

Inhaltsverzeichnis

1 Present tense / Past tense	6
Test 1: <i>Simple present / Present progressive</i>	9
Test 2: <i>Simple past / Past progressive</i>	10
Klassenarbeit Nr. 1	12
2 Present perfect, past perfect, future	15
Test 1: <i>The present perfect simple</i>	20
Test 2: <i>The present perfect progressive</i>	21
Test 3: <i>Past perfect and progressive</i>	23
Test 4: <i>Going-to-future and will-future</i>	24
Klassenarbeit Nr. 2	25
Klassenarbeit Nr. 3	27
3 Auxiliaries	30
Test 1: <i>Auxiliaries do, have, be</i>	33
Test 2: <i>Modal auxiliaries</i>	34
Klassenarbeit Nr. 4	35
4 Conditionals	36
Test 1: <i>First conditional</i>	39
Test 2: <i>Second conditional</i>	40
Test 3: <i>Second and third conditional</i>	41
Klassenarbeit Nr. 5	42
Klassenarbeit Nr. 6	45
5 Passive voice	47
Test 1: <i>Passiv (I)</i>	50
Test 2: <i>Passiv (II)</i>	51
Klassenarbeit Nr. 7	53
Klassenarbeit Nr. 8	57
6 Reported speech	61
Test 1: <i>Wiedergabe von Fragen</i>	64
Test 2: <i>Änderung der Perspektive</i>	65
Klassenarbeit Nr. 9	66

7 Infinitive	68
Test 1: <i>Infinitive with or without to</i>	70
Test 2: <i>Infinitive with to</i>	71
Klassenarbeit Nr. 10	72
8 Pronouns and determiners	74
Test 1: <i>Personal and possessive pronouns</i>	77
Test 2: <i>Reflexive pronouns</i>	78
Test 3: <i>Relative pronouns</i>	79
Klassenarbeit Nr. 11	80
9 Adjective and adverb	83
Test 1: <i>Adjective and adverb: Form</i>	86
Test 2: <i>Adjective and adverb: Use</i>	87
Klassenarbeit Nr. 12	88
10 Writing workshop	90
Test 1: <i>Summary</i>	92
Test 2: <i>Description / Writing a letter</i>	93
Lösungen	94
Stichwortregister	112



verstehen

1 Present tense / Past tense

Simple present

Die Formen des Verbs im *simple present* und die Grundform des Verbs (Infinitiv) sind identisch, das heißt, eine Konjugation der Verben, wie du sie aus anderen Sprachen kennst, gibt es so im englischen *simple present* nicht. Ausnahme ist das Verb *to be*, dessen Sonderformen du in allen Personalformen auswendig lernen musst:

Singular	
1. Person Singular	<i>I am</i>
2. Person Singular	<i>you are</i>
3. Person Singular	<i>he/she/it is</i>
Plural	
1. Person Plural	<i>we are</i>
2. Person Plural	<i>you are</i>
3. Person Plural	<i>they are</i>



Bei allen anderen Verben weicht von der Infinitivform nur die **3. Person Singular** (*he, she, it*) ab, bei der ein zusätzliches *-s* angehängt werden muss:

I sit, you sit, he/she/it sits
we sit, you sit, they sit

Grundregel:
he, she, it – s muss mit!

Das *simple present* wird in **fünf verschiedenen Funktionen** gebraucht.

- Wenn etwas **regelmäßig, häufig oder nie** geschieht:
He always plays football on Sunday.
She never eats meat.
- Um auszudrücken, dass etwas **immer** so ist:
Mr Smith lives in Leeds.
My son works hard.
- Für regelmäßig in einer festen Reihenfolge **aufeinander folgende Handlungen**:
First I get up, then I have breakfast and after that I brush my teeth.
- Für **zukünftige Handlungen/Ereignisse**, die vom Sprecher nicht selbst bestimmt werden:
My train reaches Berlin in thirty minutes.
- Für **Sinneseindrücke** (hören, sehen, riechen, fühlen):
The tea smells bad. The ice cream tastes good.

Fragen im *simple present*:

Fragen werden im *simple present* mit einer Form von *to do* gebildet, und zwar in der Wortstellung **do/does + Subjekt + Infinitiv des Vollverbs**, z. B.: *Does he play the guitar?* Bei allen anderen Fragen steht das Fragewort an erster Stelle im Satz vor *do/does*: *When does he have guitar lessons?*



Present progressive

Das *present progressive* besteht aus einer **Personalform des Verbs to be im Präsens** (*am, are, is*) und dem Infinitiv eines Vollverbs, an den *-ing* angehängt wird (sogenannte **ing-Form**).

(I) *am walking*; (you) *are walking*

Mit dem *present progressive* (Verlaufsform der Gegenwart) drückt man aus, dass jemand etwas im Moment des Sprechens tut oder eine Handlung im Gange ist (Englisch: *in progress*).

Ausnahmen: Zustandsverben

(z. B. *contain, love, think*) und

Verben der Sinneswahrnehmung

(z. B. *see, hear, smell*) stehen **nie in der Verlaufsform!**

Im Deutschen gibt es für die Verlaufsform keine eigene Zeitform, deshalb werden oft Wendungen wie *jetzt, gerade* oder *im Moment* benutzt, um den Verlauf einer Handlung zu betonen. Solche Hilfskonstruktionen sind bei der Übersetzung ins Englische überflüssig und werden in der Regel weggelassen: *Ich lese gerade. – I am reading.*



Besonderheiten bei der Bildung der ing-Form

Bei einigen Verben musst du Besonderheiten bei der Schreibweise der *ing*-Form beachten:

- Endet der Infinitiv auf ein stummes *-e*, fällt dieses bei der *ing*-Form weg.

drive – driving, dance – dancing

(Ganz selten sind zwei Schreibweisen möglich: *glue (leimen, kleben) – gluing/glueing*.)

- Nach einem einzelnen, betonten Vokal wird ein einzelner Endkonsonant verdoppelt.

swim – swimming, run – running

- Endet das Verb auf *-ie*, wird das *-ie* zu *-y* geändert.

lie – lying, die – dying

Weitere Beispiele für besondere *ing*-Formate:

<i>ride</i>	<i>riding</i>
<i>come</i>	<i>coming</i>
<i>hope</i>	<i>hoping</i>
<i>argue</i>	<i>arguing</i>
<i>beg</i>	<i>begging</i>
<i>rob</i>	<i>robbing</i>

<i>bake</i>	<i>baking</i>
<i>define</i>	<i>defining</i>
<i>confer</i>	<i>conferring</i>
<i>describe</i>	<i>describing</i>
<i>stop</i>	<i>stopping</i>
<i>regret</i>	<i>regretting</i>



können

1 Complete the sentences with the *simple past* form of the verbs in brackets.

Last week, Paul _____ (go) on a school trip to Stonehenge. The pupils _____ (sleep) in tents and in the evening they _____ (make) a big fire, _____ (sit) around it and _____ (sing) songs. Then some boys _____ (want) to listen to scary stories, so they _____ (ask) their teacher to tell one. Mr Miller _____ (think) for a while and then he _____ (tell) this old story:

Many years ago there _____ (be) two poor old people and their only son. The boy _____ (be) always hungry and he _____ (eat) all the time. So he _____ (grow) fatter and fatter. Because he _____ (need) so much food and also new clothes every month, his parents _____ (become) poorer and poorer. One night he _____ (look) at the moon. It always _____ (grow) and then _____ (decrease) in size again and then it all _____ (start) again from the beginning. He then very much _____ (wish) to be like the moon, so he _____ (can) grow fat without having to buy new clothes all the time. In the morning he was gone, but the next night two fat full moons _____ (shine) among the stars. Of course, the boys _____ (not believe) a word of this and they all _____ (go) to sleep inside their tents.

2 A letter to Debbie: Fill in the correct form of the verbs given. Mind the tenses.



Dear Debbie,
 How are you? I _____ (have) a great time at the moment because my parents _____ (go) on holiday last Saturday and I _____ (stay) at my aunt's house for the next two weeks. We _____ (do) a lot of fun things, and we _____ (laugh) at my uncle's jokes all the time. Last Monday





können

I _____ (tell) my aunt about Alton Towers for hours.
 She _____ (want) to know everything about the attractions
 and then we _____ (go) there last Tuesday.
 It _____ (be) fantastic! On Wednesday I _____
 (try) to phone you but you _____ (not/be) at home.
 I _____ (want + ask) you about next weekend
 because I _____ (want + visit) you over the weekend.
 What _____ (be) your plans? We _____ (have)
 a great time together last time!
 Please _____ (phone) me soon!
 From Sita

16

3 Simple past or past progressive? Fill in the right forms.

- * a) The Kingsway School pupils _____ (write) postcards for two hours.
- b) But the coach home _____ (just + arrive) to pick them up.
- c) What an exciting life. It _____ (be) only three hours ago, ...
- d) ... when they _____ (walk) around the streets of London.

4

4 Listen to the track King Henry.

- * Then answer the questions in complete sentences.
- * Use your exercise book.



- a) Why does King Henry stand out as a giant among English kings?
- b) What is said about young Henry?
- c) Which two reasons for his political decisions are mentioned in the text?
- d) What happened in England because of the conflict with Rome?



8



üben

Test 1: Wiedergabe von Fragen

1 Put the sentences into reported speech.



a) John, "Sue, I must tell you something important."

John said _____

b) Sue, "You have got my full attention, John."

Sue replied _____

c) John, "I have met this girl, whose name is Linda, and I really like her."

John told Sue _____

d) Sue, "And does she like you, too?"

Sue wanted to know _____

e) John, "That is the problem. I haven't asked her yet."

John admitted _____

2 Translate the sentences into English and put them into reported speech.



Don't forget the backshift of tenses. Use your exercise book.

a) Sue: „Wirst du Linda in der Schule treffen, John?“

b) John: „Ich weiß es nicht. Sie ist schon seit drei Tagen krank.“

c) Sue: „Was wirst du machen, wenn du sie triffst?“

d) John: „Ich werde ihr vielleicht sagen, wie sehr ich sie mag.“

e) Sue: „Und wenn sie nicht in der Schule ist, kannst du sie ja anrufen.“



3 Put the following sentences into reported speech. Use your exercise book.



a) Linda, "Hello John. How are you?"

b) John, "Fine, thank you. Can I talk to you for a minute?"

c) Linda, "What is it, John? Are you alright? You look a slightly green today."

d) John, "Don't make fun of me, Linda, please. You really should take me more seriously sometimes."

Test 2: Änderung der Perspektive



üben

1 Put the following dialogue between Linda and her parents into reported speech. Linda's sister, Sue, reports the conversation to John the next day.
* Use your exercise book.

- a) Last night my mother asked Linda, "Do you want to spend your holidays with us in Spain again or do you want to go somewhere else?"
- b) Linda answered, "I don't know yet, but I will speak to John tomorrow. He spent his last holidays in Mexico and I want to know how he liked it there."
- c) My father asked, "Have you already asked him how much he had paid for his flight to Mexico?"
- d) Linda told him, "I don't think it was very expensive. You know John never spends too much money on his holidays."
- e) My mother explained, "Well, I know that we can't spend much money on our holiday this year. I think I will phone Mrs Fernandez tonight."

2 Now give the same report from John's point of view, when he tells the story in an email to his penpal.

*
*

- a) _____

- b) _____

- c) _____

- d) _____

- e) _____

- f) _____



verstehen

10 Writing workshop

Writing a (personal) description

Eine (Personen-)Beschreibung verfassen: Aufbau und Vorgehensweise

Um Personen zu beschreiben, solltest du dich auf drei Dinge konzentrieren:

- Beschreibe zuerst das äußere Erscheinungsbild der Person.
Ist die Person sportlich oder unsportlich? Ist sie eher alt oder eher jung?
- Beschreibe dann den Charakter. Ist die Person glücklich oder traurig? Freundlich oder unfreundlich?
Nett und höflich oder eher böse und unhöflich?
- Vielleicht findest du auch Informationen darüber, wie sich eine Person bewegt und welche Gesten sie macht.
Wenn möglich, beschreibe auch den Gesichtsausdruck der Person.



Writing a summary

Eine Zusammenfassung schreiben: Aufbau und Vorgehensweise

- Lies die Überschrift und die Geschichte mehrmals durch, bis du alles verstanden hast.
- Unterstreiche die wichtigsten Informationen in verschiedenen Farben, damit du die Antworten auf die folgenden Fragen erhältst:

Von wem handelt die Geschichte?	<i>Who are the people in the story?</i>
Was passiert?	<i>What happens?</i>
Wann passiert es?	<i>When does it happen?</i>
Warum passiert es?	<i>Why does it happen?</i>

- Schreibe auf, wie die Geschichte heißt, wer sie geschrieben hat und worum es geht, z. B.:
The story "Oliver Twist" by Charles Dickens is about a poor boy who doesn't know where he comes from.



- Schreibe deine Zusammenfassung in der einfachen Gegenwart. Benutze die Vergangenheitsformen nur, wenn es ausdrücklich um Dinge geht, die in der Vergangenheit passiert sind.
- Schreibe die Ereignisse in der richtigen Reihenfolge auf und verbinde deine Sätze mit Wörtern wie *after that, then, because, but, moreover, furthermore, and, also, therefore, since ...*
- Benutze keine wörtliche Rede.
- Überprüfe am Ende, ob deine Zusammenfassung alles Wichtige enthält. Schreibe dabei nicht, wie du die Geschichte findest.

Writing a letter to the editor

Die eigene Meinung in einem Leserbrief darlegen: Aufbau und Vorgehensweise

Bevor du mit dem Schreiben beginnst, mache dir Notizen zu den Dingen, die du schreiben möchtest.

- Suche eine passende Anrede aus, z. B.:
Dear "Youth Magazine", ...
- Strukturiere deinen Leserbrief in drei Absätze. Nach der Anrede folgt der erste Absatz, in dem du die *Wh*-Fragen *Who?*, *When?*, *Why?*, *What?*, *Where?* beantwortest. Beginne z. B. so:
I read in your last magazine about things that teenagers in Germany like to eat and why they like their food.
- Im zweiten Absatz gibst du deine eigene Meinung wieder. Dieser Absatz sollte der längste der drei Absätze sein. Benutze Wörter, mit denen du deine Sätze gut verbinden kannst. Starte beispielsweise so:
My favorite food is ... and I also like ...
- Im dritten Absatz fasst du noch einmal alles zusammen:
All in all I can say that I like sweets and cake very much, but I only like a few vegetables. ...
- Zum Schluss verwende eine Grußformel und schreibe deinen eigenen Namen darunter, z. B.:
Best wishes, Sarah



üben

Test 1: Summary

- 1 Read the story. Underline the most important information and write a summary of the story (about 130 words).

A nice tour by Dan Rannebie

It all started in autumn, when I first heard about a boy called Harold Miner. He's 17 years old and a student at Garrison High School like me, but he's two grades above me. When I first met him we only chatted for a few minutes. But that was enough. I couldn't get him out of my mind. His red hair stands up in all directions and he has kind brown eyes.

Then in January, I saw the notice on the bulletin board about a bicycle tour in the spring holidays. Now, I hate cycling, but one of the tour guides was ... Harold Miner. I put my name on the list.

The first day of the spring holidays came very slowly, but finally I was on the bus on the way to Mount Crillon. It is about two hours away from Garrison. Harold was at the front of the bus with Jim, the other tour guide. At one point Harold walked down through the bus. I quickly got up and went toward the toilets.

"Hi," he said as we met. "Nicole, right?"

"Right," I said. "And you are Harold?"

"Yes, exactly. And I hope you enjoy the trip I've organised."

"Thanks, I sure will," I said.

We arrived at the mountain, put on our gear and started cycling. At first we went slowly and we just enjoyed ourselves cycling in the sunshine. Mount Crillon can be very steep at some points and after a while we went faster and faster. Suddenly Harold turned around and shouted, "Be careful here!" but it was too late. I hit a rock and fell off my bike. I panicked and hurt my shoulder. Then I felt a warm hand on my arm. It helped me to stand up.

When I looked up I saw Harold.

"Are you okay?" he asked. "Here, come and sit next to me." He smiled.

I smiled back. "Yes, I'm just fine," I thought. "It's a nice tour."

Test 2: Reflexive pronouns Seite 78

- 1 a) Sue and Linda are old enough to look after **themselves**.
 b) John is introducing **himself** to form 7 c.
 c) We are enjoying **ourselves** at the party.
 d) Help **yourselves** to ice cream, girls. I bought all your favourite flavours.
 e) My mother never buys ice cream. She makes it **herself**.
 f) Frank, stop fooling around and behave **yourself** in class.
 g) Look at my thumb. I cut **myself** when chopping onions yesterday.
- 2 a) herself
 b) each other
 c) yourself
 d) each other / one another
 e) each other / one another
 f) herself
- 3 a) The door opened itself. It must have been the wind.
 b) I don't remember having ever seen such a storm before.
 c) Not many people enjoy themselves in such weather.
 d) Many old people don't feel well when the weather changes so quickly.
 e) My grandma always talks to herself then to stay calm.

Test 3: Relative pronouns Seite 79

- 1 a) Everybody in our school has heard about the boy **whose** mobile phone was confiscated last Monday.
 b) The boy **who/that** has got twin sisters is called Frank Miller.
 c) The boy **whose** twin sisters are called Sue and Linda is in my form.
 d) The bell **whose** sound could be heard in class is Big Ben.
 e) The mobile phone **which/that** disrupted class with the sound of Big Ben belongs to Frank Miller.
 f) The mobile phone **whose** sound disrupted class was confiscated by the headmaster.
 g) I need a mobile phone **which** doesn't make a sound at all.
 h) The parents **whose** son got into trouble had to talk to the headmaster.
 i) The discussion **which/that** lasted about ten minutes was not very pleasant.
 j) The headmaster is a man **who/that** always insists on keeping the school rules.

- 2 a) This is Aunt Jessica, whose family emigrated to Australia 200 years ago.
 b) This is Uncle Robert, who married Aunt Jessica twenty years ago.
 c) This is a part of the Australian outback which has some very dangerous snakes.
 d) This is a beautiful house which they bought for their children.
 e) This is my first boyfriend, whose name was Sean.

Klassenarbeit Nr. 11 Seite 80–82

Falls nicht anders angegeben, gibt es für jede Teilaufgabe bzw. jeden Teilschritt einen Punkt.

- 1 a) "I can take care of **myself**, Mum," Linda said as she went on the bus to Devon.
 b) "Well, enjoy **yourself** and call us when you arrive," Linda's mother answered.
 c) "I will, Mum, John, Sue and I will certainly enjoy **ourselves** at the festival, it's always great fun!"
 d) On the bus Linda and Sue were so excited they started singing to **themselves / each other**.
 e) John and the girls met in Exeter. They kissed **each other** and then John said, "I've booked **us** the same lovely rooms in the hostel we had last year. We are really lucky this year!"
 f) When they got to the hostel, Linda didn't remember the bump in the stairs and hurt **herself** when she stumbled and fell.
 g) But it wasn't too bad and some time later she was able to move again and laugh about **herself**.
- 2 a) Sue and Linda talk to **each other / one another** about everything.
 b) They know **each other / one another** like nobody else.
 c) Sue and Linda are looking at **themselves** in the bathroom mirror.
 d) The sisters help **each other / one another** with their hair styles.
 e) They always talk to **each other / one another** before they get a new haircut.
 f) But they never do these haircuts **themselves**.

3 A Man of Many Wives

Henry VIII was King of England from 1509 until **his** death. Henry VIII was the second son of Henry VII and Elizabeth of York and only became king because **their** elder son Arthur died in 1502.

Henry VIII is well-known because **he** was married to six different women: Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Katherine Howard, and Catherine

Parr. During **his** reign as king many important laws were made. Henry named **himself** as supreme Head of the Church of England, and used **his** new position to get divorced from **his** first wife, Catherine of Aragon. The lives of **his** six wives can be summarized as follows: divorced, beheaded, died, divorced, beheaded, survived. Catherine Parr survived, as **her** husband died before **she** did. Anne of Cleves also outlived **him**, after **their** divorce. Three of **his** six wives bore Henry children who survived **their** childhood and all of **them** ruled England: Edward VI, Mary I and Elizabeth I.

- 4 a) To protect the environment you/one should use your/one's bike more often.
 b) You know that riding a bike is good for you.
 c) If you use your car less, you also save money.
 je 2 Punkte
- 5 a) Is John Miller the pupil who got into trouble last Monday?
 b) Here is his mobile phone whose sound disrupted class.
 c) These are our school rules which/that say mobile phones mustn't be used in class.
 d) The teacher who/that took John's mobile phone away is Mr Finch, John's form teacher.
 e) Mr Gill, who is the headmaster, is very angry. (oder: Mr Gill, who is very angry, is the headmaster.)
 je 2 Punkte
- 6 a) John and Jenny were very surprised when they met (one another) on the train to the festival.
 b) They saw each other through the window of the compartment and smiled at each other.
 c) Jenny's boyfriend saw them through the window from outside when they were sitting next to each other.
 d) He was angry at himself because he himself couldn't come to the festival.
 je 2 Punkte

53 – 45 Punkte	44 – 27 Punkte	26 – 0 Punkte
Super!	In Ordnung!	Bitte noch einmal üben!

Kapitel 9: Adjective and adverb

Test 1: Adjective and adverb: Form

Seite 86

- 1 a) Linda and Sue are twins, but Linda is **prettier** than Sue.
 Yes, but Sue is the **cleverer** of the two.
 b) I got the **best** mark in today's test. But it was the **easiest** test we have had this year. Last week's test was much **more difficult**.
 c) Can I have **more** champagne, please?
 No, you can't. You have had the **most** already.
 That is not true. I have had **less** than you.
 d) Which is the **biggest** town in Europe? I don't know, but Munich is certainly the **most interesting** and **safer** than most other big towns in the world.
 e) Our new form teacher is much **nicer** than our old one. Yes, but the old one was one of the **strictest** teachers I have ever met.
- 2 a) slowly b) easily
 c) fast d) carefully
 e) hard f) badly
 g) terribly h) unfortunately
 i) highly j) well
- 3 a) A Mercedes is not as elegant as a Rolls-Royce.
 b) Yes, but a Rolls-Royce is also much more expensive than a Mercedes.
 c) The fastest and most beautiful cars are made by Porsche.
 d) A Ford is not as fast, but it is also much cheaper.
 e) My car is the worst you can have.

Test 2: Adjective and adverb: Use

Seite 87

- 1 a) "Why are you so **sad** Linda?"
 b) "I think Miss Brown has really treated me **badly**"
 c) "Why, what **terrible** things did she do?"
 d) "Well, **usually** she is very **nice**, but yesterday she made me feel **uncomfortable** because of my homework."
- 2 Linda has to do her homework again because it was done **badly**. Sue didn't have to do hers again because she did it ever so **carefully**. But Linda had done her homework very **fast** because she doesn't like to work **hard**. Now she is sitting in her room **quietly**, writing **beautifully** in her best handwriting.