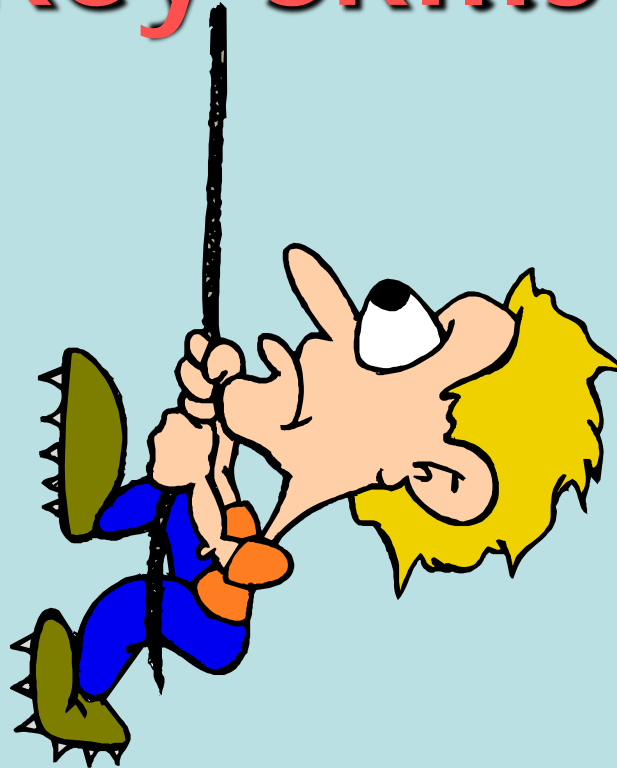


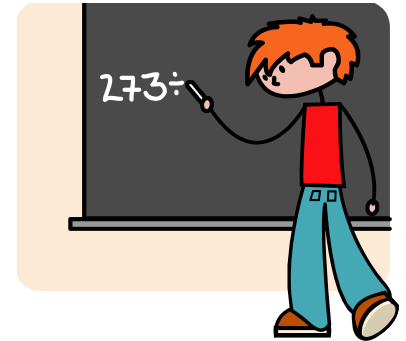
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## Key Skills



## Adverbs

# Adverbs



## Objectives:

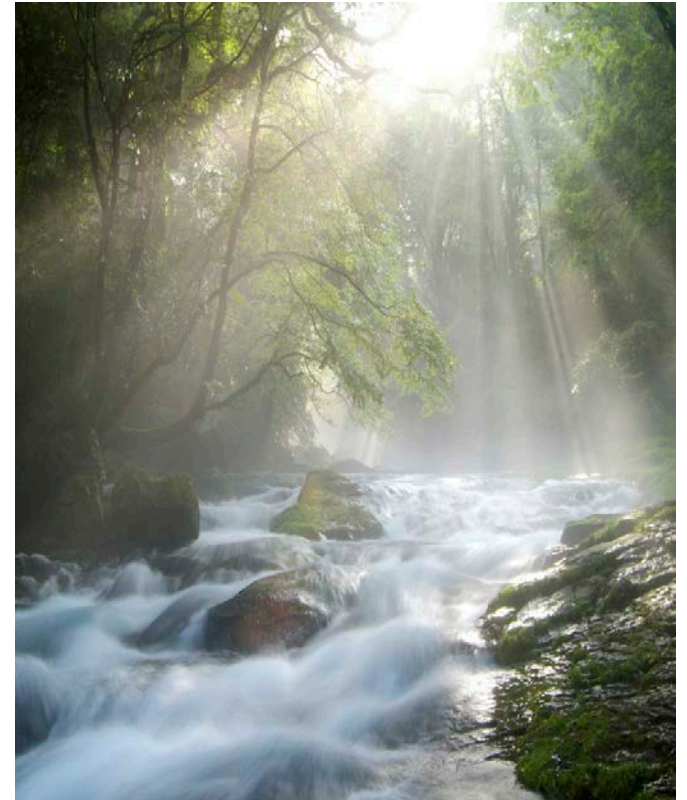
- **Reading:** To learn how to recognise adverbs
- **Writing:** To learn how to use adverbs effectively to improve our sentences

# What Are Adverbs?

**Adverbs** are words that tell us more about a verb. Adverbs tell us how, when or where the action (verb) took place.

E.G: *The river  
flowed rapidly*

In this sentence the verb is 'flowed'. The **adverb**, '**rapidly**', tells us how the river flowed.



# What Are Adverbs?

**Adverbs of time** tell us when the action (verb) took place.

E.G: *The train arrived late*

In this sentence the verb is 'arrived'. The **adverb**, '**late**', tells us when the train arrived.



# What Are Adverbs?

**Adverbs of place** tell us where the action (verb) took place.

E.G: *My sister*  
*marched in front*



In this sentence the verb is 'marched'. The **adverb**, '**in front**', tells us where she marched.



# Spot the Adverb

Underline, circle or highlight the adverbs in the following sentences:

- 1. Jenny turned over in her sleep.*
- 2. Artemis ran blindly along the corridor.*
- 3. She screamed desperately for help.*
- 4. The sun shone beautifully this morning.*
- 5. We arrived yesterday but will be leaving soon.*


# Check Your Understanding

How did you do? Give yourself one mark for each correctly identified adverb then add up your score out of six.

1. Jenny turned over in her sleep.
2. Artemis ran blindly along the corridor.
3. She screamed desperately for help.
4. The sun shone beautifully this morning.
5. We arrived yesterday but will be leaving soon.

# Using Effective Adverbs

On the next slide you will be asked to place adverbs into a range of sentences.

- Before you begin, make sure you: 
- Use a word which makes sense in the sentence
- Use better vocabulary. Avoid boring adverbs such as 'loudly', 'fast' or 'scarily'.
- Use an adverb that creates a specific image and a particular mood for the reader.



# Using Effective Adverbs

Place adverbs into the following sentences:

1. *Mrs Clarke searched \_\_\_\_\_ for a stick of chalk.*
2. *Becky was writing \_\_\_\_\_ when the fire alarm rang.*
3. *They behaved \_\_\_\_\_ in a dangerous situation.*
4. *We should be arriving in Glasgow \_\_\_\_\_.*
5. *The surgeon fought \_\_\_\_\_ to save the man's life.*

# Constructive Criticism



## Speaking and Listening

**Speaking:** Read your sentences out to a partner or the rest of the class. Explain why you have chosen particular adverbs, say how they improve the sentence.

**Listening:** Listen to the sentences being read out. Has the reader improved the sentences by adding adverbs? If you think they have say why. How could they improve it further?

*For whole class discussion choose another reader, for paired work swap roles.*

# Adverb Detective



Divide your page into three columns.  
Read the adverbs on the next slide  
then decide which category they fit  
into. The first three have been done  
for you.

<b>How?</b>	<b>When?</b>	<b>Where?</b>
<i>bravely</i>	<i>tomorrow</i>	<i>here</i>



# Adverb Detective

How, when or where?

*bravely*

*tomorrow*

*here*

*directly*

*cosily*

*soon*

*yesterday*

*generously*

*out*

*reluctantly*

*later*

*over*

*now*

*stupidly*

*badly*

*secretly*

*near*

*often*

*in*

*next*

*loudly*