

# Adverbials in a paragraph

## Learning objective

We are learning to identify and use adverbials to organise our writing and guide our readers.

## What pupils already know

- Pupils should know how to use conjunctions to link words, phrases, clauses in a sentence, to add cohesion to their writing.

## Key vocabulary

adverbial, non-fiction writing

## Teaching notes

- Remind pupils that they have learned that conjunctions add cohesion to their writing. Give an example, eliciting that the conjunction links the two sentences, making the second sentence the result of the first.
- Tell pupils that we can also use **adverbials** to link our ideas in and across different paragraphs in our writing. Adverbials help us to organise our writing in a clear and logical way and to guide our readers through a train of thought, a sequence of events, an explanation, an argument or a discussion.
- Tell pupils that using adverbials to link ideas are particularly useful in **non-fiction writing**. Use the following example.

### Example: Indicate the adverbial that links the two ideas.

Fruit is an important part of a healthy diet. Similarly, fresh vegetables and dairy products are considered healthy.

Here the adverbial 'similarly' indicates that the two ideas are similar and links the two sentences.

Ask pupils to change the adverbial and the second sentence in the example so that it shows a contrasting idea. For example, the sentence could be changed to:

Fruit is an important part of a healthy diet. In contrast, too much sugar or salt in the diet is considered unhealthy.

- Elicit from students that they need to choose a suitable adverbial according to the relationship that links their ideas. We can use adverbials to show similarity (likewise, similarly, correspondingly, in the same way), and result (as a result, as a consequence, therefore, accordingly).
- Adverbials can also be used to contrast ideas (in contrast, nevertheless, yet, on the other hand, by comparison, on the contrary, instead, all the same), or to show sequence (to begin with, for one thing, for another thing, also, secondly, thirdly, moreover, furthermore, besides, finally, lastly).
- Tell pupils that they may use a linking adverbial at the start of paragraphs to signpost the development of ideas through a text.

## Independent activity

Refer pupils to the *Year 6 Grammar and Punctuation Pupil Book*, pages 20–21.

# Adverbials in a paragraph

## Use and apply

### Task A: Find the adverbials

Which adverbials link the ideas in these paragraphs?

After we took off from New York there was some turbulence, but most of the journey was fine. What a week we had!

First, we climbed to the top of the Empire State Building. It was magical.

Similarly amazing was the Statue of Liberty, which we saw the next day. That afternoon it rained.

Consequently, we went shopping!

Next day, the weather improved. Furthermore, it was the day we had booked our tour of Yankee Stadium. I have always wanted to see inside the real stadium. Therefore, this was a dream come true for me.

In contrast to the tour of Yankee Stadium, the next day was not exciting. Nevertheless, the Guggenheim Museum was quite interesting...!

In summary, I really enjoyed my week in New York!

### Task B: Sequence the paragraphs

With a partner, decide the best sequence for these paragraph starters, which are from the text of an argument. The opening line of the argument is given below.

*These days, there is some debate about whether school children should wear a uniform.*

Another thing to consider is...

Others say...

On the one hand, I agree that...

Finally, I think that...

On the other hand, I believe...

Consequently, in my view,...

Although many people think that...

When you have the paragraph starters in order, have a go at completing the argument.

### Task C: Adverbials sort

- Sort the words and phrases in the first table into the correct place in the second table.

last of all	likewise	correspondingly	for one thing	instead
also	yet	on the contrary	besides	as a result
accordingly	similarly	furthermore	on the other hand	nevertheless

Adverbials that show sequence	Adverbials that show similarity	Adverbials that show results	Adverbials that show contrast

# Synonyms

## Learning objective

We are learning to understand what a synonym is.

## What pupils already know

- Pupils will already know that there are words that have similar meanings. They need to know that similar means 'alike but not identical'.

## Key vocabulary

synonym, similar

## Teaching notes

- Ask pupils to give you words that are **similar** in meaning to some common words. These are called synonyms.

**Example 1: Give one word that is similar in meaning to each of the words below.**

**happy** (e.g. delighted); **beginning** (e.g. start); **lose** (e.g. fail)

- Tell pupils that some words have lots of synonyms.
- Can they think of three more words that are synonyms for the word *happy*?
- Collect the words: for example, cheerful, merry, jolly, carefree, content, cheery, joyous...
- Tell pupils that they have just collected **synonyms** for the word *happy*. Write up the word *synonym*.
- Emphasise that words that are synonyms do not always have exactly the same meaning but are similar in meaning. Synonyms have different shades of meaning so that, for example, to say someone is overjoyed is similar to, but not the same as, saying someone is happy. The word overjoyed is stronger than the word happy.
- Tell pupils that learning synonyms will help them to improve their vocabulary and this can help to make their writing more precise and interesting to read.

## Independent activity

Refer pupils to the *Year 6 Grammar and Punctuation Pupil Book*, pages 26–27.

## Use and apply

### Task A: Happy synonym families

A game for 2 to 4 players.

**You need:** a set of synonym family cards\*

- Shuffle all the cards together and divide them equally between the players.
- Each player looks at their cards.
- The aim is to collect synonym 'families'. There are four synonyms in each family.
- Take turns to ask another player for the synonyms you need to make a family: 'Have you got [synonym]?'
- If a player has the synonym card asked for, he or she must give it to the player who asked.
- The player who collects most synonym families, wins.

### Task B: How many can you think of?

A game for 2 players.

- Work with a partner.
- Take turns to choose one of the words from the list below.
- Both of you must write down as many synonyms for the word as you can think of.
- The one who thinks of the most words wins the round.
- Use a thesaurus to check the synonyms if you need to.

Funny	Famous
Beautiful	Interesting
Big	Old

### Task C: Pick a word

- Choose the best synonym for the following words.

nice                      wild

**KIND**

angry                      funny

clean                      quick

**NOISY**

loud                      afraid

powerful                      brave

**COURAGEOUS**

wicked                      terrible

half                      most

**BRIEF**

soon                      short

terrified                      horrified

**SCARED**

angry                      confident

ridiculous                      jolly

**FAST**

brisk                      brave

\* See Resources pages for a full-sized photocopiable version.

# Progress test 3

- 1 Use bullet points to display the items.  
You will need: flour water yeast salt
- 2 Which sentence has dashes in the correct places?  
a) Jim got a bike – a ten-speed racer – for his birthday.  
b) Jim got – a bike a ten-speed racer for – his birthday.
- 3 Use either a semi colon or a colon to join the broken sentences.  
a) Our dog loves bones                      he eats one every day.  
b) Jane bought three pizzas              cheese, ham and pepperoni.
- 4 Which sentence uses a colon correctly?  
a) Ian won three races: the 100 m, the 200 m and the 400 m.  
b) Do not run: at the pool.
- 5 Explain how the hyphen avoids ambiguity in the sentence.  
Could you tell me the way to the changing-room?
- 6 Identify two reasons for using an ellipsis.  
a) to show a quotation  
b) to show a dramatic silence  
c) to show where words have been left out  
d) to show the words actually spoken
- 7 Add a semicolon in a suitable place in the sentence.  
Some writers like to use a computer others use paper and pen.
- 8 Use dashes to punctuate the sentence correctly.  
He stumbled the path was not safe and almost fell.
- 9 Copy and match each word to the correct meaning.  
a) water-bottle                      health  
b) good-looking                      a bottle for carrying water  
c) well-being                          familiar or usual  
d) well-known                          attractive
- 10 Which punctuation mark would you use to show words have been omitted from a quotation?  
a) semi-colon                      b) colon  
c) dash                                  d) ellipsis
- 11 Add either a colon or a semi colon in a suitable place in the sentence.  
These trainers are old they are also very smelly.
- 12 Which sentence uses a semi colon correctly?  
a) Eat some fruit every day; vegetables are also good.  
b) An apple a day; keeps the doctor away.
- 13 When would you choose to use a numbered bullet list not a plain bullet list?
- 14 Rewrite the sentence, using dashes instead of brackets.  
She opened the door (it wasn't locked) and went inside.
- 15 Write a semi-colon where it should go in the sentence.  
My cousin Sally is a great cook I love her cooking.
- 16 Add a set of brackets to the sentence so that it is punctuated correctly.  
Steve a doctor works at St Mary's Hospital.
- 17 Insert a comma and a semi-colon in the most appropriate places in the sentence below.  
Everyone the food is ready please move into the dining room.
- 18 Add hyphens to make two compound words from these words.  
respected      short      well      sleeved
- 19 Add an ellipsis to show a pause in this sentence.  
The chocolate-covered spam was interesting!
- 20 Add a set of brackets to punctuate the sentence correctly.  
I moved to Norfolk when I was eight in 2010.

Score

● / 20

# End-of-year test

- 1 Explain the difference in use between a bullet point list and a numbered list.
- 2 Identify the antonyms in the sentence below.  
There is no answer to that question.
- 3 Think of more formal vocabulary to use instead of the following words:  
a) buy  
b) a drink
- 4 Develop the sentence below using an expanded noun phrase.  
the car sped past
- 5 Change the sentences below so that they use the passive voice.  
a) Jo closed the windows.  
b) The mayor donated this bench.
- 6 Suggest a synonym that could replace the underlined word in the sentence below.  
Alan has been off school. He's been ill.
- 7 Which features below would you expect to find in personal writing?  
a) colloquial language      b) formal language  
c) contractions              d) complex sentences
- 8 Join the broken sentences below with either a colon or a semi-colon.  
a) Dinner's ready                      it's on the table.  
b) We enjoyed our trip we're glad to be home.
- 9 Identify all the determiners in the sentence below.  
The whole class had a wonderful time at the theme park.
- 10 Rewrite the sentence below, removing the double negative so that it is a negative sentence.  
I can't hardly believe she said that!
- 11 Add an ellipsis to the sentence below to show hesitation.  
I think so
- 12 Choose a suitable adverbial to complete the sentence.  
I was incredibly tired. \_\_\_\_\_ I slept very well that night.
- 13 Which of these words is an antonym of the word **wild**?  
a) windy      b) polite      c) lost      d) tame
- 14 Identify the error in the sentence below. Rewrite it so that it is correct.  
There isn't nothing to eat in the fridge.
- 15 Which of these sentences uses a colon correctly?  
a) I have eaten some very weird things: fish eyes, snails, seaweed and locusts.  
b) Please behave: in a sensible manner.
- 16 Add brackets in the correct places in this sentence.  
He answered after taking five minutes to think that he did not know.
- 17 When might a writer choose to use a caption?
- 18 Add a suitable question tag to turn the sentence below into a question.  
He can't eat shellfish, \_\_\_\_\_.
- 19 Rewrite the sentence below so that it uses the subjunctive form with **if** to express uncertainty.  
I will be brave and I will do the bungee jump.
- 20 Create two compound words, using a hyphen, from the words below.  
blue   brand   new   skinny   world  
famous   cold   new

Score  / 20