

Verbs and Adverbs

Good morning Year 5.

In writing today we are going to focus on the use of powerful verbs and adverbs in our writing – something it is always good to practise. Using strong vocabulary is one of the best ways to upscale your writing and make it flow.

Let's begin with adverbs:

Adverbs describe verbs or actions, we know that, but they describe verbs in different ways. For example:

They **definitely** weren't expecting that result considering they were winning by a mile at half time.

The adverb **definitely** in this sentence describes the verb **expecting**. It tells how much they are expecting something to happen. The adverb definitely means it is going to happen. A different adverb would have a different feel:

They **might not have** expected that result considering they were winning by a mile at half time.

The adverbial phrase **might not have** suggests they might have expected the result OR they might have – it is not definite. It is not certain.

This is often called the **degree of possibility** (or how much something is likely to happen!)

1. Highlight all the adverbs in the paragraph below that indicate degrees of possibility.

Surely Mr Yeadon won't give us homework over the Christmas break as we have been working so hard this half term? He could potentially give us some revision homework to complete although I won't be too pleased if he decides to give us anything else. It is unlikely I would do it anyway as I am going away with my family to Centre Parcs on Boxing Day.



Josh

I **certainly** can't afford to book a holiday this month as I have just paid for my car to be fixed.

I **probably** can't afford to book a holiday this month as I have just paid for my car to be fixed.



Isabel

**Which sentence suggests the most certainty?
Explain how you know.**

2. True or false? The underlined adverb is used to indicate the degree of possibility.

A. I will definitely be at the party. True / False

B. I strolled casually through the park. True / False

C. It is likely to snow all weekend. True / False

3. Try adding adverbs that describe the degree of possibility in these sentences:

My dad will _____ get home from work soon.

She _____ will be surprised when I give her my present.

I _____ will be on time for school on Friday.

4. Now let's see how changing the adverb can change the feeling of your work:

He said he is likely to be going to the party tonight.

I will certainly be attending your party but I have another event on the same day.

Surely the washing on the line will dry before it starts to rain this afternoon.

Looking at the black storm clouds in the sky, I can tell that it will undoubtedly pour with rain today.

All these sentences have adverbs that show it is certain that an event will take place. Identify the adverb and rewrite the sentence to show it is LESS certain to take place.

Powerful verbs:

Using powerful, descriptive verbs can make a big difference to your writing. A verb is a doing word. **A verb expresses a physical action, a mental action or a state of being.**

For example:

Katy **juggled** with five apples. (physical)

The man **daydreams** in the park. (mental)

I **am** happy at school. (state of being)

Verbs change according to the **tense** of a sentence (whether the events described occurred in the past, are happening in the present or will take place in the future):

PAST TENSE: I jogged to the playground.

PRESENT TENSE: I jog to the playground. OR I am jogging to the playground. (Present continuous)

FUTURE TENSE: I will jog to the playground.

5. TASK:

Take a section of your work from yesterday. Look at the verbs and adverbs you have used. Redraft your section improving the verbs and changing the adverbs to show a **different** degree of possibility. Below is a word bank of powerful verbs to help you, but you don't need to use these. If you're working online you have the greatest resource of knowledge available to you. Use it and find some amazing vocabulary. Write the best paragraph you have ever written!

| Talking | Walking | Other powerful verbs |
|---------|----------------|----------------------|
| chat | Shuffle | absorb |
| blather | Troll | grasp |
| prattle | Saunter | shatter |
| gossip | Amble | brood |
| jabber | wend one's way | hurry |
| call | trudge | gush |
| babble | plod | inspect |
| bluster | hike | capture |
| dish | tramp | demolish |
| shout | roam | depart |
| scream | march | storm (out) |
| yell | stride | strain |
| whisper | wander | command |
| yammer | prowl | lurk |
| discuss | traipse | collide |
| quip | | notice |
| | | steal |
| | | charge |

Remember you will need to change the tense of these verbs to match your story. You should have written on past tense – for **most** of these verbs adding -ed on the end will change the word to past tense.

