtful.

3. Use busy-looking, colorful type and backgrounds in your e-mails. Don't use busy-looking, colorful type and backgrounds in your e-mails.

4. Busy-looking e-mails are easy to read. Busy-looking e-mails are not easy to read.

5. Leave the "Subject" line in an e-mail blank. Don't leave the "Subject" line in an e-mail blank.

6. Some people want to receive e-mail jokes and chain letters. Some people don't want to receive e-mail jokes and chain letters.

7. Most of us want our mailboxes filled with junk mail. Most of us don't want our mailboxes filled with junk mail.

8. Open e-mails from people you don't know. Never open e-mails from people you don't know.

**Proofreading Checklist**

Did you add a negative to each sentence you wrote?

Are your sentences clear in your sentences?