

Unit 12

Adverbs

Essential knowledge

Useful expressions: description

Vocabulary: adverbs of manner

Language conventions: word order in a sentence, spelling

MATERIALS NEEDED

Highlighter

Unit 12

Adverbs

1. How?

A Identification

► Highlight the words that explain **how** in each sentence.

Example: Karen looked **sleepily** at her alarm clock.

- "Get up!" her dad called **loudly**. "I made pancakes."
- Her sister Maude ran **noisily** down the stairs.
- Karen got up and **slowly** put on her jeans and T-shirt.
- She ate her pancakes **hungrily** and drank her hot chocolate.
- Then, Karen **frantically** looked for her math homework.
- She brushed her teeth and ran **fast** to catch the bus.
- Karen listened **attentively** in Spanish class.
- At lunchtime, James performed his new song **beautifully**.
- After school, Karen played **gently** with her hamster.
- She studied **hard** after supper.



G Adverbs of manner

Adverbs of manner explain **how** an action is done. They are formed from adjectives.

Rule 1 - Most adjectives

• Add **ly**.

serious ► **seriously**

Rule 3 - Adjectives ending in **y**

• Change **y** to **i** and add **ly**.

happy ► **happily**

Rule 5 - Adjectives ending in **a consonant + le**

• Remove the **e** and add **y**.

responsible ► **responsibly**

Rule 2 - Adjectives ending in **l**

• Add **ly**.

careful ► **carefully**

Rule 4 - Adjectives ending in **ic**

• Add **ally**.

romantic ► **romantically**

Rule 6 - Irregular adverbs

good ► **well**

hard ► **hard**

fast ► **fast**

1A Identification

Students at this level have usually encountered adverbs in their reading, and some may have already asked about this form because they recognize the adjective base. Introduce the notion briefly before doing the identification activity. Refer to the students' abilities: Simon runs *quickly*, for example, or Sarah sings *beautifully*. Students will easily deduce how most adverbs are formed. Guide the students and check for comprehension as they highlight the adverbs in each sentence. Explain the rules in the *Grammar* box and solicit other examples for each one.

Note: Teaching about adverbs of manner at this level is an activity of exposure and explanation rather than one of practice and personalization. It is important that students recognize and understand adverbs, but we do not expect them to use these words in their daily communication.

Notes

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Adverbs

Essential knowledge

Useful expressions: description

Vocabulary: adverbs of manner

Language conventions: word order in a sentence, capital letters, spelling, punctuation (periods)

EXTENSION MATERIALS

RS 35

B Adverb practice

- Write the adverb for each adjective.
- Write the rule number from page 156.

			Rule				Rule
1	quick	quickly	1	6	horrible	horribly	5
2	crazy	crazily	3	7	specific	specifically	4
3	strange	strangely	1	8	good	well	6
4	illegal	illegally	2	9	funny	funnily	3
5	basic	basically	4	10	helpful	helpfully	2

C Different ways to say it

- Rewrite the sentences using adverbs instead of adjectives.

Example: We are fast swimmers. We swim fast.

- Karen is a neat writer.
Karen writes neatly.
- My dad is noisy when he takes his shower.
My dad takes his shower noisily.
- The students are nervous when they write their exams.
The students write their exams nervously.
- She's a calm teacher.
She teaches calmly.
- You're a beautiful singer.
You sing beautifully.
- Ben is a good soccer player.
Ben plays soccer well.
- The kids are loud when they laugh.
The kids laugh loudly.
- It's easy for Alice to speak Mandarin.
Alice speaks Mandarin easily.



1B Adverb practice

Students practise writing adverbs, using the resource on the preceding page.

1C Different ways to say it

Students rewrite the sentences using an adverb. Explain that in these examples the adverb is placed at the end of the sentence.

Extension

See page 155 for instructions on how to play *Charades*. RS 35 provides 32 charade suggestions to be cut out and placed face down, and a list of pertinent adverbs to facilitate guessing. Students say what their classmate is doing and how (*You are drinking coffee sleepily*). It is helpful to solicit an affirmative sentence (rather than the interrogative form as on page 155) as the grammatical structure is challenging and the target language is the use of adverbs.

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