

## Adverbs

**Adverbs** modify (tell us more about) verbs. Adverbs may also modify other adverbs or adjectives.

**Example:** He walks slowly. He walks very slowly. He has a very slow walk.

↑  
The adverb *slowly* tells us more about the verb *walks*.

↑  
The adverb *very* tells us more about the adverb *slowly*.

↑  
The adverb *very* tells more about the adjective *slow*.

**Adverbs of manner** tell us *how* an action is carried out.

**Example:** He walks slowly. ← The adverb is formed from the adjective *slow* + the suffix *-ly*.

**Adverbs of place** tell us *where* an action is carried out.

**Examples:** He is walking here. She is looking for him everywhere. He is walking there.

**Adverbs of time** tell us *when* an action is carried out or will be carried out.

**Examples:** He arrived late. I expect him tomorrow. I will finish this immediately.

**Adverbs of degree** tell us *to what degree* (extent) an action is carried out.

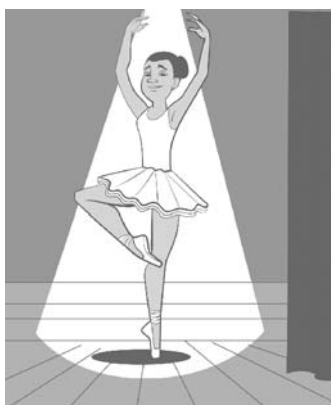
**Examples:** He walks very slowly. He walks rather slowly. He walks too slowly.

**Adverbs of frequency** tell us *how often* an action is carried out.

**Examples:** He seldom walks. He often walks. He always walks.

**Note:** If the adverb is formed from an adjective that ends in *-y*, the adverb is formed differently.

**Example:** He laughs happily. ← The adverb is formed from the adjective *happy* by dropping the *-y* and adding *-ily*.



1. Cross out the adjective in the brackets and replace it with an adverb of manner. The first one has been done for you.

- It is raining (~~heavy~~) heavily.
- The time passed (quick) \_\_\_\_\_.
- The child danced (graceful) \_\_\_\_\_ on the stage.
- He spoke (soft) \_\_\_\_\_ to the child.
- He shouted (angry) \_\_\_\_\_ at the thief.
- Yesterday the choir sang (beautiful) \_\_\_\_\_.
- The athlete sprinted (rapid) \_\_\_\_\_ to the finish line.
- The children ate the cake (greedy) \_\_\_\_\_.

2. Underline the adverbs of place in the paragraph below.

Jenna's Maths textbook is lost. The last time she used it was at school. She says she has looked here and there but she still can't find it. I think perhaps it was left outside or upstairs. I understand how frustrated she is because it has to be somewhere.

3. Choose suitable adverbs of time or frequency from the options below to complete the paragraph. The first one has been done for you.

**immediately** never **soon** before seldom **now**

Luyolo was (a) seldom late, so we were worried. We expected him an hour (b) \_\_\_\_\_. At last he phoned, saying he would be there (c) \_\_\_\_\_. "Come (d) \_\_\_\_\_!" I said. "We want you here (e) \_\_\_\_\_. You've (f) \_\_\_\_\_ let us down before!"

4. Give more detail to the underlined words in the sentences. Choose a suitable adverb of degree from the list below. The first one has been done for you.

**much** extremely **nearly** **very** completely

- a) I was extremely happy with my high marks.  
b) You need to be \_\_\_\_\_ careful when crossing a road.  
c) Today's performance was \_\_\_\_\_ better than yesterday's.  
d) After the cross-country race we were \_\_\_\_\_ exhausted!  
e) The water tank was \_\_\_\_\_ full after the rain.
5. Underline the adverbs in the following sentences.
- Thomas walks slowly to school. He often gets to school after the bell goes for assembly.