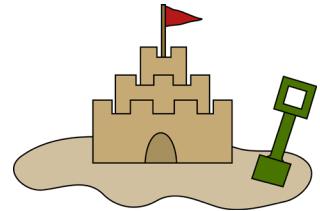


Lerncheck: Grammatik der 6. Klasse (____ / 150)**PART I Tenses and modal verbs****EXERCISE 1** Ein typischer Samstagmorgen. Setze die Verben im *simple present* (I go) ein. (____ / 11)a) On Saturday mornings, we usually _____ *get* _____ (get) up at nine o'clock.

b) My mum _____ (go) to the baker's and _____ (buy) bread rolls. My dad _____ (make) pancakes. My sister and I _____ (lay) the table.

c) At half past nine, we all _____ (eat) breakfast together. My parents and I _____ (have) tea and my sister _____ (have) orange juice.

d) After that, my parents often _____ (work) in the garden. I _____ (clean) the bathroom, my sister _____ (wash) the dishes and _____ (tidy) the bathroom.

EXERCISE 2 Ein Tag am Strand. Setze die Verben im *present progressive* (I am playing) ein. (____ / 6)a) Some teenagers *are playing* beach volleyball.

b) My mum _____ (swim) and my dad _____ (watch) my little brothers.

c) My little brothers _____ (build) a sand castle.

d) I _____ (lie) in the sun and _____ (read) a book.

e) We _____ (have) fun.

EXERCISE 3 Kreuze an: Gehört *was* oder *were* in die Lücke? (____ / 7)

a) Last summer I visited my grandparents in their little village. It ... a great summer.

was**were**

b) I met two girls there. Their names *** Katja and Judith.

c) They *** from Germany.

d) Katja *** twelve years old.

e) I *** very happy to meet them. We had lots of fun together.

f) We *** always busy: We went exploring in the forest and built a tree house.

g) What about you? Where *** you last summer?

EXERCISE 4 Setze diese Verben aus dem *simple present* ins *simple past* (z.B. I play – I played). Achte auf die richtige Schreibung! (____ / 11)

you arrive

you arrived

I read

I

he opens

he

I spot

I

Ben writes

Ben

we try

we

they plan

they

we see

we

she travels

she

I worry

I

they help

they

you come

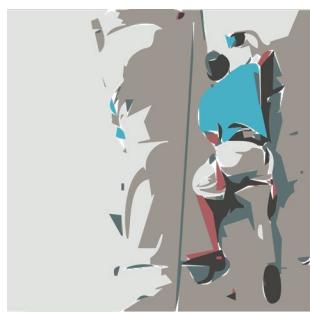
you

EXERCISE 5 Modalverben. Wähle die richtigen Verben (manchmal passt mehr als eine Lösung). (____ / 5)

- a) Mr. Miller, *** I go to the bathroom, please? [] may [] can [] needn't [] mustn't
 b) Mum, I want to help. I *** clean the bathroom. [] mustn't [] could [] must [] needn't
 c) Turn off your phone! You *** use it here! [] can't [] may [] must [] mustn't
 d) You *** clean the kitchen – I've already done it. [] needn't [] could [] mustn't [] may
 e) Are you hungry? *** I make you a sandwich? [] needn't [] will [] shall [] mustn't

EXERCISE 6 Simple present (I go) oder present progressive (I am going)? Unterstreiche. (____ / 8)

Kate phones her friend Jenny. She wants to ask her something.



Kate: "Hey Jenny! What **do you do / are you doing** (a) at the moment?"

Jenny: "Not much. I **listen / am listening** (b) to music. What about you?"

Kate: "My brother and I **watch / are watching** (c) TV right now. That's why I **call / am calling** (d). We've just watched a report on the new indoor climbing gym on Westfield Avenue. It **looks / is looking** (e) really fun! Why don't we go there on Saturday?"

Jenny: "Hmm ... I'd like to go, but I usually **visit / am visiting** (f) my grandparents on Saturdays. Do you have time on Friday?"

Kate: "No, I don't. My dad always **picks / is picking** (g) me up from school on Fridays, and then we **spend / are spending** (h) the afternoon together."

Jenny: "How about Friday night, then?"

Kate: "That could work, but I have to ask my mum first. She **works / is working** (i) right now, but I'll ask her when she gets home."

EXERCISE 7 Welche Alternative passt besser – past progressive oder simple past? (____ / 8)

Bill: "Hey Tom! Where were you yesterday afternoon? I **was calling / called** (a) you three times, but you never **were answering / answered** (b) the phone."



Tom: "I'm sorry. I **was helping / helped** (c) my mum in the garden when you **were calling / called** (d). Why did you call me?"

Bill: "I wanted to invite you to the park! You know, I **was walking / walked** (e) my dog there when I **was seeing / saw** (f) Jeff and his friends. They **were playing / played** (g) football. Jeff **was asking / asked** (h) me to join, and I **was saying / said** (i) yes. We had lots of fun. It's too bad that you couldn't be there!"

EXERCISE 8 Setze die Verben im *will-future* (I will go) oder *going-to-future* (I'm going to go) ein. (____ / 5)

Next week, we **are going to fly** (a. *fly*) to Scotland. My parents have already planned everything. On the first day, we (b. *hike*) up Ben Nevis. My parents are looking forward to this, but I'm a bit afraid that it (c. *rain*)! On the second day, we (d. *drive*) to Loch Ness. I hope I (e. *see*) the famous Loch Ness Monster! Perhaps I (f. *write*) you a postcard.

EXERCISE 9 Setze die richtige Verbform im *simple past* (I went) or the *present perfect* (I have gone) ein.

(__ / 7)



Tom and Bill want to have lunch, but they haven't decided (a. not decide) on a restaurant yet.

Tom: "Why don't we go to McDonald's?"

Bill: "Please no, we _____ (b. be) there a hundred times! I want to try something new. _____ (c. you, ever, try) Indian food? There's a new Indian restaurant on Victoria Road."

Tom: "Yes, I have. I _____ (d. eat) Indian food last summer, but I _____ (e. not like) it. How about pizza? We can go to Antonio's Pizza Palace."

Bill: "No, we can't. Antonio's Pizza Palace _____ (f. close) a month ago."

Tom: "Oh, no! It _____ (g. be) my favorite restaurant!"

Bill: "Luigi's is a really nice pizza place, too. We can go there."

Tom: "Really? I _____ (h. never, hear) of Luigi's. Let's go there and check it out."

PART II Sentences**EXERCISE 10** Frage nach den unterstrichenen Wörtern. (___ / 7)

- a) Tom loves hot dogs.
- b) Jenny plays chess well.
- c) They got home at 11pm.
- d) They were working at the office.
- e) He has eaten all the sausages.
- f) Peter plays football on Mondays.
- g) We will travel to Poland.
- h) She met my brother.

What does Tom love?

EXERCISE 11 Verneine die Verben. Verwende dieselbe Zeit wie im ersten Teil des Satzes. (___ / 5)

- a) Karl likes dogs, but his sister doesn't like them.
- b) Jim tried the ice-cream, but Joe _____ (not try) it.
- c) We are singing, but Dennis _____ (not sing).
- d) My brothers were working, but my sister _____ (not work).
- e) I will buy a chocolate bar, but you _____ (not buy) anything.
- f) I have finished my homework, but John _____ (not finish) his.

EXERCISE 12 If-Sätze Typ 1. Setze die richtige Zeit ein (*simple present* oder *will-future*). (___ / 7)

- a) My birthday is on March 15, and I want to invite everybody to a big party. If I _____ (send) everybody invitation cards, they _____ (not forget) the date.
- b) If it _____ (be) sunny, we _____ (play) football in the garden.
- c) We _____ (stay) inside and _____ (watch) a film if it _____ (rain).

EXERCISE 13 Kreuze das richtige Relativpronomen an. Klammere es ein (), wenn man es weglassen kann. (___ / 8)

	who	which	whose
a) That's the man *** survived the accident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The girls *** I met at summer camp were nice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The computer *** I got for my birthday is fast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) He talked to the boy *** father worked at the restaurant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) She saw a man *** name she didn't know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) This is the key *** we found in the garden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXERCISE 14 Verbinde die Aussage mit dem richtigen question tag. (___ / 5)

- a) Susan has written a letter,
- b) Ben didn't talk to you,
- c) Emma looks nice,
- d) The kids have tidied up their rooms,
- e) Joe did his homework,
- f) Tom will come to the party,

- 1) did he?
- 2) doesn't she?
- 3) didn't he?
- 4) hasn't she?
- 5) won't he?
- 6) haven't they?

PART III Andere Wortarten

EXERCISE 15 Bilde das Adverb zu diesen Adjektiven. Achtung: Einige sind unregelmäßig! (____ / 8)

dangerous	<i>dangerously</i>	hard		happy	
terrible		fast		good	
quick		careful		fantastic	

EXERCISE 16 Die Steigerung der Adjektive: Vervollständige die Tabelle. (____ / 12)

nice	cheap	busy	difficult	good	big	bad
nicer						
nicest						

EXERCISE 17 Wähle das richtige Wort. (____ / 10)

- a) Our teacher has a **loud** / **loudly** voice. She always speaks very **loud** / **loudly**.
- b) You answered this question **good** / **goodly** / **well**. You are a **good** / **goodly** / **well** student.
- c) My brother runs **faster** / **more fast** / **more fastly** than me, but I swim **more good** / **better** / **betterly**.
- d) My father works **hard** / **hardly**. His job is very **difficult** / **difficultly**.
- e) Sally looked really **angry** / **angrily** / **angrily** when she heard the news.

EXERCISE 18 Vergleichssätze. Setze die richtige Form des Adjektivs ein (nice, nicer, nicest). (____ / 6)

- a) Jim is as _____ (tall) as me, but Joe is much _____ (tall) than me!
- b) Horses are _____ (small) than elephants. However, elephants aren't the _____ (big) animals in the world. Whales are much _____ (big) than elephants.
- c) Mum's car cost a lot of money; it was much _____ (expensive) than Dad's car.

EXERCISE 19 Setze ein: *anywhere – anybody – anything – nobody – everything – something – somewhere* (____ / 7)

- a) I'm nervous because I don't know _____ at the party.
- b) She cried for help, but _____ helped her.
- c) Let's stay at home. I don't want to go _____.
- d) I'm thirsty. I really need _____ to drink.
- e) I can't find my keys! They must be here _____. - Oh Ben. You never find _____.
- f) Rob is really an expert on dinosaurs. He knows almost _____ about them.

EXERCISE 20 Unterstreiche die richtige Lösung. (____ / 7)

- a) Is this your pencil, Hannah? – Oh, yes! It's **my** / **mine**!
- b) Can you and Ben share a book? Ben has forgotten **him** / **his** / **he**.
- c) Can I use **your** / **yours** / **you** pen, please? – You've got a pen. Why can't you use **your** / **yours** / **you**?
- d) Where are the twins? – **She** / **they** / **them** are at home.
- e) Is that Emma's phone on the floor? - Yes, it must be **her** / **she** / **hers**.
- f) Hey Tom, have you seen Bill? – No, I haven't seen **he** / **she** / **his** / **him**.

Lösung PART I Tenses and modal Verbes

EXERCISE 1 Ein typischer Samstagmorgen. Setze die Verben im *simple present* (I go, he/she/it goes) ein.

(____ / 11)

- a) On Saturday mornings, we usually _____ **get** _____ (get) up at nine o'clock.
- b) My mum **goes** to the baker's and **buys** bread rolls. My dad **makes** pancakes. My sister and I **lay** the table.
- c) At half past nine, we all **eat** breakfast together. My parents and I **have** tea and my sister **has** orange juice.
- d) After that, my parents often **work** in the garden. I **clean** the bathroom, my sister **washes** the dishes and **tidies** the bathroom.

ERKLÄRUNG: Die Bildung des simple present

Das simple present sieht aus wie der Infinitiv; nur in der 3. Person hängt man ein -s an. Beispiel *to play*:

I / you / we / they play football.

He / she / it plays football.

Bildung der dritten Person im simple present.

1. Generell hängt man ein -s an, um die dritte Person zu bilden:

I write - he writes

2. Endet ein Verb auf **Konsonant + y**, wird das y zum -ie-:

I try - he tries

2.1 Vorsicht: Steht vor dem y ein Vokal, bleibt das y unverändert:

play - plays, buy - buys

3. Nach einem Zischlaut wie s, sh oder ch oder nach einem o hängt man -es an:

wash - washes, kiss - kisses

do - does, go - goes

4. Das Verb *to be* ist unregelmäßig:

I am, we are - he is

5. Das Verb *have* ist nur in der 3. Person unregelmäßig:

*I have - he has (statt **haves**)*

6. Bei Modalverben hängt man kein -s an:

I can - he can, I must - she must

EXERCISE 2 Ein Tag am Strand. Setze die Verben im *present progressive* (I am playing) ein. (____ / 6)

a) Some teenagers _____ **are playing** _____ beach volleyball.

b) My mum **is swimming** and my dad **is watching** my little brothers.

c) My little brothers **are building** a sand castle.

d) I'm **lying** (**am lying**) in the sun and (**am**) **reading** a book.

e) We **are having** fun.

ERKLÄRUNG: Bildung des present progressive.

Das present progressive bildet man so: **am / are / is + Verb + ing**.

Bei der Bildung der ing-Form gibt es dabei folgende Regeln:

1. Ein einfaches -e am Wortende fällt weg:

close - closing

1.1 Ein doppeltes -e fällt nicht weg:

be → being, agree → agreeing

2. Ein Konsonant nach kurzem, betontem Vokal wird verdoppelt:

plan - planning, sit - sitting

2.1 nach **langem Vokal** oder **unbetonter Silbe** verdoppelt man nicht:

beat - beating, open - opening

2.2 Ein l am Wortende wird im britischen Englisch immer verdoppelt:

travel - travelling (BE)

3. Ein -ie wird zu y:

lie - lying, die - dying

EXERCISE 3 Kreuze an: Gehört *was* oder *were* in die Lücke? (____ / 7)

- | | was | were |
|--|-------------------------------------|-------------------------------------|
| a) Last summer I visited my grandparents in their little village. It ... a great summer. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b) I met two girls there. Their names *** Katja and Judith. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| c) They *** from Germany. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| d) Katja *** twelve years old. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| e) I *** very happy to meet them. We had lots of fun together. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| f) We *** always busy: We went exploring in the forest and built a tree house. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| g) What about you? Where *** you last summer? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

ERKLÄRUNG: **was / were**

Was / were ist die Vergangenheit des Verbs *to be* (*am, is, are*).

Was verwendet man in der ersten und dritten Person Singular - genau wie das deutsche *war*.

In allen anderen Personen verwendet man *were*.

I / he / she / it	was	<i>Ich / er / sie / es war</i>
we / you / they	were	<i>wir / sie waren; du warst; ihr wart</i>

EXERCISE 4 Setze diese Verben aus dem *simple present* ins *simple past* dieser regelmäßigen Verben (z.B. I play – I played). Achte auf die richtige Schreibung! (____ / 12)

you arrive	<i>you arrived</i>	they plan	<i>they planned</i>
I read	<i>I read</i>	we see	<i>we saw</i>
he opens	<i>he opened</i>	she travels	<i>she travelled</i>
I spot	<i>I spotted</i>	I worry	<i>I worried</i>
Ben writes	<i>Ben wrote</i>	they help	<i>they helped</i>
we try	<i>we tried</i>	you come	<i>you came</i>

ERKLÄRUNG: Verben im simple past

So bildet man die Verben in der einfachen Vergangenheit:

- 1 Ganz regelmäßig: Man hängt -ed an.
 - 2 Endet ein Verb schon auf -e, hängt man nur -d an.
 - 3 Endet ein Verb auf **Konsonat + y**, wird y zu i.
 - 4 Endet ein Verb auf **betontem Vokal + Konsonant**, verdoppelt man den Konsonaten.
 - 5 Ein -l am Wortende wird immer verdoppelt (britisches Englisch).
 - 6 Manche Verben sind unregelmäßig.
- | | |
|------------------------|----------------------|
| I open → I opened | I arrive → I arrived |
| I worry → I worried | I plan → I planned |
| I travel → I travelled | I see → I saw |

EXERCISE 5 Modalverben. Wähle die richtigen Verben (manchmal passt mehr als eine Lösung). (____ / 4)

- a) Mr. Miller, *** I go to the bathroom, please? [x] may [x] can [] needn't [] mustn't
- b) Mum, I want to help. I *** clean the bathroom. [] mustn't [x] could [] must [] needn't
- c) Turn off your phone! You *** use it here! [x] can't [] may [] must [x] mustn't
- d) You *** clean the kitchen – I've already done it. [x] needn't [] could [] mustn't [] may
- e) Are you hungry? *** I make you a sandwich? [] needn't [] will [x] shall [] mustn't

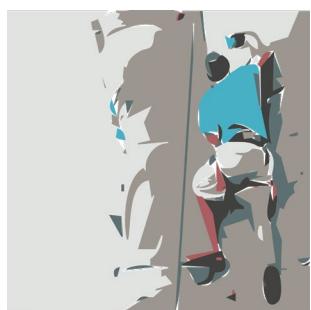
Die Modalverben

Die Modalverben werden mit einem Infinitiv kombiniert.

Man hängt nie ein -s, -ed oder -ing an.

Beachte: „mustn't“ heißt „nicht dürfen“!

can	können, dürfen	Ravens can fly. Penguins can't fly.
cannot (can't)	nicht können, nicht dürfen	Mum, can I have a cookie? - No, you can't.
could	könnte(n), konnte(n)	Could you open the window, please?
could not (couldn't)	könnte(n) nicht, konnte(n) nicht	I couldn't come yesterday.
may	dürfen	May we use our dictionary?
may not	nicht dürfen	Students may not use dictionaries.
must	müssen	Students must do their homework.
must not (mustn't)	nicht dürfen	Students mustn't use their phones in class.
need not (needn't)	nicht müssen	You needn't bring your books tomorrow.
shall (not)	sollen	Shall I help you?

EXERCISE 6 Simple present (I go) oder present progressive (I am going)? Unterstreiche. (____ / 9)

Kate phones her friend Jenny. She wants to ask her something.

Kate: "Hey Jenny! What do you do / are you doing (a) at the moment?“

Jenny: "Not much. I listen / am listening (b) to music. What about you?“

Kate: "My brother and I watch / are watching (c) TV right now. That's why I call / am calling (d). We've just watched a report on the new indoor climbing gym on Westfield Avenue. It looks / is looking (e) really fun! Why don't we go there on Saturday?“

Jenny: "Hmm ... I'd like to go, but I usually visit / am visiting (f) my grandparents on Saturdays. Do you have time on Friday?“

Kate: "No, I don't. My dad always picks / is picking (g) me up from school on Fridays, and then we spend / are spending (h) the afternoon together.“

Jenny: "How about Friday night, then?“

Kate: "That could work, but I have to ask my mum first. She **works / is working** (i) right now, but I'll ask her when she gets home."

ERKLÄRUNG: Abgrenzung von simple present und present progressive.

Das **simple present (I go)** wird verwendet, wenn

1. etwas regelmäßig, selten, nie, oft ... passiert (Signalwörter: usually, often, never, on Mondays, every day, always...)
2. Dinge nacheinander passieren: first ... then ...
3. ein bestimmtes Verb gebraucht wird, das normalerweise nicht in der progressive-Form vorkommt – z.B. ein Verb des Gefühls (like, love), der Sinneswahrnehmung (see, hear, feel, look) oder ein Modalverb (can, must)

Das **present progressive (I'm going)** wird verwendet,

1. wenn etwas gerade im Moment passiert: at the moment, (right) now, look!, listen!

EXERCISE 7 Welche Alternative passt besser – *past progressive oder simple past?* (___ /8)

Bill: "Hey Tom! Where were you yesterday afternoon? I **was calling / called** (a) you **three times**, but you never **were answering / answered** (b) the phone."

Tom: "I'm sorry. I **was helping / helped** (c) my mum in the garden **when** you **were calling / called** (d). Why did you call me?"

Bill: "I wanted to invite you to the park! You know, I **was walking / walked** (e) my dog there **when I was seeing / saw** (f) Jeff and his friends. They **were playing / played** (g) football. Jeff **was asking / asked** (h) me to join, and I **was saying / said** (i) yes. We had lots of fun. It's too bad that you couldn't be there!"



ERKLÄRUNG: Simple past und past progressive

Simple past und *past progressive* verwendet man beide für Handlungen in der Vergangenheit. Sie bieten jedoch eine unterschiedliche Sicht auf Handlungen. Vergleiche:

1 Handlungen passieren nacheinander:

I showered and brushed my teeth.

Ich duschte, und (dann) putzte ich mir die Zähne.

2 Es ist wichtig, dass etwas passierte:

I took a shower yesterday, so I needn't take one today.

Ich habe gestern geduscht, deshalb muss ich heute nicht wieder duschen.

1 Handlungen passieren gleichzeitig:

I was showering and brushing my teeth.

Ich duschte und putzte mir (gleichzeitig) die Zähne.

2 Es ist wichtig, dass eine Handlung zu einem bestimmten Zeitpunkt gerade im Gang war:

George couldn't have killed the man. At 6 pm (when the murder was committed) he was taking a shower.

George hätte den Mann nicht umbringen können. Um 6 Uhr (als der Mord begangen wurde) stand er gerade unter der Dusche.

3. Eine Handlung tritt neu ein und unterbricht...	3. ... eine Handlung, die schon im Gange ist:
When the teacher came in, <i>Als der Lehrer hereinkam,</i>	the students were working on their projects. <i>arbeiteten die Schüler an ihren Projekten.</i>

EXERCISE 8 Setze die Verben im *will-future* (I will go) oder *going-to-future* (I'm going to go) ein.

Next week, we're **going to fly** (a. *fly*) to Scotland. My parents have already planned everything. On the first day, we're **going to hike** (b. *hike*) up Ben Nevis. My parents are looking forward to this, but I'm **a bit afraid** that it'll **rain** (c. *rain*)! On the second day, we're **going to drive** (d. *drive*) to Loch Ness. I hope I'll **see** (e. *see*) the famous Loch Ness Monster! Perhaps I'll **write** (f. *write*) you a postcard.

ERKLÄRUNG: Future tenses

Going-to-future und will-future drücken beide aus, dass etwas in der Zukunft passieren wird. Sie werden aber etwas unterschiedlich benutzt. Vergleiche:

will-future	<ul style="list-style-type: none"> • Vermutungen, Vorhersagen • Hoffnungen, Befürchtungen • spontane Entscheidungen • Dinge, die man nicht beeinflussen kann 	Probably / maybe it'll rain. I hope / I'm afraid it will rain. I think I'll buy this postcard. John will be fifteen in March.
Going-to-future	<ul style="list-style-type: none"> • Vermutungen auf Basis konkreter Hinweise • Pläne 	Look at the clouds. It's definitely going to rain. We're going to move to New York next month.

EXERCISE 9 Setze die richtige Verbform im *simple past* (I went) oder the *present perfect* (I have gone) ein. (____ / 8)



Tom and Bill want to have lunch, but they haven't decided (a. not decide) on a restaurant yet.

Tom: "Why don't we go to McDonald's?"

Bill: "Please no, we've been (b. be) there a hundred times! I want to try something new."

Have you ever tried (c. *you, ever, try*) Indian food? There's a new Indian restaurant on

Victoria Road."

Tom: "Yes, I have. I ate (d. *eat*) Indian food last summer, but I didn't like (e. *not like*) it. How about pizza? We can go to Antonio's Pizza Palace."

Bill: "No, we can't. Antonio's Pizza Palace closed (f. *close*) a month ago."

Tom: "Oh, no! It was (g. *be*) my favorite restaurant!"

Bill: "Luigi's is a really nice pizza place, too. We can go there."

Tom: "Really? I have never heard (h. *never, hear*) of Luigi's. Let's go there and check it out."

ERKLÄRUNG: Present perfect und simple past

Present perfect (I play) und *simple past* (I have played) beschreiben beide Handlungen und Ereignisse, die in der Vergangenheit liegen. Sie werden jedoch unterschiedlich verwendet.

simple past	Abgeschlossene Handlung:	I broke my leg last month , but I'm well again.
	Aufeinanderfolgende Handlungen:	First I brushed my teeth, then I went to bed.
	Genauer Zeitpunkt:	I saw him yesterday .
present perfect	Effekt auf die Gegenwart:	I can't go to school because I've broken my leg.
	Kürzlich beendete Handlung:	Don't go into the kitchen, I've just cleaned it!
	ungenauer Zeitpunkt:	I haven't seen him recently .

PART II Sentences**EXERCISE 10** Frage nach den unterstrichenen Wörtern. (____ / 7)

- a) Tom loves hot dogs.
- b) Jenny plays chess well.
- c) They got home at 11pm.
- d) They were working at the office.
- e) He has eaten all the sausages.
- f) Peter plays football on Mondays.
- g) We will travel to Poland.
- h) She met my brother.

- What does Tom love?*
- Who plays chess well?
 - When did they get home?
 - Where were they working?
 - What has he eaten?
 - When does Peter play football?
 - Where will we travel?
 - Who did she meet?

ERKLÄRUNG: Die Bildung von Fragen

1 Einfache Zeiten bestehen nur aus einem Wort (opens, opened). Hier brauchen wir das Hilfsverb *do/did*, um Fragen zu bilden. **Do/did** stellt man vor das **Subjekt**; das **Hauptverb** wird zum Infinitiv. Genauso kann man im umgangssprachlichen Deutsch Sätze mit „tun“ bilden.

Simple present	Harry opens the letter.	Does Harry open the letter?
simple past	Harry opened the letter.	Did Harry open the letter?
	Vergleiche: Harry öffnet den Brief.	* Tut Harry den Brief öffnen ?

2 Zusammengesetzte Zeiten bestehen aus zwei Wörtern (is opening, was opening, has opened ...). Hier braucht man kein neues Hilfsverb - man zieht einfach den **ersten Verbteil** vor das **Subjekt**:

Present progressive	Harry is opening the letter.	Is Harry opening the letter?
Past progressive	Harry was opening the letter.	Was Harry opening the letter?
present perfect	Harry has opened the letter.	Has Harry opened the letter?
will-future	Harry will open the letter.	Will Harry open the letter?
	Vergleiche: Harry wird den Brief öffnen .	Wird Harry den Brief öffnen ?

3 Subjekt- und Objektfragen

Wenn wir im simple past und simple present mit *who* oder *what* nach dem **Subjekt** fragen, brauchen wir kein *do*. Wenn wir nach dem Objekt fragen, brauchen wir es.

Harry kissed Sally.

1 **Who** kissed Sally?

- **Wer** küsstet Sally?

2 **Who** did Harry kiss?

- **Wen** küsstet Harry?

EXERCISE 11 Verneine die Verben. Verwende dieselbe Zeit wie im ersten Teil des Satzes. (____ / 6)

- a) Karl likes dogs, but his sister **doesn't like** (not like) them.
- b) Jim tried the ice-cream, but Joe **didn't try** (not try) it.
- c) We are singing, but Dennis **isn't singing** (not sing).
- d) My brothers were working, but my sister **wasn't working** (not work).
- e) I will buy a chocolate bar, but you **won't buy** (not buy) anything.
- f) I have finished my homework, but John **hasn't finished** (not finish) his.

ERKLÄRUNG: Verneinung

1 Einfache Zeiten (simple present, simple past) verneinen wir mit **don't/didn't + Infinitiv**:

Karl **likes** dogs.

His sister **doesn't** (= **does not**) like dogs.

Jim **tried** the ice-cream.

Joe **didn't** (= **did not**) try it.

2 Zusammengesetzte Zeiten und das Verb *to be* verneinen wir einfach mit *not*:

We **are singing**.

We **aren't** (= **are not**) singing.

I **have finished** my homework.

I **haven't** (= **have not**) finished my homework.

I **will buy** a chocolate bar.

I **won't** (= **will not**) buy a chocolate bar.

EXERCISE 12 If-Sätze Typ 1. Setze die richtige Zeit ein (*simple present* oder *will-future*). (____ / 6)

- a) My birthday is on March 15, and I want to invite everybody to a big party. If I **send** (send) everybody invitation cards, they **won't forget** (not forget) the date.

- b) If it **is** (be) sunny, we'll **play** (play) football in the garden.
 c) We'll **stay** (stay) inside and **watch** (watch) a film if it **rains** (rain).

ERKLÄRUNG: If-Sätze Typ I.

„If“ bedeutet „wenn“ oder „falls“. If-Sätze drücken eine Bedingung aus: Wenn etwas passiert, dann ...

Im Nebensatz steht normalerweise das **simple present**. Im Hauptsatz steht eine **Zukunftszeit** (oft will-future) oder ein **Modalverb** (z.B. *can* oder *must*).

Der if-Nebensatz kann am Anfang oder am Ende des Satzes stehen. Wenn er am Anfang steht, wird er mit einem Komma vom Hauptsatz abgetrennt.

If it rains, we'll stay inside.

We'll stay inside if it rains.

EXERCISE 13 Kreuze das richtige Relativpronomen an. Klammere

es ein (), wenn man es weglassen kann. (____ / 7)

- | | who | which | whose |
|--|---|---|-------------------------------------|
| a) That's the man *** survived the accident. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) The girls *** I met at summer camp were nice. | (<input checked="" type="checkbox"/>) | <input type="checkbox"/> | <input type="checkbox"/> |
| c) The computer *** I got for my birthday is fast. | <input type="checkbox"/> | (<input checked="" type="checkbox"/>) | <input type="checkbox"/> |
| d) He talked to the boy *** father worked at the restaurant. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| e) She saw a man *** name she didn't know. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| f) This is the key *** we found in the garden. | <input type="checkbox"/> | (<input checked="" type="checkbox"/>) | <input type="checkbox"/> |

ERKLÄRUNG: Relativsätze

Mit einem Relativpronomen (who, which, whose) können wir einen Satz in einen anderen Satz einbauen.

Der Relativsatz gibt dann Informationen über ein Satzglied..

who für Menschen: That's **the man / the girl / the teacher who helped me.**

Das ist der Mann / das Mädchen / der Lehrer, der mir geholfen hat.

which für Dinge: Look at **the car / the book / the bag which I bought yesterday.**

Schau dir das Auto / das Buch / die Tasche an, die ich gestern gekauft habe.

whose im Genitiv: She saw a man **whose name she didn't know.**

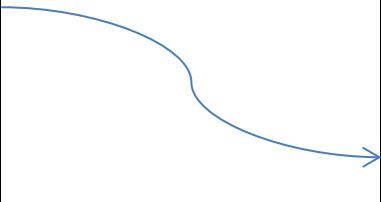
(dt. deren / dessen) *Sie sah einen Mann, dessen Namen sie nicht kannte.*

Who und *which* kann man weglassen, wenn sie das Objekt des Relativsatzes sind:

- Subjekt:** The man survived the accident.
 That is the man who survived the accident.
- Objekt:** I met **the girls**.
 The girls (who) I met were nice.

EXERCISE 14 Verbinde die Aussage mit dem richtigen *question tag*. (___ / 4)

Lösung: **a4, b1, c2, d6, e3, f5**

a) Susan has written a letter,		1) did he?
b) Ben didn't talk to you,		2) doesn't she?
c) Emma looks nice,		3) didn't he?
d) The kids have tidied up their rooms,		4) hasn't she?
e) Joe did his homework,		5) won't he?
f) Tom will come to the party,		6) haven't they?

ERKLÄRUNG: Question tags

Mit *question tags* kann man am Ende eines Satzes um Bestätigung fragen.

Sue **has written** a letter, hasn't she?

Ben **didn't talk** to you, did he?

Sue **hat** einen Brief **geschrieben**, oder nicht?

Ben **hat nicht** mit dir **gesprochen**, oder doch?

Wenn das Verb im Satz positiv ist, wird es im *question tag* verneint - und umgekehrt. Warum das so ist, wird klar, wenn man das *question tag* als Satz ausformuliert:

Sue **has written** a letter, (or) **hasn't she** (**written** a letter)?

Ben **didn't talk** to you, (or) **did he** (**talk to you**)?

Sue **hat** einen Brief **geschrieben**, oder (**hat** sie ihn **nicht geschrieben**)?

Ben **hat nicht** mit dir **gesprochen**, oder (**hat** er doch mit dir **gesprochen**)?

PART III Andere Wortarten

EXERCISE 16 Bilde das Adverb zu diesen Adjektiven. Achtung: Einige sind unregelmäßig! (___ / 9)

dangerous	dangerously	hard	! hard	happy	happily
terrible	terribly	fast	! fast	good	! well
quick	quickly	careful	carefully	fantastic	fantastically

ERKLÄRUNG: Adverbien der Art und Weise - Bildung

Wir können aus einem Adjektiv ein Adverb bilden. Es beschreibt dann, wie etwas gemacht wird. Dazu hängen wir -ly an das Adjektiv an.

regelmäßig + ly *quick* → *quickly*

Besonderheiten bei der -le → ly *terrible* → *terribly*

Rechtschreibung -ic → ically *fantastic* → *fantastically*

-y → ily *happy* → *happily*

-l → lly *careful* → *carefully*

unregelmäßig Adjektiv = Adverb *hard* → *hard* (! *hardly* = *kaum!*)
fast → *fast*

andere Unregelmäßigkeit *good* → *well*

EXERCISE 17 Wähle das richtige Wort. (___ / 10)

- a) Our teacher has a **loud** / **loudly** voice. She always speaks very **loud** / **loudly**.
- b) You answered this question **good** / **goodly** / **well**. You are a **good** / **goodly** / **well** student.
- c) My brother runs **faster** / **more fast** / **more fastly** than me, but I swim **more good** / **better** / **betterly**.
- d) Karen is the **beautiful** / **beautifullest** / **most beautiful** girl who I know.
- e) My father works **hard** / **hardly**. He often gets home **late** / **lately**.
- f) Sally looked really **angry** / **angrily** / **angrily** when she heard the news.

ERKLÄRUNG: Adverbien der Art und Weise - Gebrauch

1 Ein Adjektiv beschreibt eine Person oder Sache. In den beiden Beispielsätzen wird der Junge (this boy / a boy) beschrieben:

Es kann ein Verb wie „to be“ oder „to look“ ergänzen:

This boy is / looks / seems nice.

Oder es steht direkt vor dem Substantiv, das es beschreibt:

I know a nice boy.

2 Ein Adverb beschreibt, wie etwas gemacht wird:

He talks loudly.

EXERCISE 18 Die Steigerung der Adjektive. Vervollständige die Tabelle mit Komparativ und Superlativ.

(__ / 8)

nice	cheap	busy	difficult	good	big	bad
nicer	cheaper	busier	more difficult	better	bigger	worse
nicest	cheapest	busiest	most difficult	best	biggest	worst

ERKLÄRUNG Die Steigerung der Adjektive

Einsilbige Adjektive

X + er cheap cheaper
X + est (the) cheapest

- Konsonant nach kurzem, betontem Vokal wird
verdoppelt:

big bigger
(the) biggest

Adjektive auf -y

X-i(er) busy busier
X-i(est) (the) busiest

Mehrsilbige Adjektive

more X difficult more difficult
most X (the) most difficult

Unregelmäßig

good	better - best
bad	worse - worst
many	more - most
little	less - least (wenig) smaller - smallest (klein)

EXERCISE 19 Vergleichssätze. Setze die richtige Form des Adjektivs ein: Grundform, Komparativ oder Superlativ. (__ / 6)

- a) Jim is as **tall** (tall) as me, but Joe is much **taller** (tall) than me!
- b) Horses are **smaller** (small) than elephants. However, elephants aren't the **biggest** (big) animals in the world. Whales are much **bigger** (big) than elephants.
- c) Mum's car cost a lot of money; it was much **more expensive** (expensive) than Dad's car.

ERKLÄRUNG Vergleichssätze

Wie im Deutschen können wir mit Adjektiven Personen und Dinge vergleichen:



He is **as tall as** me.

Er ist **so groß wie** ich.



He is **taller than** me.

Er ist **größer als** ich.



He is **the tallest** boy in my class.

Er ist **der größte** Junge in meiner Klasse.

EXERCISE 20 (___ / 6)

- a) I'm nervous because I don't know **anybody** at the party.
- b) She cried for help, but **nobody** helped her.
- c) Let's stay at home. I don't want to go **anywhere**.
- d) I'm thirsty. I really need **something** to drink.
- e) I can't find my keys! They must be here **somewhere**. - Oh Ben. You never find **anything**.
- f) Rob is really an expert on dinosaurs. He knows almost **everything** about them.

ERKLÄRUNG: Indefinite pronouns

some-		any-	
drückt aus, dass etwas da ist		lässt offen, ob etw. da ist	
<i>in positiven Sätzen</i>		<i>in verneinten Sätzen</i>	
<i>und Bitten / Aufforderungen</i>		<i>und offenen Fragen</i>	
Jemand / niemand	somebody / someone	anybody / anyone	nobody / no one
Etwas / nichts	something	anything	nothing
(n)irgendwo	somewhere	anywhere	nowhere
	Somebody is sleeping. <i>Jemand schläft.</i>	Is anybody sleeping? <i>Schläft jemand?</i>	Nobody is sleeping. <i>Niemand schläft.</i>

Außerdem: everybody (jeder, alle), everything (alles), everywhere (überall)

EXERCISE 21 Unterstreich die richtige Lösung. (____ / 9)

- a) Is this your pencil, Hannah? – Oh, yes! It's **my** / **mine**!
- b) Can you and Ben share a book? Ben has forgotten **him** / **his** / **he**.
- c) Can I use **your** / **yours** / **you** pen, please? – You've got a pen. Why can't you use **your** / **yours** / **you**?
- d) Where are the twins? – **She** / **they** / **them** are at home.
- e) Is that Emma's phone on the floor? - Yes, it must be **her** / **she** / **hers**.
- f) Hey Tom, have you seen Bill? – No, I haven't seen **he** / **she** / **his** / **him**.

ERKLÄRUNG: Pronomen

Subjektpronomen (I, he, we ...) sind das Subjekt eines Satzes; sie stehen vor dem Verb.

Objektpronomen (me, him, us ...) stehen nach dem Verb. Mit ihnen wird etwas gemacht.

Possessivbegleiter (my, his, our ...) stehen vor einem Substantiv.

Mit **Possessivpronomen** kann man ein Substantiv ersetzen:

Is this **your** pencil? - Yes, it's **mine**. / No, it's **yours**.

Ist das **dein** Bleistift? - Ja, das ist **meiner**. / Nein, das ist **deiner**.

Subjektpronomen	Objektpronomen	Possessivbegleiter	Possessivpronomen
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
they	them	their	theirs
I like dogs.	Dogs like me .	This is my dog.	This dog is mine .
<i>Ich mag Hunde.</i>	<i>Hunde mögen mich.</i>	<i>Das ist mein Hund.</i>	<i>Dieser Hund ist meiner.</i>

Auswertung: Englische Grammatik – 6. Klasse (____ / 150 P.)

Trage dir hier ein, welche Fehler du gemacht hast, und wie gut du die einzelnen Themen beherrschst.

	- / 0 / +
EXERCISE 1 Simple present	
EXERCISE 2 Present progressive	
EXERCISE 3 was / were	
EXERCISE 4 Simple past: Bildung	
EXERCISE 5 Modalverben	
EXERCISE 6 Simple present und present progressive	
EXERCISE 7 Simple past und past progressive	

EXERCISE 8 Will-future und going-to-future	
EXERCISE 9 simple past und present perfect	
EXERCISE 10 Bildung von Fragen	
EXERCISE 11 Verneinung	
EXERCISE 12 If-Satz Typ I	
EXERCISE 13 Relativsätze	
EXERCISE 14 Question tags	
EXERCISE 15 Adverbien der Art und Weise	
EXERCISE 16 Steigerung der Adjektive	
EXERCISE 17 Adjektiv und Adverb	
EXERCISE 18 Vergleichssätze	
EXERCISE 19 Indefinitivpronomen	

EXERCISE 20 Personal- und Possessivpronomen und -begleiter	