

Remember:

**Adjectives** describe a PERSON or a THING.

**Adverbs** describe HOW somebody DOES something.

**Adjective or Adverb? Answer key**

1. **Write down the adverbs from these adjectives.**

clever

excited

nice

sad

dangerous

wild

horrible

angry

good

helpful

cleverly

excitedly

nicely

sadly

dangerously

wildly

horribly

angrily

well

helpfully

1. **Finish the sentences with an adverb and use the adjectives in brackets.**

What can you hear in Winston's crazy classroom?

* Very strange.... Mr. Goodwill is snoring quietly (quiet).
* A small boy is playing music fantastically (fantastic).
* Everyone is clapping excitedly (excited) to the music.
* Twenty students are eating chips slowly (slow).
* A cat is meowing hungrily (hungry).
* A grey mouse is running through the room fast (fast).
* This is why a girl is laughing crazily (crazy).
* Suddenly snow is falling noisily (noisy) onto the floor.
* And colourful balloons are rising quickly (quick) into the air.
* What kind of lesson is that? Well... What we know is that at the end of this dream lesson everybody is going home happily (happy)!

**3. Finish the sentences with an adverb and use the adjectives in brackets.**

We all know that Winston is a special dog. But what is Winston good at and why do we all love him?

* When Winston is in the park, he can run quickly (quick).
* There he also chases a ball energetically (energetic).
* Then he plays the ball beautifully (beautiful).
* But Winston also terribly (terrible) loves long, slow walks in the woods.
* Or when he sees a lake, he dives[[1]](#footnote-1) in bravely (brave) and swims very well (good).
* At school, he always helpfully (helpful) works with Mr. Goodwill.
* First, he studies very hard (hard) with the students.
* Then, he protects the students gently (gentle), because he sees dangers fast (fast) and frightens away strangers with his loud barks.
* Moreover, whenever Winston is in a classroom, he betters the students' moods[[2]](#footnote-2) easily (easy), because he can play funny tricks.
* And of course, he loves Mr. Goodwill unconditionally (unconditional[[3]](#footnote-3))!

So tell us, what is not to love about Winston? - That is quickly said: Nothing!

**4. Build sentences with adverbs. Keep to the given sentence structure. Pay attention to the verb forms!**

What does Mr. Goodwill do at the weekend?

**Now you:**

* For breakfast – he – to enjoy his full English breakfast – slow

→ For breakfast he enjoys his full English breakfast slowly and joyfully.

* Then – Mr. Goodwill – happy – to feed – Winston

→ Then Mr. Goodwill happily feeds Winston.

* For the next two hours – they – to walk on – unbelievable – good – forest roads

→ For the next two hours they walk on unbelievably good forest roads.

* Then Mr. Goodwill – comfortable – to lie – in the sun – and – to read – a book

→ Then Mr. Goodwill comfortably lies in the sun and reads an interesting book.

* Sometimes – he – nervous – to talk – to his neighbour Mrs. Merrygold – over the balcony

→ Sometimes he nervously talks to his neighbour Mrs. Merrygold over the balcony.

* At five o'clock – he – to make – beans on toast – which – he – to eat – ravenous[[4]](#footnote-4)

→ At five o'clock he makes beans on toast which he eats ravenously.

* In the evening – Winston and Mr. Goodwill – sleepy – to listen to – good music

→ In the evening Winston and Mr. Goodwill sleepily listen to good music.

**5. Read the sentences and decide for adjective OR adverb.**

Why is Winston the perfect school dog?

We all know that Winston is a hungry (hungry) dog. But did you know that he is also interested in others and with his sunny (sunny) manner he sometimes even helps people?

When everything is all right at school, Winston sits in his favourite (favourite) armchair at the back of the classroom. There he quietly (quiet) sleeps or follows Mr. Goodwill and the students' work. At break, when he is outside with the students, he plays tricks and makes students laugh loudly (loud). And sometimes, when there is something wrong (wrong) in class, Winston cleverly (clever) helps Mr. Goodwill, the students' teacher.

Last Friday, for example, when a girl got a test back and did not return to her seat happily (happy), he went to the sad (sad) girl. First, he gently (gentle) sniffed at Kate's school uniform, but she did not react. So Winston poked[[5]](#footnote-5) Kate's foot softly and carefully (soft and careful) until she looked sadly (sad) at him. Her eyes were so helpless (helpless) that Winston decided to make her feel better.

First, he carefully (careful) climbed onto Kate's lap and looked at her with his brown (brown) eyes. Then he started to shake his head so that his ears flew around his head funnily (funny). This looked so silly (silly) and made such a funny (funny) sound that the girl could not do anything but smile cautiously (cautious[[6]](#footnote-6))! And this made Winston so happy (happy) that he also licked the girl's hand. Kate then cried out excitedly (excited) and stroked Winston's silky body dreamily (dreamy). This is how Kate found out that everything can be alright after all – you just need a funny (funny) dog like Winston! Thanks Winston!

1. to dive in: (ein)tauchen [↑](#footnote-ref-1)
2. mood: Stimmung [↑](#footnote-ref-2)
3. unconditional: bedingungslos [↑](#footnote-ref-3)
4. ravenous: heißhungrig [↑](#footnote-ref-4)
5. to poke sb.: jdn. anstupsen [↑](#footnote-ref-5)
6. cautious: scheu [↑](#footnote-ref-6)