

## Adverbs (positive, comparative, and superlative)

Adverbs modify verbs, adjectives, or other adverbs by answering the questions how, when, where, how much, or to what extent.

### Adverb Types

1) Adverb modifying a verb

The bird flew QUICKLY across the field.

(The adverb "quickly" describes the verb "flew")

2) Adverb modifying an adjective

My little brother is AMAZINGLY intelligent.

(The adverb "amazingly" describes the adjective "intelligent")

3) Adverb modifying another adverb

The lost kitten was found VERY quickly.

(The adverb "very" describes the adverb "quickly")

A positive adverb is used to describe one thing. Positive adverbs include well, badly, far, little, much, slowly, madly, hourly, gladly, softly, etc.

### **Practice**

Below are a selection of sentences. Have the student underline the adverb in each sentence. He or she should complete this exercise by asking the questions "How?", "Where?", "How much?", "When?", and "To what extent?" The first two sentences have been completed for you, while the remaining sentences are followed by an answer choice, to serve as a guide when testing the student.

-The bucket fell roughly onto the cement. (The word "roughly" answers the question: How did the bucket fall?)

-She walked forward two paces. (The word "forward" answers the question: Where did she move?)

-The car came close to hitting us. (Adverb = close)

-He woke up early. (Adverb = early)

-My father works hard. (Adverb = hard)

-They hung the painting slightly to the left of the bookshelf. (Adverb = slightly)

-We finally reached the park. (Adverb = finally)

-The turtle moves slowly. (Adverb = slowly)

-Quickly, the gazelle ran from the lion. (Adverb = Quickly)

### **Practice**

Use the following exercise to encourage the student's understanding of an adverb and its uses.

You will need the following:

Index cards or small pieces of cardboard

Markers or crayons

Dictionary

Write words that represent various parts of speech on the index cards. Then, on the back of each index card, write the part of speech represented by the word on its opposing side. Parts of speech that are appropriate for this age level include *nouns* (rabbit, notebook, scissors), *verbs* (run, jump, gamble), *adjectives* (pretty, wise, orange), and *adverbs*. The majority of the words written on the index cards should be commonly used adverbs.

Some adverbs for you to include are: *very, swiftly, carefully, kindly, meanly, brightly, hardly, barely, understandably*, etc. After you have created the cards, play an identification game with the student. You will hold up a word and ask the student to identify the part of speech it represents. When the student identifies a word as an adverb, he or she must use that word in a sentence.

This activity will allow the student to test his or her understanding of the various parts of speech, while also mastering the use of specific adverbs. You may obtain more examples of adverbs, adjectives, nouns, and verbs from the student's textbooks.

### **Practice**

At this level, the student should be able to identify an adverb and the word it modifies. This simple exercise will allow him or her to master this understanding.

For the following sentences, circle the adverbs. Then, draw an arrow from each adverb back to the word it modifies. Here are some sample sentences. The first two are answered for you, to serve as a guide for completing the other sentences. The student may obtain more sentences to practice with from his or her textbooks, newspapers, magazines, or other reading materials.

1) I have to bring my puppy outside for its daily walk.

(The word "daily" should be circled, with an arrow drawn to the word "walk." "Daily" answers the question "How (often) is the dog walked?")

2) Tainn gently brushed her younger sister's hair.

(The word "gently" should be circled, with an arrow drawn to the word "brushed." "Gently" answers the question "How was Tainn's hair brushed?")

3) Eventually, the phone rang.

4) Arcadia jumped on his bicycle and peddled frantically back towards the school.

5) Isa will soon board the plane for England.

6) Machi perfectly performed an underwater scissors kick.

7) The queen always dressed so elegantly, and she was often thought of as a fashion icon.

8) I never wanted my mother to lose her trust in me.

9) He had treated me so rudely, and I didn't plan on forgiving him.

10) Yesterday, the teacher assigned an important project to the class.

### **Adverbs: Comparative**

Adverbs modify verbs, adjectives, or other adverbs by answering the questions how, when, where, how much, or to what extent.

Comparative adverbs are descriptive adverbs. They are used when comparing two things. Some comparative adverbs compare using the **-er** endings, but most comparative adverbs use the **-ly** ending and the word **more**.

Comparative adverbs include: *faster, more cautiously, busier, more foolishly, larger, more wildly*, etc.

A few adverbs are irregular in form. Irregular forms include: *better, worse, less, and more*.

## Practice

Have the student master the use of comparative adverbs by filling in the sentences below with the correct comparative adverb. The student can choose any comparative that makes sense in the sentence, but he or she must also pay attention to instances when the irregular form is used. After the student has completed the six examples below, you may wish to find new examples from a textbook, magazine, or other piece of reading material from which you can remove the comparative adverb and ask the student to fill in the blank correctly.

1. Mandisa performed \_\_\_\_\_ on her exam than Rifat did.
2. My brother is \_\_\_\_\_ than my sister, who lies all of the time.
3. Roan received \_\_\_\_\_ allowance than I did.
4. That sequel depicted criminals \_\_\_\_\_ than were shown in the original.
5. My friend, Skye, batted her eyelashes \_\_\_\_\_ than Chance did, so I believed her story.
6. I peddled my bicycle \_\_\_\_\_ than my coach did!

## Adverbs: Superlative

Adverbs modify verbs, adjectives, or other adverbs by answering the questions how, when, where, how much, or to what extent.

Superlative adverbs are descriptive adverbs. They are used when comparing more than two things. Superlative adverbs may be compared by using *-est* endings. However, the majority of descriptive adverbs are compared using the *-ly* ending and the word *most*.

Here are some examples of superlative adverbs: *fastest, busiest, most cautiously, most foolishly, most wildly*, etc.

A few adverbs, on the other hand, are compared irregularly. Superlative forms of these irregular comparisons include: *best, worst, least, and most*.

## Practice

Have the student master the use of superlative adverbs by filling in the sentences below with the correct superlative adverb. The adverbs are given at the end of the sentence, in parentheses. The student should choose the superlative form of that adverb, paying attention to irregular forms. After the student has completed the five examples below, you may wish to find new examples from a textbook, magazine, or other piece of reading material from which you can remove the superlative adverb and have the student fill in the blank correctly.

1. Compared to her co-workers, Shandi has contributed \_\_\_\_\_ .(less)
2. April, Sarah, and Mercedes fought over who would be viewed \_\_\_\_\_ in the talent competition.(well)
3. Of all those who came to the family reunion, we traveled the \_\_\_\_\_ distance.(great)
4. Bobbito argued with his friends over who could complete the task \_\_\_\_\_ .(fast)
5. Compared to his two older brothers, Chumani drove \_\_\_\_\_ .(cautiously)
6. Our neighborhood children ran \_\_\_\_\_ in the town's race, beating all of the other contestants.(quickly)