**Das simple present**

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|  | **das simple present** | | | | |
| **BILDUNG** | | | | | |
|  | **Aussagesatz** | | **verneinter Satz** | **Frage** | |
| I/you/we/they **play** football.  He/she/it **plays** football. | | I **don’t play** football.  He … **doesn’t play** football. | **Do** I **play** football?  **Does** he **play** football? | |
| **Modal-verben** | *bei can, must, may, needn’t, etc. wird kein s angehängt, und man braucht kein do/does zur Bildung von Fragen und Verneinungen:*  I/you/he/we/they **can** **play** football.  I **can’t play** football.  **Can** I **play** football? | | | | |
| **to be** | *Das Verb to be (sein) ist unregelmäßig und hat Kurzformen.* | | | | |
| I am nice.  We / you / they are nice.  He / she / it is nice.  I’m nice.  We’re / you’re / they’re nice.  He’s / she’s / it’s nice. | I am not nice.  We are not nice.  He is not nice.  I’m not nice.  We aren’t nice.  He isn’t nice. | | | Am I nice?  Are we nice?  Is he nice? |
| **Recht-schreibung** | Beim Anhängen des –s in der dritten Person Singular gibt es ein paar Rechtschreibregeln:  1. Ein y nach einem Konsonanten (!) wird zu –ie-: *I try -> he tr****ie****s*  *Vorsicht: kommt das y nach einem* ***Vokal****, bleibt das y: I play -> he plays*  2. nach Zischlaut (s, ch, x …) oder einem -o kommt **–es**: *I wash -> he wash****es****; I go -> she go****es***  3. Die dritte Person Singular von *have* ist *has*. | | | | |
| **GEBRAUCH** | | | | | |
|  | 1. für etwas, das jemand regelmäßig, selten, nie, oft … tut:  *I play chess. – Schach ist mein Hobby.*  2. Dinge passieren nacheinander:  *First I eat dinner, then I go to bed. – Zuerst esse ich Abendbrot, dann gehe ich ins Bett.*  3. Aussagen, die immer wahr sind:  Water boils at 100°. – Wasser kocht bei 100 Grad.  4. In zukünftiger Bedeutung für Fahr- und Stundenpläne („timetable future“).  The train leaves at 8.15pm. – Der Zug fährt um 8.15 ab.  The meeting starts at 9.30. – Das Treffen fängt um 9.30 an. | | | | |
| **Signal-wörter** | always (immer)  every day / week / year … (jeden Tag …)  first … then … (zuerst … danach …)  never (nie)  often (oft)  on Mondays / on Christmas … (montags / an Weihnachten …)  sometimes (manchmal)  usually (normalerweise) | | | | |

**The simple present – Aussagesätze**

**EXERCISE 1** Setze diese Verben in die dritte Person Singular. Denke an die Sonderregeln:

1. Ein *y* nach einem Konsonanten (!) wird zu \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: cry 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
2. Nach einem Zischlaut *(s, sh, ch …)* oder nach *o* hängt man \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an:   
watch 🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
3. Bei *have* lautet die dritte Person Singular: *he/she/it* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
4. Das Verb *to be* (I am, you are …) lautet in der dritten Person: *he/she/it* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   
5. Bei Modalverben wie *can* oder *must* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| I like | Dennis | my friends are | my friend |
| you play | she | you have | it |
| I go | Kate | I carry | he |
| you catch | he | we sing | the girl |
| they wash | Jane | I am | the house |
| we can | the cat | they do | Ben |
| we try | my dad | you must | she |

**EXERCISE 2** Setze die richtige Form von *to be* im simple present ein – *am*, *is* oder *are*.   
a) I \_\_\_\_\_\_\_\_\_\_\_\_ from Germany.   
b) Tony \_\_\_\_\_\_\_\_\_\_\_\_\_ silly.   
c) Emma and Sally \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ very nice.   
d) My favourite sport \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ table tennis.   
e) We \_\_\_\_\_\_\_\_\_\_\_\_\_\_ friends.   
f) Dad, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ you happy?   
g) The cat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ asleep.

**EXERCISE 3** Setze die Verben im simple present ein. Denke an das *3rd person singular s*!  
a) Sally and Kate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) from London.   
b) We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have) got a rabbit. Its name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) “Jumper”.   
c) My father \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (work) at a shop.   
d) The kids often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (play) football.   
e) Dennis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (love) dogs.   
f) My parents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (live) in London.   
g) She must \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) to bed early tonight.  
h) You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) very nice.   
i) The cat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (wash) itself.   
j) My grandpa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have) a big garden.   
k) Tom, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have) you got a pet?   
l) My mum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (make) fantastic cakes.   
m) My friends \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (like) to cook together.   
n) Ben and I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (play) the piano, but my sister \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (play) the guitar.   
o) This house \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) very big.   
p) Peter always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (watch) TV in the evening.   
q) I often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (see) my friends.   
r) Jane can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (play) the guitar.   
s) He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (cry) every night.  
t) Susan never \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (do) her homework.   
u) Tom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (love) his dog a lot. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (take) it for a walk every day.   
v) My friends often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (play) chess. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) really good at it.   
w) My grandpa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (live) in England, so I often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (write) him letters.  
x) Emma and I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) best friends. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) really fun. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (meet) almost every day.   
y) You \_\_\_\_\_\_\_\_\_\_\_\_\_ (have) got a pet. Peter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have) got a pet, too.   
z) He \_\_\_\_\_\_\_\_\_\_\_\_\_ (try) to sing but he \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) not good at it.

**EXERCISE 4** Setze die Verben ein, die in die Lücke passen, und füge das 3rd person singular s hinzu, wenn es nötig ist: *read – lie – clean – listen – make – wash – watch – play*   
a) Sally often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ books.  
b) Can you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a cake for me, please?  
c) In the evening Paul and Eva always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TV.  
d) The girls \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ football in the park.  
e) My mom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the beach.  
f) My friend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to music in his room.  
g) The washing machine \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my clothes.   
h) You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the bathroom.

**EXERCISE 5** Nur zwei Sätze in dieser Aufgabe sind richtig. Finde die Fehler in den anderen Sätzen und verbessere sie.   
a) Sally playes football with her friends.   
b) I sees my grandparents every day.   
c) She carrys the bags home.   
d) Susan washs her T-shirt.   
e) You visits your uncle.   
f) The boy musts help.   
g) They listen to music.   
h) Tim buies tomatoes at the supermarket.   
i) The teacher go home.   
j) Tony does his homework.

**EXERCISE 6** Hier siehst du ein paar Leute bei ihrem Hobby. Schreibe ganze Sätze darüber, was sie tun. Füge auch noch Informationen hinzu, wo, wann oder wie oft sie ihren Hobbies nachgehen. Du kannst die Vokabeln aus Aufgabe 6 verwenden.

*Ex.: This is Lisa. In the evening, she always reads a book in the living room. …*

|  |  |  |
| --- | --- | --- |
| a) | b) | c) |
| d) | e) | f) |

**EXERCISE 7** Schreibe Sätze darüber, wie oft du die Tätigkeiten in der Box machst. Verwende die Zeitausdrücke aus der Tabelle.

|  |  |
| --- | --- |
| **Tätigkeit** | **wie oft?** |
| play football – do sports – read a book – read a magazine – do my homework – meet my friends – get up late – watch TV – play computer games – dance – go to the swimming pool | sometimes – often – never – always – usually – every day – every weekend – on Mondays |

**The simple present – Aussagesätze – Lösungen**

**EXERCISE 1** 1. Ein *y* nach einem Konsonanten (!) wird zu –**ie-: I try -> he tries.**    
2. Nach einem Zischlaut *(s, sh, ch …)* oder nach *o* hängt man **-es** an: **you wash – she washes.**   
3. Bei *have* lautet die dritte Person Singular: *he/she/it* **has.**  
4. Das Verb *to be* (I am, you are …) lautet in der dritten Person: *he/she/it* **is.**   
5. Bei Modalverben wie *can* oder *must* **hängt man kein –s an.**

|  |  |  |  |
| --- | --- | --- | --- |
| I like | Dennis **likes** | my friends are | my friend **is** |
| you play | she **plays** | you have | it **has** |
| I go | Kate **goes** | I carry | he **carries** |
| you catch | he **catches** | we sing | the girl **sings** |
| they wash | Jane **washes** | I am | the house **is** |
| we can | the cat **can** | they do | Ben **does** |
| we try | my dad **tries** | you must | she **must** |

**EXERCISE 2** Setze die richtige Form von to be im simple present ein – am, is oder are.   
a) I **am** from Germany. b) Tony **is** silly. c) Emma and Sally **are** very nice.   
d) My favourite sport **is** table tennis. e) We **are** friends. f) Dad, **are** you happy?   
g) The cat **is** asleep.

**EXERCISE 2** a) Sally and Kate **are** from London. b) We **have** got a rabbit. Its name **is** “Jumper”.   
c) My father **works** at a shop. d) The kids often **play** football.   
e) Dennis **loves** dogs. f) My parents **live** in London.   
g) She must **go** to bed early tonight. h) You **are** very nice.   
i) The cat **washes** itself. j) My grandpa **has** a big garden.   
k) Tom, **have** you got a pet? l) My mum **makes** fantastic cakes.   
m) My friends **like** to cook together. n) Ben and I **play** … my sister **plays** the guitar.   
o) This house **is** very big. p) Peter always **watches** TV in the evening.   
q) I often **see** my friends. r) Jane can **play** the guitar.   
s) He **cries** every night. t) Susan never **does** her homework.   
u) Tom **loves** his dog a lot. He **takes** it for a walk every day.   
v) My friends often **play** chess. They **are** really good at it.   
w) My grandpa **lives** in England, so I often **write** letters to him.   
x) Emma and I **are** best friends. She **is** really fun. We **meet** almost every day.   
y) You **have** got a pet. Peter **has** got a pet, too.   
z) He **tries** to sing but he **is** not good at it.

**EXERCISE 3** Setze die Verben ein, die in die Lücke passen, und füge das 3rd person singular s hinzu, wenn es nötig ist:   
a) Sally often **reads** books. b) Can you **make** a cake for me, please?  
c) In the evening Paul and Eva always **watch** TV. d) The girls **play** football in the park.  
e) My mom **lie** on the beach. f) My friend **listens** to music in his room.  
g) The washing machine **washes** my clothes. h) You **clean** the bathroom.

**EXERCISE 4**a) Linda always reads a book in the evening. b) The kids often watch TV in the living room.   
d) On Saturdays Jane dances at the gym. e) The boys play football in the park.   
f) We usually go to the swimming pool at the weekend.   
g) On Fridays my mum plays tennis at the tennis court.

**EXERCISE 5** Nur zwei Sätze in dieser Aufgabe sind richtig. Finde die Fehler in den anderen Sätzen und verbessere sie.   
a) Sally **plays** football with her friends. b) I **see** my grandparents every day.   
c) She **carries** the bags home. d) Susan **washes** her T-shirt.   
e) You **visit** your uncle. f) The boy **must** help.   
g) They listen to music. **– correct!** h) Tim **buys** tomatoes at the supermarket.   
i) The teacher **goes** home. j) Tony does his homework. **– correct!**

**EXERCISE 6  
Example:** I sometimes play football. I do sports every day. I read a book every weekend. I never read a magazine. I always do my homework. I often meet my friends. I get up late every weekend. I never watch TV. I sometimes play computer games.

**Das simple present – Fragen und Verneinung**

Im simple present verwendet man bei allen “normalen” Verben das Hilfsverb *do / does*, um Fragen und Verneinungen zu bilden. Nach *do / does* kommt immer der Infinitiv – das heißt, wenn vorher ein –s am Verb war, verschwindet es!

|  |  |  |
| --- | --- | --- |
|  | **Verneinung** | **Frage** |
| he / she / it, Peter, the cat | He doesn’t play. | Why **does** he **play**? |
| I / you / we / they | You don’t play. | Why **do** you **play**? |

Bei folgenden Verben braucht man kein Hilfsverb. Man verneint mit *not* und bildet Fragen, indem man Subjekt und Prädikat vertauscht[[1]](#footnote-1):

|  |  |  |
| --- | --- | --- |
|  | **Verneinung** | **Frage** |
| to be (am, is, are) | You are not (=aren’t) nice. | Why **are** you **nice**? |
| Modalverben  (can, must, should, …) | You cannot read. | Why **can** you **read**? |
| have got | You haven’t got a dog. | **Have** you **got** a dog? |

**EXERCISE 1** To be. Verneine diese Sätze mit *not*.   
a) Sally is from London. -> Sally isn’t from London.   
b) We are teachers. c) I’m 12 years old.   
d) He is in the garden. e) You are very nice.  
f) Peter and Steve are best friends. g) The kids are in my class.   
h) We are from Manchester. i) The dog is under the bed.   
j) I am at home.

**EXERCISE 2** Modalverben. Verneine diese Sätze mit *not*.   
a) Peter can sing. b) My brothers can read.   
c) You can help me. d) We can come to your party.   
e) I can play the drums.

**EXERCISE 3** „Normale“ Verben: Verneine diese Sätze mit *don’t* und *doesn’t*.   
a) I go to school every day. b) Peter plays the piano.   
c) Emma has a sister. d) You go cycling on Mondays.  
e) We read a lot of books. f) My mom works in London.  
g) They like cats. h) I love ice-cream.  
i) You eat hamburgers. j) We have a new teacher.

**EXERCISE 4** Hier sind nun verschiedene Formen gemischt. Verneine die Sätze!   
a) Peter is good at maths. b) I have good friends.   
c) Sally can sing. d) You like ice-cream.   
e) We drink tea. f) The cat sleeps on the sofa.   
g) She tries on the dress. h) We are from Manchester.   
i) Bob is a pupil. j) I can read.

k) You eat a hamburger. l) I’m very clever.   
m) The books are interesting. n) They play the guitar.

**EXERCISE 5** Übersetze diese Sätze ins Englische.   
a) Ich arbeite nicht. b) Du bist nicht nett.   
c) Er kann nicht schwimmen. d) Peter liest nicht.   
e) Wir sind nicht aus Deutschland. f) Ich lebe nicht in London.   
g) Wir können nicht helfen. h) Das Baby schläft nicht.   
i) Meine Schwester kann nicht kochen. j) Bob schreibt nicht.

**EXERCISE 6** Fragen mit Modalverben: Bilde Fragen, indem du Subjekt und Verb vertauschst.   
a) Sarah is from London. b) I can sing.   
c) Bob and his brother are in trouble. d) You must go now.   
e) The dog has got a new ball. f) We are very tired.   
g) The students can speak English. h) We have got a blue car.   
i) I am ten years old. j) They can do their homework.   
k) Lizzie and Jake have got a house. l) The kids are at home.

**EXERCISE 7** Bilde Ja-Nein-Fragen mit dem Hilfsverb *do / does*.   
a) Your parents like cats. b) The Smiths live over there.   
c) Peter reads the Harry Potter books. d) His dog loves our cats.  
e) We do our homework. f) The teacher makes a cake.   
g) You open the window. h) He does sports.   
i) She puts on her shirt. j) They eat a hamburger.

**EXERCISE 8** Frage nach den fett markierten Satzteilen. Nun kommen sowohl Fragen mit do / does als auch Fragen mit Inversion vor.   
a) I play **the piano**. -> What **do you play?**   
b) She arrives at **9 o’clock**. c) We work **in the garden**.   
d) I see **my friend**. e) **No**, Tom can’t sing. (Ja/Nein-Frage)  
f) My mum buys **milk**. g) **Sally** is a teacher.  
h) We get up **early** **in the morning**. i) I go to school **by bus**.   
j) I cry **because I am sad**. k) **Yes**, they are from Manchester.   
l) The girls are **at school**. m) Tom must stay at home **because he is sick**.   
n) Jane meets **my brother**. o) We love **cats**.

**Lösungen – Fragen und Verneinung**

**EXERCISE 1** Verneine diese Sätze mit *not*.   
a) Sally is from London. -> Sally isn’t from London. b) We **are not / aren’t** teachers.   
c) I**’m not** 12 years old. d) He **is not / isn’t** in the garden.   
e) You **are not / aren’t** very nice.   
f) Peter and Steve **are not / aren’t** best friends. g) The kids **are not / aren’t** in my class.   
h) We **are not / aren’t** from Manchester. i) The dog **is not / isn’t** under the bed.   
j) I **am not /** I’**m not** at home.

**EXERCISE 2** Verneine diese Sätze mit *not*.   
a) Peter **can’t** sing. b) My brothers **can’t** read.   
c) You **can’t** help me. d) We **can’t** come to your party.   
e) I **can’t** play the drums.

**EXERCISE 3** Verneine diese Sätze mit *don’t* und *doesn’t*.   
a) I **don’t go** to school every day. b) Peter **doesn’t play** the piano.   
c) Emma **doesn’t have** a sister. d) You **don’t go** cycling on Mondays.  
e) We **don’t read** a lot of books. f) My mom **doesn’t work** in London.  
g) They **don’t like** cats. h) I **don’t love** ice-cream.  
i) You **don’t eat** hamburgers. j) We **don’t have** a new teacher.

**EXERCISE 4** Hier sind nun verschiedene Formen gemischt. Verneine die Sätze!   
a) Peter **isn’t** good at maths. b) I **don’t have** good friends.   
c) Sally **can’t** sing. d) You **don’t like** ice-cream.   
e) We **don’t drink** tea. f) The cat **doesn’t sleep** on the sofa.   
g) She **doesn’t try** on the dress. h) We **aren’t** from Manchester.   
i) Bob **isn’t** a pupil. j) I **can’t** read.

k) You **don’t eat** a hamburger. l) I**’m not** very clever.   
m) The books **aren’t** interesting. n) They **don’t play** the guitar.

**EXERCISE 5** Übersetze diese Sätze ins Englische.   
a) I don’t work. b) You aren’t nice.   
c) He can’t swim. d) Peter doesn’t read.   
e) We aren’t from Germany. f) I don’t live in London.   
g) We can’t help. h) The baby doesn’t sleep.  
i) My sister can’t cook. j) Bob doesn’t write.

**EXERCISE 6** Fragen mit Modalverben: Bilde Fragen, indem du Subjekt und Verb vertauschst.   
a) Is Sarah from London? b) Can I sing?   
c) Are Bob and his brother in trouble? d) Must you go now?   
e) Has the dog got a new ball? f) Are we very tired?   
g) Can the students speak English? h) Have we got a blue car?   
i) Am I ten years old? j) Can they do their homework?   
k) Have Lizzie and Jake got a house? l) Are the kids at home?

**EXERCISE 7** Fragen mit do / does: Bilde Fragen mit dem Hilfsverb do.   
a) Do your parents like cats? b) The Smiths live over there.   
c) Does Peter read the Harry Potter books? d) Does his dog love our cats?  
e) Do we (you) do our (your) homework? f) Does the teacher make a cake?   
g) Do you (I) open the window? h) Does he do sports?   
i) Does she put on her shirt? j) Do they eat a hamburger?

**EXERCISE 8** Frage nach den fett markierten Satzteilen. Nun kommen sowohl Fragen mit do / does als auch Fragen mit Inversion vor.   
a) I play **the piano**. -> What **do you play?**   
b) When does she arrive? c) Where do we (you) work?   
d) Who do you see? e) Can Tom sing?  
f) What does my mum buy? g) Who is a teacher?  
h) When do we get up? i) How do I (you) go to school?   
j) Why do I (you) cry? k) Are they from Manchester?   
l) Where are the girls? m) Why must Tom stay at home?   
n) Who does Jane meet? o) What do we love?

**Die Bildung des simple present**

**EXERCISE 1** Bilde die dritte Person Singular dieser Verben! Achte dabei auf die Besonderheiten beim Anhängen des 3rd person singular s. Beispiel: I play -> he play**s**

|  |  |  |  |
| --- | --- | --- | --- |
| I go | Peter | I am | Tom |
| you are | she | we worry | it |
| they carry | my father | Liz and Bob wash | Bob |
| we are | the cat | you do | the cat |
| you have | it | they can | she |
| I sit | the cat | the men buy | the man |
| they catch | he | we wish | Emma |
| you must | Sally | we try | my friend |

**EXERCISE 2** Setze die richtige Form von *to be* im simple present ein – *am*, *is* oder *are*.   
a) I \_\_\_\_\_\_\_\_\_\_\_\_ from Germany.   
b) Tony \_\_\_\_\_\_\_\_\_\_\_\_\_ silly.   
c) Emma and Sally \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ very nice.   
d) My favourite sport \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ table tennis.   
e) We \_\_\_\_\_\_\_\_\_\_\_\_\_\_ friends.   
f) Dad, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ you happy?   
g) The cat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ asleep.

**EXERCISE 3** Setze die richtige Verbform ein. Denke an das –s in der dritten Person Singular.   
a) Tom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (love) his dog a lot. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (take) it for a walk every day.   
b) My friends often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (play) chess. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) really good at it.   
c) My grandpa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (live) in England, so I often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (write) him letters.  
d) Emma and I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) best friends. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) really fun. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (meet) almost every day.   
e) You \_\_\_\_\_\_\_\_\_\_\_\_\_ (have) got a pet. Peter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have) got a pet, too.   
f) He \_\_\_\_\_\_\_\_\_\_\_\_\_ (try) to sing but he \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) not good at it.

|  |  |
| --- | --- |
| **EXERCISE 4** Verneine die Sätze.  a) Peter is good at maths.  b) I have good friends.  c) Sally can sing.  d) You like ice-cream.  e) We drink tea.  f) The cat sleeps on the sofa.  g) She tries on the dress.  h) We are from Manchester.  i) Bob is a pupil. | **EXERCISE 5** Stelle Fragen.  a) I play **the piano**. -> What **do you play?**  b) She arrives at **9 o’clock**.  c) We work **in the garden**.  d) I see **my friend**.  e) No, Tom can’t sing. (Ja/Nein-Frage) f) My mum buys **milk**.  g) **Sally** is a teacher. |

**Die Bildung des simple present – Lösungen**

**AUFGABE 1**

|  |  |  |  |
| --- | --- | --- | --- |
| I go | Peter **goes** | I am | Tom **is** |
| you are | she **is** | we worry | it **worries** |
| they carry | my father **carries** | Liz and Bob wash | Bob **washes** |
| we are | the cat **is** | you do | the cat **does** |
| you have | it **has** | they can | she **can** |
| I sit | the cat **sits** | the men buy | the man **buys** |
| they catch | he **catches** | we wish | Emma **wishes** |
| you must | Sally **must** | we try | my friend **tries** |

**Erklärungen:**   
In der dritten Person Singular hängst du normalerweise ein –s an: I sing – he sing**s**.   
Bei der Rechtschreibung gibt es dabei diese drei Ausnahmen:   
1. **Ein –y nach einem Konsonanten wird zu –ie**-: I carry – he carries; we worry – it worries; we try – she tries.   
Achtung: Ein –y nach einem Vokal wird nicht zu –ie-: they buy – he buys.   
2. **Nach einem Zischlaut wie s, sh oder ch wird –es angehängt**: they catch – he catches; they wash – he washes; we wish – she wishes.   
3. Das Gleiche geschieht bei **do und go**: he does, she goes.

Die folgenden Verben sind unregelmäßig:  
1. *Have* wird in der dritten Person zu *has*.   
2. Modalverben (can, must, needn’t …) verändern sich in der dritten Person nicht: I can – he can.   
3. To be (sein) ist ein unregelmäßiges Verb: I am, you are, **he/she/it is**, we are, they are.

**EXERCISE 2** Setze die richtige Form von to be im simple present ein – am, is oder are.   
a) I **am** from Germany. b) Tony **is** silly. c) Emma and Sally **are** very nice.   
d) My favourite sport **is** table tennis. e) We **are** friends. f) Dad, **are** you happy?   
g) The cat **is** asleep.

**EXERCISE 3** Setze die richtige Verbform ein. Denke an das –s in der dritten Person Singular.   
a) Tom **loves** his dog a lot. He **takes** it for a walk every day.   
b) My friends often **play** chess. They **are** really good at it.   
c) My grandpa **lives** in England, so I often **write** letters to him.   
d) Emma and I **are** best friends. She **is** really fun. We **meet** almost every day.   
e) You **have** got a pet. Peter **has** got a pet, too.   
f) He **tries** to sing but he **is** not good at it.

**EXERCISE 4** Verneine die Sätze.   
b) I don’t have good friends. / I haven’t got good friends. c) Sally can’t sing.  
d) You don’t like ice-cream. e) We don’t drink tea. f) The cat doesn’t sleep on the sofa.   
g) She doesn’t try on the dress. h) We aren’t from Manchester. i) Bob isn’t a pupil.

|  |  |
| --- | --- |
| ERKLÄRUNG: Verneinung im simple present | |
| Mit *not* verneint man: | Mit do / doesn’t verneint man: |
| - Formen von to be: I am not nice. She is not twelve.  - Modalverben: She can’t sing. We will not go.  - have got: Ben hasn’t got a dog. | - alle anderen Verben:  I don’t like cats.  Peter doesn’t play chess. |

**EXERCISE 5** Stelle Fragen.   
b) **When does she arrive?** c) **Where do we work?** d) **Who do I see?**    
e) **Can Tom sing?** f) **What does my mum buy?** g) **Who is a teacher?**

***Harry Potter***

**EXERCISE 1** Setze die Verben ins simple present.

a) Harry Potter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (live) with his aunt and uncle because his parents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) dead. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (think) that he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) an ordinary[[2]](#footnote-2) boy.

b) One day, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (get) a letter. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (try) to read it, but his aunt and uncle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not let) him. They just \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not give) it to him.

c) More and more letters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (arrive). Finally, a giant[[3]](#footnote-3) called Hagrid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (give) Harry his letter.

d) Hagrid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (tell) Harry that he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) a wizard[[4]](#footnote-4). He will go to Hogwarts, a school for wizards. Harry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (cannot) believe his ears. Hagrid also \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (tell) him that it was Voldemort, a very evil[[5]](#footnote-5) wizard, who killed his parents.

e) Then Hagrid and Harry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) to Diagon Alley together. There they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (buy) lots of things, for example, a magic wand[[6]](#footnote-6).

f) A bit later, Harry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (take) the train to Hogwarts. On the train, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (meet) a boy. His name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) Ron. Soon Harry and Ron \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (become) best friends.

g) The boys \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (love) Hogwarts. The classes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) interesting, but sometimes they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (can) be difficult, too. Most of the teachers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) nice, but some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not be). One teacher, Professor Snape, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not like) Harry. Snape \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (teach) Potions[[7]](#footnote-7).

h) Harry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (find) new friends and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (have) lots of fun. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (learn) to do magic and he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (play) Quidditch – that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) a sport played on flying broomsticks[[8]](#footnote-8).

i) There \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (be) only one problem: Voldemort, the evil wizard, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (want) to come back and to kill Harry. Harry and his friends \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (not, have) much time. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (can, Harry, stop) him? What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (you, think)?

***Harry Potter***

**EXERCISE 1**

a) Harry Potter **lives** with his aunt and uncle because his parents **are** dead. He **thinks** that he **is** an ordinary boy.

b) One day, he **gets** a letter. He **tries** to read it, but his aunt and uncle **don’t let** him read it. They just **don’t give** it to him.

c) More and more letters **arrive**. Finally, a giant called Hagrid **gives** Harry his letter.

d) Hagrid **tells** Harry that he **is** a wizard. He will go to Hogwarts, a school for wizards. Harry **cannot** believe his ears. He also **tells** him that it was Voldemort, a very evil wizard, who killed his parents.

e) Then Hagrid and Harry **go** to Diagon Alley together. There they **buy** lots of things, for example, a magic wand.

f) A bit later, Harry **takes** the train to Hogwarts. On the train, he **meets** a boy. His name **is** Ron. Soon Harry and Ron **become** best friends.

g) The boys **love** Hogwarts. The classes **are** interesting, but sometimes they **can** be difficult, too. Most of the teachers **are** nice, but some **aren’t**. One teacher, Professor Snape, **doesn’t like** Harry. Snape **teaches** Potions.

h) Harry **finds** new friends and **has** lots of fun. He **learns** to do magic and he **plays** Quidditch – that **is** a sport played on flying broomsticks.

i) There **is** only one problem: Voldemort, the evil wizard, **wants** to come back and to kill Harry. Harry and his friends **don’t have** much time. **Can Harry stop** him? What **do you think**?

***Welcome to Australia***

**EXERCISE 1** Setze die Verben in den Klammern ins simple present.

a) Australia \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*be*) a continent in the southern hemisphere[[9]](#footnote-9). What \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*you / know*) about Australia?   
b) The outback \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*be*) in the center of the continent. It \_\_\_\_\_\_\_\_\_\_ (*get*) very hot there, and there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*not be*) much rain.   
c) Few people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*live*) in the outback. There \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*not be*) any big cities; there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*be*) only a few farms and lots of sheep. Most people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*not / want*) to live there. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*you / can / image*) living there?   
f) Kangaroos \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*eat*) grass. Usually they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*come*) out at night. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*not come*) out at day.   
e) A kangaroo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*carry*) its baby in a pouch[[10]](#footnote-10). The baby \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*stay*) in the pouch for a long time. At first the babies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*be*) very small, but they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*grow*) quickly!   
f) A platypus[[11]](#footnote-11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*look*) very strange. Platypuses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*lay*[[12]](#footnote-12)) eggs but they also \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*feed*) their babies milk. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*not touch*) a platypus when you see one: They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*can / sting*[[13]](#footnote-13))!  
g) The Aborigines \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*be*) the native people[[14]](#footnote-14) of Australia.  
h) Many animals in Australia \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*can*) be dangerous. For example, there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*be*) snakes, crocodiles and sharks. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*you, be*) afraid of these animals? I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*not be*)!  
i) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*you, like*) sports? Australians \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*love*) sports. You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*can*) surf or play Aussie Rules Football in Australia. Or you just \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*enjoy*) a day at the beach.



***Lösung: Welcome to Australia***

**EXERCISE 1** Setze die Verben in den Klammern ins simple present.

a) Australia **is** a continent in the southern hemisphere. What **do** you **know** about Australia?   
b) The outback **is** in the center of the continent. It **gets** very hot there, and there **isn’t** much rain.   
c) Few people **live** in the outback. There **aren’t** any big cities; there **are** only a few farms and lots of sheep. Most people **don’t want** to live there**. Can you imagine** living there?   
f) Kangaroos **eat** grass. Usually they **come** out at night. They **don’t come** out at day.   
e) A kangaroo **carries** its baby in a pouch. The baby **stays** in the pouch for a long time. At first the babies **are** very small, but they **grow** quickly!   
f) A platypus **looks** very strange. Platypuses **lay** eggs but they also **feed** their babies milk. **Do not touch** a platypus when you see one: They **can sting**!  
g) The Aborigines **are** the native people of Australia.  
h) Many animals in Australia **can** be dangerous. For example, there **are** snakes, crocodiles and sharks. **Are you** afraid of these animals? I **am not**!  
i) **Do you like** sports? Australians **love** sports. You **can** surf or play Aussie Rules Football in Australia. Or you just **enjoy** a day at the beach.

1. Eine weitere Form von Fragen, die ohne do gebildet werden, sind Fragen mit who? und what?, bei deinen das Fragewort das Subjekt ist: „Who loves Bob?“ (= Wer liebt Bob?) – Dazu gibt es im Bereich 6. Klasse ein eigenes Arbeitsblatt. [↑](#footnote-ref-1)
2. ordinary: normal [↑](#footnote-ref-2)
3. giant: Riese [↑](#footnote-ref-3)
4. wizard: Zauberer [↑](#footnote-ref-4)
5. evil: böse [↑](#footnote-ref-5)
6. wand: Zauberstab [↑](#footnote-ref-6)
7. potions: Zaubertränke [↑](#footnote-ref-7)
8. flying broomstick: fliegende Besen [↑](#footnote-ref-8)
9. southern hemisphere: Südhalbkugel [↑](#footnote-ref-9)
10. pouch: Beutel [↑](#footnote-ref-10)
11. platypus: Schnabeltier [↑](#footnote-ref-11)
12. lay eggs: Eier legen [↑](#footnote-ref-12)
13. sting: stechen [↑](#footnote-ref-13)
14. the native people: die Eingeborenen [↑](#footnote-ref-14)