

Adjectives and adverbs – Worksheet 1

EXERCISE 1 Bilde das passende Adverb. Achte auf die richtige Schreibung!

nice		horrible	
good		fast	
happy		real	
fantastic		slow	
loud		beautiful	
terrible		dangerous	
hard		quick	

EXERCISE 2 Vervollständige die Merkmregel zur Bildung der Adverbien aus Adjektiven.

MERKE:

- Um aus einem Adjektiv ein Adverb zu bilden, hängt man __ __ an.
- Endet ein Adjektiv auf y, dann _____
- Endet ein Adjektiv auf -le, dann _____
- Endet ein Adjektiv auf -ic, dann _____
- Die Adjektive *hard* und *fast* _____
- Das Adverb zu *good* heißt _____

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

REMEMBER: Ein Adjektiv beschreibt ein Substantiv, ein Adverb beschreibt, wie etwas gemacht wird. 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). Noch ein Tipp: Wenn du das Wort im Deutschen durch „gerne“ ersetzen kannst und der Satz immer noch funktioniert, ist es ein Adverb!

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 3 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 _____ (quick).
- 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

EXERCISE 1 Bilde das passende Adverb. Achte auf die richtige Schreibung!

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 2 Vervollständige die Merkregel zur Bildung der Adverbien aus Adjektiven.

MERKE:

- Um aus einem Adjektiv ein Adverb zu bilden, hängt man **ly** an.
- Endet ein Adjektiv auf **y**, dann **wird das y zu einem i: happy -> happily**
- Endet ein Adjektiv auf **-le**, dann **fällt das e weg: terrible -> terribly**
- Endet ein Adjektiv auf **-ic**, dann **hängt man -ally an: fantastic -> fantastically**
- Die Adjektive *hard* und *fast* **hängen kein -ly an**.
- Das Adverb zu *good* heißt **well**.

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

- This is an **easy** question! I can answer it **easily**.
- Sarah said good-bye to us **sadly**. She is **sad** because she can't come with us.
- Ken is working very **slowly** today. He isn't usually that **slow**
- They bought a **nice** present for their mum and wrapped (*einpacken*) it **nicely**.
- A zookeeper must be a **careful** person. You have to handle wild animals **carefully**.

EXERCISE 3 Adjektiv oder Adverb? Setze das Wort in der richtigen Form ein.

- Peter is **nice**. He always helps **old** people.
- My sister sings **well**, but she plays the piano **badly**.
- The students screamed **loudly** when a **heavy** stone dropped from the mountain.
- My dad cleans his car very **carefully**. But he isn't a **careful** driver! He often drives too **fast**.
- I can run **well**. But you can swim **quickly**.
- You're walking so **slowly**! It's **boring**.
- She talked about her **dead** husband **sadly**.
- The singer sang **beautifully**. Her voice was very **clear**.
- I know him **well**. He is a **good** friend.
- She smiled at him **happily**. He smiled back **nervously**.
- "I've passed the test!" she called **loudly**.
- All the people lived together **peacefully**. It was a **good** time.
- Susan is a very **pretty** girl. Her brother Nick is **tall**.
- If you want to be **good** at sports, you must work **hard**.
- They opened the **big** box **carefully**.
- The boys were **surprised**; they ran away **quickly**.
- The teacher spoke too **fast**, so the **poor** students couldn't understand him.
- You are **pale** today. – Well, I didn't sleep very **well**.
- Bill is **clever**, but he reads and writes **slowly**. Therefore his teacher thinks that he is **stupid**.

Adjectives and adverbs – Worksheet 2

EXERCISE 1 Complete the rule!

1. Um ein Adjektiv in ein Adverb umzuwandeln, hängt man die Buchstaben __ an.
2. Mit einem Adjektiv beschreibt man _____.
Mit einem Adverb beschreibt man, wie etwas _____ wird.
3. Bei Verben der Sinneswahrnehmung wie look, feel, taste, smell ... kommt ein _____, wenn dabei eine Person oder eine Sache beschrieben wird.

EXERCISE 2 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 _____ (fast)!
- 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 _____ (terrible),“ I answered _____ (moody). “I've never seen such a _____ (boring) lesson. Our _____ (new) teacher made us do some _____ (stupid) exercises. They were much too _____ (difficult) for us. Anyway, he isn't _____ (nice) at all! He's a _____ (horrible) person! He always speaks too _____ (quiet) so we can _____ (hard) understand him. He wears _____ (funny) clothes. He looks a bit _____ (scary), too.”

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

“Poor you! What are you going to do now?” I asked _____ (sympathetic). “Well, as you see,” he _____ (proud) showed me his exercise book, “I am studying _____ (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 Complete the rule!

1. Um ein Adjektiv in ein Adverb umzuwandeln, hängt man die Buchstaben **l y** an.
2. Mit einem Adjektiv beschreibt man **eine Person oder Sache**.
Mit einem Adverb beschreibt man, wie etwas **gemacht** wird.
3. Bei Verben der Sinneswahrnehmung wie look, feel, taste, smell ... kommt ein **Adjektiv**, wenn dabei eine Person oder eine Sache beschrieben wird.

EXERCISE 2 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 **fast**!
- 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 1 Fill in the word in brackets in the right form: adjective or adverb.

„How was your math lesson?“ asked Benny.

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

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

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

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

EXERCISE 2 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 / quickly.
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.