

**BOOKLET  
FOR  
PRIMARY SCHOOL ENGLISH PAPER**

KAPTIKA

# BOOKLET FOR PRIMARY SCHOOL ENGLISH PAPER

Written and edited by **Zikomo Masese Banda**. He **was** a teacher at Kambilonjo Full Primary School in Ntcheu (Kambilonjo Zone) at the time when this booklet was **published**.

First edition: 2016

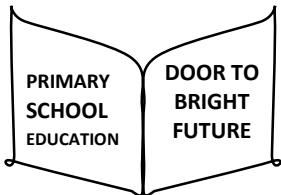
CONTENTS	PAGE
Preface	i
Marking scheme	3
English paper sections	3
Primary school English paper	4
Sample English paper	6
Sample composition	11
Sample business letter	12
Sample friendly letter	13
Ordering multiple adjectives (source one)	14
Order of adjectives (source two)	15
Adverbs	19
Developing assessment items	26
Add your suggestions	27

## PREFACE

This booklet is intended to give primary school teachers a picture of areas to put much effort in teaching, learning and assessing of English subject in primary schools in preparation of national examinations as well as equipping learners with skills in writing, speaking and comprehension of English subject and other subjects that are taught in English language.

This booklet can be used by both teachers and learners because it is presented in simple and easy-to-understand words.

The author thought of writing this booklet after observing challenges that teachers, especially newly recruited ones, face in teaching and assessing learners in the subject of English. Therefore this will give chance to old and new teachers to deliver and assess their lessons of English subject effectively and efficiently.



# MARKING SCHEME

<u>INFORMAL/FRIENDLY LETTER</u>		<u>FORMAL/BUSINESS LETTER</u>		<u>COMPOSITION</u>	
Sender's address	2 marks	Sender's address	2 marks	Title	1 or 2 marks
Date	1 mark	Date	1 mark	Introduction	1 mark
Salutation	1 mark	Receiver's address	2 marks	Paragraphing	3 marks
Introduction	1 mark	Salutation	1 mark	Conclusion	1 mark
Paragraphing	3 marks	Title	2 marks	Length	2 marks
Conclusion	1 mark	Introduction	1 mark	FOI/sequence	3 marks
Ending	1 mark	Paragraphing	3 marks	(Title is 1 mark when it is given and title is 2 marks when it is generated by a learner)	
Length	2 marks	Conclusion	1 mark		
FOI/sequence	2 marks	Ending	1 mark		
		Length	2 marks		
		FOI/sequence	2 marks		

## ENGLISH PAPER SECTIONS

English paper is in four areas (sections)

### SECTION A (30 marks)

- Letter writing or composition
- Each point in a paragraph should be given marks according to its significance

### SECTION B (20 marks)

- Comprehension

### SECTION C (10 marks)

- Punctuation
- Direct and indirect speech
- Active and passive voices
- Antonyms (opposite)
- Synonyms (same meaning)
- Signalling devices
- Sentence construction

### SECTION D (40 marks)

This section contains multiple choice questions.

- Parts of speech
- Question tags
- Phrases
- Clauses
- Phrasal verbs
- Conditional sentences
- Figures of speech (Similes, metaphors)
- Proverbs
- Idioms
- Parsing (dividing a sentence)
- Vocabulary (comparison of adjectives, adverbs, prepositions, and so forth)

# PRIMARY SCHOOL ENGLISH PAPER

## SECTION A (30 marks)

LETTER WRITING (FRIENDLY AND BUSINESS) AND COMPOSITION, (SPEECH AND REPORT).

### A. SENDER'S ADDRESS

How to write:

- There should be no punctuation marks because it should be BLOCK type of address.
- There should be no abbreviations
- Proper gauging of where to start/begin the address
- Begin each word with a capital letter in the address
- Skip a line before writing a date

### B. DATE

- Skip a line from the address
- Proper ways:    27th March, 2013.  
                            March 27th, 2013.

### C. RECEIVER'S (RECIPIENT'S) ADDRESS

- No punctuations
- Skip a line
- Begin each word with a capital letter
- Acknowledge the receiver's title
- No abbreviations

### D. SALUTATION

- In business letter
  - Dear Sir,
  - Dear Madam,
  - (one of the two not **both**)
- The word Dear should begin from the margin
- A comma after Sir or Madam

### E. TITLE/HEADLINE/HEADING

- Should begin from the margin
- Skip a line
- There are two ways of writing the title:
  - (i) All in CAPITAL LETTERS (not underlined)
  - (ii) Begin each word with a capital letter and underline

### F. INTRODUCTION

- Jump (skip) a line
- Should begin from the margin
- Write introduction related to a theme you want to write
- Examples of how to start:
  - In my composition I am going to explain about the general cleaning at our market.
  - I would like to inform you that our class went to the nearest market to help in cleaning it.
  - It should be part of **paragraph 1**.

## G. MAIN BODY

- Questions should be answered in full taking into account the paragraphs.

## H. CONCLUSION

- Should be related to the main idea (theme) of the letter or composition
- Conclusion should be part of **paragraph 3**.
- For example:

- This is all that I wanted to write.

## I. ENDING

- Examples: Your son, daughter, and so forth, if it is friendly
- Use 'Yours faithfully', 'Yours sincerely' if it is business letter
- 'Yours' should begin from the margin
- Put a comma after faithfully or sincerely
- NB: one address one name, two addresses two names
- Skipping a line or not between 'Yours faithfully' and a 'name' is optional

Yours faithfully,  
Chimwemwe Banda.

Yours faithfully,  
Chimwemwe Banda.

Your nephew,  
Chimwemwe.

Your nephew,  
Chimwemwe.

## J. PARAGRAPHING

- The letter or composition should have three paragraphs as required
- And begin each paragraph from a margin
- Jump a line to begin a new paragraph

## K. LENGTH

- Write number of words as required

## L. FLOW OF IDEAS(FOI)/SEQUENCE

- Ideas should be written in their correct order

## M. ERRORS

- Wrong tense
  - Wrong capitalisation
  - Wrong or no punctuation marks
  - Wrong sentence construction
  - Word combination
  - Word parting
  - Figuring (1 to 99 in words) (100 onwards in figures, except date)
  - Jumbled ideas
  - Wrong spelling
  - Word omission
- (remove half ( $\frac{1}{2}$ ) mark for each error made. However, when  $\frac{1}{2}$  mark has been deducted for an error, do not deduct another mark for the same error)

# **MALAWI PRIMARY SCHOOL END OF TERM EXAMINATIONS**

## **ENGLISH**

**(100 marks)**

**Name of candidate:** \_\_\_\_\_

**Time allowed: 2 hours 15 minutes**

**Instructions**

- Answer all questions
- Read **all** instructions on each section

### **Section A (30 marks)**

There are two questions in Section A. Answer **one** question only from this section. Write between **100** and **150** words.

**EITHER**

1. Imagine that you had an interesting school trip to a game reserve. Write a composition entitled **An unforgettable trip to a game reserve**. In your composition include the following points:

**Paragraph 1**

- who organized the trip
- when the trip took place
- who you went there with
- why the trip was made

**Paragraph 2**

- how you travelled to the game reserve
- who welcomed you at the game reserve
- **three** interesting things you saw at the game reserve

**Paragraph 3**

- **two** lessons you learnt from the trip
- why the trip is unforgettable

**OR**

2. Write a letter to your friend informing him or her about your unforgettable journey. In your letter you may include the following points:

**Paragraph 1**

- Where did you go?
- How did you travel?
- What was the purpose of that journey?

**Paragraph 2**

- People involved in that journey

- Interesting things you saw along the journey (any two).

### **Paragraph 3**

- What you enjoyed at the place you visited.

### **Section B (20 marks)**

#### **3. Read the following passage carefully and answer the questions that follow.**

Vinjeru and Mtendere were twins. They lived with their father and mother in Chikopa village. The family had many sheep, goats and cattle. Near their home, there was a big river.

Vinjeru and Mtendere went to school with other children. Their teacher encouraged them to keep the school grounds clean. She also told them to keep rivers clean.

"You should not throw rubbish into the river because it makes the water dirty. Do not swim in fast flowing river because the water can easily carry you away," the teacher advised.

On Saturdays, Vinjeru and Mtendere looked after the animals. One Saturday, they went to the river where there was some pasture. As the animals were grazing, the boys stood on the river bank. "Wow! The river is flowing gently here," Mtendere said. "Yes, and the water is clean. I feel like jumping in," said Vinjeru.

"So do I. why don't we swim a little?" Mtendere suggested. They quickly undressed and put their clothes under a tree. The boys soon forgot about the animals. They swam and played in the river.

The animals went into Mrs. Pangani's maize garden and started eating the maize. The boys' father saw the animals in the garden and quickly drove them out. He saw his sons swimming in the river. He was very angry and took their clothes away. He led the animals home.

Later, Vinjeru looked out from the river. He could not see any cattle, sheep or goat. He was afraid. At once the boys got out of the river. Their clothes were not there. They looked everywhere but could not find them. They waited in the bush until it got dark and ran home naked. When they reached home they heard the cattle mooing, "Moo! Moo!" The boys were happy but ashamed of themselves.

They ran to the house and found their mother standing at the door. She was holding their clothes and looked at them sadly. Their father looked at them angrily. The boys apologized for what had happened.

#### **Questions**

- What was the name of Vinjeru's brother? (1 mark)

---

- What **two** pieces of advice did the teacher give the children at school?
  - \_\_\_\_\_ (1 mark)
  - \_\_\_\_\_ (1 mark)

---

- Give a reason why the boys took the animals to the river. (2 marks)

---

- In whose maize garden were the animals eating? (1 mark)

---

- Where were the boys when their clothes were picked by their father? (2 marks)

---

- Why did father take away the boys' clothes? (2 marks)

---

- g. What made the boys get out of the river? (2 marks)  
\_\_\_\_\_
- h. How did the boys feel when they reached home? (2 marks)  
\_\_\_\_\_
- i. Why did the boys' mother look at them sadly? (2 marks)  
\_\_\_\_\_
- j. Find a word in  
(i) **paragraph 2** of the passage that means 'tidy' (1 mark)  
\_\_\_\_\_  
(ii) **paragraph 6** of the passage that means 'annoyed' (1 mark)  
\_\_\_\_\_
- k. Suggest a title for this story. (2 marks)  
\_\_\_\_\_

### Section C (10 marks)

Change each of the following sentences from **direct speech** to **indirect speech**. Write your answers in the spaces provided.

4. "Don't drive the cattle away," pleaded the boy. (1 mark)  
\_\_\_\_\_
5. "The bus has just arrived," Chimwemwe said. (1 mark)  
\_\_\_\_\_
6. "What time is it?" the man asked. (1 mark)  
\_\_\_\_\_
7. "Your father was here yesterday," he said. (1 mark)  
\_\_\_\_\_
8. Jayne said, "I am going home today." (1 mark)  
\_\_\_\_\_

Make sentences using the following words to show that you understand their meanings.

9. join (1 mark)  
\_\_\_\_\_
10. hat (1 mark)  
\_\_\_\_\_
11. kind (1 mark)  
\_\_\_\_\_
12. work (1 mark)  
\_\_\_\_\_
13. quickly (1 mark)  
\_\_\_\_\_

### Section D (40 marks)

#### Questions 14 to 23

In each of the following questions choose the words (**A**, **B**, **C** or **D**) that **best completes** the sentence.

14. The sick baby was taken \_\_\_\_\_ the hospital for treatment.  
 A. at                      B. to  
 C. by                      D. in
15. The car broke \_\_\_\_\_ on the way to the hospital.  
 A. away                    B. up  
 C. down                    D. off
16. The village chief strongly advised the youths to abstain \_\_\_\_\_ smoking.  
 A. at                      B. to  
 C. from                    D. in
17. The boys prefer football \_\_\_\_\_ basketball.  
 A. for                     B. against  
 C. with                    D. to
18. He asked if he \_\_\_\_\_ see the class teacher.  
 A. could                  B. can  
 C. will                    D. would
19. If it rains, the village meeting \_\_\_\_\_ be cancelled.  
 A. would                 B. will  
 C. could                    D. might
20. We would have been told if he \_\_\_\_\_ a present.  
 A. send                    B. sent  
 C. has sent                D. had sent
21. If you imitate me, you \_\_\_\_\_ English well.  
 A. will speak             B. would speak  
 C. speak                    D. would have spoken
22. I am looking \_\_\_\_\_ to another event of a similar nature.  
 A. up                      B. over  
 C. down                    D. forward
23. He would find me if he \_\_\_\_\_ early.  
 A. comes                    B. coming  
 C. come                    D. came
- Questions 24 to 33**  
 In each of the following questions, choose the **correct part of speech (A, B, C or D)** for each of the underlined words.
24. A bird with a broken wing fell off the tree.  
 A. verb                    B. adjective  
 C. adverb                 D. noun
25. There is a small garden behind the house.  
 A. preposition            B. conjunction  
 C. adverb                 D. adjective
26. I heard a shout from our neighbour's house.  
 A. verb                    B. adjective  
 C. interjection            D. noun
27. Why did you do that?  
 A. adjective              B. pronoun  
 C. adverb                 D. preposition
28. Hurrah! Our school has won a trophy.  
 A. adverb                 B. adjective  
 C. conjunction            D. interjection
29. Alinafe hurt her leg badly.  
 A. noun                    B. adjective  
 C. verb                    D. adverb
30. The little boy is very excited.  
 A. preposition            B. adjective  
 C. verb                    D. adverb
31. You must go home because it will soon be dark.  
 A. conjunction            B. preposition  
 C. pronoun                D. adjective
32. All of us must do something to stop the spread of HIV.  
 A. adverb                 B. pronoun  
 C. preposition            D. noun
33. If you run fast, you will find him.  
 A. conjunction            B. pronoun  
 C. preposition            D. adverb

### Questions 34 to 43

In each of the following questions, choose the **correct question tag (A, B, C or D)** for the statement.

34. Mr. Ngozo is my teacher, \_\_\_\_\_?  
 A. is he                    B. isn't he  
 C. was he                 D. wasn't he
35. He repairs his bicycle under this tree, \_\_\_\_\_?  
 A. doesn't he            B. did he  
 C. does he                D. didn't he
36. Cheating does not pay, \_\_\_\_\_?  
 A. is it                    B. isn't it  
 C. doesn't it             D. does it

37. There are many people in the house, \_\_\_\_\_?  
 A. were there      B. weren't there  
 C. aren't there    D. are there
38. You have not closed the door, \_\_\_\_\_?  
 A. haven't you    B. hadn't you  
 C. have you       D. had you
39. They are good friends, \_\_\_\_\_?  
 A. aren't they    B. are there  
 C. were they      D. weren't they
40. John and Mary went to the party, \_\_\_\_\_?  
 A. did they       B. didn't he  
 C. didn't she     D. didn't they
41. I am a boy, \_\_\_\_\_?  
 A. aren't I       B. amn't I  
 C. am I           D. are I
42. John does not go to school, \_\_\_\_\_?  
 A. does he        B. does she  
 C. doesn't she    D. doesn't he
43. The earth is round, \_\_\_\_\_?  
 A. was it          B. are it  
 C. isn't it        D. is it

#### Questions 44 to 48

In each of the following questions, choose the word (**A, B, C or D**) that **best completes** the proverb.

44. There is no \_\_\_\_\_ without fire.  
 A. wood            B. charcoal  
 C. kitchen        D. smoke
45. The early \_\_\_\_\_ catches the worm.  
 A. chicken        B. bird  
 C. crow            D. woman
46. Once beaten \_\_\_\_\_ shy.  
 A. twice          B. thrice  
 C. two            D. zero

47. Every \_\_\_\_\_ has a silver lining.  
 A. cloud          B. car  
 C. plane          D. president
48. Blood is thicker than \_\_\_\_\_.  
 A. oil            B. petrol  
 C. water          D. glue

#### Questions 49 to 53

In each of the following questions, choose the answer (**A, B, C or D**) that gives the **correct type of clause** and **its function**. The clause has been underlined.

49. The story I heard about Tasungana was not true.  
 A. noun clause, subject of 'was not'  
 B. noun clause, in apposition to 'story'  
 C. adjective clause, qualifying 'story'  
 D. adverb clause, modifying 'was not true'
50. Although she is shy, she is the best in class.  
 A. adverb clause, modifying 'is'  
 B. noun clause, object of 'is'  
 C. noun clause, complement of 'is'  
 D. noun clause, subject of 'is'
51. They usually eat whatever we prepare.  
 A. adverb clause, modifying 'usually eat'  
 B. noun clause, object of 'eat'  
 C. noun clause, complement of 'eat'  
 D. adjective clause, qualifying 'usually eat'
52. That was what the team deserved.  
 A. adverb clause, modifying 'was'  
 B. noun clause, object of 'was'  
 C. noun clause, object of 'that'  
 D. noun clause, complement of 'was'
53. This is the time when we harvest our maize.  
 A. adjective clause, qualifying 'time'  
 B. adverb clause, modifying 'this'  
 C. noun clause, in apposition to 'time'  
 D. adverb clause, modifying 'is'

## SAMPLE COMPOSITION

Imagine that you had an interesting school trip to a game reserve. Write a composition entitled **An unforgettable trip to a game reserve.**

In your composition include the following points:

### **Paragraph 1**

- who organized the trip
- when the trip took place
- who you went there with
- why the trip was made

### **Paragraph 2**

- how you travelled to the game reserve
- who welcomed you at the game reserve
- **three** interesting things you saw at the game reserve

### **Paragraph 3**

- **two** lessons you learnt from the trip
- why the trip is unforgettable

## AN UNFORGETTABLE TRIP TO A GAME RESERVE

I want to tell you about an unforgettable trip to a game reserve. Our patron organised the trip. The trip took place on 21st July, 2003. I went there with my club members. The trip was made because our patron wanted us to see animals.

We travelled to the game reserve by bus. The manager welcomed us at the game reserve. Three interesting things I saw at the game reserve were animals, trees and waterfall.

Two lessons I learnt from the trip are that it is good to care for wild animals and that wild animals attract a lot of tourists. The trip is unforgettable because it was my first time to go to a game reserve. This is all I wanted to tell you about an unforgettable trip to a game reserve.

## **SAMPLE BUSINESS LETTER**

Imagine that you want to visit the airport. Write a letter to the General Manager of Airport Development Limited, P. O Box 1320, Lilongwe. In your letter request permission for your class to visit Kamuzu International Airport. In your letter include the following points:

**Paragraph 1**

- date and time you want to visit the airport
- number of people who will be in the group

**Paragraph 2**

- purpose of the visit
- other areas to visit at the airport

**Paragraph 3**

- a request for a reply to your letter

Kambilonjo Primary School  
Post Office Box 11  
Kalogga  
Ntcheu

23rd April, 2016.

The General Manager  
Airport Development Limited  
Post office Box 1320  
Lilongwe

Dear Sir,

### **REQUEST FOR AN EDUCATIONAL VISIT**

I would like to request for permission for our class to visit the airport. I want to visit the airport on thirty first May two thousand and sixteen at nine o'clock in the morning. The number of people who will be in the group is fifteen.

The purpose for the visit is to see how airplanes fly and land. Other areas to visit at the airport should be the control tower, kitchen and passengers' lounge.

I will be grateful when my request is considered favourably. This is all I wanted to request for an educational visit.

Yours faithfully,

Chimwemwe Banda.

## SAMPLE FRIENDLY LETTER

Imagine that you bought a pair of shoes which you like most. Write a letter to your aunt who lives far from you to tell her about your pair of shoes. In your letter you may include the following information.

### Paragraph 1

- What the colour of your pair of shoes is
- When you bought your pair of shoes
- What the size of your pair of shoes is

### Paragraph 2

- How much you bought your pair of shoes for
- Where you bought your pair of shoes

### Paragraph 3

- How you care for your pair of shoes
- Why you like your pair of shoes

Kambilonjo Primary School  
Post Office Box 23  
Ntcheu

23rd December, 2016.

Dear Aunt Annie,

I want to tell you about my pair of shoes. The colour of my pair of shoes is green. I bought my pair of shoes on 20th April, 2015. The size of my pair of shoes is eight.

I bought my pair of shoes for five thousand kwacha. I bought my pair of shoes at Chinamwali Market in Zomba.

I care for my pair of shoes by washing and storing in safe place. I like my pair of shoes because it is durable and beautiful. This is all I wanted to tell you about my pair of shoes.

Your niece,

Chikondi.

## ORDERING MULTIPLE ADJECTIVES (SOURCE ONE)

When a number of adjectives are used together the order depends on the function of the adjective.

The usual order is: -

quality, value/opinion, size, temperature, age, shape, colour, origin, material

<u>What the adjective expresses</u>	<u>examples</u>
Quality	four, ten, a few, several
Value/opinion	delicious, charming, beautiful
Size	tall, tiny, huge
Temperature	hot, cold
Age	old, young, new, 14-year old
Shape	square, round
Colour	red, purple, green
Origin	Swedish, Victorian, Chinese
Material	glass, silver, wooden
Examples	

1. They have a *lovely old red* post-box.
2. The playroom has *six small round plastic* tables.
3. I bought *some charming Victorian silver* ornaments at the flea market.
4. She is selling her *flashy 3-year old Italian* car.
5. It was a *beautiful cold* day.
6. He was a *nice intelligent young* man.

## ORDER OF ADJECTIVES (SOURCE TWO)

Sometimes we use more than one adjective in front of a noun.

For example:

- He was a *nice intelligent young* man.
- She had a *small round black wooden* box.

Opinion adjectives

Some adjectives give a general opinion. We can use these adjectives to describe almost any noun.

Good	bad	lovely	strange
beautiful	nice	brilliant	excellent
awful	important	wonderful	nasty

Some adjectives give a specific opinion. We only use these adjectives to describe particular kinds of noun:-

Food: tasty, delicious

Furniture, buildings: comfortable, uncomfortable

People, animals: clever, intelligent, friendly

We usually put a general opinion in front of a specific opinion:-

- *Nice tasty* soup
- A *nasty uncomfortable* armchair
- A *lovely intelligent* animal

Usually we put an adjective that gives an opinion in front of an adjective that is descriptive. For example:-

- A nice red dress
- A silly old man
- Those horrible yellow curtains

We often have **two** adjectives in front of a noun. For example:-

- A handsome young man
- A big black car
- That horrible big dog

Sometimes we have three adjectives, but this is unusual. For example:-

- A *nice handsome young* man
- A *big black American* car
- That *horrible big fierce* dog

It is more unusual to have more than three adjectives.

Adjectives usually come in this order:-

1	2	3	4	5	6	7	8
General opinion	Specific opinion	Size	Shape	Age	Colour	Nationality	Material

We use some adjectives only after a link verb:-

Afraid	alive	alone	asleep
content	glad	ill	ready
sorry	sure	unable	well

Some of the commonest –ed adjectives are normally used only after a link verb: annoyed, finished, bored, pleased, thrilled.

We say:-

- Our teacher was ill.
- My uncle was very glad when he heard the news.
- The policeman seemed to be very annoyed.

But we do not say:-

- We had an ~~ill~~ teacher.
- When he heard the news he was ~~a very glad uncle~~.
- He seemed to be ~~a very annoyed policeman~~.

A few adjectives are used only in front of a noun:-

North	northern	countless	eventful
south	southern	occasional	indoor
east	eastern	lone	outdoor
west	western		

We say:-

- He lives in the **eastern** district.
- There were **countless** problems with the new machinery.

But we do not say:-

- ~~The district he lives in is eastern~~.
- ~~The problems with the new machinery were countless~~.

Another version of order of adjectives

In English, it is common to use more than one adjective before a noun. For example, “He is a silly young fool,” or “She is a smart energetic woman.” When you use more than one adjective, you have to put them in the right order, according to type. This copy will explain the different types of adjectives and the correct order for them.

## 1. The basic types of adjectives

Opinion	An opinion adjective explains what you think about something (other people may not agree with you). For example: silly, beautiful, horrible, difficult
Size	A size adjective, of course, tells you how big or small something is. For example: large, tiny, enormous, little
Age	An age adjective tells you how young or old something or someone is. For example: ancient, new, young, old
Shape	A shape adjective describes the shape of something. For example: square, round, flat, rectangular
Colour	A colour adjective, of course, describes the colour of something. For example: blue, pink, reddish, grey
Origin	An origin adjective describes where something comes from. For example: French, lunar, American, eastern, Greek
Material	A material adjective describes what something is made from. For example: wooden, metal, cotton, paper
Purpose	A purpose adjective describes what something is used for. These adjectives often end with “-ing”. For example: sleeping (as in “sleeping bag”), roasting (as in “roasting tin”)

## 2. Some examples of adjective order

	Opinion	Size	Age	Shape	Colour	Origin	Material	purpose	
a	silly		young			English			man
a		huge		round			metal		bowl
a					red			sleeping	bag

### EXERCISE: adjective order

Choose the correct answer for each sentence.

Choose the correct word-order for each noun phrase.

1. Which is the correct order?
  - A. a square wooden old table
  - B. a wooden old square table
  - C. an old wooden square table
  - D. an old square wooden table
  
2. Which is the correct order?
  - A. a big plastic red hat
  - B. a big red plastic hat
  - C. a plastic big red hat
  - D. a red big plastic hat
  
3. Which is the correct order?
  - A. a dirty old cotton tie

- B. a dirty cotton old tie
- C. a cotton dirty old tie
- D. an old cotton dirty tie
  
4. Which is the correct order?
  - A. a serving small Japanese bowl
  - B. a Japanese small serving bowl
  - C. a small serving Japanese bowl
  - D. a small Japanese serving bowl
  
5. Which is the correct order?
  - A. a steel new carving knife
  - B. a new steel carving knife
  - C. a carving steel new knew
  - D. a new carving steel knife

6. Which is the correct order?
- A. a small thin Canadian lady
  - B. a thin small Canadian lady
  - C. a small Canadian thin lady
  - D. a Canadian small thin lady
7. Which is the correct order?
- A. a sailing beautiful blue boat
8. Which is the correct order?
- B. a beautiful blue sailing boat
  - C. a blue sailing beautiful boat
  - D. a blue beautiful sailing boat
8. Which is the correct order?
- A. an exciting new French band
  - B. a new French exciting band
  - C. an exciting French new band
  - D. a French new exciting band

## ADVERBS

Adverbs are words that modify:

- a verb (He drove slowly... How did he drive?)
- an adjective (He drove a *very* fast car.... How fast was his car?)
- another adverb (She moved *quite* slowly down the aisle... How slowly did she move?)

As we will see, adverbs often tell when, where, why, or under what conditions something happens or happened.

Adverbs frequently end in -ly; however, many words and phrases not ending in -ly serve an adverbial function and an -ly ending is not a guarantee that a word is an adverb.

The words; lovely, lonely, motherly, friendly, neighbourly, cowardly, for instance, are adjectives:-

For example,

- That *lovely* woman lives in a friendly neighbourhood.

If a group of words containing a subject and verb acts as an adverb (modifying the verb of a sentence), it is called an adverb clause:-

For example,

- When this class is over, we're going to the movies.

When a group of words not containing a subject and verb acts as an adverb, it is called an adverbial phrase.

Adverbs can modify adjectives, but an adjective cannot modify an adverb.

Thus we would say that “the students showed a really wonderful attitude” and that “the students showed a wonderfully casual attitude” and that “my professor is really tall,” but not “He can real fast”

Like adjectives, adverbs can have comparative and superlative forms to show degree.

For example,

- Walk *faster* if you want to keep up with me.
- The student who reads *fastest* will finish first.

We often use more and most, less and least to show degree with adverbs:

For example,

- With sneakers on, she could move more quickly among the patients.
- The flowers were the most beautifully arranged creations I've ever seen.
- She worked less confidently after her accident.
- That was the least skilfully done performance I've seen in years.

The as...as construction can be used to create adverbs that express sameness or equality:

- “He can't run as fast as his sister.”

A handful of adverbs have two forms, one that ends in -ly and one that doesn't. In certain cases, the two forms have different meanings:

For example,

- He arrived *late*.
- *Lately*, he couldn't seem to be on time for anything.

In most cases, however, the form without the –ly ending should be reserved for casual situations:-

For example,

- She certainly drives *slow* in that old Buick of hers.
- He did *wrong* by her.
- He spoke *sharp, quick* and to the point.

Adverbs often function as intensifiers, conveying a greater or lesser emphasis to something. Intensifiers are said to have three different functions: they can emphasise, amplify or downtime.

Here are some examples:-

#### Emphasizers:

- I really don't believe him.
- He literally wrecked his mother's car.
- She simply ignored me.
- They're going to be late, for sure.

#### Amplifiers:

- The teacher completely rejected her proposal.
- I absolutely refuse to attend any more faculty meetings.
- They heartily endorsed the new restaurant.
- I so wanted to go with them.
- We know this city well.

#### Downtoners:

- I kind of like this college.
- Joe sort of felt betrayed by his sister.
- His mother mildly disapproved his actions.
- We can approve on this to some extent.
- The boss almost quit after that.
- The school was all but ruined by the storm.

Adverbs (as well as adjectives) in their various degrees can be accompanied by premodifiers:

For example,

- She runs very fast.
- We're going to run out of material all the faster.

## USING ADVERBS IN A NUMBERED LIST

Within the normal flow of text, it's nearly always a bad idea to number items beyond three or four, at the most.

Anything beyond that, you're better off with a vertical list that uses numbers (1, 2, 3, et cetera). Also in such a list, don't use adverbs (with an –ly ending); use instead the uninflected or ordinal number (first, second, third, fourth, fifth, et cetera). First (not firstly), it's unclear what the adverb is modifying. Second (not secondly), it's

unnecessary. Third (not thirdly), after you get beyond, “secondly” it starts to sound silly. Adverbs that number in this manner are treated as disjuncts.

## ADVERBS WE CAN DO WITHOUT

Intensifiers such as *very*, *extremely* and *really* that don’t intensify anything and expletive constructions (There are several books that address this issue)

## POSITION OF ADVERBS

One of the hallmarks of adverbs is their ability to move around in a sentence. Adverbs of manner are particularly flexible in this regard.

For example,

- Solemnly the minister addressed her congregation.
- The minister solemnly addressed her congregation.
- The minister addressed her congregation solemnly.

The following adverbs of frequency appear in various parts in these sentences:

For example,

- Before the main verb: I never get up before nine o’clock.

Between the auxiliary verb and the main verb: I have rarely written to my brother without a good reason.

Before the verb *used to*:

- I always used to see him at his summer home.

Indefinite adverbs of time can appear either before the verb or between the auxiliary and the main verb:

For example,

- He finally showed up for batting practices.
- She has recently retired.

## ORDER OF ADVERBS

There is a basic order in which adverbs will appear when there is more than one. It is similar to the Royal order of adjectives, but it is even more flexible.

	Verb	Manner	Place	Frequency	Time	Purpose
Beth	swims	enthusiastically	in the pool	every morning	before dawn	to keep sharp
Dad	walks	impatiently	into town	every afternoon	before supper	to get a newspaper
Tashinda	naps		in her room	every morning	before lunch	

In actual practice, of course, it would be highly unusual to have a string of adverbial modifiers beyond two or three (at the most). Because the placement of adverbs is so flexible, one or two of the modifiers would probably move to the beginning of the sentence.

For example,

- “Every afternoon before supper, Dad impatiently walks into town to get a newspaper.”

When that happens, the introductory adverbial modifiers are usually set off with a comma.

## MORE NOTES ON ADVERB ORDER

As a general principle, shorter adverbial phrases precede longer adverbial phrases, regardless of content. In the following sentence, an adverb of time preceded an adverb of frequency because it is shorter (and simpler)

- Dad takes a brisk walk before breakfast everyday of his life.

A second principle: among similar adverbial phrases of kind (manner, place, frequency, et cetera), the more specific adverbial phrase comes first.

For example,

- My grandmother was born in a sod house on the plains of northern Nebraska.
- She promised to meet him for lunch next Tuesday.

Bringing an adverbial modifier to the beginning of the sentence can place special emphasis on that modifier. This is particularly useful with adverbs of manner:

For example,

- Slowly, ever so carefully, Jesse filled the coffee up to the brim, even above the brim.
- Occasionally, but only occasionally, one of these learners will get by the inspectors.

## INAPPROPRIATE ADVERB ORDER

Modifiers can sometimes attach themselves to and thus modify words that they ought not to modify.

For example,

- They reported that John Chikhsisi, a Malawian gospel star, had died on the six o'clock news.

Clearly, it could be better to move the underlined modifier to a position immediately after “they reported” or even to the beginning of the sentence...so the poor man doesn’t die on television.

Misplacement can also occur with very simple modifiers such as only and barely.

For example,

- She only grew to be four feet tall.

It would be better if “She grew to be only four feet tall.”

## ADJUNCTS, DISJUNCTS AND CONJUNCTS

Regardless of its position, an adverb is often neatly integrated into the flow of a sentence. When this is true, as it almost always is, the adverb is called an adjunct. (Notice the underlined adjuncts or adjunctive adverbs. In their first two sentences of the paragraph.) When the adverb does not fit into the flow of the clause, it is called a disjunct or a conjunct and is often set off by a comma or set of commas.

A disjunct frequently acts as a kind of evaluation of the rest of the sentence. Although it usually modifies the verb, we could say that it modifies the entire clause, too. Notice how “too” is a disjunct in the sentence immediately before this one; that same word can also serve as an adjunct adverbial modifier:

For example,

- It’s too hot to play outside.

Here are two more disjunct adverbs:

- Frankly, Martha, I don't give a hoot.
- Fortunately, no one was hurt.

Conjuncts, on the other hand, serve a connector function within the flow of the text, signalling a transition between ideas.

For example,

- If they start smoking those awful cigars, then I'm not staying.
- We've told the landlord about this ceiling again and again, and yet he's done nothing to fix it.

At the extreme edge of this category, we have the purely conjunctive device known as the conjunctive adverb (often called the adverbial conjunction).

For example,

- Jose has spent years preparing for this event; nevertheless, he's the most nervous person here.
- I love this school; however, I don't think I can afford the tuition.

## SOME SPECIAL CASES

The adverbs *enough* and *not enough* usually take a postmodifier position:

- Is that music loud enough?
- These shoes are not big enough.
- In a roomful of elderly people, you must remember to speak loudly enough.

(Notice, though, that when *enough* functions as an adjective, it can come before the noun):

- Did she give us enough time?

The adverb *enough* is often followed by an infinitive:

- She didn't run fast enough to win.

The adverb *too* comes before adjectives and other adverbs:

- She ran too fast.
- She works too quickly.

If *too* comes after the adverb, it is probably a disjunct (meaning also)

- Yasmin works hard, she works quickly too.

The adverb is often followed by an infinitive:

- She runs too slowly to enter this race.

Another common construction with the adverb *too* followed by a prepositional phrase...for + the object of the preposition...followed by an infinitive:

- This milk is too hot for a baby to drink.

## RELATIVE ADVERBS

Adjectival clauses are sometimes introduced by what are called the relative adverbs: - where, when and why.

Although the entire clause is adjectival and will modify a noun, the relative word itself fulfils the adverbial function (modifying a verb within its own clause).

The relative adverb *where* will begin a clause that modifies a noun of place.

- My entire family now worships in the church where my great grandfather used to be minister.

The relative pronoun “where” modifies the verb “used to be” (which makes it adverbial), but the entire clause (where my great grandfather used to be minister) modifies the word “church”

A *when* clause will modify nouns of time:

For example;

- My favourite month is always February, when we celebrate Valentine’s Day and President’s Day.

A *why* clause will modify the noun reason:

For example,

- Do you know the reason why Isabel isn’t in class today?

We sometimes leave out the relative adverb in such clauses, and many writers prefer “that” to “why” in a clause referring to “reason”.

For example,

- Do you know the reason why Isabel isn’t in class today?
- I always look forward to the day when we begin our summer vacation.
- I know the reason that men like motorcycles.

## **VIEWPOINT, FOCUS AND NEGATIVE ADVERBS**

A viewpoint adverb generally comes after a noun and is related to an adjective that precedes that noun:

For example,

- A successful athletic team is often a *good team* scholastically.
- Investing all our money in snowmobiles was probably a *sound idea* financially.

You will sometimes hear a phrase like “scholastically speaking” or “financially speaking” in these circumstances, but the word “speaking” is seldom necessary.

A focus adverb indicates that what is being communicated is limited to the part that is focused; a focus adverb will tend either to limit the sense of the sentence (“He got A just for attending the class.”) or to act as an additive (“He got an A in addition to being published.”)

Although negative constructions like the words “not” and “never” are usually found embedded with a verb string:

For example,

- “He has never been much help to his mother.” ...they are technically not part of the verb; they are, indeed, adverbs.

However, a so-called negative adverb creates a negative meaning in a sentence without the use of the usual *no/not/neither/nor/never* constructions:

For example,

- He seldom visits.

- She hardly eats anything since the accident.
- After her long and tedious lectures, rarely was anyone awake.

## **DEVELOPING ASSESSMENT ITEMS USING BLOOMS' TAXONOMY**

Bloom's taxonomy of critical thinking skills.

### **1. KNOWLEDGE:**

This is specific information remembered by pupils exactly as they learned it. To reproduce the information, the pupils will define, label, list, locate, match, memorize, name, point to, recall, pick, recite, repeat, reproduce, say, spell, tally, tell, underline, write, arrange, cite, check and identify.

### **2. COMPREHENSION:**

This is the ability to explain knowledge or information in their own words. To explain this information, pupils will account for/give reasons, restate, record, translate, describe, generalize, convert/change, paraphrase/restate, expound/explain, interpret (clarify meaning), summarize, group and retell.

### **3. APPLICATION:**

This is the ability to use knowledge in a particular way. To use the information, pupils will give examples, apply, collect, construct, demonstrate, handle, illustrate, make use of, put into action, survey, manipulate, relate, show, solve, operate and organise.

### **4. ANALYSIS:**

This is the ability to break information or knowledge apart in order to examine certain details of it. To examine information, pupils will categorize, clarify, break down, compare, contrast, deduce, divide, draw diagram, dissect, examine, search, separate, simplify, sort, specify, survey, outline, analyse, differentiate, decide, study (inquire, examine closely) and investigate.

### **5. SYNTHESIS:**

This is the ability to re-organise knowledge or information in a new way. To synthesize information, pupils will compile, compose, construct, create, design, develop, discover, generate, effect/bring about, arrange, visualise/imagine, modify, plan, predict, produce, suppose and formulate.

### **6. EVALUATION:**

This refers to the ability to form one's own opinion. To express their own opinions, pupils will: criticise, accept, choose, debate, decide, defend, grade, judge, prioritize (establish right to importance), weigh (measure, think about), recommend, reject, select, support and rank.

ADD YOUR SUGGESTIONS HERE