



GRAMMAR LIGHT

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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.

SPF Schülerinnen und Schüler verfügen meist am Ende der Pflichtschule (ASO, HS, NMS, AHS) über geringe Kenntnisse der grammatikalischen Terminologie und deren Anwendung. Dies entspricht durchaus der Didaktik des Pflichtschulbereichs, in der 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. Weiterführende Schulen arbeiten jedoch sehr wohl mit der entsprechenden Terminologie und erwarten ein Mindestmaß an formellen grammatikalischen Kenntnissen.

Die Autorinnen der auf Cisonline veröffentlichten Übungsbeispiele für Volksschule und Sekundarstufe I nahmen sich dieser Problematik an und legen ein Nahtstellenangebot für den Übergang von der 8. in die 9./10. Schulstufe vor. Es handelt sich dabei nicht um Grammatiktraining, sondern um motivierende Übungsaufgaben auf einfachstem Niveau. Die Auswahl der Grammatikkapitel wurde nicht willkürlich getroffen, sondern umfasst grundlegende Bereiche. Eine entsprechende Erweiterung ist in Planung. Den Bereichen ist jeweils eine Erklärung auf Deutsch und auf Englisch voran gestellt. Die anschließenden Übungsaufgaben sind auf ein Minimum beschränkt und erweiterbar. 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 der 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

Pronouns

Adjectives

Negations

Passive Voice

Questions

Tenses

If-Clauses (Conditionals)

Word Order

INHALT

Fürwörter

Eigenschaftswörter

Verneinung

Das Passiv (Leideform)

Fragebildung

Zeitenbildung

Bedingungssätze

Wortstellung





PRONOUNS

Pronomen sind Stellvertreter eines Nomens (Hauptwort)

The Personal Pronoun
as a Subject

Singular

I



you



he



she



it



FÜRWÖRTER

Das persönliche Fürwort
als Subjekt

Einzahl

ich

du

er

sie

es



PRONOUNS

Plural

we



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

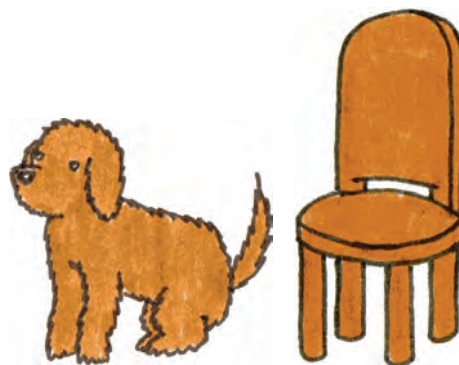
DAS BEZÜGLICHE FÜRWORD

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 _____.



ADJECTIVES

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



with -er, est

tall

big

cold

angry

clever

happy



taller

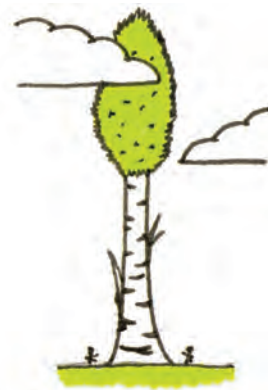
bigger

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

The same qualities
AS... AS



The woman is as tall as the man.

MENSCHEN ODER DINGE VERGLEICHEN

gleiche Eigenschaften



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)



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*.

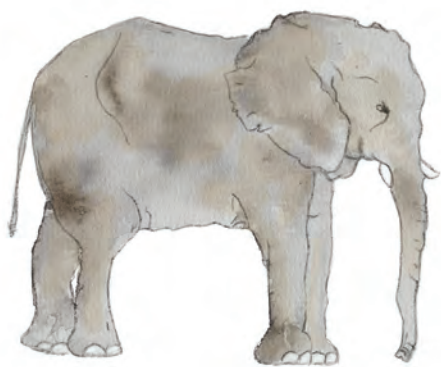




IS IT TRUE? WHAT DO YOU THINK?

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?



It was made by Lukas.

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“.

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.



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 house keeper, 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

The Story can be told in two ways!
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.
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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 of Sleep.
The ghost	was shown	the way by Virginia and then he was at peace.



Fragen stellen

Im Deutschen durch Veränderung
der Wortstellung

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

Asking questions

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

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 hard.
Do we really work hard?

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

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

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

It sounds right.
Does it sound right?

REMEMBER

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



GRAMMAR LIGHT

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”.



GRAMMAR LIGHT

REPEAT

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.

2 1 3
Kann er kommen?

1 2 3
He **can** come.

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 viele gute Freunde?

We **have** a lot of 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?

REMEMBER

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



GRAMMAR LIGHT

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

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

REMEMBER

Deutsch

wer ?

wo /wohin?

Englisch

who ?

where ... ?

wer ? ≠ where ?

wo? ≠ who?

Wo ...?

Wer ...?

Warum ...?

Wie ...?

Wo ...?

Was ...?

Wann ...?

Wie ...?

Welches ...?

Wohin?

Welchen?

Who is your best friend?

How is your best friend?

Where is your best friend?

Why do you like her best?

Where does she live?

How old is she?

What are her hobbies?

When you meet her?

Which programme does she like best?

Which film will you see on TV?

Where are you going?





GRAMMAR LIGHT

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"



GRAMMAR LIGHT

REPEAT

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 the 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.

REMEMBER

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.

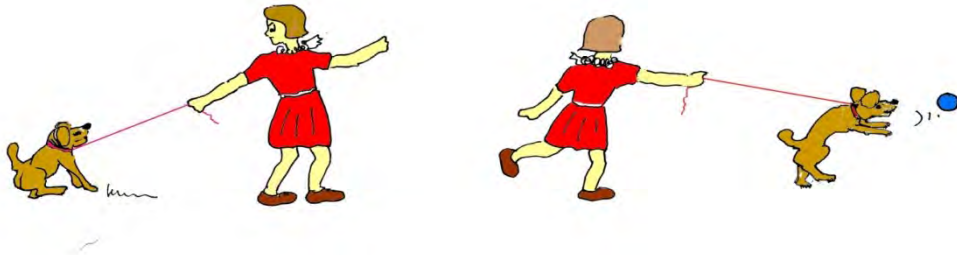
The dog sees the ball and runs after it. He loves balls.

"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 – 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 – accident happened.

Many people – watching the show – lights went out.

Many people – shopping – the alarm sounded.



were +..... ing



GRAMMAR LIGHT



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>síng</i> in the park every day.	Today they are <i>síngíng</i> beautifully.
She gets up early in the morning.	Look, today she's up 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.



REMEMBER



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.

and I am not there any more..

Luigi: But you also speak German.

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

and now I know it well.

Luigi: You are a bad football player.

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

and now I don't know how to play

Luigi: Why not?

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

and now I don't know them

Luigi: Ok, I'll teach you.



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

**For the experts: Past Tense or Present Perfect?**

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.



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 the 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 children.

If I were rich, I
would buy food
for them.

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 the 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,



GRAMMAR LIGHT



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, give a big party,



GRAMMAR LIGHT



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

**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 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 want to 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.

REMEMBER



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



For the experts:

often (oft)

always (immer)

never (nie)

sometimes (manchmal)

rarely (kaum)



Between subject and predicate



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*