

ADVERBS OF MANNER

A2 | Teens / Adults | Grammar Practice | 35-45 minutes

Learn and practise | Explain how someone does an action.

1. READ: Practising a presentation

Read the conversation. Notice the bold words describing how people speak and listen.

Eva: Can I practise my presentation with you?

Sam: Of course. You explained the first part **clearly** yesterday.

Eva: Thanks, but I spoke too **quickly** when I got nervous.

Sam: Try speaking **slowly** at the start. I'll listen **carefully**.

Eva: Okay. Is my voice loud enough?

Sam: Yes. You're doing **well**. Let's try the whole thing once more.

2. GRAMMAR: How an action happens

An adjective describes a noun or a state. An adverb of manner describes how someone does an action.

Adjective	Adverb	Example
quiet / careful	quietly / carefully	She speaks quietly.
easy / good	easily / well	He explains it well.
fast / hard	fast / hard (no -ly)	They work hard.

Usually add **-ly**: slow - slowly. Change **-y** to **-ily**: easy - easily.

Compare: **She's a careful driver** / **She drives carefully**. **The food is good** / **He cooks well**.

Often after the verb or object: **Speak slowly**; **Read the instructions carefully**.

A. CHOOSE

Circle the correct form. The example answer is bold: Please speak slow / **slowly**.

1. She answered polite / politely.

2. He is a careful / carefully driver.

3. Please listen careful / carefully.

4. They finished the job easy / easily.

5. She plays tennis good / well.

6. He runs fast / fastly.

7. We worked hard / hardly all morning.

8. This soup tastes good / well.

Read each answer aloud. Check the subject, the noun or the clue.

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Use it | Complete a context, write sentences and speak with a partner.

B. COMPLETE: A first driving lesson

Write the adverb form of each adjective in brackets.

On my first driving lesson, the instructor spoke (1) _____ (calm).

I listened (2) _____ (careful) to every instruction.

I drove (3) _____ (slow) at first because I felt nervous.

He explained the controls (4) _____ (clear), so I understood them.

After some practice, I could change gears more (5) _____ (easy).

At the end, he said I had done (6) _____ (good) for a first lesson.

C. CHANGE THE SENTENCES

1-2: Correct the mistake.

Example: She sings beautiful. **She sings beautifully.**

1. Please speak clear.

2. She plays the guitar good.

3-4: Rewrite with an adverb. Keep the meaning. Example: He is a careful driver. **He drives carefully.**

3. He is a slow walker.

4. She is a good cook.

D. WRITE ABOUT YOU

Write three true sentences about how you do things. Use two -ly adverbs and well, fast or hard.

Example: **I listen carefully. I walk quickly. I work hard.**

E. SPEAK WITH A PARTNER

1. Ask: **What do you do well? When do you need to act carefully?** Give examples.

2. Mime an action in two different ways. Your partner describes each with an adverb.

Example: **You're walking slowly. Now you're walking quickly.**

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Answer key | Keep this page separate during student practice.

1. READ: Practising a presentation

Sample target language from the conversation:

Sam: Of course. You explained the first part **clearly** yesterday.

Eva: Thanks, but I spoke too **quickly** when I got nervous.

Sam: Try speaking **slowly** at the start. I'll listen **carefully**.

Sam: Yes. You're doing **well**. Let's try the whole thing once more.

A. CHOOSE

- | | |
|--------------|------------|
| 1. politely | 2. careful |
| 3. carefully | 4. easily |
| 5. well | 6. fast |
| 7. hard | 8. good |

B. COMPLETE: A first driving lesson

- | | |
|-----------|--------------|
| 1. calmly | 2. carefully |
| 3. slowly | 4. clearly |
| 5. easily | 6. well |

C. CHANGE THE SENTENCES

1. Please speak clearly.
2. She plays the guitar well.
3. He walks slowly.
4. She cooks well.

D. WRITE ABOUT YOU / E. SPEAK

Personal answers will vary. Check the target grammar.

Sample: I listen carefully. I walk quickly. I work hard.

Teacher note: Fast and hard are adverbs without -ly. Hardly means almost not; it is not the manner form of hard. Well is the adverb of good in these activity contexts. After linking verbs such as be/taste, an adjective is usual here. Accept other correct adverb positions.