Unit 1 : Adjectives and Adverbs

What is an adjective and how do I use it?
It is a word that describes a person, thing, animal, place or other nouns. It describes how that person, thing, animal, place or other noun is.
An adjective has no extra suffix (word ending).
Susan is happy.
Susan is a happy pupil.

1.1 Exercise:
Write an adjective in every gap. It must give the sentence a correct sense.

My father is ________________________________.
My cats are ________________________________.
I think my friend is ________________________________.
This school is ________________________________.
Our trip was ________________________________.
Their welcome was ________________________________.

What is an adverb and how do I use it?
It is a word that describes a verb. It describes how a person, animal (thing) does an activity.
An adverb in English usually has a suffix (word ending): -ly / -lly / -ily / -ically
Susan speaks loudly.
Susan sings beautifully.
Susan smiles happily.
Susan dances frantically (= wild und ausgelassen).
Susan talks in a friendly way.

Be careful with the spelling:
-le → -ly (terrible → terribly)
-ful → -fully (beautiful → beautifully)
-y → -ily (happy → happily)
-ic(al) → -ically (historical → historically)
-ly → in a friendly way (friendly → in a friendly way)

1.2 Exercise:
Write an adverb in every gap. Use the adjective in brackets to form this adverb.

- My father speaks ________________________________ (hectic).
- My cats behave ________________________________ (strange).
- I think my friend runs ________________________________ (quick).
- This school was built ________________________________ (perfect).
- Our trip ended ________________________________ (beautiful).
- They welcomed us ________________________________ (friendly).
Exceptions (= Ausnahmen)

Some words are both adjective and adverb. They have only one form. There is no -ly suffix (ending).

<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
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<tbody>
<tr>
<td>Susan is a fast driver.</td>
<td>Susan drives fast.</td>
</tr>
<tr>
<td>Susan's work is hard.</td>
<td>Susan works hard.</td>
</tr>
<tr>
<td>Susan is always early / late.</td>
<td>Susan always comes early / late.</td>
</tr>
</tbody>
</table>

Others: high / low, right / wrong, long (= mostly one syllable words)

Be careful 'False Friends':

*She hardly works.*

Stern arbeitet kaum.

*Lately, he came home late.*

In letzter Zeit, kam er spät nach Hause.

1.3 Exercise:
Write an adverb or adjective from the list in the box in every gap. It must give the sentence a correct sense.

- My father speaks ____________________________ (?).
- My friend behaved ____________________________ (?).
- I think my friend will come ____________________________ (?).
- This school was built ____________________________ (?).
- Our trip ended ____________________________ (?).

Special case (= Sonderfall)

<table>
<thead>
<tr>
<th>good</th>
<th>well</th>
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<tbody>
<tr>
<td>Susan is good at Maths.</td>
<td>Susan can do Maths well.</td>
</tr>
<tr>
<td>Susan is a good Maths student.</td>
<td>Susan does Maths well.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>adjective</th>
<th>adverb</th>
</tr>
</thead>
</table>

1.4 Exercise:

Tick the correct form (good or well) for every gap.

1) My father speaks Spanish ○ good. ○ well.
2) He was ○ good ○ well at Spanish at school.
3) I always give my cats ○ good ○ well pet food. But they don't like it.
4) My cats never behave ○ good ○ well. They always try to bite me.
### Adjectives only after special verbs

1. Adjectives after verbs of **perception** (*Sinnesverben*): *look / feel / sound / smell / taste*

   - I *look* and *feel* good.
   - He *smells* good.
   - The ice-cream *tastes* delicious.

2. Adjectives after verbs of **being** (*Zustandssverben*): *become / get / seem*

   - He *became* red in his face.
   - I am *getting* nervous now.
   - They *seem* nice.

### 1.5 Exercise:

**a)** Choose the correct form for every gap.

1) My father got ________________ (*angry*) when he heard about the broken window.
2) Before our English tests my friend seemed ________________ (*nervous*).
3) This R&B music sounds ________________ (*fantastic*).
4) Yummy! These cookies that your sister has baked smell and taste ________________ (*great*).

**b)** Form four (4) sentences on your own. Use these words.

- *seem – easy*

- *get - hungry*

- *look – frightened*

- *smell – ugly*
TEST your language skills on Adjectives and Adverbs

Test 1 - Decide if the words in brackets should be adjectives or adverbs.

Who’s there?
It was almost 12 o’clock at night. Everything in the house was ______________________ (quiet). Mrs Miller was in her bed upstairs. Suddenly, she heard a ____________________ (scary) sound. She listened __________________________ (careful), but she only heard the cars outside in the street. “This doesn't sound ________________________ (right)“, the woman said to herself. Mrs Miller got __________________________ (nervous). However, she tried _______________________ (hard) to sleep again. Then there was another sound, and something fell ____________________ (loud) onto the floor downstairs. “There must be somebody in the house“, she cried ______________________ (excited).

Mrs Miller opened her eyes _______________________ (hectic) and got out of bed. She opened the door ______________________ (slow) and walked __________________________ (quiet) downstairs. There she saw a ________________ (bright) light under the kitchen door. Who’s there!

The woman opened the wooden door with energy and saw sausages, tomatoes, bread and butter on her kitchen table. “This looks ____________________________ (familiar)“, she thought. Then she heard a soft voice: “We couldn't sleep and we were so________________________ (hungry)! “ This voice sounded very ________________________ (familiar), too. She was looking around and noticed that the two children who were sitting around her table were her daughter Helen and her son John.

“Take one last bite, clean the table and then go back to bed __________________ (fast)! How could you scare your mother so ____________________________ (terrible)!
Solutions:

Unit 1: Adjectives and Adverbs

1.1 Exercise

My father is
My cats are
I think my friend is
This school building is
Our trip was
Their welcome was

athletic / old / strict / …
cheeky / curious / cute / …
nice / honest / great / …
old / big / large / …
interesting / boring / long / …
happy / friendly / cold / …

(Adjektive wegen Verb 'to be')

1.2 Exercise

… hectically
… strangely
… quickly
… perfectly
… beautifully
… in a friendly way

(Adverbien wegen Tätigkeitsbeschreibung)

1.3 Exercise

… fast
… wrong
… late
… fast / right
… early

(Adverbien, die nur diese eine Form besitzen)

1.4 Exercise

well
good

good
well

1.5 Exercise

A)
… got angry
… seemed nervous
… sounds fantastic
… smell and taste great

(Adjektive nach Sinnes-/ Zustandsverben)

B)
Today’s homework seems easy.
Around noon most students get hungry.
My cats looked frightened.
These flowers smell ugly.

Test 1

… quiet scare carefully right nervous hard loudly

excitedly hectically slowly quietly bright familiar hungry

familiar fast terribly