

Extension exercises

Chapter 5: Adverbs

Exploring English

Gather three or four short written texts from very different sources, and ideally written in different styles and for different purposes (for example, a letter from a friend; a serious newspaper article; a recipe). Also listen very carefully to a brief extract of (preferably unscripted) spoken English.

If possible, record and transcribe this.

Consider:

- 1 How frequently are adverbs used?
- 2 What kinds of adverbs are used (for example, adverbs of frequency, attitude markers)?
- 3 Are there any instances of adverbs being used in ways that someone with a conservative view of language might consider unacceptable?
- 4 What effect does the use of adverbs create?

Course materials

Compare the way aspects of adverbs are treated in two coursebooks.

- 1 Is attention paid to the use of adverbs:
 - as discourse markers?
 - to add descriptive and interpretative detail? (This is usually taught in the context of writing skills.)
- 2 Does the material pay attention to the form of adverbs? Are rules taught for 'making' adverbs (for example, 'add *ly* to the adjective')? How comprehensive and accurate are these rules? At what levels are they considered and at what levels are more complex or exceptional forms introduced?
- 3 Does it look at adverbs in 'groups'? For example, adverbs of frequency would be one 'group'.
- 4 Does the material pay attention to differing points of view about what is acceptable? How consistently and at what levels?
- 5 To what extent are adverbs introduced and practised with particular items of grammar? For example, some courses introduce *just*, *already*, *yet* and *ever* at the same time as introducing the present perfect. If adverbs and grammar are introduced together, how distinctly is the meaning of the adverbs treated, their position in the sentence and their use with other forms of the verb?