

EXPLANATION: ADJECTIVES AND ADVERBS

PARTS OF SPEECH

Adjectives (Adjektive) **beschreiben** Gegenstände und Personen, also **Nomen**.

Beispiel: *Tom's bike is **new**.*

Um nach einem *adjective* zu fragen, stellt man die Frage:

Wie ist etwas? / Wie ist jemand?

Adverbs (Adverbien) **beschreiben** genauer, wie etwas gemacht wird, und dienen der Beschreibung von **Verben**.

Beispiel: *Greg's sister Catherine smiles **happily**.*

Um nach einem *adverb* zu fragen, stellt man die Frage:

Wie tut er/sie etwas? / Wie macht er/sie etwas?

Ein *adverb* bildet man wie folgt:



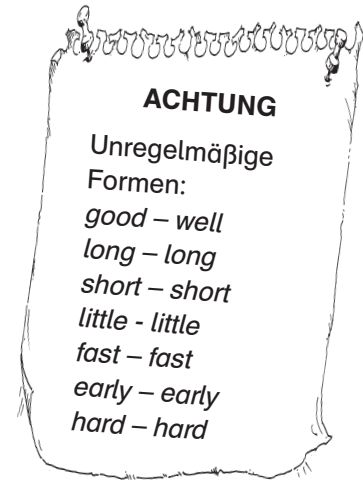
adjective + ly

Beispiele: *quick – quickly, happy – happily, funny – funnily*

Beachte: Für *adjectives*, welche auf **-ly enden**, gibt es kein *adverb*.

Beispiele: *friendly, lovely, unlikely, early, silly, ...*

Adjektive und Adverbien können benutzt werden, um **Handlungen** und **Dinge** miteinander zu **vergleichen**.



ACHTUNG

Unregelmäßige

Formen:

good – well

long – long

short – short

little – little

fast – fast

early – early

hard – hard

ADJECTIVES AND ADVERBS

PARTS OF SPEECH

1. Answer the questions. Write the answers into your exercise book.

- a) When do you use adjectives?
- b) When do you use adverbs?

2. Copy the sentences below into your exercise book.

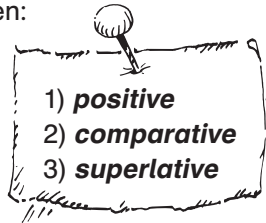
Fill in the gaps with the correct form (adjective or adverb).

- 1) My father is a _____ worker. He works _____ on his new project. (careful)
- 2) Greg rides his bike _____. Greg is a _____ rider. (quick)
- 3) My neighbour's new sports car is _____ when he starts the engine. It starts _____. (loud)
- 4) The dog barks _____. It sounds _____. (angry)
- 5) My little sister is _____. "I will miss you," she says _____. (sad)
- 6) Tom's brother worked _____. He is a _____ worker. (hard)
- 7) Sue and her family are _____. They are waiting for Christmas _____. (curious)
- 8) He is a _____ man. He is married _____. (happy)
- 9) Our neighbour speaks _____. It is very _____ outside when he is at home. (loud)

EXPLANATION: COMPARISON OF ADJECTIVES AND ADVERBS

PARTS OF SPEECH

Für *adjectives* und *adverbs* gelten die gleichen **Steigerungsregeln**.
Es gibt immer **drei** Steigerungsformen:



Einsilbige *adjectives* und **zweisilbige** *adjectives*, die auf **-y, -er, -le** oder **-ow** enden, werden mit **-er** und **-est** gesteigert. **Einsilbige** *adverbs* und das *adverb* **early** werden ebenfalls mit **-er** und **-est** gesteigert.

1. *small* – 2. *smaller* – 3. *the smallest*, 1. *early* – 2. *earlier* – 3. *the earliest*

Adjectives und *adverbs* mit **zwei oder mehr Silben** steigert man mit **more** und **the most**.

1. *expensive* – 2. **more expensive** – 3. **the most expensive**, 1. *carefully* – 2. **more carefully** – 3. **the most carefully**

Wenn man **ungleiche Personen, Gegenstände** oder **Tiere** miteinander vergleicht, benutzt man:

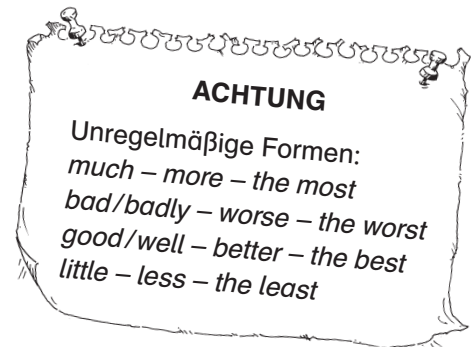


Beispiel: *My brother runs **faster than** my best friend's brother.*

Wenn man zwei **gleiche Eigenschaften** darstellt, benutzt man:



Beispiel: *Our class is **as funny as** the other class.*



COMPARISON OF ADJECTIVES AND ADVERBS

PARTS OF SPEECH

1. Write the rules for the comparison of adjectives and adverbs into your exercise book. Use your own words.

2. Answer the questions. Write the answers into your exercise book.

- 1) Who is shorter? Tom is 178 cm and Greg is 184 cm.
- 2) What is heavier? My schoolbag weighs 4,5 kg and my sister's schoolbag weighs 3,8 kg.
- 3) What is faster? Horses run about 30 km per hour and I ride my bike about 25 km per hour.
- 4) Which building is taller? The Empire State Building is 381 meters tall and the Burj Khalifa is 828 meters tall.

3. Translate the sentences into English and write them into your exercise book.

- 1) Mein bester Freund rennt so schnell wie ich.
- 2) Greg hat dunklere Haare als Tom.
- 3) Meine Schwester hat genauso viele Elektrogeräte wie ich.

EXPLANATION: PRONOUNS

PARTS OF SPEECH

Im Englischen gibt es **drei Arten** von **pronouns** (Pronomen):

1. possessive pronouns, 2. reflexive pronouns, 3. reciprocal pronouns

Possessive pronouns geben an, wem etwas **gehört**. Es gibt zwei Arten:

Possessive determiners stehen **vor dem Nomen**. Beispiel: *It's **her** bag.*

Possessive pronouns **ersetzen** ein **Nomen**. Beispiel: ***Theirs** is so much bigger.*

Reflexive pronouns werden verwendet, wenn man ausdrücken möchte, was jemand oder etwas **selbst macht**.

Sie stehen als **Objekte** in einem Satz und **beziehen** sich auf das **Subjekt**. Beispiel: ***She** has cut **herself**.*

Reciprocal pronouns werden verwendet, wenn eine **Handlung** zwischen **zwei oder mehreren Personen** stattfindet. Beispiel: *We talk to **each other** every day.*

Die *reciprocal pronouns* sind **each other** und **one another**. Sie haben die **gleiche Bedeutung**.

<i>personal pronoun</i>	<i>possessive determiner</i>	<i>possessive pronoun</i>	<i>reflexive pronoun</i>
<i>I</i>	<i>my</i>	<i>mine</i>	<i>myself</i>
<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourself</i>
<i>he</i>	<i>his</i>	<i>his</i>	<i>himself</i>
<i>she</i>	<i>her</i>	<i>hers</i>	<i>herself</i>
<i>it</i>	<i>its</i>	<i>its</i>	<i>itself</i>
<i>we</i>	<i>our</i>	<i>ours</i>	<i>ourselves</i>
<i>you</i>	<i>your</i>	<i>yours</i>	<i>yourselves</i>
<i>they</i>	<i>their</i>	<i>theirs</i>	<i>themselves</i>

PRONOUNS

PARTS OF SPEECH

1. Copy the sentences below into your exercise book.
Fill in the missing pronouns (possessive, reflexive, reciprocal).

- 1) Are those _____ (deine) socks? Yes, those are _____ (meine).
- 2) They help _____ (sich selbst) by looking for solutions on the internet.
- 3) Tom and his sister help _____ with the homework.
- 4) Tom's sister cut _____ in the finger.
- 5) Are these _____ (ihre) pencils? No, those are _____ (seine).
- 6) Greg and Tom have known _____ for eight years now.

2. Translate the sentences and write them into your exercise book.

- 1) Wir schauen uns selbst im Spiegel an.
- 2) Wir schauen uns gegenseitig im Spiegel an.
- 3) Wo hat sie ihre Schuhe gekauft?
- 4) Sie können den Kuchen selbst backen.
- 5) Das ist deren Katze.
- 6) Die Schuhe dahinten gehören meiner Schwester. Es sind ihre.
- 7) Ich habe die Landkarte falsch gehalten und mich selbst verwirrt.

EXPLANATION: RELATIVE CLAUSES – WHO, WHICH, THAT, WHOSE, WHOM

PARTS OF SPEECH

Ein **relative clause** (Relativsatz) wird verwendet, um **Gegenstände, Personen oder Tiere**, über die man spricht, **näher zu beschreiben**.

- **Who** wird verwendet, wenn man **Personen** näher beschreibt.
*This is **the girl who** always uses the bus.*
- **Which** wird verwendet, wenn man **Gegenstände** oder **Tiere** näher beschreibt.
*The **shirt which** I love a lot is green.*
- **That** kann für die Beschreibung von **Tieren, Gegenständen** und **Personen** verwendet werden.
*The **boy that** always plays football is my neighbour.*
*The **house that** has got a grey roof is very nice.*
- **Whose** wird verwendet, wenn man anzeigen möchte, wem etwas **gehört** oder zu wem etwas gehört.
*The **woman whose** car is pink also has a pink house.*
- **Whom** wird verwendet, um das **Objekt** des Satzes näher zu beschreiben.
Das Objekt muss eine **Person** sein.
*It is **the boy whom** we met at the party last week.*

RELATIVE CLAUSES – WHO, WHICH, THAT, WHOSE, WHOM

PARTS OF SPEECH

1. Copy the sentences below into your exercise book.
Fill in the gaps. Use the correct relative pronoun.

- 1) The house _____ has got 12 bedrooms is the house _____ I like the most.
- 2) My brother is the boy _____ always wants to be right.
- 3) That is the cat _____ owner is at the hospital at the moment.
- 4) The boy _____ I have met last summer has been my best friend ever since.
- 5) The classroom _____ has got the big windows is the classroom _____ has got new blackboards.
- 6) The man _____ wife wears the red dress is my new boss.
- 7) People _____ never do sports might have health issues someday.
- 8) That is the girl _____ I gave my pen last week.
- 9) The family _____ car broke down last week is also the family _____ has moved into the house next door.

2. Create your own sentences. Use each relative pronoun at least three times.

EXPLANATION: IF-CLAUSES TYPE I

PARTS OF SPEECH

If-clauses sind **Bedingungssätze**. Sie werden auch als **conditional sentences** bezeichnet.

→ Bei **if-clauses type I** ist es **sehr wahrscheinlich**, dass das Ereignis eintreten wird.

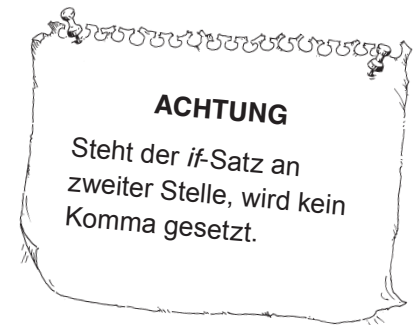
Einen **if-clause type I** bildet man wie folgt:

if-clause	main sentence
simple present: infinitive he, she, it – das -s muss mit!	will-future: will + infinitive
If I go shopping, ... If he visits his grandparents, ...	... I will spend a lot of money. ... he won't visit his aunt.

Beispiele:

My grades **will be** bad if I **don't study** for the upcoming tests.

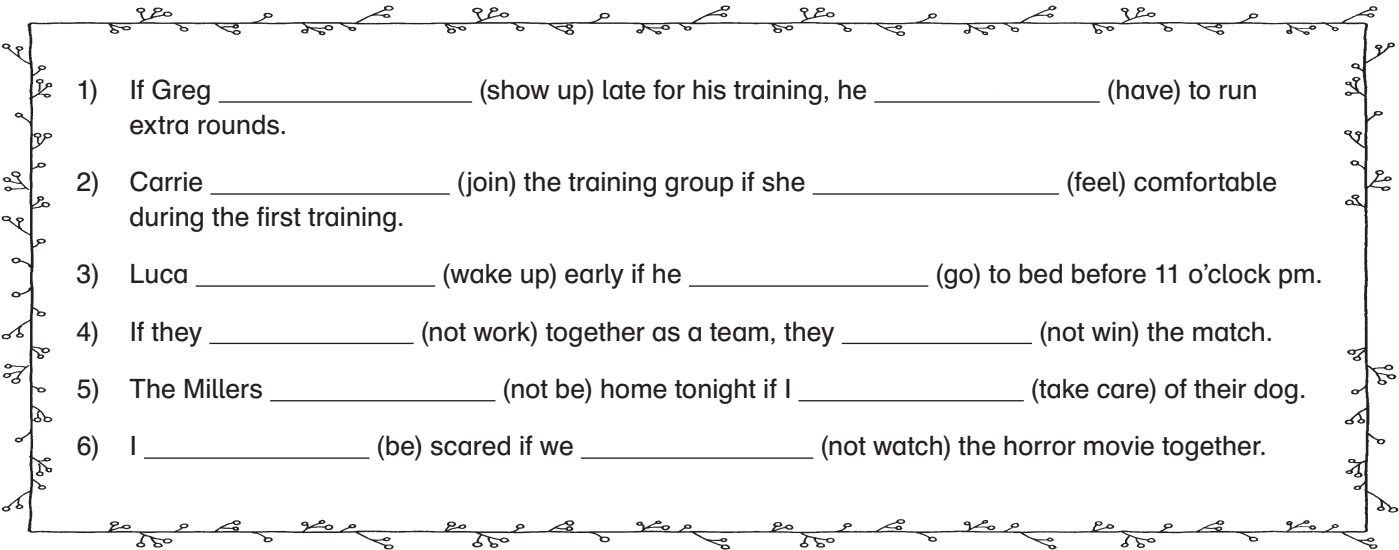
If my sister **doesn't visit** my grandparents, my grandma **won't be** happy.



IF-CLAUSES TYPE I

PARTS OF SPEECH

1. Explain the correct usage of conditional sentences type I. Write the explanation into your exercise book. Use your own words.
2. Copy the sentences below into your exercise book. Put in the correct tense. Use if-clauses type I.

- 
- 1) If Greg _____ (show up) late for his training, he _____ (have) to run extra rounds.
 - 2) Carrie _____ (join) the training group if she _____ (feel) comfortable during the first training.
 - 3) Luca _____ (wake up) early if he _____ (go) to bed before 11 o'clock pm.
 - 4) If they _____ (not work) together as a team, they _____ (not win) the match.
 - 5) The Millers _____ (not be) home tonight if I _____ (take care) of their dog.
 - 6) I _____ (be) scared if we _____ (not watch) the horror movie together.

3. What is likely to happen in the future? Form ten if-clauses type I.

EXPLANATION: IF-CLAUSES TYPE II

PARTS OF SPEECH

If-clauses sind **Bedingungssätze**. Sie werden auch als **conditional sentences** bezeichnet.

→ Bei **if-clauses type II** ist es **eher unwahrscheinlich**, dass das Ereignis eintreten wird.

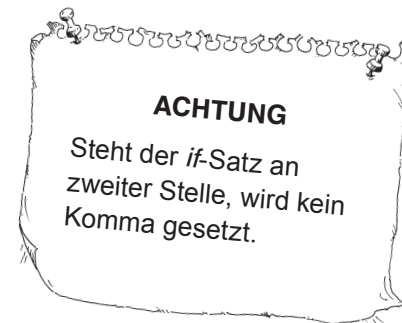
Einen **if-clause type II** bildet man wie folgt:

if-clause	main sentence
simple past: infinitive + ed oder unregelmäßige Verbform	conditional I: would + infinitive
If I won the lottery, ...	... I would travel the world.
If I had better grades, ...	... I wouldn't be so upset.

Beispiele:

If my dad **didn't work** during the summer, we **would go** to the USA.

We **wouldn't have** a great time if we **worked** every weekend.



IF-CLAUSES TYPE II

PARTS OF SPEECH

1. Explain the correct usage of conditional sentences type II. Write the explanation into your exercise book. Use your own words.
2. Copy the sentences below into your exercise book. Put in the correct tense. Use if-clauses type II.

- 1) If I _____ (have) a small car, I _____ (not take) the bus.
- 2) My friends _____ (go) to Spain if they _____ (find) a cheap hotel.
- 3) I _____ (open) the door if the doorbell _____ (ring).
- 4) If my friends _____ (come over) tonight, we _____ (order) pizza.
- 5) My mom _____ (buy) my favourite chocolate if she _____ (go) shopping today.
- 6) My family _____ (get) a bigger van if our old car _____ (break) down.
- 7) Greg's dog _____ (chase) the ball if you _____ (throw) it.
- 8) If Eva _____ (not see) her friends regularly, she _____ (not be) happy.

3. What is unlikely to happen in the future? Form ten if-clauses type II.

EXPLANATION: IF-CLAUSES TYPE III

PARTS OF SPEECH

If-clauses sind **Bedingungssätze**. Sie werden auch als **conditional sentences** bezeichnet.

→ Bei **if-clauses type III** ist es **unmöglich**, dass das Ereignis eintreten wird, da es sich auf die **Vergangenheit** bezieht.

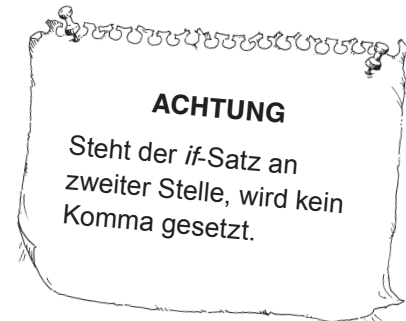
Einen **if-clause type III** bildet man wie folgt:

if-clause	main sentence
past perfect: <i>had + past participle</i>	conditional II: <i>would + have + past participle</i>
<i>If I had done my homework,</i>	<i>... I would have done better on the test.</i>
<i>If I hadn't visited my grandparents, ...</i>	<i>... I wouldn't have gone to Florida.</i>

Beispiele:

*If my friends **had been** home, we **would have played** video games together.*

*My dog **would have been** nicer if the cat **hadn't attacked** him.*



IF-CLAUSES TYPE III

PARTS OF SPEECH

1. Explain the correct usage of conditional sentences type III. Write the explanation into your exercise book. Use your own words.
2. Copy the sentences below into your exercise book. Put in the correct tense. Use if-clauses type III.

- 1) If my mom _____ (not work), we _____ (go) to the football game.
- 2) I _____ (be) happier if my report card _____ (be) better.
- 3) If my family _____ (go) to Italy with a camper, the journey _____ (be) more uncomfortable.
- 4) If the children _____ (play) together, nobody _____ (cry).
- 5) The glasses _____ (break) if the waiter _____ (not react) so quickly.
- 6) The weather _____ (be) more stable if climate change _____ (not become) such a problem.
- 7) I _____ (not have) such a big room if my parents _____ (not buy) this house.
- 8) If my sister _____ (not visit) our grandparents, she _____ (not fall) from the cherry tree.

3. What can't happen anymore because it is too late? Form ten if-clauses type III.

SOLUTION: ADJECTIVES AND ADVERBS

PARTS OF SPEECH

1. a)

Adjectives are used to describe nouns.

b)

Adverbs are used to describe how someone does something. Therefore, they are used to describe verbs.

2.

- 1) My father is a **careful** worker. He works **carefully** on his new project.
- 2) Greg rides his bike **quickly**. Greg is a **quick** rider.
- 3) My neighbour's new sports car is **loud** when he starts the engine. It starts **loudly**.
- 4) The dog barks **angrily**. It sounds **angry**.
- 5) My little sister is **sad**. "I will miss you," she says **sadly**.
- 6) Tom's brother worked **hard**. He is a **hard** worker.
- 7) Sue and her family are **curious**. They are waiting for Christmas **curiously**.
- 8) He is a **happy** man. He is married **happily**.
- 9) Our neighbour speaks **loudly**. It is very **loud** outside when he is at home.

SOLUTION: COMPARISON OF ADJECTIVES AND ADVERBS

PARTS OF SPEECH

1.

Adjectives with one syllable or two syllables and the letter(s) -y, -er, -le or -ow at the end as well as adverbs with one syllable and the adverb early are compared like this:

positive	comparative	superlative
adjective/adverb	adjective/adverb + -er	adjective/adverb + -est

Adjectives and adverbs with two syllables or more are compared like this:

positive	comparative	superlative
adjective/adverb	more + adjective/adverb	the most + adjective/adverb

2.

- 1) Tom is shorter than Greg.
- 2) My schoolbag is heavier than my sister's schoolbag.
- 3) A horse runs faster than I ride my bike.
- 4) The Burj Khalifa is taller than the Empire State Building.

3.

- 1) My best friend runs as fast as I do.
- 2) Greg has got darker hair than Tom.
- 3) My sister has got as many electronic devices as I do.

SOLUTION: PRONOUNS

PARTS OF SPEECH

1.

- 1) Are those **your** socks? Yes, those are **mine**.
- 2) They help **themselves** by looking for solutions on the internet.
- 3) Tom and his sister help **each other/one another** with the homework.
- 4) Tom's sister cut **herself** in the finger.
- 5) Are these **her** pencils? No, those are **his**.
- 6) Greg and Tom have known **each other/one another** for eight years now.

2.

- 1) **We** look at ourselves in the mirror.
- 2) **We** look at each other in the mirror.
- 3) **Where** did she buy her shoes?
- 4) **They** can bake the cake themselves.
- 5) **This** is their cat.
- 6) **The** shoes back there are my sister's shoes. **They** are hers.
- 7) **I** held the map wrong and confused myself.

SOLUTION: RELATIVE CLAUSES – WHO, WHICH, THAT, WHOSE, WHOM

PARTS OF SPEECH

1.

- 1) The house **which/that** has got 12 bedrooms is the house **which/that** I like the most.
- 2) My brother is the boy **who/that** always wants to be right.
- 3) That is the cat **whose** owner is at the hospital at the moment.
- 4) The boy **whom** I have met last summer has been my best friend ever since.
- 5) The classroom **which/that** has got the big windows is the classroom **which/that** has got new blackboards.
- 6) The man **whose** wife wears the red dress is my new boss.
- 7) People **who/that** never do sports might have health issues someday.
- 8) That is the girl **whom** I gave my pen last week.
- 9) The family **whose** car broke down last week is also the family **who/that** has moved into the house next door.

2.

Individuelle Lösung

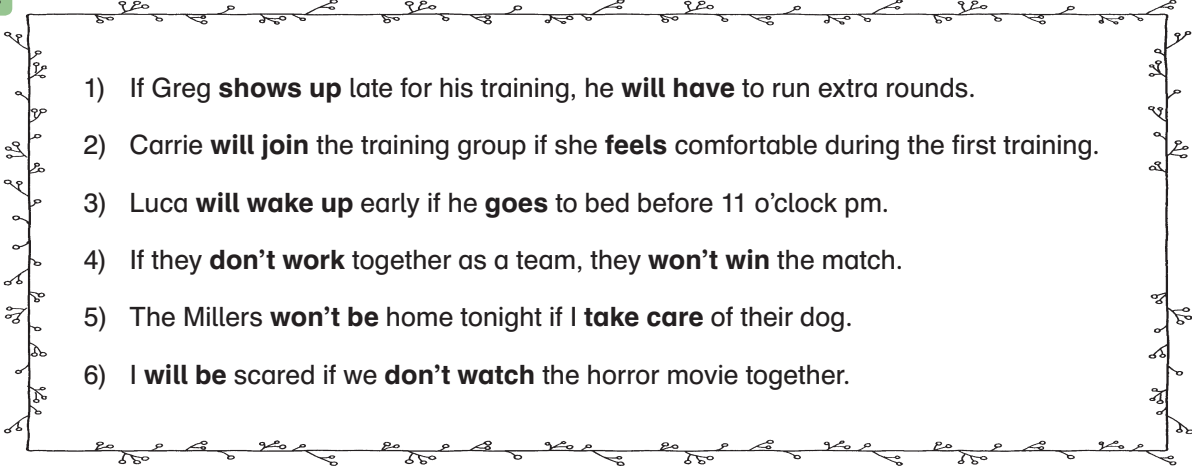
SOLUTION: IF-CLAUSES TYPE I

PARTS OF SPEECH

1.

Conditional sentences type I are used when an event in the future is very likely to happen.

2.

- 
- 1) If Greg **shows up** late for his training, he **will have** to run extra rounds.
 - 2) Carrie **will join** the training group if she **feels** comfortable during the first training.
 - 3) Luca **will wake up** early if he **goes** to bed before 11 o'clock pm.
 - 4) If they **don't work** together as a team, they **won't win** the match.
 - 5) The Millers **won't be** home tonight if I **take care** of their dog.
 - 6) I **will be** scared if we **don't watch** the horror movie together.

3.

Individuelle Lösung

SOLUTION: IF-CLAUSES TYPE II

PARTS OF SPEECH

1.

Conditional sentences type II are used when an event in the future is rather unlikely to happen.

2.

- 1) If I **had** a small car, I **wouldn't take** the bus.
- 2) My friends **would go** to Spain if they **found** a cheap hotel.
- 3) I **would open** the door if the doorbell **rang**.
- 4) If my friends **came over** tonight, we **would order** pizza.
- 5) My mom **would buy** my favourite chocolate if she **went** shopping today.
- 6) My family **would get** a bigger van if our old car **broke** down.
- 7) Greg's dog **would chase** the ball if you **threw** it.
- 8) If Eva **didn't see** her friends regularly, she **wouldn't be** happy.

3.

Individuelle Lösung

SOLUTION: IF-CLAUSES TYPE III

PARTS OF SPEECH

1.

Conditional sentences type III are used when an event is impossible to happen because it is too late. It refers to a past event that can't become real anymore.

2.

- 1) If my mom **hadn't worked**, we **would have gone** to the football game.
- 2) I **would have been** happier if my report card **had been** better.
- 3) If my family **had gone** to Italy with a camper, the journey **would have been** more uncomfortable.
- 4) If the children **had played** together, nobody **would have cried**.
- 5) The glasses **would have broken** if the waiter **hadn't reacted** so quickly.
- 6) The weather **would have been** more stable if climate change **hadn't become** such a problem.
- 7) I **wouldn't have had** such a big room if my parents **hadn't bought** this house.
- 8) If my sister **hadn't visited** our grandparents, she **wouldn't have fallen** from the cherry tree.

3.

Individuelle Lösung