

Adjectives and adverbs – Worksheet 1

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

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).

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 und *fast*

6. Das Adverb zu *good*

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

| Regel | | Regel | |
|----------|-------------------|-------|---------------------|
| <u>2</u> | 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 | <u>nicely</u> | horrible | _____ |
| good | _____ | fast | _____ |
| happy | _____ | real | _____ |
| fantastic | _____ | slow | _____ |
| loud | _____ | beautiful | _____ |
| terrible | _____ | dangerous | _____ |
| hard | _____ | quick | _____ |

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.

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.

Das Wetter ist gut.

My brothers were

Meine Brüder waren glücklich.

happy.

Vor

I've got good friends.

Ich habe gute Freunde.

Substantiv:

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.

Er singt gut.

He answered quickly.

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

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 und *fast* bleiben als Adverbien unverändert.
6. Das Adverb zu *good* ist *well*.

1b Regel

| | |
|---|-------------------|
| 2 | angry → angrily |
| 4 | basic → basically |
| 2 | lazy → lazily |

Regel

| | |
|---|---------------------|
| 6 | good → well |
| 3 | possible → possibly |
| 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**.

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.

Adjectives and adverbs – Worksheet 2

1. Um ein Adjektiv in ein Adverb umzuwandeln, hängt man die Buchstaben **-ly** an.

nice → nicely; quick → quickly

2. 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**.

Adjektiv: 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.

Adjektiv: 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.

- Bob reads **well**, but he speaks **slowly**. His voice sounds a bit **strange**.
- Nick is a very **shy** boy. He speaks so **quietly** that you can hardly hear him.
- I talked to a very **interesting** man yesterday. He was really **intelligent**, and he looked **great**, too!
- Hm, the soup smells **delicious!** – Thanks. I know you love some **hot** soup on a **cold** day like this. You should eat it **quickly!**
- This box is very **heavy**. You must carry it **carefully!**
- Susan sings **beautifully**. Her voice sounds so **dreamy**.
- I think I've got a **bad** cold. My head feels so **hot**. I should go to bed **quickly**.
- 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 . |
| 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. |

³ Bemerkung: Wenn es um Dinge geht, die sich schnell bewegen, würde man eher „fast“ als „quickly“ verwenden.