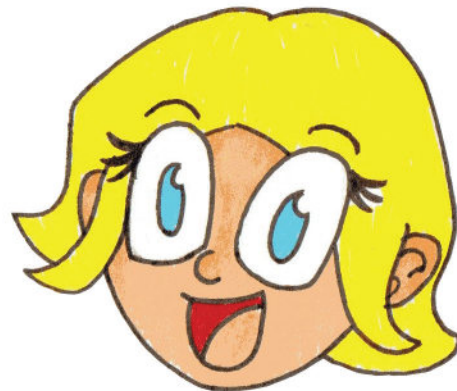
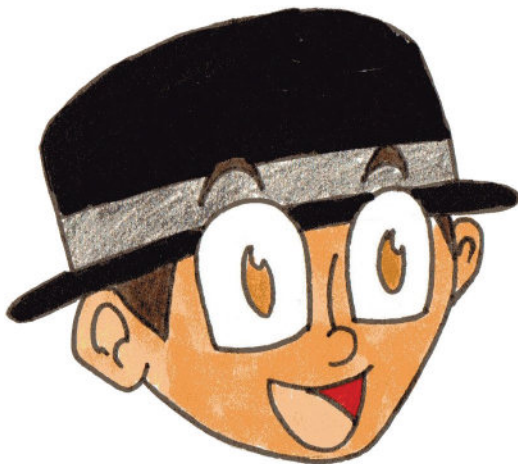




GRAMMAR LIGHT

GRAMMAR LIGHT





GRAMMAR LIGHT

Die Inklusion von Schülerinnen und Schülern mit sonderpädagogischem Förderbedarf, die in Englisch nach dem ASO Lehrplan unterrichtet wurden und ein 9. und 10. Schuljahr anschließen, führt zu einer Nahtstellenproblematik, die sich im Besonderen bei der Kenntnis der englischen Grundgrammatik zeigt.

Schülerinnen und Schüler mit besonderen Bedürfnissen verfügen meist am Ende der Pflichtschule (ASO, HS, NMS, AHS) über zu geringe Kenntnisse der grammatikalischen Terminologie und deren Anwendung. Dies entspricht zwar der Didaktik des Pflichtschulbereichs, in dem die thematisch ausgerichtete mündliche Kommunikationsfähigkeit im Vordergrund steht: Schülerinnen und Schüler sollen beim Abschluss der Pflichtschule zu bestimmten, ihrem Lebenskreis entsprechenden Themen Fragen stellen, Aussagen treffen und an Gesprächen teilnehmen können. Immer mehr Schülerinnen und Schüler mit besonderen Bedürfnissen besuchen jedoch weiterführende Schulen. Diese arbeiten sehr wohl mit der entsprechenden Terminologie und erwarten ein Mindestmaß an formellen grammatikalischen Kenntnissen.

Die Autorinnen der auf Cis-online veröffentlichten Unterrichtsmaterialien für Englisch legen unter dem Titel GRAMMAR LIGHT ein Nahtstellenangebot für den Übergang von der 8. in die 9./10. Schulstufe vor.

GRAMMAR LIGHT greift grundlegende Kapitel der englischen Grammatik auf und bietet Erklärungen auf Deutsch und Englisch an. Diese Grammatikkapitel sind durch Übungsaufgaben auf einfachstem Niveau ergänzt. Zur weiteren Unterstützung für die Schülerinnen und Schüler sind zusätzliche Übungsbeispiele geplant, die ebenfalls auf Cis-online veröffentlicht werden.

Die Grammatikkapitel sind einzeln abrufbar und können problemlos ausgedruckt werden. Es wird empfohlen, die Aufgaben nicht nur auf den Arbeitsblättern lösen zu lassen, sondern sie ins Übungsheft zu übertragen und eventuell zu einem späteren Zeitpunkt nochmals einzusetzen (Wiederholungseffekt).

Die Materialien können durchaus auch schon am Ende der 8. Schulstufe eingesetzt werden, um eine Entmutigung gleich zu Anfang an den weiterführenden Schulen zu vermeiden. Die Autorinnen hoffen, dass durch das vorliegende Material Individualisierung und Differenzierung in inklusiven Settings erleichtert und für Schülerinnen und Schüler die Nahtstelle zwischen 8. und 9./10. Schulstufe besser bewältigt werden kann.

Maria Felberbauer und Margarete Lazar

Für die Erlaubnis, die Schulschrift „Ortnergasse“ zu verwenden, danken wir Herrn Werner Mayer.



CONTENT

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PRONOUNS

Everything you always wanted to know about pronouns.

Pronouns are words we use in the place of a full noun.

There are several kinds of pronouns:

- personal pronouns
- possessive pronouns
- relative pronouns
- reflexive pronouns
- emphatic pronouns
- demonstrative pronouns
- indefinite pronouns
- reciprocal pronouns

The German "es" and "man" in English

FÜRWÖRTER

Was du schon immer über Fürwörter wissen wolltest.

Pronomen sind Stellvertreter eines Nomens oder einfacher ausgedrückt: Fürwörter stehen für ein Hauptwort

Es gibt eine ganze Reihe von Fürwörtern:

- persönliche Fürwörter
- besitzanzeigende Fürwörter
- bezügliche Fürwörter
- rückbezügliche Fürwörter
- betonende Fürwörter
- hinweisende Fürwörter
- unbestimmte Fürwörter
- wechselseitige Fürwörter

Wiedergabe von „es“ und „man“ im Englischen



PRONOUNS

FÜRWÖRTER

Pronomen sind Stellvertreter eines Nomens (Hauptwort)

The Personal Pronoun
as a Subject

Das persönliche Fürwort
als Subjekt

Singular

Einzahl

I



ich

you



du

he



er

she



sie

it



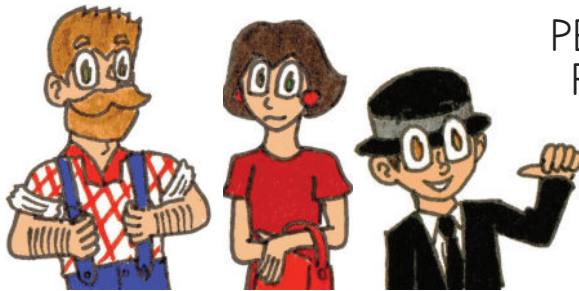
es



PERSONAL PRONOUNS

Plural

we



PERSÖNLICHE FÜRWÖRTER

Mehrzahl

wir

you



ihr

they



sie

The Personal Pronoun as an Object

Singular | Einzahl

me

you

him

her

it

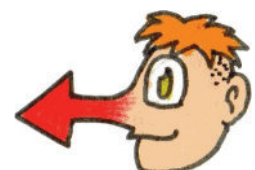
Das persönliche Fürwort als Objekt

Plural | Mehrzahl

us

you

them





EXERCISES FOR THE PERSONAL PRONOUN



Use personal pronouns instead of nouns,
For example:

The man is sitting in the living room. He is sitting in the living room.

I see the man sitting in the living room. I see him sitting in the living room.

The teacher is in the classroom.

is in the classroom.

The children ride bikes.

ride bikes.

Cats love to eat mice.

love to eat mice.

An apple a day keeps the doctor away.

keeps the doctor away.

Romeo loves Juliet.

Romeo loves

.

Juliet loves Romeo.

Juliet loves

.

Most children like animals.

Most children like

.



THE POSSESSIVE
PRONOUN

DAS BESITZANZEIGENDE
FÜRWORD

Es gibt eine Zugehörigkeit oder Besitz an.

Personal Pronoun | Singular

I
you
he | she | it

Possessive Pronoun

my
your
his | her | its

Personal Pronoun | Plural

we
you
they

Possessive Pronoun

our
your
their





EXERCISES FOR THE POSSESSIVE PRONOUN



For example:

This book belongs to me. It is my book.

He has a house. It is his house.

She has two brothers.

They are brothers.

The car belongs to us.

It is car.

The boys have a ball.

It is ball.

You have a new pen.

It is pen.

I have a horse.

It is horse.

The book belongs to him.

It is book.

We have a large garden.

It is garden.

The girls go to this school.

It is school.



THE RELATIVE
PRONOUN

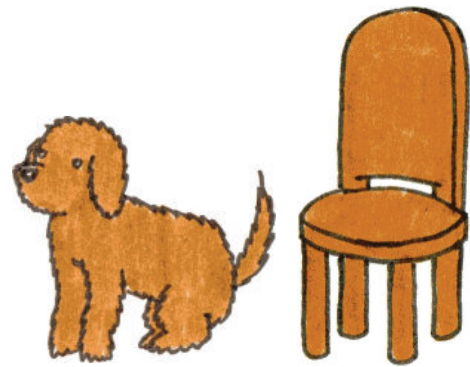
DAS BEZÜGLICHE
FÜRWORD

Sie leiten Relativsätze ein, welche weitere Informationen über ein Bezugswort liefern.



for persons

WHO



for animals and things

WHICH

for persons, animals and things

THAT

For example:

There is a boy over there. He helped me yesterday.

This is the boy who helped me yesterday.

OR

This is the boy that helped me yesterday.

There is a dog over there. It ran after me.

This is the dog which ran after me.

OR

This is the dog that ran after me.



EXERCISES FOR THE RELATIVE PRONOUN



We can make one sentence out of the two sentences by using a relative pronoun.

For example:

A man lives next door.
Do you know him?
Do you know the man who lives next door?

There is a lady standing over there.
She is my teacher.
The lady is standing over there is my teacher.

Shakespeare wrote a lot of plays.
They are played all over the world.
The plays Shakespeare wrote are played all over the world.

There is the man.
We are looking for him.
There is the man we are looking for.

CAN YOU DO THIS?

Here is the book. I got it yesterday.

Where is the dog? It bit me into my leg.



THIS IS A WORKSHEET
FOR STUDENTS WHO LIKE CHALLENGES



Fill in the correct pronouns -
they are mixed together in the box:

Personal Pronouns	I- you- he- she- it- we- they - me- you- him- her- it- us- them
Possessive Pronouns	my- your- his- her- its- our-their
Relative Pronouns	which - who - that

For example:

We have a nice house. It is our house.

The ball belongs to the boys. It is _____ ball.

This is the girl _____ can speak English so well.

We would like to have the book. Give it to _____.

Tom is a clever student. _____ is very good at mathematics.

Mary is a pretty girl. _____ loves to wear red.

All _____ dresses are red.

_____ father is a mechanic. I like to watch _____
when _____ repairs cars.

In our family there are three children. _____ parents look
after _____ very well.

This is a table _____ can be folded up.

I have a dog _____ has brown spots on _____ fur.

My mother has three cats. _____ are very pretty.
She feeds _____ cats with mice.

The children would like to have the book. Give it to _____.



THE REFLEXIVE PRONOUN

It refers back to the subject.

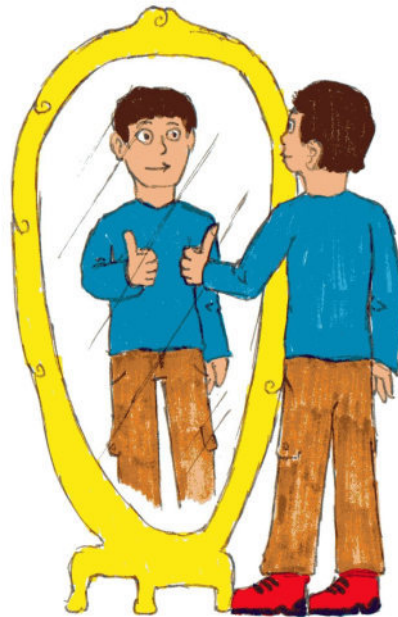
DAS RÜCKBEZÜGLICHE FÜRWORD

Es bezieht sich auf das Subjekt.

SINGULAR

EINZAHL

- I → myself
- you → yourself
- he → himself
- she → herself
- it → itself



- mich
- dich
- sich
- sich
- sich

PLURAL

MEHRZAHL

- we → ourselves
- you → yourselves
- they → themselves



- uns
- euch
- sich

REFLEXIVE

RÜCKBEZÜGLICH



USING THE REFLEXIVE PRONOUN IN ENGLISH

EXAMPLES FOR THE USE

I had to force myself
to eat that dish.

We locked ourselves out.

THERE ARE SOME
IDIOMS WITH
REFLEXIVE PRONOUNS:

Enjoy yourself! (= Have fun!)

Help yourself! (= Take as much as
you want.)

Make yourself
at home! (= Behave as if this
was your home.)

BEISPIELE FÜR DIE VERWENDUNG

Ich musste mich zwingen
dieses Gericht zu essen.

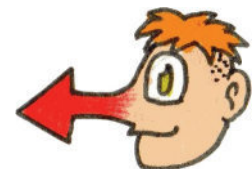
Wir sperrten uns aus.

EINIGE IDIOMATISCHE
PHRASEN VERLANGEN DAS
RÜCKBEZÜGLICHE FÜRWORD:

Gute Unterhaltung!

Greif zu!

Fühlen Sie sich wie zu Hause!

SOME VERBS THAT TAKE A
REFLEXIVE PRONOUN
IN GERMAN, DO NOT
TAKE ONE IN ENGLISH:

wash, dress,
change (clothes)

lie down, meet,
remember, hurry

EINIGE VERBEN WERDEN IM
DEUTSCHEN MIT EINEM REFLEXIV-
PRONOMEN VERWENDET, DIE IM
ENGLISCHEN KEINES VERLANGEN:

sich waschen, sich anziehen,
sich umziehen

sich hinlegen, sich treffen,
sich erinnern, sich beeilen



THE EMPHATIC PRONOUN

The emphatic pronouns have the same form as the reflexive pronouns:

SINGULAR

myself, yourself, himself, herself, itself

PLURAL

ourselves, yourselves, themselves



The emphatic pronoun means "without help", or it stresses the role of the person.

Im Deutschen wird dieses Fürwort mit "selbst" übersetzt.

She made the tea herself.

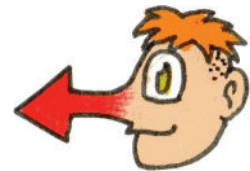
Sie hat den Tee selbst gemacht.

The children made the tea themselves.

Die Kinder haben den Tee selbst gemacht.

REFLEXIVE OR EMPHATIC ?

If you have trouble finding out whether a pronoun is emphatic or reflexive try this simple trick. Just take away the pronoun from the sentence. If it still makes sense, the pronoun is emphatic. If it doesn't, it is reflexive.



Wenn du nicht sicher bist, ob ein Fürwort reflexiv ist oder betonend, dann nimm es aus dem Satz heraus. Ergibt der Satz noch immer einen Sinn, so ist es hier betonend (emphatisch).

Ergibt es keinen Sinn, so handelt es sich um ein rückbezügliches (reflexives) Fürwort!



SOME EXERCISES WITH REFLEXIVE AND EMPHATIC PRONOUNS



I) Tick off the right answer:

Did you write this yourself?

- reflexive
- emphatic

They told me themselves.

- reflexive
- emphatic

She saw herself in the mirror.

- reflexive
- emphatic

He bought the book himself.

- reflexive
- emphatic

II) Can you translate these sentences into German?

I am sorry. _____

The children want to lie down. _____

We should hurry. _____

She is afraid. _____

III) Fill in the missing pronoun:

They enjoyed _____ at the party.

Just help _____ to a drink.

I locked the door _____.

RECIPROCAL
PRONOUNS

each other/ one another

Tom and Micheal help each other
with their homework.

*This means that Tom helps
Michael and Michael helps Tom.*

WECHSELSEITIGE
FÜRWÖRTER

einander

Tom und Michael helfen einander
bei ihren Hausübungen.

*Das heißt, dass Tom Michael hilft
und Michael Tom hilft.*

ONE ANOTHER has the same
meaning as EACH OTHER.

EACH OTHER und ONE ANOTHER
haben die gleiche Bedeutung.

You can say:

We send each other Christmas presents every year.

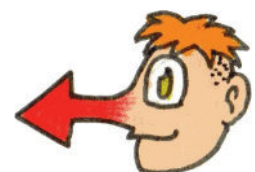
or

We send one another Christmas presents every year.

EACH OTHER also has a possessive form: EACH OTHER'S

Example:

We wrote down each other's addresses.





RECIPROCAL
PRONOUNS

WECHSELSEITIGE
FÜRWÖRTER

Now try these exercises:

Example:

I talk in French to my friend Pierre and Pierre
talks in French to me.



Pierre and I talk in French to each other.

Helen is always thinking about John.
John is always thinking about Helen.

Helen is crazy about John.
John is crazy about Helen.

Helen and John are always thinking about each other.
Helen and John are crazy about each other.



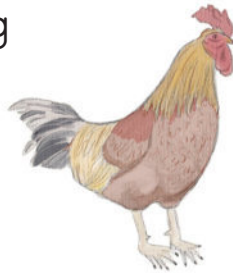
THE DEMONSTRATIVE PRONOUN

THIS - THESE

SINGULAR

a person/ animal/ thing
near the speaker

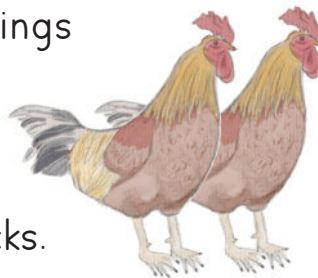
This is a cock.



PLURAL

persons/ animals/ things
near the speaker

These are cocks.



THAT - THOSE

SINGULAR

a person/ animal/ thing
farther away

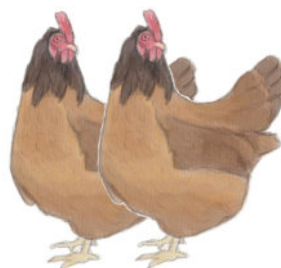
That is a hen.



PLURAL

persons/ animals/ things
farther away

Those are hens.



DAS HINWEISENDE FÜRWORD

DIESER/ DIESE/ DIESES - DIESE

EINZAHL

eine Person/ ein Tier/ ein Ding
nahe beim Sprecher

Dieses Tier ist ein Hahn.

MEHRZAHL

Personen/ Tiere/ Dinge
nahe beim Sprecher

Diese Tiere sind Hähne.

JENER/JENE/ JENES - JENE

EINZAHL

eine Person/ ein Tier/ ein Ding
weiter entfernt

Jenes Tier ist eine Henne.

MEHRZAHL

Personen/ Tiere/ Dinge
weiter entfernt

Jene Tiere sind Hühner.



THE DEMONSTRATIVE PRONOUN

DAS HINWEISENDE FÜRWORD

Some phrases with the demonstrative pronouns:

in this day and age
these days
in those days
one of these days
Those were the days...
That's right.
That's wrong.

jetzt
heutzutage
damals
eines Tages
Das waren noch Zeiten...
Das stimmt.
Das ist falsch.

DO YOU THINK YOU CAN DO THAT?

Complete the conversations using **this, that, these and those**



- Tom: Are we going out **this** morning?
- Ann: I am afraid I can't. I am too busy.
- Tom: _____ days everyone says he is busy.
- Ann: Well, _____'s right.

- Mark: Johnson. Can I help you?
- Alan: Hello, _____ is Alan Brown. Can I speak to Mary, please.

- Susan: _____ party is not much fun. Let's go home.
- Helen: Look, _____'s Andrew over there. I want to say hello to him.

- Paul: Somebody said you have a girlfriend.
- Boris: Well, _____'s wrong! But one of _____ days I will have one.

- Ms Brown: The prices _____ year are very low.
- Ms Smith: They were even lower last year.
- Ms Brown: Yeah, _____ were the days, my dear.

CAN YOU SAY THAT IN ENGLISH?

- Dieses Buch ist sehr fad. _____
- Jene beiden Mädchen sind Zwillinge. _____
- Damal hatte niemand ein Auto. _____
- Jener Mann da drüben ist mein Vater. _____

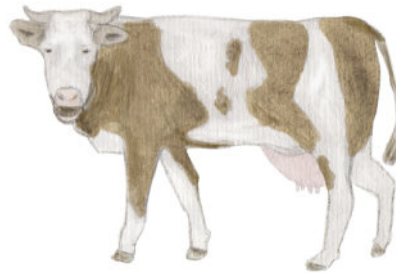


INDEFINITE PRONOUNS

UNBESTIMMTE FÜRWÖRTER

every – all of them – unlimited numbers

jede/ r/ s – aus einer unbestimmten Anzahl

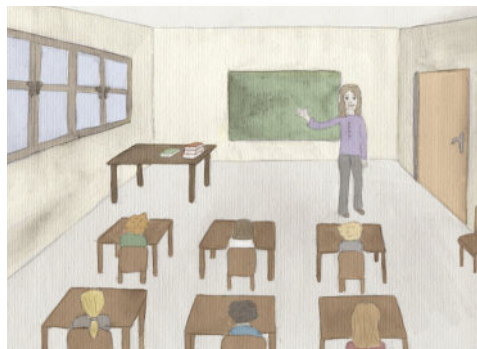


Every cow has horns.

Jede Kuh hat Hörner.

each (of) – each of a limited number

jede/ r/ s – aus einer bestimmten Anzahl



Each of these children listens to the teacher.

Jedes dieser Kinder hört der Lehrerin zu.

Words with EVERY:

everybody
everything
everywhere
everyday

jedermann
alles
überall
alltäglich



INDEFINITE
PRONOUNS

UNBESTIMMTE
FÜRWÖRTER

all

with the singular:



ganz

He slept all day.

Er schlief den ganzen Tag.



all

with the plural:



alle

All my friends went home.

Alle meine Freunde gingen heim.

Some phrases with ALL:

all of a sudden

ganz plötzlich

first of all

zu allererst

not at all

überhaupt nicht



INDEFINITE PRONOUNS

UNBESTIMMTE FÜRWÖRTER

SOME - ANY

some with the singular: → etwas - irgendein

There is some coffee in the cup. Da ist etwas Kaffee in der Tasse.
There is some guy at the door. Da ist irgendein Kerl an der Tür.

some with the plural: → einige

There are some apples on the table. Es sind einige Äpfel auf dem Tisch.

SOME is used in

SOME wird verwendet in

affirmative sentences:

bejahten Sätzen:

I have some new books for you.

Ich habe einige neue Bücher für dich.

questions if you expect "yes" for an answer:

Fragen, bei denen ein "ja" als Antwort erwartet wird:

Can I have some tea?

Kann ich etwas Tee haben?





INDEFINITE
PRONOUNS

UNBESTIMMTE
FÜRWÖRTER

SOME – ANY

ANY is used in

negative sentences:

I don't have any time for that.

ANY wird verwendet in

verneinten Sätzen:

Ich habe keine Zeit dafür.



questions:

Have you got any matches?

Fragen:

Hast du Streichhölzer?

Words with SOME and ANY:

somebody/ someone

something

somewhere

anybody

anything

anywhere

jemand bestimmter

etwas bestimmtes

irgendwo innerhalb bestimmter Grenzen

irgend jemand beliebiger

irgend etwas beliebiges

irgendwo ohne Begrenzung

INDEFINITE
PRONOUNSUNBESTIMMTE
FÜRWÖRTER

And now let's do some exercises:

I) Fill in the missing words: *everybody, anybody, nobody, somebody*

A Tricky Little Story

A valuable ring had got lost. _____ wanted to have it again. But _____ wanted to look for it. _____ could have done it but _____ was too lazy. In the end _____ went to look for it. When he found it _____ wanted to have it. But he kept it for himself and then _____ was angry at him.

II) Complete the following conversations using:
some, any, anyone, someone, somethin or anything



Mike: We don't have _____ butter.

Laura: Why don't you go to the shop and get _____ milk, too.

Mary: _____ is knocking at the door.

Tom: Are we expecting _____?

Sheila: I was looking for _____, and now I have forgotten what it was.

Ben: Did you not say you were looking for _____ matches?

Rachel: Would you like _____ tea?

Sarah: Thank you, that sounds great.

Diana: Is there _____ to eat in the house?
I am very hungry.

Roy: I am sure there is _____ in the refrigerator.



INDEFINITE
PRONOUNS

BINGO

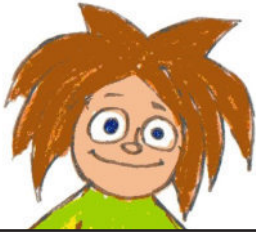


ANYTHING	EVERYBODY	SOMEWHERE
ANYONE	EVERYTHING	ANYWHERE
SOMEONE	SOMETHING	EVERYWEHRE



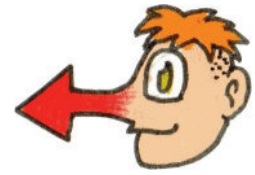
INDEFINITE
PRONOUNS

BINGO





THE GERMAN "es" AND "man" IN ENGLISH



1) ES

"es gibt" oft mit Umstandsangaben zu Ort und Zeit

singular \longrightarrow there is

*There is nothing new under the sun.
Es gibt nichts Neues unter der Sonne.*

*There is no alternative.
Es gibt keine Alternative.*

plural \longrightarrow there are

*There are no apples this year.
Es gibt heuer keine Äpfel.*

*There are no easy answers to difficult questions.
Es gibt keine leichten Antworten zu
schwierigen Fragen.*

nach *say, hope, think, fear* wird "es" mit "so" ausgedrückt

*Will he come? – He said so.
Wird er kommen? – Er sagte es.*

*I thought so.
Ich dachte es mir.*

*Can you do it? – I hope so.
Kannst du es machen? – Ich hoffe es.*

nach Modalverben bleibt "es" im Englischen unübersetzt

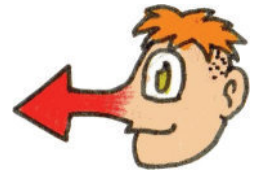
*Can you play Bridge? – Yes, I can.
Kannst du Bridge spielen? – Ja, ich kann es.*

I know. Ich weiß es.



THE GERMAN "es" AND "man" IN ENGLISH

II) MAN



"man" kann mit *we, you, they, one, people* übersetzt werden.

We could say...

You could say...

One could say...

Man könnte sagen...

They say/ People say that he is very rich.

Man sagt, dass er sehr reich ist.

Sehr häufig wird auch das Passiv verwendet.

He is said to be rich.

Man sagt, dass er reich ist.

That's just not done.

Das tut man nicht.



Die englische Wortstellung

The English word order

Who Subject	does Predicate	what Object
I	like	English.
You	do	your homework.
Tom	reads	a funny book.
We	eat	a good breakfast.
Sue and Ned	don't drink	any coffee.

Find subject, predicate and object and mark them with **S, P, O**

S **P** **O**

Fred is playing the guitar. He loves music.

His mum is watching TV. She likes to see criminal stories.

Fred's Dad is cleaning the car. He uses a vacuum cleaner.



Find subject, predicate and object and form sentences about Fred:

Fred a new guitar. buys

some money. gives him His father

.....
jazz. Fred likes

has good friends. He

They a jazz band. are

a CD. They will produce



Im Englischen werden die Wörter durch eine feste Wortstellung (S-P+O) aneinander gebunden. Satzverlängerungen stehen meist am Anfang oder am Ende des Satzes.





when/where	who S	does P	what O	where/when
	Fred	plays	the guitar	in a jazz band.
After school	he	goes		to his grandma's.
	He	gets	his lunch	there.
Then	he	does	his homework	in her living room.
In the afternoon	he	plays	guitar	In his room.
	His parents	come home		in the evening.
Later	they	watch	TV	in the living room.
At 9 p.m.	Fred	goes to bed.		
		=		
	Fred	goes to bed		at 9 p.m.



Find subject, predicate, object and form correct sentences:

Fred a shower. takes **Every morning**.....
.....



breakfast makes **His mother** in the kitchen.
.....

takes **After breakfast** he the bus to school.
.....

He the music lessons. loves

During breaks talk about new CDs. Fred and his friends.....
.....

Fred does his homework and listens to CDs . **In the afternoon**
.....

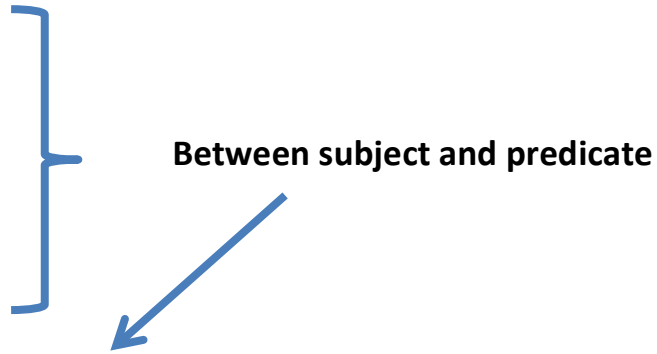


GRAMMAR LIGHT- WORD ORDER



For the experts:

- often (oft)
- always (immer)
- never (nie)
- sometimes (manchmal)
- rarely (kaum)



They **often** play together.
 They **never** play classical music.
 The sax **always** has a solo.
 The band **sometimes** plays in discos.
 They **rarely** play in a music hall.

Fred gets an email from Jean Pierre from France. Jean Pierre's English is not very good. Please correct it and write an answer in your exercise book.

*Dear Fred,
 Hello, from France I come. Your country I like very much. Music I love. You in a band play. I very well can play the drums. With you to play I'd like. The guitar do you play? Please write back to me soon.
 Yours Jean Pierre*

Hello, I come I like
 very much. I love You play
 I can
 very well. I'd like Do you
?
 Please, write back to me soon
 Yours *Jean Pierre*



ALL SORTS OF VERBS

What you always wanted to know about VERBS.



VERSCHIEDENE ZEITWÖRTER

Was du schon immer über ZEITWÖRTER wissen wolltest.

FULL VERBS
or
MAIN VERBS

- They have a meaning of their own:
Examples: *sing, eat, run, take,...*

PRIMARY
AUXILIARIES
OF TIME

- They help the full verb to form tenses, questions and negations.
- *have - be - do; will* for future

AUXILIARY VERBS
OF MOOD =
MODAL VERBS

- They express likelihood, ability, permission and obligation.
- *can - could - may - might - must - shall - should - would*



HAUPTZEIT-
WÖRTER

- Sie beschreiben eine Tätigkeit oder einen Vorgang:
Beispiele: *singen, essen, laufen, nehmen,...*

HILFSZEIT-
WÖRTER DER
ZEIT

- Sie helfen den Hauptzeitwörtern beim Bilden verschiedener Zeiten sowie beim Bilden von Fragen und Verneinungen.
- *haben - sein - tun* bei Fragen und Verneinungen; *werden* für die Bildung der Zukunft

HILFSZEITWÖRTER
DER AUSSAGE-
WEISE =
MODALVERBEN

- Sie drücken Wahrscheinlichkeit, Fähigkeit, Erlaubnis und Verpflichtung aus.
- *können - konnte - dürfen - könnte sein - müssen - sollen - sollten - würden*



AUXILIARIES OF TIME

TO BE as an auxiliary

The principal parts are:

Infinitive	"to be"
Past Tense	"was/ were"
Past Participle	„been"

Present Tense

I am
 you are
 he/ she/ it is
 we are
 you are
 they are

Present Perfect Tense

I/ you have been
 he/ she/ it has been
 we/ you/ they have been

Note:

The German "Ich bin gewesen" is
 "I have been" in English

Past Tense

I was
 you were
 he/ she/ it was
 we were
 you were
 they were

Imperative: be!

Examples:

Be quiet! Be nice!

HILFSZEITWÖRTER DER ZEIT

SEIN als Hilfszeitwort

Die Stammformen sind:

Nennform	"sein"
Mitvergangenheit	"war/ waren"
Mittelwort der Vergangenheit	„gewesen"

Gegenwart

Ich bin
 du bist
 er/ sie/ es ist
 wir sind
 ihr seid
 sie sind

Vergangenheit

Ich bin/ du bist gewesen
 er/ sie/ es ist gewesen
 wir sind/ ihr seid/ sie sind gewesen

Mitvergangenheit

Ich war
 du warst
 er/ sie/ es war
 wir waren
 ihr wart
 sie waren



Befehlsform: Sei(d)!

Sei(d) ruhig! Sei(d) nett!



LET'S DO SOME EXERCISES TO SEE WHAT YOU ALREADY KNOW:

1) Choose the correct answer. Only one answer is right.



- 1) Ann, what _____ you doing?
a) is b) are doing c) are d) was
- 2) Is that a chair?
a) Yes, that's b) No there is c) Yes, they are d) Yes, it is
- 3) The cars _____ near the tree.
a) are b) is c) be d) am
- 4) How many books _____ there?
a) is b) was c) are d) it is
- 5) I _____ bad at sports.
a) be b) been c) were d) am
- 6) You _____ in the right place!
a) was looking b) are looking c) is looking d) am looking
- 7) What _____ they talking about last night?
a) were b) is c) are d) was
- 8) Who _____ man?
a) are the b) were c) was d) is that

1) c); 2) d); 3) a); 4) c); 5) d); 6) b); 7) a); 8) d)



LET'S HAVE A CLOSER LOOK AT "TO DO"

Is it a full verb or an auxiliary verb in English? It can be a full verb and it can be an auxiliary verb.

HILFSZEITWÖRTER DER AUSSAGEWEISE = MODALVERBEN

Ist es im Englischen ein Hilfszeitwort oder ein Hauptzeitwort? Es kann beides sein. Es hängt von der Verwendung ab.

1) "DO" AS AN AUXILIARY

a) *do* as an **auxiliary** in negations in the *Simple Present*

*I **don't do** my homework in the evenings.*

b) *do* as an **auxiliary** in negations in the *Simple Past*

*I **didn't do** my homework yesterday evening.*

c) *do* as an **auxiliary** in questions in the *Simple Present*

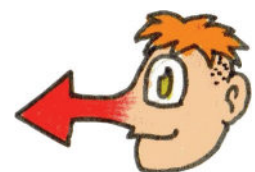
***Do** you like tennis? – **Does** he like tennis?*

c) *do* as an **auxiliary** in questions in the *Simple Past*

***Did** you see Sue last night?
When **did** you get up this morning?*

e) *do* with the negative Imperative

***Don't** sing outside your house.*





LET'S HAVE A CLOSER LOOK AT "TO DO"

Is it a full verb or an auxiliary verb in English? It can be a full verb and it can be an auxiliary verb.

HILFSZEITWÖRTER DER ZEIT

Ist es im Englischen ein Hilfszeitwort oder ein Hauptzeitwort? Es kann beides sein. Es hängt von der Verwendung ab.

II) "DO" AS A FULL VERB

a) *do* as a **full verb** in *Simple Present* (*do, does, don't, doesn't*)

b) *do* as a **full verb** in *Simple Past* (*did, didn't*)

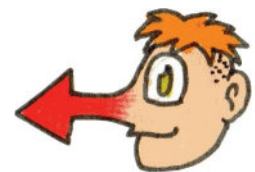
Pronouns	Affirmative sentences	Negative sentences	Questions
I, he, she, it, we, you, they	She did her homework.	She did not do her homework.	Did she do her homework?

Diagram labels below the table:

- Under "Affirmative sentences": **did = full verb**
- Under "Negative sentences": **auxiliary** (pointing to "did") and **full verb** (pointing to "do")
- Under "Questions": **auxiliary** (pointing to "Did") and **full verb** (pointing to "do")

Some examples of "do" as a full verb:

- | | |
|----------------|----------------------------|
| do good | ... Gutes tun |
| do the dishes | ... das Geschirr abwaschen |
| do sports | ... Sport ausüben |
| do an exercise | ... eine Übung machen |
| do business | ... Geschäfte machen |





AUXILIARY VERBS OF MOOD = MODAL VERBS

There are quite a few of them but let's look at the most common ones.

HILFSZEITWÖRTER DER ZEIT

Es gibt ziemlich viele Modalverben, hier werden jedoch die häufigsten behandelt.

WHAT DO THEY HAVE IN COMMON?

They have no

- a) infinitive
- b) past participle
- c) present participle

} and therefore cannot form future tenses, past tenses and continuous tenses (with -ing form)

The missing tenses must be substituted with other verbs.

They take no

- a) "s" in the third person singular: *He can sing. She should come.*
- b) "do" in negations and questions: *He cannot sing. She should not come. Can he sing? Should she come?*

WAS HABEN DIE MODALVERBEN GEMEINSAM?

Sie haben kein(en)

- a) Infinitiv
- b) Mittelwort der Vergangenheit
- c) Mittelwort der Gegenwart

} und können daher keine Zukunft und keine Vergangenheit und auch keine Zeiten mit -ing Form bilden

Diese Zeiten müssen mit Ersatzverben gebildet werden.

Sie brauchen kein

- a) "s" in der 3. Person Singular Gegenwart
- b) "do" in Verneinungen und Fragen





THE MODALVERB "CAN" – "TO BE ABLE TO"

CAN is used to say that

- a) something is possible – opportunity
You can visit the museum now.
- b) someone has an ability
I can play the flute.

TO BE ABLE TO is more formal than CAN.
I am able to write computer programs.

COULD is used for ability or opportunity in the past

- a) General statement
I could play the flute when I was six.
- b) Particular past action
I was able to stop the car before I crashed into another car.

CAN/ COULD is also used for asking permission

Can/ Could I have your pen for a moment?

To give permission we use can but not could

*Can I have your pen for a moment?
Of course you can.*

DAS MODALVERB "KÖNNEN"

KÖNNEN wird verwendet um zu sagen, dass

- a) etwas möglich ist – Gelegenheit
Du kannst jetzt das Museum besuchen.
- b) jemand eine Fähigkeit besitzt.
Ich kann Flöte spielen.

FÄHIG SEIN ist formeller als KÖNNEN.
Ich bin fähig Computerprogramme zu erstellen.

KONNTE/ KÖNNTE steht für Fähigkeiten und Gelegenheiten in der Vergangenheit

- a) Allgemeine Aussage
Ich konnte bereits mit 6 Jahren Flöte spielen.
- b) Bestimmte vergangene Handlung
Ich konnte gerade noch rechtzeitig anhalten.

KÖNNEN/ KÖNNTEN wird auch verwendet, um nach Erlaubnis zu fragen

Kann/ Könnte ich schnell deine Feder haben?

Für die Erlaubnis verwenden wir können aber nicht könnten

*Kann ich schnell deine Feder haben?
Ja, natürlich.*



SOME EXERCISES WITH CAN AND COULD OR A FORM OF TO BE ABLE TO:

I) Tick off the right word. Only one answer is correct.

a) Rose _____ sing beautifully.

was

can

be able to

b) _____ I borrow your calculator?

could

am

was

c) The baby _____ walk yet.

aren't able

cannot

is able

d) I _____ to stop the car quickly.

could

can

was able

II) Write down three things you can do:

And now it is time
for a little joke!



My husband
can't have gone
to the bar,
he is still here!



THE MODALVERB "MUST" – "HAVE TO"

MUST is used to say that something is necessary.

Must is used when the speaker feels that something is necessary.

You must be quiet because I tell you so.

Have to is used when the situation makes something necessary.

You have to be quiet because of the library rules.

MUST can only be used in the present tense. For the past and future we need a form of HAVE TO.

past *I had to see the doctor yesterday.*

future *I will have to see the doctor again.*

"MUSTN'T" and "NEEDN'T"

Mustn't is used to say that something is not a good idea.

You must not park in the NO PARKING zone.

Needn't is used to say that something is not necessary.

You needn't move the car because in the evening parking is allowed here.

DAS MODALVERB "MÜSSEN"

MÜSSEN drückt eine Notwendigkeit aus.

Must wird verwendet, wenn der Sprecher etwas für notwendig erachtet.

Ich befehle dir ruhig zu sein.

Have to wird verwendet, wenn die Situation etwas verlangt.

Du musst wegen der Bibliotheksordnung ruhig sein.

MUST kann nur in der Gegenwart verwendet werden. Für vergangene Zeiten und Zukunft wird eine Form von HAVE TO verwendet.

Mitvergangenheit *Ich musste gestern den Arzt aufsuchen.*

Zukunft *Ich werde wieder zum Arzt gehen müssen.*

NICHT DÜRFEN und NICHT MÜSSEN

Mustn't wird verwendet, um zu sagen, dass etwas nicht getan werden darf.

Du darfst im Parkverbot nicht parken.

Needn't wird verwendet, um zu sagen, dass etwas nicht notwendig ist.

Du brauchst das Auto nicht wegzubringen, weil am Abend das Parken hier erlaubt ist.



SOME EXERCISES WITH MUST, HAVE TO, MUSTN'T AND NEEDN'T:

I) Put in MUST, HAVE TO, MUSTN'T or NEEDN'T.

- a) I _____ do my homework. It is already late.
- b) I _____ show my passport at the airport.
- c) You _____ leave now, you can stay.
- d) We _____ forget anything in the bus.
- e) I _____ hurry. I am late.
- f) I _____ hurry. I have plenty of time.

II) Write down three things you must do every morning:

And now it is time for a little joke!

You needn't have bought another dress! You already have thirty!





THE MODALVERB MAY

has two meanings:

It can be used to say that something is/ was possible:

*The story may be true.
The story may have been true.*

He may not get the job.

He may not have got the job.

It can also be used to ask for or to give permission:

*May I come in?
- Yes, you may.*

Exercise with MAY as a possibility:

I don't know if it is going to snow.

I am not sure if he will come.

I can't say if he will pass the exam.

I don't know if Tom will be late.

DAS MODALVERB MAY

hat zwei Bedeutungen:

Es wird verwendet, um eine Möglichkeit anzudeuten:

*Die Geschichte kann wahr sein.
Die Geschichte kann wahr gewesen sein.*

Es kann sein, dass er den Job nicht bekommt.

Es kann sein, dass er den Job nicht bekommen hat.

Es kann auch verwendet werden, um nach Erlaubnis zu fragen oder sie zu erteilen:

*Darf ich hereinkommen?
- Ja, du kannst kommen.*

It may snow.



And now it is time for a little joke!

I may have used too much chili...



THE MODALVERB SHOULD

is used

in questions to ask for advice:

*Should I go and see a doctor?
Where should I put the bag?*

to say what is the best
or right thing to do:

*You should work harder
for school.*

or should have + 3rd verb form
if we did not do the right thing:

You should have told me before.

SOLLEN/ SOLLTEN

wird verwendet

für Fragen, um Rat einzuholen:

*Soll ich einen Arzt aufsuchen?
Wo soll ich die Tasche hinstellen?*

um zu sagen,
was richtig wäre:

*Du solltest mehr für die
Schule tun.*

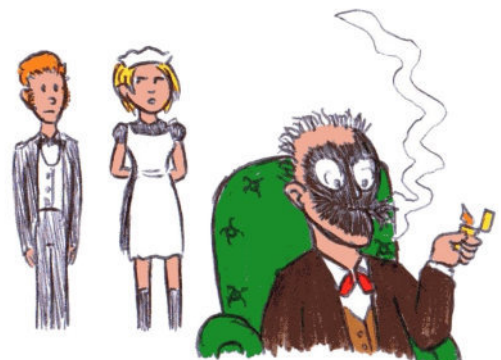
oder sollte + 3. Verbform + haben, wenn
etwas nicht richtig gemacht wurde:

*Du solltest es mir vorher gesagt
haben.
= Du hättest es mir vorher
sagen sollen.*

Exercise: What should you do in the near future?
Write five sentences:

And now it is time for
a little joke!

*I should have told him that
this was a fake cigar for
New Year's Eve...*





Die einfache Gegenwart The Present Simple

Sie drückt z.B. einen Zustand, eine Tatsache, eine Gewohnheit ,.... aus:

In the park

In the park people walk,
In the park children run,
In the park we all play,
And have a lot of fun.

We like to sit down
And enjoy the sun,
And talk with our friends
When our homework is done.

People sit in the grass
And look at the trees.
They look at the flowers
And listen to bees.

Together we laugh
And take our bike.
We go and play football,
That's what we like.

We leave the park
Much later that day,
When the sun goes down
And the sky turns grey.



Die Zeitwörter stehen in der einfachen Form (walk, play, look,),

ACHTUNG nach „he“/ „she“/ „it“ wird ein „s“ angefügt: he/she/it walk**s**, play**s**, look**s**, ...

Markiere im Gedicht "In the park" die Zeitwörter und finde die beiden, die am Ende ein „s“ haben.

My friend talks about London parks

In London you many parks.

It often, and the grass green.

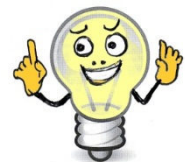
When the sun, people there during lunch break.

They in the grass and *relax* .

My English friend sometimes a sandwich and his newspaper.

Sometimes he a little nap (*ein Schläfchen*).

Fill in the blanks and copy the text in your exercise book.



Checkpoint

You need: find - rains - shines – is – sit – go – eats – relax – takes - reads



Die Dauerform

The Present Continuous

Sie drückt meist eine Handlung aus, die (noch) andauert:

In the park:

Two men are on a bencha newspaper.

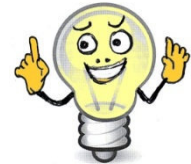
The sun isand some birds are.....

Nearby a boy iswith his ball.

A lady with a dog isalong. She is the dog behind her.

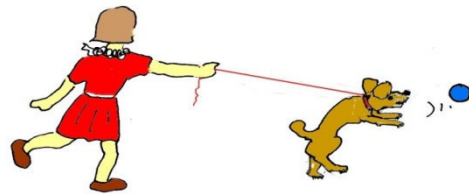
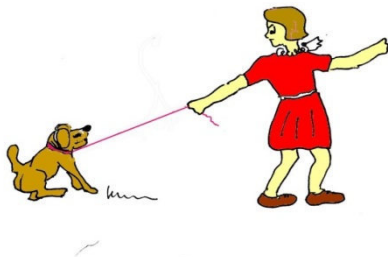
The dog sees the ball and runs after it. He loves balls.

“Look, now the dog is the lady,” says one of the men.



Checkpoint

You need: reading – sitting – singing – playing – shining – pulling – pulling - walking



Now you can play the robot game in the gym

Instructions:

All of you are robots.

You form a circle in the gym.

Robots must do what the teacher says until (s)he says ‘stop’.

The teacher says, “Robots, please walk and talk.” You start walking like robots and you say “I am walking. I am walking. I am walking.” until the teacher says, “Robots stop!”

The teacher says, “Robots, please run and talk.” You start running like robots and you say, “I am running. I am running. I am running.” until the teacher says, “Robots stop!”

Think of other things robots can do (e.g. hop like rabbits, crawl, turn round and round, jump up and down, skip, waddle) – ask your teacher what the words mean.





Next day Tom, Sue, Mirjam and Aishe talk about the robot game.

Tom: As a robot I was walking, when the teacher said “stop”.

Walking , walking, walking



Sue: I was running, when the teacher said “stop”.

Running, running, running



Mirjam: I was speaking, when the teacher said “stop”.

Speaking, speaking, speaking



Aishe: I was turning round and round, when the teacher said “stop”.

Turning round, turning round, turning round



Make similar sentences and write them into your exercise book?

One person (singular) > was +..... ing

Several persons (plural) > were +ing



Example:

Father –driving too fast – policeman said “stop”.

Father **was driving** too fast, **when** the policeman said, “stop”.



I – reading a book – the telephone rang.

Brenda – watching TV - her mother came home.

Mother – cooking - her friend – came for a visit.

The boy – playing football – his mother called.



was +..... ing

The boys –playing computer games –their father came home.

Three passengers – sitting in the bus – the accident happened.

Many people – watching the show – the lights went out.

Many people – shopping – the alarm sounded.



were +..... ing



GRAMMAR LIGHT – PRESENT SIMPLE AND CONTINUOUS



Present Simple no ing	Present Continuous + ing
It happens always , usually <i>oft, immer, üblicherweise</i>	It is happening just now <i>jetzt, im Moment, heute ...</i>
Birds <i>sing</i> in the park every day.	Today they are <i>singing</i> beautifully.
She gets up early in the morning.	Look, today she'sup at 5 a.m.!
He brushes his teeth after breakfast.	He's in the bathroom, his teeth at the moment.
Every morning he goes to school.	Look, he's to school now.
He always with his friend.	At the moment they are playing a new computer game.
In winter we warm clothes.	Brrrr, it's cold. Are you wearing warm clothes today?
In summer we wear T-shirts.	Are you a T-shirt today?
My friend plays the guitar.	Listen, he is just now.
My sister her homework on a computer.	She is writing her homework just now.
Mr. Smith to his office every day.	He's driving to his office at the moment.
Ms Miller her vegetables at the market.	She is just buying carrots and tomatoes at a market stand.
We do an English exercise.	I amit just now.



Die Mitvergangenheit (Imperfekt)

Für Handlungen oder Zustände, die in der Vergangenheit passiert sind und NICHT MEHR stattfinden oder andauern.

The Past Tense

Things that happened in the past and are now finished (an hour ago, yesterday, last week, last month, in 2010, when I was 6

Ali talks about his time in London:

Please, fill in the blanks and copy the text into your exercise book.

When I *was* six years old, we *moved* to London.

We in a flat near Hyde Park.

Ito an English primary school.

In school I to speak English all day.

My Englishnot very good, but I fast.

I often about Austria.

At school we all school uniforms.

We most of our homework in school.

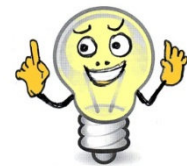
Ia lot of friends in London.

We often rugby in the park.

In 2011 I the wedding of William and Kate.

Five years later my father his job in London and we

..... to Austria.



Checkpoint

For the past tense: regular verbs + ed, irregular verbs.: 2nd form

am > **was**, move > **moved**, live > **lived**, go > **went**, have > **had**, is > **was**, learn > **learned** (or learnt), talk > **talked**, wear > **wore**, do > **did**, find > **found**, play > **played**, watch > **watched**, lose > **lost**, return > **returned**



Die Vergangenheit (Perfekt)

Für Handlungen oder Zustände, die in der Vergangenheit begonnen haben und NOCH ANDAUERN oder zumindest noch in die Gegenwart wirken.

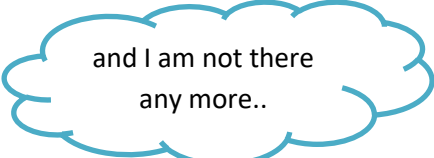
The Present Perfect Tense

Things that happened in the past and are still going on or at least influencing the present. I have written the email – (and now I can send it). I have had lunch – (and now I am not hungry any more).

Ali's father has found a job in Italy and Ali goes to school in Rome. He talks with his new friend Luigi. Please, fill in the blanks and copy the text into your exercise book.

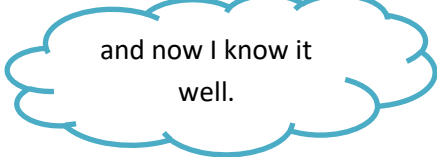
Luigi: Why is your English so good?

Ali: *I've been* in London for five years.



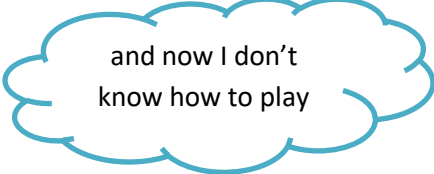
Luigi: But you also speak German.

Ali: Yes, *I've*German in Austria.



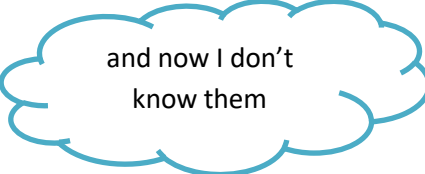
Luigi: You are a bad football player.

Ali: Ok, but *I haven't*football for a long time.



Luigi: Why not?

Ali: Because we played rugby in London, and *I've*rules.



Luigi: Ok, I'll teach you the football rules.



Checkpoint

For the present perfect tense:

use have/has or haven't/hasn't and the 3rd form of the verb. You can also use the short forms: I've, we've, I haven't, (s)he hasn't

am > been, learn > learned, play > played, forget > forgotten



GRAMMAR LIGHT-PAST OR PRESENT PERFECT?



For the experts: Past Tense or Present Perfect Tense?

Ali	Luigi
Five years ago Ali's father a job in London. (find)	Luigi's fatherin Rome for many years. (work)
Ali's family to London. (move)	Luigi's family in Rome for the last 20 years.(live)
They a flat near Hyde park. (rent = mieten)	They in their house in Rome for a long time.(stay)
When hesix Ali school in England. (be/start)	Luigi to school in Rome.(go)
In London Ali English for five years. (learn)	Luigi Italian since his birth. (speak)
After five years Ali's father his job in England. (lose)	Luigi's father <i>hasn't</i> his job. (lose)
A few months ago Ali's family to Italy. (move)	Luigi's family <i>has never</i>(move)
Ali's father for a job in Rome. (look)	Luigi's father <i>has never</i>for another job. (look)
Ali in the Italian school for two months now. (be)	Luigiin the same school for five years. (be)
Since Ali's arrival they <i>have become</i> very good friends.	

Your teacher will help you.



REPEAT

Die Zukunft

The Future

Sie drückt ein künftiges Geschehen aus.

The "will future"

Wenn du in der Zukunft etwas haben, kaufen, tun, sehen, lesen, ... wirst, verwende „will“.

I will (shall*) you will he, she, it will we will (shall*) you will they will	have, buy, do, see, read,	ich werde du wirst er, sie, es wird wir werden ihr werdet sie werden	<i>haben, kaufen, tun, sehen, lesen, ...</i>
--	------------------------------------	---	--

*Du kannst immer „will“ verwenden, „shall“ verwendet man nur im formellen Englisch.

Er wird	morgen kommen .
He will	come tomorrow.
Sie wird	übermorgen abreisen .
She will	leave the day after tomorrow.

REMEMBER
the
WORD ORDER

ACHTUNG nach „he“/ „she“/ „it“ **wird kein „s“** angefügt: he/she/it will have, sleep, eat,

Beim Sprechen verwendet man die **Kurzformen**

I'll, we'll, you'll

I will you will he, she, it will we will you will they will	I'll you'll he'll, she'll, it'll we'll you'll they'll
--	--

REMEMBER
the
SHORT FORMS



Richard is 15 and he is still at school.
 Next year he will be an apprentice fitter* and work in a garage.
 His life will change. Compare and make sentences.



Foto B. Felberbauer

<div style="border: 1px solid black; display: inline-block; padding: 5px; margin-bottom: 10px;">Now</div> <div style="border: 1px solid black; display: inline-block; padding: 5px; margin-bottom: 10px;">Next year</div>	
<p>He</p> <p>goes to school by bike.</p> <p>reads books at school.</p> <p>studies for tests.</p> <p>learns about English verbs.</p> <p>plays football in the afternoon.</p> <p>meets his friends in the evening.</p>	<p>He will / He'll</p> <p>go to work by bus.</p> <p>.....car magazines.</p> <p>.....engines.(reparieren)</p> <p>.....which tools to use.</p> <p>.....football only at weekends.</p> <p>.....his girl friend in the evening.</p>

*apprentice fitter = Mechanikerlehrling

Britta is 15 and she is still at school.
 Next year she will be an apprentice in a zoo.
 Her life will change. Compare and make sentences.



Foto B. Felberbauer

<div style="border: 1px solid black; display: inline-block; padding: 5px; margin-bottom: 10px;">Now</div> <div style="border: 1px solid black; display: inline-block; padding: 5px; margin-bottom: 10px;">Next year</div>	
<p>She</p> <p>goes to school every morning.</p> <p>reads books at school.</p> <p>does a lot of handwriting at school.</p> <p>studies English verbs.</p> <p>goes to the park in the afternoon.</p> <p>meets her friends in the evening.</p>	<p>She will / She'll</p> <p>.....go to work at the zoo every morning.</p> <p>..... articles about animals.</p> <p>.....a lot of writing with a computer.</p> <p>.....animal behaviour.</p> <p>.....to the park only at weekends.</p> <p>.....her boyfriend in the evening.</p>



GRAMMAR LIGHT - FUTURE



- Which would you prefer? Life at school?
 Life at work?

Write about yourself and add your picture:

Now



Your picture

I go to school

.....

.....

.....

.....



Next year

I'll.....

.....

.....

.....

.....



Mike and his new bike

Mike wants a new bike. He needs money and decides what to do and when. Can you help him make a plan?



Foto B. Felberbauer

I will clean the garage tomorrow.

I will

I

I

I

I

I

I

I

I

I

Checkpoint

Mike's ideas: water the flowers – repair my toy car – help Mum in the kitchen – go shopping for Mum – paint the walls in my room – wash the car – mow the lawn (Rasen mähen), – babysit, – help Dad in the garden, – clean up my room,

Mike's plan: day after tomorrow, after school, next Monday, Tuesday, Wednesday, Thursday on Saturday, next week, every day

Make your own plan and write it into your exercise book.

Ask your teacher to help you.





Wenn du etwas NICHT haben, tun, machen wirst, verwende „won't“.

<p>I won't you won't he, she, it won't</p> <p>we won't you won't they won't</p>	<p>have, write, read, eat, sleep</p>	<p><i>ich werde nicht du wirst nicht er, sie, es wird nicht</i></p> <p><i>wir werden nicht ihr werdet nicht sie werden nicht</i></p>	<p>haben, schreiben, lesen, essen, schlafen</p>
---	---	--	--

Next day in school Mike finds out that he will have a Geography test, And he must read a book and do a math's homework. Bad luck. Now he must change his plan:



I won't clean the garage tomorrow, but I'll do it next week.

I won't, but

I, but

I, but

I, but

I, but

I, but

I, but

I, but

I, but

I, but

He is happy with the new plan and thinks:



Foto B. Felberbauer

If I work hard, I'll have enough money, and then I'll get a new bike!





The “going to –Future”

- Du hast die Absicht etwas zu tun.
I'm **going to do** my math's homework this afternoon.
In the evening I'm **going to meet** my friends at the cinema.
Tomorrow I'm **going to get up** very early.
- Du fragst, ob jemand die Absicht hat etwas zu tun.
What are you **going to do** tomorrow?
There is no milk in the fridge. Is Mum **going to buy** some?
He didn't come today. Do you think he **is going to come** tomorrow?
- Du bist ziemlich sicher, dass etwas nicht eintreten wird:
Sandra has a bad headache. She isn't **going to come** tonight.
I didn't go shopping. There isn't **going to be** any bread for breakfast.
There are dark clouds in the sky. I think it's **going to rain**.

Verwende going to + infinitiv

**Mr Price loves the mountains. He is going to take a tour on the next day.
Ms Price is worried and asks him questions. Please complete the dialogue.**

Ms P.: *When will you start tomorrow?*

Mr P.: *I'm going to start at six.*



Ms P.: *Will you take a rucksack?*

Mr P.:

.....

Ms P.: *What if it rains?*

Mr P.:

.....

Ms P.: *Which shoes will you wear?*

Mr P.:

.....



GRAMMAR LIGHT - FUTURE

Ms P.: *What if the weather turns really bad and it begins to snow?*

Mr P.:

.....

Ms P.: *What will you take for lunch?*

Mr P.:

.....

Ms P.: *What will you drink on the mountain?*

Mr P.:

.....

Ms P.: *What if you lose your way?*

Mr P.:

.....

Ms P.: *When will you be back?*

Mr P.:, and I am not going to listen to you any longer! Bye, bye !

I'm going to

- take my blue rucksack.*
- take my waterproof anorak.*
- wear the mountain boots.*
- put on a warm pullover and a woolly hat.*
- take some bread, cheese and fruits.*
- drink water at the springs (quellen).*
- call the mountain rescue police.*
- come back at around 8 p.m.*

For the experts:

Act out the dialogue between Ms Price and Mr Price.





Die Vorvergangenheit

The Past Perfect Tense

REPEAT

Sie bezeichnet von zwei aufeinanderfolgenden vergangenen Handlungen die erste (frühere). Sie wird mit „had“ und dem „past participle“ gebildet.

Ms Percy lives near London in a small flat. She works in an office. She loves her job, but when she thinks about her life, she finds it boring.



Foto B. Felberbauer

That's what she did yesterday:

<p>First</p>	<p>she woke up. she took a shower. she had breakfast in the kitchen. she put on her coat. she locked the door. she found a seat on the train. she left the train station. she said "good morning" to her boss. she looked at the emails. left the office. she had something to eat. she watched the news. she saw the end of the film.</p>	<p>Then</p>	<p>she went to the bathroom. she got dressed. she brushed her teeth. she left the flat. she walked to the train station. read a newspaper. she took a bus to the office.</p> <p>she started her computer. she made some telephone calls. she went home. she switched on the TV. she saw a film on TV. she switched off the TV and went to bed.</p>
<p>Next morning</p>	<p>she woke up and went to the office.</p>	<p>Then</p>	<p>she said to her boss, "I think I need a holiday."</p>



Connect the two sentences by using the past perfect tense.

past perfect tense	past tense
After she had woken up, ↓ Die 1. Handlung ist zu Ende	she went to the bathroom. ↓ bevor die 2. beginnt..
When she had taken a shower, ↓ Die 1. Handlung ist zu Ende	she got dressed. ↓ bevor die 2. beginnt.
After she had had breakfast in the kitchen, ↓ Die 1. Handlung ist zu Ende	she brushed her teeth. ↓ bevor die 2. beginnt.
When she had put on her coat, ↓ Die 1. Handlung ist zu Ende	she left the flat. ↓ bevor die 2. beginnt.
After she had locked the door, ↓ Die 1. Handlung ist zu Ende	she walked to the train station. ↓ bevor die 2. beginnt.

Please go on

When she **had found** a seat on the train, she **read** a newspaper.

After she **had left** the train station, she **took** a bus to the office.

After she



Für die Past Perfect Tense brauchst du das “past participle” (= die dritte Form) der Verben.

Du solltest die drei Formen der “irregular verbs” regelmäßig wiederholen.

Für diesen Text brauchst du:

had woken up (wake – woke – woken) = aufwachen

had taken (take – took – taken) = nehmen (hier: duschen = take a shower)

had had (have – had – had) = haben

had put on (put – put – put) = anziehen

had found (find – found – found) finden

had left (leave – left – left) = verlassen – (hier: aussteigen)

had said (say – said – said) = sagen

had seen (see – saw – seen) = sehen

had woken up (wake – woke – woken) = aufwachen



Nun kannst du den Tagesablauf beschreiben. Use „after“ oder „when“

After she had woken up, she



When she had, she

After she had, she

After she had, she

When she had, she

Go on and write the rest of the sentences into your exercise book.



GRAMMAR LIGHT – PAST PERFECT



Foto B. Felberbauer

Remember Mike and his new bike.

Please read the text and fill in the blanks.

Use the past perfect form after each “had”.

For the rest of the verbs use the past tense (2nd form).

After Mike **had** (earn) enough money, he (go) to the bike shop with his father. There they (look at) the shiny new bikes.

Mike **had** (see) a beautiful red bike, and his father (ask) how much it cost. The shop assistant told them the price. It was quite expensive. “Count your money,” said Mike’s father.

After Mike **had** (count) his money, he (see) that it was not enough. He (be) very sad. “Bad luck,” said his father. “You’ll have to do some more work.” Mike went to work:

After he **had** (work) in the garden he , (go) shopping for Mum.

After he **had** (go) shopping for Mum, he (clean) the garage.

When he **had**(clean) the garage, he (mow) the lawn.

.



GRAMMAR LIGHT – PAST PERFECT

After he **had** (mow) the lawn, he
(repair) some broken toys.

When he **had** (repair) some broken toys, he
..... (paint) the front door of the house.

Then he (count) his money.

When he **had** (count) his money, he
(see) that it was enough.

Then he went to the bike shop with his Dad, and they
(buy) the beautiful red bike.

Past tense

2nd form

Past perfect tense

had +past participle (3rd form)

**REMEMBER
THE VERBS**

CHECKPOINT

Here is a list of the verbs you need to complete the text:

earn – earned – earned (verdienen)

go – went – gone (gehen)

look – looked – looked (schauen)

see – saw – seen (sehen)

ask – asked – asked (fragen)

count – counted – counted (zählen)

see – saw – seen (sehen)

be – was – been (sein)

work – worked – worked (arbeiten)

go – went – gone (gehen)

clean – cleaned – cleaned (säubern)

mow – mowed – mowed (mähen)

repair – repaired – repaired

(reparieren)

paint – painted - painted (malen)

count – counted – counted (zählen)

see – saw – seen

buy – bought – bought (kaufen)

**Practice makes perfect.**

Are you are ready for repeating some irregular verb forms? Complete the list, and then mark the German word and the respective English form with a highlighter (Text marker).

Don't do more than five or six lines at a time.

Note: For the Past Perfect Tense in English you must always use "had".

In German you use either "war" gegangen, gekommen" oder "hatte" geschrieben, gesehen"

Simple Present	Simple Past	Past Perfect Tense	
I begin	I began	I had begun	ich beginne
I break	I broke	I had broken	ich hatte gebrochen
I bring	I brought	I had	ich brachte
he buy ^s			er kauft
she come ^s			sie kam
it cost ^s			es hatte gekostet
I do			ich tat
we drink			wir tranken
he drive ^s			er war gefahren
they eat			sie essen
we fall			wir waren gefallen
I find			ich hatte gefunden
he get ^s			er bekommt
we give			wir gaben
she go ^{es}			sie war gegangen
I have			ich hatte
we hear			wir hatten gehört
I know			ich weiß
they leave			Sie gehen fort
he make ^s			er machte
I pay			ich hatte gezahlt



Simple Present	Simple Past	Past Perfect Tense	
we put			wir nahmen
I read			ich hatte gelesen
it rings			es hatte geläutet
he runs			er läuft
we say			wir sagen
I see			ich hatte gesehen
they sell			sie verkauften
we shake			wir schütteln
it shines			es scheint
they shut			sie schließen
she sings			sie hatte gesungen
I sit			ich saß
we sleep			wir schliefen
he speaks			er sprach
I spend			Ich spende
I stand			ich war gestanden
he steals			er hatte gestohlen
we strike			wir streikten
I swim			ich schwimme
I swing			ich schwang
we take			wir nahmen
she teaches			sie unterrichtet
I tell			ich hatte erzählt
we think			wir hatten gedacht
she wakes up			sie war aufgewacht
I wear			ich trage
I write			ich hatte geschrieben



Fragen stellen

Asking questions

Im Deutschen durch Veränderung der Wortstellung

Im Englischen mit „do“ oder „does“ und das „s“ wandert vom Verb weg.

1 2 3
 Du **sprichst** Englisch.
 2 1 3
Sprichst du Englisch?

1 2 3
 You speak English.
 1 2 3
Do you speak English?



Sie **arbeitet** mit einem Computer.
Arbeitet sie mit einem Computer?

She **works** with a computer.
Does she work with a computer?

Er **schreibt** Emails.
Schreibt er Emails?

He **writes** Emails.
Does he write Emails?

Wir **arbeiten** wirklich hart.
Arbeiten wir wirklich hart?

We **work** really hard.
Do we really work hard?

Sie **lieben** die Berge.
Lieben sie die Berge wirklich?

They **love** the mountains.
Do they (really) love the mountains?

Es **klingt** richtig.
Klingt es richtig?

It **sounds** right.
Does it sound right?



I	}	write, speak, run, walk, sing, play,	Do ?
You			
We			
They			
He	}	writes, speaks, runs, walks, sings, plays,	Does ?
She			
It			



GRAMMAR LIGHT – ASKING QUESTIONS

Complete the questions and fill in “do” or “does”:

..... you speak German and English?

Ali and Aishe, you like living in Austria?

..... they like vanilla ice-cream?

..... he work with a computer?

..... she sing in a choir?

..... it take long?

..... they walk to school every day, or take the bus?

..... you often play computer games?

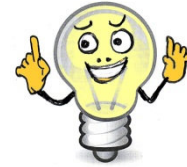
..... Jenny watch TV every day? (she!)

..... Fred ever write emails? (he!)

..... your leg hurt? (it!)

..... the children read a lot of books? (they!)

..... your father work in a garage? (he!)

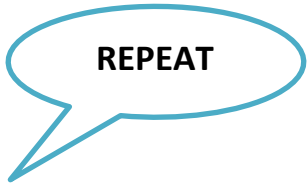


..... your brother play football in a team, and you ever go and watch a game?

..... you like criminal stories, and your sister like books about horses?

Joti comes from India. she know any German and her father know any Indian friends in Vienna?

Checkpoint: You need nine times „do“ and eleven times “does”.



Fragen stellen mit "können",
„haben“, „sollen“, „müssen“,
„dürfen“, „ist“, „sind“

Asking questions with "can", "have",
"shall", "must", "may"
„is“, „are“, „would“, „should“.....

Im Deutschen durch Veränderung
der Wortstellung

Im Englischen durch Veränderung der
Wortstellung

1 2 3
Er **kann** kommen.

1 2 3
He **can** come.

2 1 3
Kann er kommen?

2 1 3
Can he come?

=

Wir **sollen** (den Text) abschreiben.
Sollen wir den Text abschreiben?

We **shall** copy (the text).
Shall we copy the text?

Sie **dürfen** (jetzt) gehen.
Dürfen sie (jetzt) gehen?

They **may** go (now).
May they go (now)?

Wir **haben** viele gute Freunde.
Haben wir wirklich viele gute Freunde?

We **have** many good friends.
Have we really (got) a lot of good friends?

Du **musst** es tun.
Muss ich es (wirklich) tun?

You **must** do it.
Must I (really) do it?

Sie **ist** zu Hause.
Ist sie zu Hause?

She **is** at home.
Is she at home?

Ich **würde** gerne ins Kino gehen.
Würdest du gerne ins Kino gehen?

I **would** like to go to the cinema.
Would you like to go to the cinema?

Wir **sollten** daran denken.
Sollten wir daran denken?

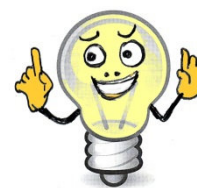
We **should** think about it.
Should we think about it?



Du kannst mit „is“, „are“, „have“, „has“, „can“, „shall“, „should“, „may“, „must“,
„will“, „would“,, Fragen bilden **ohne** Verwendung von „do“ oder „does“



Complete the questions by filling in the right words:



- I help you? (kann)
- you any brothers or sisters? (hast)
- we come again? (dürfen)
- you write me an email? (kannst)
- she in school today? (ist)
- I watch the football match on TV? (darf)
- we play another game? (sollen)
- you like to try it on? (würden)
- It's sunny today. we walk to school? (sollten)
- you write me an Email? (wirst)
- we really take the test? (müssen)

Checkpoint: You need
 "can", "must", "shall", "should", "will", "would", "may", "have", "is", "may", "can"

Complete the dialogue, please:



- Good morning. help you? (kann ich)
- I'd like a pair of jeans, please, size 34.*
- Here you are. like to try them on? (würden Sie)
- Yes please. show me the changing room? (könnten Sie)*
- Yes, it's over there. Do you want anything else?
- *have a look at the T-shirts? (darf ich)*
- Of course. Here you are.

Checkpoint
 You need: "I", "I", "you", "you", "would", "may", "could", "can"



Fragen stellen mit Fragewörtern

Using question words

Schreibe zuerst die deutschen Fragewörter in die Kästchen unter die englischen Wörter.

How .. ?

Why .. ?

What .. ?

Where .. ?

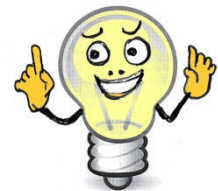
Who .. ?

Which .. ?

When .. ?

?

-are you? (wie ?)
-'s your name? (was ?)
-do you live? (wo ?)
-are you laughing? (warum ?)
-one is your book? (welches ?)
-are your best friends? (wer ?)
-often do you play football? (wie ?)
-will you come again? (wann ?)
-will you do tomorrow? (was ?)
-are you going in the afternoon? (wohin)
- will you buy the tickets? (wo)
-film.will you see? (welchen)





GRAMMAR LIGHT – ASKING QUESTIONS

REMEMBER

Deutsch		Englisch
wer ?	→	who ?
wo /wohin?	→	where ... ?
wer ?	≠	where ?
wo?	≠	who?

Wo ...?	Who is your best friend?
Wer ...?	How is your best friend?
Warum ...?	Where is your best friend?
Wie ...?	Why do you like her best?
Wo ...?	Where does she live?
Was ...?	How old is she?
Wann ...?	What are her hobbies?
Wie ...?	When you meet her?
Welches ...?	Which programme does she like best?
Wohin?	Which film will you see on TV?
Welchen?	Where are you going?





For the experts:

Mechmet is looking for a job. He wants to become a mechanic.

At the job interview he must answer some questions.

.....'s your name?

.....old are you?

.....do you go to school?

.....will you finish school?

.....good are your grades?

.....you like working in a garage?

.....you interested in maths and physics?

.....are your hobbies?



Anita is also looking for a job. She wants to work in a kindergarten.

At the job interview she must answer some questions.

.....'s your name?

.....old are you?

.....do you go to school?

.....will you finish school?

.....good are your grades?

.....you like working with children?

.....you interested in singing and playing games?

.....are your hobbies?



Checkpoint: You need

“what”, “when”, “do”, “are”, “how”, “where”, “what”, “how”



NEGATIONS

We use *do not, does not, did not (don't, doesn't, didn't)* with full verbs.

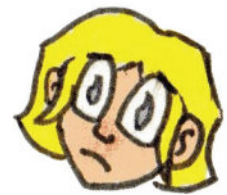
For example:

I like carrots.
I *do not (don't)* like carrots.

When there is *can, could, would, should, am, is, are, was, were,...* in the sentence, we do not use *do not, does not, did not!*

For example:

She *can* swim. She *cannot (can't)* swim.
They *were* at home. They *were not* at home.



Now tell us five things you do not like to eat:

Now let us know five things you cannot do:

VERNEINUNGEN

Im Deutschen verneinen wir mit *nicht* und *kein*.

Zum Beispiel:

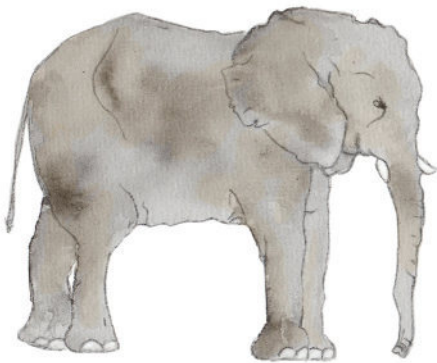
Ich mag Karotten.
Ich mag *keine* Karotten.
Karotten mag ich *nicht*.



IS IT TRUE? WHAT DO YOU THINK?

For example:

An elephant drinks up to 200 litres of water a day.



Yes, I think it is true!

OR

No, an elephant doesn't drink
200 litres of water a day.

A tiger eats two tons of meat every day.



A panda eats only bamboo leaves.





Monkeys eat only meat.



The neck of a giraffe is 10 metres long.





THE PASSIVE

It is very often used in English, especially when the doer is not important or unknown. When we want to know the doer we use "by".



Who made the tea?

DAS PASSIV

Mit dem Passiv wird eine Handlung oder ein Zustand betont. Der Verursacher ist meist nicht wichtig. Wenn wir ihn kennen wollen, verwenden wir „von“.



It was made by Lukas.

THE MOST IMPORTANT TENSES IN THE PASSIVE

Present tense	The tea is made by the boy.
Past tense	The tea was made by the boy.
Present perfect tense	The tea has been made by the boy.
Future tense	The tea will be made by the boy.

VERBS WITH PREPOSITIONS, SUCH AS "LOOK AFTER, WAIT FOR, GIVE UP,..." MUST STAY TOGETHER!

Active	A nurse looked after the baby. The crew gave up the ship.
Passive	The baby was looked after by a nurse. The ship was given up by the crew.



THE TEA STORY

ACTIVE

People in many countries grow tea.

The same but in

PASSIVE would be:

Tea is grown in many countries.



ACTIVE

But the first people who started to grow and drink tea were the Chinese.

PASSIVE

Tea was first grown and drunk by the Chinese.

ACTIVE

Now India grows a lot of tea in large tea gardens close to the Himalayan mountains.

PASSIVE

Now a lot of tea is grown in large tea gardens in India, close to the Himalayan mountains.

ACTIVE

The British brought the tea to Europe.

PASSIVE

The tea was brought to Europe by the British.

ACTIVE

They still drink a lot of tea, together with some milk.

PASSIVE

A lot of tea with milk is still drunk by the British.

ACTIVE

The Japanese mostly drink green tea.

PASSIVE

Green tea is mostly drunk by the Japanese.



NOW YOU TRY!



THE BREAD STORY

ACTIVE

People in many countries eat bread.

PASSIVE

ACTIVE

They make bread from flour, water and salt.

PASSIVE

ACTIVE

In Europe people use yeast (Hefe) for bread.

PASSIVE

ACTIVE

In Asia people often make bread without yeast.

PASSIVE



THE CANTERVILLE GHOST by Oscar Wilde

The Story can be told in two ways!
Let's start with the present tense.

ACTIVE

The American Hiram B. Otis	buys	Canterville Chase.
The housekeeper, Ms Umney,	tells	the family about a ghost in the castle.
The three Otis sons	play	some tricks on the ghost.
But the girl Virginia Otis	likes	the ghost.
Mr Otis	asks	the ghost if he needs medicine for his headache.
For a while no one	sees	the ghost.
But one day Virginia	sees	him in the library.
The ghost	tells	Virginia that he wants to go to the Garden of Sleep.
Virginia	shows	the ghost the way to the garden and then he is at peace.

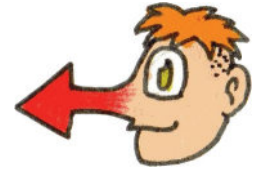
PASSIVE

Canterville Chase	is bought	by the American Hiram B. Otis.
The family	is told	about a ghost by the housekeeper, Ms Umney.
Some tricks	are played	on the ghost by the three sons.
But the ghost	is liked	by Virginia Otis.
The ghost	is asked	by Mr Otis if he needs medicine.
For a while the ghost	is seen	by no one.
But one day he	is seen	by Virginia in the library.
Virginia	is told	by the ghost that he wants to go to the Garden of Sleep.
The ghost	is shown	the way by Virginia and then he is at peace.



THE CANTERVILLE GHOST by Oscar Wilde

And that's what it looks like in the past.



ACTIVE

The American Hiram B. Otis	bought	Canterville Chase.
The housekeeper, Ms Umney,	told	the family about a ghost in the castle.
The three Otis sons	played	some tricks on the ghost.
But the girl Virginia Otis	liked	the ghost.
Mr Otis	asked	the ghost if he needed medicine for his headache.
For a while no one	saw	the ghost.
But one day Virginia	saw	him in the library.
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PASSIVE

Canterville Chase	was bought	by the American Hiram B. Otis.
The family	was told	about a ghost by the housekeeper, Ms Umney.
Some tricks	were played	on the ghost by the three sons.
But the ghost	was liked	by Virginia Otis.
The ghost	was asked	by Mr Otis if he needed medicine.
For a while the ghost	was seen	by no one.
But one day he	was seen	by Virginia in the library.
Virginia	was told	by the ghost that he wanted to go to the Garden of Sleep.
The ghost	was shown	the way by Virginia and then he was at peace.



THE GERUND/ -ing FORM

The gerund is a verb form ending in -ing.



It can be

the subject of a sentence:
Playing football is fun.

the object of certain verbs:
He enjoys playing football.

the complement of a verb:
One of his hobbies is playing football.

used after prepositions:
He is good at playing football.

Some special phrases also ask for the gerund:

I can't help laughing.

It is no use crying over spilt milk.

Do you mind my smoking in here?

DAS GERUND

Das Gerund ist eine -ing Form des Zeitworts.

Es kann jedes Zeitwort zum Hauptwort machen.

(Im Deutschen verwenden wir dafür die Nennform/ den Infinitiv)

Das Gerund kann

das Subjekt eines Satzes sein:
Fußball spielen macht Spaß.

das Objekt nach bestimmten Verben sein:
Er erfreut sich am Fußball spielen.

ein Prädikatsnomen sein:
Eines seiner Hobbies ist Fußball spielen.

nach verschiedenen Adjektiven + Vorwörtern stehen:
Er ist gut im Fußball spielen.

Einige Phrasen verlangen immer das Gerund:

Ich kann mir nicht helfen, ich muss lachen.

Es hat keinen Sinn über verschüttete Milch zu weinen.

Macht es dir etwas aus, wenn ich hier rauche?



THE GERUND/ -ing FORM

Some more information about using the gerund in contrast to infinitives:

- Some verbs take an infinitive only:
want, hope, promise, seem,...

I want to come.
I hope to win.
I promised to go shopping.
He seems to be angry.

- Some verbs can take the gerund or the infinitive. The meaning stays the same:
begin, start, continue, bother,...

People began to shout/ shouting.
We start to sing/ singing.
He continued to read/ reading.
She didn't bother to open the door/ opening the door.

DAS GERUND

Zusatzinformation über die Verwendung von Gerund im Kontrast zum Infinitiv:

- Einige Verben werden nur mit dem Infinitiv verwendet:
wollen, hoffen, versprechen, scheinen,...

Ich will kommen.
Ich hoffe zu gewinnen.
Ich versprach einkaufen zu gehen.
Er scheint zornig zu sein.

- Einige Verben können sowohl mit Gerund als auch Infinitiv verwendet werden:
beginnen, fortfahren, sich bemühen,...

Die Leute begannen zu schreien.
Wir fangen an zu singen.
Er fuhr fort zu lesen.
Sie gab sich nicht die Mühe die Tür aufzumachen.





THE GERUND/ -ing FORM

- **Like** can either take a to-infinitive or a gerund, but there is a difference in meaning:

I like to check my mails before I go out.

I prefer to do that even though I do not enjoy it.

I like swimming.
It is my hobby!

- Quite a few verbs ask for a gerund:
keep, enjoy, dislike, suggest, risk,...

Keep smiling.
Enjoy watching the show.
I dislike being pushed around.
We suggest taking a taxi.
I don't want to risk hurting you.

DAS GERUND

- **Like = mögen, vorziehen, gern haben** kann mit Infinitiv oder Gerund verwendet werden. Die Bedeutung ändert sich jedoch:

Ich ziehe es vor, meine Mails durchzuschauen, bevor ich ausgehe.

Ich mache es, obwohl ich es nicht so gern tue.

Ich schwimme sehr gern.
Es ist mein Hobby.

- Eine Reihe von Verben verlangt das Gerund:
(an)halten, genießen, nicht mögen, vorschlagen, riskieren,...

Immer nur lächeln!
Genießen Sie die Vorstellung.
Ich mag nicht herumgestoßen werden.
Wir schlagen vor ein Taxi zu nehmen.
Ich möchte es nicht riskieren dich zu verletzen.





THE GERUND/ -ing FORM

DAS GERUND

And now some exercises with all these gerunds and infinitives:

If you are not sure look up the other pages on the gerund.

These are short conversations. Put in an ing-form/ gerund or a to-infinitive of the verb in brackets ().



Ann: I hear you often go to Italy.

John: That's right. I enjoy _____ . (swim)

Peter: Do you go to work by bus?

Michael: Yes, I do, but I dislike _____ it. (take)

David: Do you think they will come?

Mary: Yes, I am sure they want _____ . (come)

Tom: Have you ever tried to eat sushi?

Nelly: No, I haven't. But why do you keep _____ me? (ask)

Each of these sentences has a mistake in it. Try to find it and rewrite the sentence.

We have finished to paint the walls.

I dislike to eat raw fish.

He wants starting the trip early in the morning.

We hope winning the prize.

He seems being very nice.



A Dream Story

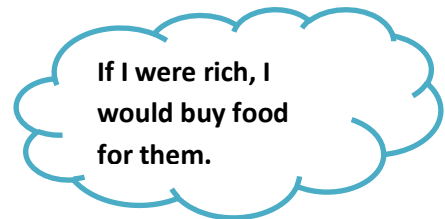


In school George and his class talk about people who flee from a war.
 They are called refugees.
 There are men, women and children.
 Some children are crying.
 George is very sad when he sees pictures of refugee children.

At night he has a dream:

He walks around in a park.
 It is midnight.
 The moon is shining.
 Suddenly he hears a voice.
“Look in the flower bed and dig me up. You will find something wonderful.”
 He looks around.
 He is alone.
 A ray of moonlight points to a flower bed.
 George starts digging.
 He finds an old wooden box.
 He opens the box.
 Wow! The box is full of gold.
“I am rich, I am rich”, George shouts – and wakes up.

In school he thinks about the dream and what he would do for the refugee children.



If I **were** rich, I **would** buy

If I **were** rich, I **would**

If I **were** rich, I

If I **were** rich,

If ,

In the end he thinks: **If I were rich, I would make all children happy.**

Fill in the blanks and copy the sentences into your exercise book.

buy toys, buy chocolate, buy lollipops, buy ice cream, buy games,



Next day in school

George tells his friends Max, Nenad, Tina and Brigit about the dream.

Max says, *“If I were rich and had a lot of money I would buy a beautiful car. “*

Nenad says, *“If I had a lot of money, I would give it to my grandparents in Turkey.”*

Tina says, *“If I had a lot of money I would travel to other countries.”*

Brigit says, *“If I had a lot of money I would buy birthday presents for the refugee children.”*

What would you do if you had a lot of money? Make sentences and write them down.

If I **had** a lot of money, I **would**

If

If

If

You can also make sentences like this:

If I **were** rich, I **would**

If

If

If

Here are some ideas:

buy a motor bike, buy a helicopter, buy an airplane, travel round the world, fly to the moon, invite all my friends, give a big party,



Now you can play the **“IF-GAME”**

Anleitungen:

Jede/r bekommt einen Streifen Papier und faltet ihn 4 mal der Breite nach.

Auf das erste Feld schreiben alle „If I were“, falten das Blatt nach hinten um und geben es an den Sitznachbarn oder die Nachbarin weiter.

Auf das zweite Feld schreiben die Schüler/innen ein Nomen (z.B. einen Namen, ein Tier, ein Fahrzeug,), falten das Feld nach hinten um und geben es weiter.

Auf das dritte Feld schreiben alle „I would“ falten das Feld nach hinten um und geben das Blatt weiter.

Auf das vierte noch sichtbare Feld schreiben alle eine Tätigkeit (z.B. „go home“, ride a bike, write an Email, eat a banana) und geben das Blatt weiter.

Nun entfalten sie die Blätter und lesen vor, was entstanden ist. Dabei ergeben sich lustige Inhalte:

Beispiele:

if I were
a monkey
I would
write an Email

if I were
a car
I would
eat an apple



The Reported Speech

Die indirekte Rede

Sie wird verwendet um zu erzählen, was jemand anderer sagt oder gesagt hat.

Here we are in the room where the school newspaper is made.
 Rita is on the telephone talking to Kumari.
 Kumari is new at the school.
 She comes from India.
 Rita's friend Robert is there, too.
 Robert can hear what Rita asks, but he cannot hear what Kumari answers.
 Rita tells him what Kumari says, and Robert writes it down.



Rita asks:	Kumari answers:	Rita tells her friend Robert.
<i>Where are you from?</i>	I come from Punjab.	She says she comes from Punjab.
<i>Are you from India or from Pakistan?</i>	I am from the Indian part of Punjab.	She says that she is from the Indian part of Punjab.
<i>When did you arrive in Austria?</i>	I came in August.	She says that she came in August.
<i>Was it a long flight?</i>	Yes, it was very long. It took 12 hours.	She says that it was very long and it took 12 hours.
<i>Did your family come with you?</i>	Yes, my mother, my father and my two little brothers came too.	She says that her mother, her father and her two little brothers came too.
<i>Will you go back to India in the summer holidays?</i>	Yes, I will visit my grandparents in the summer.	She says that she will visit her grandparents in the summer.
<i>Do you like school here?</i>	Yes, I like school very much.	She says that she likes school very much.
<i>Does your father work in Austria?</i>	Yes, he works in the theatre.	She says that her father..



Rita asks:	Kumari answers:	Rita tells her friend Robert.
Does your mother work too?	No, she stays at home with my little brothers.	She says that her mother
Do you already have friends in school?	Yes, I already have a few friends in school.	She says that she already

Rule 1:
 The verb of saying is **in the present tense. No change of tense.**
 (come > comes, am > is, was > was, came > came, was > was, took > took, will visit > will visit, like > likes, works > works,)



On the next day Robert meets his friends and tells them what Kumari had told him.

Kumari said:	Robert tells his friends:
I come from Punjab.	She said she came from Punjab.
I am from the Indian part of Punjab.	She said that she was from the Indian part of Punjab.



Kumari said	Robert tells his friends
I came in August.	She said that she had come in August.
It was a very long flight. It took 12 hours.	She said that it had been a very long flight. It had taken 12 hours.
My mother, my father and my two little brothers came too.	She said that her mother, her father and her two little brothers had come too.
In summer I will visit my grandparents.	She said that she would visit her grandparents in summer.
I like school very much.	She said that she liked school very much.

Rule 2:

The verb of saying is **in the past tense**. You must **change the tense**.

(come > came, am > was, was > had been, came > had come, was > had been, took > had taken, will visit > would visit, like > liked, works > worked,)

She **said** that

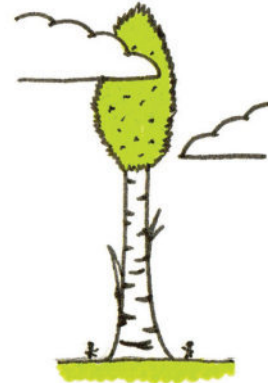
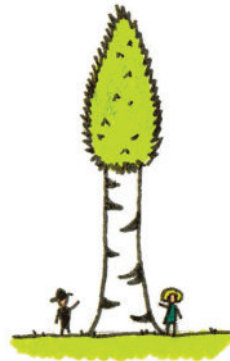
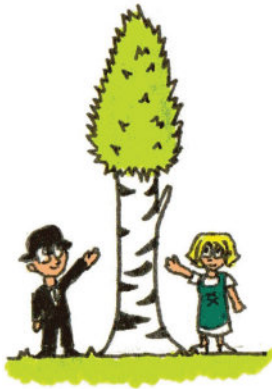
present tense	➔	past tense
past tense	➔	past perfect tense
present perfect tense	➔	past perfect tense
future tense	➔	conditional (would)



ADJECTIVES

EIGENSCHAFTSWÖRTER

Sie geben an, wie jemand oder etwas ist. Sie können gesteigert werden.



with -er, est

tall

big

cold

angry

clever

happy

taller

bigger

colder

angrier

cleverer

happier

tallest

biggest

coldest

angriest

cleverest

happiest

with more, most

beautiful

interesting

more beautiful

more interesting

most beautiful

most interesting

irregular comparison

good

bad

much/ many

better

worse

more

unregelmäßige Steigerungen

best

worst

most



COMPARING PEOPLE OR THINGS

MENSCHEN ODER DINGE VERGLEICHEN

the same qualities
AS... AS

gleiche Eigenschaften



The woman is as tall as the man.

different qualities

ungleiche Eigenschaften



The man is taller than the girl.
The girl is not as tall as the man.



SUPERLATIVES

We know them
from commercials:
the best, the highest,
the smartest

SUPERLATIVE

Wir kennen sie
aus der Werbung:
das Beste, das Höchste,
das Klügste

For example:

Mercedes cars belong to the best cars in the world. (good)



NOW YOU TRY!

Mount Everest is _____ mountain in the world. (high)

Tyrannosaurus Rex is one of the _____ animals ever to have walked the Earth. (large)

The Beatles are one of the _____ bands in the world. (famous)

Cobras belong to the _____ snakes. (dangerous)

William Shakespeare wrote some of the _____ plays that were ever written. (good)

The Burj Al Arab in Dubai is one of the _____ hotels worldwide. (elegant)

The Taj Mahal in India is one of the _____ buildings in the world. (beautiful)

Russia is the _____ country in the world. (big)

Summer is the _____ season in the year. (hot)

Albert Einstein was one of the _____ scientists of the 20th century. (intelligent)



The Adjective

in front of the noun
a good day



unchangeable
a **good** book
many **good** books

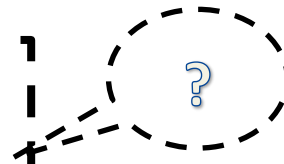


Das Adjektiv

vor dem Nomen
ein guter Tag

veränderbar
ein gutes Buch
viele gute Bücher

I had a dream.
He is a teacher.
They live in a city.
We listened to the music.
Look at the room.



Add an adjective and you know a lot more:

I had a **nice** dream.
He is a **wonderful** teacher.
They live in a **beautiful** city.
We listened to the **excellent** music.
Look at the **neat** room.



Oh, yes



Oh, no

I had a **bad** dream.
He is a **terrible** teacher.
They live in an **ugly*** city.
We listened to the **awful** music.
Look at the **messy*** room.

*ugly = hässlich

*messy = unordentlich



Use adjectives for comparing two things:

Comparing equal things

as as = so wie
as wonderful as so wunderbar wie

Comparing unequal things

taller than ≠ größer als
not so tall as nicht so groß wie

Remember the vehicles:



Please connect



bus - car - helicopter - ship - train - tram - bike - plane -
motorbike



GRAMMAR LIGHT - ADJECTIVE



If you use adjectives for comparing things, you must use the **comparative**.
Work with your neighbour and compare the vehicles.
Make as many sentences as possible:

Examples

equal

The motorbike is **as fast as** the car.

car – bike
car – bus
bike – motorbike
plane – helicopter
bus – train
car – plane
helicopter – car

unequal

The train is **longer than** the tram.

The train is **longer and faster** than the tram.

The tram is **not so long as** the train.

bus – bike
motorbike – tram
helicopter – bike
ship – car
train – bus
motorbike – train
tram – bike ...

CHECKPOINT










fast – faster	(<i>schnell – schneller</i>)
big – bigger	(<i>groß – größer</i>)
long – longer	(<i>lang – länger</i>)
small – smaller	(<i>klein – kleiner</i>)
high – higher	(<i>hoch – höher</i>)
short – shorter	(<i>kurz – kürzer</i>)

Write five sentences (comparing equal vehicles) and
five sentences (comparing unequal vehicles) into your exercise book.





Use the **comparative** and the **superlative** for comparing **three** things.

positive	comparative	superlative
<p>The car is big.</p> 	<p>The bus is bigger.</p> 	<p>The ship is biggest.</p> 
<p>The bus is long.</p> 	<p>The tram is longer.</p> 	<p>The train is longest.</p> 
<p>The tram is fast.</p> 	<p>The helicopter is faster.</p> 	<p>The plane is fastest.</p> 

Make sentences and write them into your exercise book:



small	smaller	smallest	(lemon, plum, strawberry)
old	older	oldest	(Uncle, Grandma, Granddad)
high	higher	highest	(tree, churchtower, TV-tower)
young	younger	youngest	(girl, boy, baby)
short	shorter	shortest	(ruler, pen, textmarker)
large	larger	largest	(room, house, castle)
tall	taller	tallest	(Mother, Father, Their son)

Example:

A lemon is small. A plum is smaller. A strawberry is smallest.

Uncle is

The tree



GRAMMAR LIGHT - ADJECTIVE



Adjectives can have one, two, three or more syllables:

Speak and clap:

big – x (clap!)

hap-py – x x (clap clap)

beau-ti-ful – x x x (clap clap clap)

ugly - clever – exciting – long – enormous –great –polite – noble – narrow – terrible – fine – magnificent – short – wide – perfect – orange – colourful – dark – tall – different bad – early – handsome – sparkling – elegant – adorable – easy – clean – important

Put the adjectives into the right box.

1 syllable x	2 syllables x x	3 syllables x x x	4 syllables x x x x
long	ugly		



Use adjectives to compare two or three things.
Look at the different groups:

Adjectives with one syllable – EASY

cool	cooler	coolest
young	younger	youngest

1

Adjectives with two syllables – CAREFUL!

Ending with –y, -le, -er, -ow

happy	happier	happiest
noble	nobler	noblest
clever	cleverer	cleverest
narrow (<i>eng</i>)	narrower	narrowest

2

Stressed on the second syllable

polite (<i>höflich</i>)	politer	politest
sincere (<i>ernsthaft</i>)	sincerer	sincerest

3

Stressed on the first syllable

famous	more famous	most famous
careful	more careful	most careful

4

Adjectives with three or more syllables - EASY

beautiful	more beautiful	most beautiful
interesting	more interesting	most interesting

5

Irregular adjectives – LEARN BY HEART !

good	better	best
bad	worse	worst
little (<i>klein</i>)	smaller	smallest
little (<i>wenig</i>)	less	least
much (<i>viel</i>)	more	most
many (<i>viele</i>)	more	most

6



Find comparative and superlative and give reasons (for the experts):

- 1: one syllable
- 2: two syllables ending in -y, -le, -er, -ow
- 3: two syllables, stress on 2nd syllable
- 4 two syllables, stress on 1st syllable
- 5: irregular adjectives
- 6: two, three or more syllables

positive	comparative	superlative	why?
cool	cooler	coolest	1
good		best	6
pretty	prettier		2
famous			
important			
nervous		most nervous	
dry	drier		
loud			
much (<i>viel</i>)			
many (<i>viele</i>)			
simple		simplest	
wonderful			
precious			
little (<i>klein</i>)			
little (<i>wenig</i>)			
big	bigger		
old			
interesting			
nice			
exciting		most exciting	
energetic			
bad			
silly		silliest	
careful			
strange			
expensive			
cheap			
hot	hotter		



GRAMMAR LIGHT - ADJECTIVE



Foto B. Felberbauer

Mike is a geography fan. He knows a lot about other countries. Here are some questions for you. If you don't know the answers, look them up in the internet.

India is in

Asia – Europe – America

Austria is in

Canada is in

India is than (large).

Canada is than (small).

Austria is

The Nile is in

Africa - America - Europe

The Danube is in

The Mississippi is in

The Nile is than the (long).

The is than the (short).

The Nile is

Paris is in

Asia - America - Europe

New York is in

New Delhi is in

Paris is than (small).

New Delhi is than (big).

New York is

The Eiffel Tower is in

Vienna - Paris - Dubai

The Stepansturm is in

The Burj Kalifa is in

The Eiffel Tower is than (high).

The Stephansturm is than (small).

The Burj Kalifa is



GRAMMAR LIGHT- ADJECTIVE

much or many
viel – viele

little or few
wenig – wenige

Put them into the correct box:

sand, stones, milk, boys, girls, money, banknotes, animals, trees, air, flour, cakes, happiness, apples, water, pools, love, snow, rain, clouds

uncountable	countable
<div style="border: 1px dashed black; padding: 10px; min-height: 150px;"> <p style="text-align: center; font-size: 1.2em;">much - little</p> <p>sand,</p> </div>	<div style="border: 1px dashed black; padding: 10px; min-height: 150px;"> <p style="text-align: center; font-size: 1.2em;">many - few</p> <p>stones,</p> </div>

Lilly was on a skiing holiday in Austria. This is her letter to her Mum.

Hi, Mum, here I am in my ski dress.

I am in a ski class with (*viele*) other children.

There are (*viele*) girls, but only a (*wenige*) boys.

We have (*viel*) fun. Our ski teacher knows (*viele*) jokes. There is (*viel*) laughter (**Gelächter**) all day.

We often fall down and then there is (*viel*) snow on my anorak.

Yesterday there were (*viele*) clouds in the sky.

Therefore we had only (*wenig*) sunshine.

The weather will be fine tomorrow.

We will have (*wenig*) wind and (*viel*) sunshine .

Love Lilly



Foto M. Felberbauer



GRAMMAR LIGHT- ADJECTIVE



Four little tests for English experts. Tick **X** the right answers.
Before you start, read the pages about the adjective again.
After each test compare the results and ask your teacher.

Test 1

Repeat the rules and tick the correct answers.

The adjective is mostly in front of behind the noun.

The adjective is changeable unchangeable .

Use “as – as” for comparing equal unequal things.

Use the “comparative + than” for comparing equal unequal things.

Use “not so – as” for comparing equal unequal things.

Test 2

Remember comparative and superlative and tick the correct answers.

Adjectives with one syllable add –er, -est use “more” and “most” .

Adjectives with three syllables add –er, -est use “more” and “most” .

Adjectives with two syllables ending with “-y” keep the “y” change to “ie” .

Adjectives with two syllables ending with “-er” (clever) add “-er” use “more” and “most” .

Adjectives with two syllables ending with “-ow” (hollow – *hohl*) add “er” use “more” and “most” .

Adjectives with two syllables ending with “-le” (noble – *vornehm*) add “-er” use “more” and “most” .



GRAMMAR LIGHT- ADJECTIVE



Test 3

Remember the irregular forms and tick the correct answers.

“Good” is a regular or an irregular adjective.

“High” is a regular or an irregular adjective.

“Long” is a regular or an irregular adjective.

“Bad ” is a regular or an irregular adjective.

“Many” is a regular or an irregular adjective.

“Little” (wenig) is a regular or an irregular adjective.

Test 4

“Little” – “less” – “least” means *klein* *wenig* .

“Many” – “more” – “most” means *viel* *viele* .

“Little” – “smaller” – “smallest” means *klein* *wenig* .

“Much“ is used for countables uncountables .

“Few” is used for countables uncountables .

“Many” is used for countables uncountables .

“Little” (*wenig*) is used for countables uncountables .

Now compare your answers with your neighbour and ask your teacher.



The Adverb

Use an adverb with

a verb
einem Zeitwort

She sings **beautifully**.
verb adv.



an adjective
einem Adjektiv

She is **very beautiful**.
adv adj.



another adverb
einem anderen Adverb

She sings **very beautifully**.
adv. adv.



Das Adverb

verwende das Adverb mit

Change adjectives into adverbs by adding -ly = EASY!

REMEMBER

Example:

Correct	>	correctly
exact (<i>genau</i>)	>	
honest (<i>ehrlich</i>)	>	
quiet (<i>ruhig</i>)	>	
light (<i>leicht</i>)	>	
slow (<i>langsam</i>)	>	
expensive (<i>teuer</i>)	>	
cheerful (<i>fröhlich</i>)	>	
careful (<i>sorgfältig</i>)	>	
polite (<i>höflich</i>)	>	



Change the adjectives into adverbs and mind the spelling = CAREFUL!

full	>	fully
true (<i>wahr</i>)	>	truly
noble (<i>vornehm</i>)	>	nobly
terrible (<i>schrecklich</i>)	>	
happy (<i>fröhlich</i>)	>	happily
lucky (<i>glücklich</i>)	>	
angry (<i>ärgerlich</i>)	>	
easy (<i>leicht</i>)	>	
pretty (<i>hübsch</i>)	>	





This adverb is irregular: good > well

She is a good pupil (adj.) She works **well** (adv.).

This adverb looks like an adjective:

fast (*heftig*) It was raining **fast**.

These adverbs have two forms and two meanings:

hard (*schwer*) – We always work **hard**.

hardly (*kaum*)- They **hardly** worked.

near (*nahe*) We stood **near**.

nearly (*beinahe*). You **nearly** fell down.



These adverbs don't look like adverbs:

here, there, down, now, today, yesterday, rather;

Don't use adverbs after:

look (*aussehen*) – You look fine today.

feel (*sich fühlen*) – I feel bad.

taste (*schmecken*) – The soup tastes good.

smell (*riechen*) – The garbage bin (*Abfallkübel*) smells awful.

to be (*sein*) – This was easy. They will be cheerful again.

to seem (*scheinen*) – This seems fine.

to become (*werden*) After midnight it will become quiet.



Kumaris birthday surprise

Find the 16 adverbs in the following text and highlight them.



Kumari is an Indian girl.

Her family had come to Austria **recently**. (1x).

Kumari looked out of the window. "Today is my birthday", she thought **happily**. (1x)

Her mother came into the room cheerfully and said, "Happy birthday, Kumari!" (1x)

Kumari thought of her home in India, where the sun shone brightly every day. (1x)

Here in Austria the weather was bad and it was raining fast. (2x)

'In school they won't know about my birthday', Kumari thought sadly. (1x)

She dressed quickly, but then she walked to school very slowly. (3x)

She opened the door of the classroom.

Her friends shouted cheerfully, "Happy birthday, Kumari." (1x)

Her desk was decorated beautifully, and on top there was a fine birthday cake. (1x)

It tasted very good. (2x) Kumari was very happy. (2x)



Comparing

positive

beautifully
quietly
slowly
cleverly

comparative

more beautifully
more quietly
more slowly
more cleverly

superlative

most beautifully
most quietly
most slowly
most cleverly



fast
soon
well
badly

faster
sooner
better
worse

fastest
soonest
best
worst



**Where to place adverbs in a sentence?
Be careful with the word order.**

A S A P O A

Adverb time/place	Subject	Adverb indef. time/ manner	Predicate	Object	Adverb manner/place/time
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Adverbs of time (Zeitadverbien): today, yesterday, tomorrow, at noon, in the evening, at five o'clock, that afternoon, on Friday, this morning

Adverbs of place (Ortsadverbien): in the garden, at school, in Austria, in the garage, in the house, on the table,

Adverbs of indefinite time (unbestimmte Zeitadverbien): often, never, always, soon, sometimes, usually, nearly, hardly, just,

Adverbs of manner (Adv. der Art und Weise): hardly, really, nearly, really,

Here is the end of the story “A birthday surprise”

That day Kumari and her friends celebrated birthday **happily in their class.** (3x)

“Let’s celebrate all our birthdays **in school,**” said Kumaris friends. (1x)

Their teacher liked the idea **very well.** (2x)

Now birthdays are celebrated **regularly in Kumaris school.** (3x)



PREPOSITIONS

What is the role of prepositions?

Prepositions are words that give information to the reader.

They can tell us

where something takes place
when something takes place
why something takes place

or give

a general descriptive
information.

We will concentrate on three of the most common prepositions:



In der englischen Sprache gibt es zwischen 80–100 Vorwörter. Leider gibt es für ihre Verwendung keine verbindlichen Regeln. Wenn man sich nicht sicher ist, kann man im Wörterbuch nachschauen. Viel zu lesen hilft ebenfalls, sowie das Auswendiglernen von häufigen Phrasen.

VORWÖRTER

Welche Rolle spielen die Vorwörter?

Vorwörter geben dem Leser Informationen.

Sie können uns sagen

wo etwas stattfindet
wann etwas stattfindet
warum etwas stattfindet

oder sie geben

eine allgemeine beschreibende
Information.

Wir konzentrieren uns auf drei der häufigsten Vorwörter:



IN as a preposition of place

We use "in" when we mean that someone/ something is inside a room, a building, a city or a country.

in the kitchen
in the palace
in London
in England

IN als lokale Präposition

"In" wird verwendet, wenn jemand/ etwas in einem Zimmer, einem Gebäude, einer Stadt oder einem Land ist.

IN as a preposition of time

in + year/ month/ season

in 1945
in February
in summer

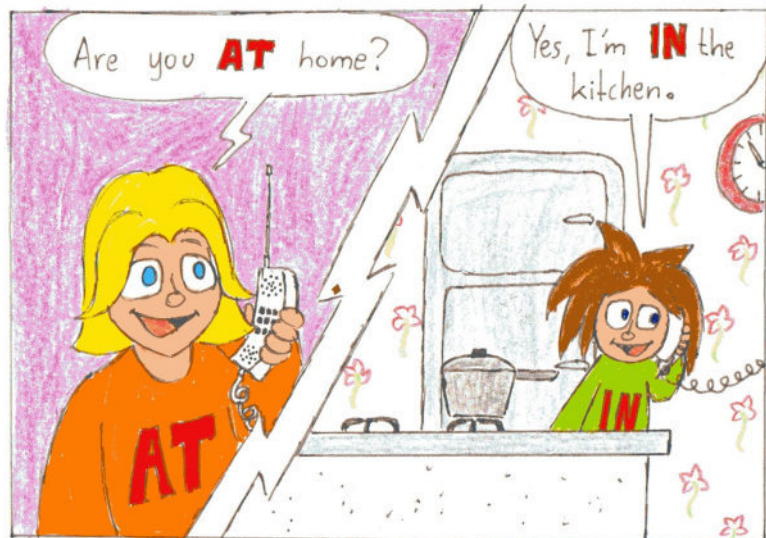
IN als temporale Präposition

in + Jahr/ Monat/ Jahreszeit

in + part of the day

in the evening
in the afternoon

in + Tageszeit



Some phrases with "in":

to be in time
to be in a hurry
to be in the mood for

... rechtzeitig sein
... in Eile sein
... in Stimmung für ... sein



ON as a preposition of place

We use "on" when we want to express the surface of something.

- on my skin
- on my table
- on the first floor
- on Broadway

ON als lokale Präposition

"On" wird verwendet, um zu sagen, dass etwas auf einer Oberfläche liegt.

ON as a preposition of time

on + day/ date

- on Sunday
- on 24 December
- on that day

ON als temporale Präposition

on + Jahr/ Datum

on + a single day

- on Easter Sunday
- on my birthday

on + ein einzelner Tag

on + part of day

- on Sunday night
- on Monday morning

on + Tag + Tageszeit



Some phrases with "on":

- to go on vacation
- to be on one's way
- to drive on the left

- ... auf Urlaub gehen
- ... auf dem Weg sein
- ... links fahren



AT as a preposition of place

We use "at" when we are talking about what happens in a certain place.

- at the door
- at the party
- at that address

AT als lokale Präposition

"At" wird vor allem dann verwendet, wenn wir sagen, was an einem Ort geschieht.

Difference between *in* and *at*:
I am waiting for you in the school = inside the building

I am still at school = studying there

AT as a preposition of time

at + clock time/ meal time

- at five o'clock
- at lunch time
- at that moment

AT als temporale Präposition

at + Uhrzeit/ Mahlzeit

at + two or three days

- at Christmas
- at the weekend



Some phrases with "at":

- to be at home
- to be at work
- to be at the seaside
- love at first sight



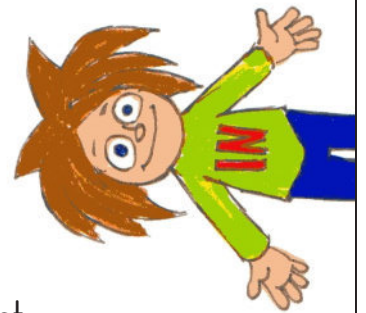
- ... zu Hause sein
- ... in der Arbeit sein
- ... am Meer sein
- ... Lieb auf den ersten Blick



TIME FOR SOME EXERCISES WITH PREPOSITIONS:

I) Fill in the prepositions IN, AT, ON:

- We live _____ the first floor.
- There is someone _____ the door.
- We go _____ vacation every year.
- _____ winter we go skiing and
_____ summer we go swimming.
- I am not _____ the mood for going out.
- The British drive _____ the left.



II) Choose the correct answer. Only one answer is correct:

a) He is still _____ school.

- in on at into

b) I am _____ my way.

- at for in on

c) _____ Saturday nights we usually go to a party.

- in under at on

