

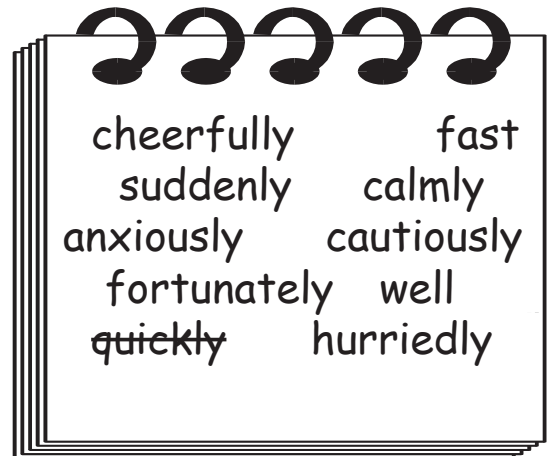
# Adverbs 1: Recognizing adverbs

See the handout on **Adverbs** if you need help to complete these exercises.

## Adverbs that tell you 'how'

Look at the adverbs on the notepad. Then read the sentences and circle the adverbs in them, crossing each one out on the notepad as you go.

1. The boys walked to the bus stop quickly.
2. The explorers entered the cave cautiously.
3. Jack strode calmly up to the king.
4. 'I'll phone you,' Krishma replied cheerfully.
5. We ate well at the Chinese restaurant.
6. Fortunately, Selina had not lost her bag.



Now write sentences using the remaining adverbs.

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## Collecting adverbs

Some adverbs express things more forcefully than others. Look at the groups of adverbs below. Add some more to each group if you can. Pick six words from the first group and write them out in order from the fastest to the slowest. Then write out six from the second group, in order of very loud to very quiet.

Speed
swiftly hurriedly slowly
fast sluggishly speedily
hastily rapidly cautiously

Sound
noisily loudly quietly
harshly faintly silently
inaudibly deafeningly

Speed: rapidly

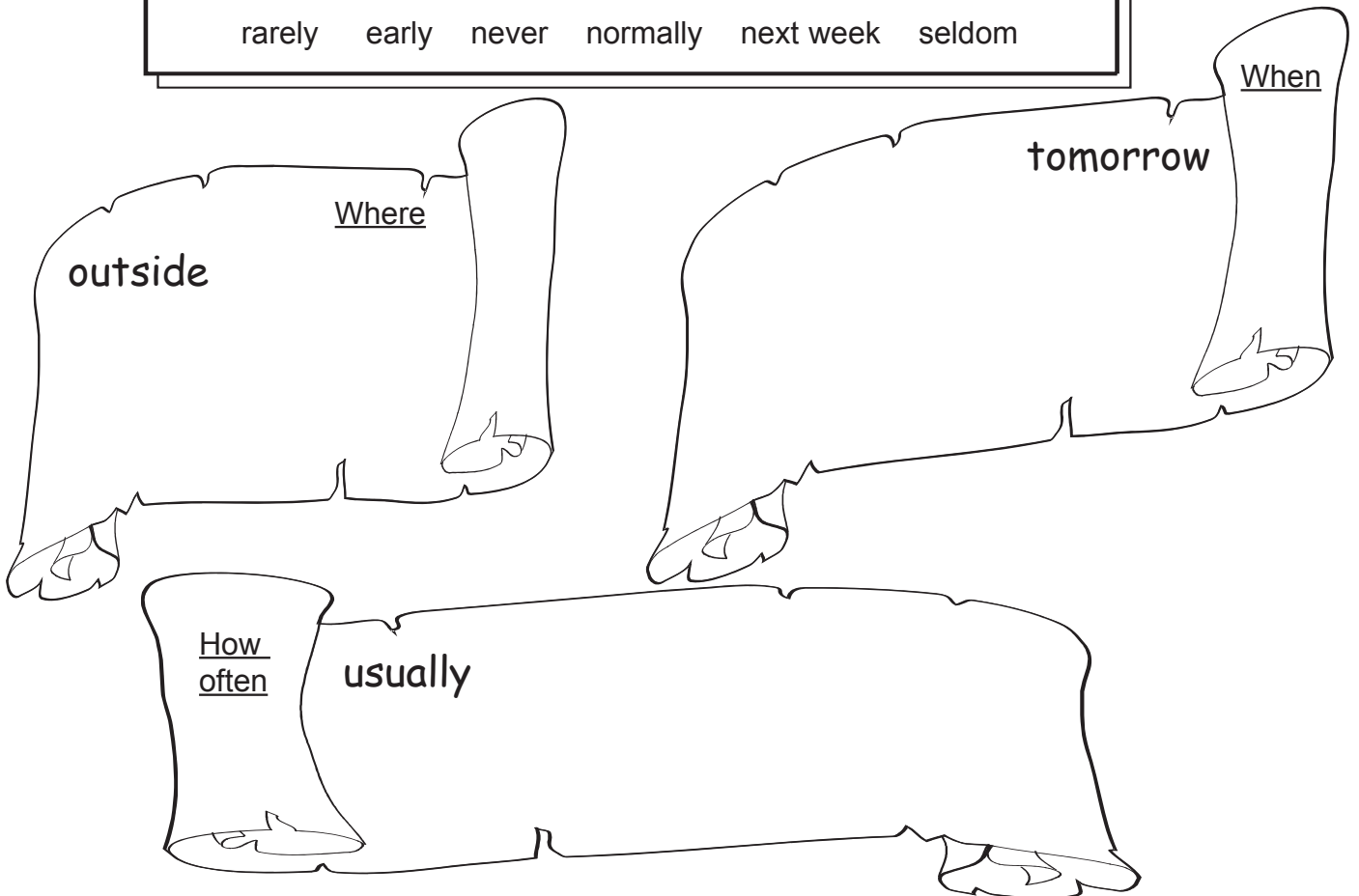
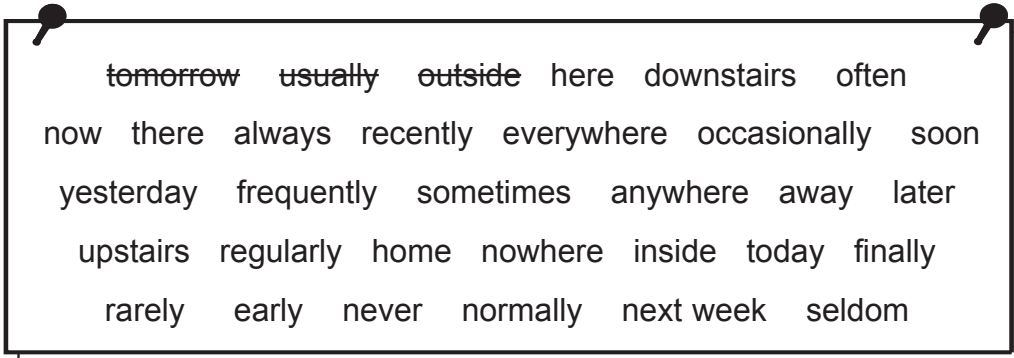
Sound: \_\_\_\_\_

# Adverbs 2: Recognizing adverbs

See the handout on **Adverbs** if you need help to complete this exercise.

## Adverbs that tell you 'where', 'when' and 'how often'

The noticeboard shows adverbs that can tell you 'when', 'where' and 'how often' something happens. Write each adverb on the correct scroll below.



Now write a sentence for each scroll, using at least one of the adverbs on it.

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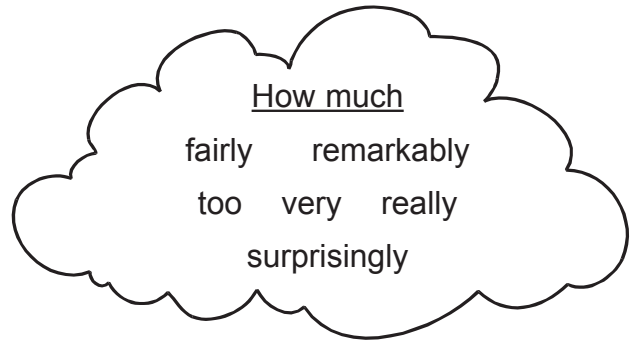
# Adverbs 3: Recognizing adverbs

See the handout on **Adverbs** if you need help to complete these exercises.

## Adverbs that tell you 'how much'

The following sentences have adverbs that give you more information about other adverbs or about adjectives. Circle the adverbs and write each one in the appropriate box below.

1. Linda swam surprisingly quickly.
2. The woods looked very different at night.
3. The stool was too low to be comfortable.
4. The children worked remarkably hard.
5. Oliver was fairly late doing his paper round.
6. Mrs Cookson is really nice.



Adverbs supporting other adverbs
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Adverbs supporting adjectives
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## The power of position

An adverb can change the meaning of a sentence depending on where it appears in the sentence. Look at the effect of the adverb 'only' in the sentence **Jim gave Jane a kiss.**

1. Only Jim gave Jane a kiss.
2. Jim only gave Jane a kiss.
3. Jim gave only Jane a kiss.

Explain in your own words what each of these sentences mean.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# Adverbs 4: Using adverbs

See the handout on **Adverbs** if you need help to complete this exercise.

## Where are they?

Adverbs can be used in different positions simply to make writing more interesting, but sometimes positions may change the meaning. For each sentence below, move the adverb and see where it could go without changing the meaning, where it could go and would change the meaning, or where it could not go because the result is nonsense.

Adverb: slowly

Sentence: The old man walked away.

The slowly old man walked away. nonsense

The old man walked slowly away. \_\_\_\_\_

The old man walked away slowly. \_\_\_\_\_

Slowly, the old man walked away. \_\_\_\_\_

Adverb: seriously

Sentence: You should think about this problem.

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Adverb: heavily

Sentence: She fell on the path.

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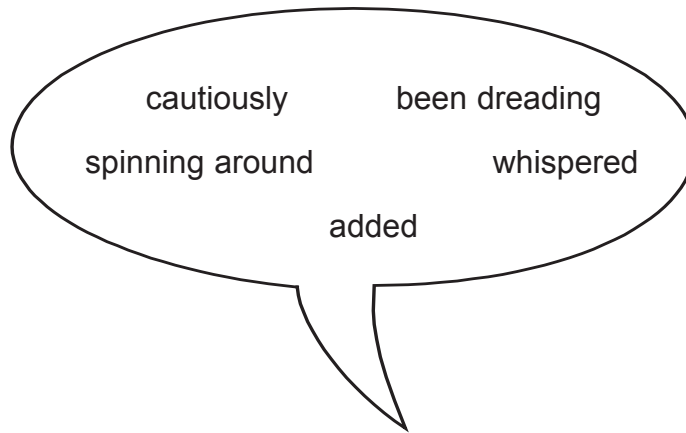
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# Adverbs 5: Using adverbs

See the handout on **Adverbs** if you need help to complete this exercise.

## Too many adverbs

Read the passage below in which the adverbs are underlined. Read it again and put brackets around anything that does not make sense, or which you think could be improved. You may want to delete adverbs or use a more powerful verb in some cases. The words in the speech bubble may help you. Now rewrite the passage.



Later, there was a gentle knocking. They all heard it softly, but only just. It was the sound they had anxiously been waiting for recently.

‘Go and see who it is quickly, Jon,’ said Ella apprehensively.

‘We can’t be too careful,’ slowly answered Jon. ‘It’s always safer to work in pairs. Marcie, will you come outside now with me? Ella, you and Hannah go upstairs immediately.

‘And as soon as there’s any sign of trouble, rapidly call the police,’ Jon said, suddenly turning to look directly at Hannah.

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Compiled by Bridget Gibbs, consultant and former teacher