

Lernziele & Aufträge



- ✓ *I know the comparative and superlative forms of adjectives*
- ✓ *I can compare people, things or places using the comparative or superlative forms of adjectives*
- ✓ *I can express my opinion about people's abilities and skills*
- ✓ *I can ask questions with How ...?*
- ✓ *I can understand biographic information about famous people*
- ✓ *I can express my thoughts and opinion about famous people and their achievements*
- ✓ Vocabulary S. 25-28
- ✓ Irregular verbs WB S. 104
- ✓ alle ★★- und ★★★-Stern-Aufgaben WB S. 40-43
- ✓ Progress Review WB S. 46-47 (1-3, 5-7)
- ✓ Language Focus WB S. 87 (1-5)
- ✓ Worksheet ★★

Quizlet unit 5

18.03.2024 (a-d)



25.03.2024 (e-l)



08.04.2024 (m-q)



15.04.2024 (r-w)



15.04.2024 (a-w)



Irregular verbs

42 irregular verbs



Lernzielkontrollen

25.03.-19.04.2024

2 Tests zu allen 42  
irregular Verbs

08.04.2024

Writing Test

15.04.2024

Vocabulary Test (a-w)

## Comparative and superlative adjectives

	Comparative	Superlative
<b>Most one-syllable adjectives</b>	add <i>-er</i> old → older	add <i>-est</i> old → oldest
<b>One syllable with one vowel and ending in one consonant</b>	double consonant and add <i>-er</i> big → bigger	double consonant and add <i>-est</i> big → biggest
<b>One syllable ending in -e</b>	add <i>-r</i> nice → nicer	add <i>-st</i> nice → nicest
<b>Adjectives of two or more syllables ending in -y</b>	remove <i>-y</i> and add <i>-ier</i> easy → easier	remove <i>-y</i> and add <i>-iest</i> easy → easiest
<b>All other adjectives of two or more syllables</b>	put <i>more</i> before adjective careful → more careful	put <i>most</i> before adjective careful → most careful
<b>Irregular</b>	good → better bad → worse	good → best bad → worst

## Usage

We use comparative adjectives to **compare two people or things.**

Nuran is taller than Fatma.

The shoes are more expensive than the trainers.

We use superlative adjectives to **compare three or more people or things.** We use the superlative to say that **a person or thing has the greatest amount of a characteristic, compared to everything else in the group.**

She's the most successful singer in the world.

Ability: *can* and *could*

<i>can</i>	
<b>Affirmative</b> I / You / He / She / It / We / They can swim.	<b>Negative</b> I / You / He / She / It / We / They can't swim.
<b>Questions</b> Can Jana swim?	<b>Short answers</b> Yes, she can. / No, she can't.
<i>could</i>	
<b>Affirmative</b> I / You / He / She / It / We / They could dance.	<b>Negative</b> I / You / He / She / It / We / They couldn't dance.
<b>Questions</b> Could they dance?	<b>Short answers</b> Yes, they could. / No, they couldn't.

*Can* and *could* each have only one form. They do not change with different subjects.

He can play the piano. She can make videos

~~He cans play the piano. She cans make videos.~~

We use *can* / *could* plus base form of the main verb (without *to*).

You can speak English. She could run 5 km.

~~You can to speak English. She could to run 5 km.~~

The negative forms of *can* and *could* are *cannot* and *could not*. However, in spoken and informal written English, we use the short forms *can't* and *couldn't*.

Ann can't cook. ~~Ann doesn't can cook.~~

I couldn't play tennis. ~~I didn't can play tennis.~~

As with *can* and *could*, the main verb takes the base form without *to*.

We can't bake cakes. ~~We can't to bake cakes.~~

They couldn't understand the website.

~~They couldn't to understand the website.~~

## Usage

*Can* and *could* **describe the ability to do something.**

I can make a pizza.

He could read when he was four.

*Can* describes the ability to do something in the **present.**

They can speak German now.

*Could* describes the ability to do something in the **past.**

She could ride a horse when she was six.

Questions with *How ... ?*

To make questions with *how*, we use **how + often, much / many, or an adjective.**

How often do you go shopping?

How much coffee do you drink?

How many older students do you know?

How high is that mountain?

## Usage

We use questions with *how* when we want to know the **frequency, measurement or quantity of something.**

How much chocolate do you eat?

How many cousins have you got?

How far can you swim?

How strict are your parents?

We use *often* with *how* to ask about frequency.

How often do you practise the piano?

~~How usually / rarely do you practise the piano?~~



Comparative Adjectives  
(YouTube-Clip zur Theorie)



Superlative Adjectives  
(YouTube-Clip zur Theorie)



Comparison of adjectives  
(Online-Übungen von english-4u.de)