

Adverbs

An **adverb** is a kind of describing word. Adverbs usually describe a verb, as in this example:

He ate greedily.

In this sentence, *greedily* is an adverb. Greedily is how he ate.

Adverbs are usually formed by adding the suffix **-ly** to an adjective. In some cases **-ily** is added.

quick ➔ quickly

noisy ➔ noisily



Task 1

Add -ly or -ily to make these adjectives into adverbs:

1 rude 2 strong 3 happy

4 incredible 5 grumpy 6 beautiful

7 sensible 8 capable 9 slow

Now write a sentence using each of these adverbs.



Extension

Find the adverb in each of these sentences:

- 1 Joe described the football match vividly.
- 2 Barbara waited patiently for the egg to boil.
- 3 Anne cried bitterly when she broke her new sunglasses.
- 4 Anthony raised his hat politely to the Mayor.
- 5 Carol laughed heartily at the comedian.
- 6 The children read the instructions carefully.

Now put the adverbs you identified into sentences of your own.

Using different sentence types

Four kinds of sentence types are:

- **Statements**, which give information to the reader or listener:
eg The lost purse was handed in at the police station.
- **Commands**, which give orders:
eg Bring me the newspaper.
- **Exclamations**, which convey a sense of surprise or strong feelings:
eg That's ridiculous!
- **Questions**, where someone asks for information from someone else:
eg What time does the train leave?

Since these sentence types all do different things, you will find that they are used in different types of text.



Task

Think about the following texts and say whether or not they are likely to contain statements, commands, exclamations, questions or a mixture of two or more:

- 1 Your school brochure
- 2 The school code of conduct
- 3 A science fiction story
- 4 A website aimed at teenagers
- 5 A survey about teenage health issues
- 6 A poster advertising a newly released film
- 7 An advertisement for car insurance
- 8 A safety notice at a swimming pool
- 9 A political speech
- 10 A drama series about the police in Chicago



Extension

Identify six types of text which can usually be found in a classroom (notices, posters, signs, books, etc). What type of sentence is each one most likely to use? Check your assumptions by looking at a section of the text.

Irregular plurals and apostrophes

Some words do not end in **s** in the plural.

For example: child man woman ox sheep

become: children men women oxen sheep

To show possession, we add **apostrophe s** ('s) to these words.

We say That **woman's** tennis racket is missing a string.

and **Women's** tennis is very exciting.

The apostrophe goes in the same place in the singular and in the plural.



Task

Put the apostrophes in the right places in the following passage:

Robertas friends, Emma and Paul, are planning a surprise for her. She goes back to France next week but they are going to give her a leaving present.

The schools headteacher and the parents association have been helping them. They are going to give her the present at assembly. They have made a huge scrapbook of her visit to England.

All of the childrens signatures are in the book. The girls names are written on the front cover and the boys names are written on the back cover. There are many photographs of Roberta and her friends.



Extension

Write these plural words into sentences to show possession using the apostrophe:

geese trout sheep mice children

Connectives

Connectives are words and phrases that are used to start and join sentences. They can be used for:

- **Listing points:** First(ly), Secondly
- **Giving examples:** For example, such as, as shown by
- **Reasoning logically:** If... then..., It is clear from... that...
- **Adding examples or points:** also, In the same way, As with, What's more
- **Developing points:** because/as, Consequently, Therefore, In fact
- **Emphasising a point:** In particular, Significantly, Specifically, especially, Above all
- **Arguing against another point of view:** However, Although, Nevertheless, Despite this, On the other hand, Whereas



Task

Think of two more connectives that you could use for each of the seven purposes listed above.

Then choose five of the connectives you have listed and write a sentence using each one.



Extension

Find a piece of writing you have done recently and highlight all the connectives you have used.

For each connective you find, say which of the seven categories above it fits into. Are there any that do not fit into any of those categories?

Editing

To produce a polished piece of text takes time and effort. The **editing** stage comes after you have written a first draft. You read through what you have written, or swap your work with a neighbour, and look for improvements you can make.

Some things you might do are:

- Start by finding one positive comment and one area for improvement in your work (or your friend's work if you have swapped with a partner).
- Look at what you have done well. Can you use a sentence or an idea like that again?
- Look at what needs to be developed. Could a thesaurus offer you some alternative words to add variety to your text?
- Think about how effective your text is as a whole. Does it do the job you want it to?
- Make changes or corrections, but don't rewrite it from scratch (that will come at the redrafting stage). Use what you have written – this is your 'living text'. It is growing and developing!



Task

Find a recent piece of work, either one of your own or from a classmate (your teacher might suggest one). Answer the following questions:

- 1 Suggest one positive comment that you could make about this piece of work.
- 2 Suggest one way in which this piece of work could be improved.
- 3 What is the overall purpose of this piece of writing? How well does it achieve that purpose?



Extension

Write a new version of the piece of work you looked at in the task above, making changes, corrections and improvements based on your answers.

Spelling techniques

To improve your spelling, there are several techniques that you can use. Some of the following ideas might be helpful to you.

Every person has particular ways that they learn best, for example, some people remember words by looking at them and noticing the shape and placement of letters. Other people might need to hear how a word sounds. Others might like to write it several times in order to learn it.

Here is some advice:

- You can make a personal spelling list of words that you often get wrong.
- You can use look, cover, write and check.
- You can think of ways/games to help you remember, eg **necessary** = one collar and two socks.
- You can find words inside other words, eg 'a rat' in separate.
- You can put similar words together in families: here, there, where.
- You can put the words up on a wall or desk so you can see them and remember.
- You can draw pictures related to the word so you can associate it with something.
- You can say/spell words aloud: sound out the syllables or say/sound out a silent letter.
- You can learn the rule that fits the word.



Task

Think of ten words that you have difficulty spelling and see if you can come up with a way to remember how to spell them. Use the suggestions above or your own ideas.