



# Chapter 11.

## Adverbs and the Adverb Group

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### The functions of adverbs and Adverb Groups

#### Web activity 1

Play a ball/paper ball game in a circle of 3-4 students. The first student mentions an adverb and throws the ball to another student who must put the adverb into a sentence when they catch the ball. He then finds the next adverb:

*extremely* ↔ *She is extremely lucky*

Afterwards, discuss this exercise from a teacher's perspective.

#### Web activity 2

Identify the AdvGs in the following – typical 'grammar-book' – text and determine their function: Circumstantial, PrM in AdjG or PrM in AdvG?

*Peter was standing quietly at the blackboard and the class was completely silent. He addressed the class quite clearly in a somewhat distinct voice, asking them a fairly difficult question. Fortunately, Maria very soon put up her hand and gave him an extremely clever answer, which made him highly satisfied because he quite agreed with her. He had certainly succeeded in teaching this class and had totally forgotten the troubles he had with other pupils.*

#### Web activity 3

Here are some examples of activities on adverbs from textbooks. Discuss them from a teacher's perspective. You might discuss:

- Do they focus on FORM, MEANING and/or USE?
- Are they communicative?
- At which level are they appropriate? Why?



### 3-1<sup>1</sup>

#### Class activity

A. Below are two lists: one with adverbs and one with actions. Cut out some small slips of paper and write an adverb or an action on them.

#### Adverbs

*Happily*  
*Proudly*  
*Sadly*  
*Nervously*  
*Seriously*  
*Angrily*  
*Quickly*  
*Carefully*  
*Casually*  
*Slowly*  
*Loudly*  
*Enthusiastically*  
*Shyly*  
*???*

#### Actions

*Brush your teeth*  
*Eat an ice cream*  
*Take off your clothes*  
*Make the bed*  
*Dance hip hop*  
*Cook a meal*  
*Type a text*  
*Put on make up*  
*Comb your hair*  
*Paint a picture*  
*Play badminton*  
*Say hello to somebody*  
*Lay the table*  
*???*

B. Make two piles: one with adverbs and one with actions, mix up each group of cards separately and put them on the table, facing downwards.

Now let the students work in pairs. The pairs take turns picking up a card from each pile.

The pair of students should now mine the same action and adverb. The class should try to guess the action and the adverb.

C. Afterwards the class should compare the two students by using the adverb.

Here is an example:

*Angrily/Eat spaghetti* → *Mary ate spaghetti more angrily than Sarah.*

D. Would you teach the pupils in advance how to compare adverbs or will you use it as a consciousness-raising activity and ask the class afterwards how they compared the adverbs?



## 5 Biord

Biord hedder *adverbs* på engelsk.

### 1 How to find the adverb

Biordene i sætningerne i venstre kolonne er skrevet med *kursiv*.

- |                                  |                      |
|----------------------------------|----------------------|
| a He is <i>here</i> .            | a ...is he?          |
| b She drove <i>carefully</i> .   | b ...did she drive?  |
| c He asked me <i>yesterday</i> . | c ...did he ask you? |
| d He left <i>early</i> .         | d ...did he leave?   |

- ▶ Kig nu i højre kolonne, og prøv om du kan finde ud af hvad man kan spørge med for at finde biordet. Du skal finde tre forskellige spørgemåder. Skriv dem i dit kladdehæfte.
- ▶ Brug nu spørgeordene til at finde biordene i sætningerne, ligesom i eksemplerne. Skriv biordene i dit hæfte.

- |                                    |  |
|------------------------------------|--|
| 1 She was very nervous             | How nervous was she? <i>Very</i> .         |
| 2 The teacher talked quickly.      | How did the teacher talk? <i>Quickly</i> . |
| 3 They are both there.             |  |
| 4 The vacuum cleaner was very old. |  |
| 5 He often plays the piano.        |  |
| 6 You must leave now.              |  |
| 7 I'm rather tired.                |  |
| 8 He is downstairs.                |  |
| 9 You are quite wrong.             |  |
| 10 She moved the chair back.       |  |
| 11 Their hands reached out.        |  |
| 12 I will see him soon.            |  |
| 13 He carried the baby carefully.  |  |

### 2 Compare adjectives and adverbs

- 1 He gave me an *answer*.
  - 2 You must *answer* now.
- ▶ Hvad betyder *answer* i sætning 1? Hvilken ordklasse er det: Navneord, udsagnsord, tillægsord eller biord?
  - ▶ Hvad betyder *answer* i sætning 2? Hvilken ordklasse er det?
- 3 You gave me a *quick* answer.
  - 4 She answered *quickly*.



- ▶ Hvad betyder *quick* i sætning 3? Hvilken ordklasse er det?  
Hvilket ord i sætningen fortæller det noget om?
- ▶ Hvad betyder *quickly* i sætning 4? Hvilken ordklasse er det?  
Hvilket ord i sætningen fortæller det noget om?
- ▶ Gør disse sætninger færdig. Du skal bruge biord.
  - 1 He gave me a quick answer. He answered ... .
  - 2 She gave a clever answer. She answered ... .
  - 3 Josephine gave a quiet answer. She answered ... .
- ▶ Hvilken ordklasse fortæller biordene noget om?
- ▶ Hvilken ordklasse fortæller tillægsord noget om?

### 3 Adverbs can tell you about...

Biord kan også fortælle noget om andre ord end udsagnsord.

- ▶ Se på de to næste sætninger, og prøv at finde ud af hvilke.  
Biordene står i *kursiv*.
  - 1 I had some *rather* important information. (Hvilken ordklasse er *important*?)
  - 2 He listened *very carefully*. (Hvilken ordklasse er *carefully*?)
- ▶ Biord kan altså fortælle om ord fra tre ordklasser. Skriv dem ned i dit kladdehæfte.

#### Create adverbs

- ▶ Man laver tit biord af tillægsord. Se på disse eksempler:

quick – quickly	careful – carefully
loud – loudly	extreme – extremely
slow – slowly	beautiful – beautifully

- ▶ Hvordan laver man normalt biord af tillægsord?



## Working with Language – Adverbs

**Tell it to Me Gently**

- Cut out adverb cards and scatter them face down on the table.
- Place the sentence cards in a pile.
- Take turns to pick a sentence card and an adverb card from the table.
- Say the sentence in the manner indicated by the adverb.
- Let your classmates guess which adverb you use.
- You can repeat the game over and over again by making up your own sentences and adverbs.

I love you.	angrily
I hate you.	passionately
Pass the salt.	shyly
Follow that car.	ecstatically
I won a million dollars.	quietly
Hurray.	loudly
You're the best.	goofily
He has a wooden leg.	happily
My guinea pig just died.	sadly
Hello there.	drunkenly

## How to distinguish adverbs from adjectives

### Web activity 4.

#### Guess my card

1. Consolidate your knowledge on which verbs are followed by adjectives and adverbs.
2. Discuss this task from a teacher's perspective, e.g. are there other learning outcomes?



#### Rules:

- The game is played by 3 or 4 students.
- Cut the cards<sup>4</sup> and shuffle them. A student picks up a card and describes it without showing it to the others by using the verbs smell, look, feel, taste, sound and adjectives.
- The other students try to guess what the card shows but the student with the card can only answer yes and no.

- The student who guesses the card wins it and now it is his/her turn to pick up a card and describe it.
- The winner is the student who wins most cards

### Web activity 5.

1. In pairs write small poems in which you use verbs of perception and add adjectives to describe some of these abstract nouns: *fear, anger, hatred, lust, greed, love, jealousy, pride, revenge, hunger, laughter, boredom, loneliness, death, silence, freedom, peace, war, success and hope.*

**Here is an example:**

*Hatred*

*Hatred is black*

*It sounds shrill – like cats fighting in the night*

*It tastes bitter – like old coffee*

*It smells musty – like damp rooms*

*It feels wearing – like endless walking in the dark*

2. Discuss whether you could use this task at school.

## After reading about adverbs and Adverb Groups

### Web activity 6.

#### Information gap task on adjectives and adverbs

Pair work: Student A + Student B

Take turns picking up a card. Describe the word without actually saying the particular words. You can explain the terms, give examples of relevant rules, use synonyms etc. Try to practise the use of the proper grammatical terms.

Here is an example of how you could explain the word *eldest*: You could say that this is the superlative of the adjective *old*, but you can only use this form about brothers or sisters and only attributively in front of *sister* or *brother*.

1. What did you learn by doing this task concerning adjectives and adverbs?
2. Could you adapt this task for using it with learners?

PREDICATIVE USE	THE COMPARATIVE	THE BASE FORM	-ish
ADJECTIVE	ADVERB GROUP	DEGREE ADVERB	CIRCUMSTANTIAL
COMPARISON	DESCRIPTIVE ADJECTIVES	SYNTACTIC COMPARISON	ATTRIBUTIVE USE
THE SUPERLATIVE	THE FALSE COMPARATIVE	ELDER	ADVERB
ADJECTIVE GROUP	PROP-WORD	CLASSIFYING ADJECTIVES	INFLECTIONAL COMPARISON



## Web activity 7.

### Final Reflections

#### A. Reflections in relation to didactics

1. Sum up what is most important to know about adverbs for an English teacher.
2. Sum up what is difficult for Danes.
3. Discuss how you would handle the progression of adverbs in your English teaching (If possible compare with what it says in Faghæftet for engelsk).
  - When would you start teaching adverbs – why?
  - What is most important for the learner to learn?
  - What is easiest?
  - What needs internalisation already for young learners?
4. Discuss how you would handle the difference between adjectives and adverbs in your own teaching.
5. Think back at your own experience as a learner. Has reading this chapter made you change your opinion about what was good/bad about it?

#### B. Reflect on what you have learned

6. Which areas relating to adverbs do you master now and in which areas do you need to improve?
7. What semantic meaning do adverbs have?
8. What two main functions do adverbs have?
9. What are intensifying degree adverbs?
10. Are you able to distinguish between adjectives and adverbs?
  - o What do adjectives describe and classify and what do adverbs?

## Web activity 8.

Identify, correct and explain all problems regarding adverbs and the distinction between adverbs and adjectives in the following sentences:

- a. *It is awful cold in here.*
- b. *Eventually he sang but it sounded awfully.*
- c. *Even when we speak soft there is an echo.*
- d. *I am a very nervously man.*
- e. *The boys make me very nervously.*
- f. *I take this matter very serious.*
- g. *He looked at me very friendlily.*
- h. *My heart beats wild when I think of my teacher.*
- i. *The classroom smelled mustily because of the mould on the walls.*
- j. *The test was very more difficult than I had thought.*
- k. *The boys in the gang hit Peter so hardly that he was utterly bruised.*
- l. *My teacher told me to speak quietlier.*
- m. *She came home lately last night.*

## Web activity 9.

Analyze the learner's text below.

1. Identify, categorize, correct and explain all problems in connection with adjectives and adverbs in the learner's interlanguage (ignore other problems).





- Can you explain the problems in terms of interlanguage development?
2. Sum up: How is this student doing regarding adjectives and adverbs?  
Prioritize your corrections:
- Which mistakes are serious - explain why.
  - Which problems would you focus on in relation to adjectives and adverbs with this learner and how would you help?
3. Notice that the grammar checker on your computer is not capable of detecting all problems in this text. Discuss this fact.

1 *A lovely country*

2 *A song says Denmark is a country with little hills and a big blue sea. And I think that is a short but clear*  
 3 *description of our country. However, I also mean our country stands for a lot more than that. We have*  
 4 *our very pretty danish villages but also many bigger cities, our famous museums and at last but not*  
 5 *least our idyllically landscape, which is flat, but also sometimes hilly. And I have never been more sure*  
 6 *than I am now that we should be extremely proud of this. This is part of the good about Denmark.*  
 7 *But the important is, does the danes appreciate our great values? I am pretty sure that some don't*  
 8 *because many complain a lot and we are not always happy, and that is a big problem in our society.*  
 9 *Unfortunately, I think we are beginning to take these wonderful things for granted! Hardly anybody*  
 10 *would write a song like this. I am very happy myself because I have many friends. Some are elder than*  
 11 *me and they are all vey nice.*  
 12 *Denmark is part of the European Union (EU) and it lie in the north part of Europe. Our nearest*  
 13 *neighbour countries are: Sweden, Norway and Germany.*  
 14 *Denmark is a monarchy, but we are also a democratic country, with a voted president. His*  
 15 *name is Nyrup, and he is a part of the danish social party, Socialdemokratiet. Every 4 year, the danish*  
 16 *president must set a date, for the next presidential election. But our president can also quick make other*  
 17 *elections. Our next election is: Should the Danes have the euro instead of our well-known krone.*  
 18 *Every year many tourists come to Denmark, to enjoy beautifully beaches, and the green landscape.*  
 19 *But when the german and other nationalities go in to Denmark for their holiday, many danes leave*  
 20 *Denmark. That is a shame, cause we have one of the beautifullest countries, and ostensible we don't*  
 21 *appreciate it.*  
 22 *The danish population is about 5 million people, and our capital is called Copenhagen. Actually Denmark*  
 23 *is one of the richest countries in the whole world. We have one of the best social systems. We protect*  
 24 *our workers so they don't work too hardly. If we are sick, we can go to hospital and ill people can be*  
 25 *treated free. We are all doing quite well but we also have people who are alone, especially a lot of older*  
 26 *people. But nobody in Demark are suffering as they do in Africa because we don't have many poors.*

## Links for activities and resources on adverbs

- <http://www.bbc.co.uk/skillswise/topic/adverbs> (Sheets and quiz)
- <http://www.schooltube.com/video/054c4aca89b412d90612/> (Grammar Rock song on adverbs) [http://www.postdiluvian.org/~gilly/Schoolhouse\\_Rock/HTML/grammar/adverb.html](http://www.postdiluvian.org/~gilly/Schoolhouse_Rock/HTML/grammar/adverb.html) (lyrics)
- [http://www.bbc.co.uk/apps/ifl/worldservice/quiznet/quizengine?quiz=95\\_adverbs](http://www.bbc.co.uk/apps/ifl/worldservice/quiznet/quizengine?quiz=95_adverbs)
- [http://www.grammar-quizzes.com/adv\\_degree.html](http://www.grammar-quizzes.com/adv_degree.html)
- <http://perso.wanadoo.es/autoenglish/gr.degree.i.htm>
- <http://learnenglish.britishcouncil.org/en/english-grammar/adverbials/adverbs-manner>



- <http://learnenglish.britishcouncil.org/en/english-grammar/adverbials/superlative-adverbs>
- <http://www.englishclub.com/vocabulary/adverbs-degree.htm> (List of degree adverbs)
- <http://www.englishclub.com/grammar/adverbs.htm>

## Links for adverbs ↔ adjectives

- <https://www.childrensoftwareonline.com/content/demos/grammar.swf> (Smart Board)
- <http://a4esl.org/q/h/9901/gc-advadj.html>
- <http://www.ucl.ac.uk/internet-grammar/adverbs/degree.htm>

## Quotes

- 1 Based on Badalamenti, Victoria & Carolyn Henner-Stanchina, *Grammar Dimensions 1*, Thomson & Heinle, 2000 p. 389
- 2 Pilmann, Ebba Ingrid Stuart & Tormod Smedstad, *Grammy 2*, Alinea, 2004, pp. 36-38
- 3 Carter, Chris, Tim Kendon, Dorte Maria Buhl & Dorte Juel Hansen, *Pit Stop 8, Teacher's Guide #8*, Copy Sheets, copy sheet no. 52
- 4 <http://hmc.uvic.ca/clipart/> (The UVic Humanities Computing and Media Centre and Half-Baked Software) and <http://www.openclipart.org>

