**Adjectives and adverbs – Worksheet 1**

**EXERCISE 1a** Vervollständige die Merkregel zur Bildung der Adverbien aus Adjektiven mit den Sätzen aus der Box.

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| bleiben als Adverbien unverändert. ● ~~hängt man~~ **~~–ly~~** ~~an (regelmäßige Bildung).~~ ● wird das y zu einem i (happy → happily). ● hängt man **–ally** an (fantastic → fantastically). ● ist *well*. ● fällt das –e weg (terrible → terribly). |

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| **MERKE:** 1. Um aus einem Adjektiv ein Adverb zu bilden, *hängt man –ly an (regelmäßige Bildung).* 2. Endet ein Adjektiv auf y, dann \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3. Endet ein Adjektiv auf -le, dann \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. Endet ein Adjektiv auf –ic, dann \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_5. Die Adjektive *hard[[1]](#footnote-1)* und *fast* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_6. Das Adverb zu *good* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**1b** Welche Regel aus 1a (2-6) trifft hier zu?

|  |  |  |  |
| --- | --- | --- | --- |
| **Regel** |  | **Regel** |  |
| *2* | angry → angrily |  | good → well |
|  | basic → basically |  | possible → possibly |
|  | lazy → lazily |  | hard → hard |

**EXERCISE 2** Bilde das passende Adverb. Achte auf die richtige Schreibregeln (s. Aufgabe 1)!

|  |  |  |  |
| --- | --- | --- | --- |
| nice | *nicely* | horrible |  |
| good |  | fast |  |
| happy |  | real |  |
| fantastic |  | slow |  |
| loud |  | beautiful |  |
| terrible |  | dangerous |  |
| hard |  | quick |  |

**EXERCISE 3** In diesen Sätzen musst du einmal das Adjektiv, einmal das Adverb einsetzen.

|  |
| --- |
| REMEMBER |
| Ein Adjektiv beschreibt eine **Person oder Sache**. Adjektive kommen deshalb häufig in einem Satz mit to be (am, is, are, was …) vor (Tony is nice), oder sie stehen vor einem Substantiv (a nice dog).  |
| Mit to be: | The weather is good. My brothers were happy. | Das Wetter ist gut.Meine Brüder waren glücklich. |
| Vor Substantiv: | I’ve got good friends. | Ich habe gute Freunde.Beachte: Im Deutschen verändert sich hier die Form des Adjektivs ( „gute“ statt „gut“). |
| Ein Adverb beschreibt, **wie etwas gemacht wird**. Noch ein Tipp: Wenn du das Wort im Deutschen durch „gerne“ ersetzen kannst und der Satz immer noch funktioniert, ist es ein Adverb! |
|  | He sings well.He answered quickly. | Er singt gut.Er antwortete schnell. |

**1. loud / loudly**

My little brother is very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He screams \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all the time.

**2. easy / easily**

This is an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ question! I can answer it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**3. sad / sadly**

Sarah said good-bye to us \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. She is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because she can’t come with us.

**4. slow / slowly**

Ken is working very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ today. He isn’t usually that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_!

**5. nice / nicely**

They bought a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ present for their mum and wrapped (*einpacken*) it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**6. careful / carefully**

A zookeeper must be a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ person. You have to handle wild animals \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**EXERCISE 4** Adjektiv oder Adverb? Setze das Wort in der richtigen Form ein.

a) Peter is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (nice). He always helps \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (old) people.

b) My sister sings \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (good), but she plays the piano \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (bad).

c) The students screamed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (loud) when a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (heavy) stone dropped from the mountain.

d) My dad cleans his car very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (careful). But he isn’t a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (careful) driver! He often drives too \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (fast).

e) I can run \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (good). But you can swim \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (fast).

f) You’re walking so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (slow)! It’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (boring).

g) She talked about her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (dead) husband \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (sad).

h The singer sang \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (beautiful). Her voice was very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (clear).

i) I know him \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (good). He is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (good) friend.

j) She smiled at him \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (happy). He smiled back \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (nervous).

k) “I’ve passed the test!” she called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (loud).

l) All the people lived together \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (peaceful). It was a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (good) time.

m) Susan is a very \_\_\_\_\_\_\_\_\_\_\_ (pretty) girl. Her brother Nick is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (tall).

n) If you want to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (good) at sports, you must work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (hard).

o) They opened the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (big) box \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (careful).

p) The boys were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (surprised); they ran away \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (quick).

q) The teacher spoke too \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (fast), so the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (poor) students couldn’t understand him.

r) You are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (pale) today. – Well, I didn’t sleep very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (good).

s) Bill is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (clever), but he reads and writes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (slow). Therefore his teacher thinks that he is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (stupid).

**Lösungen**

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| **1a MERKE:** 1. Um aus einem Adjektiv ein Adverb zu bilden, *hängt man –ly an (regelmäßige Bildung).* 2. Endet ein Adjektiv auf y, dann wird das y zu einem i (happy → happily). 3. Endet ein Adjektiv auf -le, dann fällt das –e weg (terrible → terribly).4. Endet ein Adjektiv auf –ic, dann hängt man **–ally** an (fantastic → fantastically).5. Die Adjektive *hard[[2]](#footnote-2)* und *fast* bleiben als Adverbien unverändert.6. Das Adverb zu *good* ist *well*.  |

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| --- | --- | --- | --- |
| **1b Regel** |  | **Regel** |  |
| *2* | angry → angrily | 6 | good → well |
| *4* | basic → basically | 3 | possible → possibly |
| *2* | lazy → lazily | 5 | hard → hard |

|  |  |  |  |
| --- | --- | --- | --- |
| **2** nice | **nicely** | horrible | **horribly** |
| good | **well** | fast | **fast** |
| happy | **happily** | real | **really** |
| fantastic | **fantastically** | slow | **slowly** |
| loud | **loudly** | beautiful | **beautifully** |
| terrible | **terribly** | dangerous | **dangerously** |
| hard | **hard** | quick | **quickly** |

**EXERCISE 3** 1. My little brother is very **loud.** He screams **loudly** all the time.

2. This is an **easy** question! I can answer it **easily.**

3. Sarah said good-bye to us **sadly.** She is **sad** because she can’t come with us.

4. Ken is working very **slowly** today. He isn’t usually that **slow**

5. They bought a **nice** present for their mum and wrapped (*einpacken*) it **nicely**.

6. A zookeeper must be a **careful** person. You have to handle wild animals **carefully.**

**EXERCISE 4** a) Peter is **nice**. He always helps **old** people.

b) My sister sings **well**, but she plays the piano **badly.**

c) The students screamed **loudly** when a **heavy** stone dropped from the mountain.

d) My dad cleans his car very **carefully**. But he isn’t a **careful** driver! He often drives too **fast.**

e) I can run **well**. But you can swim **fast**.

f) You’re walking so **slowly**! It’s **boring**.

g) She talked about her **dead** husband **sadly**.

h The singer sang **beautifully**. Her voice was very **clear**.

i) I know him **well**. He is a **good** friend.

j) She smiled at him **happily**. He smiled back **nervously.**

k) “I’ve passed the test!” she called **loudly**.

l) All the people lived together **peacefully**. It was a **good** time.

m) Susan is a very **pretty** girl. Her brother Nick is **tall.**

n) If you want to be **good** at sports, you must work **hard**.

o) They opened the **big** box **carefully**.

p) The boys were **surprised**; they ran away **quickly.**

q) The teacher spoke too **fast**, so the **poor** students couldn’t understand him.

r) You are **pale** today. – Well, I didn’t sleep very **well**.

s) Bill is **clever**, but he reads and writes **slowly**. Therefore his teacher thinks that he is **stupid**.

**Adjectives and adverbs – Worksheet 2**

|  |
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| 1. Um ein Adjektiv in ein Adverb umzuwandeln, hängt man die Buchstaben –ly an.
 |
| nice → nicely; quick → quickly |
| 1. Rechtschreibregeln und Ausnahmen bei der Bildung:
 |
| Adjektive auf -le | terrible → terribly | good  | → well |
| Adjektive auf –y | happy → happily |  |  |
| keine Veränderung:  | early → early; *ebenso*: daily, fast, hard, late |
| 3. Mit einem Adjektiv beschreibt man **Dinge und Personen**. Mit einem Adverb beschreibt man, **wie etwas gemacht wird**. |
| Adjective: Tim is a slow driver. *– Tim is ein langsamer Fahrer.*Adverb: Tim drives slowly. *– Tim fährt langsam.*  |
| 4. Bei Verben der Sinneswahrnehmung wie *look*, *feel*, *taste*, *smell* … kommt ein **Adjektiv**, wenn dabei eine Person oder eine Sache beschrieben wird.  |
| Adjective: The dog smells good – I’ve given him a bath.*Der Hund riecht gut – ich habe ihn gebadet.*Adverbs: Dogs can smell well. They even help the police find missing people. *Hunde können gut riechen. Sie helfen sogar der Polizei, vermisste Menschen zu finden.* |

**EXERCISE 1** Fill in the words in brackets in the right form: adjective or adverb. Underline all verbs of perception (look, smell …) first!

a) Bob reads \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (good), but he speaks \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (slow). His voice sounds a bit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (strange).

b) Nick is a very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (shy) boy. He speaks so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (quiet) that you can hardly hear him.

c) I talked to a very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (interesting) man yesterday. He was really \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (intelligent), and he looked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (great), too!

d) Hm, the soup smells \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (delicious)! – Thanks. I know you love some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (hot) soup on a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (cold) day like this. You should eat it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (quick)!

e) This box is very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (heavy). You must carry it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (careful)!

f) Susan sings \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (beautiful). Her voice sounds so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (dreamy).

g) I think I’ve got a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (bad) cold. My head feels so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (hot). I should go to bed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (quick).

h) The milk tastes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (funny). It might have gone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (bad). Let’s open a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (new) bottle.

**EXERCISE 2** Fill in the word in brackets in the right form: adjective or adverb.

“How was your math lesson?“ asked Benny.

“It was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**(a)** (terrible),” I answered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**(b)** (moody). “I’ve never seen such a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(c)** (boring) lesson. Our \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(d)** (new) teacher made us do some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(e)** (stupid) exercises. They were much too \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(f)** (difficult) for us. Anyway, he isn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(g)** (nice) at all! He’s a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(h)** (horrible) person! He always speaks too \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(i)** (quiet) so we can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(j)** (hard) understand him. He wears \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(k)** (funny) clothes. He looks a bit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(l)** (scary), too.”

“Oh. My English lesson wasn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(m)** (great), either,” he said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(n)** (sad). “We did a test, and I hadn’t prepared \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(o)** (good) for it. The test didn’t look too \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(p)** (bad), and at first I felt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(q)** (good) about it. But somehow I got very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(r)** (nervous) while I was writing – I really needed a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(s)** (good) mark, you see. Our teacher was talking \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(t)** (loud) about some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(u)** (stupid) stuff all the time, so I found it \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(v)** (hard) to concentrate. And to make everything worse, our room even smelled \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(w)** (funny).”

“Poor you! What are you going to do now?” I asked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(x)** (sympathetic).

“Well, as you see,” he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(y)** (proud) showed me his exercise book, “I am studying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(z)** (careful) now. So the next test will be better.”

**EXERCISE 3** Translate the sentences into English. Use an adjective or an adverb.

|  |  |
| --- | --- |
| a) Ich habe einen großen Hund.  |  |
| b) Die Suppe riecht gut.  |  |
| c) Susan sieht hübsch aus.  |  |
| d) Mein Bruder ist sehr intelligent.  |  |
| e) Haie schwimmen schnell. |  |
| f) Es ist ein interessantes Buch. |  |
| g) Er sah sich den Plan sorgfältig an. |  |

**Lösungen**

**EXERCISE 1** Fill in the words in brackets in the right form: adjective or adverb.

a) Bob reads **well**, but he speaks **slowly**. His voice sounds a bit **strange.**

b) Nick is a very **shy** boy. He speaks so **quietly** that you can hardly hear him.

c) I talked to a very **interesting** man yesterday. He was really **intelligent,** and he looked **great,** too!

d) Hm, the soup smells **delicious**! – Thanks. I know you love some **hot** soup on a **cold** day like this. You should eat it **quickly**!

e) This box is very **heavy**. You must carry it **carefully**!

f) Susan sings **beautifully**. Her voice sounds so **dreamy**.

g) I think I’ve got a **bad** cold. My head feels so **hot**. I should go to bed **quickly.**

h) The milk tastes **funny**. It might have gone **bad**. Let’s open a **new** bottle.

**EXERCISE 2** Fill in the word in brackets in the right form: adjective or adverb.

„How was your math lesson?“ asked Benny.

“It was **terrible (a)**,” I answered **moodily (b)**. “I’ve never seen such a **boring (c)** lesson. Our **new** teacher made us do some **stupid (d)** exercises. They were much too **difficult (e)** for us. Anyway, he isn’t **nice (f)** at all! He’s a **horrible (g)** person! He always speaks too **quietly (h)** so we can **hardly (i)** understand him. He wears **funny (j)** clothes. And he always looks at you **strangely (k)**. He looks a bit **scary (l)**, too.”

“Oh. My English lesson wasn’t **great (m)**, either,” he said **sadly (n)**. “We did a test, and I hadn’t prepared **well (o)** for the lesson. The test didn’t look too **bad (p)**, and at first I felt **good (q)** about it. But somehow I got very **nervous (r)** while I was writing – I really needed a **good (s)** mark, you see. Our teacher was talking **loudly (t)** about some **stupid (u)** stuff all the time, so I found it **hard (v)** to concentrate. And to make everything worse, our room even smelled **funny (w)**.”

“Poor you! What are you going to do now?” I asked **sympathetically (x)**.

“Well, as you see,” he **proudly (y)** showed me his exercise book, “I am studying **carefully (z)**now. So the next test will be better.”

**EXERCISE 3** Translate the sentences into English. Use an adjective or an adverb.

|  |  |
| --- | --- |
| a) Ich habe einen großen Hund.  | I have a big dog. |
| b) Die Suppe riecht gut.  | The soup smells good. |
| c) Susan sieht hübsch aus.  | Susan looks pretty. |
| d) Mein Bruder ist sehr intelligent.  | My brother is intelligent. |
| e) Haie schwimmen schnell. | Sharks swim fast[[3]](#footnote-3). |
| f) Es ist ein interessantes Buch. | It is an interesting book. |
| g) Er sah sich den Plan sorgfältig an. | He looked at the plan carefully.  |

1. Das Wort „hardly“ gibt es auch, es hat aber eine andere Bedeutung: „kaum“. Vergleiche:
He studied **hard** for the test. – Er hat mit **viel Mühe / intensiv** für den Test gelernt.
He **hardly** studied for the test. – Er hat **kaum** für den Test gelernt.
 [↑](#footnote-ref-1)
2. Das Wort „hardly“ gibt es auch, es hat aber eine andere Bedeutung: „kaum“. Vergleiche:
He studied **hard** for the test. – Er hat mit **viel Mühe / intensiv** für den Test gelernt.
He **hardly** studied for the test. – Er hat **kaum** für den Test gelernt.
 [↑](#footnote-ref-2)
3. Bemerkung: Wenn es um Dinge geht, die sich schnell bewegen, würde man eher „fast“ als „quickly“ verwenden. [↑](#footnote-ref-3)