

DUDEN

Übungsbuch **extra**

Englisch

5. bis 10. Klasse

- Englische Grammatik
- Texte schreiben und analysieren

Duden

Übungsbuch **extra**

Englisch

5. bis 10. Klasse

Englische Grammatik

Texte schreiben und analysieren

Dudenverlag Mannheim · Zürich

Bibliografische Information der Deutschen Nationalbibliothek
Die Deutsche Nationalbibliothek verzeichnet diese Publikation in
der Deutschen Nationalbibliografie; detaillierte bibliografische Daten
sind im Internet über <http://dnb.ddb.de> abrufbar.

Das Wort **Duden** ist für den Verlag Bibliographisches Institut GmbH
als Marke geschützt.

Alle Rechte vorbehalten.

Nachdruck, auch auszugsweise, vorbehaltlich der Rechte, die sich aus
den Schranken des UrhG ergeben, nicht gestattet.

© Duden 2011 D C B A
Bibliographisches Institut GmbH
Dudenstraße 6, 68167 Mannheim

Redaktionelle Leitung Heike Krüger-Beer
Redaktion Dr. Katrin Zuschlag
Autorin Urte Mein

Herstellung Annette Scheerer
Layout Horst Bachmann
Umschlaggestaltung Sven Rauska

Satz FROMM MediaDesign, Selters im Taunus
Druck und Bindung Heenemann GmbH & Co. KG, Berlin
Bessemerstraße 83–91, 12103 Berlin
Printed in Germany

ISBN 978-3-411-74261-5

Inhalt

Grammatik

1	Das Substantiv	5	6	Das Verb I: die Zeitformen	33
1.1	Die unregelmäßige Pluralbildung	5	6.1	present tense	33
1.2	Paarwörter und Pluralwörter	6	6.2	present perfect	35
1.3	Zählbare und nicht zählbare Substantive	7	6.3	past tense	36
1.4	Der Genitiv	8	6.4	<i>simple past</i> und <i>present perfect</i>	39
2	Der Artikel	11	6.5	past perfect	42
2.1	Der bestimmte Artikel	11	6.6	Die Zeiten der Vergangenheit im Vergleich	43
2.2	Der unbestimmte Artikel	12	6.7	Die Zukunft	46
3	Das Pronomen	14	7	Das Verb I: das Passiv	50
3.1	Das Personalpronomen	14	7.1	Die Verbformen des Passivs	50
3.2	Der Possessivbegleiter und das Possessivpronomen	14	7.2	Das Passiv bei Verben mit zwei Objekten	51
3.3	Das Reflexivpronomen <i>self</i> , das reziproke Pronomen <i>each other</i> und das Stützwort <i>one</i>	15	7.3	Das Passiv bei Verben mit Präposition	53
3.4	Der Demonstrativbegleiter und das Demonstrativpronomen	18	7.4	Das unpersönliche Passiv	54
3.5	Das Relativpronomen	19	8	Das Verb II: der Infinitiv	55
4	Mengenangaben	22	8.1	Der Infinitiv mit <i>to</i>	55
4.1	some – any	22	8.2	Der Infinitiv ohne <i>to</i>	55
4.2	no – none	23	8.3	Der Infinitiv mit und ohne <i>to</i>	56
4.3	much – many	23	9	Das Verb II: das Gerundium	58
4.4	each – every	24	9.1	Das Gerundium nach Verben mit und ohne Präposition	58
4.5	a little – a few / little – few	25	9.2	Das Gerundium nach Verben mit Objekt und Präposition	59
5	Das Verb I: die Verbarten	26	9.3	Das Gerundium nach Substantiven und nach Adjektiven mit Präposition	59
5.1	Das modale Hilfsverb	26	9.4	<i>used to</i> + Gerundium	60
5.2	<i>be</i> , <i>do</i> und <i>have</i>	30	9.5	Das Gerundium als Subjekt	61
			9.6	Das Gerundium als Objekt	61
			9.7	Das Gerundium nach Verben, Adjektiven und Substantiven	62
			9.8	Infinitiv oder Gerundium?	63

10	Das Verb II: die Partizipien	64	15	Der Satz: der Nebensatz	83
10.1	Das Partizip Präsens und das Partizip Perfekt	64	15.1	Der Relativsatz	83
10.2	Partizipialkonstruktionen anstelle von Adverbial-, Relativ- und Hauptsätzen	65	15.2	Der Adverbialsatz	85
11	Das Adjektiv	67	15.3	Der Bedingungssatz	85
11.1	Die Steigerung von Adjektiven	67	15.4	Die indirekte Rede	90
11.2	Der Vergleich	69	15.5	Die Konjunktion	95
12	Das Adverb	70	Texte schreiben und analysieren		
12.1	Die Bildung von Adverbien	70	1	Die Textarbeit	97
12.2	Der Vergleich und die Steigerung von Adverbien	72	1.1	Sachtext, Kurzgeschichte, Drama	97
12.3	Die Stellung der Adverbien	73	1.2	Die Gedichtinterpretation	110
12.4	Adjektiv oder Adverb?	74	Lösungen		
13	Präpositionen und Zahlen	75	Grammatik		
13.1	Präpositionen der Zeit und des Ortes	75	Texte schreiben und analysieren		
13.2	Präpositionale Wendungen	77	Grammatik		
13.3	Die Grund- und Ordnungszahlen	77	Texte schreiben und analysieren		
14	Der Satz: die Satzarten	78	Grammatik		
14.1	Der verneinte Aussagesatz	78	Texte schreiben und analysieren		
14.2	Die Inversion	79	Grammatik		
14.3	Fragesätze	80	Texte schreiben und analysieren		
14.4	Das Frageanhängsel und die Kurzantwort	82	Grammatik		

1 Das Substantiv

1.1 Die unregelmäßige Pluralbildung

ÜBUNG 1



Write the plural forms of the nouns.

- | | | | |
|-------------|-------|----------|-------|
| 1. woman | _____ | 2. sheep | _____ |
| 3. sandwich | _____ | 4. shelf | _____ |
| 5. tomato | _____ | 6. watch | _____ |

ÜBUNG 2



Complete the sentences with the nouns from the box in the plural.

mouse · foot · story · child · bus · knife · tooth · hero

1. There are many _____ that you can take to go to the city. You don't need a car.
2. Eating sweets all the time is bad for your _____.
3. I admire action _____ like James Bond.
4. _____ are not allowed to enter the bar.
5. My friend is very upset because she has got _____ in her apartment.
6. After three hours of walking through the city, our _____ hurt badly.
7. Our _____ are not sharp enough to cut this meat.
8. I love to listen to my grandparents when they tell us _____.

TIPP

Was ist das Besondere bei Pluralwörtern?

- Sammelbegriffe können mit Verben im **Singular** oder im **Plural** verwendet werden, je nachdem, ob man die Gruppe als Ganzes (Singular) oder die einzelnen Individuen (Plural) hervorheben will. Zu diesen Wörtern gehören *crew, family, team, staff, government*.
The family are sitting around the dinner table. (Hervorhebung der einzelnen Personen)
The whole family celebrates Christmas together. (Betrachtung der Familie als Ganzes)
- Einige Substantive stehen im Singular, ziehen aber **immer** ein Verb im Plural nach sich. Zu diesen Substantiven gehören
 - *cattle*
 - *police* (*The police have arrived.*)
- Ein Substantiv kann auch seine Bedeutung ändern, je nachdem, ob es im Singular oder im Plural verwendet wird.
 - *people* bedeutet „Leute“: *Today, there are many people in the city.*
 - *a people* bedeutet „ein Volk“, *peoples* im Plural bedeutet „Völker“: *There are many different English-speaking peoples.*

1.2 Paarwörter und Pluralwörter

ÜBUNG 3



Complete the sentences with the nouns from the box.

scissors · family · trousers · police · people · dice · peoples · surroundings · glasses

1. I can't read this text, if I don't find my _____.
2. When the _____ arrive, it is often too late for the victims.
3. I bought some new _____ that I want to wear at the party tomorrow.
4. Take a pair of _____, and start by cutting the paper into two halves.
5. The _____ are visiting the zoo today.
6. I love this place because the _____ are so beautiful.
7. A lot of _____ take the Underground every morning.
8. I am very interested in the culture of different African _____.
9. It's your turn. Throw the _____, please.

1.3 Zählbare und nicht zählbare Substantive

TIPP Was ist bei nicht zählbaren Substantiven zu beachten?

■ **Erläuterung:** Unter nicht zählbaren Substantiven versteht man

- Stoffbezeichnungen: *sugar, water*
- abstrakte Substantive: *love, happiness*
- Sammelbegriffe: *money, furniture*

■ **Gebrauch:** Nicht zählbare Substantive

- werden nur im Singular verwendet,
- können nicht mit Zahlwörtern oder unbestimmten Artikeln verbunden werden,
- stehen häufig mit *some* oder *any*,
- können mithilfe einer Mengenangabe zählbar gemacht werden: *a cup of, a piece of*.

■ Manche Substantive können beides sein, zählbar oder nicht zählbar. Entsprechend ändern sie ihre Bedeutung, z. B. *hairs* (einzelne Haare) – *hair* (im Sinne von „Frisur“).

ÜBUNG 4



Complete the text with the words from the box.

a cup of · a piece of · a bottle of · a slice of · a glass of · a loaf of

1. Would you like _____ tea?
2. No, I would like _____ water, please.
3. Sarah, don't forget to buy _____ bread when you go to the bakery.
4. For dinner, we also need _____ red wine.
5. Can you cut me _____ bread from the loaf, please?
6. I would like _____ cake, please.

ÜBUNG 5



Translate the following sentences into English. Write into your exercise book.

1. Heute sind viele Leute in der Stadt.
2. Mary hat eine neue Jeans.
3. Wo ist mein Schlafanzug?
4. Wir brauchen Milch und Eier.
5. Meine Hausaufgaben waren leicht.
6. Deine Haare sehen heute gut aus.

1.4 Der Genitiv

TIPP Wann wird der s-Genitiv und wann die of-Fügung verwendet?

Der s-Genitiv

- Man verwendet den s-Genitiv (*Jill's car*), um auszudrücken, dass etwas oder jemand zu einer **Person (Singular)** gehört.
- Wenn etwas mehreren **Personen** gehört, hängt man bei **regelmäßigen Pluralformen** einen Apostroph an: *the girls' dressroom*.
- Bei den **unregelmäßigen Pluralformen** steht wie im Singular erst ein Apostroph und dann ein -s: *the children's classroom*.

Der s-Genitiv wird auch verwendet bei

- Tieren (*the dog's house*).
- Organisationen (*the NATO's space programme*).
- Städten und Staaten (*London's best restaurant, Italy's Prime Minister*).
- bei Zeitangaben (*last week's football match*).

Die of-Fügung

- Man verwendet die of-Fügung (*the colour of the car*), um auszudrücken, dass etwas oder jemand zu einer **Sache** gehört.
- Die of-Fügung wird auch bei Personen verwendet, wenn diese näher bestimmt werden: *Barbara is the sister of my friend from New York*.

ÜBUNG 6



Translate the underlined parts of the sentences. Write into your exercise book.

1. Du kannst dir Lucys Bücher ausleihen.
2. Das Auto der Johnsons ist nagelneu.
3. Der Lehrer der Schüler kommt aus Kanada.
4. Glaubst du, Mr Smiths Sohn kommt in unsere Klasse?
5. Die Farbe deiner Augen ist schwer zu bestimmen.
6. Der Fernseher der Familie ist schon seit Wochen kaputt.
7. Das Ende des Spiels steht unmittelbar bevor.
8. Mr Smith ist der Schulleiter meiner Schule.
9. Kennst du den Besitzer des Autos?
10. Hast du die heutige Wettervorhersage gesehen?
11. Die Mutter meines Freundes ist Ärztin.
12. Der Fahrer des Wagens ist unbekannt.

ÜBUNG 7



Complete the sentences with plural *-s*, genitive *'s* or genitive *-s'*.

We moved into our new house. It is fantastic. Now I have my own little room. My two brother _____ Tim and Joe also have their own rooms. But my two sister _____ share a big room. My sister _____ room is next to mine and my parent _____ bedroom is also on the first floor. My brother _____ rooms are downstairs. Blacky _____ basket is in the hall between Tim _____ and Joe _____ rooms, so he doesn't have to sleep in the garage. My dad _____ office and my mum _____ reading room are also on the ground floor. And the garage is big enough for my parent _____ car, my brother _____ bike _____ and the children _____ toy _____. Our neighbour _____ are really nice. The day we arrived we saw their two daughter _____ playing in the neighbour _____ garden. We soon made friend _____ with them. Our new friend _____ names are Zoe and Meredith. And their dog _____ name is Angel! We want Blacky and Angel to make friend _____, too. Both dog _____ love running and playing in the garden. It was one of my mum _____ best ideas to move into this new house!

ÜBUNG 8



Cross out the words *shop*, *restaurant* and *house* if possible.

1. A month ago, I met my friend Peter at the chemist's shop.
2. I hadn't seen him for more than three years, so he asked me if I wanted to see his new house, which is on the other side of the city.
3. I still had to go to different shops to buy food for the weekend, so I told him that we might just go for a cup of coffee at Bob's restaurant.
4. I usually prefer coffeehouses but the restaurant was much closer than Starbucks.
5. So we went to Bob's restaurant, and Peter told me all about his family's new house.
6. Two weeks later, we were both invited to a party of an old friend from school. His name was Jack Solomon, and we used to play football together.
7. So we all met again at the Solomon's house and talked about the old times.

ÜBUNG 9



Use the correct form of the genitive. Add *-'*, *-s*, *-s'* or *of* and the definite or indefinite article if necessary.

My _____ (friend – hobby) is dancing. Sally regularly goes to dancing clubs where she meets _____ (people – different nationalities). She also likes to talk to the _____ (owners – clubs) because she wants to learn more about the various events they organize.

Sometimes, she meets another friend of mine, Becky, who particularly likes Latin American dances. Her _____ (mother – dream) was that she would become a famous dancer on one of the most important stages in the world. Mrs Baker used to imagine her in one of _____ (New York – Broadway shows).

A few days ago, the _____ (manager – small club) called Becky at _____ (the Bakers – house) and said he had seen her at _____ (last month – dancing festival) in Chicago. He told her that he would like to have her in his club for the Friday night shows, along with seven other dancers. He explained that the _____

_____ (dancers – job) was merely to entertain the _____ (guests – club) with the performance of Latin American dances.

When _____ (headmaster – our school) heard about this, he asked Becky whether she would like to perform Latin American dances at the upcoming school ball. Now Sally, who used to be _____ (Becky – friend), is very jealous, and I have to try to calm her down as I want to be friends with both of them.

When _____ (Sally – parents) heard about _____ (girls – argument), they asked their daughter to excuse herself for her childish behaviour. They told her that Becky had always been a really good _____ (friend – hers). So, _____ (on the morning – school ball) Sally called Becky and told her that she was sorry.

2 Der Artikel

2.1 Der bestimmte Artikel

TIPP Wann braucht man den bestimmten Artikel nicht?

Wenn Substantive allgemein oder abstrakt verwendet werden, steht im Englischen kein bestimmter Artikel. Dies gilt bei

■ **abstrakten und nicht zählbaren Substantiven:**

life, happiness, freedom, hate, peace, love

Nur, wenn diese Begriffe im konkreten Zusammenhang stehen, d.h. näher bestimmt sind, steht ein Artikel:

I'm reading a book about the life of Shakespeare.

■ **Substantiven im Plural:**

I don't like bananas.

Wenn Substantive im Plural näher bestimmt sind, steht auch hier ein Artikel:

I only like the bananas that grow in Brazil.

■ **Verkehrsmitteln in Konstruktionen mit *to go / travel by*:**

Peter goes to work by bus.

■ **Institutionen:**

Sie stehen ohne Artikel, wenn man ihre Funktion oder ihren Zweck meint. Der Artikel wird nur verwendet, wenn man sich auf ein bestimmtes Gebäude bezieht:

I go to church every Sunday.

I think the church in Main Street is really beautiful.

ÜBUNG 1



Choose the correct form.

1. Life / The life is beautiful.
2. Life / The life of a superstar must be very exciting.
3. Hospital / The hospital in the city centre is a very modern building.
4. My grandma has to go to hospital / the hospital.
5. We don't have a car, so we always travel by train / the train.
6. Many children don't like vegetables / the vegetables.

ÜBUNG 2



Complete the sentences with the definite article when necessary. Put an “x” into the space when you do not need the article.

1. I like going to _____ school, but unfortunately _____ school starts at 8 o'clock every morning. I would prefer _____ school that my brother goes to, it only starts at 8.15.
2. At the moment, my uncle is in _____ hospital because he has hurt his foot badly. Whenever I go to _____ hospital to visit him, I bring him magazines and books.
3. I think _____ life in Paris is quite anonymous. _____ life of most people who live there is very different from _____ life in the country.
4. Usually, I don't eat _____ sweets, but _____ cake that my brother makes is delicious.
5. I like _____ big cities, and I enjoy jogging in _____ Central Park in _____ centre of New York City.
6. During the 1950s and 1960s, many people in _____ USA fought for _____ equality of blacks and whites. Martin Luther King, Jr. said that only _____ love can help _____ American people to achieve this aim. Today, _____ freedom and _____ equality are still two of the most important American values.

2.2 Der unbestimmte Artikel

TIPP**Wann benutzt man den unbestimmten Artikel?**

- Anders als im Deutschen drückt der unbestimmte Artikel die Zugehörigkeit zu einer **Religion**, **Berufsgruppe** oder **Nationalität** aus:
Tina is a Christian.
Philip is a doctor, his wife is a nurse.
Mary is an American.
- Im Plural gibt es keinen bestimmten Artikel; es steht dann häufig eine Mengenangabe wie z. B. *some* oder *any*:
Yesterday, I met some friends at the football club.
At the supermarket, they didn't have any tomatoes, so I went to the market to buy some.

ÜBUNG 3



Choose the correct phrases from the box to complete the sentences.

to have a headache / a cold / a temperature · to take a shower / a bath ·
to take a seat · to take a holiday · in a loud voice · what a pity

1. Sarah must stay in bed. She _____
2. Jane had a busy month at work. She wants _____
3. The Masons' friends came in and _____
4. Lisa: "Jeff isn't allowed to come to my party." Ben: "_____"
5. Luke was really angry. He said _____: "How dare you!"
6. I expect you _____ after soccer practice.

ÜBUNG 4



Complete the text with *the*, *a* / *an* or write "x", when you do not need an article.

1. Bill takes _____ bath every morning and has cornflakes for _____ breakfast.
2. On _____ Saturday, Jenny went out till 2 o'clock in the morning. So she does not want to go to _____ Mass today. She has got _____ headache and _____ temperature.
3. Sarah is on her way to _____ school. _____ school is opposite the museum.
4. Jane likes music. In _____ afternoons she often plays _____ guitar. Her mother is _____ music teacher. Her father is _____ strict Catholic.
5. We usually go on holiday in _____ July. _____ last year we went to France. _____ French know how to cook very well.
6. What _____ lovely day! The sun is shining and we can sit outside. _____ life is wonderful!
7. If the weather is nice tomorrow, we can go to _____ Central Park. They have _____ ice rink, so we could also go ice-skating.
8. I'm feeling sick, I think I'm going to _____ bed early tonight. If it gets worse, I'll have to see _____ doctor tomorrow. I just hope I won't have to go to _____ hospital.

3 Das Pronomen

3.1 Das Personalpronomen

ÜBUNG 1



Complete the text with the personal pronouns in subject form or object form.

1. Tim and Peter are good friends. _____ love soccer and both of _____ play tennis. At the weekend _____ can always find _____ at the soccer club.
2. Lisa likes dancing. _____ loves hip hop music and her friend Nancy loves to go to the disco with _____.
3. When will I see your parents again? – _____ will see _____ next Christmas.
4. I have a problem with Nick. _____ hasn't talked to _____ for more than a week because _____ thinks that _____ lied to _____. But _____ is his fault, because _____ never listens to _____.
5. Excuse _____, can _____ tell _____ how to get to the post office? – _____ is not far. _____ have to go straight on to the traffic light and then turn left.

3.2 Der Possessivbegleiter und das Possessivpronomen

TIPP

Was ist der Unterschied zwischen Begleiter und Pronomen?

- Beide, Possessivbegleiter und Possessivpronomen, zeigen den **Besitz** an.
- Ein **Begleiter** steht wie ein Artikel **vor einem Substantiv**. Er begleitet es und wird daran angeglichen:
This is my book. (*my* ist ein Possessivbegleiter.)
- Pronomen stehen dagegen **für** ein Substantiv. Man verwendet sie, um ein bereits genanntes Substantiv nicht zu wiederholen:
Is this your book? – Yes, it's mine. (*your* ist ein Possessivbegleiter, *mine* ist ein Possessivpronomen.)

ÜBUNG 2



Translate the words in brackets into English.

1. Has Jim got _____ (sein eigenes Auto)? – No, he drives _____ (das Auto seiner Eltern).
2. Kate fell off _____ (ihrem Fahrrad) and _____ (brach sich den rechten Arm).
3. Which bag is _____ (deine)? This one is _____ (meine).
4. This is _____ (unser neuer Hund). Where is _____ (eurer)? – _____ (unserer) is at my sister's today.
5. Mike hasn't got any _____ (eigenes Geld).
6. It was _____ (ihre eigene Schuld).
7. I'm really sorry for my neighbours. _____ (ihr Haus) burnt down last year.
8. Peter is _____ (ein Freund von uns).
9. If you have forgotten _____ (deinen Regenschirm), you can borrow _____ (meinen).

3.3 Das Reflexivpronomen *self*, das reziproke Pronomen *each other* und das Stützwort *one*

TIPP Das Reflexivpronomen (rückbezügliche Pronomen) *self*

Reflexivpronomen (*reflexive pronouns*) werden mit *-self / -selves* gebildet. Sie beziehen sich auf das Subjekt eines Satzes zurück.

Beachte:

Einige Verben, die im Deutschen reflexiv sind, werden im Englischen nicht reflexiv gebraucht.

They met in the park. (Sie **trafen sich** im Park.)

She apologized for her mistake. (Sie **entschuldigte sich** für ihren Fehler.)

ÜBUNG 3



Complete the text with the correct reflexive pronoun.

1. He was looking at _____ in the mirror.
2. I'm not angry with you. I'm angry with _____.
3. My parents enjoyed _____ in New York.
4. We are old enough to look after _____.
5. The food is on the table. Just help _____, boys!
6. My mum didn't buy those pies. She made them _____.
7. My grandfather sometimes talks to _____.
8. Jim, I think you can do it _____.

ÜBUNG 4



Complete the sentences and add a reflexive pronoun if necessary.

1. The door _____ (open), and a girl walked in.
2. You must be tired. Just _____ (relax).
3. The pupils _____ (do the exercises), their parents did not help them.
4. Are we _____ (meet) at 1 o'clock for lunch?
5. Where are you _____ (hide)? I can't see you!
6. Look at the car over there. It's _____ (move)!
7. He can't _____ (afford) a new car this year.
8. She always has to _____ (remind) to study hard.
9. We are late, so we must _____ (hurry).
10. Oh, did you just _____ (cut) with the knife?
11. If you are hungry, just _____ (help)!

TIPP Handlungen auf Gegenseitigkeit

each other und **one another** sind reziproke Pronomen (*reciprocal pronouns*), d. h., sie werden verwendet, wenn eine Handlung auf Gegenseitigkeit beruht:

We send each other Christmas cards every year.

They helped one another.

Unterscheide:

They looked at each other. (Sie sahen sich **gegenseitig** an.)

They looked at themselves in the mirror. (Jeder der beiden sah **sich selbst** im Spiegel an.)

ÜBUNG 5

Complete the text with the words from the box. Do you need a reciprocal pronoun or a reflexive pronoun?

look after each other · look after themselves · talk to each other ·
talk to themselves · help each other · help yourselves

1. When old friends meet, they often _____ for hours.
2. Young and fit people can _____.
3. People who live alone often start to _____.
4. First my mother was ill in bed, then my father was ill, so they had to _____.
5. Fred and Sheila phone every day to _____ with their homework.
6. Please _____! Everything you need is on the table.

TIPP Das Stützwort *one*

■ Soll ein zählbares Substantiv nicht wiederholt werden, so kann es durch das Stützwort *one / ones* ersetzt werden.

■ Anders als im Deutschen können der bestimmte Artikel oder Adjektive nicht allein stehen. Sie benötigen ein Stützwort (*prop-word*):

I have a red bike and a green one. (Ich habe ein rotes Fahrrad und ein grünes.)

ÜBUNG 6



Translate the following sentences. Write into your exercise book.

1. Ich habe dieses Buch selbst gekauft.
2. Diese Tasse ist schmutzig. Kann ich eine saubere haben?
3. Wir müssen uns keine Sorgen machen.
4. Anna und ich sehen uns nicht sehr oft.
5. Ich hätte gerne ein gelbes T-Shirt und ein schwarzes.
6. Sei vorsichtig mit dem Messer. Du könntest dich schneiden.

3.4 Der Demonstrativbegleiter und das Demonstrativpronomen

TIPP

Wann benutzt man *this* / *these* und wann *that* / *those*?

- **this** (Singular) und **these** (Plural) weisen auf Personen oder Dinge in der **näheren Umgebung** des Sprechers hin:
This is my book.
These are my mum's shoes.
- **that** (Singular) und **those** (Plural) weisen auf Dinge hin, die sich vom Sprecher **weiter entfernt** befinden:
That house (over there) looks nice.
Those mobile phones (over there) are small.
- **this** / **these** bezieht sich auf die **Gegenwart**, **that** / **those** dagegen auf die **Vergangenheit**.
This is a good opportunity to practice your English. (hier und jetzt)
That was the first opportunity I had. (damals)

ÜBUNG 7



Choose the correct demonstrative determiner.

1. (This / These) people are nice.
2. Have a look at (these / those) shoes over there.
3. (This / That) was a good idea!
4. What are you doing (this / that) evening?
5. I love (this / that) book here.
6. Here you are. (This / These) sweets are for you.
7. Come (this / that) way, please.
8. (These / Those) people over there are my neighbours.

ÜBUNG 8 ★★ ★

Complete the text with the correct demonstrative determiner or demonstrative pronoun.

- 1. Is _____ your book?
- 2. _____ children are really annoying.
- 3. Look over there. _____ trousers are nice and not expensive.
- 4. Listen, I don't want you to use _____ pen. It's mine! You can use _____ one on dad's desk.
- 5. Do it like _____, not like _____.
- 6. _____ is exactly what I want to discuss today.
- 7. Did you see _____? He nearly hit my car.
- 8. _____ room we are standing in used to be my mum's room.
- 9. All students except _____ who do not study French will travel to Paris.
- 10. _____ days most people order by phone, fax or e-mail.

3.5 Das Relativpronomen

TIPP Wann benutzt man welches Relativpronomen?

- **who** bezieht sich immer auf **Personen**.
- **which** wird nur auf **Dinge** bezogen.
- **that** kann sowohl auf Personen (hauptsächlich in gesprochener Sprache) als auch auf Dinge bezogen werden.
- Um eine Zugehörigkeit oder einen Besitz auszudrücken, benutzt man **whose**, bei Dingen auch **of which**. Im formellen Englisch wird **whom** verwendet, wenn eine Person das Objekt des Relativsatzes darstellt.

	Bezug auf Personen	Bezug auf Dinge
Subjekt	who / that	which / that
Objekt	whom / that	which / that
Genitiv	whose	whose / of which

ÜBUNG 9



Complete the sentences with the correct relative pronouns, but do not use *that*.

1. Nick is one of the few boys _____ don't like football.
2. Dana's mother is a nurse _____ works at the hospital.
3. We watched a film _____ was brilliant.
4. This is Shawna _____ aunt works in the drug store.
5. Mr Harold is the teacher _____ I don't like at all.
6. Mrs Fisher is the teacher _____ went to London with her class.

ÜBUNG 10



Use *whose* or *who's* to complete the text.

1. _____ in the bathroom?
2. What is the boy's name _____ mother works in the bakery?
3. That's Gina, the girl _____ a fantastic singer.
4. There are Mr and Mrs Dumbrell _____ son is a famous football player.
5. I'd like to introduce you to my friend Ali _____ parents are Pakistani.
6. This is Kim _____ just bought a new sports car.

TIPP

Wo stehen die Präpositionen im Relativsatz?

- Ist ein bestimmender Relativsatz mit einer Präposition verbunden, so kann diese nach dem Vollverb oder vor dem Relativpronomen stehen:
Did you get the job (which / that) you applied for?
Did you get the job for which you applied?
- Nur wenn die Präposition nachgestellt wird, kann *which* durch *that* ersetzt werden:
This is the house (which / that) my mother died in.
- Steht die Präposition dagegen vor *whom* oder *which* – was vor allem im formellen Englisch der Fall ist –, können an dieser Stelle weder *who* noch *that* stehen:
The man for whom my mum works is very generous.
This is a problem on which we have to work hard.

ÜBUNG 11



Who are they? Write two answers for each question, and use a preposition in the relative clauses.

1. Who is Danny? – (boy / I / usually fight) Danny is the boy with whom I usually fight. / Danny is the boy (that) I usually fight with.
2. Who is Mr Miller? – (teacher / I / always have discussions) _____

3. Who is that woman? – (candidate / I / vote) _____

4. Who is Carrie? – (friend / I / travel to Africa) _____

5. Who is Mrs Fisher? – (woman / my dad / work) _____

6. How is the project? – (project / I / work / very interesting) _____

7. Who is this? – (man / I / try to talk / store manager) _____

ÜBUNG 12



Translate the following sentences into English. Write into your exercise book.

1. Das ist die Schule, in die ich gehe.
2. Das ist das Hotel, in dem wir gewohnt haben.
3. Wo ist der Füller, mit dem ich immer schreibe?
4. Das ist der Junge, dessen Schwester gut in Französisch ist.
5. Wo ist der Computer, den du gerade gekauft hast?
6. Das ist das Mädchen, neben dem ich in der Schule sitze.
7. Autofahrer, die viel Alkohol trinken, können sehr gefährlich sein.
8. Ich lese gerade ein Buch, das sehr interessant ist.
9. Ist das die Frau, deren Tochter schon lange in deiner Firma arbeitet?

4 Mengenangaben

4.1 some – any

TIPP Wann benutzt man *some* und wann benutzt man *any*?

Sowohl *some* als auch *any* geben eine **unbestimmte Menge oder Anzahl** an. Sie stehen vor nicht zählbaren Substantiven (*some / any water*) und vor Substantiven im Plural (*some / any apples*).

■ *some*

In bejahten Aussagesätzen steht *some*:

I bought some bananas.

Beachte:

Wenn man um etwas bittet oder etwas anbietet, verwendet man *some* auch in Fragen, auf die man ein „Ja“ erwartet:

Could I have some bread, please?

Would you like some more tea?

■ *any*

any verwendet man in **verneinten Aussagesätzen** und in **Fragen**, deren Antwort noch nicht abschätzbar ist:

I didn't buy any oranges because they were too expensive.

Why didn't you buy any apples?

ÜBUNG 1



Complete the sentences and questions with *some* or *any*.

1. I would like to buy _____ new jeans.
2. Dad, are there _____ cookies left?
3. Would you like _____ coffee?
4. I don't want to buy _____ orange juice today.
5. Marc doesn't like _____ of his classmates.
6. Mum, can I invite _____ friends for my birthday?
7. Look, there are _____ beautiful flowers on the table.
8. Martin doesn't drink _____ tea at all.

4.2 no – none

ÜBUNG 2



Complete the text with *no*, *none of*, *none*, *no one* / *nobody*, *nowhere* or *nothing*.

1. My grandmother often feels lonely because _____ ever talks to her.
2. I feel really sorry for this poor man. I think that he has _____ to go to.
3. I'm sorry, there's _____ I can do for you.
4. I have _____ time to talk to you.
5. I was looking forward for some apple pie, but when I arrived at home there was _____ left.
6. _____ the children like vegetables.

4.3 much – many

ÜBUNG 3



Complete the text with the words from the box. If you need help ↑ p. 24.

information · money · children · eggs · time · juice · snow · salt · brochures

1. Many _____ love animals.
2. I don't drink much _____. I prefer milk.
3. The travel agent didn't give us much _____, but many _____.
4. I just started to work for this company. I don't earn much _____ yet.
5. Mum, how many _____ do we need for the cake?
6. Don't put too much _____ in the soup!
7. We usually don't get much _____ for Christmas.
8. Hurry up! We don't have much _____.

TIPP *much oder many?*

■ **much** („viel“) steht vor nicht zählbaren Substantiven. In bejahten Aussagesätzen steht stattdessen auch oft *a lot of / lots of* oder *plenty of*:

How much milk do we need?

■ **many** („viele“) steht vor zählbaren Substantiven:

How many bottles of milk are there in the fridge?

Beachte:

Money ist nicht zählbar, es sei denn, es ist von Geldscheinen, Münzen oder einer Währung die Rede.

How much money have you got in your pocket? – Not much, I only have a few dollars, and three euros.

How many dollars have you got? – Not many, only two.

ÜBUNG 4

Complete the following questions with *how much* and *how many*.

1. _____ sugar would you like in your coffee?
2. _____ time do we have to do this ?
3. _____ times have you seen that film?
4. Mum, _____ weeks are there until my birthday?
5. _____ is this T-shirt?
6. _____ people live in Europe?

4.4 each – every

ÜBUNG 5

Translate the underlined parts of the sentences.

1. Ich gehe jeden Tag spazieren.
2. Jeder (einzelne) Schüler muss beim Schulfest helfen.
3. Jedes der Mädchen hatte eine Blume in der Hand.
4. Ich besuche meinen Großvater jeden zweiten Tag.
5. Jedes Klassenzimmer hat einen Schreibtisch.

4.5 a little – a few / little – few

TIPP Wann steht vor *few* und *little* der unbestimmte Artikel und wann nicht?

- **a few** wird nur bei zählbaren Substantiven im Plural verwendet und bedeutet „ein paar“, „einige“:
A few students stayed to ask the professor some more questions. (einige Studenten)
- **a little** wird nur bei nicht zählbaren Substantiven verwendet und bedeutet „ein wenig“, „ein bisschen“:
My sister also speaks a little Portuguese. (ein bisschen Portugiesisch)

Beachte:

few (vor einem Substantiv im Plural) und **little** (vor einem Substantiv im Singular) **ohne den unbestimmten Artikel** bedeuten „wenig / wenige“:

(Only) few children stayed to clean the classroom. (nur wenige Kinder)
Let's go. There's only little time before the film starts. (wenig Zeit)

ÜBUNG 6



Complete the sentences with *a few*, *a little*, *few* or *little*.

1. There are _____ tourists in our town in November, so some of the hotels close for a month.
2. My parents have _____ understanding for my problems. That's why I usually talk to my best friend Anne.
3. There are _____ good players on our soccer team at the moment, so we've lost quite _____ matches already.
4. My little brother is _____ unhappy these days because his dog has died.
5. I bought _____ bottles of wine for our party.
6. Have you got any apple juice left? Yes, not much, but _____.
7. I only have _____ money left, so I can't buy you any ice-cream.
8. Mike is such a mean person. No wonder he has only _____ friends.
9. Are you thirsty? – No, I just drank _____ water.
10. _____ months ago I met an old friend who went to school with me.

5 Das Verb I: die Verbarten

5.1 Das modale Hilfsverb

TIPP Wie werden Modalverben gebildet und gebraucht?

- Auf ein Modalverb folgt im Satz immer der **Infinitiv** des Vollverbs **ohne to** (Ausnahme: *ought to*).
- In der 3. Person Singular Präsens wird an ein Modalverb **kein -s** angehängt.
- Da sie selbst Hilfsverben sind, brauchen Modalverben bei Fragen und Verneinungen **kein weiteres Hilfsverb**.
- Modalverben bilden **keine -ing-Form**.

ÜBUNG 1



Complete the sentences with *can* or *can't*.

1. Please speak up a bit, so that I _____ hear you.
2. Where are my glasses? I _____ find them.
3. He feels sick this morning, so he _____ go to school.
4. I have broken my leg, so I _____ play football with my friends.
5. My father is afraid of the sea because he _____ swim.
6. It is very dark tonight, one _____ see anything.
7. In Germany, a lot of people _____ speak English.
8. _____ you give me the butter, please?
9. I am very sad, my best friend _____ come to my birthday party.
10. Her English isn't very good, but I _____ understand what she means.
11. We have lost our key. What _____ we do now?
12. My grandma always takes the bus. She _____ drive.
13. I _____ do this, it is too difficult.
14. _____ you tell me where the bus stop is, please?

ÜBUNG 2



Complete the text with *can, could, be able to, may, allow, be allowed to* or *should*. You might also need the negative forms of these modal auxiliaries. Be careful with the tenses.

1. Last Friday, I _____ to come to your party because my dad _____ me to go out. Usually I _____ to go out, but last Friday we had a long discussion about my marks. He thinks I _____ stay out late if I don't do my homework regularly. My mum and my dad think I _____ get better marks if I go to bed after midnight. Do you think I will ever _____ to decide anything on my own?
2. Excuse me, _____ you tell me how to get to the station? I have been studying this map for ten minutes, but it seems to me that I _____ to read it correctly.
3. At the moment, Mick _____ to play tennis because he has broken his arm. The doctor says he _____ to play until Christmas. But Mick loves sports, in fact he _____ live without doing sports at least three times a week. So he goes jogging every weekend, although the doctor says he _____ do that either.
4. _____ you speak louder, please?
5. _____ I help you?
6. You _____ to turn left here, you must turn right.
7. "Hi Nick, _____ to travel to the summer camp next July?" – "I'm not sure. My parents think I _____ spend some time with them and my little sister. But maybe I _____ to go on a trip with them first, and then join you in the camp."
8. Teacher: "You _____ leave as soon as you have finished this."

TIPP**must und may und ihre Ersatzformen have to und be allowed to**

- Das Modalverb **must** bezieht sich nur auf die **Gegenwart**. Zur Bildung anderer Zeitformen braucht man die Ersatzform *have to*:

I must leave now.

I'm sorry I had to leave so early yesterday, but it was my mum's birthday.

Tomorrow I will have to leave the office at 4 o'clock.

- **have to** ist außerdem mit einem **äußeren Zwang** verbunden, wohingegen **must** eher ein **persönliches Bedürfnis** ausdrückt:

My room is a mess, I must clean up.

My mum says I have to clean my room before I go to the party tonight.

- Das Modalverb **may** bezieht sich ebenfalls nur auf die **Gegenwart**. Zur Bildung anderer Zeitformen braucht man die Ersatzform *be allowed to*:

You may stay up till 9 p.m. today.

I'm afraid I won't be allowed to stay out late on Monday.

Until now I haven't been allowed to travel without my parents.

Yesterday I was allowed to watch TV until 11 p.m.

ÜBUNG 3

Complete the sentences with *must* or *have to*. Be careful with the tenses.

1. I have been walking for hours. I _____ drink something now.
2. I _____ be home by 6 o'clock because we'll have a test tomorrow.
3. I _____ be home by 8 o'clock because I want to watch my favourite soap opera on TV.
4. I'm sorry, but you _____ finish this alone. I _____ leave now because the last bus is leaving in five minutes.
5. Yesterday, I _____ clean the house because we were expecting 20 guests for my husband's birthday party, but tomorrow, my daughter Suzy _____ help me with the dishes.
6. Don't turn right here. If you want to take the fastest way, you _____ turn left.
7. I still haven't done everything I _____ do. So I _____ get up early tomorrow to get everything ready.

TIPP *nicht brauchen / nicht müssen und nicht dürfen*

- Das Modalverb *must* wird in der Gegenwart mit **needn't** verneint:
I must go to school but I needn't go to the sports club.
- Für die Verneinung in anderen Zeiten wird die **Ersatzform have to** verwendet.
I didn't have to help my father in the garden yesterday.

Beachte:

mustn't bedeutet **nicht dürfen**.

You mustn't disturb him. (Du darfst ihn nicht stören.)

ÜBUNG 4

Use *must*, *needn't* or *mustn't* to translate the underlined parts of the sentences.
Write into your exercise book.

1. Du musst nicht in die Schule gehen, wenn du krank bist.
2. Du brauchst mir nicht zu helfen, ich komme allein zurecht.
3. Du darfst nicht zu viel trinken, du bekommst sonst Bauchweh.
4. Ihr braucht nicht zu bezahlen, ich lade euch ein.
5. Du musst heute nicht früh ins Bett gehen.
6. Ich darf heute nicht lange aufbleiben.
7. Meine Schwester hatte gestern Zeit für mich, da sie nicht arbeiten musste.
8. Mein kleiner Bruder darf nicht mit Feuer spielen.
9. Ich muss heute unbedingt meiner besten Freundin helfen.
10. Passagiere dürfen nicht mit dem Fahrer sprechen.
11. Ich kann leider nicht kommen. Ich muss Klavier spielen.
12. Es ist schon 21 Uhr. Er muss inzwischen zu Hause sein.
13. Ich muss heute nicht einkaufen gehen.

TIPP *may und might als Ausdruck von Möglichkeiten*

- *may* und *might* werden verwendet, um Möglichkeiten oder Wahrscheinlichkeiten auszudrücken:
The Smiths aren't at home. They may be on holiday.
Mr Sinclair is a smart man. He may know.
There's a new film at the cinema. We might go to see it next week.
I like this book. You might have heard of the title.
- Ist die **Wahrscheinlichkeit**, dass etwas eintritt, relativ **hoch**, so wird **may** bevorzugt. Ist die **Wahrscheinlichkeit geringer**, wird eher **might** verwendet:
It may rain. (Die Wahrscheinlichkeit liegt beispielsweise bei 70 %.)
It might even snow. (Die Wahrscheinlichkeit liegt beispielsweise bei nur 40 %.)

ÜBUNG 5



Use *may* and *might* to complete the sentences.

1. It's cold outside and has started to snow. Be careful, the roads _____ be slippery.
2. I will invite some classmates for my birthday. I _____ even invite Nick, who is quite unpopular. I feel sorry for him, and my invitation _____ please him.
3. I love beaches. We _____ travel to Florida this summer.
4. I hate hiking, but my husband loves the mountains. So we _____ travel to Switzerland.
5. I don't want the dog to come into the living room. It _____ make everything dirty.

5.2 *be, do und have*

TIPP

be, do und have können Hilfsverb oder Vollverb sein

■ Als **Hilfsverben** werden *be* und *have*

- zur Bildung des **Passivs** verwendet: *The house was sold.*
- zur Bildung der **Verlaufsform** verwendet: *I am going to school.*
- zur Bildung verschiedener **Zeitformen** verwendet:

Dan has just started to write a new book. (have zur Bildung des present perfect)

I was at work when I noticed that I had forgotten my keys. (have zur Bildung des past perfect)

■ Das **Hilfsverb do** wird

- zur Bildung von **Fragen** benötigt: *Does your mum like animals?*
- zur Bildung von **Verneinungen** benötigt: *Mathew doesn't like fish, and I don't eat meat.*

■ *be* und *have* können auch als **Vollverben** eingesetzt werden:

I was home at 8 o'clock.

I have already done my homework. (have ist Hilfsverb, do ist Vollverb)

We didn't have the chance to see her before she left. (do ist Hilfsverb, have ist Vollverb)

■ Fragen und verneinte Aussagen, die das Verb *be*, das Vollverb *have got* oder das **Hilfsverb have** enthalten, werden **nicht** mit dem **Hilfsverb do** gebildet:

Fragen	Verneinte Aussagen
<i>Are you leaving now?</i> (be ist Hilfsverb)	<i>I am not stupid.</i> (be ist Vollverb)
<i>Have you got enough money to buy this jacket?</i>	<i>We haven't got any pets.</i>
<i>Have you finished your homework?</i>	<i>I haven't had anything to eat yet.</i>

ÜBUNG 6



Suzy and Tina are sisters, but they are very different. Take Tina's role and form the negatives of Suzy's statements.

1. Suzy: I like big cities.

Tina: _____

2. Suzy: I think mum likes Mozart.

Tina: No, I think she _____

3. Suzy: I want to go to the tennis club now.

Tina: _____

4. Suzy: I work late at night.

Tina: _____

5. Suzy: Dad likes my new dog.

Tina: No, I think he _____

6. Suzy: I am going to have some ice-cream now.

Tina: _____

ÜBUNG 7



Decide whether *be*, *do* and *have* are used as a main verb (Vollverb) or as an auxiliary verb (Hilfsverb).

1. After school I **do** my homework.

2. I like English and German, but I **don't** like Maths.

3. When I **have** done my homework, I **have to** tidy up my room.

4. Unfortunately, I **am** very untidy and there **is** always a lot of work to do.

5. In the afternoon, I'll try to see one of my friends. I **have** a lot of friends in the neighbourhood.

6. I **am** looking forward to seeing one of them today!

7. He **is** called Tom and he **is** really nice.

8. His parents **have** just built a swimming pool in their garden. That **is** wonderful!

ÜBUNG 8



Form the questions to the answers. Be careful, sometimes you do not need the auxiliary verb *to do*.

1. _____
– Yes, he likes soccer.
2. _____
– The train to London leaves at 5.34 p.m.
3. _____
– No, the post office is not far from here. It's just across the street.
4. _____
– Yes, my dad plays field hockey, too.
5. _____
– No, we didn't watch *Batman* last night.
6. _____
– She didn't come to the party because she wasn't allowed to come.

ÜBUNG 9



Rewrite the following sentences. Begin with *There is / There are*.

1. We have three cinemas in our city.
There are three
2. The Chester zoo has got tigers and elephants.

3. My purse is empty.
_____ any money _____
4. Avignon has got a famous bridge.

6 Das Verb I: die Zeitformen

TIPP Was ist der Unterschied zwischen *continuous* und *simple forms*?

Die Unterscheidung zwischen *continuous* (auch: *progressive*) und *simple forms* dient nur der Unterscheidung **unterschiedlicher Aspekte, nicht unterschiedlicher Zeiten**. Mit der *simple form* beschreibt man abgeschlossene Handlungen oder Tatsachen, die *continuous form* hingegen bezieht sich auf Handlungen, die im Verlauf sind oder waren, oder auf Dinge, die nur für einen begrenzten Zeitraum gelten.

Vergleiche:

I always have to wait for my boyfriend because he's usually late.

I'm waiting for my boyfriend. He may have missed the bus.

I have just finished my homework. Do you want to see it?

I have been cleaning the house for hours, but I still haven't finished.

Yesterday night I watched TV.

I was watching TV, when suddenly somebody knocked at the door.

6.1 present tense

ÜBUNG 1



Add the signal words for the present continuous and the simple present to the following sentences.

every Tuesday · once a month · at the moment · never · sometimes · at present

1. Ken goes swimming _____.
2. Marilyn can't come to the phone, she's cooking _____.
3. I don't like fish very much, but I _____ eat it anyway.
4. _____ we are facing a difficult problem.
5. We love movies, so we go to the cinema at least _____.
6. My brother hates French songs, so he _____ listens to Céline Dion.

ÜBUNG 2



Complete the text with the simple present or the present progressive.

1. It's Tuesday morning. Mike usually _____ (go) to school on weekdays. But today, he _____ (stay) at home because he _____ (have) a bad headache.
2. Mrs Baker usually _____ (work) in a bookstore three days a week. But this week, she _____ (work) five days because her boss is on holiday. Look, she _____ (just sell) a book to a woman.
3. Mandy's sister sometimes _____ (write) a letter to her Grandma. Right now, she _____ (talk) to her on the phone.
4. On Saturdays, Nick and Jack often _____ (play) tennis, but today Nick _____ (feel) tired, so Jack _____ (play) soccer with some other friends.

ÜBUNG 3



Write the negative forms.

	simple present	present progressive
he works	<u>he doesn't work</u>	<u>he isn't working</u>
we walk	_____	_____
she eats	_____	_____
they run	_____	_____
you sing	_____	_____
I drive	_____	_____
he swims	_____	_____
we stop	_____	_____
she tries	_____	_____
they go	_____	_____

6.2 present perfect

ÜBUNG 4



a) Use the present perfect to complete the following sentences.

b) Underline all the signal words for the present perfect.

1. Mike's bike is shining. He _____ just _____ (clean) it.
2. _____ you recently _____ (see) Lisa? I wonder where she is.
3. _____ Rachel already _____ (finish) her homework?
4. _____ you ever _____ (be) to New York City?
5. I _____ (not meet) Lucy's new boyfriend yet.
6. We _____ (not have) the time to buy a new table since we moved here.
7. I _____ never _____ (fall) down the stairs before.
8. Tim _____ (have) this car for seven years.
9. I _____ (work) for this company since 2002.
10. Since we arrived in London, we _____ (not have) the time to visit any of the beautiful sights.

TIPP

Die Angabe von Zeitpunkt und Zeitspanne mit *since* und *for*

Mit *since* und *for* wird das **present perfect** (*simple* und *continuous*) verwendet.

■ *since*

since bezieht sich auf einen **Zeitpunkt**, der angibt, wann ein Geschehen begonnen hat:

I've been here since last week.

■ *for*

for bezieht sich auf eine **Zeitspanne** oder einen **Zeitraum** und beschreibt, wie lange ein Geschehen bereits andauert:

Your mother has been waiting for your phone call for two hours.

Beachte:

Im Deutschen wird das Präsens verwendet, um auszudrücken, wie lange etwas schon andauert:

Deine Mutter wartet schon seit zwei Stunden auf deinen Anruf.

Ich arbeite jetzt schon seit Wochen an diesem Projekt.

ÜBUNG 5



Complete the sentences with the present perfect simple or the present perfect continuous and add *since* or *for*.

1. My dad _____ (not buy) me a new pair of jeans
_____ almost a year.
2. My parents and I _____ (discuss) this subject
_____ more than two weeks.
3. My friend's latest CD _____ (be) very successful
_____ she played in a famous pub in London.
4. _____ we arrived here you _____ (get) on
my nerves. Can't you just stop it?
5. We _____ (know) each other _____ 1993.
6. My sister _____ (sleep) _____ hours now.
I think I should wake her up.

6.3 past tense

ÜBUNG 6



Form the simple past of the following verbs.

- | | | | |
|------------|-------|-----------|---------------|
| 1. go | _____ | 2. be | _____ / _____ |
| 3. stop | _____ | 4. buy | _____ |
| 5. teach | _____ | 6. catch | _____ |
| 7. have | _____ | 8. sell | _____ |
| 9. run | _____ | 10. found | _____ |
| 11. find | _____ | 12. drive | _____ |
| 13. choose | _____ | 14. lose | _____ |

ÜBUNG 7



Write the negative forms of the verbs. Use the simple past.

- | | | | |
|-------------|-------|----------|---------------|
| 1. go | _____ | 2. be | _____ / _____ |
| 3. stop | _____ | 4. buy | _____ |
| 5. have got | _____ | 6. catch | _____ |
| 7. teach | _____ | 8. have | _____ |
| 9. want | _____ | 10. like | _____ |

ÜBUNG 8



- a) Use the simple past to complete the text.
b) Underline the signal words for the simple past.

I _____ (visit) London in 1987 for the first time. In 2004,
I _____ (go) there again and _____ (have)
a good time with an American friend. We also _____ (explore)
Wales that year.

Two years ago, I _____ (travel) to London for the third time
because I _____ (want) to celebrate New Year's Eve with some
friends from university. We _____ (arrive) on 31 December and
_____ (stay) at a friend's house. It _____ (be)
nice to be in the city after such a long time.

On our first day in London, we _____ (decide) not to visit too many
sights because we _____ (not want) to be too tired in the evening.
So we _____ (go) for a short walk around Trafalgar Square and the
Houses of Parliament. In the evening, we _____ (go) to a party in one
of London's suburbs. At 3 o'clock in the morning, we _____ (take) a
taxi to get home.

Last year, our friend _____ (invite) us to come to London again, but
we _____ (prefer) to celebrate New Year's Eve in Berlin.

ÜBUNG 9



What were they doing? Use the simple past or the past progressive to complete the sentences and questions.

1. What _____ you _____ (do) when I _____ (call) you yesterday? – I _____ (take) a bath.
2. Two days ago I _____ (watch) my favourite soap on TV when suddenly my brother _____ (start) to play the trumpet. It _____ (be) a terrible noise!
3. What time _____ you _____ (get) home last night? – I don't remember. We _____ (have) a lot of fun at Tina's until her mother _____ (come) into her room to remind us of the time. I think it _____ (be) 11 p.m.
4. When Mrs Miller _____ (enter) Nick's room, he _____ (read) one of his new comics.
5. Last Monday, I _____ (see) something very funny. I _____ (walk) along Hyde Park thinking of nothing when I _____ (see) a dog with three legs running across the street very fast. I _____ (stop) to look at it but then I _____ (hear) the loud horn of a truck that _____ (just turn around) the corner. It _____ (stop) really hard, and the dog _____ (find) itself covered with tomatoes.
6. Yesterday evening, we _____ (have) dinner, when the door bell _____ (ring). It _____ (be) Duncan, who _____ (want) to know if we _____ (have) time. He _____ (have) a party at his house that night and so he _____ (ask) us to come over.
7. When I _____ (come) to school yesterday, I _____ (see) two of my teachers who _____ (stand) in front of the classroom. I _____ (be) lucky to understand what they _____ (talk) about because my English teacher _____ (tell) his colleague what the next English test would be about!

6.4 simple past und present perfect

TIPP Der Gebrauch von simple past und present perfect

simple past

- Das **simple past** beschreibt Vorgänge, die in der Vergangenheit **abgeschlossen** wurden. Daher findet man häufig die Angabe eines genauen Zeitpunktes oder Zeitraums in der Vergangenheit (Signalwörter) wie *yesterday, last month, ten years ago, in August, in 1995*.

Sally was late for dinner yesterday.

- Das **simple past** wird außerdem in zwei weiteren Fällen eingesetzt:

- zur Beschreibung einer **Reihenfolge von Handlungen**:

First, we went to Liberty Island, then we took the ferry to Ellis Island. Later in the afternoon we visited a museum. Afterwards we returned to Manhattan where we had dinner.

- in **Berichten, Erzählungen und Geschichten**:

Once upon a time there was a king ...

present perfect

- Das **present perfect** verbindet Handlungen oder Zustände der **Vergangenheit** mit der **Gegenwart**. Signalwörter sind *before, ever, never, so far, up to now, yet, since, for, this year, always* („schon immer“).

- Das **present perfect** wird verwendet,

- wenn von einem noch **nicht abgeschlossenen Zeitraum** die Rede ist:

I have been sick since last week.

They have painted their house this year.

- wenn ein **Ergebnis sichtbar** ist, das auch für die Gegenwart Bedeutung hat:

Mum has just washed the glasses. We can use them now.

- wenn ein **Zustand** in der Vergangenheit begonnen hat und **noch andauert**:

The album has been very successful so far.

I've always dreamt of going to New York but I have not had the chance to go yet.

ÜBUNG 10



Complete the text with the words in brackets. Use the simple past or the present perfect.

Last night, I _____ (hear) a noise outside, so I _____ (get up). My wife _____ (be) upset and she _____ (say): "I _____ (already tell) you so many times that I don't want you to wake me up. Look, what you _____ (do)! I'm awake now, and I can't sleep any longer." I answered: "I _____ (never do) this before. But two weeks ago, there _____ (be) burglars in our street, and so I _____ (think) I _____ (must) call the police."

ÜBUNG 11



a) Look at the example. Write more short conversations like this. Use the simple past and the present perfect.

1. (London?) – Have you ever been to London?

(May) – Yes, I was there in May.

(visit / Tower of London?) – Did you visit the Tower of London?

(No / too many people / visit the Globe) – No, there were too many people. But I visited the Globe.

2. (Ireland?) – _____

(last summer) – _____

(visit Dublin?) – _____

(No / not have enough time / drive down the west coast) – _____

3. (New York) – _____

(two years ago) – _____

(visit / Museum of Modern Art?) – _____

(No / too expensive / take the ferry to Liberty Island) – _____

4. (San Francisco?) – _____

(2003) – _____

(walk on the Golden Gate Bridge?) – _____

(Yes / also see Alcatraz) – _____

5. (Edinburgh?) – _____

(No / never Scotland / Wales) – _____

(go / Wales / last year?) – _____

(No / not since 2004) – _____

b) Now complete the table with all the signal words for the simple past and the present perfect that you can find in the conversations above.

simple past	present perfect

ÜBUNG 12 ★★★

Use the simple past or the present perfect to complete the sentences and questions.

1. _____ (you / see) Jack today? – No, I _____
_____ (not see) him since last Tuesday.
2. _____ (see) Miranda yesterday? – Yes, I _____
(see) her yesterday but I _____ (not see) today since
breakfast. She _____ (disappear)!
3. Nobody _____ (see) Mickey since last Friday. He _____
_____ (leave) the house at 1.00 a.m.
His wife Louise _____ (see) him from the window. Her sister
_____ (call) the police the day after he _____
(disappear). They _____ (already find) his car. Mick
_____ (not contact) his wife for five days now, and the
police _____ (not find) any hint where he could be
yet. Louise is quite worried because her husband _____
(never be) out of contact with her for so long.

ÜBUNG 13



Your exchange partner from Manchester is visiting you in Germany. Do you need the simple past or the present perfect to ask the following questions? Be careful, the German *Perfekt* does not always correspond to the present perfect!

1. Wie hast du letzte Nacht geschlafen?
2. Bist du mit dem Zug nach Deutschland gekommen?
3. Bist du schon einmal in Deutschland gewesen?
4. Hast du schon einmal deutsche Gummibärchen (*jelly babies*) gegessen?
5. Hast du dein Wörterbuch mitgebracht?
6. Hast du deine Eltern in Manchester schon angerufen?
7. Bist du gestern in Manchester noch zu deinem Fußballtraining gegangen?

6.5 past perfect

ÜBUNG 14



Complete the sentences with the verbs in the past perfect.

1. When Sally arrived at home, her husband _____
(already prepare) dinner.
2. As my brother _____ (forget) to tell me that I
was supposed to go to the supermarket, we didn't have anything to eat last night.
3. When Billy finally got to the train station, the train _____
_____ (already leave).
4. Samantha was very tired because she _____
(work) hard all day.
5. When Christine met one of her favourite TV stars on Broadway, she was very excited
because she _____ (never see) any stars before.
6. On Thursday, Dan came home from a long journey around the world and his mum
was very happy to see him again as she _____
(not even talk) to him for a month.

ÜBUNG 15 ★★ ★

Last week, Mrs Baker left her children alone for a few hours because she had to do the shopping. When she got home, she found out that her children had been doing things they are usually not allowed to do. Complete the sentences with the verbs in the past perfect continuous.

- 1. Jim _____ (listen) to loud music, so that the neighbours had already complained three times.
- 2. Susan _____ (talk) on the phone for two hours.
- 3. Philip _____ (play) computer games all afternoon.
- 4. Little Zachary _____ (throw up) for half an hour, because he had eaten lots of chocolate bars.

6.6 Die Zeiten der Vergangenheit im Vergleich

ÜBUNG 16 ★★ ★

Revision of the tenses – write the correct form of the verbs:

<i>present perfect</i>	teach	he _____
<i>past perfect continuous</i>	look	she _____
<i>simple past</i>	go	they _____
<i>present perfect continuous</i>	talk	you _____
<i>past perfect</i>	come	we _____
<i>present perfect</i>	sell	I _____
<i>past continuous</i>	walk	she _____
<i>present perfect</i>	drive	he _____
<i>simple past</i>	know	I _____
<i>past perfect continuous</i>	live	she _____

TIPP**Der Gebrauch von *past perfect*, *simple past* und *present perfect***

- Der Gebrauch des *past perfect* entspricht dem Gebrauch des Plusquamperfekts im Deutschen. In Satzgefügen mit dem *simple past* beschreibt das ***past perfect vorzeitige*** Handlungen und Ereignisse in der Vergangenheit, d. h., es beschreibt eine Handlung, die in der Vergangenheit einer anderen Handlung in der Vergangenheit voranging:

Yesterday, I arrived at home and I wanted to unlock the door, but then I realized that I had forgotten my keys inside of our house.

Der folgende Zeitstrahl zeigt die Vorzeitigkeit deutlich:

I had forgotten my keys I arrived / I wanted to unlock / I realized

Vorvergangenheit

Vergangenheit

Gegenwart

- Im Unterschied zum *present perfect* besteht beim ***past perfect* kein Bezug zur Gegenwart**:
Last year we travelled to Dublin. We had never been to Ireland before. (Vor letztem Jahr waren wir noch nie in Irland gewesen.)
 – “Tell me Lucy, have you ever been to Ireland?” – “No, I have never been to Ireland.”
 (Bis heute war ich noch nie in Irland.)

Beachte:

Wird die Geschichte in **chronologischer Reihenfolge** erzählt, so verwendet man das ***simple past***:
Yesterday, I forgot my keys inside of our house. I only realized that when I arrived at home. So I had to call my dad. He arrived 25 minutes later and I was finally able to enter the house.

ÜBUNG 17

Use the tenses of the past to complete the text (simple past, present perfect or past perfect). Be careful, you will have to choose between simple and continuous forms.

Three years ago, my friends and I _____ (want) to go on a trip to Namibia. Two of us _____ (never be) there before. We _____ (plan) the trip in detail because we _____ (not want) to travel with a guide. In Windhoek, we _____ (rent) a car for which we _____ (make) a reservation when we _____ (be) still at home. When we _____ (get) the car, Sandy said: “I _____ (never see) such a cool car before.” In fact, none of us _____ (ever drive) such a car.

It _____ (be) a huge four wheel drive Toyota with two tents on top of the roof. On 24 December, we _____ (arrive) in Omatako, where we _____ (want) to celebrate Christmas Eve with some Bushmen. We _____ (just prepare) dinner, when it suddenly _____ (start) to rain heavily. So we _____ (jump) into our car and _____ (wait) until it was over. After we _____ (finish) dinner, we _____ (join) the Bushmen to sit around the fire and sing.

The following day, we _____ (drive) to the Etosha Pan when we suddenly _____ (see) the first giraffes. Carrie _____ (say): "So far, this _____ (be) the most exciting trip I _____ (ever make)." The people we _____ (meet) at our next camp _____ (be) just as nice as the Bushmen. Frank _____ (say): "These are the most friendly people I _____ (ever talk to)." Indeed, we _____ (be) all surprised about their perfect hospitality.

I _____ (hardly ever experience) that anywhere in the world before. On 30 December, we _____ (travel) to the desert where we _____ (want) to celebrate New Year's Eve.

We _____ (drive) for several hours when Frank suddenly _____ (stop) the car because there _____ (be) a black mamba lying on the street right before us. We all _____ (look) at it, but then it _____ (disappear) quickly. Our nerves _____ (be) a little bit strained because we _____ (be) all tired. Carrie _____ (say): "We _____ (drive) all day now, I hope we are going to arrive at the camp soon."

6.7 Die Zukunft

ÜBUNG 18



Use the will-future simple to complete the following sentences.

1. In the news they say that it _____ (be) sunny at the weekend.
2. I believe that Liam _____ (win) the race.
3. I think you _____ (not like) the hotel, it's usually quite dirty.
4. Don't be afraid, I _____ (not forget) to call you before I leave.

TIPP

Wann wird das *will-future* verwendet?

■ Das *will-future simple* wird verwendet

- für **allgemeine Vorhersagen** oder **Annahmen** zur Zukunft:

I think it will rain tomorrow.

- wenn sich jemand **spontan** zu etwas entschließt, zum Beispiel bei Plänen und Angeboten:

It's getting hot. I'll take off my jacket.

■ Das *will-future continuous* wird verwendet,

- um **vorhergesehene** Handlungen oder Ereignisse zu beschreiben:

The train will be arriving at 5.08 p.m.

- wenn etwas Zukünftiges auf jeden Fall eintreten wird, unabhängig davon, ob es geplant ist oder nicht:

I can't come to your party Thursday. I'll be writing a test on Friday.

ÜBUNG 19



Use the will-future continuous to complete the following sentences.

1. By the time we get home our children _____ (sleep).
2. I'm sure my grandma _____ (not come) to my birthday party tonight because she has been ill for two days.
3. We were supposed to be back at the youth hostel an hour ago. I believe our teachers _____ (search) for us.
4. The plane _____ (take off) punctually at 10.30 a.m.

ÜBUNG 20



Use the going-to-future to complete the following sentences.

1. My daughter loves animals. I think she _____ (be) a veterinary.
2. Brian loves foreign languages and travelling. For this reason he _____
_____ (take part) in a student exchange programme.
3. Mary, don't forget to take a warm coat, or you _____ (catch) a cold.
4. Look, there are some dark clouds. There _____ (be) a thunder storm.
5. I hate the way she treats my friend. I _____ (tell) her that she must stop behaving like this!

TIPP Wann wird das *going-to-future* verwendet?

Man verwendet das *going-to-future*,

- um darüber zu sprechen, welche **Pläne** oder **Absichten** jemand hat:

I'm going to finish my lunch and then I'm going to meet my best friend at Rose's coffee bar.

- wenn man **stark davon ausgeht**, dass etwas geschehen wird, da es schon **Hinweise** gibt.

I'm afraid it's going to rain this afternoon.

Do you think they are going to get divorced after all these quarrels?

ÜBUNG 21



Complete the text with the verbs in the future perfect.

1. When I am in Mexico, I _____ (pass) my final exams.
2. After six months of work for this company, Mick _____
(earn) enough money for our trip to Australia.
3. Mum, by the time you get back from work I _____
(do) my homework and Timmy _____ (clean) his room.
4. By the end of July, my uncle and my aunt _____ (finish)
the construction work in their new house, so that they can move next August.

TIPP Wann wird das *future perfect* verwendet?

Das *future perfect* dient dazu,

- Vorgänge oder Zustände zu beschreiben, die zu einem bestimmten Zeitpunkt in der Zukunft abgeschlossen sein werden. Oft wird dieser Zeitpunkt benannt:

When you visit us next week, we will have finished the paintwork in the guest room.

- Vermutungen über vergangenes Geschehen in der Zukunft anzustellen:

I assume she will have left the keys on the desk.

ÜBUNG 22 ★★★

Use the present continuous to express your fixed personal plans for next week.

1. Next Monday I'm definitely _____ (visit) my grandma.
2. On Monday afternoon, I _____ (play) baseball with her neighbour's son.
3. On Tuesday, I _____ (meet) my friend Jim at the tennis club.
4. On Friday, I _____ (go) to a party at Ricky's.
5. I do not know yet what _____ (do) on Saturday.

ÜBUNG 23 ★★★

Translate the following sentences. Use the words and expressions from the box. Write into your exercise book.

expect to be · are about to · is unlikely · would like to · is to give · is certain ·
is going to · will

1. Ich bin mir sicher, dass Mike kommt.
2. Denkst du, dass der Film bald anfängt?
3. Der Präsident wird nächste Woche eine Rede vor dem Lincoln Memorial halten.
4. Wir fahren gleich los.
5. Ich werde wohl gegen 17 Uhr zu Hause sein.
6. Sally würde gerne nächstes Jahr eine Reise nach Südafrika machen.
7. Es ist unwahrscheinlich, dass das Wetter in England morgen besser ist als in Wales.
8. Er ist sicher, dass er die Prüfung Ende nächsten Schuljahres bestehen wird.

ÜBUNG 24



Complete the sentences with the will-future simple or the going-to-future.

1. Sam and Lucy were just walking out of the cinema when it suddenly started to snow.

Sam said: “_____ (take) you home by car.” Then, they met Sam’s friend Philip who asked them to have a drink with him. But Sam answered: “No, as you can see, I’m busy. _____ (take) Lucy home.”

2. Hey Peter, why are you wearing your best suit? _____ (meet) the Queen today?

3. David went to the tennis court right after school. “_____ (play) a match with Nick,” he had told his friends at school. But at 3 p.m., it started to rain, and when Nick arrived at the tennis court, Dennis had a good idea and he said to Nick: “_____ (play) table tennis instead.”

ÜBUNG 25



Complete the text with the will-future simple (3x), the will-future continuous (1x), the going-to-future (2x), the present continuous (2x) or the future perfect (1x).

Jack: “My brother _____ (be) 21 next Friday.

He _____ (have) a party at our house.” Mike: “_____ (invite) Tina and her friend Lisa, too?”

Jack: „I’m afraid not. I’m sure, he _____ (send) all of the invitation cards by tomorrow. But listen, I _____ (call) you tomorrow night and tell you more about the guests then.”

Mike: “_____ (not give) a garden party? I hope it _____ (not rain).” Jack: “Yes. My mum has already done the shopping for the party. There _____ (be) a barbecue with lots of food. Anyway, we _____ (eat) all night whether it rains or not.”

7 Das Verb I: das Passiv

7.1 Die Verbformen des Passivs

TIPP Wie wird das Passiv gebildet?

Das Passiv wird mit einer Form des Hilfsverbs *to be* und dem Partizip Perfekt des Vollverbs gebildet.

Das Objekt des Aktivsatzes wird zum Subjekt des Passivsatzes:

Aktiv: *We sold a computer yesterday.*

Passiv: *A computer was sold yesterday.*

Das Subjekt des Aktivsatzes kann im Passivsatz mit der Präposition *by* angehängt werden:

Aktiv: *My dad arrested the thief.*

Passiv: *The thief was arrested by my dad.*

Das Hilfsverb gibt im Passivsatz die Zeit an:

simple present: Soccer *is played* all over the world.

present continuous: A movie *is being watched* at the moment.

present perfect: A movie *has been watched*.

will-future: Soccer *will be played* this afternoon.

Modalverben: Tennis *can be watched*.

ÜBUNG 1



Transform the active sentences into passive sentences. Add the *by*-agent, if possible, and keep the same tense.

1. Tina loves Marc. _____
2. Ben is buying a new bike. _____
3. Nick played soccer yesterday. _____
4. Ivy was washing the dishes. _____
5. We have bought a car. _____
6. Lisa had seen the neighbour. _____
7. I will call the customer tomorrow. _____
8. Laura will have cleaned the kitchen. _____
9. You must watch this movie. _____
10. They allowed me to stay. _____

7.2 Das Passiv bei Verben mit zwei Objekten

TIPP Das Passiv bei Verben mit zwei Objekten

Aktiv

Subjekt + Verb	indirektes Objekt	direktes Objekt
<i>The company offered</i>	<i>Kate</i>	<i>a job.</i>

Wenn Verben mit einem direkten und einem indirekten Objekt verbunden sind, können zwei verschiedene Passivsätze gebildet werden.

Passiv (erste Möglichkeit)

Subjekt + Verb	indirektes Objekt	direktes Objekt
<i>Kate was offered</i>		<i>a job (by the company).</i>

Dieses sogenannte persönliche Passiv, bei dem das indirekte Objekt das Subjekt des Passivsatzes wird, wird im Deutschen oft mit „man“ übersetzt.

Passiv (zweite Möglichkeit)

Subjekt + Verb	indirektes Objekt	direktes Objekt
<i>A job was offered</i>	<i>to Kate</i>	<i>(by the company).</i>

Wird das direkte Objekt zum Subjekt des Passivsatzes, steht vor dem indirekten Objekt die Präposition *to*.

ÜBUNG 2



Change the sentences from active to passive. Keep the same tense.

- Mr Miller sold her an umbrella and a handbag.

- A stranger has given my sister a large box of sweets.

- The parents have promised the children a trip to Disney World.

- Do they always tell you the truth?

ÜBUNG 3



Transform the sentences from active to passive. Write two different passive sentences for each active sentence. Keep the same tense.

1. My uncle gave my cousin a new bike for his birthday.

My cousin was given a new bike (by my uncle).

A new bike was given to my cousin (by my uncle).

2. Grandma sent me a letter last week.

3. The pupils will give the work to the teacher.

4. In New York, the teachers showed us Pier 17.

5. Our aunt always tells us exciting stories.

6. His father will give this book to Jim as soon as he returns from Canada.

7. This year, the company will pay a lot of money to the workers.

8. Grandma always offers us a cup of tea when we come to see her.

7.3 Das Passiv bei Verben mit Präposition

ÜBUNG 4



Transform the sentences from active to passive. Make sure to keep the preposition and the same tense.

1. I hope that I can rely on him.

I hope that he can be relied on.

2. My aunt is going to look after my little sister.

3. Fortunately, we had thought of everything.

4. The burglars have broken into many houses.

5. Some mean boys in my class always make fun of Lucy.

6. The tourists looked at the paintings for two hours.

7. My friend has taken care of every detail.

8. People will soon find out what happened that night.

9. Five teenagers broke into the supermarket last Saturday.

10. The professor always talks about the British Empire for hours.

11. The guests asked for more bread.

7.4 Das unpersönliche Passiv

ÜBUNG 5



Use the impersonal passive to rewrite the following sentences. Use

a) the structure *It is believed that ...*

b) the structure subject + passive + to-infinitive.

1. People believe that life without modern technology is impossible in the year 2010.

a) It is believed that life without modern technology is impossible in the year 2010.

b) Life in the year 2010 is believed to be impossible without modern technology.

2. Many people think that Madonna is the most important pop star of our time.

a) _____

b) _____

3. They say that seven people died in the accident.

a) _____

b) _____

4. People expect that this politician will step down soon.

a) _____

b) _____

5. A journalist reported that the President is in hospital.

a) _____

b) _____

6. People think that child abuse is the worst of all crimes.

a) _____

b) _____

8 Das Verb II: der Infinitiv

8.1 Der Infinitiv mit to

ÜBUNG 1



Tina is telling her friend Lisa what her strict parents allow her to do and what they do not allow her to do. Use the verbs from the box and make sentences with the to-infinitive.

watch TV · help in the household · go to the disco · stay out after 10 p.m. ·
help her with the cooking · do my homework

1. My parents often ask me _____.
2. They do not want me _____.
3. They want me _____
before I am allowed _____.
4. They never allow me _____ on Friday nights.
5. My mum sometimes asks me _____.

8.2 Der Infinitiv ohne to

ÜBUNG 2



Now complete Lisa's sentences with *let* or *make* and the infinitive without *to*.

1. My parents never _____ me stay out late.
2. They _____ me come home before it gets dark.
3. But they _____ my older brother go to the disco with his friends.
4. They _____ him clean my dad's car.
5. My mum sometimes _____ me watch TV in the afternoon, but usually she _____ me do my homework first.

8.3 Der Infinitiv mit und ohne to

ÜBUNG 3



Complete the text with the verbs from the box.

to be · wants · to leave (2x) · afford to · stop · to help · to come · to have ·
expects · to travel · to hear · get · drive · to see · stay · allow · have told

1. I can't _____ buy a new motorbike, it's too expensive!
2. I felt my feet _____ cold.
3. It's not fair that you told my teacher about this! You should _____
me first!
4. Do you think it's safe _____ by plane?
5. I would like Jim _____ to my party, but his mum doesn't
_____ him to go out on a Thursday night.
6. Don't always make me _____ longer than I want. I have
_____!
7. I watched my mum _____ away and then turned on my
favourite TV show.
8. My friends were surprised _____ that I believe their idea
_____ fantastic.
9. Our teacher always _____ us to do our homework, and what is
worse: he _____ us to write an essay every other day!
10. Why do you always want me _____ you?
11. Tell your brother _____ the house immediately! I do not wish
_____ him here any longer.
12. Let's _____ here _____ a break.

ÜBUNG 4



Infinitive without *to* or to-infinitive? Complete the text with the words from the box. Add *to*, if necessary.

do (2x) · try to escape · tell (2x) · give (3x) · walk along · queue up · be (2x) · enter · not move · beat · arrive · wait in line · move · say · stay · kill

Yesterday, I saw a man _____ the bank in O'Connell Street.

I went into the bank after him. He went straight to the counter, and I heard the clerk

_____ him _____. But he didn't

want _____. He told the clerk _____

him 250.000 pounds from the cash register as fast as possible. When I looked out of the

window, I noticed a police officer _____ the bank. So I tried

_____ him a sign. He didn't see me, so I decided _____

_____. Unfortunately, the robber observed me _____

towards the door, and so it was clear to me that I had better _____

where I was. The robber warned us _____.

He seemed _____ very angry by now, and we were quite scared.

_____ you the truth, I have never been so scared in my life

before! Then the clerk refused _____ the robber the money.

I thought him _____ very stupid because this was dangerous

for all of us. What did he expect the robber _____ next? It is

difficult _____ what happened next. I only remember that

suddenly the alarm went off, and that the robber threatened _____

the clerk. Would you know what _____ in such a situation?

When I heard the police cars _____, I still felt my heart

_____ fast.

9 Das Verb II: das Gerundium

9.1 Das Gerundium nach Verben mit und ohne Präposition

ÜBUNG 1



Complete the text with the verbs from the box.

complaining about · decided against · practise · imagine · considered ·
looking forward to · dislikes · keep · give up · apologize for · succeeded in · enjoys

1. Hi Gina, are you _____ meeting your exchange partner next week?
2. Mickey still hasn't _____ solving his maths problem.
3. I'm truly sorry, and I would like to _____ being so mean.
4. My dad _____ hiking in the Rocky Mountains.
5. Why are you always _____ other people being impolite, if you are so rude all the time?
6. Jack is very frustrated. I'm afraid he will finally _____ trying to win Tina's love.
7. Have you ever _____ buying your own flat?
8. I have _____ continuing to work for this company.
9. Mary _____ ironing her blouses.
10. The children must _____ reading out texts aloud in front of many people.
11. Move on, _____ going!
12. My dear, just _____ the two of us travelling to Hawaii next summer!

9.2 Das Gerundium nach Verben mit Objekt und Präposition

ÜBUNG 2



Translate the following sentences into English. Use the gerund. Write into your exercise book.

1. Der Lehrer bezichtigte den Jungen des Schummelns (to cheat).
2. Ich glaube, wir sollten uns alle bei der Firma für ihre Großzügigkeit bedanken / dafür, dass die Firma so großzügig ist.
3. Mike konnte seine Freundin nicht davon abhalten (to stop), ihn zu verlassen.
4. Kannst du mir verzeihen, dass ich dir nichts von der Party erzählt habe?

9.3 Das Gerundium nach Substantiven und nach Adjektiven mit Präposition

ÜBUNG 3



Use the nouns and adjectives from the box to complete the sentences.

chance of · hope of · method of · famous for · fed up with · interest in · happy about

1. My neighbour showed no _____ buying another apartment.
2. There was no _____ escaping the catastrophe any longer.
3. I want you to stop that right now. I'm really _____ telling you to quit this nonsense.
4. This restaurant is _____ making the best pasta in town.
5. The family were _____ getting back home after such a long and tiring trip.
6. Is there a _____ you and I becoming friends again?
7. Our teacher has a good _____ calming down the class.

9.4 *used to* + Gerundium

TIPP Was ist der Unterschied zwischen *used to* + Infinitiv + Gerundium?

- *used to* + Infinitiv drückt einen Zustand oder eine Gewohnheit aus, die nicht mehr existiert.
He used to work for this company.
Er hat (früher einmal) für diese Firma gearbeitet.
- *be used to* + Gerundium drückt aus, dass jemand es gewohnt ist, etwas zu tun.
But he is still used to working in an office.
Er ist immer noch daran gewöhnt, in einem Büro zu arbeiten.

ÜBUNG 4



Complete the text with the gerund or the infinitive of the verbs in brackets.

A few years ago, Mr Clark and his wife used to _____ (live) in a very big house. They were used to _____ (enjoy) their big garden and the swimming pool in the summer. But then Mr Clark was dismissed and he didn't have the money to pay the rent for the house any longer. This was hard for Mrs Clark, too, because she used to _____ (invite) many friends to stay over night in their guest rooms every weekend. They were all used to _____ (meet) for dinner and _____ (play) cards together. Mrs Clark used to _____ (spend) a lot of money at the supermarket. The Clarks' guests were used to _____ (be served) a fantastic dinner every weekend.

ÜBUNG 5



Translate the following sentences into English. Use *used to* and *be used to*. Write into your exercise book.

1. Früher habe ich jeden Tag Tennis gespielt.
2. Ich bin es immer noch gewohnt, viel Sport zu machen.
3. Meine Mutter ging früher gerne ins Kino.
4. Sie war es gewohnt, mindestens einmal pro Woche auszugehen.
5. Früher hat Papa Kaffee zum Frühstück getrunken, aber nun ist er es gewohnt, Tee zu trinken.

9.5 Das Gerundium als Subjekt

ÜBUNG 6



Transform the verbs in brackets into gerunds and use them as subjects of your new sentences.

1. Cigarettes seriously damage your health. (smoke)

Smoking seriously damages your health.

2. Tennis is her favourite sport. (to play)

3. Languages are important nowadays. (to learn)

4. A good book improves the mind. (to read)

5. Planes are faster than trains. (to go by, 2x)

9.6 Das Gerundium als Objekt

ÜBUNG 7



Translate the following sentences into German. Be careful, the meaning of the verbs depends on the use of the gerund or the infinitive. Write into your exercise book.

1. I'll never forget meeting her in front of the bakery for the first time.
2. Please don't forget to meet me in front of the cinema tonight.
3. My friend Peter stopped smoking.
4. My friend Peter stopped to smoke.
5. Can you remember turning off the oven when you left the house?
6. Remember to turn off the oven when you leave the house.
7. Although we told him that we were bored he went on talking about his new dog.
8. Once he stopped talking about his new dog, he went on to talk about his cat.

9.7 Das Gerundium nach Verben, Adjektiven und Substantiven

ÜBUNG 8



Connect the sentences by using a gerund.

1. My sister stays out late every Saturday night. She enjoys it.

My sister enjoys staying out late every Saturday night.

2. Sally might become a movie star one day. Her boyfriend doesn't even like the idea of it.

3. My brother never saves any money. He isn't good at it.

4. Our parents want to go out for dinner. They suggest it.

5. Lauren wants to move out when she's 21. She's talking of it already.

6. Sam has got to go to the dentist's again. He's frightened of it.

7. Linda reads bedtime stories to her nephew and niece. They like it.

8. Rick spends a lot of money on books. His mum is very fond of it.

9.8 Infinitiv oder Gerundium?

ÜBUNG 9



Complete the sentences with the correct form of the verbs in brackets. Use the gerund or the infinitive.

1. I can't stand _____ (clean) the bathroom.
2. My parents prefer _____ (go) for a walk to _____ (watch) TV. My brother and I love _____ (stay) alone in the house.
3. I was delighted _____ (hear) that I had succeeded in passing the test.
4. It is too expensive _____ (buy) a new car every other year.
5. My brother really deserves _____ (win) this match.
6. He denied _____ (steal) the cell phone.

ÜBUNG 10



Choose the corresponding verbs from the box. Be careful, you will have to decide whether to use a gerund or an infinitive.

to be (2x) · to come · to ask · to spend · to help · to drive · to hear · to complain

1. What about Aunt Sally _____ to Florida with us? She's really a nice person to be with, and she would enjoy the trip.
2. Instead of _____ about the rain, we should enjoy ourselves.
3. In times like this, it's no use _____ all your money on luxury items.
4. On _____ the bad news, she turned pale.
5. Sue lent Ben her parents' car _____ with without _____ her parents.
6. Thank you for _____ so helpful!
7. Apart from _____ a good friend, Daryl is always there _____ me!

10 Das Verb II: die Partizipien

10.1 Das Partizip Präsens und das Partizip Perfekt

ÜBUNG 1



Complete the sentences with the present or the past participle. Be careful, sometimes you have to add a form of *to have* / *to have sth. done*.

1. John hurt his arm _____ (play) tennis.
2. My brother entered the house _____ (sing) his favourite song.
3. Who is the man _____ (cross) the street?
4. My dad _____ (repair his car) last Tuesday.
5. _____ (read) the book, I decided not to watch the film.
6. Jill was scared when she saw a spider _____ (move) towards her.
7. At the moment, my mum _____ (cut her hair).
8. Generally _____ (speak), every participant in this championship is a winner.
9. _____ (finish his homework), Phil sat down in the living room and watched TV.
10. _____ (understand) that her friend Tina had a serious problem, she stopped working and drove to her friend's house.
11. _____ (look) out of the window, she saw her neighbours arrive.

ÜBUNG 2



Translate the following sentences into English. Use the present participle. Write into your exercise book.

1. Sie kamen nach Hause und lachten (dabei).
2. Ich hörte meinen Vater aus dem Haus gehen.
3. Ich kann riechen, wie das Fleisch anbrennt.
4. Zwei Lehrer standen vor dem Klassenzimmer und redeten.
5. Ich schaute meiner Mutter beim Kochen zu.

10.2 Partizipialkonstruktionen anstelle von Adverbial-, Relativ- und Hauptsätzen

TIPP Durch Partizipialkonstruktionen verkürzte Adverbial- und Relativsätze

Partizipialkonstruktionen werden häufig verwendet, um Sätze zu verkürzen:

■ Kausalsatz:

Not enjoying the party, Jimmy went home quite early. (As he didn't enjoy ...,)

■ Temporalsatz:

(When) Entering the bar, Tina saw her friend sitting at the counter.

(When Tina entered ...,)

Auch andere Adverbialsätze können verkürzt werden, jedoch muss dann die Konjunktion beibehalten werden (*although, if, as if, until, unless*):

If you ask him, he will not answer you.

If asked, he will not answer you.

■ Relativsatz:

I don't like people watching TV all the time. (I don't like people who watch TV ...)

Beachte:

Enthält der Hauptsatz ein Objekt, so muss die Konjunktion beibehalten werden, wenn sich die Partizipialkonstruktion auf das Subjekt des Hauptsatzes bezieht. (Steht keine Konjunktion, so bezieht sich die Partizipialkonstruktion auf das Objekt, dem sie folgt.)

*Sandy saw her husband **when** looking for a nice restaurant.*

(= Sandy was looking for a restaurant.)

*Sandy saw her **husband** looking for a nice restaurant.*

(= her husband was looking for a restaurant)

Partizipialkonstruktionen, die ein **eigenes Subjekt** haben, werden häufig mit **with** eingeleitet:

With their son Luke behaving like a little devil, the Parkers are looking forward to the end of the holiday. (Da ihr Sohn Luke sich wie ein kleiner Teufel benimmt, freuen sich die Parkers auf das Ende des Urlaubs.)

ÜBUNG 3



Change the underlined parts of the sentence into a participle construction without changing the meaning of the sentence.

1. As I wanted to get home as fast as possible, I called a taxi.

2. Since my sister always comes home too late, my parents are really angry today.

3. We went for a walk in the country and talked about our new project.

4. Bill had to ask his dad for his car because he had crashed his own car.

5. I remembered that I needed a birthday present when I entered the bookstore.

6. Although Nick hates vegetables, he tried Aunt Sally's soup.

7. The girl ran out of the classroom and forgot her school bag.

8. I was waiting for a friend while I was watching TV.

9. Sam was listening to a new CD while he was doing his homework.

10. Unless you tell me the truth right now, you can leave this house forever!

11. Martha likes the tall man who works at the petrol station.

12. I realized that I had forgotten my keys after I had closed the door.

11 Das Adjektiv

11.1 Die Steigerung von Adjektiven

TIPPSteigerungsformen

- Für die **regelmäßige Bildung** der Steigerungsformen gibt es folgende Regeln:
- **Einsilbige Adjektive** und **zweisilbige Adjektive**, die auf **-ow**, **-le** oder **-y** enden, werden gesteigert, indem man **-er** (Komparativ) bzw. **-est** (Superlativ) anhängt.
 - Endet ein Adjektiv auf **-y**, so ändert sich dieses in der Steigerungsform zu **-i**:
pretty – prettier – the prettiest
 - Endet ein einsilbiges Adjektiv auf einen Konsonanten nach kurzem Vokal, **verdoppelt** sich der Konsonant: *big – bigger – the biggest*
 - Endet ein einsilbiges Adjektiv auf **-e**, **entfällt** das **-e** bei der Steigerung: *nice – nicer – the nicest*
 - Alle anderen **zwei- und mehrsilbigen** Adjektive werden mit **more** (Komparativ) und **most** (Superlativ) gesteigert:
expensive – more expensive – the most expensive
interesting – more interesting – the most interesting

Einige häufig gebrauchte Adjektive haben **unregelmäßige Steigerungsformen**:

<i>good – better – the best</i>	<i>bad – worse – the worst</i>	<i>little – less – the least</i>
<i>many – more – the most</i>	<i>much – more – the most</i>	

ÜBUNG 1★ ★ ★

Complete the table with the comparative and the superlative forms of the adjectives.

	comparative form	superlative form
cheap	cheaper	the cheapest
intelligent		
thin		
crazy		
simple		
serious		

ÜBUNG 2



Complete the sentences with the correct comparative or superlative forms of the adjectives.

1. Rachel is fourteen years old, and she has got two sisters, Shawna is twelve, and Christine is eighteen. Her _____ (young) sister has got a beautiful dog, but Rachel thinks that her _____ (old) sister's cat is even _____ (beautiful). Every Saturday, the girls do sports together. Rachel runs _____ (fast) than Shawna. But Christine is _____ (tall) than Rachel and so she is _____ (fast) of the three girls.
2. Do you think that I am _____ (bad) than my brother? He does _____ (stupid) things than I do. The other day, he went to the _____ (good) supermarket of our town, and he bought _____ (expensive) cherries that he could find. Then he called his friend Joe, and they started to spit out the cherry stones. They wanted to see who would be able to spit _____ (far). Of course they hit our _____ (unfriendly) neighbour, Mrs Miller. Everyone in our street is _____ (nice) than she is! She has the _____ (cold) of all smiles. Everyone is usually _____ (happy) than Mrs Miller. Thank God, her husband is much _____ (friendly) than she is.
3. Mrs Smith is _____ (successful) than her husband. She works for a _____ (important) firm than he does, and so she earns _____ (much) money than he does. She is able to solve _____ (difficult) problems, which nobody else can solve. Mrs Smith is also _____ (modern) than many other women. She wears _____ (elegant) clothes of all the women in her firm, and at the same time she works _____ (hard) than they do.

11.2 Der Vergleich

TIPP Wie wird ein Vergleich ausgedrückt?

- **Gleichheit** wird im Englischen mit der Konstruktion **as + Adjektiv + as** ausgedrückt:

Mike is as tall as his older brother.

- **Ungleichheit** kann auf zwei Arten ausgedrückt werden:

- mit der Konstruktion **Komparativ + than**

My mum's dress is more beautiful than my aunt's dress.

- mit der Konstruktion **not as + Adjektiv + as**

My aunt's dress is not as beautiful as my mum's dress.

ÜBUNG 3



Translate the comparison forms in brackets and complete the sentences.

1. My father is _____ (strenger als) my mother.
2. I don't know how to do this . I am _____ (nicht so gut wie) you are.
3. Don't you think that this car is just _____ (genauso schnell wie) that car?
4. I like the blue T-shirt _____ (lieber als) the black T-shirt.
5. Our trip to Rome was _____ (genauso wunderbar wie) our trip to Paris last year.

ÜBUNG 4



Translate the following sentences into English. Write into your exercise book.

1. Meine Schwester ist kleiner als mein Bruder.
2. Das Kleid ist hübscher als die Jeans.
3. Mein Cousin ist genauso nett wie mein bester Freund.
4. Der Film ist nicht so interessant wie das Buch.
5. Pizza schmeckt schlechter als Hamburger.

12 Das Adverb

12.1 Die Bildung von Adverbien

TIPP Wie bildet man Adverbien?

- Adverbien können aus Adjektiven gebildet werden, indem man **-ly** an das Adjektiv anhängt:
loud – loudly
- Endet ein Adjektiv auf **-y**, so bildet es das Adverb auf **-ily**:
happy – happily
- Die Adjektivendung **-le** **entfällt** bei der Bildung des Adverbs:
simple – simply
- Adjektive mit der Endung **-ic** bilden das Adverb in der Regel durch Anhängen der Endung **-ally**:
basic – basically
- Adjektive mit der Endung **-ll** bilden das Adverb durch Anhängen der Endung **-y**:
full – fully
- Adjektive, die auf **-ly** enden, bilden **keine Adverbien** auf **-ly**. Man muss sie umschreiben:
friendly – in a friendly way
- Einige Adverbien haben die **gleiche Form** wie die entsprechenden Adjektive:
early, extra, fast, little, long, straight, daily
- Einige Adjektive bilden das Adverb **unregelmäßig**:
good – well, true – truly, whole – wholly

ÜBUNG 1



Write the corresponding adverbs for the following adjectives.

- | | |
|--------------------|-------------------|
| 1. nervous _____ | 2. terrible _____ |
| 3. fantastic _____ | 4. active _____ |
| 5. careful _____ | 6. extreme _____ |
| 7. busy _____ | 8. silly _____ |
| 9. fast _____ | 10. public _____ |
| 11. clever _____ | 12. bad _____ |
| 13. good _____ | 14. hard _____ |

ÜBUNG 2



Complete the sentences with the adverbs from the box.

hard · hardly · nearly · pretty · prettily · carefully · highly · late · lately

1. John often comes home _____ as he has to work long hours.
2. My teacher is _____ critical as far as this issue is concerned.
3. _____, my boyfriend hasn't had much time for me as he often works long hours.
4. Oh, I like this idea! I think it's a _____ good plan!
5. Ben _____ ever works enough for school. For this reason he is not very successful.
6. Watch _____ how I do this, and you'll understand how this machine works.
7. I still don't understand this, although I've been working very _____ on this problem all week.
8. Did you see that? The car _____ hit the cyclist.
9. Have a look at Ashli. She is really _____ dressed today!

TIPP Welche Funktionen haben Adverbien?

Adverbien können einzelne Wörter oder ganze Sätze näher bestimmen:

- Verben:
She smiled happily.
- Adjektive:
This car is really expensive.
- andere Adverbien:
You have done this pretty well.
- vollständige Sätze:
Unfortunately, this boy is never on time.
(*unfortunately* bezieht sich auf den ganzen nachfolgenden Satz.)

12.2 Der Vergleich und die Steigerung von Adverbien

ÜBUNG 3



Translate the adverbs in brackets and complete the text.

1. Jenny reads _____ (besser als) her brother.
2. Sarah looked around even _____ (nervöser als) her friend who was also very scared.
3. Mum drives _____ (schneller als) dad, and she does not drive _____ (so vorsichtig wie) dad.
4. My sister sings _____ (so schön wie) a canary.

ÜBUNG 4



Jack has been quite a bad boy recently. On his mother's birthday, he promises her to change his behaviour. What does he promise his mother? Write the sentences in the comparative form.

1. Jack hardly ever does his homework. (often)

Jack will do his homework more often.

2. He never gets up on time. (punctually)

He will get up

3. He usually doesn't listen to his mum. (listen closely)

4. He doesn't take his teacher seriously. (take seriously).

5. He doesn't come home early enough when he goes out at night. (early)

6. He never keeps his promises. (often)

12.3 Die Stellung der Adverbien

TIPP An welcher Stelle im Satz stehen Adverbien des Ortes und der Zeit?

- Adverbien des Ortes und der Zeit stehen **entweder am Satzende oder** – wenn die Orts- oder Zeitangabe besonders hervorgehoben werden soll – **am Satzanfang**.
- Falls mehrere Adverbien in einem Satz verwendet werden, gilt: **Ort vor Zeit**.

ÜBUNG 5



Put the adverbs in brackets into their correct position. Sometimes there is more than one possibility to place the adverbs.

1. Tom and Jenny like to visit museums. (really)

Tom and Jenny really like to visit museums.

2. They meet friends. (at the museums – often)

3. They went to the Museum of Natural Sciences. (last Saturday – in New York).

4. They met two neighbours who are nice. (extremely – on that day).

5. They go home after visiting a museum, but they went to a renovated restaurant.

(perfectly – quickly – last Saturday – usually) _____

6. When they arrived, the restaurant was booked out. (completely – almost)

7. There was one table left that was decorated. (fortunately – beautifully)

8. They all laughed and enjoyed the evening. (much – very – happily)

12.4 Adjektiv oder Adverb?

ÜBUNG 6



Change the adjectives in brackets into adverbs if necessary and complete the sentences.

1. My car is _____ (real) _____ (old). Therefore, I drove quite _____ (slow) to the meeting.
2. My brother is a _____ (good) sportsman. He plays tennis and squash very _____ (good).
3. Why do you always have to work so _____ (hard)?
4. My friend Sally is _____ (extreme) _____ (angry) with me because I forgot her birthday.
5. I am not very _____ (good) at maths. I think this maths question is _____ (absolute) _____ (impossible) to answer.
6. Do you know that the weather is _____ (terrible) today? It's _____ (awful) _____ (cold).
7. _____ (Unfortunate), I can't come to your birthday party, but it was _____ (real) _____ (friendly) of you to invite me.
8. This restaurant is _____ (extreme) _____ (expensive). However, they have very _____ (handsome) waiters and _____ (pretty) waitresses, and the service is _____ (perfect).
9. I _____ (perfect) understand your problem, but I can't do anything about it.
10. _____ (Normal), we try to help every _____ (desperate) person who comes here. But in this case I can tell you _____ (immediate) that we are _____ (unable) to help you.
11. When the robber entered the bank, he pointed his gun _____ (direct) at the woman that looked most _____ (scared). Then the woman looked _____ (sad) at her child and started to cry.

13 Präpositionen und Zahlen

13.1 Präpositionen der Zeit und des Ortes

ÜBUNG 1



Complete the sentences with the correct preposition of time. Write “x” when you do not need a preposition.

1. Tina arrived at the cinema _____ 7.55 p.m. That was just _____ time for the film, which started _____ 8 p.m.
2. _____ Saturday, we are going on a trip to Disney World. Are you also going to do something fun _____ the weekend?
3. _____ the morning, it's very hard for me to get up because I usually don't go to bed _____ midnight.
4. My dad is really strict, but _____ the end, he always lets me go out with my friends _____ midnight.
5. _____ Friday, I met Lucy at the supermarket.
6. My friend and I are going to write a test _____ next week.
7. I'm not very good at this, I'm playing this game _____ the first time!
8. Dan thought he didn't have to do his homework _____ his birthday.
9. My dad hasn't talked to his mum _____ Christmas.
10. Why didn't you come to Sally's party _____ last Sunday?
11. My best friend's birthday is _____ May, but I won't see her _____ next September.
12. _____ Easter, I'll have to work. Sometimes, I even work _____ Christmas Eve.
13. Many people are scared of walking through this park _____ night.
14. We'll be home by 11 p.m. _____ the latest, I promise!

ÜBUNG 2



Complete the sentences with the correct preposition of place.

1. I met Mrs Smith _____ the bakery.
2. My mum travelled _____ Paris yesterday.
3. Get quickly _____ the house and close the door!
4. Peter was very happy when he found some coins _____ his pocket. He took the money _____ his pocket, and then he put it _____ the table to count it. Afterwards, he put the money _____ his purse.
5. Excuse me, when does the train _____ London leave?
6. Is this the man you saw _____ the street? – Yes, I was standing right _____ him when he hit the girl.
7. What can you see _____ the picture?
8. Look, there are dark clouds _____ the sky.
9. I'm afraid, the street that you're looking for is not _____ this map.
10. Tina was so mad at her boyfriend that she walked _____ him without saying hello.

ÜBUNG 3



Translate the following sentences into English.

1. Öffnet eure Bücher auf Seite 49.
2. Sie kamen gleichzeitig an.
3. Um 15 Uhr war er noch in der Schule.
4. Wir sind unterwegs nach Cardiff.
5. Meine Großmutter liebt das Leben auf dem Land.
6. Im Alter von 14 Jahren hat man noch viel Zeit für Hobbys.
7. Wir kamen rechtzeitig zum Bahnhof.
8. Ich habe tagelang kein Fernsehen geschaut.
9. Bist du das auf dem Foto?
10. Links siehst du das neue Museum.
11. Heute sind viele Leute auf der Straße.
12. Bis du jemals in Schottland gewesen?
13. Wir waren bis um Mitternacht im Club.

13.2 Präpositionale Wendungen

ÜBUNG 4



Complete the sentences with the prepositional phrases from the box.

on strike · by train · like · in any case · on fire · at least · at first sight ·
in common · because of · on holiday

1. It was love _____, so they got married after only a month.
2. When the family arrived, their house was _____. It had almost burnt down.
3. This sweatshirt almost looks _____ the one you bought in London yesterday.
4. There was a terrible traffic jam _____ a truck that had crashed into two cars.
5. No matter what will happen next. You can call me to ask for advice _____.
6. There are no buses today. The bus drivers are _____.
7. Although they're twins they don't have much _____.
8. The Weevers aren't at home. They're _____.
9. Let's not take the car. I prefer going _____.
10. Jim is an excellent soccer player. He practices _____ four times a week.

13.3 Die Grund- und Ordnungszahlen

ÜBUNG 5



Write the following cardinal numbers and ordinal numbers in words.

30	_____	83	_____
13	_____	95	_____
14 th	_____	101 st	_____
23 rd	_____	60 th	_____
72 nd	_____	56 th	_____

14 Der Satz: die Satzarten

14.1 Der verneinte Aussagesatz

ÜBUNG 1



Change the sentences into negative statements. Then write the correct positive statements.

1. Jimmy likes tennis. (soccer)

Jimmy doesn't like tennis. He likes soccer.

2. Mary and Tina always go shopping on Saturdays. (once a month)

3. Luke comes from Texas. (Florida)

4. These trousers are beautiful. (ugly)

5. Uncle Jim works till 8 p.m. every day. (6 p.m.)

6. Mike has got a new motorbike. (new bike)

7. Jill and Clara go to bed at 11 p.m. (9.30 p.m.)

8. Olivia has a brother and a sister. (two sisters)

14.2 Die Inversion

TIPP Die Inversion nach adverbialen Bestimmungen

Es gibt einige adverbiale Bestimmungen **mit einschränkender oder verneinender Bedeutung**, die eine Inversion verlangen, wenn man sie zur Betonung an den Satzanfang stellt. Subjekt und Hilfsverb tauschen dann im Satz die Stellung und stehen wie in einem Fragesatz:

Never before have I seen such a beautiful painting.

Die Inversion steht nach folgenden Adverbien:

hardly (ever), little, never, no sooner, (not) only, rarely, under no circumstances, in no way, not until

ÜBUNG 2



Place the negative or limiting adverbial in front position of the sentences, and use the inversion.

1. She has never seen anything quite so beautiful before.

2. New York is not only one of the biggest cities in the world, it is also one of the most exciting cities.

3. We rarely go to the cinema.

ÜBUNG 3



Add the adverbial in brackets and rewrite the sentences.

1. I noticed that I had forgotten my wallet when I arrived at the supermarket. (Not until)

2. The thieves had left when the police arrived. (Hardly)

3. She came home. She realized how lucky she had been. (Not until)

14.3 Fragesätze

ÜBUNG 4



Ask the questions for the following answers.

1. _____

No, I don't like fish.

2. _____

No, my mum doesn't watch TV at night.

3. _____

Yes, I have got two sisters.

4. _____

No, I'm not from California, I'm from New Mexico.

ÜBUNG 5



Ask the questions for the following answers. Look for the underlined parts of the sentence and add the correct question word.

1. _____

My dad comes home from work at 6 o'clock.

2. _____

On Saturdays, we usually go to the fish restaurant in O'Connell Street.

3. _____

I don't play tennis because I don't like the people in the club.

4. _____

I want to invite all my classmates.

5. _____

This T-Shirt is 19 \$.

ÜBUNG 6



Ask the questions for the following answers. Sometimes you have to add a question word.

1. When are your parents going to come home?

My parents are going to come home at 7 p.m.

2. _____

No, our English teacher doesn't give us a lot of homework.

3. _____

My bike is in the garage.

4. _____

We are going to visit grandma because it's her birthday.

5. _____

Yes, we're going to Nick's party.

6. _____

Michael and I are coming to the swimming pool this afternoon.

7. _____

My sister is nine years old.

8. _____

This is Jack's book.

9. _____

We had a drink at the pub last night.

10. _____

We talked to Mrs Fisher.

11. _____

No, my sister never goes to church.

12. _____

We solved the problem by asking our teachers for help.

14.4 Das Frageanhängsel und die Kurzantwort

ÜBUNG 7



Add the correct question tags to the questions.

1. You are coming to Jane's birthday party, _____?
2. Nick is your brother, _____?
3. Your mum took a walk in the park yesterday, _____?
4. Lisa can help us with our project, _____?
5. You have finished the drawing, _____?
6. Tim wasn't at soccer practice last Tuesday, _____?
7. Martin will be back at school tomorrow, _____?
8. I am good at maths, _____?
9. Mum has worked enough, _____?
10. You don't have time for me, _____?

ÜBUNG 8



Complete the short answers to the questions.

1. Can you meet me at the station? – No, _____.
2. Do your parents like your new dog? – Yes, _____.
3. Is your sister older than you? – Yes, _____.
4. Does your friend Nancy play the piano, too? – No, _____.
5. Are you allowed to go out tonight? – No, I don't think _____.
6. Will you come to the football game tomorrow? – Yes, _____.
7. Have you ever seen such a big apple before? – No, _____.
8. Is there any cake left for me? – No, _____.

15 Der Satz: der Nebensatz

15.1 Der Relativsatz

ÜBUNG 1



Connect the sentences by using a relative pronoun.

1. A woman was opening the door. She was wearing red jeans.

2. Sue is wearing an anorak. I like it.

3. There is Jack. I like his sister.

4. That's my Spanish teacher. I like him a lot.

5. I would like to have a new bike. It is quite expensive.

TIPP Bestimmende und nicht bestimmende Relativsätze

- **Bestimmende Relativsätze** (*defining relative clauses*) können nicht weggelassen werden, ohne dass der Satz seinen Sinn verliert. Sie werden nicht durch Kommas vom Hauptsatz abgetrennt.
For the apple pie, my mum always uses a recipe (which / that) she got from my grandmother.

Der Relativsatz ohne Relativpronomen (*contact clause*): Ist das Relativpronomen das **Objekt** eines bestimmenden Relativsatzes, wird es im gesprochenen Englisch häufig weggelassen:

The man (who / that) we saw is our new neighbour.

That's exactly the kind of sweater (which) I was looking for.

- **Nicht bestimmende Relativsätze** (*non-defining relative clauses*) liefern zusätzliche Informationen, die auch weggelassen werden können, ohne dass sich dadurch die Aussage des Hauptsatzes ändert. Diese Relativsätze werden durch Kommas vom Hauptsatz abgetrennt.

Beachte:

Das Relativpronomen kann nie weggelassen werden.

Es können alle Relativpronomen außer *that* verwendet werden.

ÜBUNG 2



Add the missing relative pronouns and commas where necessary.

1. Our school _____ is located across a wonderful park _____ is old but beautiful.
2. It was my sister _____ gave me the tickets for the rock concert.
3. The people _____ I work with _____ are very nice.
4. Last week, I took my niece to the restaurant _____ is just around the corner.
5. The woman _____ lives next door _____ writes cookery books.
6. The Channel Islands _____ consist of four main islands _____ lie in the English Channel.
7. My new classmate _____ father is a doctor _____ is quite cool.

ÜBUNG 3



Add a relative pronoun only where it is necessary. Write “x”, if you do not need one.

1. Tina is the nice girl _____ used to go to my tennis club.
2. The sport _____ I like best is field hockey.
3. I don't like people _____ take advantage of others.
4. Jim bought the present _____ we want to give Ben for his birthday.
5. There is something _____ your mum wants to discuss with you.
6. This is the woman _____ I talked to you about.
7. This is the problem about _____ we'll have to talk.
8. The boy, _____ dog was hit by a car, cried a lot when he heard what had happened.
9. We went to the bar _____ is just around the corner.
10. This is my very best friend, _____ I've known since I went to kindergarten.
11. Look, there's Peter, a great colleague _____ I work with.
12. Duncan is the boy _____ parents are going to build a swimming-pool in the garden.
13. This is the house _____ I would like to live in.
14. I hate English tests _____ are too difficult.

15.2 Der Adverbialsatz

ÜBUNG 4



Complete the sentences with the conjunctions from the box.

as · although · since · where · as soon as · because

1. We had a very good time in Wales, _____ it rained a lot.
2. _____ my sister doesn't like any seafood, we never go to the wonderful fish restaurant in O'Connell Street.
3. I have to call my parents _____ we arrive at the youth hostel.
4. She has been complaining about her neighbours _____ she moved to her new flat in London.
5. I want to go to the tennis club _____ my friend Nora has got an important match today.
6. Do you know _____ the train for Brighton leaves?

15.3 Der Bedingungssatz

TIPP Wie unterscheidet man die drei Typen von Bedingungssätzen?

Typ I Die Bedingung ist **erfüllbar** oder **wahrscheinlich** (Bezug auf die Gegenwart oder die Zukunft).

if-Satz *simple present*

Hauptsatz *simple present, will-future* oder modales Hilfsverb + Infinitiv

Typ II Die Bedingung wird **für nicht erfüllbar gehalten**, ihre Erfüllung ist **unwahrscheinlich** (Bezug auf die Gegenwart oder die Zukunft).

if-Satz *simple past*

Hauptsatz *would / could / might* + Infinitiv

Typ III Die Bedingung **kann nicht mehr erfüllt werden** (Bezug auf die Vergangenheit).

if-Satz *past perfect*

Hauptsatz *would / could / might* + *have* + *past participle* oder
would / could / might + Infinitiv

ÜBUNG 5



If-clause type I: complete the sentences with the correct forms of the verbs in brackets.

1. If the weather _____ (be) fine tomorrow, we _____ (go) to the beach.
2. You _____ (can / ask) me if you _____ (not know) how to do this.
3. If you _____ (not tell) me what happened at the pub yesterday, I _____ (not tell) you the latest rumours about Tina and Sam.
4. Just _____ (call) me if you _____ (want) me to come.
5. Ice _____ (melt) if you _____ (heat) it.
6. If you _____ (add) blue to yellow, you _____ (get) green.

ÜBUNG 6



If-clause type II: complete the sentences with the correct forms of the verbs in brackets.

1. If you _____ (do) your homework regularly, you _____ (have) less problems in class.
2. If my dad _____ (get) the job at this successful company, he _____ (earn) much more money than he does now.
3. My grandfather _____ (drive) us to the cinema if we _____ (go) to the 4 p.m. movie instead of the 8 p.m. movie.
4. If I _____ (be) you, I _____ (tell) the truth now!
5. I _____ (watch) the horror movie tonight if my parents _____ (go out) with their friends.
6. I _____ (come) to soccer practice if it _____ (be) so cold.

ÜBUNG 7



If-clause type III: complete the sentences with the correct forms of the verbs in brackets.

1. I _____ (come) if you _____
_____ (tell) me about the concert a little bit earlier.
2. If my teacher _____ (explain) to us how to do these
exercises, I _____ (do) my homework.
3. If it _____ (not snow) yesterday, we _____
_____ (take) the car instead of the train.
4. If I _____ (buy) another ticket for the show, Jimmy
_____ (come) with us tonight.
5. I _____ (send) you a postcard from California if
I _____ (have) a bit more time during the holidays.
6. If someone _____ (see) what the man did to the girl,
he _____ (be) in prison now.

ÜBUNG 8



Decide whether the sentences belong to if-clause type I, II or III, and complete the main clause with the correct forms of the verbs in brackets.

1. If you give me that letter, I _____ (post) it for you. → **type I**
2. I would never have believed it if I _____ (not see) it with my own
eyes. → _____
3. If people knew more about junk food, they _____ (stop) eating it.
→ _____
4. You can stay with us if you _____ (come) to Seattle. → _____
5. If I _____ (feel) better tomorrow, I might help you. → _____
6. If I _____ (know) you before, I would have invited you.
→ _____

ÜBUNG 9



Complete the sentences with the phrases from the box.

didn't tell · would have · had done · knew · don't have to ·
lost · will never see · hadn't left

1. If Sally moves to Alaska, I _____ her again.
2. If you came to my house at 6.30 p.m., we _____
enough time to have a drink before going to the cinema.
3. If you don't like this book, you _____ read it.
4. I would panic if I _____ my way in the forest.
5. If dad _____ the dishes, mum wouldn't be so angry now.
6. If Nicolas _____ so early, he would have met Tim.
7. If mum _____ me to do my homework all the time,
I would probably enjoy doing them much more.
8. If we _____ what the weather will be like in England,
we wouldn't have to take so much luggage with us.

ÜBUNG 10



Complete the sentences with the correct forms of the verbs in brackets.

1. You _____ (not come) even if you _____
(be) invited, would you?
2. My sister and I _____ (save) a lot of time if our parents
_____ (lend) us their car.
3. If you _____ (not want) to come home for dinner, we
_____ (eat) the delicious stuffed turkey without you!
4. I _____ (listen) closely if I _____ (be)
in your place!

ÜBUNG 11



Transform the statements into conditional clauses. Write into your exercise book.

1. I was so tired, I didn't stay up to watch that movie.

If I hadn't been so tired, I would have stayed up to watch that movie.

2. My brother is not going to buy this computer – it is too expensive.
3. Please stay at home tonight so that we can watch that film together.
4. Sorry I didn't go to the restaurant with you. I didn't feel good that day.
5. I couldn't come to the football club yesterday because I had to help my dad in the house.
6. The Millers missed their flight because there was so much traffic on the way to the airport.

ÜBUNG 12



Use *if* or *when* to complete the sentences.

1. _____ I see Jill, I always enjoy talking to her.
2. _____ you see Jack, please tell him to call me as soon as possible!
3. _____ the bus is late again, we'll have to take our bikes.
4. _____ I should forget about our meeting, would you please remind me of it?
5. Tina, can you please give us a ring _____ you arrive at Lucy's?
6. You could still tell Kim about your plans _____ she comes home.
7. Megan won't take part in the competition _____ her brother Mark does.
8. You can start cooking _____ you get hungry before I get home tonight.

ÜBUNG 13



Translate the missing parts into English. Pay special attention to the use of *if* and *when* for the German word *wenn*. Write into your exercise book.

1. My mother will pick you up at the station (wenn du ankommst).
2. (Wenn du bei uns bist), you can have a rest.
3. (Wenn du nichts dagegen hast), we can go to the disco.
4. I will send you the book (wenn ich es gelesen habe).
5. (Wenn du früher gekommen wärst), we could have had a look at my holiday pictures.
6. (Wenn Paul nach Hause kommt), you can do your homework together.

15.4 Die indirekte Rede

ÜBUNG 14



Jill and Sam are talking on the phone. Jill's friend Sandy wants to know exactly what Sam is telling Jill. Change the pronouns in the indirect speech.

1. Sam: "I'll come to your party." → Sam says he 'll come to my party.
2. Sam: "My mum will make a cake for you." → He says _____ mum will make a cake for _____.
3. Sam: "What are you and Sandy doing at the moment?" → He wants to know what _____ are doing.
4. "Are you inviting Sandy's sister, too?" → He is asking if _____ am inviting _____ sister.

TIPP

Wann wird die Zeit in der indirekten Rede verändert?

Die Zeiten werden in der indirekten Rede **nur** dann verändert (*backshift of the tense*), wenn das **Verb**, das die indirekte Rede einleitet, in der Vergangenheit steht.

	<i>direct speech</i>	<i>reported speech</i>
present tense → past tense	Fred: "I don't feel well."	Fred said (that) he didn't feel well.
present perfect → past perfect	Suzy: "I haven't been to a club for months."	Suzy mentioned (that) she hadn't been to a club for months.
past tense → past perfect	Greg: "I didn't go last Saturday."	Greg explained (that) he hadn't gone the previous Saturday.
going-to-future → was / were going to + infinitive	Tom: "I'm going to do my homework later."	Tom said (that) he was going to do his homework later.
will-future → would + infinitive	Claire: "I'll do it straight away."	Claire promised that she would do it straight away.

Das **past perfect** kann **nicht weiter „zurückverschoben“** werden und bleibt daher in der indirekten Rede stehen. Ebenso unverändert bleiben die modalen Hilfsverben **would, could, should, might, needn't, ought to**.

Unterscheide:

*The bank manager said: "You **must** pay back the money this month."*

*The bank manager said (that) I **had to** pay back the money that month.* (Verpflichtung, Zwang)

*My host said: "You **must** be tired after the long journey."*

*My host said that I **must** be tired after the long journey.* (Annahme, Schlussfolgerung)

ÜBUNG 15



Change the adverbials of time and place in the indirect speech.

1. Helen: "I'm going to the lake this afternoon."

→ She said she was going to the lake _____.

2. Lucy: "You have to meet me here."

→ Lucy told me that I had to meet her _____.

3. Phil: "Are you coming tomorrow?"

→ He wanted to know whether I was coming _____.

4. Nancy: "I didn't know about the meeting this morning."

→ She explained that she hadn't known about the meeting _____.

5. Grandma: "I enjoyed your visit last month."

→ Grandma said she had enjoyed our visit _____.

6. Dad: "I want you to do this right now."

→ Dad told me that he wanted me to do that right _____.

7. Thomas: "I'm sorry that I couldn't come yesterday."

→ Thomas said that he was sorry that he couldn't come _____.

8. Michael: "Why don't we meet in Florida again next year?"

→ Michael suggested that we should meet in Florida again _____.

ÜBUNG 16



Use the correct forms of *say* or *tell* to complete the sentences.

1. Sue _____ to her dad that she usually goes to bed early.

2. Andrew _____ that he had spent a wonderful holiday in California two years ago.

3. Vanessa never _____ her mum that she had failed the German test.

4. They didn't _____ us that dad was very ill.

5. Jenny _____ she wanted to be there quite on time.

TIPP Wann braucht die Zeit in der indirekten Rede nicht verändert zu werden?

Bei einer **allgemeingültigen Aussage** oder bei einer **Aussage, die zum Zeitpunkt der Wiedergabe noch zutrifft**, kann die Zeitform der direkten Rede unverändert bleiben. Dies betrifft auch die adverbialen Bestimmungen der Zeit und des Ortes. Ein *backshift of the tense* (↑ S. 90) ist jedoch möglich.

Tom said: "I hate school."

*Tom said that he **hates** / **hated** school.*

*On Monday, Mike is talking to Nick. – Nick: "I'll come to the club **on Thursday**."*

*The next day, Nick is talking to Sam. – Nick: "Mike said that he **will** / **would** come to the club **on Thursday**."*

ÜBUNG 17 ★★★

Jimmy was not at home when his piano teacher, Mr Fisher, called on Saturday. On Sunday, his brother is telling him what Mr Fisher told him on the phone. Complete the text with the missing parts of the indirect speech.

1. "Hello, this is Mr Fisher, I'm Jimmy's new piano teacher." → Yesterday, a man called, and he said that his name _____ Mr Fisher, and that he _____ your new piano teacher.
2. "I can't give Jimmy his piano lesson next Tuesday." → He told me that he _____ piano lesson _____.
3. "If he wants a lesson on Wednesday instead, he can call me tonight." → Mr Fisher added that _____ if _____ a lesson on Wednesday instead.
4. "It would be great if he came because Jimmy will take part in a competition soon." → He also said that it _____ great if _____, and he told me that _____ in a competition soon.
5. "Jimmy still needs a lot of practice if he wants to be successful!" → He explained to me that _____ a lot of practice if you _____ to be successful.
6. "So I hope to see him on Wednesday!" → He finished by saying that he _____ on Wednesday.

ÜBUNG 18



Change the statements into the opposite. Start by saying *I thought you said ...*

1. This chocolate bar is expensive. → Is it? I thought you said it was cheap.
2. Christine isn't coming to the soccer stadium on Sunday → Really? _____

3. Helen likes Paul. → Does she? _____
4. My granddad will be in Bristol on Friday. → Will he? _____
_____ in London.
5. We haven't been to the movies for months. → Haven't you? _____
_____ last Saturday.
6. I can speak French. → Can you? _____

ÜBUNG 19



Complete the text with the correct forms of the verbs in brackets.

1. Some pupils were talking about their homework. One boy said he _____
(do) homework for three hours every evening the previous week. Some pupils also said
that they _____ (not have) enough time to do their homework. Later
that morning, Vicky told her teacher that she _____ (feel) ill the day
before, but that she _____ (do) the homework for the following day.
2. Judy told her friend Mary about her latest plans for the next school year. Mary is
now talking to her parents. "Judy said she _____ (learn)
Spanish. She also said that she _____ (go) on a school
trip next October. But then she talked about her problems. She told me that she
_____ (visit) her grandparents more often as they are old
and weak. She explained to me that she _____ (have)
much time to meet her friends."

ÜBUNG 20



Report what the people said. Pay special attention to the pronouns and the adverbials of time and place. Be careful, sometimes you do not have to change the tense.

1. "I'll go to my judo class tonight." → Tom said _____

2. "Do you like Mexican food, Peter?" → Sandy asked _____

3. "I think we can win the next match." → Philip thinks _____

4. "I didn't do my homework yesterday." → Jane admitted that _____

5. "I might be back by 5 p.m." → Mr Anderson told his wife _____

6. "I haven't been to New York for over a month now." → Daniel explained _____

7. "I've been helping mum all morning." → Jack shouted _____

8. "I don't like fast food." → Dad said _____

9. "Judy can stay for the time being." → Aunt Clare says _____

10. "Don't forget to switch off the TV, Nancy!" → Mr Smith told Nancy _____

11. "I should leave now." → Phil told his friends _____

12. "Do you need any help?" → Luke wanted to know _____

ÜBUNG 21



Change the sentences into direct speech.

1. My wife said she had been enjoying California since we moved there. → Mrs Donald:

“ _____ ”

2. Mike said he knew that Rachel doesn't like motorbikes. → Mike: “

_____ ”

3. Jason advised his friend to take the bus. → Jason: “

_____ ”

4. Tina says that she was ill last week. → Tina: “

_____ ”

5. Jack said that he hoped he would be able to come. → Jack: “

_____ ”

6. Peter wondered where his sister was. → Peter: “

_____ ”

15.5 Die Konjunktion

ÜBUNG 22



Complete the sentences with the coordinating conjunctions from the box.

both ... and · or · either ... or · but · neither ... nor · not only ... but also · and

1. _____ Jill _____ Sally eat meat. They're vegetarians.

2. You can _____ take the bus _____ the train. It's about the same.

3. My dad owns a car, a motorbike, _____ a small sailboat.

4. What would you like for dinner? I could make fries _____ pasta.

5. My grandma is _____ very friendly _____ very generous.

6. You can bring along your sister _____ please don't bring your brother!

7. _____ Mickey _____ John love sports. They play soccer every day.

ÜBUNG 23



Cross out the wrong subordinating conjunction.

1. My boyfriend loves going on adventure trips whereas / ~~since~~ I prefer city trips.
2. Whereas / Since Liz doesn't speak French, she can't go to university in Montpellier.
3. Jerry got the job at the bank, although / as he had no experience.
4. Becky couldn't come to the dinner party even though / because she had an important meeting with her new boss.
5. I'll come to the club tonight, though / since I'm quite tired already.
6. I didn't get very wet, although / as it was raining cats and dogs.
7. My sister hates cats whereas / even though I love all pets.
8. My parents don't allow me to go out since / as long as I want to.

ÜBUNG 24



Complete the sentences with a subordinating conjunction.

1. I was wearing big boots _____ it was snowing heavily.
2. Some children really enjoyed the show _____ others found it boring.
3. Kite surfing is fun, _____ it is very dangerous.
4. The car didn't move _____ we had forgotten to get petrol.
5. You can read the newspaper _____ you are waiting for me.
6. We have to leave this beautiful place today, _____ we would like to stay for another week.
7. You could join us for the New Year's party at the club _____ you find it too expensive.
8. Again and again, he explained to us how to get to the station _____ we were too stupid to understand him.
9. _____ you can guess, we won't take the car. We'll walk instead.

TEXTE SCHREIBEN UND ANALYSIEREN

1 Die Textarbeit

1.1 Sachtext, Kurzgeschichte, Drama

ÜBUNG 1



Read the following safety information about a mini hifi-system at least twice and underline the keywords.

(1) Before operating the system, check that the operating voltage indicated on the type plate of your system is identical with the voltage of your local power supply. If not, please consult your dealer. The type plate is located at the rear of your system. (2) When the system is switched on, do not move it around. (3) Place the system in a location with adequate ventilation to prevent internal heat build-up in your system. (4) The system incorporates a built-in safety feature that prevents over-heating. (5) Do not expose the system to excessive moisture, rain, sand or heat sources. (6) Under no circumstances should you repair the system yourself, as this will invalidate the warranty! (7) If the system is brought directly from a cold to a warm location, or is placed in a very damp room, moisture may condense on the lens of the CD unit inside the system. Should this occur, the CD player will not operate normally. Leave the power on for about one hour with no disc in the system until normal playback is possible. (8) Electrostatic discharge may cause unexpected problems. See whether these problems disappear if you unplug the AC power cord and plug it in again after a few seconds. (9) To disconnect the system from the power supply completely, remove the AC power plug from the wall socket.

ÜBUNG 2



Find the correct English words and expressions for the following German words from the text at hand. Don't use your dictionary.

(elektrische) Spannung = _____

Stromversorgung = _____

enthalten / beinhalten = _____

Standort = _____

Wiedergabe = _____

Wandsteckdose = _____

ÜBUNG 3



Find the correct stem for the words below and explain briefly how the word was formed (suffixes / prefixes). Write down the German equivalent as well.

- | | |
|---------------------|---------------------|
| 1. dealer: _____ | 2. discharge: _____ |
| 3. to unplug: _____ | 4. to remove: _____ |

ÜBUNG 4



What are the synonyms and antonyms of the following words? Watch out: the context of the words can be helpful.

	synonym	antonym
1. the rear of	_____	_____
2. switch on	_____	_____
3. prevent	_____	_____
4. expose	_____	_____
5. damp room	_____	_____

ÜBUNG 5



Complete the sentences. Use your own words to do so. Re-read the safety instructions if necessary.

- (1) If your system is not identical with the voltage of your own power supply, _____
 _____. (2) The system shouldn't be moved around _____
 _____. (3) The system should also not be placed in
 a location _____. (4) If you don't
 want the guarantee to become invalid, don't _____
 _____. (5) If moisture condenses on the lens of the
 CD, _____.
 (6) If you unplug the AC power cord, problems _____
 _____.

ÜBUNG 6



Answer the following questions and make sure that you don't copy your answers from the text. Write into your exercise book.

1. What should you do before you want to use the system?
2. What is a built-in safety feature good for?
3. What may happen if you bring the system from a cold to a warm location?
4. In what situations won't the CD player operate normally?
5. How can you disconnect the system from the power supply?

ÜBUNG 7



Read the following text carefully. It is about a young girl from London talking about her youth. Underline the most important facts and write a topic outline.

Meg Stevens, London

I'm a teenager of seventeen. My teenage years haven't really been as good as they could have been; they are over now because I have a baby daughter and I'm a single mother.

By the time my six-month-old daughter will be able to look after herself, I'll be thirty-something, too old to do things that I am now missing out on.

I would love to go clubbing and be like all the other teenagers enjoying themselves: unfortunately, I'll never have these things but I'm the one to be blamed – it's all my fault.

I should have taken something to prevent getting pregnant.

I got pregnant by my first boyfriend – just imagine. He didn't want the baby, but I wouldn't have an abortion. I was terribly scared. My boyfriend wouldn't marry me, of course. He wanted to be free, and above all, his parents disapproved. He simply said: "I don't want to listen to a screaming baby all day long. There is more in life than wasting my time on a baby." I got used to the idea after a while, and I couldn't wait to put the clothes I'd bought on the baby; my boyfriend didn't care at all – he bought her nothing whatsoever.

I never really thought about what it would be like to stay in every night while I was expecting; I was so used to going out almost every night. She's born now, and I love her, but I do wish that I were still free. Before I was pregnant, I still went to school – I was in my last year. I hated being a pupil, but now I think what a pity that I haven't done my A-levels yet. I wish I could do it right now. Maybe I'll never pass them, and I always wanted to go to university; I'd like to become a doctor – one day. If I had the choice to go back in time, I would, and I'd make sure I didn't get pregnant this time. I would have a baby when I was married, but I'd want to be at least twenty-six years old.

Topic outline

ÜBUNG 8



Choose from the box below expressions that can be used instead of the ones from the text about Meg.

to be pregnant · to have an alternative · to have an operation to terminate the pregnancy · to spend time dancing and drinking in nightclubs · to throw away my time because of a baby · to be an unmarried mother · to be responsible for what has happened

1. I'm a single mother. → I'm
2. I would like to go clubbing. → _____
3. It's all my fault. → _____
4. I wouldn't have an abortion. → _____
5. wasting my time on a baby → _____
6. I was expecting. → _____
7. if I had the choice → _____

ÜBUNG 9



Re-write the underlined phrases using your own words.

1. My teenage years haven't really been as good as they could have been.

2. I should have taken something to prevent getting pregnant.

3. His parents approved.

4. My boyfriend didn't care at all.

5. I was so used to going out almost every night.

ÜBUNG 10



Tick off the correct answers.

1. The first sentences could be summarized as follows:

- ☐ I'm seventeen years old, and I'm an unmarried mother.
- ☐ Meg is a seventeen-year-old teenager who is also an unmarried mother.
- ☐ Meg was a seventeen-year-old teenager who is also a single mother.

2. The direct speech should be summarized as follows:

- ☐ Meg's boyfriend told her that he didn't want to be responsible for the baby.
- ☐ Meg's boyfriend says: "I don't want to be responsible for the baby."
- ☐ Meg's boyfriend tells her that he doesn't want to be responsible for the baby.

3. The beginning of the last passage could be summarized as follows:

- ☐ Meg never thought about the consequences because her life seemed to be rather carefree.
- ☐ Meg has never thought about what it would be like to be pregnant because, so far, her life has been focused on going out on a regular basis.
- ☐ I have never thought that pregnancy could be such a radical change in my life.

ÜBUNG 11



Complete the following sentences about Meg. Use the information from the text at hand but do not copy it. Use your own words instead.

1. Meg is quite frustrated because _____.
2. One reason for her frustration is the fact _____.
3. Unfortunately, her ex-boyfriend _____.
4. To make matters worse _____.
5. Having no proper school degree, _____.
6. Meg feels like _____.
7. She is not against the baby, but _____.

ÜBUNG 12



Sum up the text about Meg. Stick to the criteria that are important for summary writing. Write into your exercise book.

ÜBUNG 13



Read the following text carefully, and underline the most important facts.

Hi, my name is Laura, and I will be finished with high school in exactly three days. After that I'm free – no looking back. I am seventeen – well, almost eighteen – and have everything to live for. For the eight months before I go to university, I'll have more time on my hands than I'll know what to do with. Maybe I'll tour around Europe. Or perhaps I can travel through America. The possibilities are endless.

I told my parents I wanted to see Vancouver, India and Tibet. I want to see oceans and mountains – jungles and deserts. My mother simply said "fine", as long as I didn't mind being raped and murdered. The world isn't the same as it used to be, she said.

This is it! This is the real thing – I'm not going to waste my time planning for something bigger and better that I'm not even sure will come along. It seems like everything is a preparation for something else. You go to elementary school to prepare for high school. You go to high school to prepare for university. You go to university to prepare for God knows what. Oh yes, I remember – to learn how to make as much money as quickly as possible and finally you can retire at the age of 65 and play tennis and golf all day long. I don't want to end up looking back on my life like this.

My father also wondered where I intended to get the money for university once I've spent it on "senseless" journeys and expeditions. And if I didn't decide to go to university, how would I get a job, raise a family, retire? All those tedious questions – I'm simply fed up with them. So here's my suggestion: plan for the future – but only plan for what makes you happy. Not your parents, nor society, and even not your friends. Travel, enjoy yourself, explore. Be purposeless and spontaneous and creative and innovative and free – but make it mean something. Find your own way and when you're retired and old and grey you'll be able to say, "I haven't regretted anything so far."

ÜBUNG 14



Answer the following questions and make sure that you don't copy your answers from the text. Write into your exercise book.

1. What is Laura's dilemma?
2. How does Laura's mother react to Laura's plans?
3. What about her father? How does he react?
4. What does Laura want to avoid?
5. What does Laura suggest in the end?

ÜBUNG 15



Complete the text with the words from the box.

uncertain · to consider · make the most · adolescent · trying out ·
tedious routine · mature

Laura is an _____ girl who is most _____ what to do with her life before she goes to university. She feels like _____ several things, such as travelling the world. Her mother, however, asks her _____ those plans since the world has become rather dangerous, especially for young women. But how can Laura possibly _____ if she avoids risks and difficult situations? She doesn't want to end up like most people, instead she wants to _____ of her life. Laura is eager to escape a life full of _____.

TIPP Was ist bei einer Inhaltsangabe zu beachten?

Eine Inhaltsangabe (*summary*) informiert ausschließlich über die wesentlichen Aspekte eines Textes und formuliert diese geordnet. Sie ist frei von Wertungen, persönlichen Stellungnahmen und Gefühlsäußerungen. Die fünf wichtigsten Fragen, die mit dem *summary* beantwortet werden sollen, sind die sogenannten W-Fragen: **who? what? where? when? why?**

Formulierungshilfen:

■ Einleitung:

The text deals with / describes ... / The action takes place in ...

■ Konjunktionen und Wendungen für den Hauptteil:

when, as soon as, after that / afterwards, during, while, as / since / because, although, firstly, secondly, moreover / furthermore, consequently / as a result

■ Absicht des Autors:

to complain about, to criticize, to warn of, to argue, to disagree with, to point out / to stress the fact that

■ Schlussteil:

finally / at last / to conclude by / to finish by

ÜBUNG 16



Sum up the text about Laura. Stick to the criteria that are important for summary writing. Write into your exercise book.

ÜBUNG 17



Read the following text from Ron Butlin's short story *The German Boy*, and sum up the passages that are set in the past (flashback) and the passages that are set in the present.

The woman I can see standing outside in the pouring rain reminds me of Klaus, the German boy. It is the expression on her face: she looks ... so desolate, so utterly unloved. People hurry past her as quickly as possible; if someone does smile, I watch her hesitate for a moment. Then she looks away. [...] At one time I might have pitied her, for that kind of cruelty comes easiest of all. Believe me, I know – Klaus taught me that. This morning I have come to the office and done nothing. [...] Instead I stand and stare out of the window at the well-dressed woman opposite. She is in her mid-forties. I think she is crying but it is difficult to tell at this distance. She has glanced in my direction so I will move back from the window. I remember my headmaster talking to us before Klaus was brought in. "There is nothing special about him," he said. "Remember, he is just like the rest of us." When he came into the classroom for the first time, however, it was quite obvious he was not like the rest of us: Klaus looked different, he talked different and, even though he wore the same clothes as us, somehow he seemed to be dressed differently. Everyone looked at him and he looked at the floor. He had fair hair, very pale skin and was quite tall. His shoulders were trembling – an action his long arms increased proportionally, making his hand jerk as if they were receiving a series of small electric shocks. "This is Klaus, he is going to join your class." The headmaster was a small red-faced man who always looked as if he was too small and too red-faced to be comfortable. When he died a few years later from sunstroke I imagined him as having simply exploded one very hot afternoon. [...] Klaus didn't even glance at the class he was about to join. He looked more uncomfortable than ever [...]. Klaus sat next to me. He didn't speak English but we managed somehow in Latin. He told me he had been born and brought up in Germany but when his father died his mother had married an Englishman. He had only been here a week but he liked it. He said that he and I were friends – *amici sumus*. That was nearly twenty years ago. [...] On his first night in our dormitory Klaus was given the bed next to mine and I could hear him crying. The room was in darkness but I could just make him out under the blankets. He was kneeling and bending forwards with his head pushing into the pillow. "Klaus, Klaus," I called in a low voice. Quietly I went over to him and sat on his bed. "Don't cry, don't cry. You're here now. It will be good – you and me together. Honest." He made some reply in a voice muffled as much by his tears as by the blankets. He probably hadn't understood a word I had said. I sat with him for nearly half an hour while he cried, then I went back to bed. The next night was the same, and every night afterwards. During the day he was fine: he worked hard in class and joined in the games. Gradually, his English improved. Each night however, he cried himself to sleep. Then one day, during the morning break, he told me that from then on he was going to speak only in German – except to me, of course. At first I thought he was joking, but he wasn't. [...] He came back afterwards but still refused to speak English. A few days later he was sent home. I have never seen him since and hardly ever given him a moment's thought until now.

It has stopped raining. The woman is still waiting there but in the sunlight, she looks less miserable. She has been there for forty minutes now, at least. [...]

ÜBUNG 18



a) Explain the following terms describing structural elements of the plot.

1. exposition: _____

2. setting: _____

3. atmosphere: _____

4. rising action: _____

b) Now find the corresponding structural element of the plot for the following quotations from the short story *The German Boy*.

1. “outside in the pouring rain” _____
2. “He didn’t speak English [...]. I could hear him crying. [...] Each night however, he cried himself to sleep. [...]” _____
3. “The woman I can see standing outside in the pouring rain reminds me of Klaus. [...] Remember he is just like the rest of us.” _____
4. “This morning I have come to the office [...]. When I came into the classroom for the first time, [...]” _____

c) What do we learn about the setting and the atmosphere?

d) What is the theme of the story?

TIPP Was ist bei einer Charakterisierung zu beachten?

Die Charakterisierung beschreibt die **äußere und innere Wesensart** einer Person sowie ihre **Bedeutung innerhalb des Textes**. Folgende Aspekte müssen dabei beachtet werden:

- knappe **Vorstellung** der Person (Dazu gehören: Name, Alter, äußeres Erscheinungsbild, innere Eigenschaften, Einordnung als Haupt- oder Nebenfigur.)
- sinnvolle **Strukturierung** der Angaben, z. B. vom Allgemeinen zum Besonderen
- **Beleg** der Aussagen anhand von Textbeispielen
- zusammenfassende **Gesamteinschätzung** der Figur in der Schlussbetrachtung

ÜBUNG 19 ★★★

Characterize the protagonists of Butlin’s *The German Boy*, and describe the functions of the woman and the headmaster.

I-narrator	Klaus
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

the woman	the headmaster
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

ÜBUNG 20



Read this excerpt from the short play *Fatal Beatings*.

(A formal looking tweedy gentleman [...] sits at a desk. There is a knock on the door.)

Headmaster: Come in!!!

(A tidy, sports-jacketed man enters. Mr Perkins.) Perkins: Ah, good morning, Headmaster.

Headmaster: Ah. Mr Perkins. It was good of you to come in. [...]

Perkins: [...] Absolutely, Headmaster, I mean if Tommy's in some sort of trouble I'd like to nip it in the bud.

Headmaster: Well, quite frankly, Mr Perkins, Tommy is in trouble. Recently his behaviour has left a great deal to be desired.

Perkins: Oh, dear me.

Headmaster: Yes, he takes no interest in school life whatsoever, he refuses to muck in on the sports field and it's weeks since any master received any work from him. [...] Quite frankly, Mr Perkins, if he wasn't dead, I'd have him expelled. [...]

Perkins: Tommy's dead?

Headmaster: Yes, he's lying upstairs in sick bay now, stiff as a board and bright green. And this is, I fear, typical of his current attitude. I have pleaded with him, and so has matron, and he will make no effort. [...]

Perkins: How did he die?

Headmaster: Well: it's all got to do with the library. You see we've had some trouble recently with boys taking library books without library cards. Your son was caught and I administered a beating, during which he died. But you'll be glad to know that the ringleader has been caught, so I don't think we'll have to worry about library discipline any more. You see the library-card system ... [...]

Perkins: Exactly what happened? [...]

Headmaster: Oh, that, oh well, one moment he was bending over, and the next he was lying down.

Perkins: Dead?

Headmaster: Deadish. Really, Mr Perkins, I'm starting to find this morbid fascination of yours with your son's death slightly disturbing. What we're talking about here is your son's attitude, and quite frankly I'm beginning to see where he gets it from.

Perkins: At least I never beat him to death. Are you completely mad?

Headmaster: Yes, I'm absolutely furious. In order to accommodate the funeral we've had to cancel afternoon school on Wednesday. I'm sorry, I have to be going.

Perkins: This is preposterous.

Headmaster: Yes it is. Or rather would be – if it were true.

Perkins: What?

Headmaster: I've been joking, Mr Perkins. Forgive me, it's my strange Hibernian sense of humour. I've been having you on.

Perkins: Oh. Thank God for that.

Headmaster: I wouldn't cancel afternoon school to bury that little twerp.

ÜBUNG 21



Choose seven words from the box to complete the statements.

playwrights · stage directions · novelists · parts of the scenery · aside ·
 turned into a film · stage properties · short play · actors · performed on stage ·
 dialogue · description · characters · short story

1. The text at hand is a _____.
2. Ben Elton and Richard Curtis, who wrote the text, are _____.
3. The text in brackets / in italics at the beginning is called _____.
4. The desk and the door mentioned in the brackets are _____.
5. Mr Perkins and the headmaster are _____.
6. The conversation between the headmaster and Mr Perkins is called _____.
7. The text is meant to be _____.

ÜBUNG 22



Take two different colours to underline words and phrases having to do with
 a) the setting; b) the atmosphere.

music · formal looking tweedy gentleman · tidy · schoolboy music ·
 in trouble · headmaster · desk · afternoon school · dead · was caught ·
 a beating · discipline · deadish / morbid fascination · funeral ·
 library cards · sense of humour · no interest in school · little twerp

ÜBUNG 23



Think of the setting and the atmosphere again, and complete the sentences below.

The play is set _____.

The description of the setting creates a _____

_____, but

as the plot unfolds, the situation gets _____.

ÜBUNG 24



You are the producer of the short play *Fatal Beatings*. Use your findings from exercises 22 and 23 and design a stage for this play. Write the text into your exercise book. Expressions from the box below will help you to do so.

to make use of / to employ visual devices · the interior of a room · on the left / right ·
in the middle / in the centre of · in the foreground · in the background ·
in front of / behind · there are ... on the stage · to place ... on the stage

ÜBUNG 25



Take notes on the headmaster and Mr Perkins considering the following aspects.

1. outward appearance

headmaster: _____

Mr Perkins: _____

2. words / thoughts / behaviour

headmaster: _____

Mr Perkins: _____

3. feelings / attitudes

headmaster: _____

Mr Perkins: _____

4. other important details

headmaster: _____

Mr Perkins: _____

ÜBUNG 26



Characterize the headmaster and Perkins with the help of your notes. Write your characterization into your exercise book.

ÜBUNG 27



Sum up the contents of the short play *Fatal Beatings* in about six sentences. Write into your exercise book. Start off like this:

In the short play "Fatal Beatings" by Ben Elton and Richard Curtis, the
headmaster ...

1.2 Die Gedichtinterpretation

ÜBUNG 28



Read the following poem.

Cinema Poetry

I love movies
Whenever I see
Gunfire, dead people,
Growling, and glee.

And I love it when
Heroes win the fight
And the bad guy dies slowly
And, yes, in full sight.

And the blood never stops
Flowing over the screen
And the audience trembles
And can't hold their screams.

But I don't like people kissing.

ÜBUNG 29



Underline the statements about the speaker that you find suitable.

The speaker

1. is fascinated by violence; 2. excited by cruel and horrifying scenes; 3. likes watching romantic love stories; 4. enjoys seeing other people suffer; 5. finds love and affection frightening

TIPP

Was ist bei der Gedichtinterpretation zu beachten?

Folgende Leitfragen sollten bei der Gedichtinterpretation berücksichtigt werden:

- *What is the theme or the subject of the poem?*
- *How is the theme presented?*
- *What is the effect of the rhythm?*
- *What is the poet's message, and how is it reflected in the form and structure of the poem?*

Formulierungshilfen:

The poem is divided into ... stanzas.

Each stanza consists of ... lines.

In the second stanza the poet describes ...

The last stanza contains / conveys the message of the poem ...

The rhyme scheme of the poem is ...

... is a symbol of / stands for / is used as ...

The structure / rhythm reflects the theme / message of the poem.

ÜBUNG 30



Answer the questions about the poem making use of the helpful phrases from the box above whenever you need them.

1. How is the poem structured? _____

2. What can you say about the rhyme scheme? _____

3. What is striking about the metre? _____

4. Can you spot any stylistic devices? If you can't name them, simply describe them. _____

ÜBUNG 31



Replace some words from the poem by the synonyms from the box below.

shriek · adore · shiver · detest · extreme happiness

1. love ≈ _____
2. glee ≈ _____
3. scream ≈ _____
4. tremble ≈ _____
5. not like ≈ _____

TIPP

Stilmittel: Was versteht man unter *antithesis* und *contrast*?

Mithilfe des Stilmittels der Antithese (*antithesis*), auch Kontrast (*contrast*) genannt, werden entgegengesetzte Vorstellungen oder Bilder besonders hervorgehoben. Um den Kontrast zu betonen, werden grammatikalisch ähnliche oder gleiche Konstruktionen verwendet:

I have a dream that one day even the state of Mississippi – a state sweltering with the heat of injustice, sweltering with the heat of oppression – will be transformed into an oasis of freedom and justice.

(Martin Luther King Jr., "I have a dream", Washington, D.C., 1963)

ÜBUNG 32



Show how the structure of the poem matches its content. Then try to explain the term antithesis / contrast by means of the poem. Write into your exercise book.

ÜBUNG 33



Write your own poem sticking to the pattern of *Cinema Poetry*. This time the speaker enjoys tender love scenes and detests violence. Write the poem into your exercise book. You can start off each line as follows:

I like it when / they kiss / and there are couples ... (*first stanza*)

And it's good when / they hug / and they touch ... (*second stanza*)

And it's all / and the audience sighs / and ... (*third stanza*)

But I don't like it when ... (*last stanza*)

GRAMMATIK

1 Das Substantiv

Ü 1

1. women; 2. sheep; 3. sandwiches; 4. shelves;
5. tomatoes; 6. watches

Ü 2

1. buses; 2. teeth; 3. heroes; 4. Children; 5. mice;
6. feet; 7. knives; 8. stories

Ü 3

1. glasses; 2. police; 3. trousers; 4. scissors;
5. family; 6. surroundings; 7. people; 8. peoples;
9. dice

Ü 4

1. a cup of; 2. a glass of; 3. a loaf of; 4. a bottle of;
5. a slice of; 6. a piece of

Ü 5

1. There are **many people** in the city today.
2. Mary has got a new **pair of jeans**.
3. Where **are** my **pyjamas**?
4. We need **some milk and eggs**.
5. My **homework** was easy.
6. Your **hair** looks good today.

Ü 6

1. Lucy's books
2. The Johnsons' car
3. The pupils' teacher
4. Mr Smith's son
5. The colour of your eyes
6. The family's television
7. The end of the game
8. the headmaster of my school
9. the owner of the car
10. today's weather forecast
11. My friend's mother
12. The driver of the car

Ü 7

brothers; sisters; sisters'; parents'; brothers';
Blacky's; Tim's; Joe's; dad's; mum's; parents';
brothers'; bikes; children's; toys; neighbours;
daughters; neighbours'; friends; friends'; dog's;
friends; dogs; mum's

Ü 8

1. the chemist's **shop**
3. Bob's **restaurant**
5. Bob's **restaurant**
7. the Solomon's **house**

Ü 9

friend's hobby – people of different nationalities –
owners of the clubs – mother's dream – New York's
Broadway shows – manager of a small club – the
Bakers' house – last month's dancing festival –
dancers' job – guests of the club – the headmaster
of our school – Becky's friend – Sally's parents –
the girls' argument – friend of hers – on the
morning of the school ball

2 Der Artikel

Ü 1

1. Life; 2. The life; 3. The hospital; 4. hospital;
5. train; 6. vegetables

Ü 2

1. x – x – the; 2. x – the; 3. x – The – x; 4. x – the;
5. x – x – the; 6. the – the – x – the – x – x

Ü 3

1. She has a a headache / a cold / temperature.
2. She wants to take a holiday.
3. The Masons' friends came in and took a seat.
4. What a pity!
5. He said in a loud voice: "How dare you!"
6. I expect you to take a shower / a bath after
soccer practice.

Ü 4

1. a – x; 2. x – x – a – a; 3. x – The;
 4. the – the – a – a; 5. x – x – The;
 6. a – x; 7. x – an; 8. x – a – x

3 Das Pronomen

Ü 1

1. They – them – you – them
 2. She – her
 3. You – them
 4. He – me – he – I – him – it – he – me
 5. me / us – you – me / us – It – You

Ü 2

1. his own car – his parents' car; 2. her bike –
 broke her right arm; 3. yours – mine; 4. our new
 dog – yours – Ours; 5. money of his own;
 6. her own fault; 7. Their house; 8. a friend of ours;
 9. your umbrella – mine

Ü 3

1. himself; 2. myself; 3. themselves; 4. ourselves;
 5. yourselves; 6. herself; 7. himself; 8. yourself

Ü 4

1. opened; 2. relax; 3. did the exercises themselves;
 4. meeting; 5. hiding; 6. moving; 7. afford;
 8. remind herself; 9. hurry; 10. cut yourself;
 11. help yourself / yourselves

Ü 5

1. talk to each other
 2. look after themselves
 3. talk to themselves
 4. look after each other
 5. help each other
 6. help yourselves

Ü 6

1. I bought this book myself.
 2. This cup is dirty. Can I have a clean one?
 3. We don't have to worry.
 4. Anna and I don't see each other very often.
 5. I would like to have a yellow T-shirt and a black
 one.
 6. Be careful with the knife. You might cut yourself.

Ü 7

1. These; 2. those; 3. That; 4. this; 5. this;
 6. These; 7. this; 8. Those

Ü 8

1. this; 2. These; 3. Those; 4. this – that; 5. this –
 that; 6. This; 7. that; 8. This; 9. those; 10. These

Ü 9

1. who; 2. who; 3. which; 4. whose; 5. whom; 6. who

Ü 10

1. Who's; 2. whose; 3. who's; 4. whose; 5. whose;
 6. who's

Ü 11

2. Mr Miller is the teacher with whom I always have
 discussions / [...] the teacher (that) I always have
 discussions with.
 3. She is the candidate for whom I voted. / [...] (that)
 I voted for.
 4. Carrie is the friend with whom I travelled to
 Africa. / [...] (that) I travelled to Africa with.
 5. Mrs Fisher is the woman for / with whom my
 dad works. / [...] the woman (that) my dad works
 for / with.
 6. The project on which I'm working is very
 interesting. / [...] (that) I'm working on is very
 interesting.
 7. The man to / with whom I'm trying to talk is the
 store manager. / [...] (that) I'm trying to talk to /
 with is the store manager.

Ü 12

1. That's the school to which I go / (that) I go to.
 2. That's the hotel in which we stayed / (that) we
 stayed in.
 3. Where is the pen with which I usually write /
 (that) I usually write with?
 4. That's the boy whose sister is good at French.
 5. Where is the computer (which / that) you have
 just bought?
 6. That's the girl next to whom I sit at school /
 (who / that) I sit next to at school.
 7. Drivers who / that drink a lot of alcohol can be
 very dangerous.
 8. I am reading a book which / that is very
 interesting.
 9. Is that the woman whose daughter has been
 working for your company for a long time?

4 Mengenangaben

Ü 1

1. some; 2. any; 3. some; 4. any; 5. any; 6. some;
 7. some; 8. any

Ü 2

1. no one / nobody; 2. nowhere; 3. nothing;
4. no; 5. none; 6. None of

Ü 3

1. children; 2. juice; 3. information – brochures;
4. money; 5. eggs; 6. salt; 7. snow; 8. time

Ü 4

1. How much; 2. How much; 3. How many;
4. how many; 5. How much; 6. How many

Ü 5

1. every day; 2. Each pupil; 3. Each of the girls;
4. every other day; 5. Every classroom

Ü 6

1. few; 2. little; 3. few; a few; 4. a little; 5. a few;
6. a little; 7. little; 8. few; 9. a little; 10. A few

5 Das Verb I: die Verbarten

Ü 1

1. can; 2. can't; 3. can't; 4. can't; 5. can't; 6. can't;
7. can; 8. Can; 9. can't; 10. can; 11. can; 12. can't;
13. can't; 14. Can

Ü 2

1. wasn't able – didn't allow – am allowed –
shouldn't – can't – be able; 2. can – am not able
3. isn't able – isn't allowed – can't – shouldn't
4. Can; 5. May; 6. are not allowed; 7. will you be
allowed – should – will be able / will be allowed;
8. may

Ü 3

1. must; 2. have to; 3. must; 4. have to – have to;
5. had to – will have to; 6. have to; 7. have to – will
have to

Ü 4

1. You don't have to go to school [...]
2. You needn't help me [...]
3. You mustn't drink too much [...]
4. You needn't pay [...]
5. You don't have to go [...]
6. I mustn't stay up [...]
7. [...] she didn't have to work.
8. My little brother mustn't play with fire.
9. I must [...] help my best friend.
10. Passengers mustn't talk to the driver.

11. I must play the piano.
12. [...] He must be home [...]
13. I needn't do the shopping / go shopping [...]

Ü 5

1. may; 2. might – might; 3. may; 4. might; 5. might

Ü 6

1. I **don't like** big cities.
2. No, I think she **doesn't like** Mozart.
3. I **don't want** to go to the tennis club now.
4. I **don't work** late at night.
5. No, I think he **doesn't like your** new dog.
6. I'm **not going to have any** ice-cream now.

Ü 7

1. main verb; 2. auxiliary verb; 3. auxiliary verb –
auxiliary verb; 4. main verb – main verb;
5. main verb; 6. auxiliary verb; 7. auxiliary verb –
main verb; 8. auxiliary verb – main verb

Ü 8

1. Does he like soccer / sports?
2. When / At what time does the train to London
leave?
3. Is the post office far from here?
4. Does your dad play field hockey, too?
5. Did you watch *Batman* last night?
6. Why didn't she come to the party?

Ü 9

1. There are three cinemas in our city.
2. There are tigers and elephants in the Chester
zoo.
3. There isn't any money in my purse.
4. There is a famous bridge in Avignon.

6 Das Verb I: die Zeitformen

Ü 1

1. every Tuesday
2. at the moment
3. sometimes
4. At present
5. once a month
6. never

Ü 2

1. goes – is staying – has
2. works – works – is just selling
3. writes – is talking
4. play – feels – is playing

Ü 3

simple present: we don't walk; she doesn't eat; they don't run; you don't sing; I don't drive; he doesn't swim; we don't stop; she doesn't try; they don't go
present progressive: we aren't walking; she isn't eating; they aren't running; you aren't singing; I'm not driving; he isn't swimming; we aren't stopping; she isn't trying; they aren't going

Ü 4

1. He has just cleaned it.
2. Have you recently seen Lisa?
3. Has Rachel already finished her homework?
4. Have you ever been to New York City?
5. I haven't met Lucy's new boyfriend yet.
6. We haven't had the time to buy a new table since we moved here.
7. I have never fallen down the stairs before.
8. Tim has had this car for seven years.
9. I have worked for this company since 2002.
10. Since we arrived in London, we haven't had the time to visit [...].

Ü 5

1. My dad hasn't bought me a new pair of jeans for almost a year.
2. My parents and I have been discussing this subject for more than two weeks.
3. My friend's latest CD has been very successful since she played in a famous pub in London.
4. Since we arrived here you have been getting on my nerves.
5. We have known each other since 1993.
6. My sister has been sleeping for hours now.

Ü 6

1. went; 2. was / were; 3. stopped; 4. bought;
5. taught; 6. caught; 7. had; 8. sold; 9. ran;
10. founded; 11. found; 12. drove; 13. chose;
14. lost

Ü 7

1. didn't go; 2. wasn't / weren't; 3. didn't stop;
4. didn't buy; 5. hadn't got; 6. didn't catch; 7. didn't teach; 8. didn't have; 9. didn't want; 10. didn't like

Ü 8

I visited London in 1987 for the first time. In 2004, I went there again and had a good time with an American friend. We also explored Wales that year. Two years ago, I travelled to London for the third time because I wanted to celebrate New Year's Eve with some friends from university. We arrived on

31 December and stayed at a friend's house. It was nice to be in the city after such a long time. On our first day in London, we decided not to visit too many sights because we didn't want to be too tired in the evening. So we went for a short walk around Trafalgar Square and the Houses of Parliament. In the evening, we went to a party in one of London's suburbs. At 3 o'clock in the morning, we took a taxi to get home. Last year, our friend invited us to come to London again, but we preferred to celebrate New Year's Eve in Berlin.

Ü 9

1. What were you doing when I called you yesterday? – I was taking a bath.
2. Two days ago I was watching my favourite soap on TV when suddenly my brother started to play the trumpet. It was a terrible noise!
3. What time did you get home last night? – I don't remember. We had a lot of fun at Tina's until her mother came into her room to remind us of the time. I think it was 11 p.m.
4. When Mrs Miller entered Nick's room, he was reading one of his new comics.
5. Last Monday, I saw something very funny. I was walking along Hyde Park thinking of nothing when I saw a dog with three legs running across the street very fast. I stopped to look at it but then I heard the loud horn of a truck that was just turning around the corner. It stopped really hard, and the dog found itself covered with tomatoes.
6. Yesterday evening, we were having dinner when the door bell rang. It was Duncan who wanted to know if we had time. He was having a party at his house and so he asked us to come over.
7. When I came to school yesterday, I saw two of my teachers who were standing in front of the classroom. I was lucky to understand what they were talking about because my English teacher told his colleague what the next English test would be about!

Ü 10

[...] I **heard** a noise [...], so I **got up**. My wife **was** upset and she **said**: "I've already **told** you [...]. Look, what you've **done**! [...]" I answered: "I've never **done** this before. But two weeks ago, there **were** burglars [...]" so I **thought** I **had to** [...]"

Ü 11

- a) 2. Have you ever been to Ireland? – Yes, I was there last summer. – Did you visit Dublin? – No, I didn't have enough time. But I drove down the west coast.

3. Have you ever been to New York? – Yes, I was there two years ago. – Did you visit the Museum of Modern Art? – No, it was too expensive. But I took the ferry to Liberty Island.

4. Have you ever been to San Francisco? – Yes, I was there in 2003. – Did you walk on the Golden Gate Bridge? – Yes, I did, and I also saw Alcatraz.

5. Have you ever been to Edinburgh? – No, I've never been to Scotland. But I've been to Wales. – Did you go to Wales last year? – No, I haven't been to Wales since 2004.

b) simple past: in May, last summer, two years ago; in 2003; last year

present perfect: ever, never, not since 2004

Ü 12

1. Have you seen Jack today? – No, I haven't seen him since last Tuesday.

2. Did you see Miranda yesterday? – Yes, I saw her yesterday but I haven't seen her today since breakfast. She has disappeared!

3. Nobody has seen Mickey since last Friday. He left the house at 1.00 a.m. His wife Louise saw him from the window. Her sister called the police the day after he disappeared. They have already found his car. Mick has not contacted his wife for five days now, and the police haven't found any hint where he could be yet. Louise is quite worried because her husband has never been out of contact with her for so long.

Ü 13

1. Did you sleep well last night?

2. Did you come to Germany by train?

3. Have you ever been to Germany?

4. Have you ever eaten German jelly babies?

5. Have you brought (along) your dictionary?

6. Have you already called your parents in Manchester?

7. Did you go to your soccer practice in Manchester yesterday?

Ü 14

1. had already prepared; **2.** had forgotten; **3.** had already left; **4.** had worked; **5.** had never seen;

6. hadn't even talked

Ü 15

1. had been listening; **2.** had been talking;

3. had been playing; **4.** had been throwing up

Ü 16

he has taught – she had been looking – they went – you have been talking – we had come – I have

sold – she was walking – he has driven – I knew – she had been living

Ü 17

Three years ago, my friends and I **wanted** to go on a trip to Namibia. Two of us **had never been** there before. We **planned** the trip in detail because we **didn't want** to travel with a guide. In Windhoek, we **rented** a car for which we **had made** a reservation when we **were** still at home. When we **got** the car, Sandy said: "I **have never seen** such a cool car before." In fact, none of us **had ever driven** such a car. It **was** a huge four wheel drive Toyota with two tents on top of the roof. On 24 December, we **arrived** in Omatako, where we **wanted** to celebrate Christmas Eve with some Bushmen. We **were just preparing** dinner, when it suddenly **started** to rain heavily. So we **jumped** into our car and **waited** until it was over. After we **had finished** dinner, we **joined** the Bushmen to sit around the fire and sing. The following day, we **were driving** to the Etosha Pan when we suddenly **saw** the first giraffes. Carrie **said**: "So far, this **has been** the most exciting trip I **have ever made**." The people we **met** at our next camp **were** just as nice as the Bushmen. Frank **said**: "These are the most friendly people I **have ever talked to**." Indeed, we **were** all surprised about their perfect hospitality. I **had hardly ever experienced** that anywhere in the world before. On 30 December, we **travelled** to the desert where we **wanted** to celebrate New Year's Eve. We **had been driving** for several hours when Frank suddenly **stopped** the car because there **was** a black mamba lying on the street right before us. We all **looked** at it, but then it **disappeared** quickly. Our nerves **were** a little bit strained because we **were** all tired. Carrie **said**: "We **have been driving** all day now, I hope we are going to arrive at the camp soon."

Ü 18

1. will be; **2.** will win; **3.** won't like; **4.** won't forget

Ü 19

1. will be sleeping; **2.** won't be coming; **3.** will be searching; **4.** will be taking off

Ü 20

1. she's going to be; **2.** he's going to take part;

3. you're going to catch; **4.** There's going to be;

5. I'm going to tell her

Ü 21

1. will have passed; **2.** will have earned; **3.** will have done – will have cleaned; **4.** will have finished

Ü 22

1. I'm definitely visiting; 2. I'm playing;
3. I'm meeting; 4. I'm going; 5. I'm doing

Ü 23

1. I'm sure, Mike will come.
2. Do you think that the movie is going to start soon?
3. The President is to give a speech in front of the Lincoln memorial next week.
4. We're about to leave.
5. I expect to be home by about 5 p.m.
6. Sally would like to go on a trip to South Africa next year.
7. The weather is unlikely to be better in England than in Wales tomorrow.
8. He is certain to pass the exam at the end of next school year.

Ü 24

1. I'll take – I'm going to take
2. Are you going to meet
3. I'm going to play – We'll play

Ü 25

"My brother **will be** 21 next Friday. He **is going to have** a party at our house."
 "Is he **inviting** Tina and her friend Lisa, too?"
 "I'm sure, he **will have sent** all of the invitation cards tomorrow. But listen, I **will call** you tomorrow night and tell you more about the guests then."
 "Isn't he **giving** a garden party? I hope it **won't rain**."
 "There **is going to be** a barbecue with lots of food. Anyway, we **will be eating** all night whether it rains or not."

7 Das Verb I: das Passiv

Ü 1

1. Marc is loved (by Tina).
2. A new bike is being bought (by Ben).
3. Soccer was played yesterday (by Nick).
4. The dishes were being washed (by Ivy).
5. A car has been bought (by us).
6. The neighbour had been seen (by Lisa).
7. The customer will be called tomorrow.
8. The kitchen will have been cleaned (by Laura).
9. This movie must be watched.
10. I was allowed to stay.

Ü 2

1. She was sold an umbrella and a handbag (by Mr Miller).

2. My sister has been given a large box of sweets (by a stranger).
3. The children have been promised a trip to Disney World (by the parents).
4. Are you always told the truth (by them)?

Ü 3

2. I was sent a letter (by grandma) last week. / A letter was sent to me (by grandma) last week.
3. The teacher will be given the work (by the pupils). / The work will be given to the teacher (by the pupils).
4. In New York, we were shown Pier 17 (by the teachers). / In New York, Pier 17 was shown to us (by the teachers).
5. We are always told exciting stories (by our aunt). / Exciting stories are always told to us (by our aunt).
6. As soon as he returns from Canada, he will be given this book (by his father). / This book will be given to him (by his father) as soon as he returns from Canada.
7. This year, the workers will be paid a lot of money (by the company). / This year, a lot of money will be paid to the workers (by the company).
8. When we come to see her, we are always offered a cup of tea (by our grandma). / A cup of tea is always offered to us (by our grandma) when we come to see her.

Ü 4

2. My little sister is going to be looked after (by my aunt).
3. Fortunately, everything had been thought of (by us).
4. Many houses have been broken into (by the burglars).
5. Lucy is always made fun of (by some mean boys in my class).
6. The paintings were looked at for two hours (by the tourists).
7. Every detail has been taken care of (by my friend).
8. It will soon be found out what happened that night.
9. The supermarket was broken into (by five teenagers) last Saturday.
10. The British Empire is always talked about (by the professor) for hours.
11. More bread was asked for (by the guests).

Ü 5

2. **a)** It is thought that Madonna is the most important pop star of our time. **b)** Madonna is thought to be the most important pop star of our time.

- 3. a)** It is said that seven people died in the accident. **b)** Seven people are said to have died in the accident.
4. a) It is expected that this politician will step down soon. **b)** This politician is expected to step down soon.
5. a) It is reported that the President is in hospital. **b)** The President is reported to be in hospital.
6. a) It is thought that child abuse is the worst of all crimes. **b)** Child abuse is thought to be the worst of all crimes.

8 Das Verb II: der Infinitiv

Ü 1

1. to help in the household
2. to stay out after 10 p.m. / to go to the disco
3. to do my homework – to watch TV
4. to go to the disco / to stay out after 10 p.m.
5. to help her with the cooking

Ü 2

1. let; 2. make; 3. let; 4. make; 5. lets – makes

Ü 3

1. afford to; 2. get; 3. have told; 4. to travel;
5. to come – allow; 6. stay – to leave; 7. drive;
8. to hear – to be; 9. expects – wants; 10. to help;
11. to leave – to see; 12. stop – to have

Ü 4

I saw a man **enter** the bank; I heard the clerk **tell** him **to queue up**; he didn't want **to wait in line**; He told the clerk **to give** him; I noticed a police officer **walk along**; I tried **to give** him; I decided **to try to escape**; the robber observed me **move** towards the door; I had better **stay** where I was; the robber warned us **not to move**; He seemed **to be** very angry; **To tell** you the truth; the clerk refused **to give** the robber the money; I thought him **to be** very stupid; What did he expect the robber **to do** next?; It is difficult **to say**; the robber threatened **to kill**; Would you know what **to do**; When I heard the police cars **arrive**, I still felt my heart **beat** fast.

9 Das Verb II: das Gerundium

Ü 1

1. looking forward to; 2. succeeded in; 3. apologize for; 4. enjoys; 5. complaining about; 6. give up;
7. considered; 8. decided against; 9. dislikes;
10. practise; 11. keep; 12. imagine

Ü 2

1. The teacher accused the boy of cheating.
2. I think we should all thank this company for being so generous.
3. Mike couldn't stop his girlfriend from leaving him.
4. Can you forgive me for not having told you about the party?

Ü 3

1. interest in; 2. hope of; 3. fed up with; 4. famous for; 5. happy about; 6. chance of; 7. method of

Ü 4

live – enjoying – invite – meeting – playing – spend – being served

Ü 5

1. I used to play tennis every day.
2. I'm still used to doing a lot of sports.
3. My mother used to like / love going to the movies / to the cinema.
4. She was used to going out at least once a week.
5. Dad used to have / drink coffee for breakfast, but now he is used to drinking tea.

Ü 6

2. Playing tennis is her favourite sport.
3. Learning languages is important nowadays.
4. Reading a good book improves the mind.
5. Going by plane is faster than going by train.

Ü 7

1. Ich werde nie vergessen, wie ich sie das erste Mal vor der Bäckerei traf.
2. Bitte vergiss nicht, mich heute Abend vor dem Kino zu treffen.
3. Mein Freund Peter hat mit dem Rauchen aufgehört / aufgehört zu rauchen.
4. Mein Freund Peter hielt an, um zu rauchen.
5. Kannst du dich daran erinnern, den Ofen ausgeschaltet zu haben, als du aus dem Haus gingst / das Haus verließst?
6. Denk daran, den Ofen auszuschalten, wenn du aus dem Haus gehst / das Haus verlässt.
7. Obwohl wir ihm sagten, dass wir uns langweilen, erzählte / redete er weiter über seinen neuen Hund / fuhr er fort, von seinem neuen Hund zu erzählen / reden.
8. Als er (endlich) aufhörte über seinen neuen Hund zu erzählen / reden, fing er an / machte er damit weiter, über seine Katze zu erzählen / reden.

Ü 8

2. Sally's boyfriend doesn't even like the idea of her / Sally becoming a movie star.
3. My brother isn't good at saving money.
4. Our parents suggest going out for dinner.
5. Lauren is already talking of moving out when she's 21.
6. Sam is frightened of going to the dentist's again.
7. Linda's nephew and niece like her reading bedtime stories.
8. Rick's mum is very fond of him spending a lot of money on books.

Ü 9

1. cleaning; 2. going – watching – staying;
3. to hear; 4. to buy; 5. to win; 6. having stolen

Ü 10

1. coming; 2. complaining; 3. spending; 4. hearing;
5. to drive – asking; 6. being; 7. being – to help

10 Das Verb II: die Partizipien

Ü 1

1. playing; 2. singing; 3. crossing; 4. had his car repaired; 5. Having read; 6. moving; 7. is having her hair cut; 8. speaking; 9. Having finished his homework; 10. Understanding; 11. Looking

Ü 2

1. They came home laughing.
2. I heard my father leaving the house.
3. I can smell the meat burning.
4. Two teachers stood talking in front of the classroom.
5. I watched my mum cooking.

Ü 3

1. Wanting to get home as fast as possible, I [...]
2. With my sister always coming home too late, my parents [...]
3. [...] talking about our new project.
4. Having crashed his own car, Bill [...]
5. (When) entering the bookstore, I [...]
6. Although hating vegetables, Nick [...]
7. [...] forgetting her school bag.
8. I was waiting for a friend while watching TV (*I was watching TV, not my friend*).
9. (While) doing his homework, Sam [...]
10. Unless telling me the truth right now, you [...]
11. [...] working at the petrol station.
12. Having closed the door, I [...]

11 Das Adjektiv

Ü 1

- more intelligent – the most intelligent
 thinner – the thinnest
 crazier – the craziest
 simpler – the simplest
 more serious – the most serious

Ü 2

1. younger – older – more beautiful – faster – taller – the fastest
2. worse – more stupid – best – the most expensive – farther / the farthest – most unfriendly – nicer – coldest – happier – friendlier
3. more successful – more important – more – the most difficult – more modern – the most elegant – harder

Ü 3

1. stricter than; 2. not as good as; 3. as fast as;
4. more / better than; 5. as wonderful as

Ü 4

1. My sister is smaller than my brother.
2. The dress is more beautiful than the pair of jeans.
3. My cousin is as nice as my best friend.
4. The film is not as interesting as the book.
5. Pizza tastes worse than hamburgers.

12 Das Adverb

Ü 1

1. nervously; 2. terribly; 3. fantastically; 4. actively;
5. carefully; 6. extremely; 7. busily; 8. in a silly way / in a silly manner / stupidly; 9. fast;
10. publicly; 11. cleverly; 12. badly; 13. well;
14. hard

Ü 2

1. late; 2. highly; 3. Lately; 4. pretty; 5. hardly;
6. carefully; 7. hard; 8. nearly; 9. prettily

Ü 3

1. better than; 2. more nervously than; 3. faster than – as carefully as; 4. as beautifully as

Ü 4

2. He will get up more punctually.
3. He will listen to his mum more closely.
4. He will take his teacher more seriously.

5. He will come home earlier when he goes out at night.
6. He will keep his promises more often.

Ü 5

2. They often meet friends at the museums. / At the museums, they often [...]
3. They went to the Museum of Natural Sciences in New York last Saturday. / Last Saturday, they went to the Museum of Natural Sciences in New York.
4. On that day, they met two neighbours who are extremely nice. / They met two neighbours [...] on that day.
5. Usually, they go home quickly after visiting a museum, but last Saturday, they went to a perfectly renovated restaurant.
6. When they arrived, the restaurant was almost completely booked out.
7. Fortunately, there was one table left that was beautifully decorated.
8. They all laughed happily and enjoyed the evening very much.

Ü 6

1. really old – slowly; 2. good – well; 3. hard;
4. extremely angry; 5. good – absolutely impossible;
6. terrible – awfully cold; 7. Unfortunately – really friendly; 8. extremely expensive – handsome – pretty – perfect; 9. perfectly;
10. Normally – desperate – immediately – unable;
11. directly – scared – sadly

13 Präpositionen und Zahlen

Ü 1

1. at – in – at; 2. On – at; 3. In – before;
4. in – until / till; 5. On; 6. x; 7. for; 8. on; 9. since;
10. x; 11. in – until / till / before; 12. At – on;
13. at; 14. at

Ü 2

1. at; 2. to; 3. into / out of; 4. in – out of – on – into;
5. for; 6. in – in front of / next to / behind; 7. in;
8. in; 9. on; 10. past

Ü 3

1. Open your books at page 49.
2. They arrived at the same time.
3. At 3 p.m., he was still at school.
4. We're on our way to Cardiff.
5. My grandmother loves life in the country.
6. At the age of 14, you still have a lot of time for hobbies.

7. We arrived at / got to the station in time.
8. I haven't watched TV for days.
9. Is that you in the picture / photo?
10. On the left, you can see the new museum.
11. Today, there are many people in the street.
12. Have you ever been to Scotland?
13. We were at the club until / till midnight.

Ü 4

1. at first sight; 2. on fire; 3. like; 4. because of;
5. in any case; 6. on strike; 7. in common;
8. on holiday; 9. by train; 10. at least

Ü 5

thirty; eighty-three; thirteen; ninety-five; the fourteenth; the (one) hundred and first; the twenty-third; the sixtieth; the seventy-second; the fifty-sixth

14 Der Satz: die Satzarten

Ü 1

2. Mary and Tina don't always go shopping on Saturdays. They go shopping once a month.
3. Luke doesn't come from Texas. He comes from Florida.
4. These trousers aren't beautiful. They're ugly.
5. Uncle Jim doesn't work till 8 p.m. every day. He works till 6 p.m.
6. Mike hasn't got a new motorbike. He has got a new bike.
7. Jill and Clara don't go to bed at 11 p.m. They go to bed at 9.30 p.m.
8. Olivia doesn't have a brother and a sister. She has two sisters.

Ü 2

1. Never before has she seen anything quite so beautiful.
2. Not only is New York one of the biggest cities in the world, it is also one of the most exciting cities.
3. Rarely do we go to the cinema.

Ü 3

1. Not until I arrived at the supermarket did I notice that I had forgotten my wallet.
2. Hardly had the thieves left when the police arrived.
3. Not until she came home did she realize how lucky she had been.

Ü 4

1. Do you like fish?
2. Does your mum watch TV at night?
3. Do you have any sisters (and / or brothers)?
4. Are you from California?

Ü 5

1. When does your dad come home from work?
2. Where do you usually go on Saturdays?
3. Why don't you play tennis?
4. Who(m) do you want to invite?
5. How much is this T-shirt?

Ü 6

2. Does your English teacher give you a lot of homework?
3. Where is your bike?
4. Why are we / you going to visit grandma?
5. Are we / you going to Nick's party?
6. Who is coming to the swimming pool this afternoon?
7. How old is your sister?
8. Whose book is this?
9. What did you do / have at the pub last night?
10. Who(m) did you talk to?
11. Does your sister ever go to church?
12. How did you solve the problem?

Ü 7

1. aren't you; 2. isn't he; 3. didn't she; 4. can't she;
5. haven't you; 6. was he; 7. won't he; 8. aren't I;
9. hasn't she; 10. have you

Ü 8

1. No, I can't. 2. Yes, they do. 3. Yes, she is.
4. No, she doesn't. 5. No, I don't think so.
6. Yes, I will. 7. No, I haven't. 8. No, there isn't.

15 Der Satz: der Nebensatz

Ü 1

1. A woman who / that was wearing red jeans was opening the door.
2. Sue is wearing an anorak which / that I like.
3. There is Jack whose sister I like.
4. That's my Spanish teacher who(m) I like a lot.
5. I would like to have a new bike which / that is quite expensive.

Ü 2

1. Our school, which is located across a wonderful park, is old but beautiful.

2. It was my sister who gave me the tickets for the rock concert.
3. The people (whom) I work with are very nice.
4. Last week, I took my niece to the restaurant which / that is just around the corner.
5. The woman who lives next door writes cookery books.
6. The Channel Islands, which consist of four main islands, lie in the English Channel.
7. My new classmate, whose father is a doctor, is quite cool.

Ü 3

1. who / that; 2. x; 3. who / that; 4. x; 5. x; 6. x;
7. which; 8. whose; 9. which / that; 10. whom;
11. x; 12. whose; 13. x; 14. which / that

Ü 4

1. although; 2. As; 3. as soon as; 4. since;
5. because; 6. where

Ü 5

1. If the weather is fine tomorrow, we'll go [...]
2. You can ask me if you don't know [...]
3. If you don't tell me [...], I won't tell you [...]
4. Just call me if you want [...]
5. Ice melts if you heat it.
6. If you add blue to yellow, you get green.

Ü 6

1. If you did your homework [...], you would have less problems [...]
2. If my dad got the job [...], he would earn [...]
3. My grandfather would drive us [...] if we went to the 4 p.m. movie [...]
4. If I were you, I would tell the truth now!
5. I would / could watch the horror movie if my parents went out [...]
6. I would come to soccer practice if it wasn't so cold.

Ü 7

1. I would have come if you had told me [...]
2. If my teacher had explained to us [...], I would have done [...]
3. If it hadn't snowed yesterday, we would have taken the car [...]
4. If I had bought another ticket [...], Jimmy could / would come with us tonight.
5. I would have sent you a postcard [...] if I had had a bit more time [...]
6. If someone had seen [...], he would be [...]

Ü 8

1. I will post
2. if I hadn't seen → type III
3. they would stop → type II
4. if you come → type I
5. If I feel better tomorrow → type I
6. If I had known you before → type III

Ü 9

1. will never see; 2. would have; 3. don't have to;
4. lost; 5. had done; 6. hadn't left; 7. didn't tell;
8. knew

Ü 10

1. You wouldn't come even if you were invited, [...]?
2. My sister and I would save a lot of time if our parents lent us their car.
3. If you don't want to come home for dinner, we'll eat [...]!
4. I would listen closely if I were in your place! / I would have listened closely if I had been [...]!

Ü 11

2. My brother would buy this computer if it wasn't so expensive.
3. If you stay at home tonight, we can watch / will be able to watch that film together.
4. I would have gone to the restaurant with you if I had felt good that day.
5. I could have come to the football club yesterday if I hadn't had to help my dad in the house.
6. The Millers wouldn't have missed their flight if there hadn't been so much traffic on the way to the airport.

Ü 12

1. When; 2. If; 3. If; 4. If; 5. when; 6. when; 7. if; 8. if

Ü 13

1. when you arrive; 2. When you are with us
3. If you don't mind; 4. when I have read it
5. If you had come earlier; 6. When Paul comes (back) home

Ü 14

2. his – me; 3. we; 4. I – your

Ü 15

1. that afternoon; 2. there; 3. the following day / the next day; 4. that morning; 5. the previous month / the month before; 6. then / at that moment; 7. the previous day / the preceding day / the day before; 8. the following year

Ü 16

1. said; 2. said; 3. told; 4. tell; 5. said

Ü 17

1. Yesterday, a man called, and he said that his name is / was Mr Fisher, and that he is / was your new piano teacher.
2. He told me that he couldn't give you your piano lesson next Tuesday.
3. Mr Fisher added that you could call him that night if you wanted a lesson on Wednesday instead.
4. He also said that it would be great if you came, and he told me that you would take part in a competition soon.
5. He explained to me that you still need / needed a lot of practice if you want to be successful.
6. He finished by saying that he hoped to see you on Wednesday.

Ü 18

2. I thought you said she was coming to the soccer stadium on Sunday.
3. I thought you said she doesn't / didn't like Paul.
4. I thought you said he would be in London.
5. I thought you said you had been to the movies last Saturday.
6. I thought you said you can't / couldn't speak French.

Ü 19

1. had done – hadn't had – had felt – would do
2. was going to learn – was going to go – was going to visit – wouldn't have

Ü 20

1. Tom said he would go to his judo class that night.
2. Sandy asked whether / if Peter liked Mexican food.
3. Philip **thinks** (that) we / they can win the next match.
4. Jane admitted that she hadn't done her homework the day before / the previous day / the preceding day.
5. Mr Anderson told his wife that he might be back by 5 p.m.
6. Daniel explained that he hadn't been to New York for over a month then.
7. Jack shouted that he had been helping (his) mum all morning.
8. Dad said (that) he doesn't / didn't like fast food.
9. Aunt Clare **says** (that) Judy can stay for the time being.
10. Mr Smith told Nancy not to forget to switch off the TV.

11. Phil told his friends that he should leave at that moment / then.

12. Luke wanted to know whether / if we / I needed any help.

Ü 21

1. I've been enjoying California since we moved here.

2. I know (that) Rachel doesn't like motorbikes.

3. Take the bus.

4. I was ill last week.

5. I hope (that) I'll be able to come.

6. Where is my sister?

Ü 22

1. Neither ... nor; **2.** either ... or; **3.** and; **4.** or;

5. not only ... but also; **6.** but; **7.** Both ... and

Ü 23

2. ~~Whereas~~ / Since; **3.** although / ~~as~~;

4. ~~even though~~ / because; **5.** though / ~~since~~;

6. although / ~~as~~; **7.** whereas / ~~even though~~;

8. ~~since~~ / as long as

Ü 24

1. as / because / since; **2.** whereas / while;

3. although / even though / though;

4. as / since / because; **5.** while;

6. although / even though / though;

7. unless; **8.** as if / as though; **9.** As

TEXTE SCHREIBEN UND ANALYSIEREN

1 Die Textarbeit

Ü 1

1. Before operating the system, check that the operating voltage indicated on the type plate of your system is identical with the voltage of your local power supply. If not, please consult your dealer. The type plate is located at the rear of your system.

2. When the system is switched on, do not move it around.

3. Place the system in a location with adequate ventilation to prevent internal heat build-up in your system. [...]

Ü 2

(elektrische) Spannung = voltage

Stromversorgung = power supply

enthalten / beinhalten = to incorporate

Standort = location

Wiedergabe = playback

Wandsteckdose = wall socket

Ü 3

1. dealer: to deal + suffix *-er* = Händler

2. discharge: charge + prefix *dis-* = Entladung

3. to unplug: to plug + prefix *un-* = aus der Steckdose (heraus-)ziehen

4. to remove: to move + prefix *re-* = entfernen

Ü 4

1. at the rear of → syn. **at the back of**, ant. **at the front of**

2. to switch on → syn. **to turn on**, ant. **to switch off / to turn off**

3. to prevent → syn. **to stop**, ant. **to cause**

4. to expose → syn. **to show**, ant. **to hide**

5. a damp room → syn. **a wet room**, ant. **a dry room**

Ü 5

1. If your system is not identical with the voltage of your own power supply, **go and see your dealer and ask him / her what to do.**

2. The system shouldn't be moved around **when it is turned on.**

3. The system should also not be placed in a location **that is wet, sandy or hot.**

4. If you don't want the guarantee to become invalid, don't **repair the system yourself.**

5. If moisture condenses on the lens of the CD, **leave the power on for about an hour with no disc until you can play your CD.**

6. If you unplug the AC power cord, problems **caused by electrostatic discharge may go away.**

Ü 6

1. You should check whether the voltage of your system is identical with the voltage of your socket.

2. It prevents the system from overheating.

3. Water droplets may be found on the lens of the CD unit inside the system.

4. It won't operate normally if the lens of the CD unit is moist.

5. You can disconnect it by unplugging the AC power plug.

Ü 7

I'm a teenager of seventeen. My teenage years haven't really been as good as they could have been; they are over now because I have a baby daughter and I'm a single mother.

By the time my six-month-old daughter will be able to look after herself, I'll be thirty-something, too old to do things that I am now missing out on.

I would love to go clubbing and be like all the other teenagers enjoying themselves: unfortunately, I'll never have these things but I'm the one to be blamed – it's all my fault. I should have taken something to prevent getting pregnant. [...]

Topic outline: Meg's reason for being an unhappy teenager, her experience with teenage pregnancy, her relationship with her boyfriend, Meg's future with a baby

Ü 8

1. I'm an unmarried mother.
2. I would like to spend time dancing and drinking in nightclubs.
3. I'm responsible for what has happened.
4. I wouldn't have an operation to terminate the pregnancy.
5. throwing my time away because of a baby
6. I was pregnant.
7. if I had an alternative

Ü 9

1. My teenage years haven't been as happy / cheerful / joyful as they could have been.
2. I should have taken the pill / taken something to prevent conception.
3. His parents accepted his decision / agreed with him.
4. My boyfriend didn't feel responsible / didn't worry about the situation.
5. I often went out almost every night / I went out on a regular basis.

Ü 10

1. Meg is a seventeen-year-old teenager who is also an unmarried mother.
2. Meg's boyfriend tells her that he doesn't want to be responsible for the baby.
3. Meg has never thought about what it would be like to be pregnant because, so far, her life has been focused on going out on a regular basis.

Ü 11

Lösungsvorschlag:

1. she is a single mother

2. that she can't do the things normal teenagers do at her age
3. doesn't care about the baby
4. the baby will probably limit her future prospects
5. Meg won't be able to go to university
6. starting anew and having the possibility of going to school again (to pass her A-levels)
7. she'd rather have one as a married mother

Ü 12

Lösungsvorschlag:

The text deals with a seventeen-year-old teenager called Meg who is a single mother. This situation makes her quite unhappy since she can't do the things she used to do, like going out in the evening. She got pregnant from her first boyfriend, who doesn't feel responsible for the baby. Moreover, Meg has realized that she might have spoilt all her prospects for the future because she hasn't done her A-levels. Although she wanted to have the baby, she has some doubts about her future, and she wishes to turn back time.

Ü 13

Hi, my name is Laura, and I will be finished with high school in exactly three days. After that I'm free – no looking back. I am seventeen – well, almost eighteen – and have everything to live for. For the eight months before I go to university, I'll have more time on my hands than I'll know what to do with. Maybe I'll tour around Europe. Or perhaps I can travel through America. The possibilities are endless.

I told my parents I wanted to see Vancouver, India and Tibet. I want to see oceans and mountains – jungles and deserts. My mother simply said "fine", as long as I didn't mind being raped and murdered. The world isn't the same as it used to be, she said. [...]

Ü 14

Lösungsvorschlag:

1. Laura will leave high school very soon, and then she will have plenty of time at her disposal before she goes to university. Although she has a vague idea of what to do, she is not really sure how to spend her time sensibly.
2. Laura's mother reacts in a sort of humorous way. She doesn't mind her daughter travelling the world but Laura should be aware of the dangers she might have to face.
3. Her father is rather practical about the issue. He wants her to consider the financial aspect of travelling around because she might need the

money for university. He also seems to be worried as to his daughter's future.

4. She wants to avoid leading a life that is meaningless. She feels like experiencing something exciting and new. She would hate ending up like most people: school – university – job and so on.

5. She suggests that you should make plans for the future, but you shouldn't listen to other people's advice and suggestions. You should only do what is best for you, thus what might make you happy in the end because then, you won't regret anything.

Ü 15

adolescent – uncertain – trying out – to consider – mature – make the most – tedious routine

Ü 16

Lösungsvorschlag:

Laura, a teenager who will have finished her final exams soon, is talking about her life after school. She is considering travelling the world, but her parents are trying to dissuade her. Whereas her mother is talking about possible risks, her father has a rather practical approach to the problem: money might be a problem, since he wants her to go to university. Laura, however, is of the opinion that you should do the things you want to do, no matter what other people might say.

Ü 17

Past: The first-person narrator is a schoolboy when a new boy from Germany attends school. Gradually, the German boy is learning English, but apparently he is homesick. He cries every night, and all of a sudden he refuses to speak English. In the end, he is sent home.

Present: When the first-person narrator is in his office, he sees a woman standing in the rain. While watching, he remembers Klaus, the German boy who was once in his class. This situation makes him think about Klaus.

Ü 18

a) 1. exposition: the exposition is the very beginning of a short story. Usually, the characters, the theme and the setting are introduced, and an atmosphere is created.

2. setting: this term describes the time and place in which the story takes place.

3. atmosphere: the atmosphere is the mood or the feeling that the author creates in the story.

4. rising action: this term is used to describe an increase in suspense. The rising action leads to the climax of a story. Usually, a conflict is developed.

b) 1. atmosphere; **2.** rising action; **3.** exposition; **4.** setting

c) setting: the story is set some time in the past, but also in the present; the story takes place in an office (present) and at a school (past).

atmosphere: the rain creates a mood of sadness.

d) The main theme is "being new / foreign" or "being an outsider".

Ü 19

"I": a first-person narrator, which means that he is a character in the story; he is one of the main characters; he is portrayed as being friendly, good-natured and sensitive

Klaus: the protagonist who initiates the conflict because he is foreign; he is described as being sensitive, sad, desperate and fearful

the woman: a minor character that triggers off the flashbacks; she might be depressed or sad; "miserable" is mentioned at one point

the headmaster: a minor character; he introduces Klaus to the class; we get some details about his face and thus his health; he dies of a sunstroke

Ü 21

1. The text at hand is a **short play**.

2. Ben Elton and Richard Curtis, who wrote the text, are **playwrights**.

3. The text in brackets / in italics at the beginning is called **stage directions**.

4. The desk and the door mentioned in the brackets are **stage properties**.

5. Perkins and the headmaster are **characters**.

6. The conversation between Perkins and the headmaster is called **dialogue**.

7. The text is meant to be **performed on stage**.

Ü 22

a) setting: schoolboy music, formal looking tweedy gentleman, desk, headmaster, library cards, afternoon school

b) atmosphere: music, tidy, in trouble, no interest in school, dead, was caught, a beating, discipline, deadish / morbid fascination, funeral, sense of humour, little twerp

Ü 23

The play is set in the headmaster's room / office at a school.

The description of the setting creates a tense and threatening atmosphere, but as the plot unfolds, the situation gets absurd and ridiculous.

Ü 24

Lösungsvorschlag:

I would make use of a virtually empty stage: there should only be a desk and a door on stage – the desk is in the middle of the stage, whereas the door (no walls) is to the right of the stage. The desk isn't made of wood but of steel. In the background, there should be a grey wall, no pictures but some instruments of correction.

Ü 25

1. outward appearance

headmaster: a tweed suit / formal / gentleman-like

Mr. Perkins: neatly dressed / a sportsjacket

2. words / thoughts / behaviour

headmaster: talks to Mr Perkins in a superior way / uses a lot of words having to do with violence and death / doesn't take Mr Perkins seriously

Mr. Perkins: inferior to the headmaster / short sentences, a lot of questions showing that he is not in charge / feeling helpless

3. feelings / attitudes

headmaster: furious and angry / is all for a strict punishment / a disciplinarian with queer attitudes

Mr. Perkins: shocked and frightened / upset and worried / concerned / nervous / accepts authorities

4. other important details

headmaster: is in charge because he is the headmaster

Mr. Perkins: is degraded by the headmaster

Ü 26

Lösungsvorschlag:

The **headmaster**, one of the protagonists, is in charge of the whole situation. This is not only shown by his outward appearance. He is formally dressed in a tweed suit. He looks like a gentleman, which stands in a clear contrast to his behaviour towards Mr Perkins. The way he talks to Mr Perkins underlines his characteristic features. He seems to have queer attitudes when it comes to discipline and punishment – he is all for a severe punishment; but when there is a casualty (Tommy), he plays the situation down and becomes rather sarcastic.

Mr Perkins, also a protagonist, is obviously inferior to the headmaster. Though he is neatly dressed, he is only dressed in a sports jacket. He is the one who puts forward plenty of questions, thus he feels rather helpless and exposed to this weird headmaster. He seems to accept the headmaster and his authority. He is just shocked and upset on hearing about Tommy's fate.

Ü 27

In the short play *Fatal Beatings* by Ben Elton and Richard Curtis, the headmaster of a school has asked Mr Perkins to come to his office. Mr Perkins' son, Tommy, is in trouble because he has been disobedient recently. Among other things Tommy hasn't done his work properly and he has also taken some books from the library without a library card. So the headmaster had to punish him severely. It was too severe as it turns out because Tommy dropped dead while bending over to be hit. The headmaster tries to play down the whole situation by making sarcastic comments on Tommy's death.

Ü 29

Zutreffend: 1, 2, 4, 5

Ü 30

1. The poem is divided into four stanzas / verses. The first three stanzas consist of four lines, whereas the last stanza consists of one line only.

2. There are rhymes in each stanza – except the last one. There are end rhymes – the second and the fourth line of each stanza rhyme.

3. There is no regular metre.

4. **Repetition:** the poet repeats the word “and” in the beginning of six different lines. This is called **anaphora** when two successive lines start with the same word. The poet also uses **alliterations** such as “Gunfire, [...], Growling, and glee”.

Ü 31

1. love ≈ adore
2. glee ≈ extreme happiness
3. scream ≈ shriek
4. tremble ≈ shiver
5. not like ≈ detest

Ü 32

Lösungsvorschlag:

The poem contains **two contrasting statements**. One statement is introduced by “I love [...]”, whereas the second one begins with “**But I don't like [...]**”. The speaker presents a long list of things he enjoys seeing. Apparently, he **can't get enough violence**. He gives a lot of examples of atrocities. However, he states his dislikes in only one summary sentence. This final statement comes as a complete **surprise** and is rather shocking. It suggests that the speaker is **unable to show feelings of affection and tenderness**. The lyrical I cannot even talk about such feelings (therefore one line only), but he finds a lot of expressions and words for violent scenes (twelve lines).

DUDEN

Der individuelle Übungsband zu allen wichtigen Bereichen des Unterrichtsfachs Englisch:

- zahlreiche vertiefende Übungen zur englischen Grammatik und zur Textarbeit
- mit verständlichen Hinweisen zu den Regeln und mit ausführlichen Lösungen
- leichte Orientierung durch „Lernsternchen“ zur Kennzeichnung des Schwierigkeitsgrads

Zum selbstständigen Üben:

- zur Wiederholung und Festigung wichtiger Lerninhalte
- vor Tests und Klassenarbeiten

Geeignet für 8- und 9-jähriges Gymnasium, Realschule und Gesamtschule

Ideal in
Kombination mit der
**Schulgrammatik
extra – Englisch**
von Duden