

## 5 Present perfect and simple past

Cross out the wrong form.



**Present perfect** – Die Handlung spielt in der Gegenwart noch eine Rolle.  
*She has broken her leg.* = Sie trägt immer noch einen Gips am Bein.

**Simple past** – Die Handlung ist abgeschlossen.  
*She broke her leg.* = Sie ist (jetzt) wieder völlig gesund.



- Everybody **has brought / brought** something to eat, so there is enough for everybody at the party.
- Yesterday Kevin **has bought / bought** a huge cake, too, but his dog **has eaten/ate** half of it.
- Karl **has put / put** on his best jeans. Now he feels like a movie star at the party.
- He **has wanted / wanted** to wear his new shirt, too, but it is dirty and he **hasn't washed / didn't wash** it yet.
- Laura **has been invited / was invited**, too, and now she is very happy to join the party.
- She **has even bought / even bought** a new dress again, although last year her dress **has been completely ruined / was completely ruined!**



Das *present perfect progressive* wird verwendet für eine Handlung, die bis in die Gegenwart andauert, wobei nicht das Ergebnis betont wird, sondern die andauernde Handlung selbst.

Deshalb sind all jene Zeitangaben, die betonen, **wie lange** schon etwas dauert, Signalwörter.

Nicht vergessen: Bei der Angabe eines **Zeitpunkts** wird *since* verwendet (... *since 2010*), bei der Angabe eines **Zeitraums** wird *for* verwendet (... *for two years*).

## 6 Present perfect progressive

Talk about Karl's new friends at Lake Park.



- Marvin – play football – three years • 2. Patrick – work for the school magazine – 2013
- Maureen – dance in the cheerleader group – 2012 • 4. Karen – act – (only) six months

1. Marvin is a great quarterback. \_\_\_\_\_
2. Patrick always interviews the new teachers. \_\_\_\_\_
3. Maureen is going to attend a dance academy after school. \_\_\_\_\_  
\_\_\_\_\_
4. Karen can't take the role of Juliet. \_\_\_\_\_

## 7 be supposed to/ be expected to

Fill in the missing words. Use *be expected to*, *be supposed to*, *must*, *mustn't* or *needn't*.

It's the Wednesday of the homecoming week at Lake Park High School – it's the Homecoming T-shirt Day!



Die Formulierungen *be supposed to* und *be expected to* geben an, was man tun sollte bzw. was von einem erwartet wird. Eine stärkere Erwartung wird mit dem Hilfsverb *should* ausgedrückt. Die stärkste Erwartungshaltung wird mit den Hilfsverben *must* (= müssen) bzw. *mustn't* (= nicht dürfen) ausgedrückt.

1. The students \_\_\_\_\_ buy their own t-shirts in the cafeteria.
2. But they \_\_\_\_\_ buy a t-shirt which is too tight and therefore inappropriate.
3. They \_\_\_\_\_ wear the t-shirt for the Powder Puff game in the evening, too.
4. But they \_\_\_\_\_ wear the t-shirt if it is dirty.
5. They \_\_\_\_\_ carry their ID card even if they wear the t-shirt.



**Connectives** – Mithilfe von **Verknüpfungen** können Gedankengänge strukturiert und Texte zusammenhängend gestaltet werden. Wichtig ist, dass die logischen Verbindungen stimmig sind.

Vor allem zwei grammatikalische Möglichkeiten bieten sich an: **Konjunktionen** stellen eine logische Verbindung her, indem sie einen Nebensatz einleiten.

**Adverbien** stellen eine logische Verbindung her, indem sie als Ergänzung in einem Satz verwendet werden.

Häufig vorkommende Sinnrichtungen von *connectives* sind:

zeitliche Angaben (z. B. *as soon as*, *after*, *meanwhile* ...)

Angaben zu Grund oder Folge (z. B. *because*, *so*, *due to*, *thanks to* ...)

Gegenüberstellungen (z. B. *although*, *nevertheless*, *on the one hand* – *on the other hand*, *even though* ...)

Im Textbook auf S. 154 findest du eine Übersicht über einige weitere wichtige *connectives*.

## 8 Connectives

Choose one of the connectives to link the two sentences. Underline the correct connective.

1. The Powder Puff football game was a great success for Lake Park High School.  
Their team won 79–35. (although/ because)
2. Patton High School was defeated. They had scored 12 points in the first minutes. (although/ meanwhile)
3. Lake Park's Lancers had great support. Their fans were fantastic. (due to/ as soon as)
4. Debby Mayers scored 24 points. She was the best player. (thanks to/ so)
5. The Susan G. Komen Breast Cancer Foundation is supported by Lake Park High School.  
They will get the money from the match. (thanks to/ nevertheless)

## Reading/Listening

### 9 Chicago – the Windy City

Read the text carefully, then decide if the sentences are right or wrong.

*Bei einer Reading-Comprehension-Aufgabe kommt es darauf an, den Sinn des Textes zu verstehen. Dabei gibt es zwei Möglichkeiten: Entweder wird nach einzelnen Stellen gefragt oder nach dem Sinn eines ganzen Abschnitts. Lies dir deshalb die Aufgaben kurz durch, bevor du den Text liest!*

*Überfliege dann den Text und versuche, zu verstehen, was das Thema und was die Kernaussage jedes Abschnitts ist. Dazu musst du nicht jedes einzelne Wort kennen. Je nach Art der Aufgaben kannst du so gleich (am besten in verschiedenen Farben) markieren, welche Stellen sich auf welche Frage beziehen. Lies dann den Text gründlich und markiere die entscheidenden Stellen. Bearbeite danach die Aufgaben und lies (je nach Arbeitszeit) den Text noch einmal durch.*

#### Chicago – the Windy City

The first thing that you see when you come to Chicago is its nickname – Windy City. You will find it on t-shirts, on tea cups, on posters, on bags. It's everywhere!

But does the name really mean that Chicago is the windiest city in the world? By no means!

It's true, Chicago is located near Lake Michigan, one of the Great Lakes in the north of the USA.

Because of this location, there are always strong winds which blow through the streets and through the high buildings. And these winds can be really chilling! But this is not the reason for the name.

The name doesn't come from the "real" winds, but from the "winds" which are caused by the politicians, and the term is already more than 100 years old. At the end of the 19th century the USA wanted to celebrate the four hundredth anniversary of the discovery by Columbus, and people decided that they wanted a big show. Many cities wanted to be the place for the show – cities like New York or Washington, and of course Chicago. The political leaders in Chicago spoke a lot and promised a lot – and due to this the newspapers soon called Chicago the "windy city", thanks to the hot air that the politicians produced. So the name is not really a friendly one! For the 1893 World's Columbian Exposition in honor of Columbus it didn't matter – Chicago won the race and held the show.

It was also thanks to this show that Chicago still has a wonderful view of the lake. For the show the "White City" was built with many beautiful houses and funfairs and even a huge ferris wheel. After the show these buildings were destroyed again, most of them in a great fire in 1894. But the parks and areas were left, and people in Chicago have left them like that since then. And this is the reason why you have a wonderful view of the skyline if you take a Wendella boat for a river and lake trip!

	true	false
1. T-shirts with "Windy City" on them are popular souvenirs	<input type="radio"/>	<input type="radio"/>
2. Chicago is the windiest city in the world.	<input type="radio"/>	<input type="radio"/>
3. The wind can be very cold in Chicago.	<input type="radio"/>	<input type="radio"/>
4. The nickname comes from Chicago's location near Lake Michigan.	<input type="radio"/>	<input type="radio"/>
5. The nickname "Windy City" was first used in the 1880s.	<input type="radio"/>	<input type="radio"/>
6. The nickname "Windy City" was used by politicians.	<input type="radio"/>	<input type="radio"/>
7. People in other cities thought that in Chicago people talk a lot of nonsense.	<input type="radio"/>	<input type="radio"/>
8. Columbus discovered America in 1593.	<input type="radio"/>	<input type="radio"/>
9. Chicago won the race for the show against New York.	<input type="radio"/>	<input type="radio"/>
10. The "White City" can still be seen today.	<input type="radio"/>	<input type="radio"/>
11. The "White City" was like a huge funfair – including a ferris wheel.	<input type="radio"/>	<input type="radio"/>
12. Wendella boats will bring you to the skyline.	<input type="radio"/>	<input type="radio"/>

## 10 Cheerleaders

Read the instructions carefully, then listen to the text twice.

Then work on the assignments below.

*Beim Hörverstehen ist es wichtig, dass du noch vor dem Hören die Aufgaben gut durchgelesen hast. Dann erfährst du schon etwas zum Thema, zu den Sprechern, zur Situation etc. Überlege dir, auf welche Wörter du besonders hören solltest! Beim ersten Hören kannst du dann gleich (eventuell mit Bleistift) die Aufgaben ausfüllen. Achte dabei darauf, dass du weiter auf den Text hörst! Im Anschluss an das erste Hören erledigst du die Aufgaben, bei denen du die Lösung sicher weißt. Erst nach dem zweiten Hören kannst du dann die Aufgaben fertig bearbeiten. Schreibe jetzt mit Füller oder Kugelschreiber, radriere die Bleistiftnotizen nicht weg – das kostet zuviel Zeit!*



Fill in the missing words. Sometimes you can use the words from the text, sometimes you must find your own words.

- Betty has been dancing for \_\_\_\_\_ years and wants to join the cheerleader team.
- Nancy, the captain, \_\_\_\_\_ her to their next meeting.
- Betty tells Nancy about the \_\_\_\_\_ which many Germans have about the cheerleaders.
- Most Germans know about cheerleaders only from \_\_\_\_\_.
- German people think that cheerleaders are \_\_\_\_\_, but this is not true – they are often very clever.
- They also think that cheerleaders are \_\_\_\_\_, but that is wrong, too. They are often very friendly and nice.
- And it's not true that cheerleaders have to be \_\_\_\_\_ – but they must be good at dancing!