

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Choosing Verbs and Adverbs - Year 6

Table of Contents	
Presentation: Choosing Verbs and Adverbs	
Classroom Displays: Precision Verbs and Purposeful Adverbs	
Game: Verb-Adverb Match-Up	
Activity: Dialogue Verb Tone Sort	
Worksheet: Adverb Detective	
Worksheet: Upgrade the Verb	
Worksheet: Dialogue Verbs and Tone	
Worksheet: Move the Adverb	
Worksheet: Thesaurus Decisions	
Worksheet: Edit for Impact	
Quiz: Choosing Verbs and Adverbs	
Assessment: Precision in Action	
Rubric: Choosing Verbs and Adverbs	



PRECISION VERBS

Choose the verb that carries the meaning.

walk 	stroll (relaxed) 	stride (confident) 	creep (quiet) 	strudge (tired) 
look 	glance (brief) 	peer (careful) 	stare (fixed) 	scan (searching) 
say 	whisper 	warn (caution) 	insist (firm) 	admit (reluctant) 
move 	dart (sudden) 	drift (slow) 	stagger (unsteady) 	lunge (forceful) 
eat 	nibble (small) 	devour (hungry) 	savour (enjoy) 	gulp (quick) 



Ask: What exactly is happening? What mood should the reader feel?

Purposeful Adverbs

HOW	WHEN	WHERE	FREQUENCY	DEGREE
				
↓	↓	↓	↓	↓
carefully	later	nearly	every day	almost

PLACEMENT MATTERS

Where you place an adverb can change the meaning.

Only Zara revised the introduction.

Zara revised **only** the introduction.

Use an adverb when it adds information the verb does not already carry.

✗ **Avoid:** whispered quietly | sprinted quickly

✓ **Prefer:** whispered urgently | sprinted uphill

Verb and Adverb Match-Up



1. Cut out the cards on both pages.



2. Pair one verb with one adverb or adverbial.



3. Use the frame: The explorer ____.



4. Score 1 point for correct grammar and 2 points for precise, vivid meaning. Explain your choice.



glanced



stumbled



whispered



raced



examined



drifted



protected



assembled



vanished



hesitated



applauded



negotiated



Adverb and Adverbial Cards

PAGE
2

VERB AND ADVERB MATCH-UP

cautiously



without
warning



beyond
the gate



after
sunset



reluctantly



with great
care



almost



repeatedly



in complete
silence



confidently



at the last
moment



nearby



Challenge: Change the context so an unusual pairing makes sense.

Dialogue Verb Tone Sort



Cut out the cards on page 2. Place each verb on the tone mat it best matches. Some cards can fit more than one category — justify your choice.

CALM / NEUTRAL

What clues does this verb give the reader?

EXCITED / JOYFUL

What clues does this verb give the reader?

ANGRY / UNPLEASANT

What clues does this verb give the reader?

UNCERTAIN / QUIET

What clues does this verb give the reader?

Dialogue Verb Cards

Dialogue Verb Tone Sort • Page 2

murmured

exclaimed

demanded

stammered

joked

insisted

whispered

cheered

pleaded

announced

snapped

wondered

muttered

agreed

protested

giggled

warned

replied

admitted

called



Adverb Detective



Name: _____

Underline each adverb or adverbial. Label it H (how), T (when), P (place/where), F (frequency) or D (degree).

1. The robotics team tested the sensor repeatedly. _____
2. Before lunch, Mina quietly recalibrated the device. _____
3. The rescue drone hovered above the oval. _____
4. Our class has almost completed the investigation. _____
5. The audience listened with great attention. _____
6. The hikers will return tomorrow. _____
7. Leo rarely forgets his notebook. _____
8. The goalkeeper stepped backwards and waited nearby. _____

Choose two sentences. Explain how the adverb information changes what the reader understands.



Adverb Detective



Name: **ANSWERS**

Underline each adverb or adverbial. Label it H (how), T (when), P (place/where), F (frequency) or D (degree).

1. The robotics team tested the sensor repeatedly. **F**
2. Before lunch, Mina quietly recalibrated the device. **T and H**
3. The rescue drone hovered above the oval. **P**
4. Our class has almost completed the investigation. **D**
5. The audience listened with great attention. **H**
6. The hikers will return tomorrow. **T**
7. Leo rarely forgets his notebook. **F**
8. The goalkeeper stepped backwards and waited nearby. **P and P**

Choose two sentences. Explain how the adverb information changes what the reader understands.

Repeatedly shows frequency: the testing happened more than once.

Before lunch shows when; quietly shows how Mina recalibrated the device.



Adverb Detective: Multiple Clues



Name: _____



Each sentence may contain more than one adverb or adverbial. Mark and label every one.



1. After the storm, the crew carefully checked the bridge from below.

2. Priya has nearly always completed the puzzle before the timer rings.

3. The fox moved silently through the grass at dusk.

4. Yesterday, the orchestra performed exceptionally well in the hall.

5. The visitors will soon gather outside the museum.

6. During rehearsal, Tom spoke too quickly and paused only once.



Rewrite two sentences with different adverb choices to create a new mood or meaning.



1. _____

2. _____



Adverb Detective: Multiple Clues



Name: ANSWERS



Each sentence may contain more than one adverb or adverbial. Mark and label every one.



1. After the storm, the crew carefully checked the bridge from below.

T

H

P

2. Priya has nearly always completed the puzzle before the timer rings.

D

F

T

3. The fox moved silently through the grass at dusk.

H

P

T

4. Yesterday, the orchestra performed exceptionally well in the hall.

T

H

P

5. The visitors will soon gather outside the museum.

T

P

6. During rehearsal, Tom spoke too quickly and paused only once.

T

D

H

D

F

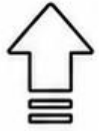


Rewrite two sentences with different adverb choices to create a new mood or meaning.



1. After the storm, the crew nervously checked the bridge from the shoreline.

2. At dawn, the fox moved boldly across the open field.



Upgrade the Verb



Name: _____

Cross out the general verb or verb phrase. Write a precise replacement that fits the context.

1. The detective looked at the muddy footprint through a magnifier.

Precise verb: _____

2. The exhausted runner went across the finish line.

Precise verb: _____

3. "I know the answer," Lani said softly.

Precise verb: _____

4. The puppy ate the fallen biscuit in seconds.

Precise verb: _____

5. The crowd made loud noise when the goal was scored.

Precise verb: _____

6. The canoe moved across the glassy lake.

Precise verb: _____

7. Amir took the final piece from the puzzle box.

Precise verb: _____

8. The actor looked at the audience before speaking.

Precise verb: _____



Upgrade the Verb



Name: ANSWERS

Cross out the general verb or verb phrase. Write a precise replacement that fits the context.

1. The detective looked at the muddy footprint through a magnifier.

Precise verb: examined

2. The exhausted runner went across the finish line.

Precise verb: staggered

3. "I know the answer," Lani said softly.

Precise verb: whispered (or murmured)

4. The puppy ate the fallen biscuit in seconds.

Precise verb: devoured

5. The crowd made loud noise when the goal was scored.

Precise verb: cheered (or roared)

6. The canoe moved across the glassy lake.

Precise verb: glided

7. Amir took the final piece from the puzzle box.

Precise verb: retrieved (or selected)

8. The actor looked at the audience before speaking.

Precise verb: surveyed (or scanned)

Other precise, context-fitting answers may also be valid.

Upgrade the Verb: Context Matters



Name: _____



Circle the verb that best fits each context.

1. The rain (tapped / smashed) against the window during a gentle shower.
2. The scientist (glanced / scrutinised) the data for hidden patterns.
3. The toddler (ambled / bolted) towards the open gate before an adult saw him.
4. The principal (muttered / announced) the winners over the speaker.
5. The abandoned flag (fluttered / charged) in the strong breeze.
6. The injured bird (soared / limped) along the path.



Explain three choices. Use clues from the context.



1. _____

2. _____

3. _____

**Rewrite one sentence twice using two different precise verbs.
Explain how each verb changes the scene.**



Upgrade the Verb: Context Matters



Name: **ANSWERS**



Circle the verb that best fits each context.

1. The rain (tapped / smashed) against the window during a gentle shower.
2. The scientist (glanced / scrutinised) the data for hidden patterns.
3. The toddler (ambled / bolted) towards the open gate before an adult saw him.
4. The principal (muttered / announced) the winners over the speaker.
5. The abandoned flag (fluttered / charged) in the strong breeze.
6. The injured bird (soared / limped) along the path.



Explain three choices. Use clues from the context.



1. Tapped matches a gentle shower.
2. Scrutinised shows close, careful study.
3. Bolted shows sudden speed and danger.

Rewrite one sentence twice using two different precise verbs.
Explain how each verb changes the scene.

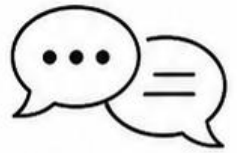


The rain drummed against the window – a steady, forceful scene.

The rain whispered against the window – a soft, quiet scene.

Dialogue Verbs and Tone

Name: _____



1. Circle the dialogue verb that best matches the line.



1. "Please don't leave me here." (pleaded / announced)
2. "That was the funniest joke!" (giggled / warned)
3. "Put the equipment down now." (demanded / worried)
4. "I... I think the map is wrong." (stammered / cheered)
5. "The results are posted outside." (announced / muttered)
6. "You broke the agreement." (accused / replied)

2. Replace *said* with a dialogue verb that better shows tone or intention.

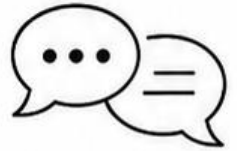


7. "I can help after school," Nia said. _____
8. "Watch out for a loose step!" Raj said. _____
9. "I think we should try another route," Eli said. _____

Extension: Choose one answer and explain what it reveals about tone or intention.

Dialogue Verbs and Tone

Name: ANSWERS



1. Circle the dialogue verb that best matches the line.



1. "Please don't leave me here." (pleaded) / announced
2. "That was the funniest joke!" (giggled) / warned
3. "Put the equipment down now." (demanded) / wondered
4. "I... I think the map is wrong." (stammered) / cheered
5. "The results are posted outside." (announced) / muttered
6. "You broke the agreement." (accused) / replied

2. Replace *said* with a dialogue verb that better shows tone or intention.



7. "I can help after school," Nia said. offered (or replied)
8. "Watch out for a loose step!" Raj said. warned (or shouted)
9. "I think we should try another route," Eli said. suggested (or wondered)

Extension: Choose one answer and explain what it reveals about tone or intention.

Demanded reveals a forceful, urgent intention because the speaker expects immediate action.

Move the Adverb, Shift the Meaning

Name: _____

Section A: Read the sentences below.

Only Mia borrowed the red notebook.

Mia only borrowed the red notebook.

Mia borrowed only the red notebook.

Explain what *only* emphasises in each sentence.

1. _____
2. _____
3. _____

Section B: Rewrite *Kai brought sandwiches for the excursion* three ways so *only* emphasises:

1. Kai _____
2. sandwiches _____
3. the excursion _____

Section C:

Almost every student solved the riddle.

Every student almost solved the riddle.

Explain the difference.

Move the Adverb, Shift the Meaning

Name: ANSWERS

Section A: Read the sentences below.

Only Mia borrowed the red notebook.

Mia only borrowed the red notebook.

Mia borrowed only the red notebook.

Explain what *only* emphasises in each sentence.

1. Mia, and nobody else, borrowed it.
2. Borrowed is the only action Mia performed.
3. The red notebook, and nothing else, was borrowed.

Section B: Rewrite *Kai brought sandwiches for the excursion* three ways so *only* emphasises:

1. Kai Only Kai brought sandwiches for the excursion.
2. sandwiches Kai brought only sandwiches for the excursion.
3. the excursion Kai brought sandwiches only for the excursion.

Section C:

Almost every student solved the riddle.

Every student almost solved the riddle.

Explain the difference.

"Almost every student" means most students fully solved it.

"Every student almost solved" means all came close, but may not have finished.

Adverbial Placement and Clarity

Name: _____

A. Move the named adverbial to the front.



1. The team practised on the lower oval after school.

Begin: *After school, ...*

2. The geologist examined the sample with great care in the laboratory.

Begin: *In the laboratory, ...*

B. Add the adverb in two different positions.



3. We will review the evidence tomorrow.

Add "*probably*" in two positions.

a. _____

b. _____

4. The audience applauded at the end of the performance.

Add "*enthusiastically*" in two positions.

a. _____

b. _____

C. Clarify the meaning.



5. She nearly told everyone about the secret.

Write one meaning she did not tell them, and one meaning she told most students.

a. (She did not tell them.) _____

b. (She told most students.) _____

6. The coach said on Friday we would train indoors.

Rewrite so the timing is clear.

a. _____

b. _____

Extension: Use the same adverbial in two positions and explain the change in emphasis.



Adverbial Placement and Clarity

Name: ANSWERS

A. Move the named adverbial to the front.



1. The team practised on the lower oval after school.

Begin: *After school, ...*

After school, the team practised on the lower oval.

2. The geologist examined the sample with great care in the laboratory.

Begin: *In the laboratory, ...*

In the laboratory, the geologist examined the sample with great care.

B. Add the adverb in two different positions.



3. We will review the evidence tomorrow.

Add "*probably*" in two positions.

a. *Probably, we will review the evidence tomorrow.*

b. *We will probably review the evidence tomorrow.*

4. The audience applauded at the end of the performance.

Add "*enthusiastically*" in two positions.

a. *Enthusiastically, the audience applauded at the end of the performance.*

b. *The audience applauded enthusiastically at the end of the performance.*

C. Clarify the meaning.



5. She nearly told every student the secret.

Write one version meaning she did not tell them, and one meaning she told most students.

a. (She did not tell them.) *She nearly told every student the secret.*

b. (She told most students.) *She told nearly every student the secret.*

6. The coach said on Friday we would train indoors.

Rewrite so the timing is clear.

a. *On Friday, the coach said, 'We will train indoors.'*

b. *The coach said, 'On Friday we will train indoors.'*

Extension: Use the same adverbial in two positions and explain the change in emphasis.



With great care, Mei folded the map. / Mei folded the map with great care. Front position

foregrounds the manner; final position gives it closing emphasis.



Thesaurus Decisions



Name: _____

Do not choose the biggest synonym; choose the right one.

Circle the verb that best suits each context.

1. Move silently through a museum: crept / marched / charged
2. Look quickly at the clock: glanced / stared / examined
3. Say a firm refusal: whispered / insisted / joked
4. Eat slowly and enjoy dessert: devoured / savoured / swallowed
5. Hold tightly during a storm: clutched / touched / balanced
6. Move unsteadily after a race: staggered / glided / leapt

Explain two choices. Use the words *context*, *connotation* or *intensity* in your reasoning.

1. _____

2. _____



Thesaurus Decisions



Name: **ANSWERS**

Do not choose the biggest synonym; choose the right one.

Circle the verb that best suits each context.

1. Move silently through a museum: crept / marched / charged
2. Look quickly at the clock: glanced / stared / examined
3. Say a firm refusal: disputed / insisted / joked
4. Eat slowly and enjoy dessert: devoured / savoured / swallowed
5. Hold tightly during a storm: clutched / touched / balanced
6. Move unsteadily after a race: staggered / glided / leapt

Explain two choices. Use the words *context*, *connotation* or *intensity* in your reasoning.

1. Crept fits the silent museum context; marched and charged suggest louder movement.

2. Savoured has a positive connotation of slow enjoyment, unlike devoured.

Thesaurus Decisions: Shades of Meaning

Name: _____

A. Order each set from least to most intense.

1. whisper, murmur, speak, call, shout



1. _____ 2. _____ 3. _____ 4. _____ 5. _____



2. drift, stroll, jog, sprint, hurtle



1. _____ 2. _____ 3. _____ 4. _____ 5. _____



3. mutter, complain, protest, snap, roar



1. _____ 2. _____ 3. _____ 4. _____ 5. _____



B. Choose for context.

4. A speaker wants only one person nearby to hear. Choose from scale 1 and justify.

Choice: _____ Justify: _____

5. A runner suddenly accelerates towards the finish. Choose from scale 2 and justify.

Choice: _____ Justify: _____

6. A character grabs firmly but stays controlled. Choose from scale 3 and justify.

Choice: _____ Justify: _____

C. Write one sentence where a less intense choice is more effective than the strongest choice. Explain why.

Thesaurus Decisions: Shades of Meaning

Name: ANSWERS

A. Order each set from least to most intense.

1. whisper, murmur, speak, call, shout



1. whisper 2. murmur 3. speak 4. call 5. shout



2. drift, stroll, jog, sprint, hurtle



1. drift 2. stroll 3. jog 4. sprint 5. hurtle



3. mutter, complain, protest, snap, roar



1. mutter 2. complain 3. protest 4. snap 5. roar



B. Choose for context.

4. A speaker wants only one person nearby to hear. Choose from scale 1 and justify.

Choice: whisper Justify: it keeps the message private.

5. A runner suddenly accelerates towards the finish. Choose from scale 2 and justify.

Choice: sprint Justify: it shows purposeful acceleration.

6. A character speaks firmly but stays controlled. Choose from scale 3 and justify.

Choice: protest Justify: it is firm but still controlled.

C. Write one sentence where a less intense choice is more effective than the strongest choice. Explain why.

Nora whispered the warning across the dark room. Whispered is better than shouted because secrecy matters in this context.

Edit for Impact, Not Clutter



Name: _____



Revise each sentence to remove redundancy and sharpen the verb or adverb choice.

1. The runner sprinted quickly to the line.

Revision: _____

2. Maya whispered quietly so the baby would not wake.

Revision: _____

3. The waves crashed loudly against the rocks.

Revision: _____

4. The tiny insect crawled slowly across the leaf.

Revision: _____

5. The door slammed shut very loudly.

Revision: _____

6. The audience clapped enthusiastically and happily.

Revision: _____

7. The car sped quickly down the road.

Revision: _____

8. The exhausted hikers trudged wearily uphill.

Revision: _____



Explain one revision: What did you remove or replace, and why?

Edit for Impact, Not Clutter



Name: ANSWERS



Revise each sentence to remove redundancy and sharpen the verb or adverb choice.

1. The runner sprinted quickly to the line.

Revision: The runner sprinted to the line.

2. Maya whispered quietly so the baby would not wake.

Revision: Maya whispered so the baby would not wake.

3. The waves crashed loudly against the rocks.

Revision: The waves crashed against the rocks.

4. The tiny insect crawled slowly across the leaf.

Revision: The tiny insect crept across the leaf.

5. The door slammed shut very loudly.

Revision: The door slammed.

6. The audience clapped enthusiastically and happily.

Revision: The audience clapped enthusiastically.

7. The car sped quickly down the road.

Revision: The car sped down the road.

8. The exhausted hikers trudged wearily uphill.

Revision: The exhausted hikers trudged uphill.



Explain one revision: What did you remove or replace, and why?

In sentence 1, I removed quickly because sprinted already shows speed. The revision is more concise.

Other precise, non-redundant revisions may also be valid.

Edit for Impact: Paragraph Revision

Name: _____



Weak paragraph

At the science fair, Luca went quickly to the display. He looked carefully at the model. 'This is good,' he said loudly. The gears moved around slowly and made a loud noise. Luca quickly wrote notes and went back to his group.



1. Underline the weak or general verbs.



2. Circle redundant or unclear adverbs.



3. Rewrite the paragraph in 4–5 polished lines.



4. Annotate one verb and one adverb or adverbial with the intended effect.



Revised paragraph

Choice	Intended effect
Verb:	
Adverb or adverbial:	

Edit for Impact: Paragraph Revision

Name: ANSWERS



Weak paragraph

At the science fair, Luca went quickly to the display. He looked carefully at the model. 'This is good,' he said loudly. The gears moved around slowly and made a loud noise. Luca quickly wrote notes and went back to his group.



1. Underline the weak or general verbs.



2. Circle redundant or unclear adverbs.



3. Rewrite the paragraph in 4–5 polished lines.



4. Annotate one verb and one adverb or adverbial with the intended effect.



Revised paragraph

At the science fair, Luca hurried to the display. He examined the model closely. 'This is impressive,' he exclaimed. The gears rotated steadily and rattled inside the case. Luca swiftly recorded his observations before returning to his group.

Choice	Intended effect
Verb: <u>examined</u>	shows close, deliberate observation
Adverb or adverbial: <u>swiftly</u>	shows efficient, purposeful note-taking



Assessment: Precision in Action



Name: _____

Date: _____

Scenario

Early this morning, dark clouds gathered rapidly above the oval. The principal calmly announced that the sports carnival would move indoors. Students hurried towards the hall while teachers carefully carried equipment inside.

1. Underline four precise verbs in the passage.



2. Circle and label at least four adverbs or adverbial phrases H (how), T (when), P (place/where), F (frequency) or D (degree).



3. What effect does *calmly* create in the principal's announcement?



4. Replace *hurried* with another appropriate verb. Write the revised sentence and describe the new effect.



Replacement verb: _____

Revised sentence: _____

New effect: _____

Check your evidence before moving to page 2.





Assessment: Precision in Action



Name: ANSWERS

Date: _____

Scenario

Early this morning^T, dark clouds gathered rapidly^H above the oval^P. The principal calmly^H announced that the sports carnival would move indoors^P. Students hurried towards the hall^P while teachers carefully^H carried equipment inside^P.

1. Underline four precise verbs in the passage.



2. Circle and label at least four adverbs or adverbials. Use H (how), T (when), P (place/where), F (frequency) or D (degree).



3. What effect does *calmly* create in the principal's announcement?



Calmly suggests control and reassurance, helping listeners trust the changed plan.

4. Replace *hurried* with another appropriate verb. Write the revised sentence and describe the new effect.



Replacement verb: raced

Revised sentence: Students raced towards the hall while teachers carefully carried equipment inside.

New effect: Raced increases urgency and speed. Streamed could instead suggest many students moving together.

Check your evidence before moving to page 2.





Assessment: Write the Announcement



Name: _____

Date: _____



Weak draft

Students went quickly to the hall. Teachers put the equipment there.
The principal said the new plan clearly. Everyone was very happy.



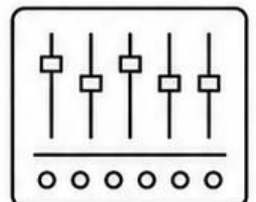
Write an 80–120 word school-radio announcement. Use at least five precise verbs, four purposeful adverbs or adverbials, and one effective dialogue or reporting verb. Avoid redundancy. Underline your verbs and circle the adverbial information.

PREVIEW

Self-check



- ☐ 80–120 words
- ☐ 5+ precise verbs
- ☐ 4+ purposeful adverbs/adverbials
- ☐ effective dialogue/reporting verb
- ☐ no redundancy; markings complete





Assessment: Write the Announcement



Name: _____

ANSWERS

Date: _____



Weak draft

Students went quickly to the hall. Teachers put the equipment there.
The principal said the new plan clearly. Everyone was very happy.



Write an 80–120 word school-radio announcement. Use at least five precise verbs, four purposeful adverbs or adverbials, and one effective dialogue or reporting verb. Avoid redundancy. Underline your verbs and circle the adverbial information.

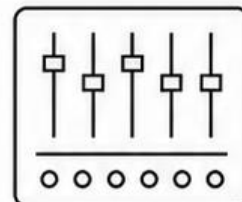
Good morning, students. Early this morning dark clouds rapidly covered the oval, so the sports carnival will now continue indoors. The principal calmly announced, 'Please walk directly to the hall and listen carefully for instructions. Teachers are carrying equipment inside while student leaders organise the activity stations nearby. House captains will soon take each class to its starting area. Bring your water bottle and move sensibly through the corridors. We expect the modified carnival to begin at ten o'clock. Thank you for cooperating promptly and helping everyone settle safely.'

Self-check

Sample response: 89 words.
Other well-supported responses are valid.



- ☒ 80–120 words
- ☒ 5+ precise verbs
- ☒ 4+ purposeful adverbs/adverbials
- ☒ effective dialogue/reporting verb
- ☒ no redundancy; markings complete



Choosing Verbs and Adverbs Yr 6 Rubric

Student: _____

Date: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
1. Identifies verbs and adverb information	Finds few accurately.	Identifies and labels most accurately.	Identifies and labels most accurately.	Identifies varied forms independently.	Explains how forms work in complex sentences.
2. Chooses precise, context-fitting verbs	Relies on general or unsuitable verbs.	Chooses some suitable verbs; precision varies.	Chooses precise verbs that fit context.	Controls tone and connotation through verbs.	Makes nuanced choices and justifies effects.
3. Uses purposeful adverbs and adverbials	Adds little useful detail.	Adds some detail; may be vague or redundant.	Uses purposeful adverbs and adverbials.	Varies type and position for clarity.	Controls placement and nuance deliberately.
4. Edits redundancy, ambiguity and placement	Rarely notices clutter or ambiguity.	Fixes obvious issues with support.	Removes redundancy and clarifies placement.	Removes redundancy and clarifies placement.	Reshapes phrasing and explains choices.
5. Creates clear, controlled meaning and style	Meaning is often unclear.	Meaning is generally clear but inconsistent.	Creates clear, controlled sentences.	Uses appropriate style for audience and purpose.	Creates distinctive precision with insightful justification.

Choosing Verbs and Adverbs





Learning Goal

- Choose precise verbs that fit a specific context.
- Add adverbs or adverbials only when they contribute to meaning.
- Explain how word choice and placement affect tone, emphasis and clarity.

Success check: I can revise a weak sentence and justify my choices.



Verbs Do the Heavy Lifting



went = general movement

walked = clear but neutral

strode = confident and purposeful

crept = cautious and quiet

stumbled = unexpected or accidental

One precise verb can replace a whole explanation.





Match the Verb to the Context

- Physical action: sprinted, assembled, climbed
- Dialogue: warned, pleaded, admitted
- Thought: realised, suspected, wondered
- State: remained, longed, appeared

Ask: What is happening – and what should the reader infer?



A Precision Ladder



General: looked

Quick: glanced

Fixed: stared

Careful: peered

Searching: scanned

The words are related, but their duration, purpose and tone are different.



Dialogue Verbs Reveal Tone



said is often accurate and unobtrusive.

Use alternatives only when they reveal something useful.

- warned – caution
- insisted – firmness
- stammered – uncertainty
- exclaimed – excitement

Match verb to volume, emotion and intention.



Use a Thesaurus Critically



Before replacing a word, check:

- Meaning — Is it truly a synonym here?
- Register — Is it right for the audience?
- Grammar — Does it fit the sentence?
- Connotation — What feeling does it carry?
- Intensity — Is it too weak or too strong?

The best word is not always the best word.





What Adverbs Add

How – carefully / with great care

When – tomorrow / after the storm

Where – nearby / beyond the gate

Frequency – rarely / every week

Degree – almost / completely

Adverb information can be a single word, a phrase or a clause.



More Than -ly



Not every adverb ends in -ly:

- soon tells when
- outside tells where
- often tells frequency
- almost tells degree
- with or without tells manner

And remember: every word is an adverb: friendly is usually an adjective.





Placement Controls Emphas

Only Maya revised the ending. → nobody else did

Maya only revised the ending. → revising whether some action

Maya revised only the ending → whether someone changed

Place the adverb before the word you want to modify.





Strong Verb or Verb + Adverb?

ran quickly → sprinted

looked carefully → examined

went slowly and heavily → trudged

Keep an adverb when it adds new information.

whispered urgently

sprinted uphill

ran repeatedly





Avoid Redundant Combinations

Redundant: whispered quietly, sprinted quickly, shouted loudly

Sharper: whispered, sprinted, shouted

Purposeful: whispered urgently, sprinted up, shouted from the balcony

Test: Does the adverb add information the verb does not already carry?





Worked Revision I

Weak: The frightened dog went across the yard quickly.

Step 1 – Choose a precise verb: dashed

Step 2 – Keep useful context: across the yard

Step 3 – Remove redundant detail

Revised: The frightened dog dashed across the yard.



Worked Revision 2



Neutral: The visitor moved through the corridor.

Uneasy mood: The visitor crept silently through the corridor.

Confident mood: The visitor strode directly through the corridor.

The verb sets the action, the adverbial refines manner or direction.



Editing Checklist



- Is the verb precise and grammatical?
- Does each adverb add useful information?
- Is the word choice right for audience and context?
- Is the placement clear?
- Can I remove redundancy?
- Can I explain the effect?



Guided Practice



Revise with a partner:

1. The cyclist went down the hill quickly.
2. Ava said loudly, "Move away from the edge."
3. The scientist looked surprised at the unusual result.

For each revision, name the object you created.





Suggested Revisions

1. The cyclist hurtled down the hill.

→ speed and little control

2. Ava warned, "Move away from the edge!"

→ urgent caution

3. The scientist scrutinized the unusual result.

→ close, deliberate study

Other answers are valid when context and effect are justified.





Exit Challenge

Weak mini-scene:

The rain came down loudly. Tomas went quietly to his shelter.

Revise both sentences.

- Underline your prepositional phrase.
- Circle the subject and add more information.
- Explain in one sentence in a complete sentence.





PREVIEW

Well Done!



Choosing Verbs and Adverbs

Quiz



Question 1



Which verb best shows that the character moved cautiously?

A. walked

B. crept

C. went

D. travelled



Answer 1

B. crept

Crept suggests slow, cautious movement.



Question 2



True or false?

An adverb can tell when an action happens.



Answer 2

True

Example: The bus arrives soon.

Soon tells when





Question 3

Replace said with a verb that matches the wording.

“Keep away from the edge!” Ann said.



PREVIEW

Answer 3



Example answer: warned

Shouted may also be accepted if the context supports volume.



Question 4



Which sentence avoids redundancy?

- A. She whispered quietly.
- B. He sprinted quickly.
- C. They were happy.
- D. He whispered urgently.



Answer 4



D. She whispered urgently.

Urgently adds information that whispered does not already carry.





Question 5

True or false?

Every word ending in -ly is an adverb.



PREVIEW

Answer 5

False

Friendly usually functions as an adjective.





Question 6

In this sentence, name the two adverbs or adverbials and what each tells.

The team will practice outside tomorrow.



Answer 6

outside – tells where

tomorrow – tells when





Question 7

Which word best completes the sentence?

The scientist ____ the unusual result before recording it.

A. saw B. tried C. examined D. went



Answer 7



C. examined

Examined shows close, deliberate observation.



Question 8



True or false?

Moving only can change which part of a sentence is emphasised.



Answer 8



True

Only Maya revised the ending.

Maya revised only the ending.

The position changes the emphasis.





Question 9

Improve the sentence with a precise verb, then explain the effect.

The cyclist went down the hill quickly.



Answer 9

Example: The cyclist hurtled down the hill.

Hurtled suggests great speed and little control.



Question 10



Which revision is most precise and least cluttered?

- A. The door slammed loudly.
- B. The door closed very noisily.
- C. The door slammed.
- D. The door was shut quickly.





Answer 10

C. The door slammed.

Slammed already implies the action of force and noise.





PREVIEW

Well Done!

