with an auxiliary verb) is when *be* is given extra emphasis in a sentence. For example:

• "I **never** *was* fond of his writing."

When we read this, we can hear the stress being put on the word *was*. Though it comes before *was,* the adverb *never* is actually modifying the adjective *fond*.

Note that this construction can also be used when the adverb modifies *be* rather than an adjective, as in:

• "You **occasionally** *are* a nit-picker."

If we take the emphasis off *be,* however, the adverb would come after it as usual.

Quiz

(answers start on page 610)

1. Where do **definite** adverbs of frequency appear in a sentence?
a) Before the verb they modify
b) After the verb they modify
c) At the beginning of a main clause
d) At the end of a main clause
e) A & B
f) C & D

2. What can adverbs of **indefinite** frequency do that adverbs of definite frequency cannot?
a) modify verbs
b) modify adjectives
c) modify adverbs
d) modify prepositional phrases

3. Which of the following is an adverb of frequency?
a) once in a while
b) somewhat
c) anymore
d) very

4. When does an adverb of frequency appear **before** the verb *be*?
a) When it is modifying a predicative adjective

b) When *be* is a main verb
c) When *be* is being emphasized
d) A & B

5. Identify the adverb of frequency in the following sentence:
"I quickly left so I could catch the next train, which luckily left hourly."
a) quickly
b) next
c) luckily
d) hourly

6. Which of the following adverbs **cannot** fill in the blank space of the following sentence?
"_____, I go to visit my sister on the weekend."
a) frequently
b) sometimes
c) always
d) usually

Adverbs of Purpose

Definition

Adverbs of purpose (sometimes called **adverbs of reason**) tell us <u>why</u> something happens or is the case. They can modify verbs, adjectives, or adverbs.

Types of Adverbs of Purpose

Adverbs of purpose are generally made up of **conjunctive adverbs**, **prepositional phrases**, **infinitive phrases**, or **adverbial clauses**.

Conjunctive adverbs of purpose

We often use **conjunctive adverbs** to indicate a relationship of reason or purpose between two **independent clauses**. Some common conjunctive adverbs of purpose are *thus, therefore, consequently, hence,* and *as a result.*

When we join two independent clauses with a conjunctive adverb, they are traditionally separated with a **semicolon**.

It is also acceptable to use a **period** and keep them as two discrete sentences. The conjunctive adverb still usually appears at the beginning of the second sentence, but it can also appear before or after the word it is modifying.

For example:

• "Jen hadn't enjoyed the play; **as a result**, she didn't recommend it."

• "We've never seen such high numbers. We must **therefore** conclude that the results are not normal."

• "I've had some bad experiences with business partners in the past. **Consequently**, I am a little nervous about entering into this deal."

• "The market here has been shrinking every year. We have **thus** decided to close our branch in this country."

• "There has been some talk of the company going bankrupt in the near future; she is **consequently** looking for a new job."

• "I broke my leg last month; **hence**, I was unable to work for several weeks."

Non-conjunctive adverbs of purpose

It is also possible to use many of the adverbs above in a non-conjunctive manner, especially when modifying an adjective that derives purpose or reason from a previous part of the sentence. For example:

• "The clothing is handcrafted and **hence** *expensive*."

• "I've grown fond of our time together and am **thus** *sad* to see it end."

• "The markets proved to be volatile and **therefore** *unreliable*."

Adverbial phrases of purpose

A variety of phrases are often used to indicate purpose or reason. The most common of these are **prepositional phrases** and **infinitive phrases**.

Prepositional phrases

It is very common to use prepositional phrases adverbially, and in some cases they can be used to indicate purpose. These prepositional phrases usually occur at the end of the clause, appearing after the verb or adjective they are describing, but they can also appear at the beginning of a clause or sentence, in which case they are set apart by a comma.

The most common prepositional phrase of purpose uses the **compound preposition** *because of*, as in:

• "I am feeling tired ***because of* this cold**."

• "***Because of* my operation**, I had to cancel my flight."

Some other common prepositions that can create prepositional phrases of purpose are *for, given, owing to,* and *due to**. For example:

• "Every year, we honor the soldiers who sacrificed their lives ***for* their country**."

• "***Given* the huge amount of public interest**, they are extending the program for another three months."

• "Our game was delayed ***due to* rain**."*

• "He had to leave early ***owing to* an emergency at the hospital**."

(*Note: Some traditional grammarians insist that *due* should never be used as a preposition, and that it should instead only be used as an adjective. However, there is no logical reason that it can't function as part of the compound preposition *due to*, and it is very often used this way in both formal and informal speech and writing.)

Infinitive phrases

An **infinitive** is the most basic form of a verb. It is "unmarked" (which means that it is not conjugated for tense or person), and it is preceded by the **particle** *to*. Any predicative information that follows an infinitive verb creates what's known as an **infinitive phrase**.

Infinitives and **infinitive phrases** can serve as **nouns, adjectives**, or **adverbs**. Infinitives always indicate purpose when they function as adverbs, and for that reason they are sometimes known as **infinitives of purpose**. For example:

• "I started running ***to improve* my health**."

• "I went to the store ***to buy* some milk**."

We can also use the phrases *in order* and *so as* to add formal emphasis to an infinitive of purpose, as in:

• "We must leave now <u>in order</u> ***to catch* our train**."

• "He's been working quietly <u>so as</u> ***not to disturb* his roommates**."

Lone infinitives of purpose

We can also use infinitives in this way as isolated responses to questions asking *why* something is done or is the case. For example:

• Speaker A: "Why are you going to New York?"
• Speaker B: "***To see** the Empire State Building.*"

• Speaker A: "Why did you turn on the TV?"
• Speaker B: "***To watch** the news.*"

These responses are known as **elliptical sentences**, meaning that part of the sentence has been omitted because it is implied. In the last example, the implied section is "I turned on the TV because I wanted…. " As this element is implicitly understood, we often leave it out entirely and simply use the infinitive on its own.

Adverbial clauses of purpose

We can also use the **subordinating conjunctions** *as, because, since*, so (that), in order that, for fear that, hence,* or (less commonly) *lest*** to create **adverbial clauses** that indicate reason or purpose. For example:

• "I am exhausted *because **I was working all night**.*"

• "***As it's raining**,* we probably shouldn't play in the park today."

• "I'm going to Johnny's house later *since **all my homework is finished**.*"*

• "He left the house *so (that) **he could be alone**.*"

• "I take my kids hiking in the mountains each summer *in order that **they learn to appreciate nature's beauty**.*"

• "***For fear that** **his son may get hurt**,* Dan never lets him play any contact sports."

• "I should explain myself to him, *lest **he thinks I am being ungrateful**.*"**

(*Be careful with the subordinating conjunction *since,* because it is also used with adverbial clauses of time, as we saw above.)

(**The subordinating conjunction *lest* is not commonly used today, as it sounds old-fashioned and overly formal in modern English.)

Quiz

(answers start on page 610)

1. Which of the following **cannot** be used to form adverbs of purpose?

a) Conjunctive adverbs
b) Coordinating conjunctions
c) Subordinating conjunctions
d) Infinitives

2. Which of the following sentences does **not** use an adverb of purpose?

a) "I am studying James Joyce because of my love of Irish literature."
b) "The flight leaves at 10 AM; therefore, we must be at the airport by 6 o'clock in the morning."
c) "We've decided to move to a small villa in Italy."
d) "I have to travel to New York to meet with the investors."

3. Which of the following prepositions can be used to form a prepositional phrase of purpose?

a) unto
b) into
c) onto
d) owing to

4. Where can **adverbial clauses** of purpose appear in a sentence?

a) At the beginning
b) In the middle
c) At the end
d) A & B
e) A & C
f) B & C

Focusing Adverbs

Definition

Focusing adverbs are used to draw attention to a particular part of a clause. They frequently point to verb phrases, but they can also draw attention to noun phrases, prepositional phrases, adjective phrases, and adverbial phrases.

When we speak, we often emphasize a particular part of a sentence using stressed intonation. This is sometimes represented in writing by using *italics*. Both speech and writing can be simplified and ambiguity reduced by using focusing adverbs instead. Let's see this done both ways:

• Through intonation: "I know *Tom* is coming to the party."

• Using a focusing adverb: "I know that **at least** Tom is coming to the party."

Both the emphasis through intonation and the use of the focusing adverb *at least* draw attention to *Tom* in the sentence. This signals to the listener or reader that this information is important.

Focusing adverbs also often imply some sort of contrast. In the examples above, drawing attention to *Tom* implies that there are other people who may <u>not</u> be coming to the party.

Types of Focusing Adverbs

We select a focusing adverb according to how we intend to emphasize the word or phrase. There are different focusing adverbs that are used to draw attention to information that is being <u>added</u>, information that is being <u>limited</u> or <u>partially limited</u>, information that is <u>negative</u>, information that presents a <u>choice</u>, or information that is considered <u>surprising</u>. Let's look at some of the most common focusing adverbs for each function:

Adding information

When we want to emphasize information that is being added to previous information, we can use the following focusing adverbs:

- **also**
- **as well**
- **too**

For example:

• "Tom is coming to the party and *is **also** bringing James*."

The focusing adverb *also* adds emphasis to the entire verb phrase: *is bringing James*. This lets the listener know that this information is especially important to the speaker. Let's look at another example:

• "Tom is coming to the party, and *James is coming **too***."

Again, using the focusing adverb *too* adds the information about James coming in addition to Tom and stresses its importance.

Limiting information

When we want to emphasize information that presents limits, we use the following focusing adverbs:

• **alone**
• **but**
• **exactly**
• **exclusively**
• **just**
• **merely**
• **not only**
• **only**
• **precisely**
• **purely**
• **simply**
• **solely**

Observe how these focusing adverbs emphasize limits:

Example: "**Just** Tom is coming to the party."
Implication: Tom is coming to the party but is not bringing a friend, or nobody else is coming to the party.

Example: "I'm going to study for **exactly** half an hour, then I'll go to the party."
Implication: I will study for no more than half an hour.

Example: "I'm **only** bringing James to the party."
Implication: I am not bringing anybody else.

Example: "The party starts at **precisely** 10 o'clock."
Implication: The party won't start earlier or later than 10 o'clock.

Partially limiting information

Sometimes, we want to emphasize information that isn't *completely* limited, but rather *partially* limited. For that purpose, we can use the following focusing adverbs:

• **chiefly**
• **especially**
• **mainly**
• **mostly**
• **notably**
• **particularly**
• **in particular**
• **predominantly**
• **primarily**
• **at least**
• **for the most part**
• **by and large**

Let's see how partially limiting focusing adverbs can work:

Example: "I want everybody to come to the party, **especially** James."
Implication: I want everybody to come to the party, but I want James to come the most.

Example: "They played **mostly** techno music at the party."
Implication: They played several types of music, but most of it was techno.

Example: "A few people were missing at the party, **notably** Tom."
Implication: Several people who were supposed to be at the party did not go. Tom didn't go, and that was significant.

Example: "The people coming to the party are going to be **predominantly** students."
Implications: There are a variety of people coming to the party, but the majority will be students.

Other purposes

Negatives

When we want to draw attention to a negative statement, we can use *neither/nor*.

Example: "**Neither** Tom **nor** James turned up at the party." *or*:
"Tom didn't turn up to the party, and **neither** did James."
Implication: It is significant that neither Tom nor James went to the party.

Choices

When we want to draw attention to a choice of two things, we can use *either/or*.

Example: "You can **either** bring Tom **or** James to the party."
Implication: You have to choose one friend to bring. You cannot bring both.

Surprise

Finally, when we want to show that a particular piece of information is surprising, we can use *even*.

Example: "**Even** Tom was at the party!"
Implication: Absolutely everybody was at the party, including Tom, which was unexpected.

Placement

Focusing adverbs can take the initial, middle, or final position in a sentence depending on what you want them to draw attention to.

According to what you want to emphasize

Changing the placement of the adverb changes which part of the clause is emphasized, and thereby can greatly change the implications of the sentence. Let's see how this works using the base sentence "Jen can play piano for her friends at the party." Notice how the meaning changes as we move around the focusing adverb *only*:

1. "**Only** *Jen* can play piano for her friends at the party."
Implication: Nobody else can play piano for her friends.

2. "Jen can **only** *play piano* for her friends at the party."
Implication: Jen can't do anything else at the party, or Jen cannot play any other instruments for her friends.

3. "Jen can play **only** *piano* for her friends at the party."

Implication: Jen cannot play any other instruments for her friends.

4. "Jen can play piano for **only** *her friends* at the party."
Implication: Jen can play piano for her friends, but not for anybody else.

5. "Jen can play piano for her friends **only** *at the party*."
Implication: Jen cannot play piano for her friends in other circumstances.

Placement of focusing adverbs around verbs

When the focusing adverb modifies a verb or verb phrase, it is placed <u>before</u> the main verb. For example:

• "We didn't go to the party. We **just** *stayed* at home."

• "We **only** *went* for one hour."

• "We **even** *danced*."

However, focusing adverbs should be placed <u>after</u> the verb *be*:

• "It *is* **just** Tom."

• "It *was* **mostly** Jen who danced at the party."

• "I *am* **especially** sorry that I missed it."

When a focusing adverb modifies a verb phrase that includes an auxiliary verb and a main verb, it is placed <u>between</u> them. For example:

• "Jen *can **only** play* piano for her friends at the party."

• "Tom *didn't **even** go* to the party!"

• "They *had **particularly** wanted* a DJ instead of a band."

Too and as well

In exception to the rules above, the focusing adverbs *too* and *as well* normally take the final position in a clause. For example:

• "Tom is going to the party, and James is going **too**."

• "I want to go to the party **as well**."

Extra Notes

It's worth mentioning that the words *also* and *just* have varying functions and

meanings from the examples given above. Let's take a closer look:

Also

Also does not always function as a focusing adverb. It can also be used as a **conjunctive adverb**. For example:

"Tom is coming to the party. **Also**, James is coming."

Just

The word *just* also has different functions and meanings. We have already seen that when used as a focusing adverb, *just* can limit the phrase it points to, in the same way as *only* or *merely*.

However, it can also mean *recently,* as in "I **just** got home"; *really,* as in "I **just** love it here"; *barely,* as in "We **just** made it on time"; and *exactly,* as in "It's **just** ten o'clock right now."

Quiz
(answers start on page 610)

1. *Too* is a focusing adverb that stresses _____.

a) addition
b) limitation
c) partial limitation
d) surprise

2. *Predominantly* is a focusing adverb that stresses _____.

a) addition
b) limitation
c) partial limitation
d) surprise

3. *Merely* is a focusing adverb that stresses _____.

a) addition
b) limitation
c) partial limitation
d) surprise

4. Complete the following sentence with the correct focusing adverb:

"This party is _____ for students. I'm sorry, but nobody else can come."

a) even
b) mostly
c) especially
d) exclusively

5. Complete the following sentence with the correct focusing adverb:

"There can be _____ 100 invited guests, no more and no less."

a) exactly
b) particularly
c) also
d) not only

Negative Adverbs

Definition

Negative adverbs and negative adverbials (groups of words that function as an adverb) are used to modify the meaning of a verb, adjective, other adverb, or entire clause <u>in a negative way</u>. Like all adverbs, they usually answer questions about manner, place, time, or degree.

No and *Not*

There is debate whether *no* and *not* should be classed as adverbs, but they are by far the most commonly used words for creating negative statements, so we'll briefly look at how they work.

Using *no*

We use *no* as a negative answer to questions or an expression of disagreement. It's often classed as a determiner or an exclamation, but other grammarians argue that it's an adverb, especially when it is used to negate **comparative adjectives** or **comparative adverbs**. For example:

• "He is **no** *better* than his rival."

• "She runs **no** *more quickly* than her sister."

Using *not* with auxiliary and modal verbs

To negate a verb phrase, we insert *not* <u>after the first</u> **auxiliary** or **modal verb**. For example:

• "I have seen him here before." (positive)
• "I have **not** seen him here before." (negative)

• "I would have done the same." (positive)
• "I would **not** have done the same." (negative)

Using *not* with only a main verb

If the verb phrase contains only a main verb, we negate it by adding *do/does/did + not*. For example:

• "I go swimming on Mondays." (positive)
• "I *do* **not** go swimming on Mondays." (negative)

• "He works every day." (positive)
• "He *does* **not** work every day." (negative)

• "We went to the supermarket yesterday." (positive)
• "We *did* **not** go to the supermarket yesterday." (negative)

Using *not* with the verb *be*

When a form of the verb *be* is the only verb in the statement, we place *not* <u>after it</u>. For example:

• "They *are* tall." (positive)
• "They *are* **not** tall." (negative)

• "It *is* an interesting project." (positive)
• "It *is* **not** an interesting project." (negative)

Other negative adverbs

Now that we have seen how *no* and *not* are used, let's look at other negative adverbs. The principle characteristic they all have in common is that we don't modify them with *not* because they already express negative meaning on their own.

Negative adverbs meaning "almost not"

Some negative adverbs mean "almost not." They are:
- hardly
- barely
- scarcely

These negative adverbs are placed in the same position as *not*. They generally go <u>after the first auxiliary or modal verb</u>, <u>before a main verb</u> when it is the only verb, and <u>after forms of the verb *be*</u>.

For example:

• "I **hardly** go out anymore." (I almost don't go out anymore.)

• "I can **barely** see the mountain through the clouds." (I almost can't see it.)

• "It's **scarcely** surprising that you're quitting your job." (It is not very surprising at all.)

Negative adverbs meaning "not often" or "not ever"

When we want to stress how <u>infrequently</u> something occurs, we can use these negative adverbs:
- no longer
- rarely
- seldom
- barely ever
- hardly ever
- never

Again, these adjectives are usually placed in the same position as *not*. For example:

• "I **no longer** cook at home." (I cooked at home before, but now I don't.)

• "He has **seldom/rarely/hardly ever** played football." (very infrequently)

• "We are **never** late." (not ever)

Note that *seldom, rarely, barely ever,* and *hardly ever* are interchangeable. They all mean "very infrequently."

Negative adverbs that emphasize quick succession of events

When we want to express that two events happened in quick succession (one event <u>almost did not finish</u> before the next event happened) we can use any of these negative adverbs:

- hardly
- barely
- scarcely
- no sooner

Some of these are the same negative adverbs that mean "almost not," but when we use them for events in quick succession, we must use them in combination with either *when* (for *hardly, scarcely* and *barely*), or *than* (for *no sooner*).

The first event is usually expressed in the **past perfect** tense, with the negative adverb following the auxiliary verb *had*. The two clauses are joined with *when* or *than* (depending on which negative adverb is used), and the second event follows in the **past simple** tense.

For example:

• "We had **hardly** finished cleaning **when** the guests arrived."

• "I had **barely** walked in the door **when** she called."

• "She had **scarcely** been home five minutes **when** they arrived to take her to the movie."

• "We had **no sooner** put dinner on the table **than** the doorbell rang."

Adverbial phrases for total negation

There are a few adverbial phrases that are used to completely negate a clause. For example:

- under no circumstances
- in no way
- on no condition

Like *not,* these adverbials can be placed in mid position:

• "We **in no way** like this plan." (We don't like this plan.)

• "We have **under no circumstances** allowed them to come inside." (They have definitely not been allowed inside.)

• "She is **on no condition** to be disturbed." (Don't disturb her.)

However, they are more commonly placed in initial position using inversion, which we will examine later in this article.

Using *only* for conditional negativity

Only can be used when we want to place conditions on whether something is going to occur or not. It most closely means "exclusively," and can be used in several combinations. For example:

- only… after
- only… if
- only… when
- only… until

Usually, we place *only* before the action that may or may not occur, and *if/after/when/until* before the condition. For example:

• "I will **only** go to the movie **if** you go too."
Meaning: I am not going to the movie if you don't go.

• "I'll **only** help you **when** you ask for it."
Meaning: I will not help you when you don't ask for help.

• "They are **only** living here **until** they find a new house."
Meaning: They will leave here when they find a new house.

Using inversion

We have shown how negative adverbs are often placed in mid position. However, it's also very common for negative adverbs to appear at the <u>beginning</u> of a sentence. This is often done in more formal or literary styles, as well as when we want to place special emphasis on the negative adverb.

When we place the negative adverb at the beginning of the sentence, we must use **inversion**. This is when we rearrange the normal subject/verb order of the sentence. We already use the principle of inversion all the time when we form questions. For example:

• "*He has* seen this movie." (no inversion)

• "*Has he* seen this movie?" (inversion)

To form the question, the subject (*he*) and the auxiliary verb (*has*) switch places. The process is the same when we use negative adverbs.

Inversion with auxiliary/modal verbs

If a negative adverb is being used at the beginning a sentence that has a modal or auxiliary verb, we simply switch the order of the first auxiliary/modal verb and the subject. For example:

• "*I have* **never** seen such a beautiful creature." (no inversion)
• "**Never** *have I* seen such a beautiful creature." (inversion)

• "*We had* **scarcely** arrived home when they called." (no inversion)
• "**Scarcely** *had we* arrived home when they called." (inversion)

• "*He can* **under no circumstances** play that game." (no inversion)
• "**Under no circumstances** *can he* play that game." (inversion)

Inversion with only a main verb

If a negative adverb is placed at the beginning of a sentence that contains only a main verb, we must insert the auxiliary verbs *do/does* or *did* and use the **bare infinitive** form of the verb, just like when we form questions. For example:

• "We **in no way** *like* this plan." (no inversion)
• "**In no way** *do we like* this plan." (inversion)

• "She **scarcely** *leaves* the city anymore." (no inversion)
• "**Scarcely** *does she leave* the city anymore." (inversion)

• "He **barely** *stopped* in time." (no inversion)
• "**Barely** *did he stop* in time." (inversion)

Inversion with the verb "be"

When a negative adverb begins a sentence that only contains the verb *be*, we switch the order of the subject and *be* (again, the same as when we form questions):

• "*We are* **seldom** late." (no inversion)
• "**Seldom** *are we* late." (inversion)

- "*He is* **hardly** working." (no inversion)
- "**Hardly** *is he* working." (inversion)

- "*She is* **on no condition** to be disturbed." (no inversion)
- "**On no condition** *is she* to be disturbed." (inversion)

Inversion of "only" for conditional negativity

When we form negative conditional expressions with *only*, we have to do a bit more rearranging. The entire **conditional clause** joins *only* in the beginning of the sentence, and the subject-verb word order changes in the **main clause**. For example:

- "I will **only** go to the movie **if** you go too." (no inversion)
- "**Only if** you go too *will I* go to the movie." (inversion)

- "I'll **only** help you **when** you ask for help." (no inversion)
- "**Only when** you ask for help *will I* help you." (inversion)

- "They are **only** living here **until** they find a new house." (no inversion)
- "**Only until** they find a new house *are they* living here." (inversion)

Common Errors

Negative adverbs leave lots of room for little mistakes. The most common errors are using double negatives, not using inversion when starting a sentence with a negative adverb, and misunderstanding or misusing the negative adverb *hardly*.

Double Negatives

In English, we generally cannot use **double negatives**, which occur when two negative elements are used in the same part of a sentence. We must remember that when we use a negative adverb, we cannot further negate the sentence with *no*, *not* or another negative adverb because the two negatives cancel each other out, making the sentence **affirmative** in meaning. For example:

✖ "You **shouldn't** under **no** circumstances cheat on a test." (incorrect)
- Literal meaning: There are certain circumstances under which you should cheat.

✔ "You should under **no** circumstances cheat on a test." (correct)

Meaning: You should never cheat.

✖ "I **scarcely** had **not** enough time to get ready." (incorrect)
• Literal meaning: I actually had plenty of time to get ready.

✔ "I **scarcely** had enough time to get ready." (correct)
Meaning: I almost did not have enough time.

Using double negative for emphasis
While we should generally avoid using double negatives in our speech and writing, there are certain circumstances in which they **can** be used for an emphatic, rhetorical effect. For example: • "Well, I **didn't not** tell him the truth; I just didn't tell him the whole truth." • Literal meaning: I didn't lie, I just left out some information. • "You **can't** just **not** go to school!" • Literal meaning: You must go to school. However, these are very informal constructions, so they should only be used sparingly, and they should not be used in formal or professional writing at all.

Not using inversion

Another common error is when we place a negative adverb at the beginning of the sentence but forget to use inversion. For example:

✖ "Under no circumstances you can watch that movie." (incorrect)
✔ "Under no circumstances *can you* watch that movie." (correct)
Meaning: You cannot watch that movie.
Explanation: You must invert the order of the subject (*you*) and the modal verb (*can*).

✖ "Never he did visit the Eiffel Tower." (incorrect)
✔ "Never did he visit the Eiffel Tower." (correct)
Meaning: He never visited the Eiffel Tower.
Explanation: You must invert the order of the subject (*he*) and the modal verb (*did*).

Hardly

Finally, a common error is misusing or misunderstanding the meaning of the negative adverb *hardly*. Although many adverbs are formed by adding "-ly" to the end of an adjective, this is not the case with *hardly*.

The adverb form of the adjective *hard* is also *hard*. *Hardly*, however, never means "in a hard way," but rather means "almost not." For example:

✖ "He's working hardly." (incorrect)
✔ "He's working hard." (correct—He's working a lot or with much effort.)
✔ "He's hardly working." (correct—He's almost not working at all.)

(See the chapter section on **Regular and Irregular Adverbs** to learn more about adverb forms that are exceptions to the conventional rules of English.)

Quiz
(answers start on page 610)

1. Which negative adverb **does not** mean the same as the other three?

a) barely ever
b) scarcely
c) rarely
d) never

2. Which sentence shows **correct** use of the negative adverb *barely*?

a) "Barely she goes out anymore."
b) "She barely goes out anymore."
c) "She goes barely out anymore."
d) "She goes barely anymore out."

3. Which of the following sentences is **incorrect**?

a) "I had no sooner finished cooking when they came in."
b) "I had barely finished cooking when they came in."
c) "I had scarcely finished cooking when they came in."
d) "I had hardly finished cooking when they came in."

4. Which of the following sentences uses inversion **correctly**?

a) "Rarely have we tasted such delicious food."
b) "Rarely we have tasted such delicious food."
c) "We have tasted such delicious food rarely."
d) "Have we tasted rarely such delicious food."

5. Which of the following sentences is **incorrect**?

a) "Under no circumstances can you go out on Saturday."
b) "Never have I been so upset."
c) "Scarcely has he not seen her in the last few years."
d) "He's working hard."

Conjunctive Adverbs

Definition

Conjunctive adverbs (also called **linking adverbs** or **connecting adverbs**) are a specific type of **conjunction**. Conjunctions are used to join together words, phrases, or clauses. Conjunctive adverbs are specifically used to connect <u>two independent clauses</u>.

An **independent clause** (also called a **main clause**) contains a **subject** and a **predicate**, and it expresses a <u>full thought</u>. In other words, it can stand on its own and makes sense as a complete simple sentence. For example:

• "Jen hadn't enjoyed the play. She didn't recommend it to her friend."

This example shows two independent clauses. The first contains the subject *Jen* and the predicate *hadn't enjoyed the play*, while the second includes the subject *she* and the predicate *didn't recommend it to her friend*. Each clause expresses a complete idea and makes sense on its own. However, they would sound more natural if they were connected. This is where **conjunctive adverbs** come in. For example:

• "Jen hadn't enjoyed the play; **therefore**, she didn't recommend it to her friend."

The two independent clauses are now connected in a more natural way, using the conjunctive adverb *therefore*.

Punctuating the clauses

When we join two independent clauses with a conjunctive adverb, they are traditionally separated with a **semicolon** (as in our example above). It is also acceptable to use a **period** and keep them as two discrete sentences. Either way, the conjunctive adverb typically begins the second clause, followed by a **comma**. (We will examine alternative placement of the adverb later in this

section.) However, we <u>cannot</u> separate the two clauses using a comma. For example:

✔ "Jen hadn't enjoyed the play; **therefore**, she didn't recommend it." (correct)

✔ "Jen hadn't enjoyed the play. **Therefore**, she didn't recommend it." (correct)

✖ "Jen hadn't enjoyed the play, **therefore**, she didn't recommend it." (incorrect)

If we choose to separate the two clauses with a period, we must remember to capitalize the conjunctive adverb, since it is the first word in a new sentence.

For the sake of consistency, we will use semicolons in all of the examples below.

Choosing a conjunctive adverb

There are many conjunctive adverbs. To choose the right one, we must consider the <u>relationship</u> between the first and second clause. Let's look at the example again:

• "Jen hadn't enjoyed the play; **therefore**, she didn't recommend it to her friend."

The second clause is a <u>result</u> of the first clause. Jen hadn't enjoyed the play, and that is <u>the reason</u> that she didn't recommend it to her friend. So, when we connect the two clauses, we choose a conjunctive adverb (*therefore*) that makes this cause-and-effect relationship clear. Think about how the relationship between *these* two clauses is different from the previous example:

• "Jen hadn't enjoyed the play. She recommended it to her friend."

We still have two independent clauses, but now the relationship between them is different. Jen <u>hadn't enjoyed</u> the play, but recommended it to her friend anyway. We can no longer use the conjunctive adverb *therefore,* because we are no longer dealing with cause and effect. Instead, we need to choose a conjunctive adverb like *nevertheless,* which is used to express <u>unexpected results</u>:

• "Jen hadn't enjoyed the play; **nevertheless**, she recommended it to her friend."

These are some the most common conjunctive adverbs and their functions:

Result	Comparison	Contrast	Adding info	Adding *stronger* info	Unexpect Results
accordingly	comparatively	contrarily	also	further	neverthel

as a result	equally	conversely	besides	furthermore	nonethele
consequently	likewise	however	in addition	moreover	surprising
hence	similarly	in comparison			still
therefore		in contrast			
thus		instead			
		on the other hand			
		rather			

Result

When the second clause is a result of something that happened in the first clause, we have a few options. One is *therefore*, which we looked at already.

We can also use *accordingly, as a result, consequently, hence,* and *thus* interchangeably with *therefore*; the meaning of the sentence remains the same. For example:

• "Jen hadn't enjoyed the play; **hence**, she didn't recommend it."

• "Jen hadn't enjoyed the play; **as a result**, she didn't recommend it."

• "Jen hadn't enjoyed the play; **consequently**, she didn't recommend it."

Comparison

When we state that two things are alike, we can use the conjunctive adverbs *comparatively* and *similarly*. For example:

• "Jen grew up in New York City; **similarly**, her boyfriend grew up in inner-city Chicago."

• "Sam always wanted to be a famous movie star; **comparatively**, his brother wanted to be a famous rock star."

When we state that two things are not just similar, but *equal,* we can draw a

comparison using conjunctive adverbs like *equally* and *likewise*.

• "Jen grew up in New York; **likewise**, her boyfriend was raised in the city."

• "Sam always wanted to be a movie star; **equally**, his brother dreamed of starring in films."

Contrast

There are two types of contrast that we can illustrate using conjunctive adverbs. The first, known as **complete contrast**, is when the two opposing things are <u>total opposites</u>. For this type of contrast, we can use any of the contrasting conjunctive adverbs in the table. For example:

• "Tom has a black backpack; **in contrast**, his brother has a white one."

• "I absolutely love singing; **on the other hand**, my sister hates it."

• "Jen is terrible at math; **however**, her friend is amazing at it, so she helps her."

The other type of contrast is **weak contrast**. This is when the two clauses are <u>opposing</u> but are *not complete opposites*. For this type of contrast, we are limited to using only the weaker of the contrasting conjunctive adverbs, and not the strong ones like *on the other hand* and *in contrast*. For example:

✔ "Jen is terrible at math; **however**, she still likes it." (correct)
✖ "Jen is terrible at math; **on the other hand**, she still likes it." (incorrect)

✔ "I would have liked to stay in bed all day; **instead**, I got up and went to the park." (correct)
✖ "I would have liked to stay in bed all day; **in contrast**, I got up and went to the park." (incorrect)

Adding information

Sometimes we want to add information <u>of equal value</u> to the information in the first clause. In this case, we can use *also* or *in addition*. For example:

• "When you make the dinner, remember that he doesn't like chicken; **in addition**, he can't eat shellfish."

• "Her favorite animals are dogs; **also**, she likes cats."

When we want to add information that <u>further explains</u> something, we use *besides*. For example:

• "I heard this movie is terrible; **besides**, I hate horror films."

• "Jen passed her test because she's good at English; **besides**, she studies hard."

Adding *stronger* information

When the information that we want to add has <u>more value</u> (is stronger) than the information in the first clause, we can use the conjunctive adverbs *further, furthermore,* or *moreover.* For example:

• "He was fired because he was often late; **furthermore**, the quality of his work was poor."

• "Being a doctor is an exhausting job; **moreover**, you don't earn good money until you've been practicing for many years."

Unexpected result

When the second clause is an <u>unexpected result</u> of the first clause, we can use the conjunctive adverbs *nevertheless, nonetheless, surprisingly* or *still.* For example:

• "I am terrible at math; **nonetheless**, I passed my exam!"

• "That car cost far too much money; **nevertheless**, Tom bought it."

• "She has never been to France; **surprisingly**, she speaks French fluently."

Emphasis

When we want to place <u>special emphasis</u> on the second clause, we can use the conjunctive adverbs *indeed* or *in fact.* For example:

• "I didn't study as much as I should have; **indeed**, I hardly opened a book!"

• "He doesn't like swimming very much; **in fact**, he hates all sports!"

Condition

The conjunctive adverb *otherwise* is used to place <u>conditions</u> on whether something will occur or not. It most closely means *"if not."* For example:

• "You have to come with me; **otherwise**, I'm not going."

• "Maybe she didn't study very hard; **otherwise,** she would have passed the test."

Where to use conjunctive adverbs

Conjunctive adverbs must appear in the <u>second</u> of the two clauses that are connected. For the sake of consistency, we have shown all of them at the beginning of the second clause in the examples, but they can actually be moved around within it.

Depending on where we place the conjunctive adverb in the sentence, there are certain rules regarding commas that we must be aware of.

At the beginning of the second clause

Conjunctive adverbs are often placed at the beginning of the second clause, which is how we have shown them in all of our examples up to now. Note that when they are placed in this position, they are usually followed by a comma. The comma is sometimes optional with the conjunctive adverb *thus*, but this is a stylistic preference. For example:

• "Jen hadn't enjoyed the play; **thus**, she didn't recommend it."

• "Jen hadn't enjoyed the play; **thus** she didn't recommend it."

In the middle of the second clause

We can also place the conjunctive adverb in the middle of the second clause. It should come <u>after the subject or introductory phrase</u>. When the introductory phrase is short (i.e., one to two syllables), it may not be necessary to place a comma after the conjunctive adverb. For example:

• "Jen hadn't enjoyed the play; she **therefore** didn't recommend it."

If the introductory phrase is any longer, it is generally necessary to enclose the conjunctive adverb between two commas. For example:

• "Jen hadn't enjoyed the play; she decided, **therefore**, not to recommend it."

• "Jen hadn't enjoyed the play; she did not, **as a result**, recommend it."

At the end of the second clause

Finally, a conjunctive adverb can also appear at the end of the second clause. When placing the conjunctive adverb in this position, it is usually preceded by a comma; however, this depends on the flow of the sentence and it can be omitted if it seems unnatural. For example:

• "Jen hadn't enjoyed the play; she did not recommend it, **consequently**."

• "Tom had never been good at basketball; he had always loved it, **nonetheless**."

• "I wanted to stay in bed; I went to the park **instead**.

Quiz

(answers start on page 610)

1. Conjunctive adverbs are used to connect two _____.

a) phrases
b) words
c) dependent clauses
d) independent clauses

2. We must separate the two clauses with _____.

a) a comma
b) a period
c) a semi-colon
d) Either A or B
e) Either B or C

3. Which sentence is **correct**?

a) "I love cake; however, I'm not a fan of pie."
b) "I love cake. however, I'm not a fan of pie."
c) "I love cake, However, I'm not a fan of pie."
d) "I love cake, however, I'm not a fan of pie."

4. Complete the following sentence with the correct conjunctive adverb:
"I really wish I were better at soccer; _____, I'm quite good at basketball."
a) in addition
b) however
c) in fact
d) furthermore

5. Complete the following sentence with the correct conjunctive adverb:
"He didn't get the job because he was late to the interview. _____, he had absolutely no experience."

a) On the other hand
b) Furthermore
c) However
d) Thus

Evaluative Adverbs

Definition

Most adverbs describe how or when an action occurs. **Evaluative adverbs**, which are also referred to as **commenting adverbs**, are different. Instead of giving us information about the action itself, evaluative adverbs are used by the speaker to <u>comment</u> or give an <u>opinion</u> on something. Evaluative adverbs modify the entire clause.

Types of Evaluative Adverbs

There are several types of evaluative adverbs, which can be classified according to their function. Some give information about <u>how certain</u> we consider something to be, others express our <u>attitude</u> (negative or positive) about something, while others are used to pass <u>judgment</u> on someone's actions. Some of the most common evaluative adverbs for each function are listed in the table below:

Degree of Certainty	Attitude	Judgment
apparently	astonishingly	bravely
clearly	frankly	carelessly
definitely	fortunately	fairly
doubtfully	honestly	foolishly
doubtlessly	hopefully	generously
obviously	interestingly	kindly
presumably	luckily	rightly
probably	sadly	spitefully

undoubtedly	seriously	stupidly
	surprisingly	unfairly
	unbelievably	wisely
		wrongly

To indicate a degree of certainty

We can use the evaluative adverbs listed in the first column of the table to state how certain we are about something. For example:

• "**Clearly**, we're going to have to work harder." (I am sure that we are going to have to work harder.)

• "**Apparently**, we're going to have to work harder." (There is some indication that we may have to work harder.)

To indicate attitude

We can use the evaluative adverbs in the second column of the table to make our attitude about something clear. For example:

• "**Astonishingly**, she did well on the test." (I feel surprised that she did well on the test.)

• "**Sadly**, he couldn't come to the party." (It is unfortunate that he couldn't come to the party.)

• "**Honestly**, I couldn't eat another bite." (The truth is that I couldn't eat another bite.)

To indicate judgment

We can use the evaluative adverbs in the third column to make judgments about someone's actions, including our own. For example:

• "I **stupidly** forgot my phone at home." (I forgot my phone at home, and I think that was stupid of me.)

• "You **carelessly** dropped my favorite cup." (You dropped my cup, and I think it's because you were not being careful.)

• "She **bravely** traveled across Asia alone." (She traveled across Asia alone, and, in my opinion, that was brave.)

Sentence Placement

The evaluative adverb is usually placed at the beginning of the sentence, followed by a comma. For example:

• "**Clearly**, he didn't mean to ignore you."

• "**Apparently**, she has real talent."

• "**Interestingly**, he is very good at chess."

However, they can also appear at the end of the sentence, preceded by a comma, as in:

• "He didn't mean to ignore you, **clearly**."

• "She has real talent, **apparently**."

• "He is really good at chess, **interestingly**."

Some evaluative adverbs can also appear in the mid position, in which case we usually do not set them apart with commas. In particular, *probably* and *definitely* are most likely to occur in this position, appearing after the subject or after the verb *be*. For example:

• "He **probably** *didn't* mean to ignore you."
• "She **definitely** *works* hard."

• "He *is* **probably** really good at chess."
• "They *are* **definitely** the best of friends."

When we use an evaluative adverb to <u>make a judgment</u> of an action, we usually put the adverb after the subject. For example:

• "*She* **bravely** told the truth."

• "*He* **generously** offered the lady a ride home."

• "*You* **carelessly** dropped my favorite cup."

However, if we want to place a strong emphasis on the judgment, we can also place it at the beginning of the sentence, set apart by a comma. For example:

• "**Bravely**, she told the truth."

• "**Generously**, he offered the lady a ride home."

• "**Carelessly**, you dropped my favorite cup.

Placing this type of evaluative adverb at the end of the sentence is less common, but still acceptable. For example:

• "She told the truth, **bravely**."

• "He offered the lady a ride home, **generously**."

• "You dropped my favorite cup, **carelessly**."

Quiz

(answers start on page 610)

1. Evaluative adverbs are used to give the _____.

a) reader's opinion
b) writer's opinion
c) speaker's opinion
d) Both A & C
e) Both B & C

2. Which evaluative adverb **does not** indicate **degree of certainty**?

a) clearly
b) generously
c) apparently
d) obviously

3. Which adverb **does not** indicate a **judgment** of someone's actions?

a) stupidly
b) generously
c) wisely
d) certainly

4. Which adverb **does not** indicate **attitude**?

a) luckily
b) definitely
c) sadly
d) surprisingly

5. Which of the following sentences is **incorrect**?

a) "Surprisingly, he didn't come with us."

b) "He surprisingly didn't come with us."
c) "He didn't come surprisingly with us."
d) "He didn't come with us, surprisingly."

Viewpoint Adverbs

Definition

Viewpoint adverbs are often confused with **evaluative adverbs**. Although they are similar in form, and the specific adverbs used can overlap, the two actually serve different functions. While evaluative adverbs are used to <u>give an opinion</u>, viewpoint adverbs are used to indicate <u>whose point of view we are expressing</u>, or to specify <u>what aspect of something we are talking about</u>. They modify an entire sentence or **independent clause**.

Indicating point of view

Many common viewpoint adverbs are actually **adverbials**, or groups of words that function together as an adverb. Here are some common viewpoint adverbs and adverbials for indicating <u>whose point of view we are expressing</u>:

- according to *me/you/him/her/them*
- as far as *I/you/he/she/they* am/is/are concerned
- in *my/your/his/her/their* opinion
- in *my/your/his/her/their* view
- to *my/your/his/her/their* knowledge
- from *my/your/his/her/their* perspective
- from *my/your/his/her/their* point of view
- personally

We can use these viewpoint adverbs and adverbials to express <u>who</u> supports the statement. For example:

• "**In my opinion**, you shouldn't go to that party." (*I* believe you shouldn't go to that party.)

• "**According to my sister**, I have a fantastic sense of humor." (*My sister* thinks I have a fantastic sense of humor.)

• "**To my teacher's knowledge**, my homework has been eaten by a dog." (*My teacher* believes that my homework has been eaten by a dog.)

• **"Personally**, I don't believe it's true." (*My own* personal opinion is that it isn't true.)

Specifying an aspect of something

We also use specific viewpoint adverbs to delimit, or specify, what part or aspect of something we are talking about. These adverbs are often called **domain adverbs**, and are almost limitless. Some examples are:

- biologically
- environmentally
- ideologically
- industrially
- financially
- formally
- inwardly
- linguistically
- mathematically
- medically
- morally
- officially
- outwardly
- physically
- politically
- scientifically
- technically
- theoretically
- visually

For example:

• **"Biologically**, insects are some of the most amazing creatures on the planet."
(From a biological point of view, insects are amazing.)

• **"Industrially**, 19th-century London was the most advanced city in the world."
(19th-century London was the most advanced city in terms of industry.)

• **"Officially**, we're not allowed to sit here." (According to official rules, we are not allowed to sit here.)

For variety, we can also adapt the above adverbs into adverbial phrases with no change in meaning. We can use the following patterns:
- adverb + "speaking"
- "in terms of" + noun
- "in" + adjective + "terms"
- "from a" + adjective + "point of view"
- "as far as" + noun + "is concerned"

For example:

• "**Biologically speaking**, insects are some of the most amazing creatures on the planet."

• "**In terms of biology**, insects are some of the most amazing creatures on the planet."

• "**In biological terms**, insects are some of the most amazing creatures on the planet."

• "**From a biological point of view**, insects are some of the most amazing creatures on the planet."

• "**As far as biology is concerned**, insects are some of the most amazing creatures on the planet."

Sentence Placement

As we've seen in the examples above, viewpoint adverbs usually appear at the beginning of the clause, followed by a comma. However, they can also appear at the end of the clause. For example:

• "You shouldn't go to that party, **in my opinion**."

• "I don't believe it's true, **personally**."

• "19th -century London was the most advanced city in the world, **industrially**."

• "Insects are some of the most amazing creatures on the planet, **biologically speaking**."

Note that whether they appear at the beginning or the end, they are set apart from the rest of the clause by a comma.

Viewpoint adverbs can appear in other positions in the sentence, but this is less common. If we place a viewpoint adverb in mid position, we should be sure to double check the readability of the sentence, and always set it apart from the rest

of the clause <u>between two commas</u>.

For example:

• "You shouldn't, **in my opinion**, go to that party."

• "Insects are, **in terms of biology**, some of the most amazing creatures on the planet."

• "We are not, **in official terms**, allowed to sit here."

• "19th-century London was, **industrially**, the most advanced city in the world."

Quiz

(answers start on page 610)

1. Viewpoint adverbs are often used to indicate _____.
a) who believes something
b) why you believe something
c) what you believe
d) how much you believe something

2. Viewpoint adverbs must be separated from the rest of the clause by a _____.

a) a colon
b) a semi-colon
c) a period
d) a comma

3. Which of the following sentences is **punctuated correctly**?

a) "Personally I don't like cake."
b) "Personally; I don't like cake."
c) "Personally, I don't like cake."
d) "Personally I don't, like cake."

4. Complete the following sentence:
"In scientific _____, humans are mammals."

a) science
b) speaking
c) according
d) terms

5. Complete the following sentence:
"_____ my knowledge, he is at home."
a) In
b) To
c) By
d) For

Relative Adverbs

Definition

Relative adverbs, like **relative pronouns**, introduce **relative clauses** (also called **adjective clauses**) that modify a noun or a noun phrase. However, while relative pronouns (such as *that, which,* or *who*) are used to relate information to <u>a person or a thing</u>, relative adverbs (*where, when* and *why*) are used when the information relates to a <u>place, time</u>, or the <u>reason</u> an action took place.

Functions of relative adverbs

Place

We use the relative adverb *where* to introduce information that relates to a <u>place</u>. The place can be any location: a house, city, country, geographical region, or even a planet.

For example:

• "*The house* **where** I was born is a very special place."

• "*Paris,* **where** I want to live, is the most beautiful city in the world."

• "I'll always remember *the river* **where** we learned to swim.

Time

We use the relative adverb *when* to introduce information that relates to a <u>time</u>. That time can be an actual time of day, a day, a week, a year, or even an era. For example:

• "The 80s were *a time* **when** big hair was considered fashionable."

• "I love casual *Fridays*, **when** we get to wear jeans to work."

• "Yesterday was *the day* **when** I met my husband for lunch."

Reason

We use the relative adverb *why* to introduce information that relates to <u>the reason something happened</u>. In this case, the noun being modified is "the reason," but it is often omitted to reduce repetitiveness. For example:

• "I don't know *the reason* **why** he got angry."
OR
• "I don't know **why** he got angry."

• "Do you know *the reason* **why** the sky is blue?"
OR
• "Do you know **why** the sky is blue?"

Restrictive and non-restrictive relative clauses

Like relative pronouns, relative adverbs can introduce a **restrictive relative clause** (also called a defining clause), or a **non-restrictive relative clause** (also known as a non-defining clause). **Restrictive relative clauses** <u>identify</u> the noun, giving us <u>essential information</u> about it, while **non-restrictive** clauses simply give us <u>additional information</u> that is not essential to the sentence. Let's look at the difference:

Restrictive relative clauses

As mentioned, restrictive relative clauses <u>identify</u> the noun, giving us information about it that we <u>need to know</u> in order to understand the speaker's meaning. This type of clause does not need any commas. For example:

• "*The house* **where** <u>I was born</u> is a very special place."
• "I'll always remember *the river* **where** <u>we learned to swim</u>."

• "Yesterday was *the day* **when** <u>I met my husband</u> for lunch."
• "The 80s were *a time* **when** <u>big hair was considered fashionable</u>."

• "I don't know (*the reason*) **why** <u>he got angry</u>."
• "Do you know (*the reason*) **why** <u>the sky is blue</u>?"

The restrictive relative clause in each of the sentences above is underlined. Now, observe what happens to the meaning of the sentences if we remove the relative clause:

• "*The house* is a very special place." (What house?)
• "I'll always remember the river." (What river?)

• "Yesterday was *the day*." (What day?)
• "The 80s were a time." (What kind of time?)

• "I don't know the reason." (The reason for/about what?)
• "Do you know the reason?" (What reason?)

When you remove a restrictive relative clause, the nouns are no longer identifiable and the sentences contain much less information, as you can see from the examples above. Instead, the listener or reader is left with questions.

Non-restrictive relative clauses

Non-restrictive relative clauses give us <u>additional information</u> about a noun that has already been identified, but this information is not essential for the sentence to make sense. Only two of the relative adverbs, *where* and *when*, can be used to introduce non-restrictive relative clauses; *why* cannot.

Note that non-restrictive relative clauses must be set apart from the rest of the sentence by commas. For example:

• "*Paris*, <u>where I want to live</u>, is the most beautiful city in the world."
• "*The blue house on the corner*, <u>where those kids are playing</u>, is the house I want to buy."

• "I love *casual Fridays*, <u>when we get to wear jeans to work</u>."
• "*May*, <u>when flowers bloom</u>, is my favorite month of the year."

In the examples above, the underlined relative clauses merely give <u>extra information</u> about the nouns; they do not define them. The sentences would still make sense even if the relative clauses were removed, which is how we know that we are dealing with non-restrictive relative clauses. For example:

• "Paris is the most beautiful city in the world."

• "The blue house on the corner is the house I want to buy."

• "I love casual Fridays."

• "May is my favorite month of the year."

Formality

Relative adverbs are used in daily speech and writing to take the place of the structure *preposition + which.* This structure is considered very formal and is usually only used in academic writing or particularly formal speech.

For example:

• "This is the house *in which* I was born."

• "April 10th is the day *on which* I met my husband."

• "Do you know the reason *for which* the sky is blue?"

These sentences all sound too formal for daily use. Instead, we usually use relative adverbs instead:

• "This is the house **where** I was born."

• "April 10th is the day **when** I met my husband."

• "Do you know the reason **why** the sky is blue?"

Quiz

(answers start on page 610)

1. Relative adverbs are used to introduce _____.
a) nouns
b) adjectives
c) people
d) adjective clauses

2. Which of the following is **not** a relative adverb?
a) where
b) who
c) when
d) why

3. A restrictive relative clause includes _____.
a) essential information
b) extra information
c) non-essential information
d) a non-restrictive relative clause