

Vocabulary Power

car•di•ol•o•gy

[kär'dē•ol'ə•jē] *n.* The study of the heart, its diseases, and their treatment.Other Kinds of
Adverbs

An **adverb** can describe a verb. Adverbs can also describe adjectives and other adverbs.

You have learned that adverbs describe verbs by telling *how*, *when*, or *where*. When adverbs describe adjectives and other adverbs, they usually tell *how* or *to what extent*.

Examples:

Adverb Describing an Adjective

The human heart is a **very** strong organ. (*How strong, or strong to what extent?*)

Adverb Describing an Adverb

A healthy heart **almost** never skips a beat. (*To what extent?*)

The following adverbs can describe adjectives and other adverbs: *almost, incredibly, so, certainly, quite, too, extremely, really, unusually, hardly, slightly, and very.*

Guided Practice

A. Identify the adverb that describes each underlined adjective or adverb.

Example: The human heart is an incredibly powerful pump.
incredibly

1. The heart beats really fast during exercise.
2. Your heart pumps blood very smoothly.
3. The heart is an extremely important part of the circulatory system.
4. The three types of blood vessels have completely different jobs.
5. The work of blood vessels is certainly important.
6. Unusually thin tubes called capillaries connect the arteries to the veins.
7. The blood flows without too much trouble.
8. The heart and lungs work together quite efficiently.
9. We hardly ever think about how the body works.
10. People almost always take it for granted.



Independent Practice

B. Write the adverb that describes each underlined adjective or adverb.

Example: The respiratory system is very important.
very

11. A healthy respiratory system works really well.
12. Breathing can be incredibly rhythmic.
13. When a person inhales, the lungs become quite large.
14. People breathe in unusually deeply when exercising.
15. The inside of the nose is extremely moist.
16. Almost instantly, the nose cleans and warms the air.
17. Air moves into the lungs through slightly smaller tubes.
18. The journey the air takes is not very long.
19. The lungs have totally hollow pockets that fill with air.
20. A person's chest expands rather quickly as the lungs fill.

C. Write each sentence, and underline each adverb. Some sentences have more than one adverb. Draw an arrow from each adverb to the verb, adjective, or adverb that it describes.

Example: A person breathes quite rapidly during exercise.
A person breathes quite rapidly during exercise.

21. The lungs release air very smoothly.
22. Oxygen from the air moves very quickly to the blood.
23. Carbon dioxide moves quite rapidly from the blood to the lungs.
24. You can see your breath in extremely cold weather.
25. When jumping, a person breathes rather quickly.

Writing Connection



Writer's Journal: Humor Experiment with writing opening sentences for funny poems. For example, a limerick might begin, *There once was a boy named Joe, / Who by foot was extremely slow.*

In each sentence, use at least one adverb that modifies an adjective or another adverb. Choose the opening you like best, and complete the poem.



Remember

that an adverb can describe a verb, an adjective, or another adverb.



Comparing with Adjectives and Adverbs

Adjectives and adverbs can be used to **compare**.

Adjectives can be used to compare people, places, things, or ideas. Adverbs can be used to compare actions.

Add *er* to compare one thing with one other thing. Add *est* to compare one thing with two or more others.

More or *most* is used with many adjectives or adverbs of two or more syllables. Use *more* to compare one thing with one other thing. Use *most* to compare one thing with two or more other things.

Examples:

Short Adjectives	A person's heart is larger than a frog's heart. The elephant's heart is largest of all.
Longer Adjectives	Kim is a more athletic soccer player than I am. Kim is the most athletic soccer player on the team.
Short Adverbs	Linda ran farther than Miguel. Henry ran the farthest of anyone in the race.
Longer Adverbs	Ellen learned the dance more quickly than her friends. Louis learned the dance most quickly of all.

Notice that *than* signals a comparison of two things. *Of all* often signals a comparison of three or more things.

Guided Practice

A. Decide which form of the adjective or adverb in parentheses is needed. Tell whether to use *er*, *est*, *more*, or *most*.

Example: The (small) animal with a circulatory system is the earthworm. *smallest*

1. The hummingbird has the (fast) heart rate of any animal.
2. A capillary is (thin) than a hair.
3. The heart lies (close) to the chest than to the back.
4. Kim is (active) than I am.
5. Athletes breathe (hard) of all when they run.



Independent Practice

B. Write each sentence. Use the correct comparing form of the adjective or adverb in parentheses.

Example: Our class worked (hard) than ever before to get ready for the Science Fair.
Our class worked harder than ever before to get ready for the Science Fair.

6. This is the (large) class project of the year.
7. Of all the projects, we were (excited) about the health project.
8. We chose the (interesting) subject of all.
9. Stefan's group worked (rapidly) of all.
10. I think our group worked (carefully) than his.
11. Our display showed that blood flows (slowly) in the tiny blood vessels than in the larger ones.
12. It also showed that some red blood cells carry oxygen to the lungs (late) than other red blood cells do.
13. White blood cells die (soon) than red blood cells.
14. In other words, red blood cells live (long) than white blood cells.
15. No one grinned (broad) than I did when the judges said my group had won.
16. Your heart beats (fast) when you run.
17. Hard work makes the heart (strong).
18. I check my pulse (carefully) than I used to.
19. The heartbeat of a sleeping person is (slow) than the heartbeat of someone who is exercising.
20. You can see the blue veins beneath the skin (clearly) than you can see other blood vessels.



Remember

to use *er* or *more* with adjectives and adverbs to compare one thing or action with another. Use *est* or *most* with adjectives and adverbs to compare three or more things or actions.

Writing Connection

Science Think about your heart and lungs. How are they the same when you exercise and when you are at rest? How are they different? Make a Venn diagram to compare and contrast these two states of your body. Then write four sentences based on your diagram. Use at least one comparing form in each sentence.



Using *Good* and *Well*

Good and **bad** are adjectives. **Well** is an adverb unless it means “healthy.” **Badly** is always an adverb.

Examples:

The team played a **good** game despite the **bad** weather. *Good* describes the noun *game*; *bad* describes the noun *weather*.

The team played **well**. *Well* describes the verb *played*.

Bill had a cold, but now he is **well** enough to play. *Well* means “healthy” and describes the noun *Bill*.

The team plays **badly**. *Badly* describes the verb *plays*.

Some adjectives and adverbs have special forms.

	Comparing Two	More than Two
good, well	better	best
bad, badly	worse	worst

Examples:

This is a **good** book, but the other one is **better**.

The dog is behaving **badly**, but it has behaved **worse**.

Guided Practice

- A. Tell which word in parentheses correctly completes each sentence. Then tell whether that word is an adjective or an adverb in the sentence.

Example: Swimming is (good, well) exercise. *good, adjective*

1. Running is (better, best) exercise than bowling.
2. It is the (worse, worst) track in the state.
3. Anita ran (better, best) than I did.
4. Geraldo was not (good, well); he had a cold.
5. The next day Geraldo ran (better, best) of all.

Independent Practice

B. Write each sentence. Use the word in parentheses that correctly completes each sentence. Then write whether the word is an adjective or an adverb.

6. The human voice is a (good, well) musical instrument.
7. With a drive to succeed, a singer may do (good, well).
8. A singer should not have a (~~bad~~, badly) voice coach.
9. Without proper training, a person may sing (~~bad~~, badly).
10. (Good, Well) singers control their breathing.
11. Today he sang (badly, worse) than yesterday.
12. He needs to take care of himself to stay (good, well).
13. Performers sing (good, well) when they practice.
14. The first practice session is often the (~~worse~~, worst) of all.
15. How (good, well) singers must feel after a great performance!

C. Write each sentence. Choose the correct form of the word in parentheses. Then write the word that your answer describes.

Example: This year we had a very (good, well) science fair.
This year we had a very good science fair. fair

16. Mario's exhibit about lungs was (better, best) than the other one.
17. You described it (good, well) in the school paper.
18. Julie's exhibit was judged the (better, best) at the fair.
19. No one made a (~~bad~~, badly) exhibit; they were all interesting.
20. The noise in the room, however, was the (~~worse~~, worst) I have ever heard.

Remember

that **good** and **bad** are adjectives and **well** and **badly** are adverbs. **Well** can also be an adjective when it means "healthy."

Writing Connection

Technology: Compare Websites Find two health websites for kids. Use *children* and *nutrition* or *children* and *fitness* as keywords for your search. Write a paragraph in which you compare or contrast the websites. Tell which one you like better and why. Use several comparing forms of adjectives or adverbs.



More About
Adjectives and
Adverbs**Remember**

that when you compare with adjectives or adverbs, you must use an *er* or an *est* ending, the words *more* or *most*, or special forms, such as *better*, *best*, *worse*, and *worst*.

DID YOU KNOW?

For an organ that pumps up to two gallons of blood every minute, the heart is not very heavy. In fact, the average human heart weighs only ten ounces.



For more activities with adverbs, visit *The Learning Site*:

www.harcourtschool.com

Extra Practice

A. Write each sentence and underline each adverb. Some sentences have more than one adverb. Draw an arrow from each adverb to the word that it describes. *pages 272–273*

Example: Human blood takes a very interesting journey.
Human blood takes a very interesting journey.

1. Blood cells work rather hard.
2. They carry oxygen and later release it.
3. Oxygen is very important for the body.
4. The body's tissues finally receive the oxygen.
5. Blood cells also release carbon dioxide.
6. The lungs regularly release carbon dioxide.
7. Every breath does the job quite efficiently.
8. The body always replaces blood.
9. The whole cycle of the circulatory system begins again.
10. I think the respiratory and circulatory systems are really amazing.

B. Write each sentence. Choose the correct comparing form of the adjective or adverb in parentheses.

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Example: Doctors perform some medical tests (often) than they do others.

Doctors perform some medical tests more often than they do others.

11. Blood tests are the (common) of all medical tests.
12. Computers do the blood tests (fast) than people do.
13. Today, doctors can spot unhealthy blood cells (precisely) than ever before.
14. Computers can check the blood samples (exactly) than the human eye.
15. Doctors can find blood diseases (easily) than before.
16. Today's labs process blood tests (fast) than the labs of twenty years ago did.
17. Doctor Ness is the (likable) doctor in the hospital.
18. He listens (carefully) to his patients than some other doctors do.
19. Doctor Ness is (busy) than the other cardiologists.
20. He wants his patients to get the (good) care possible.

- C. Write each sentence. Use the word in parentheses that correctly completes the sentence. Then write the word that your answer describes. *pages 276–277*

Example: This cold is (worse, worst) than the one I had last year.
This cold is worse than the one I had last year. cold

21. I breathe (good, well) when I don't have a cold.
22. My sore throat was (better, best) than before.
23. I was doing a (bad, badly) job of taking care of myself.
24. I slept (worse, worst) than I did the night before.
25. I did get a (good, well) rest that night.
26. I breathed much (better, best) after a few days.
27. I was finally (good, well) again.
28. Rest was the (better, best) treatment of all.
29. I play soccer (bad, badly) if I don't practice.
30. I'm glad that we played the last game so (good, well).

- D. Rewrite each sentence, correcting the errors.

pages 272–277

31. Marissa did very good on the science test.
32. It was difficulter than the English test.
33. The last question was the difficultest of all.
34. She has never done bad on a science project.
35. It was her better project of the whole year.

Writing Connection

Writer's Craft: Word Choice Think of a kind of physical exercise or activity that you either enjoy or do not enjoy. List several adjectives and adverbs that you could use to describe how you perform the exercise. Then write a short paragraph about the exercise. Do not state whether you enjoy the exercise; use the adjectives and adverbs to suggest your feelings. Exchange paragraphs with a partner. Have the partner find the adjectives and adverbs that help show how you feel.



STANDARDIZED
TEST PREP

TIP Mistakes in word usage on standardized tests often include incorrect comparing forms of adjectives and adverbs. Carefully check any comparing forms you see.

Chapter Review

Look at the underlined words in each sentence. There may be a mistake in word usage. If you find a mistake, choose the answer that is the best way to write the underlined section of the sentence. If there is no mistake, choose *Correct as is*.

- 1 Blood moves quick through the body.
 - A moves quickly
 - B moves quickest
 - C moves quicker
 - D Correct as is
- 2 The heart is the most strong muscle in the body.
 - F more strong
 - G strongest
 - H more strongly
 - J Correct as is
- 3 All other muscles tire more sooner than the heart.
 - A soonest
 - B most soonest
 - C sooner
 - D Correct as is
- 4 The heart is an unusually strong organ.
 - F unusually stronger
 - G unusual stronger
 - H unusual strongly
 - J Correct as is
- 5 The diagram of the heart was drawn bad.
 - A was drawn good
 - B was drawn badly
 - C was drawn worst
 - D Correct as is
- 6 It is the worse illustration in the book.
 - F most bad illustration
 - G more worse illustration
 - H worst illustration
 - J Correct as is
- 7 Doctors are finding more better ways to take care of the heart.
 - A gooder
 - B better
 - C most good
 - D Correct as is
- 8 Exercise is one way to stay well.
 - F good
 - G best
 - H more well
 - J Correct as is



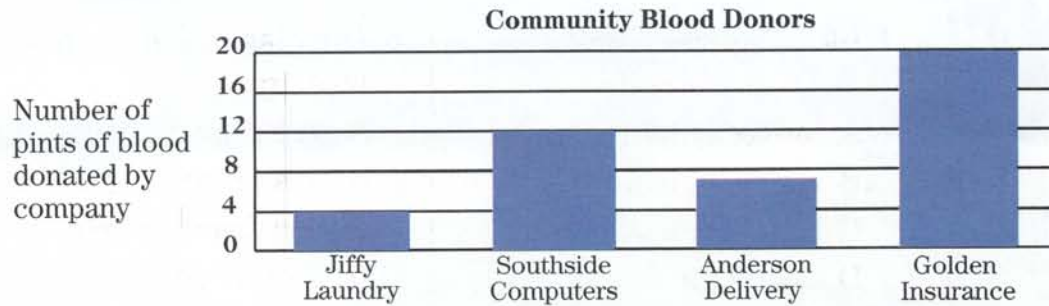
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Using Graphs and Maps

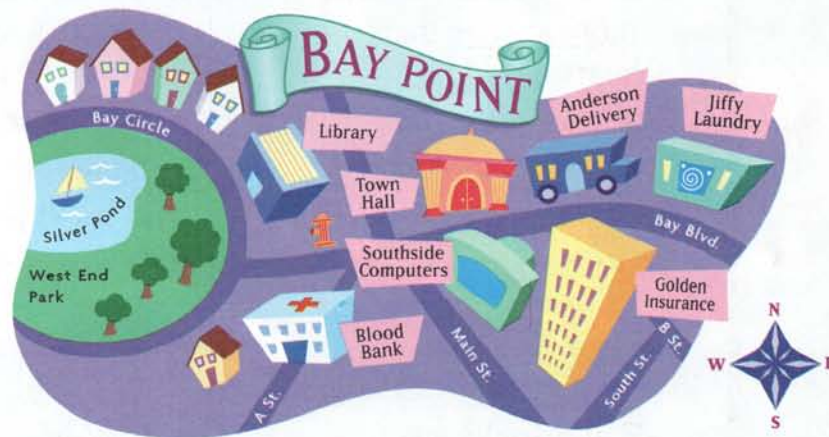
STUDY SKILLS

A **graph** is a visual aid that gives information in numbers. You can use graphs to show relationships and comparisons. The graph below is a bar graph. Each bar shows the same kind of information.



From this bar graph, you learn that Golden Insurance employees gave the most blood and that Jiffy Laundry employees gave the least. You also know how many pints the employees of each of the four companies donated.

A **map** is another kind of visual aid. It gives such information as where buildings, lakes, or parks are located. This map shows the community where the companies operate. What information do you learn from the map that is not given on the graph?



YOUR TURN

GRAPHING Create a bar graph that shows information about things you study in your class. If possible, use computer software to help you. For example, you might graph the number of hours that your class spends studying one subject each day of the week. Provide a title and labels for your graph. Be ready to explain the comparisons you can make from the information.

TIP Read carefully the captions and labels on graphs or maps to understand what information is being presented.