

A Note to the Teacher

While nouns give the things around us a name, adjectives give them a face and verbs give them something to do or say.

Adverbs are the words that create the context of those actions.

They tell us about the movements, mood, mannerisms and body language of the people or objects involved.

They tell us about the times and the places where events occur.

ADVERBS

Adverbs are the words that add meaning to the actions of people, places, events and objects. They tell us how, when and where things happen.

The Bare Bones

Adverbs add meaning to:

- a verb (e.g. He runs *fast*.)
- an adjective (e.g. He is a *very* fast runner.)
- another adverb (e.g. He runs *too* fast for me.)

Different adverbs have different jobs to do.

Adverbs of manner tell how something is done.

e.g. He nodded *anxiously*. She spoke *slowly*.

Many adverbs of manner end in *-ly*.

e.g. quickly, lazily, fiercely, silently, busily, angrily, warily

NOTE: Some words ending in *-ly* are adjectives.

e.g. kindly man, early bird, curly hair

It is easy to spot the adverb – they add meaning to verbs, adjectives and other adverbs, NEVER to nouns.

Adverbs of time tell when things happen.

e.g. yesterday, tomorrow, long ago, next week, on Tuesday, now

Adverbs of time also tell how often things happen.

e.g. often, seldom, usually, occasionally, once, twice, daily

Adverbs of place tell where things are happening.

e.g. here, there, everywhere, somewhere, away, around, over

Interrogative adverbs are used to ask certain questions.

e.g. *How* are you? *Where* did you come from? *Why* have you come? *When* will you go?

Negative adverbs are used to make sentences negative.

e.g. I do *not* agree.

They have *not* come yet.

In speech and informal writing, they are often written as contractions.

e.g. I *don't* agree.

They *haven't* come yet.

Affirmative adverbs give the sentence a positive feel.

e.g. yes, certainly, undoubtedly, surely

Modal adverbs add a sense of possibility.

e.g. We *probably* will go.

She *possibly* won't.

Perhaps you will.

Adverbs of degree show the extent to which something happens.

e.g. very, almost, nearly, scarcely, completely, absolutely

Adverbs, like adjectives, also have three forms:

- **positive degree**
e.g. He shouted loudly.
- **comparative degree**
e.g. He shouted more loudly still.
- **superlative degree**
e.g. He shouted most loudly of all.

Generally, we add *-er* or *-est* to adverbs of one syllable.
e.g. high, higher, highest; hard, harder, hardest

Thus, some adverbs of degree will look like adjectives.
Always remember that adverbs add meaning to verbs, adjectives and other adverbs, NEVER to nouns.

Adverbs ending in *-ly* have *more* or *most* before them.

e.g. silently, more silently, most silently

Some adverbs of degree are irregular.

e.g. well, better, best; much, more, most;
badly, worse, worst

Reviewing adverbs

- Remind the students of the way we use adverbs.
Adverbs are words that tell us how, when and where things happen. Write this sentence on the board:

The man drove.

- Ask students to jot down some adverbs to say HOW he drove. Share and list several responses, e.g. *recklessly, dangerously, safely, carefully, cautiously*.
Next write this sentence:

The man drove cautiously.

- Ask students to jot down some adverbs to say WHERE he drove. Share and list several responses, e.g. *anywhere, everywhere, somewhere, here, there*.
Now write this sentence:

The man drove there cautiously.

- Ask students to jot down some adverbs to say WHEN he drove. Share and list several responses, e.g. *yesterday, recently, sometimes, often, occasionally*.
Write the sentence:

The man always drove there cautiously in his old car.

- Discuss how the adverbs give a much clearer picture of how, when and where things happen. Ask the students to write two sentences about the man, using different adverbs. Share and discuss several examples.

- Remind students that adverbs can also say more about adjectives and other adverbs. Write this sentence:

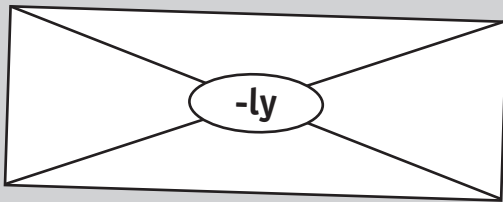
The man always drove there extremely cautiously in his very old car.

- Discuss the use of adverbs to modify or intensify adjectives and other adverbs. List some on the board, e.g. *very, extremely, absolutely, quite, fairly, rather*.
- Ask the students to write two other sentences about the man, using some of these adverbs to alter the meaning a little.

Exploring ADVERBS

Thinking Mats

Provide a range of books, magazines and newspapers. Divide the class into groups of four. Give each group an A3 'thinking mat' as illustrated, with -ly written in the centre. Each of the four students sits facing a quadrant.



Ask the students to skim the reading materials and, without speaking, list as many adverbs as they can, which end in -ly. Allow 10-15 minutes. One student then reads the words he or she has written. The others cross out any they have that are the same. Repeat for each student. The group then makes a list of their words down the left-hand side of a sheet of A3. Allow time for sharing. Collect or display lists.

Conversions

Return the lists from the previous activity to the groups of four. Explain that most of these words have been formed from an adjective, e.g. *safely* from *safe*; *grandly* from *grand*; *peacefully* from *peace*. Discuss how some spelling rules apply, e.g. *easy* becomes *easily*, *angry* becomes *angrily*. Ask the students to attempt to convert the adverbs in their list to adjectives. End with a group sharing. Collect or display their lists.

Adverb Sorts

Prepare a number of sets of adverb word cards. Each set has 24 cards – 8 adverbs of manner, 8 adverbs of time and 8 adverbs of place. Store sets in zip-lock bags. Divide the class into pairs or small groups. Give each group a set of adverbs and ask them to sort them into HOW, WHEN and WHERE adverbs. Groups report back to the class. Word cards are returned to the bags for re-use.

Adverbs - Manner, Time, Place 1

An adverb is a word that tells us more about the verb, for example: *The cat purrs **loudly**.*
*The man shouted **angrily**.* Wait **here** for me.
 Let's go and play **now**.

HOW



The plane flew *quickly*.
 Joe is climbing *nimbly*.

WHEN



The plane flew *yesterday*.
 Joe is climbing *now*.

WHERE



The plane flew *high*.
 Joe is climbing *down*.

1 The adverb in each sentence is underlined.

Does it say **HOW** or **WHEN** or **WHERE** about the verb?

- a Jason swam slowly to the edge of the pool. _____
- b We will eat dinner soon. _____
- c The yellow kite is flying high. _____
- d We often go shopping. _____
- e Away ran the mouse. _____

2 Highlight the adverbs in each sentence.

Remember adverbs tell **HOW**, **WHEN** and **WHERE**.

- a We cheered loudly for our team.
- b Ari is leaving early.
- c Please wait quietly by the door.
- d Your book is there on the table.
- e You go now and I'll come later.
- f She spoke softly so no-one heard her.



3 Use these adverbs in sentences – *somewhere, afterwards, politely*.

Adverbs - Manner, Time, Place 2

An adverb is a word that tells us more about the verb. Adverbs tell us **how**, **when** and **where** something happens.

1 Circle all the adverbs below in red. Cut out the sentences and paste them onto a table under the headings HOW, WHEN and WHERE.

a We are going away for a holiday.	c Charlie easily swam the length of the pool.	e The puppies slurped their food noisily.
b The fish swam around the tank.	d We often go to the creek for a picnic.	f Our newspaper is printed daily.

2 Add an adverb to each sentence. The words in the box will help you.

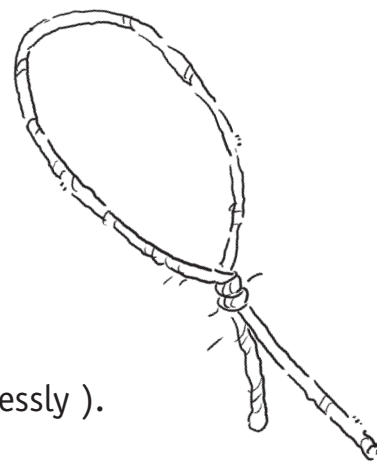
- a** The boy spoke _____. (how?)
b _____ I went to a barbeque. (when?)
c Bert is sitting _____. (where?)
d _____, the old man stood up. (how?)
e The swimmer dived _____ into the pool. (where?)
f He _____ goes to concerts. (when?)

here there
backwards
yesterday quietly
often wearily
sometimes
once quickly

3 The adverbs have been underlined. Draw an arrow from the adverb to the verb it tells more about. Do the adverbs say HOW, WHEN or WHERE about the verb?

- a** David called excitedly to his friends.
b I often watch football matches on television.
c Jeremy tied the rope carelessly.
d Sit here and work quietly.
e The horse galloped down to the gate.

_____ *how* _____



4 Circle the correct adverb.

- a** Cars should be driven (dangerously carefully recklessly).
b You should wait (softly patiently anxiously).
c You should always speak (rudely nervously clearly).
d Pet animals should be treated (kindly cruelly foolishly).

Name _____ Date _____

Adverbs

Many adverbs are formed by adding *-ly* to the adjective, for example: *slow – slowly, brave – bravely, smooth – smoothly, cold – coldly.*

1 Complete the sentences by using adverbs. Make the adverbs by adding *-ly* to an adjective in the box.

- a** The car swerved _____ around the corner.
- b** The old man leaned _____ on his walking stick.
- c** _____ the moon slips across the sky.
- d** The boat rocked _____ on the water.
- e** Mrs Poulos looked _____ at her son.

**Spelling alert!*

proud
silent
dangerous
gentle
heavy

2 Circle the correct word in the brackets.

- a** Never treat animals (bad badly).
- b** (Careful Carefully) he took the hot cake from the oven.
- c** The children rushed (noisy noisily) out to play.
- d** She spoke (kind kindly) to her brother.
- e** Sit (quiet quietly) beside your mother.



3 Join the sentence parts correctly.

- a** He crept _____ loudly _____ for many days.
- b** I spoke _____ slowly _____ up the stairs.
- c** He knocked _____ silently _____ so everyone could hear.
- d** Jeff ran _____ patiently _____ and the door opened.
- e** It rained _____ clearly _____ at the bus stop.
- f** She waited _____ heavily _____ and lost the race.

Adverbs - Antonyms

We can use adverbs to show actions in opposite ways, for example: *Did she speak **softly** or **loudly**?*
*Did he do it **carefully** or **carelessly**?*



Adverbs that give opposite viewpoints are called **antonyms**.

1 To complete each sentence, write an antonym for the adverb in brackets.

- a** That man is driving _____. (dangerously)
- b** The captain spoke _____ to his team. (loudly)
- c** He _____ rides his bike to school. (never)
- d** Jay treats his pet dog _____. (unkindly)
- e** Chris arrived _____ for school yesterday. (late)
- f** She will post the letter _____. (soon)

2 Search for the antonyms (opposites) of these adverbs.

smoothly
noisily
north
downwards
low
inside
loudly
above
forwards
quickly

Y	L	T	F	O	S	J	O	K	R
L	B	G	E	L	D	W	X	L	B
H	I	G	H	P	R	Q	I	H	D
G	A	N	V	O	A	U	V	E	L
U	B	A	C	K	W	A	R	D	S
O	E	Z	E	L	P	E	F	I	O
R	L	G	H	Q	U	T	M	S	U
D	O	S	L	O	W	L	Y	T	T
R	W	Y	L	T	E	I	U	Q	H

3 Use these adverbs in sentences: *carefully* *carelessly*.

Name _____ Date _____

Adverbs - Manner, Time, Place 1

Adverbs add meaning to verbs, adjectives and other adverbs, for example:

*She runs **fast**. She is a **very** fast runner.
She runs **too** fast for me.*

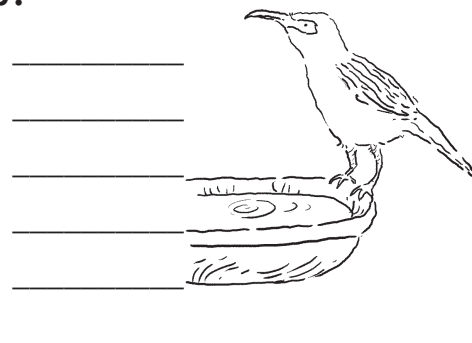
There are three types of adverbs that say more about verbs.

- 1 MANNER – tells *how* an action occurs.
- 2 TIME – tells *when* an action occurs.
- 3 PLACE – tells *where* an action occurs.

1 The adverb in each sentence is underlined.

Does it say **HOW** or **WHEN** or **WHERE** about the verb?

- a Honeyeaters often come to drink in our bird bath.
- b I couldn't find my car keys anywhere.
- c Tomorrow we are going to visit the historical museum.
- d She spoke hesitantly, as if she didn't know what to say.
- e Sit here and wait till I come back.
- f Dad was pleasantly surprised when he opened his gift.



2 Highlight the adverbs in each sentence.

Remember adverbs tell **HOW**, **WHEN** and **WHERE**.

- a Donna is catching a train early this morning.
- b He tapped his fingers impatiently on the table.
- c I will stay here with all my friends.
- d The farmers looked anxiously at the dark storm clouds.
- e I seldom see my cousin since she left our town.
- f Sometimes my brother and I go bush walking.
- g The man always drives carefully.



3 Use these adverbs in sentences: *everywhere, occasionally, kindly*.

Adverbs - Manner, Time, Place 2

Adverbs add meaning to verbs. They tell us **how**, **when** and **where** things happen.

I Add an adverb from those listed below.

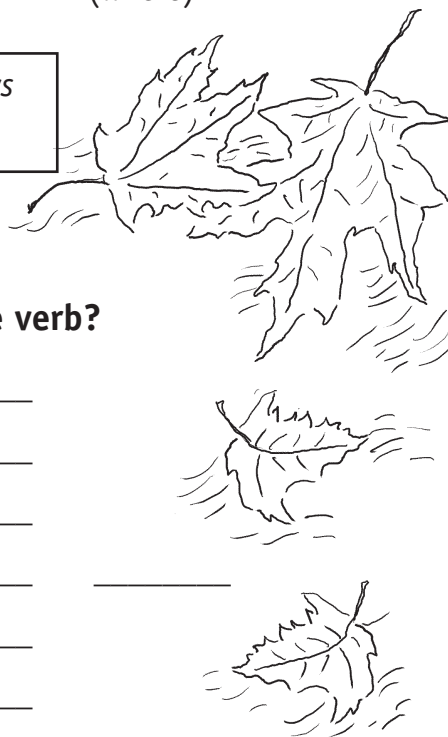
- a The couple waltzed _____ round the dance floor. (how)
- b _____ I went to the science museum. (when)
- c The students worked _____ on their clay models. (how)
- d We _____ go skiing in winter. (when)
- e Tiny crabs scuttled _____ across the sand. (where)
- f The helicopter lifted _____ into the air. (where)

<i>upwards</i>	<i>once</i>	<i>yesterday</i>	<i>sideways</i>
<i>sometimes</i>	<i>gracefully</i>	<i>often</i>	<i>busily</i>

2 The adverbs have been underlined. Draw an arrow from the adverb to the verb it tells more about.

Do the adverbs say **HOW**, **WHEN** or **WHERE** about the verb?

- a Linton called excitedly to his friends. how
- b Occasionally we go swimming in the creek. _____
- c If you arrive late, you may not get a seat. _____
- d Sit there and read your book quietly. _____
- e Autumn leaves fell down on the soft ground. _____
- f Our cousins arrived from Sweden yesterday. _____



ADVERBS

3 Write sentences using the adverbs: *homewards*, *tomorrow*, *sadly*.

Name _____ Date _____

Adverbs Ending in -ly

Many adverbs are formed by adding *-ly* to the adjective, for example:

quick quickly, helpful helpfully, lazy lazily.

1 Complete the sentences by adding adverbs. Make the adverbs by adding *-ly* to the adjectives in the box. Note your spelling.

- a* Jenny smiled _____ at her mother.
- b* It rained _____ for days and days.
- c* _____ we had brought raincoats with us.
- d* Fiona listened _____ to her brother's story.
- e* The plane landed _____ on the wet tarmac.
- f* That morning the street was _____ quiet.

*unusual
steady
patient
safe
grateful
fortunate*

2 Have some fun with adverbs.

Complete each alliterative sentence with an adverb.

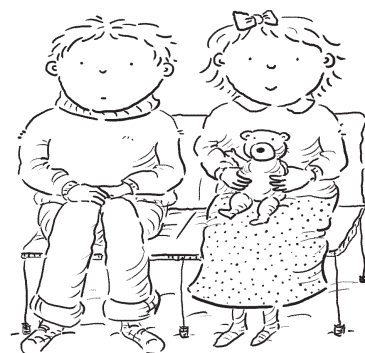
- a* Roger runs recklessly round the rugged rocks.
- b* Jordan juggles jellybeans _____.
- c* Cameron _____ carries carrots and corn.
- d* Pink poodles parade _____ in the park.
- e* Martin motored _____ in the mountains.
- f* Sausages sizzle _____ in the silver saucepan.



3 Add three more alliterative sentences of your own.

4 Circle the correct word in brackets.

- a* (Gentle gently) they placed the grapes in the basket.
- b* We cheered (loud loudly) for the marathon runners.
- c* I could hear a (faint faintly) sound behind the door.
- d* Sit (quiet quietly) beside your big sister.
- e* He is very (kind kindly) to his pets.



Adverbs - Antonyms

Adverbs can show actions in opposite ways. These adverbs are called **antonyms**, for example: *Was she speaking **loudly** or **softly**?*

1 To complete each sentence, write an antonym for the adverb underlined.

- a The puppy ran here, _____ and everywhere.
- b I always come here, but he _____ does.
- c You go now and I'll come _____.
- d She did _____ in the test, but I did badly.
- e While Ben went _____, we travelled south.



2 Write the antonyms, then complete the word search.

- strongly _____
- sadly _____
- usually _____
- forwards _____
- inside _____
- high _____
- below _____
- roughly _____
- quickly _____
- late _____
- loosely _____
- softly _____

Y	G	L	O	U	D	L	Y	K	R
L	S	M	O	O	T	H	L	Y	B
H	I	G	H	P	R	Q	K	L	D
G	E	A	R	L	Y	U	A	I	E
U	D	A	C	K	W	A	E	P	V
T	I	G	H	T	L	Y	W	P	O
R	S	D	R	A	W	K	C	A	B
D	T	S	L	O	W	L	Y	H	A
R	U	N	U	S	U	A	L	L	Y
L	O	W	Y	L	W	O	L	S	D

3 Use these words in sentences: *inside out* *upside down*

Name _____ Date _____

Adverbs

Name _____ Grammar BLM

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Some adverbs look like adjectives. You can tell they are adverbs if they add meaning to verbs, adjectives and other adverbs. If they add meaning to a noun, they are adjectives.

1. Circle the adverb to complete each sentence.

- a. The girls played (happy happily) in the gymnasium.
- b. The teacher laughed (loud loudly) at my joke.
- c. David ran (quick quickly).
- d. I jumped the fence (easy easily).
- e. The teacher corrected our work (careful carefully)
- f. Jo held her trophy (proud proudly).

2. Change the word in brackets into an adverb to complete each sentence.

- a. Ben can swim _____. (strong)
- b. Ali cried _____. (sad)
- c. The lady sang _____. (loud)
- d. The mother sang _____ to her child. (soft)
- e. The teacher asked us to work _____. (neat)
- f. The train came _____ into the station. (slow)



Adverbs

Name _____ Grammar BLM

31

An adverb is a word that adds meaning to a verb, an adjective or another adverb.

1. Select the best adverb to complete each sentence.

gracefully
brightly

neatly
tightly

busily
softly

angrily
carefully

- a. We should cross a busy street _____.
- b. We tie parcels _____.
- c. Lights can shine _____.
- d. We should write _____ in our books.
- e. The children worked _____.
- f. The lion roared _____.
- g. We should whisper _____.
- h. A swan swims _____.

2. Beside each adverb write *how*, *when* or *where* to show what it tells us.

- a. tomorrow _____
- b. greedily _____
- c. tonight _____
- d. today _____
- e. sadly _____
- f. yesterday _____
- g. inside _____
- h. down _____
- i. sweetly _____
- j. outside _____

3. Add an adverb of your own to complete each sentence.

Make sure your adverb answers the word in brackets.

- a. She fell _____. (where)
- b. He whistled _____. (how)
- c. Tom arrived _____. (when)
- d. The window was broken _____. (how)
- e. The kangaroo jumped the fence _____. (how)
- f. I will repay you _____. (when)

Adverbs

Name _____ Grammar BLM

32

An adverb is a word that adds meaning to a verb, an adjective or another adverb.

1. Select the best adverb telling *where* to complete each sentence.

out everywhere there here inside
nowhere below somewhere

- a. Put the boxes over _____ .
- b. The lost pens were _____ to be found.
- c. I can't find it but I must have put it _____ .
- d. Let's sit right _____ .
- e. They stayed on the top deck but I went _____ .
- f. When she dropped the bottle the water spilled _____ .
- g. He was so angry he stormed _____ .
- h. Tim went outside but I stayed _____ .

2. Add an adverb telling *how* to each verb.

politely swiftly softl loudly
heavily happily slowly sweetly

- a. fell _____
- b. whispered _____
- c. sang _____
- d. ran _____
- e. yelled _____
- f. limped _____
- g. spoke _____
- h. played _____

3. To each pair of sentences add an adverb telling *where* and then an adverb telling *how*.

- a. Ben played _____ . Ben played _____ .
- b. I told her to come _____ . I told her to come _____ .
- c. The fish swam _____ . The fish swam _____ .