

5 Adverb phrases

Sometimes, a single adverb is not enough to tell us how, when or where something happens.
 We can use a **phrase** to describe **how, when or where** something happens so that the reader has a clear picture of what we are writing about.

- He walked **quickly**. = single adverb
- He walked **with rapid steps**. = adverb phrase
- The bus was **late**. = single adverb
- The bus was **ten minutes behind schedule**. = adverb phrase
- The fox was **there**. = single adverb
- The fox was **behind the dustbins**. = adverb phrase

A Underline the adverb phrase in each sentence.

- 1 She got up early in the morning to pack for her holiday.
- 2 The lioness sprang powerfully and swiftly on to its prey.
- 3 I lost my money somewhere on the way to school.

B Use these verbs and an adverb phrase of your own in sentences.

- 1 climbed adverb phrase _____
Sentence: _____
- 2 managed adverb phrase _____
Sentence: _____
- 3 grew adverb phrase _____
Sentence: _____

6 Fronted adverb phrases

Adverb phrases can come at the beginning of a sentence.

The runner reached the finish line **gasping for breath**.
Gasping for breath, the runner reached the finish line.

If an adverb phrase comes before the main clause, use a comma to separate them.

Rewrite each sentence, putting the **adverb phrase** first.

1 We visit our relatives every Saturday evening.

2 The manager dealt with the problem calmly and courteously.

3 The children huddled together in the deepest part of the forest.

7 Adverb pairs

Book 4 Unit 10

Adverbs are sometimes used in **pairs** to make the meaning clearer.

The train was **very late**.

He picked up the broken glass **extremely carefully**.

These **adverbs** tell us more about other adverbs.

more quite only so almost very rather less most extremely

A Underline the **adverb pair** in each sentence.

1 The tiger crept almost noiselessly through the undergrowth.

2 We come to see you so often, it feels like home.

3 Rather hesitantly, she approached the spider.

B Make each of these into an **adverb pair** and use each in a sentence of your own.

1 _____ miserably

Sentence: _____

2 _____ high

Sentence: _____

3 _____ enchantingly

Sentence: _____

8 Adverbs showing sequence

Book 5 Unit 23

Adverbs that tell us the order in which things are done are useful if we are writing an explanation, or recounting something that we did. Here are some useful **sequence adverbs and adverb phrases**.

firstly secondly thirdly etc.
next after lastly afterwards before finally
initially then meanwhile eventually first of all
after that in the end until then just then

A Write five things you do every morning to get ready for school.

- _____
- _____
- _____
- _____
- _____

B Number them in the order you do them.

C Write a paragraph about the things you do every morning. Use an **adverb of sequence** for each one. Begin like this:

First of all I _____

9 Adverbs showing possibility

Book 5 Unit 23

Some adverbs also tell us how likely or possible something is.
*It will **probably** rain tomorrow.*

Choose at least 3 **adverbs of possibility** from the Adverb Round Up on page 19 and use them in 3 sentences of your own.

Adverb Round Up

Adverbs tell us how, where and when an action happens.

- adverbs of manner: quickly/wisely/menacingly/fast/high
- adverbs of place: here/there/near/outside/upstairs
- adverbs of time: today/tomorrow/late/soon/after/rarely
- comparative adverbs: harder/earlier/more loudly/more timidly
- superlative adverbs: fastest/nearest/most dishonestly/
most caringly
- adverb phrases: with a heavy heart/sometime last week/
on the top shelf
- adverb pairs: rather slowly/extremely impatiently/
very crossly
- adverbs of sequence: firstly/afterwards/meanwhile/just then/
in the end
- adverbs of possibility: certainly/definitely/probably/maybe/surely/
perhaps

Let's write!

Here is a list of verbs which you can use when writing about birds.

to fly	to swoop	to peck	to chirp	to tweet
to sing	to build	to gather	to feed	to perch
to land	to flap	to waddle	to hop	to drink

Imagine you have watched different kinds of birds. This could have been in the garden, in the street, near the sea, etc.

Use as many of the verbs as you can to show what the birds did.

Make the verbs more interesting by adding:

- adverbs
- comparative adverbs
- superlative adverbs
- adverb pairs
- adverb phrases
- adverbs of sequence

Try to use adverbs of possibility as well.

Make notes about your ideas before you write.