Adjektiv / Adverbium?

Øvelser fra Flemming Olsen: Basics

Øvelse 1, slide 4, Basics §163D #1:

Tids-, steds- eller mådesadverbier – eller andet?

Find og marker adverbierne i de følgende sætninger, og marker hvilke forhold de beskriver – der kan være flere adverbier i hver sætning:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | tid | sted | måde | grad |
| 1. Charles, I really think you should drive more carefully. |  |  |  |  |
| 2. I don’t think there’s anything of interest here. |  |  |  |  |
| 3. She ran quickly towards the door. |  |  |  |  |
| 4. Suddenly a shot was fired, and immediately afterwards everything was completely quiet. |  |  |  |  |
| 5. Locally, people talk a lot about the incident. |  |  |  |  |

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Øvelse 2, slide 7, Basics §159 B:

Oversæt sætningerne – prøv at ændre sætningens opbygning , fx ved at sætte substantivet i flertal, for at afgøre om du skal bruge adjektiv eller adverbium – husk: danske adjektiver bøjes, danske adverbier bøjes ikke.

*Serious* eller *seriously*?

|  |  |
| --- | --- |
| 1. Situationen er alvorlig |  |
| 1. Du ser alvorlig ud |  |
| 1. Jeg kan ikke tage ham alvorligt |  |
| 1. Svar mig nu alvorligt |  |
| 1. Det er et alvorligt problem |  |
| 1. Mener du det alvorligt? |  |
| 1. Hvorfor er I så alvorlige? |  |
| 1. Han er alvorligt syg. |  |

*Happy* eller *happily*?

|  |  |
| --- | --- |
| 1. Det var en lykkelig løsning |  |
| 1. De levede lykkeligt til deres dages ende |  |
| 1. Nu er Ann lykkelig igen |  |
| 1. Ægteskabet var ikke lykkeligt |  |
| 1. Du ser lykkelig ud. |  |

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Øvelse 3, slide 10, Basics §163 B #2:

**D** Adjektiv eller adverbium? Markér den korrekte form:

No more slow/slowly learners?

The kids who have an opportunity to use computers will have an enormous/enormously advantage in the job market over those who are unforunate/unfortunately enough not to have that opportunity. But how do we make sure that all students have an equal/equally chance to learn? Computer experts, teachers, and politicians agree that it’s going to be increasing/increasingly important/importantly that people are able to use computers in their daily/dailily work. But education experts agree that putting more computers into the schools doesn’t automatic/automatically mean that students will learn useful/usefully computer skills. It all depends on how professional/professionally the schools use computers, and how good/well the teachers are trained to use computers creative/creatively in the classroom. A boring/boringly program can be just as unhelpful/unhelpfully as a boring/boringly textbook. And, unfortunate/unfortunately, poor/poorly schools cannot afford to send teachers to special/specially workshops, no matter how interested/interestedly such teachers are to improve their own and their pupil’s standard.

……………………….

*svar til øvelse 1*:

1: måde; 2: sted; 3: måde; 4: tid, grad, tid, grad; 5: sted

*svar til øvelse 2*:

Serious/seriously:

1: adj; 2: adj; 3: adv; 4: adv; 5: adj; 6: adv; 7: adj; 8: adv.

Happy/happily:

1: adj; 2: adv; 3: adj; 4: adj; 5: adj

*svar til øvelse 3*:

slow learners.

enormous advantage / unfortunate enough / an equal chance / increasingly important / daily work / doesn’t automatically mean / useful c.skills / how professionally / how well the teachers are trained / use c.s creatively / a boring program / as unhelpful / boring textbook / unfortunately /poor schools / special workshops / how interested.