



Grammar Detectives  
can find their own  
rules.

## My Personal Grammarbook

Name: .....

Flexi English

by Elisabeth Pölzleitner

and


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Sample Copy

## Dear student,

This is your personal grammar book for years 1 to 4. You can always use it to look up how the English language works.

Therefore, **ALL** the language in this book **MUST** be correct.

Always write your answers in pencil  so you can easily correct them. Then ask a teacher to check your answers.

Das ist dein persönliches Grammatikbuch für das 1. bis 4. Jahr. Du kannst immer nachschlagen, wenn du Fragen bezüglich der englischen Grammatik hast.

Aus diesem Grund muss hier alles GANZ RICHTIG sein. Schreibe deine Antworten immer mit Bleistift, sodass du sie leicht ausbessern kannst. Bitte deine Lehrperson deine Sätze zu korrigieren.

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## For the Teacher

In this grammar book the learners take on the role of active **language detectives**. They will explore the examples and develop basic rules themselves (or with a bit of guidance from the teacher) and thus develop their **language awareness**. This step is always followed by a **personalized task**, where the learners are asked to write **true and meaningful sentences** about their own lives. In this step the learners will make strong **meaning - form connections** that are even more important than the declarative knowledge of the language rules. Supporting the learners to create meaningful answers at this stage is crucial for developing their grammatical competence.

After these phases of awareness raising, finding their own rules and writing personal examples, the learners will be ready to practice and use the new grammar in productive tasks. Examples of such tasks can be found in our Me-book.

For more information on this approach, read the chapter **“Teaching Communicative Grammar”** in *English Language Teaching in Austria: From Theory to the Classroom and Beyond*, J. Jauster and U. Fürstenberg, Eds. 2023. Free download from: <https://doi.org/10.25364/978-3-903374-05-8>

Direct link to the chapter on Teaching Grammar: <https://tinyurl.com/Grammar-Newby-Poelzleitner>

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# a or an

## Challenge 1

Look at the two boxes below. What do you notice? When do we use **a** and when do we use **an** in front of a word? **SAY the words and LISTEN carefully.**

|                        |                            |                |                 |
|------------------------|----------------------------|----------------|-----------------|
| <b>an</b> apple        | <b>an</b> orange           | <b>a</b> boy   | <b>a</b> dog    |
| <b>an</b> English book | <b>an</b> ugly duck        | <b>a</b> girl  | <b>a</b> garden |
| <b>an</b> ice-cream    | <b>an</b> interesting book | <b>a</b> chair | <b>a</b> school |



## My rule

Wenn ich am Beginn eines Wortes .....höre,  
verwende ich **an**.

## Now it's your turn

Write the words in the correct boxes. (Schreibe die Wörter in das richtige Kästchen.)  
tiger, banana, book, exercise book, pencil, eraser, door, old man, internet-café,  
English teacher, blackboard, window, American film, elephant



a

an

## Challenge 2 for pros:

**a or an?** Scan the QR code and **listen VERY carefully.** What sounds do you hear at the beginning of these words? In which of the two circles do they go: a or an?

\_\_\_ university, \_\_\_ uniform, \_\_\_ unicorn, \_\_\_ unit in my coursebook

\_\_\_ mp3-player, \_\_\_ XL-pullover,

\_\_\_ uncle, \_\_\_ umbrella , \_\_\_ ugly bird



Do we need a or an here? Write in the words, then **listen to the words again.**



## My rule

Ich sage \_\_\_ unicorn, \_\_\_ unicycle, weil .....

Ich sage \_\_\_ mp3 player, \_\_\_ XL-pullover, weil .....

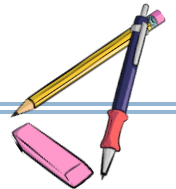
## BIG LETTERS – small letters

### In English we use big letters for

- I (I am happy.)
- names (Paula, Thomas),
- countries (England, Austria, Croatia)
- cities (Vienna, Graz, London, Paris)
- languages (German, Croatian, English)
- and at the beginning of sentences.

In the English lessons we speak English. Elisabeth and Selina are talking about London and England but I am reading a book about America.






### Now it's your turn:



Write 3-5 sentences and mark the BIG LETTERS. Ask your teacher to check.

## To be: am – is – are

Look at these examples:

|  |   |  |
|--|---|--|
| <p>My name is .....</p> <p><b>I am</b> a student at PraxisNMS.</p> <p><b>I am</b> ten years old.</p> <p><b>I am not</b> in class 4b.</p>         | <p>How old <b>are you</b>?</p> <p><b>You are</b> a very nice person.</p> <p><b>You are</b> my best friend.</p>                 | <p>Anton <b>is not</b> in my class.</p> <p>He <b>is</b> at NMS Kepler.</p> <p>He <b>is</b> funny.</p>             |
|  |   | <p><b>Sally is</b> a student in England.</p> <p><b>She is</b> very nice.</p> <p><b>She is</b> not very tall.</p>  |
|  <p><b>We are</b> also happy.</p> <p><b>We are not</b> sad.</p> | <p><b>Mary and Peter are</b> good friends.</p> <p><b>They are</b> very happy.</p> <p><b>They are not</b> from Austria.</p>  |  |

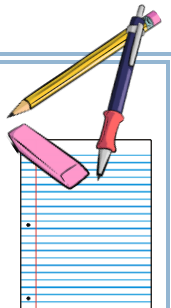
Now it's your turn:

Write 10 sentences with **am** | **am not** | **is** | **is not** | **are** | **are not**

Write **true sentences** about yourself, your friends, your classmates and teachers and your family members or pets. Write a first draft on a piece of paper.

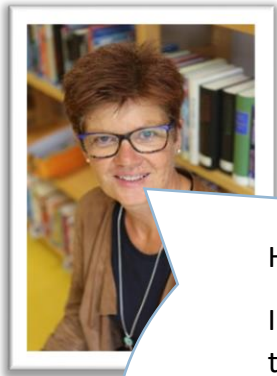


Schreibe immer wahre, sinnvolle Sätze. Schreibe einige der korrigierten Sätze hier auf:



# I speak – She speaks – I live – He lives

## Challenge1: Find the rule



Hello, I am Ms. Pölzleitner.

I **live** in a blue house in Graz. I am an English teacher. I **love** reading books and learning languages. I speak English, German, French, Italian and Greek. I also like sports. In winter I go skiing and in summer I go jogging. I ride my bike to school every day. My favorite food is Indian curry. I am a vegetarian, so I do not eat meat.

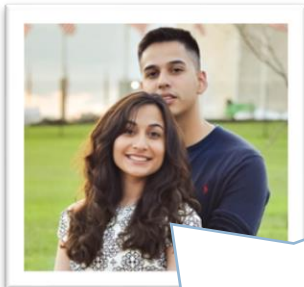
This is Ms. Pölzleitner.

She **lives** in a blue house in Graz. She is an English teacher. She **loves** reading books and learning languages. She speaks English, German, French, Italian and Greek. She also likes sports. In winter she goes skiing and in summer she goes jogging. She rides her bike to school every day. Her favorite food is Indian curry. She is a vegetarian, so she does not eat meat.

What do you notice?



Challenge: Read the texts and find a rule!



Hello, we are Naomi and Michael.

We live in a small white house in Graz. We love riding our bikes and watching animals. We also like gardening. In summer we go swimming in our little pool and read lots of books. We have three guinea pigs.

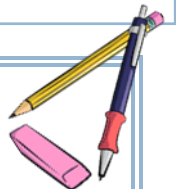
These are Naomi and Michael.

They live in a small white house in Graz. They love riding their bikes and watching animals. They also like gardening. In summer they go swimming in their little pool and they read lots of books. They have three guinea pigs.

## My rule:

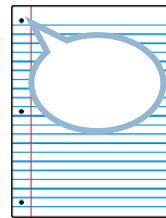
Wenn ich über EINE andere Person spreche/schreibe....

Wenn ich über MEHRERE Personen spreche/schreibe...





## Now it's your turn



🗨 **Step 1:** Write ✍ a text about yourself. Hand it in to your teacher.

🗨 **Step 2:** Get a speech bubble 🗨 from your teacher and write your text on it. Put it on the pin board.

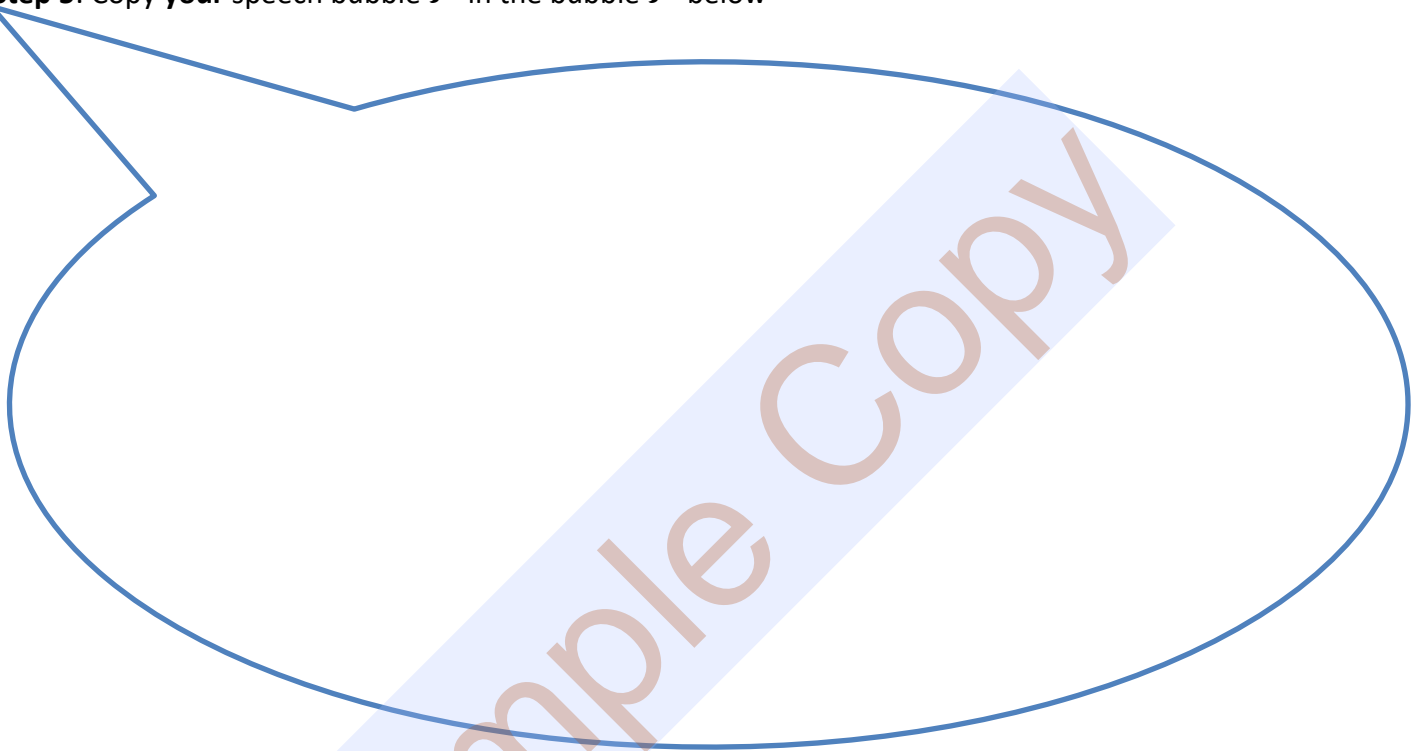
☐ **Step 3:** Find a speech bubble 🗨 from a classmate on the pin board or get one from your teacher. Then write ✍ about your classmate. Hand your text in to your teacher.

(Write YOUR NAME on the sheet, too.)

| NAME        |
|-------------|
| This is ... |

☐ **Step 4:** Write the corrected text from step 3 in the box ☐.

**Step 5:** Copy **your** speech bubble 🗨 in the bubble 🗨 below



This is ...

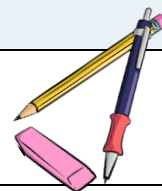
## Short forms – Long forms

### CHALLENGE

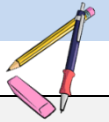
Look at these sentences. What do you notice? Mark the differences with a highlighter.

|  |  |
|--|--|
| Maria does not like spinach.                   | Maria doesn't like spinach.                  |
| We do not speak Croatian in school.            | We don't speak Croatian in school.           |
| Peter is not from Austria. He is from England. | Peter isn't from Austria. He's from England. |
| We are good students.                          | We're good students.                         |
| My friends are not at my school.               | My friends aren't at my school.              |







|  |                                     |
|--|-------------------------------------|
| <b>Now it's your turn:</b><br>Write the LONG forms here: | Write the SHORT forms here:         |
| My friend Sally is not from Austria.                     | My friend Sally...                  |
| My mother is not very tall.                              |                                     |
| In my family, we do not eat meat.                        |                                     |
| I am happy.  |                                     |
|  | My dad doesn't like sweets.         |
|  | We don't have any pets.             |
|  | Peter and Sally don't speak German. |
|  | We're not twins.                    |
|  | He's my best friend.                |



# Plural: many things





## Plural 1

|  |   |  |               |
|--|---|--|---------------|
| one boy   | one girl   | one dog    | one desk      |
| two boys  | two girls  | two dogs  | two desks     |
| one pencil   | one eraser  | one window   | one book      |
| two .....  | two .....   | two .....  | two .....     |
| one student  | one teacher   | one door   | one schoolbag |
| two .....  | two .....   | two .....  | two .....     |

How do we form the plural in English?

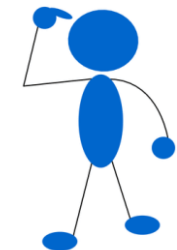
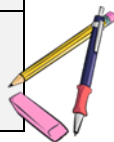
## Plural 2: tricky words

|  |           |
|--|-----------|
| one baby     | one box   |
| two babies  | two boxes |
| one country  | one bus   |
| two .....  | two ..... |
| one pony   | one kiss  |
| two .....  | two ..... |
| one story  | one wish  |
| two .....  | two ..... |

Listen and speak!

Why not this?

- boxs
- buss
- kisso
- wishs













## Plural 3: more tricky words: add more words later

|               |         |           |
|---------------|---------|-----------|
| one child.    | one man | one woman |
| two children. | two men | two women |
| one mouse     |         |           |
| two mice      |         |           |
|               |         |           |
|               |         |           |

# Personal pronouns: I, you, he, she, it, we, you, they

Look at these examples.

|   |   |   |   |   |
|---|---|---|---|---|
|  |                |                |                    |  an animal<br>OR<br> a thing  |
| <b>I</b><br>I live in London.<br>I am 10 years old.<br>I like chocolate.          | <b>you</b><br><b>You</b> are my best friend.<br>I like <b>you</b> .<br>Do <b>you</b> like cats? | <b>he</b><br><b>He</b> is called Peter.<br><b>He</b> is 10 years old.<br><b>He</b> likes pizza. | <b>she</b><br><b>She</b> is called Mary.<br><b>She</b> is from Austria.<br><b>She</b> likes cupcakes. | <b>it</b><br> <b>It</b> is called Toby.<br> <b>It</b> is really cute.<br> It is red.<br> It is sweet. |

|  |   |   |
|--|---|---|
|                                      |                                  |   |
| <b>we</b><br><b>We</b> are in the same class.<br><b>We</b> speak English and German.<br><b>We</b> like our new school. | <b>You</b><br>Do <b>you</b> speak English?<br><b>You</b> are my friends.<br>Do <b>you</b> want to work in my group? | <b>they</b><br><b>They</b> are very nice people.<br><b>They</b> are from America.<br><b>They</b> speak English but <b>they</b> do not speak German. |

## Now it's your turn:

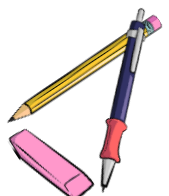
Now write similar (ähnliche) sentences about your friends and family. Write **true** sentences!!!

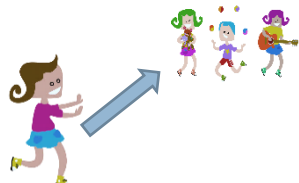
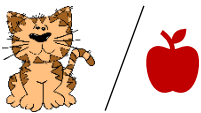


**Tip:** In this grammar book we always ask you to write **TRUE and meaningful sentences** about your own life. Your brain will remember **TRUE sentences** much better. Think carefully how you can use the new words and grammar to say things about your own life.

Use ALL the pronouns: **I, you, he, she, it, we, you, they**

Ask your teacher to check.





# Numbers

|                   |                   |                     |                    |                    |                   |                     |                     |                    |                    |
|-------------------|-------------------|---------------------|--------------------|--------------------|-------------------|---------------------|---------------------|--------------------|--------------------|
| 1<br>one          | 2<br>two          | 3<br>three          | 4<br>four          | 5<br>five          | 6<br>six          | 7<br>seven          | 8<br>eight          | 9<br>nine          | 10<br>ten          |
| 11<br>eleven      | 12<br>twelve      | 13<br>thirteen      | 14<br>fourteen     | 15<br>fifteen      | 16<br>sixteen     | 17<br>seventeen     | 18<br>eighteen      | 19<br>nineteen     | 20<br>twenty       |
| 21<br>twenty-one  | 22<br>twenty-two  | 23<br>twenty-three  | 24<br>twenty-four  | 25<br>twenty-five  | 26<br>twenty-six  | 27<br>twenty-seven  | 28<br>twenty-eight  | 29<br>twenty-nine  | 30<br>thirty       |
| 31<br>thirty-one  | 32<br>thirty-two  | 33<br>thirty-three  | 34<br>thirty-four  | 35<br>thirty-five  | 36<br>thirty-six  | 37<br>thirty-seven  | 38<br>thirty-eight  | 39<br>thirty-nine  | 40<br>forty        |
| 41<br>forty-one   | 42<br>forty-two   | 43<br>forty-three   | 44<br>forty-four   | 45<br>forty-five   | 46<br>forty-six   | 47<br>forty-seven   | 48<br>forty-eight   | 49<br>forty-nine   | 50<br>fifty        |
| 51<br>fifty-one   | 52<br>fifty-two   | 53<br>fifty-three   | 54<br>fifty-four   | 55<br>fifty-five   | 56<br>fifty-six   | 57<br>fifty-seven   | 58<br>fifty-eight   | 59<br>fifty-nine   | 60<br>sixty        |
| 61<br>sixty-one   | 62<br>sixty-two   | 63<br>sixty-three   | 64<br>sixty-four   | 65<br>sixty-five   | 66<br>sixty-six   | 67<br>sixty-seven   | 68<br>sixty-eight   | 69<br>sixty-nine   | 70<br>seventy      |
| 71<br>seventy-one | 72<br>seventy-two | 73<br>seventy-three | 74<br>seventy-four | 75<br>seventy-five | 76<br>seventy-six | 77<br>seventy-seven | 78<br>seventy-eight | 79<br>seventy-nine | 80<br>eighty       |
| 81<br>eighty-one  | 82<br>eighty-two  | 83<br>eighty-three  | 84<br>eighty-four  | 85<br>eighty-five  | 86<br>eighty-six  | 87<br>eighty-seven  | 88<br>eighty-eight  | 89<br>eighty-nine  | 90<br>ninety       |
| 91<br>ninety-one  | 92<br>ninety-two  | 93<br>ninety-three  | 94<br>ninety-four  | 95<br>ninety-five  | 96<br>ninety-six  | 97<br>ninety-seven  | 98<br>ninety-eight  | 99<br>ninety-nine  | 100<br>one hundred |

## Now it's your turn:

Number the pages of your ME-book or English exercise book.

Write numbers **and** words: 1 -one, 2 – two 3—three.....

## Now it's your turn:

### My special numbers

Choose one number from each row on page 11 and colour it. Tell your teacher what it means for you. Then write your answers on this page. Ask your teacher to check your answers.

#### Examples:

- 1-2-3-4-**5**-6-7-8-9-10

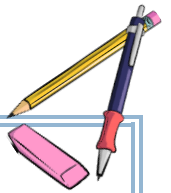
**five:** My brother is **five** years old.

- 31-32-**33**-34-35-36-37-38-39-40

**thirty-three:** **Thirty-three** is my lucky number. My phone number starts with **thirty-three**.

- 71-72-73-**74**-75-76-77-78-79-80

**seventy-four:** I live in Scheigergasse **seventy-four**.



1-2-3-4-5-6-7-8-9-10

11-12-13-14-15-16-17-18-19-20

21-22-23-24-25-26-27-28-29-30

31-32-33-34-35-36-37-38-39-40

41-42-43-44-45-46-47-48-49-50

51-52-53-54-55-56-57-58-59-60

61-62-63-64-65-66-67-68-69-70

71-72-73-74-75-76-77-78-79-80

81-82-83-84-85-86-87-88-89-90

91-92-93-94-95-96-97-98-99-100

## Ordinal numbers: first, second, third...

|               |                  |
|---------------|------------------|
| first         | 1 <sup>st</sup>  |
| second        | 2 <sup>nd</sup>  |
| third         | 3 <sup>rd</sup>  |
| fourth        | 4 <sup>th</sup>  |
| fifth         | 5 <sup>th</sup>  |
| sixth         | 6 <sup>th</sup>  |
| seventh       | 7 <sup>th</sup>  |
| eighth        | 8 <sup>th</sup>  |
| ninth         | 9 <sup>th</sup>  |
| tenth         | 10 <sup>th</sup> |
| eleventh      | 11 <sup>th</sup> |
| ...           |                  |
| twenty-first  | 21 <sup>st</sup> |
| twenty-second | 22 <sup>nd</sup> |
| thirty-third  | 33 <sup>rd</sup> |
| forty-fourth  | 44 <sup>th</sup> |
| ...           |                  |

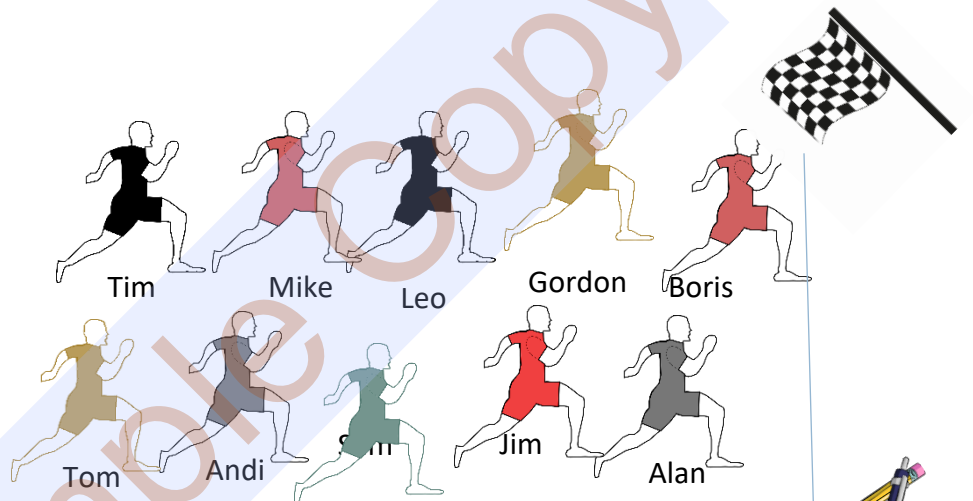
### Who is winning the race?

Write sentences about all the runners:

Example:

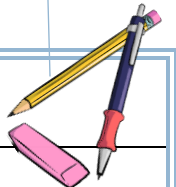
Boris is in **first** place.

Alan is in **second** place.



### Now it's your turn:

Gordon is in ...





## Days of the week and months

### Days

|           |
|-----------|
| Monday    |
| Tuesday   |
| Wednesday |
| Thursday  |
| Friday    |
| Saturday  |
| Sunday    |

### Seasons

|        |        |
|--------|--------|
| spring | summer |
| autumn | winter |

### Months

|           |
|-----------|
| January   |
| February  |
| March     |
| April     |
| May       |
| June      |
| July      |
| August    |
| September |
| October   |
| November  |
| December  |

### Examples:

On **Monday** we have English.

On **Tuesday** I always play soccer.

On **Saturday and Sunday** I sleep in.

In **winter** I go skiing.

In **summer** I go swimming.

In **spring** there are lots of flowers.

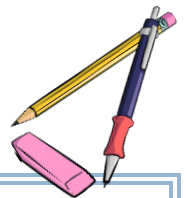
In **autumn** the trees are very colorful.

School starts in **September**.

Christmas is in **December**.

In **May** there are lots of long weekends.

## Now it's your turn:



What is your favorite season?

What is your favorite month? Tell us why.

In which months do you go swimming?

In which months do you wear short sleeves?



What is your favourite day 😊 of the week? Tell us why.

What is your least favourite ☹️ day of the week? Tell us why.

## Giving the date in English

### Example:

When is your birthday?

**You write:** My birthday is on August 22<sup>nd</sup>.



**You say:**

My birthday is on the  
22<sup>nd</sup> of August.

### GIVING THE DATE

#### British:

1<sup>st</sup> October 2021

2<sup>nd</sup> November 2021

#### American:

December 3<sup>rd</sup>, 2021

January 4<sup>th</sup>, 2022

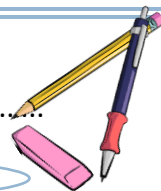
February 5<sup>th</sup>, 2022

### Now it's your turn.

When is your birthday?

You **write:** My birthday is on .....

You **say:** .....



When do the holidays start?

You write: The holidays start on .....

You say: .....

When is Christmas?

You write: Christmas is on .....

You say: .....

When does Ramadan start this year?

You write: It starts on .....

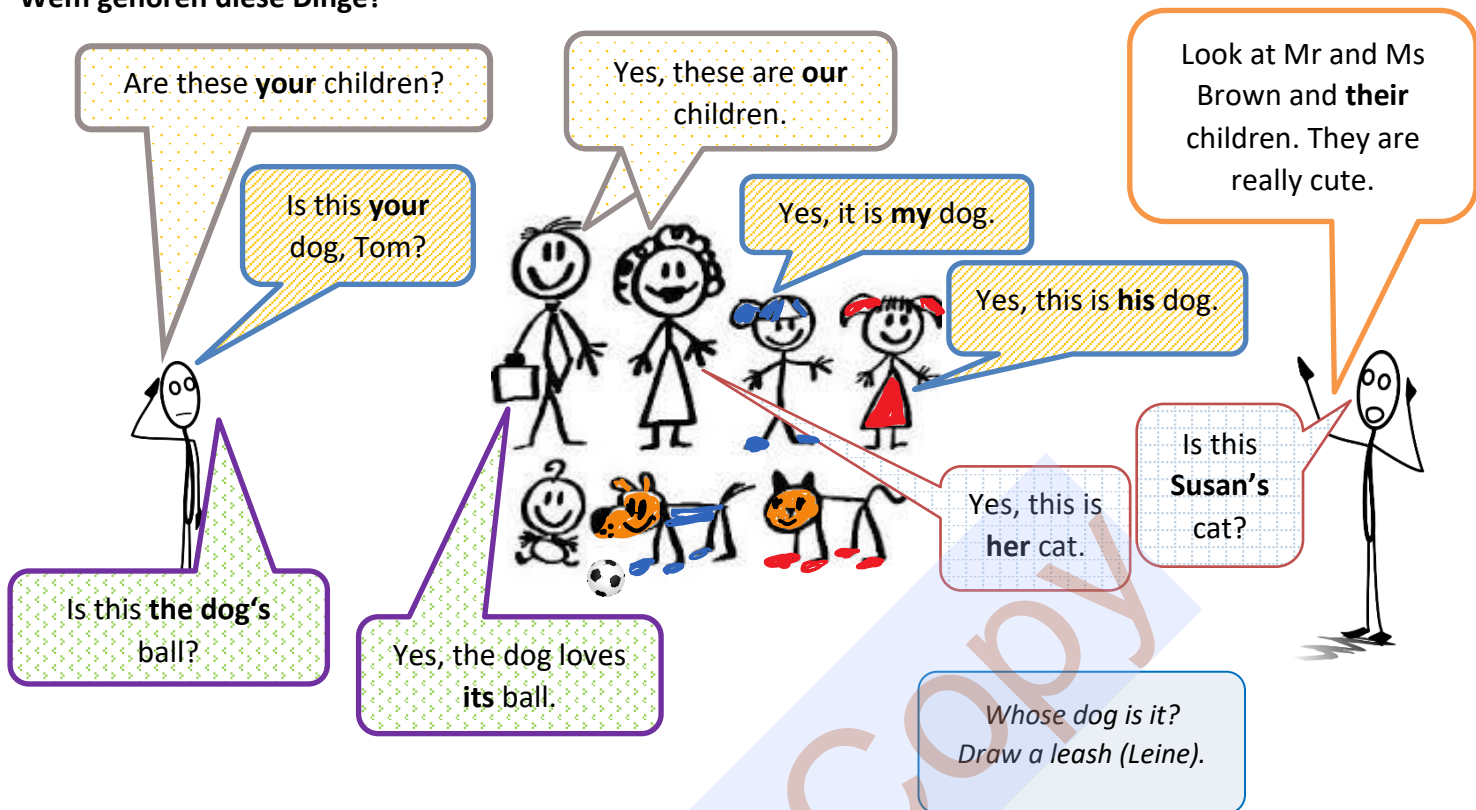
You say: .....

On which floor is your English teachers' office?

You say and write: It's on the ..... floor.

# Possessive pronouns: my, your, his, her, our, their

Wem gehören diese Dinge?



## More examples:

Thomas has a sister. **His** sister is called Mary.

Ms. Pölzleitner goes to school by bike. **Her** bike is white.

Ms. Bergmann has three children. **Her** children are called Martina, Julia and Matthias.

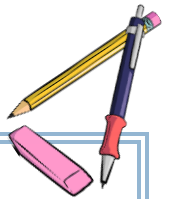
We have a very nice classroom. **Our** classroom is the best.

Some children from my old school go to a "Gymnasium". **Their** school is not as cool as ours.

## Now it's your turn:

Write 6 **TRUE** and **meaningful** sentences about yourself and your friends and family.

Use: my, your, his, her, our, their



## Peter's cat and Maria's dog...

### Challenge:

Peter's brother is called Thomas.

Andrea's sister is very funny.

My mom's favorite food is pizza.

My dad's mom is my grandmother.

My aunt's dog is really big.



's

What does it mean?

My rule:

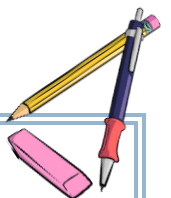
Ich schreibe ein 's .....



### Now it's your turn:

Write 5 similar (ähnliche) sentences.

Remember: Always write TRUE and meaningful sentences.



## Whose things are these? Look closely!

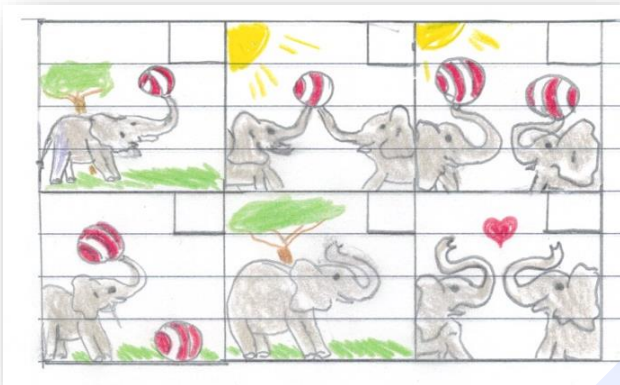
What is the difference? Tip: How many friends, houses, girls and cats are there in these sentences?

Tick the correct answer. ✓

|   |   |
|---|---|
| My friend <b>d's</b> house <b>se</b> is beautiful.                      | My friends <b>ds'</b> houses <b>ses</b> are beautiful.                  |
| <input type="checkbox"/> 1 friend <input type="checkbox"/> more friends | <input type="checkbox"/> 1 friend <input type="checkbox"/> more friends |
| <input type="checkbox"/> house <input type="checkbox"/> houses          | <input type="checkbox"/> 1 house <input type="checkbox"/> more houses   |
| The girl <b>'s</b> cat <b>y</b> is called Minnie.                       | The girls <b>'s</b> cats <b>y</b> are called Minnie and Tommy.          |
| <input type="checkbox"/> 1 girl <input type="checkbox"/> more girls     | <input type="checkbox"/> 1 girl <input type="checkbox"/> more girls     |
| <input type="checkbox"/> 1 cat <input type="checkbox"/> more cats       | <input type="checkbox"/> 1 cat <input type="checkbox"/> more cats       |

**S's**

Now match the pictures and the sentences. Write the numbers in the pictures:



- 1: The **elephant** doesn't have a ball.
- 2: The **elephants** don't have a ball.
- 3: This is the **elephant's** ball.
- 4: This is the **elephants'** ball.
- 5: These are the **elephant's** balls.
- 6: These are the **elephants'** balls.



### Now it's your turn:

Make your own matching game. Choose one animal (e.g. a cat, dog, bird ....) and one thing (e.g. a ball, a bone, an egg) Write sentences with ...**'s** or **s'** and draw a picture for each one. Show them to your teacher.

| A (draw 1 animal) | B (draw 1 animal and 1 thing) | C (1 animal / 2 things) | D ( 2 animals) | E (2 animals / 2 things) | F (2 animals / 2 things) |
|-------------------|-------------------------------|-------------------------|----------------|--------------------------|--------------------------|
| A                 |                               |                         |                |                          |                          |
| B                 |                               |                         |                |                          |                          |
| C                 |                               |                         |                |                          |                          |
| D                 |                               |                         |                |                          |                          |
| E                 |                               |                         |                |                          |                          |
| F                 |                               |                         |                |                          |                          |

# Asking questions in English

## The new English teacher...

Ms. Bergmann meets the new English teacher at her school.  
She asks him lots of questions.



Ms. Pölzleitner wants to know everything about the new teacher. She texts Ms Bergmann.

**Do you like** Great Britain?

Where **do** you **come** from?

Where **do** you **live**?

What languages **do** you **speak**?

**Do** you **go** to school by bike?

How **do** you **get** to school?

When **do** you **get** up?

**Do** you **drink** coffee?

Why **don't** you **drink** coffee?

**Do** you **have** a pet?

Hi Laura. Have you met the new teacher?  
Does he like Great Britain?  
Where does he come from?  
Where does he live?  
What languages does he speak?  
Does he go to school by bike?  
How does he get to school?  
When does he get up?  
Does he drink coffee?  
Why doesn't he drink coffee?  
Does he have a pet?

20:47 ✓

## Challenge

**What do you notice? (Was fällt dir auf?)**

Man kann für Fragen Fragewörter verwenden. Schreibe die Fragewörter auf:

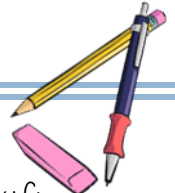
.....

Die meisten Fragen bildet man mit **do** oder **does**:

**Do you like** spinach? **Does she like** spinach? **Does he like** pizza? **Does your cat catch** mice. **Where does he live**?

**Does** verwendet man ..... (Tipp: Schaue auf Seite 6 nach.)

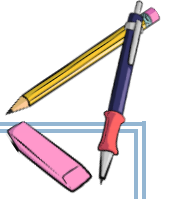
Das verb (z.B. ....) bleibt gleich.



## Now it's your turn:

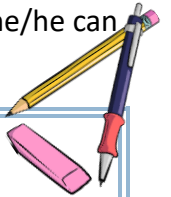
### Write your own questions

Write 5 interesting questions that you want to ask your teacher.



|  |
|--|
|  |
|  |
|  |
|  |
|  |

Write 5 interesting questions about one of your classmates. Talk to your teacher and see if she/he can answer them. How many questions can your teacher answer correctly? \_\_\_\_\_



|  |
|--|
|  |
|  |
|  |
|  |
|  |

## More questions: Interview a student teacher

### Make a questionnaire (Fragebogen)

Write a lot of questions to interview guests and student-teachers.

Whenever we have guests in class, talk to them and ask them all your questions.



Sample Copy

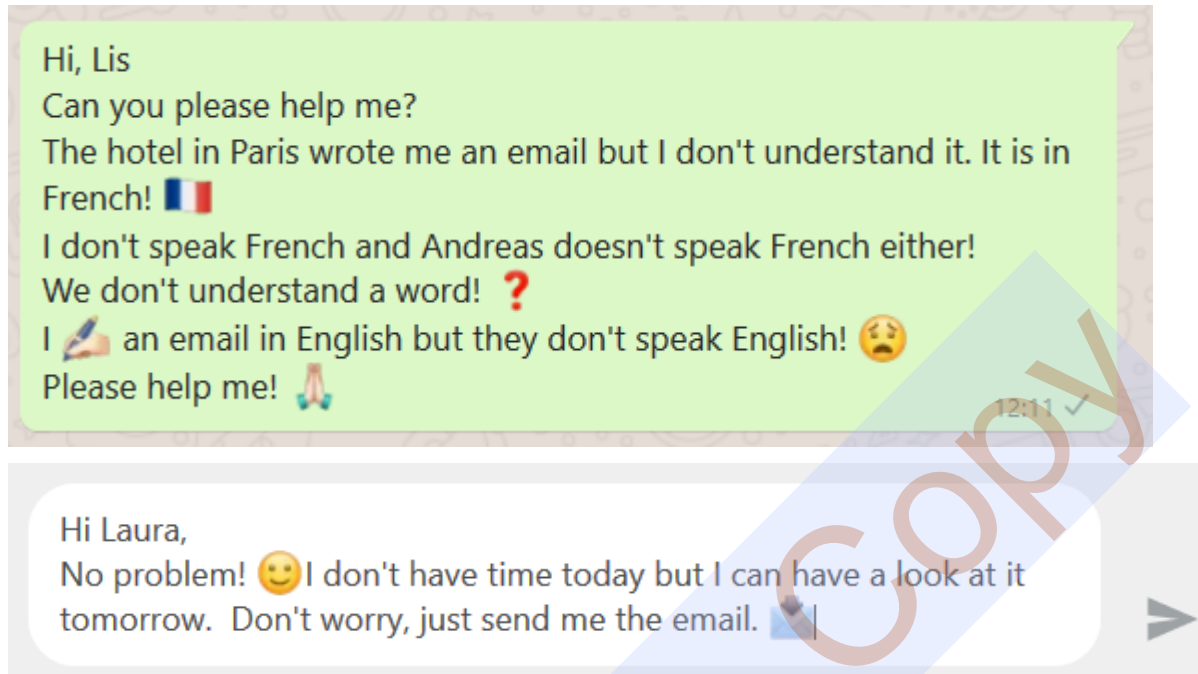


# Negation in English

## Challenge

Ms. Bergmann has a problem. She needs Ms. Pölzleitner's help.

Read the text. What do you notice?



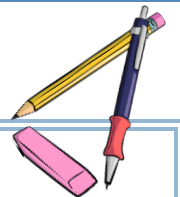
What do you notice? (Was fällt dir auf?)

In der Verneinung verwendet man \_\_\_\_\_ oder \_\_\_\_\_ vor dem Verb (z.B. speak, like, eat)

**Doesn't** verwendet man wenn man über \_\_\_\_\_ spricht.  
Das **verb** (z.B. \_\_\_\_\_) bleibt gleich.

**Now it's your turn.**

Say what people **DON'T** do! Write your own examples. Start your sentences like this:



I...

My best friend...

My teacher...

My cat/dog/ \_\_\_\_\_

My parents...

My friends...

We...

# Telling the time



| Analogue | Digital | You say:                        | Hints | Timetables, TV etc.   |
|----------|---------|---------------------------------|-------|-----------------------|
|          | 5:00    | "It's five o'clock"             |       |                       |
|          | 5:05    | "It's five <u>past</u> five"    |       |                       |
|          | 5:15    | "It's quarter <u>past</u> five" |       | It's five fifteen.    |
|          | 5:20    | "It's twenty <u>past</u> five"  |       | It's five twenty.     |
|          | 5:30    | "It's half <u>past</u> five"    |       | It's five thirty.     |
|          | 5:45    | "It's quarter <u>to</u> six"    |       | It's five forty-five. |
|          | 5:50    | "It's ten <u>to</u> six"        |       | It's five fifty-five. |
|          | 5:55    | "It's five <u>to</u> six"       |       |                       |

## Now it's your turn:

Answer the following questions. Write complete sentences.

What time is it right now? It is ...

What time do you usually get up in the morning? At ...

What time does school start? At ...

What time do you have lunch in the school cafeteria?

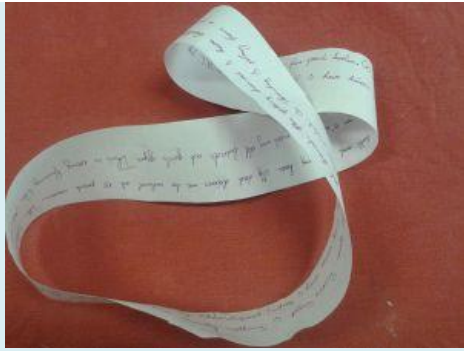
What time does school finish?

What time do you usually study vocabulary?

What time do you go to bed in the evening?



## Routines: What we do regularly



Maria usually gets up at half past six. Then she takes a shower and gets dressed. At seven o'clock she has breakfast with her family. She eats bread, butter and jam and she drinks a cup of hot chocolate. Then she goes to school by bus. She arrives at school at half past seven. She goes to her locker to change her shoes and to hang up her coat or jacket. School starts at quarter to eight....

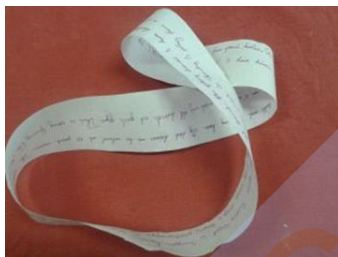
Here we are talking about

.....

We use the present simple (get up, take, have, go....).

### Now it's your turn:

#### My daily routines

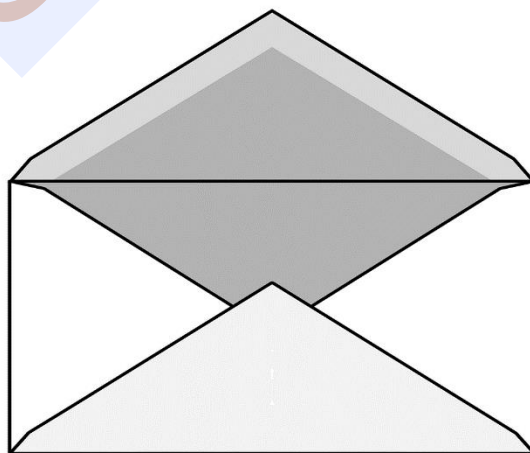


Ask your teacher for a Moebius strip. Then write down all the things you do every day – and every week.

Write as much as you can. Fill all the paper.

Read your text to your teacher and to a friend.

Then put it into an envelope and glue it on this page.









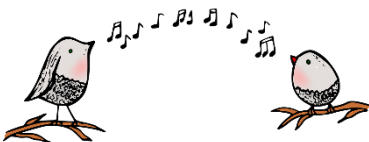


For the teacher:  
<https://www.polzleitner.com/epep/Grammar/PresentRoutines>.



## Routines versus Present activities

### Challenge:

Look at the examples on page 25 and here. What's the difference?

|   |  |  |
|---|--|--|
|  <p>The girl is riding her bike.</p> |  <p>The girl is dancing.</p>              |  <p>The boy is running.</p>                         |
|  <p>The man is walking his dog.</p>  |  <p>The man is swimming.</p>             |  <p>The cook is cooking.</p>                        |
|  <p>The birds are singing</p>       |  <p>The child is doing her homework.</p> |  <p>The children are playing with their balls.</p> |

Here we are describing what.....  
We use the present continuous form (*is singing, is riding, are dancing*).

### Be a detective: What is going on in your class and your school?

Look around the classroom. What are your classmates doing right now? Write 5 true sentences on a sheet of paper.

Show your sentences to your teacher, then correct your sentences and write them in the box.

1

2

3

4

5

## There is --- There are

Describing what you see and what is there:

In our classroom **there are** 22 children.

**There are** also 22 chairs and many tables.

**There is** a computer under the teacher's desk and **there is** a projector on the ceiling.

**There are** two big cupboards at the back of the classroom and **there is** a big green board on the front wall. Next to the door **there is** a washbasin and underneath **there are** three garbage bins.

**Explain:** When do we use **there is**? When do we use **there are**?

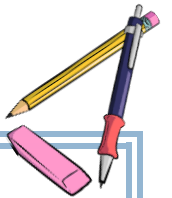
**My rule:**

We say THERE IS....

We say THERE ARE...

**Now it's your turn:**

Write five sentences about your room. Use **there is** and **there are**



## Asking questions with there is—there are

|           |     |         |                    |
|-----------|-----|---------|--------------------|
| Is there  | a   | sofa    | in your classroom? |
|           | an  | orange  |                    |
| Are there | any | laptops |                    |

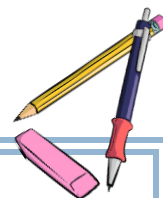
|                         |                          |
|-------------------------|--------------------------|
| Yes, <b>there is.</b>   | Yes, <b>there are.</b>   |
| No, <b>there isn't.</b> | No, <b>there aren't.</b> |

|                |         |  |
|----------------|---------|--|
| There is a     | sofa    | in/on/under/next to/in front of/behind/between.....the |
| There are some | posters |  |

### Now it's your turn:

Work with a partner. Ask your partner 5 questions about his/her room.

Then write your questions and your partner's answers.



Question 1:

.....'s answer:

Question 2:

.....'s answer:

Question 3:

.....'s answer:

Question 4:

.....'s answer:

Question 5:

.....'s answer:

## Where things are: Prepositions of place



between



on



behind



above



opposite



next to



under



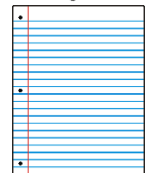
in front of

They are sitting  
opposite each other.

### Now it's your turn:

Write 8 true sentences about your classroom, or your room on a piece of paper.

Show your sentences to your teacher. Correct your sentences. Copy them in here.



## Talking about the past

| Usually, .. |   | Yesterday ... |   |
|-------------|---|---------------|---|
| I           | <b>am</b> happy.                            | I             | <b>was</b> sad.                           |
| We          | <b>are</b> happy.                           | We            | <b>were</b> sad.                          |
| I           | <b>do</b> my homework.                      | I             | <b>did</b> my math exercises.             |
| I           | <b>go</b> to school by bus.                 | I             | <b>went</b> to school by bike.            |
| I           | <b>spend</b> 6 hours in school.             | I             | <b>spent</b> 7 hours in school.           |
| I           | <b>have</b> breakfast with my mom.          | I             | <b>had</b> breakfast with my dad.         |
| I           | <b>take</b> a shower.                       | I             | <b>took</b> a bath.                       |
| I           | <b>read</b> a book in bed.                  | I             | <b>read</b> a newspaper.                  |
| I           | <b>speak</b> with my friends.               | I             | <b>spoke</b> with my sister.              |
| I           | <b>drink</b> water.                         | I             | <b>drank</b> Coke.                        |
| I           | <b>get up</b> at 6 o'clock.                 | I             | <b>got up</b> at 7 o'clock.               |
| We          | <b>drive</b> to my grandmother's house.     | We            | <b>drove</b> to my aunt's house.          |
| I           | <b>say</b> funny things.                    | I             | <b>said</b> sad things.                   |
| I           | usually <b>eat</b> cornflakes for breakfast | Today, I      | <b>ate</b> eggs and toast.                |
| We          | <b>stand up</b> when a teacher comes in.    | We            | <b>stood up</b> when Frau Wagner came in. |
| We          | <b>buy</b> our food at SPAR.                | We            | <b>bought</b> our food at BILLA.          |
| I           | <b>write</b> a shopping list                | I             | <b>wrote</b> an e-mail to my teacher.     |
| I           | <b>buy</b> a bottle of water.               | I             | <b>bought</b> a bottle of Coke.           |



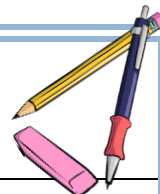
## Past tense, Irregular forms

### Now it's our turn:

Choose 10 verbs from page 30 and write **true and meaningful sentences** about yourself, your friends and family.

**Remember: Your brain will remember TRUE sentences better than nonsense sentences.**

What DID YOU DO (yesterday, in the holidays, last weekend....)?



Sample Copy

## Past tense: Regular Verb forms

| Usually, .. |   | Yesterday ... / In summer... |  |
|-------------|---|------------------------------|--|
| I           | always <b>greet</b> my teachers in the hallway. | I                            | <b>greeted</b> the guests and <b>showed</b> them the way to our classroom. |
| I           | <b>play</b> football every Friday.              | I                            | <b>played</b> football in the morning.                                     |
| We          | usually <b>stay</b> in a hotel in the holidays. | We                           | <b>stayed</b> with friends.  |
| I           | <b>watch</b> TV every evening.                  | I                            | <b>watched</b> TV all day long.  |

Write 5 **true sentences** about what you **usually do** and what you **did last week/last summer/last year**. Use only regular verbs (-ed).

watch | play | start | stay | visit | stop | clean | open | close | talk | study | travel |

### Examples:

I **usually** watch TV in the evening **but yesterday** I watched a movie in the cinema.

I **usually** play basketball during recess. **Yesterday** I played with Tom and Paul.



## Past tense - Negation

### Now it's your turn:

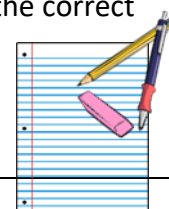
I can say what I did and what I did not do in the holidays.

|  |   |
|--|---|
| I <b>did not go</b> to America, but      | I <b>went</b> to Turkey.                  |
| I <b>did not eat</b> any Sauerkraut, but | I <b>ate</b> lots of ice-cream.           |
| I <b>did not buy</b> any souvenirs, but  | I <b>bought</b> a new t-shirt.            |
| I <b>did not take</b> a shower, but      | I <b>took</b> a bath.                     |
| I <b>did not play</b> chess, but         | I <b>played</b> football with my friends. |

Write 10 sentences on a sheet of paper. Show your sentences to your teacher. Then write the correct sentences on this page. **Examples:**

I did not go to Greece this summer, but I went to Turkey.

I did not read many books this summer, but I watched lots of movies.

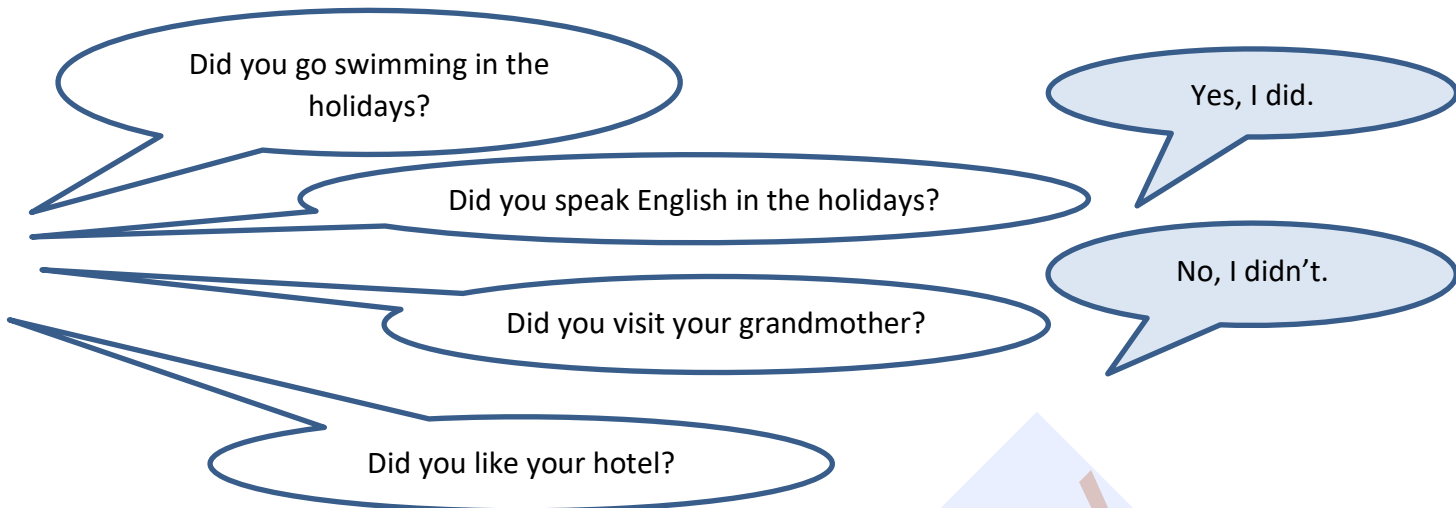


### Challenge:

What do you notice about the verb forms? Tell your teacher. Then write your rule in this box.



## Past tense – Questions



### Now it's your turn:

What did your English teacher do in the holidays?

Write 5 questions that you would like to ask your teacher. Then talk to him/her and ask your questions.



Did you...

Did you...

# Irregular Verb Forms (in groups)

There are about 185 irregular verbs in English. You will only need these 90. Study them carefully. Start with the red ones, they are the most important verbs that you will need almost every day.

| Base form                          | Past form         | Last form     | German               | Base form                          | Past form         | Last form         | German                 |
|------------------------------------|-------------------|---------------|----------------------|------------------------------------|-------------------|-------------------|------------------------|
| All forms different                |                   |               |                      | Past form and last form end in [d] |                   |                   |                        |
| <b>be</b><br>(is/was)              | <b>was / were</b> | <b>been</b>   | <b>sein</b>          | <b>find</b>                        | <b>found</b>      | <b>found</b>      | <b>finden</b>          |
| <b>become</b>                      | <b>became</b>     | <b>become</b> | <b>werden</b>        | <b>have</b>                        | <b>had</b>        | <b>had</b>        | <b>haben</b>           |
| <b>come</b>                        | <b>came</b>       | <b>come</b>   | <b>kommen</b>        | <b>hear</b>                        | <b>heard</b>      | <b>heard</b>      | <b>hören</b>           |
| <b>do</b>                          | <b>did</b>        | <b>done</b>   | <b>tun</b>           | <b>hold</b>                        | <b>held</b>       | <b>held</b>       | <b>halten</b>          |
| <b>go</b>                          | <b>went</b>       | <b>gone</b>   | <b>gehen</b>         | lay                                | laid              | laid              | legen                  |
| <b>run</b>                         | <b>ran</b>        | <b>run</b>    | <b>laufen</b>        | <b>make</b>                        | <b>made</b>       | <b>made</b>       | <b>machen</b>          |
| <b>see</b>                         | <b>saw</b>        | <b>seen</b>   | <b>sehen</b>         | <b>pay</b>                         | <b>paid</b>       | <b>paid</b>       | <b>zahlen</b>          |
| <b>show</b>                        | <b>showed</b>     | <b>shown</b>  | <b>zeigen</b>        | <b>read [ri:d]</b>                 | <b>read [red]</b> | <b>read [red]</b> | <b>lesen</b>           |
|                                    |                   |               |                      | <b>say</b>                         | <b>said</b>       | <b>said</b>       | <b>sagen</b>           |
| All forms the same                 |                   |               |                      | <b>sell</b>                        | <b>sold</b>       | <b>sold</b>       | <b>verkaufen</b>       |
| cost                               | cost              | cost          | kosten (Preis)       | <b>stand</b>                       | <b>stood</b>      | <b>stood</b>      | <b>stehen</b>          |
| cut                                | cut               | cut           | schneiden            | <b>understand</b>                  | <b>understood</b> | <b>understood</b> | <b>verstehen</b>       |
| hit                                | hit               | hit           | schlagen             | <b>tell</b>                        | <b>told</b>       | <b>told</b>       | <b>erzählen</b>        |
| hurt                               | hurt              | hurt          | verletzen            |                                    |                   |                   |                        |
| <b>let</b>                         | <b>let</b>        | <b>let</b>    | <b>lassen</b>        | Same sound patterns                |                   |                   |                        |
| <b>put</b>                         | <b>put</b>        | <b>put</b>    | <b>stellen/legen</b> | <b>bring</b>                       | <b>brought</b>    | <b>brought</b>    | <b>bringen</b>         |
| set                                | set               | set           |                      | <b>buy</b>                         | <b>bought</b>     | <b>bought</b>     | <b>kaufen</b>          |
| <b>shut</b>                        | <b>shut</b>       | <b>shut</b>   | <b>schließen</b>     | <b>fight</b>                       | <b>fought</b>     | <b>fought</b>     | <b>kämpfen</b>         |
|                                    |                   |               |                      | <b>think</b>                       | <b>thought</b>    | <b>thought</b>    | <b>denken</b>          |
| Past form and last form the same   |                   |               |                      | <b>catch</b>                       | <b>caught</b>     | <b>caught</b>     | <b>fangen</b>          |
| <b>dig</b>                         | <b>dug</b>        | <b>dug</b>    | <b>graben</b>        | teach                              | taught            | taught            | lehren                 |
| <b>win</b>                         | <b>won</b>        | <b>won</b>    | <b>gewinnen</b>      |                                    |                   |                   |                        |
|                                    |                   |               |                      | sing                               | sang              | sung              | singen                 |
| Past form and last form end in [t] |                   |               |                      | swim                               | swam              | swum              | schwimmen              |
| <b>build</b>                       | <b>built</b>      | <b>built</b>  | <b>bauen</b>         | <b>begin</b>                       | <b>began</b>      | <b>begun</b>      | <b>beginnen</b>        |
| burn                               | burnt             | burnt         | (ver)brennen         | <b>drink</b>                       | <b>drank</b>      | <b>drunk</b>      | <b>trinken</b>         |
| <b>creep</b>                       | <b>crept</b>      | <b>crept</b>  | <b>kriechen</b>      | ring                               | rang              | rung              | läuten                 |
| <b>feel</b>                        | <b>felt</b>       | <b>felt</b>   | <b>fühlen</b>        |                                    |                   |                   |                        |
| <b>keep</b>                        | <b>kept</b>       | <b>kept</b>   | <b>behalten</b>      | freeze                             | froze             | frozen            | frieren                |
| <b>leave</b>                       | <b>left</b>       | <b>left</b>   | <b>verlassen</b>     | steal                              | stole             | stolen            | stehlen                |
| light                              | lit               | lit           | anzünden             | <b>break</b>                       | <b>broke</b>      | <b>broken</b>     | <b>brechen</b>         |
| lend                               | lent              | lent          | borgen               | <b>wake</b>                        | <b>woke</b>       | <b>woken</b>      | <b>aufwecken</b>       |
| <b>mean</b>                        | <b>meant</b>      | <b>meant</b>  | <b>meinen</b>        | <b>choose</b>                      | <b>chose</b>      | <b>chosen</b>     | <b>auswählen</b>       |
| <b>meet</b>                        | <b>met</b>        | <b>met</b>    | <b>treffen</b>       | <b>drive</b>                       | <b>drove</b>      | <b>driven</b>     | <b>fahren, lenken</b>  |
| <b>send</b>                        | <b>sent</b>       | <b>sent</b>   | <b>schicken</b>      | <b>write</b>                       | <b>wrote</b>      | <b>written</b>    | <b>schreiben</b>       |
| <b>shoot</b>                       | <b>shot</b>       | <b>shot</b>   | <b>schießen</b>      |                                    |                   |                   |                        |
| <b>sleep</b>                       | <b>slept</b>      | <b>slept</b>  | <b>schlafen</b>      | beat                               | beat              | beaten            | schlagen               |
| <b>smell</b>                       | <b>smelt</b>      | <b>smelt</b>  | <b>riechen</b>       | bite                               | bit               | bitten            | beißen                 |
| <b>spend</b>                       | <b>spent</b>      | <b>spent</b>  | <b>ausgeben</b>      | <b>eat</b>                         | <b>ate</b>        | <b>eaten</b>      | <b>essen</b>           |
| spill                              | spilt             | spilt         | ausschütten          | <b>fall</b>                        | <b>fell</b>       | <b>fallen</b>     | <b>fallen</b>          |
| spoil                              | spoilt            | spoilt        | verwöhnen            | <b>forget</b>                      | <b>forgot</b>     | <b>forgotten</b>  | <b>vergessen</b>       |
| <b>get</b>                         | <b>got</b>        | <b>got</b>    | <b>bekommen</b>      | forgive                            | forgave           | forgiven          | verzeihen              |
| <b>lose</b>                        | <b>lost</b>       | <b>lost</b>   | <b>verlieren</b>     | <b>give</b>                        | <b>gave</b>       | <b>given</b>      | <b>geben</b>           |
| <b>sit</b>                         | <b>sat</b>        | <b>sat</b>    | <b>sitzen</b>        | <b>hide</b>                        | <b>hid</b>        | <b>hidden</b>     | <b>verstecken</b>      |
| sweep                              | swept             | swept         | kehren               | shake                              | shook             | shaken            | schütteln              |
|                                    |                   |               |                      | <b>take</b>                        | <b>took</b>       | <b>taken</b>      | <b>nehmen</b>          |
| Same sound pattern                 |                   |               |                      | tear                               | tore              | torn              | zerreißen              |
| <b>grow</b>                        | <b>grew</b>       | <b>grown</b>  | <b>wachsen</b>       | <b>wear</b>                        | <b>wore</b>       | <b>worn</b>       | <b>tragen(Kleider)</b> |
| <b>fly</b>                         | <b>flew</b>       | <b>flown</b>  | <b>fliegen</b>       |                                    |                   |                   |                        |
| <b>know</b>                        | <b>knew</b>       | <b>known</b>  | <b>wissen</b>        |                                    |                   |                   |                        |
| <b>throw</b>                       | <b>threw</b>      | <b>thrown</b> | <b>werfen</b>        |                                    |                   |                   |                        |

## Irregular verbs in alphabetical order

| be (Is / are) | was/were | been            |
|---------------|----------|-----------------|
| beat          | beat     | beaten          |
| become        | became   | become          |
| begin         | began    | begun           |
| bend          | bent     | bent            |
| bet           | bet      | bet             |
| bind          | bound    | bound           |
| bite          | bit      | bitten          |
| blow          | blew     | blown           |
| break         | broke    | broken          |
| bring         | brought  | brought         |
| build         | built    | built           |
| buy           | bought   | bought          |
| can           | could    | ... (been able) |
| catch         | caught   | caught          |
| choose        | chose    | chosen          |
| come          | came     | come            |
| cost          | cost     | cost            |
| creep         | crept    | crept           |
| cut           | cut      | cut             |
| dig           | dug      | dug             |
| do            | did      | done            |
| draw          | drew     | drawn           |
| drink         | drank    | drunk           |
| drive         | drove    | driven          |
| eat           | ate      | eaten           |
| fall          | fell     | fallen          |
| feed          | fed      | fed             |
| feel          | felt     | felt            |
| fight         | fought   | fought          |
| find          | found    | found           |
| fly           | flew     | flown           |
| forbid        | forbade  | forbidden       |
| forget        | forgot   | forgotten       |
| forgive       | forgave  | forgiven        |
| freeze        | froze    | frozen          |
| get           | got      | got             |
| give          | gave     | given           |
| go            | went     | gone            |
| grow          | grew     | grown           |
| hang          | hung     | hung            |
| have          | had      | had             |
| hear          | heard    | heard           |
| hide          | hid      | hidden          |
| hit           | hit      | hit             |
| hold          | held     | held            |
| hurt          | hurt     | hurt            |
| keep          | kept     | kept            |
| know          | knew     | known           |
| lay           | laid     | laid            |
| lead          | led      | led             |
| leave         | left     | left            |
| lend          | lent     | lent            |
| lie (in bed)  | lay      | lain            |

| lie (lügen) | lied    | lied    |
|-------------|---------|---------|
| lose        | lost    | lost    |
| make        | made    | made    |
| mean        | meant   | meant   |
| meet        | met     | met     |
| must        | had to  | ...     |
| pay         | paid    | paid    |
| put         | put     | put     |
| read        | read    | read    |
| ride        | rode    | ridden  |
| ring        | rang    | rung    |
| rise        | rose    | risen   |
| run         | ran     | run     |
| say         | said    | said    |
| see         | saw     | seen    |
| sell        | sold    | sold    |
| send        | sent    | sent    |
| set         | set     | set     |
| shake       | shook   | shaken  |
| shine       | shone   | shone   |
| shoot       | shot    | shot    |
| show        | showed  | shown   |
| shrink      | shrank  | shrunk  |
| shut        | shut    | shut    |
| sing        | sang    | sung    |
| sink        | sank    | sunk    |
| sit         | sat     | sat     |
| sleep       | slept   | slept   |
| slide       | slid    | slid    |
| smell       | smelt   | smelt   |
| speak       | spoke   | spoken  |
| spend       | spent   | spent   |
| spit        | spat    | spat    |
| spread      | spread  | spread  |
| stand       | stood   | stood   |
| steal       | stole   | stolen  |
| stick       | stuck   | stuck   |
| sting       | stung   | stung   |
| stink       | stank   | stunk   |
| strike      | struck  | struck  |
| swear       | swore   | sworn   |
| swim        | swam    | swum    |
| swing       | swung   | swung   |
| take        | took    | taken   |
| teach       | taught  | taught  |
| tear        | tore    | torn    |
| tell        | told    | told    |
| think       | thought | thought |
| throw       | threw   | thrown  |
| wake        | woke    | woken   |
| wear        | wore    | worn    |
| win         | won     | won     |
| wind        | wound   | wound   |
| write       | wrote   | written |

## Comparing

1. Read the descriptions of these exotic animals and **highlight** all the comparisons (Vergleiche). Then match them with the pictures. Draw lines.

### Horsotigopigchick

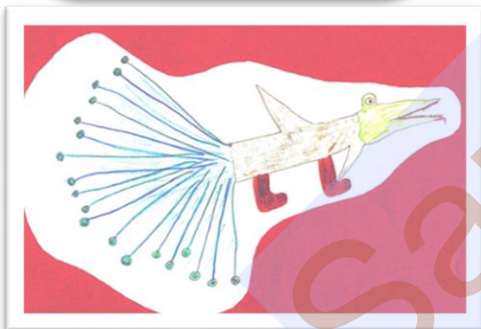
The horsotigopigchick has the body of a tiger, the head of a horse, the tail of a pig and the feet of a chicken. Its head is **bigger than** a tiger's head and a lot **heavier**. The horsotigopigchick's legs are much **thinner than** a tiger's legs and it is **slower than** a tiger. It has a thin pink tail and it is **less intelligent than** the Tigohorsophin but is **the friendliest** of these animals and makes a perfect pet.

### Crocosharkopeacock

The crocosharkopeacock is a very strange animal. It has a crocodile's head, the body of a shark and the tail and feathers of a peacock. Its legs are as short as a crocodile's and it cannot run very fast, but the crocosharkopeacock can fly faster than any other bird. It is the fastest animal in the world. It has very sharp teeth and it is one of the most dangerous animals in the world. It is more dangerous than a crocodile or a shark.

### Tigohorsophin

The tigohorsophin is a lovely animal. It has the head and neck of a horse, the body of a fat tiger and the tail and fin of a dolphin. It has the smallest, shortest legs of all the exotic animals. Normally it doesn't walk but it can swim. The tigohorsophin is the heaviest of the exotic animals and it is even slower than the horsotigopigchick but it is the most intelligent of all the exotic animals. It is more intelligent than a dog.



2. Are these sentences true or false? Tick the correct ones and correct the false ones.

Horsotigopigchicks are **as fast as** tigers.

Tigohorsophins are **the heaviest** and **slowest** animals in this group.

Tigohorsophins are **the most intelligent** of the exotic animals.

The crocosharkopeacock has **shorter** legs **than** the other animals.

The horsotigopigchick is **more** dangerous than the other animals.

The crocosharkopeacock is **less dangerous** than the horsotigopigchick.

### Challenge:




Find the rule.

How do we compare adjectives?

How would you explain this to your mom?

### Challenge:

Write the three forms to show that you can compare things.

|  |   |   |
|--|---|---|
| thin  | thinner  | the thinnest  |
| kind   |   |   |
| cold   |   |   |
| intelligent  |   |   |
| beautiful  |   |   |
| interesting  |   |   |

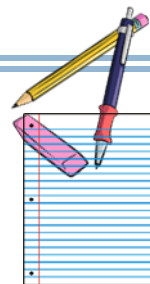
Explain it!

Now it's your turn:

Choose two animals and compare them. Use a piece of paper for your first draft.

Write at least 5 sentences. Ask your teacher to check.

Then copy the corrected sentences into this box.



My rule:





## Talking about the future

### Talking about our PLANS

Write 3 sentences about your holiday plans

and

3 sentences about your friend's holiday plans

and

3 sentences about your teachers' holiday plans.

What are you  
going to do in  
the holidays?

What are you  
planning to do in  
the holidays?

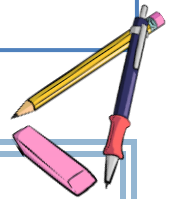
We are going to

- **visit** our family
- **play** a lot of games
- **go** swimming

I am going to

- **read** lots of books
- **eat** lots of ice-cream
- **go** to Turkey to visit my grandparents

Now it's your turn:



My holiday plans

I am going to

I am...

I...

My friend's holiday plans

Name..... is going to...

My teacher's holiday plans

Name..... is going to...

# Talking about the future: What's the difference?

## Challenge:

Read the following examples where people talk about the future. Highlight all the verbs (Zeitwörter).

What do you notice? What is the difference between text A and text B? Tell your teacher what you have found out.

### A

What are you **going to do** next weekend?

#### My Rule:



Here we are talking about our **plans** for the future. We use the form .....

This weekend I am going to Klagenfurt to celebrate my grandmother's birthday. All my cousins are going to be there too.

On Saturday evening we are going to watch all the Harry Potter movies together, my cousin Peter has them all on DVD.

On Sunday we are going to celebrate my grandmother's birthday in a restaurant. I am going to order Wienerschnitzel, my favorite food.

I am really looking forward to this weekend.

That sounds like fun. My weekend is going to be boring. I am going to study for the math test, and I am going to work on my module in English. And then, I am going to clean up my room, it's a real mess.

### B

What **will** your life be like in the year 2040?

**I'm not sure. I think** I will live in a flat or in a house with my partner. Maybe I will have some children.

I'll work in a big company and I'll have a car of my own. It will probably be an electric car – or maybe I'll go to work in a self-driving car.

#### Tip: Remember

**I am = I'm**

**I will = I'll**

#### My Rule:



Here we are talking about **vague ideas about the future**. We are **not sure** what will happen. We use the form.....

Your weekend



Maybe, I

Perhaps, I

If the weather is nice,  
I...

My PLANS

Perhaps

If ...

Maybe...

Perhaps, I'll go to  
the bookstore and  
buy a new book.

Maybe, my sister **will visit**  
me. She is very busy, I  
don't know if she has got  
time.

I'll **go** jogging if the  
weather is good.

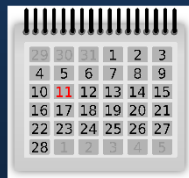
My plans...

On Saturday morning I **am going to do** my  
grocery shopping for the week, and I **am**  
**going to clean** my house.

I **am going to meet** my friend Nancy on  
Saturday afternoon. **We are going to have**  
coffee and cake and chat about work.

On Sunday I **am going to sleep in** and  
have a nice, long breakfast.

On Sunday afternoon I **am going to do**  
some work for school. I have a long to-do  
list.



### Now it's your turn:

What are **YOU** going to do next weekend (or in the upcoming holidays)? Do you have any **PLANS** and **VAGUE IDEAS**? Write your **plans** and **some vague ideas** on the left side.

## Talking about general experiences: Have you ever .....

### Grammar Challenge: Find out about your teacher...

- **Step 1:** Read the interview. Highlight the verbs. What are the differences in the round and square speech bubbles?
- **Step 2:** Find the rule and tell it to your teacher. **Then write it in the box below.**
- 

Have you ever been to America?

Yes, I have been to America twice.

Where did you go?

The first time I went to California and stayed there for four weeks.  
The second time I went to America on my honeymoon. My husband and I stayed in New York for a week.

Have you ever visited the White House.

No, I have never visited the White House

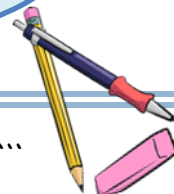
Have you ever touched a snake or a tarantula?

I have never touched a tarantula but I have touched a snake.

### My rule

We use „have + 3rd form“ (present perfect tense) to talk about...

We use the past tense to talk about...



## Now it's your turn:



Find your own questions and answers that you want to ask your teacher or a classmate. Use the correct tenses. Ask until you get the answer: "Yes, I have."

Have you ever ...

Yes, I have.

Find out: when – where  
- why –who- how....

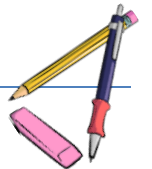
Write down the questions:

name: \_\_\_\_\_

Write down the answers:

Sample Copy

# My exciting life: I have done lots of cool things



Look at the example.

**Step 1:** Write about three interesting things you have experienced (erlebt). Use the speech bubbles.

**Step 2:** Give details in the box.

**Step 3:** Ask your teacher to check.



I **have touched** a shark.

experience

It **happened** a few years ago. I **was** at the beach in Caorle. Suddenly I **saw** a group of children. They **were** very excited because they **had** a baby shark in a bucket.

I **took** the shark and **took** it back to the sea. It **was** very weak so I **moved** it around in the water. After some time, it **swam** away.

when – where - why –who- how....



I have \_\_\_\_\_

experience

when – where - why –who- how....

I h\_\_\_\_\_

experience



when – where - why –who- how....

I \_\_\_\_\_

experience



when – where - why –who- how....

## Wishful thinking: Conditional II

Life could be even cooler...

- if we had lots of money
- if we had a lot of time
- if we could do magic

Step 1: Read about Ms. Bergmann's dreams.

Step 2: Underline all verbs. The first one has been done for you. What do you notice?

Step 3: What would you do if .... ? Write at least 2 sentences per topic.

Well, if I won a thousand Euros in the lottery, I would book a flight to Great Britain or to Ireland and spend a wonderful week there. Of course, I would take my family with me.

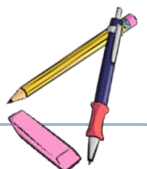
If I won a million Euros, I would buy a house or a castle in Scotland where I would spend the summer. I would have a butler, of course.

If I had a superpower and could become invisible, I would go to Buckingham Palace and watch the Royal family.

I would also go to a film set of Dr Who. If I was invisible, I would go to a spa in the evening when it is closed and be there all on my own.

If I could travel in time, I would visit many interesting times. I would go to Scotland in the 17<sup>th</sup> century and visit the Scottish clans. Then I would go to the 19<sup>th</sup> century and meet Sissi. Then I would go to the 20<sup>th</sup> century and take a picture with Albert Einstein. And if I could travel in time, I would also go to the future and meet my great-grandchildren.

### Now it's your turn



What would you do if you had a 1000 euros?

- If I had a thousand euros, I would \_\_\_\_\_
- If \_\_\_\_\_

What would you do if you could become invisible?

- If I could become invisible, I would \_\_\_\_\_
- If \_\_\_\_\_

What would you do if you could travel in time?

- If I could travel in time, I would \_\_\_\_\_
- If \_\_\_\_\_

**Step 1: Read the sentences and look at the underlined words.**

If I had a bike, I would go to school by bike every day.

If I was invisible, I could find out all my friends' secrets.

If I could play the guitar, I would join a band.

I would go for a walk every day if I had a dog.

I would stay in bed all day if I did not have a test today.

**Now it's your turn.**

Use the **same structure** to complete the sentences



If I had a pet, ...

If I had 50 euros, I ...

I would go to America if ...

If I could fly, I ...

If I had a twin sister/ brother, I ...

If I could travel in time, ...

I would not leave the house if ...

If I was super strong, I ...

If I could speak every language in the world, I ...

I would ..... if I was...

I would ..... if I didn't have to go to school.

I would ..... if it wasn't so expensive.

If I .....



## It's your turn

What are your wishes and dreams? What would you do if they came true?

I would like to be 16 years old.

If I was 16 years old, I could stay out really late.

I would like to ...

If I .....



**Write at least 5 wishes and dreams of your own.**

Use the same structures.

Sample Copy

## one or ones --- this or these

### Challenge 1

Look at the two dialogues below and highlight “one” and “ones”. What do you notice?

When do we use **one** and when do we use **ones** and **this** and **these**?

**Shop assistant: Good morning. How can I help you?**

*Customer: I'm looking for a woollen sweater.*

**S: How about the red one in the corner over there?**

*C: I don't like red... Do you have any grey ones?*

**S: Yes, over there. Do you like this one?**

*C: Yes, this one is really nice.*

**S: What size do you wear?**

*C: Medium.*

**Shop assistant: Good afternoon. What can I do for you?**

*Customer: I'd like a pair of Converse.*

**S: What size do you wear?**

*C: I usually wear size 9. I'd like some golden ones.*

**S: Sorry, we don't have any golden ones. But these silver ones are also quite fashionable, or these green ones. The green ones are very popular this year!**

*C: Can I try them on?*

**S: Sure.**

*C: They fit perfectly. How much are they?*

### My rule

We use (THIS) ONE for ....

We use (THESE) ONES for .....

## some or any

### Challenge 1

What do your teachers have in their fridges? Read the texts and mark **SOME** and **ANY** in two different colors.



Ms Loitsch

I'm a vegan, but Patrick eats meat. In our fridge, there are always some sausages. There is always some cheese, but we never have any milk. I usually have some oat milk in the fridge and we sometimes have some yogurt for Patrick.

There aren't any eggs in our fridge. Sometimes, we have some tomatoes, and we usually have some carrots and some salad.



Ms Pö

In my family we are all vegetarian. We don't eat any meat or fish. So, we never have any meat or sausages or fish in our fridge.

We always have some yogurt, because we eat yogurt with fruit for breakfast every day. We always have some milk in our fridge, and we love cheese. There is always some cheese in our fridge.

We eat lots of vegetables and salad, so there are usually some zucchini, some tomatoes and some carrots in our fridge.

### Challenge 2

What's in your teachers' fridges? Draw the things in the correct fridge and label the picture!

Ms Loitsch's fridge:



**some** carrots

Ms Pö's fridge:



### Challenge 3



What do your teachers **not** have in their fridge? Write sentences!

Ms Loitsch never has **any** milk in her fridge.

Ms Pö never...

### Challenge 4

Look at these questions. What is the difference? Why does the speaker use **some** or **any**?

|   |   |
|---|---|
| Ms. Pölzleitner, do you know <b>some good English books</b> that I could read?                        | Mr. Grasser, do you know <b>any good English books</b> that I could read?                       |
| <b>Important information: Ms Pölzleitner is the English teacher – Mr Grasser is the math teacher.</b> |   |
|   | ???   |
| Ms. Bergmann, I know your family likes chicken. Do you have <b>some good chicken recipes</b> ?        | Ms. Pölzleitner, I know you are a vegetarian, but do you know <b>any good chicken recipes</b> ? |
|   |   |
| Ms. Loitsch, I see you always put oat milk in your coffee. Could I try <b>some</b> , please?          | Is there <b>any oat milk</b> in the teachers' fridge at school?                                 |
|   |   |
| Ms. Loitsch, can I have <b>some colored paper</b> for my Me-book, please?                             | Ms. Loitsch, do you have any non-permanent markers that I could use?                            |
|   |   |
|                    |              |

## My Rule

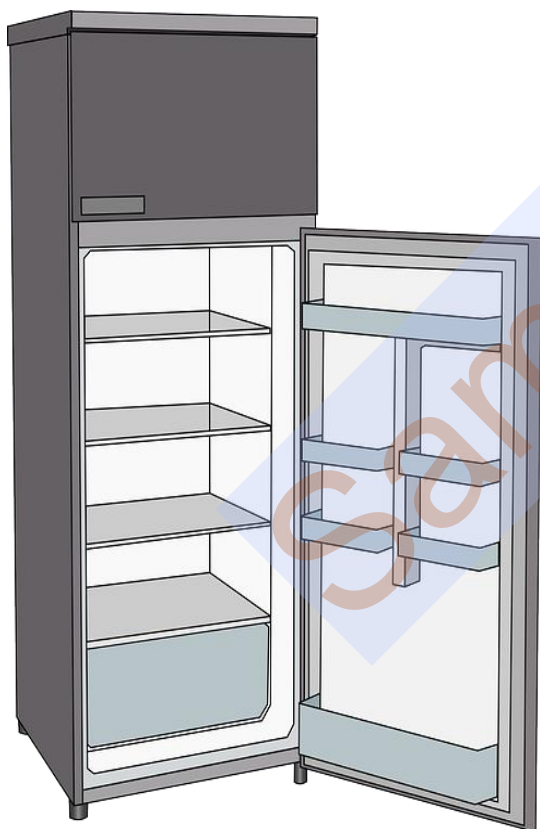
We use **some** ...

We use **any** ...

## Now it's your turn!

What do you never/sometimes/usually/always have in your fridge?

Draw the things that you have in your fridge! Then write 7 sentences. Use **some** and **any**.



# much, many, a lot of, lots of

## Challenge 1

Look at the examples. Guess how many there are.

| here you can say: <b>many</b> or <b>a lot of</b> or <b>lots of</b>            | How many do you think there are?<br><b>Guess !</b>                        |
|---|---|
| In the teachers' office there are <b>many books</b> and <b>many folders</b> . | I think there are 50 books and 20 folders.                                |
| How <b>many brothers and sisters</b> do you have?                             |   |
| There are too <b>many kids</b> in this room.                                  |   |
| There were <b>a lot of people</b> at the concert.                             |   |
| I have <b>a lot of friends</b>  |   |
| Valentina has <b>many pets</b> .  |   |
| How <b>many days</b> are there till Christmas?                                |   |
| here you can only say: <b>a lot of</b>  | What about these sentences?<br>Can you count these things?<br><b>How?</b> |
| Bill Gates has got <b>a lot of money</b> .                                    |   |
| In the holidays a spend <b>a lot of time</b> on the beach.                    |   |
| There is <b>a lot of food</b> in the fridge.                                  |   |
| There is <b>a lot of sand</b> on the beach.                                   |   |
| This winter we had <b>a lot of snow</b> in the mountains.                     |   |

**Sort the words into the two boxes:**


| dogs, apples, books, boys, children, time, minutes, money, days, water, milk, butter, food, sand, snow, trees, air, love, |  |
|---|--|
| here you can use: <b>many / a lot of / lots of</b>  | here you can only say: <b>a lot of</b> |
|   |  |

## My rule

We say many / a lot of/ lots of when ....

We can only say a lot of when ...

## Challenge 2

| not many  | not much // not a lot of  |
|---|---|
| When I was little, I did <b>not</b> have <b>many friends</b> .  | He doesn't have <b>a lot of hair</b> . He is almost bald.<br>The old man <b>doesn't have much hair</b> . He is almost bald.  |
| Ms. Pö has many books, but <b>not many DVDs</b> .   | John doesn't have <b>a lot of money</b> .<br>John <b>doesn't have much money</b> .  |
| Mr. Grasser does <b>not</b> have <b>many English books</b> .  | We did <b>not</b> have <b>much snow</b> this winter.<br>We did <b>not</b> have <b>a lot of snow</b> this winter   |
| There are <b>not many Chinese children</b> in Graz.   | Hurry up, there is <b>not much time</b> left.   |
| Ms. Weinzettl does <b>not</b> know <b>many famous soccer players</b> , but she knows many famous singers. | There is <b>not much food</b> left in the fridge, we'll have to go shopping.  |

## My Rule

We say **not many** when....

We say **not much** or **not a lot of** when ....

## Now it's your turn

Write **true and meaningful** sentences about yourself, your family and friends.

Use **much, many, a lot of, not much, not many,**

|          |  |
|----------|--|
| many     |  |
| many     |  |
| a lot of |  |
| a lot of |  |
| not many |  |
| not many |  |
| not much |  |
| not much |  |

## Adjectives and adverbs: Colorful and detailed descriptions



### Challenge

Ask your teacher for a set of vocabulary cards for this activity. Then sort the cards into two groups.

Ask your teacher to check your cards, then write the sentences in the correct boxes below.



**Group A: What people and things are like:**

### My Rule:

When we describe what something or someone **is** like we use .....

**Group B: How we DO things.**

### My Rule:

When we describe how we do things, we use .....



## Describing people and things: What are they like?

Read the following text about Willy the Vampire and underline all the adjectives.

**ADJECTIVES describe WHAT THINGS and PEOPLE ARE LIKE.** The first ones have been done for you:

Willy the Vampire

When I went to elementary school, I had a classmate who was a bit strange. He was very small and thin, and his skin was very pale. He had short, blond hair and very long fingers and toes. Willy always sat in the last row. He seemed very tired and shy.

Willy was a good student. His math grades were always excellent, and he was a talented storyteller. He always got As for his stories in German. Willy liked to draw and paint, and we all liked his pictures. Our teacher often hung his pictures up in the hallways because they were so special.

Willy lived far from the school at the edge of our town. He lived in a large, very old house with his family. They were all as pale as Willy and they were all very shy.

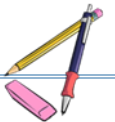
There were lots of wild rumors about Willy and his family. Many people said that they had seen them walking the streets in the middle of the night. Others said that they had heard strange, howling noises in their house at full moon.

We never dared to ask Willy about these rumors, but even if he was a vampire, he was a nice and friendly classmate and he did not do any harm to anybody.

### Now it's your turn

Choose **five interesting adjectives** and write your own sentences with them. Make sure all your sentences are TRUE and tell us TRUE things about yourself, your family and friends.

Write the adjectives into column 1, then write your sentences into column 2



| Adjectives | My TRUE sentences |
|------------|-------------------|
|            |                   |
|            |                   |
|            |                   |
|            |                   |
|            |                   |

## Describing how people do things

Now read the text about Willy again. Some parts have been changed or added.

Use a new color and highlight all the words and phrases that show us **HOW** people **DO** things.

Example: How did Willy **speak**? **He spoke very quietly.**

### Willy the Vampire

When I went to elementary school, I had a classmate who was a bit strange. He was very small and thin, and his skin was very pale. He had short, light-blond hair and very long fingers and toes. Willy always sat in the last row. He seemed very tired and shy.

When Willy spoke, he did it very quietly. He always looked around shyly and nervously and watched very carefully what his classmates were doing. In the breaks Willy sat quietly in a corner and read a book, while the other students were running around wildly and shouting loudly at each other.

Willy was a good student. He worked very carefully in all subjects and did very well on all tests. In German he loved to write stories and spent a lot of time planning them very carefully. Willy could draw and paint really well.

Willy lived far from the school at the edge of our town. He lived in a large, very old house with his family. They were all as pale as Willy and they were all very shy.

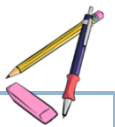
There were lots of wild rumors about Willy and his family. Many people said that they had seen them walking in the streets in the middle of the night. Others said that they had heard the family howl loudly at the full moon, others had heard them whisper silently in the graveyard.

We never dared to ask Willy about these rumors, but even if he was a vampire, he was a nice and friendly classmate and he did not do any harm to anybody.

### Now it's your turn

Choose **five interesting adverbs** (how they DO things) and write your own sentences. Make sure all your sentences are TRUE and tell us how you, your family and friends do things.

Write the adverbs into column 1, then write your sentences into column 2



| Adverbs | My TRUE sentences |
|---------|-------------------|
|         |                   |
|         |                   |
|         |                   |
|         |                   |
|         |                   |

## How did they do it?

# How did they ...



Think of things you or people around you did last week and write one true sentence with each of these adverbs. You can also write about your pets. Highlight the adverbs in your sentences.

|                     |   |
|---------------------|---|
| <b>happily</b>      | Elias smiled <u>happily</u> when Mr. Grasser praised him. |
| <b>quietly</b>      |   |
| <b>quickly</b>      |   |
| <b>carefully</b>    |   |
| <b>nervously</b>    |   |
| <b>politely</b>     |   |
| <b>patiently</b>    |   |
| <b>slowly</b>       |   |
| <b>angrily</b>      |   |
| <b>aggressively</b> |   |
| <b>noisily</b>      |   |
| <b>loudly</b>       |   |
| <b>sadly</b>        |   |

## Telling stories in the past

### Describing the setting and atmosphere and talking about events that happened in a story.

#### Challenge:

1- Read the following mini-story. Where does the writer describe the **setting and atmosphere?**

Where does the writer talk about **events** that happened that night. Use a red and a green color pencil and color the parts that describe **events** red and the **setting and atmosphere** passages green.



It was a cold night in October. The moon was shining but dark clouds were moving across the sky. A storm was howling and the branches of the trees were moving in the wind. Lots of leaves were flying through the air.

I was walking along the dark street and listened to the rustling of the leaves under my feet. I could hear an owl hooting and a dog was barking nearby.

Suddenly...

a cat rushed out of a side-street and stopped in front of me. It looked at me with burning green eyes and growled.

I screamed in shock and hid behind the nearest car.

My heart was pounding and I was really scared. I heard the cat moving around silently. It was still growling – not like a little housecat, but more like a tiger. The cat's green eyes were shining in the dark.

The cat crossed the street and came towards me.

With each step it grew bigger and bigger and the growling got louder and louder.

That's when I remembered the magic coin in my pocket. I took it out, held it up in the air towards the cat and hoped...

Yes, ... it worked. The cat saw the shining coin, froze – and then turned around and ran away.

#### My rule:

When we describe the *atmosphere and the background* in a story, we use the .....

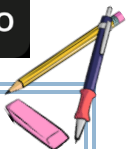


When we talk about *events and things that happened* in the story, we use the .....

## Now it's your turn:

Write a similar mini story. Write about 5 sentences that describe the setting and atmosphere and about 5 sentences showing what happens in the story.

Ask your teacher to check your sentences. Then use your text to make a flip-flap story and record your story on Flipgrid.



It was a ....

Suddenly...

## Relative pronouns: who and that

### New rules: Everything's different now

A lot of things changed in Corona times. Many things were more difficult, but some things were quite nice. This is what students and teachers have said:

The thing **that** I liked most about home-schooling was sleeping in in the morning.

The subject **that** was most difficult during homeschooling was .....

The thing **that** I liked least about home-schooling was that I could not see my friends.

The video conferences **that** our teachers organized for us were very helpful.

The thing **that** I missed most during the Corona crisis was.....

The program **that** we used for our video meetings is called Zoom.

The students **who** worked hard even during the crisis got really good grades at the end of the year.

The children **who** did not have a computer at home could borrow a tablet from school.

The people **who** had to work most during this crisis were doctors, nurses and people **who** worked in supermarkets.

The person **who** worried most about Corona was ..... because.....

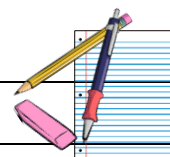
### Challenge: Find the rule

We use **who** when we talk about .....

We use **that** when we talk about .....

### Your Turn:

Write **true and meaningful** sentences. Use **WHO** and **THAT**.



|  |
|--|
|  |
|  |
|  |
|  |
|  |

## Talking about rules: Modal verbs



### Covid Rules:

Fortunately, the main Covid crisis is over. We all remember the hard times and all the rules and regulations that made our lives difficult. In the years 2019 to 2022 the governments all over the world set strict rules to stop the virus from spreading.

In busses, trains and subways we **had to** wear masks. We also **had to** wear masks in shops and all closed places. **It didn't always have to** be an FFP2 mask, at the beginning you **could** also wear self-made cotton masks. In some situations and places we still **have to** wear masks to protect ourselves and others.

For a long time, large meetings, like pop-concerts or festivals **were not allowed** at all. During the summer concerts, football matches and parties **were allowed**, but people **had to** be tested, vaccinated or recovered from Covid.

In 2021 schools were closed for a long time and we **were not allowed to** meet our friends. Luckily, this strict lockdown is over and **we are allowed to** go to school again. Some rules are still in place:

**We should not** come to school if we have a cold or a cough. Experts say that we **should** wash and disinfect our hands regularly.

I am glad that the pandemic has come to an end and **we are allowed to** have parties and lots of fun again. The only strict rule that is still in place says that **we must not** go to school if we test positive for Covid.

### Challenge: Find the correct meaning

Read the info and find out how you say the following sentences in English.

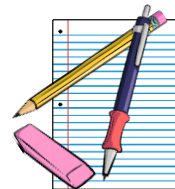
|  |
|--|
| <b>Wir müssen</b> an manchen Orten immer noch Masken tragen.   |
| <b>Wir dürfen</b> Partys feiern und Spaß haben.  |
| <b>Wir mussten</b> in der Schule FFP2 Masken tragen.   |
| <b>Wir durften</b> unsere Freunde nicht treffen.   |
| <b>Wir sollen</b> nicht in die Schule kommen wenn wir Husten oder Schnupfen haben.   |
| <b>Wir mussten nicht unbedingt</b> FFP2 Masken tragen, am Anfang <b>durften wir</b> auch selbst gemachte Stoffmasken tragen. |
| <b>Wir dürfen nicht</b> in die Schule gehen wenn wir Covid positiv sind.   |

## Your turn: Rules in my family and in my school

Use these words to write sentences about the **rules in your family and in school**.

Write 10 sentences – **use all the verbs from the box** on the previous page.

(I always **have to** .../ I **don't have**... / Last week I **had to**... count as three different verbs)



Sample Copy



## Conditional III: How would things have been different?



### Regrets: Have you ever wanted to turn back time?

Have you ever done anything that you regret?

Let's look at some examples:



I did not study enough for the math test.

If I **had studied** more for the last maths test, I **would not have failed** it.



I left my phone on my desk in school.

If I **had not left** my phone on my desk, it **would not have been stolen**.



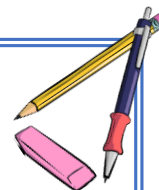
I played computer games all night.

If I **had not played** computer games all night, I **could have concentrated** better during the English test and I **would have done** a lot better.

### My rule:

Look at the words in **bold letters**. If you talk about how things in the past **could have been** different (but you cannot change them any more) you use:

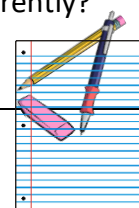
If I had + \_\_\_\_\_, I would + \_\_\_\_\_ + \_\_\_\_\_



### Your turn:

Think of some things that **you** regret. How would things have turned out if you had acted differently?

Write 5 sentences. Write **meaningful and true sentences**, not just anything.



|  |
|--|
|  |
|  |
|  |
|  |
|  |

## What if...

If they had given up, you would never have heard of them

Who are these famous people who all failed miserably, but did not give up?

Match the life stories with the names.

Steve Jobs, Steven Spielberg, The tower of Pisa, Henry Ford, Thomas Edison, The Beatles, Walt Disney, Bill Gates, Michael Jordan, J K Rowling, Albert Einstein, Charly Chaplin



Then watch the video and check your answers. Be careful. Not all examples in the video have been used.

|  |  |
|--|--|
| If he had given up after being fired from his basketball team, he would not have become the most famous basketball player of all times.  |  |
| If they had stopped playing music with their band after several record labels told them that guitar music was not cool, they would not have become the most famous band of all times.                                  |  |
| If he had given up drawing cartoons because nobody wanted to hire him as an artist, he would not have created the most famous cartoon figure in the world.   |  |
| If he had given up his dream of building computers after dropping out of university, he would not have become one of the richest men on Earth.   |  |
| If she had stopped writing because several publishers rejected (=did not want) her first book, she would not have become one of the most famous authors of children's books and the second-richest female entertainer. |  |
| If he had listened to his teachers who told him that he "would never amount to much", he would not have won the Nobel prize in physics.  |  |
| If he had given up after being fired from three computer companies, he would not have become one of the richest men and the owner of one of the most famous industrial designers in the world.                         |  |
| If he had given up his dream after going bankrupt five times, he would not have become one of the most successful car producers of the USA.  |  |
| If he had given up when his teachers told him that he was "too stupid to learn anything", he would not have invented the light bulb.   |  |
| If he had listened to the Hollywood studio chiefs, who said that his acts were too stupid and nonsensical, he would not have become one of the most famous English comic actors of all times.                          |  |
| If he had given up after being rejected from film-school, he would not have become one of the most famous film directors of our times.   |  |

<https://www.youtube.com/watch?v=5cZh6tYVM2w>

## Duration: How long have you...?

I've had my bike for five years.



I have known my friend Mary for 8 years.

I've had this T-shirt for ages.



Ms. Pö has been an English teacher for more than 25 years.

### Your turn: How long have you had ....?

We are going to find the oldest items that you have brought to school today. Check your stuff in your schoolbag and in your lockers and choose the oldest item that you have with you today.

Write five true sentences about this item. Be prepared to present your old item.

I've had my \_\_\_\_\_ for \_\_\_\_\_ years/months/days.

I've had my \_\_\_\_\_ since \_\_\_\_\_ last year//my birthday//May//June../I was born...

Any other **details** about your item: When **did you get** it? Who **gave** it to you? What does it look like?...

### Old friends

Think of some of your oldest friends who is still around and tell us how long you have known them.

My oldest friend is \_\_\_\_\_ I've known him/her for \_\_\_\_\_ years.

My second oldest friend is \_\_\_\_\_ I have known him/her since 20\_\_

Another good friend of mine is \_\_\_\_\_. I have known him/her for \_\_\_\_\_ years.

### My rule:

#### Duration (Dauer)

When we talk about how long we have had something, or how long we have been doing something we use the ..... tense.



#### Do you remember?

We have used the present perfect tense before. Do you remember what we have used it for? Check page 42.

We also use the present perfect tense to talk about .....

Which tense form do we use to talk about specific details and events?

.....

## For and Since

Work with a partner. Use all the phrases from the box to write **true sentences** about yourself and the people around.

since 20\_ \_ ... for three years... since September.... for more than xxx years... since Monday... for three days... for many years... since Christmas... for almost an hour... since 7.40

**Example:** I have been a student at this school **since** 20\_ \_.




**Find a rule:** Look at the sentences again. When do we use **for**, when do we use **since**?

**My rule:**




We use **"for"** when we talk about .....

How would you draw **"for 3 years"**? 

How would you show **"for"** with your hands? Mime it.

We use **since** .....

How would you draw **"since my birthday"**. 

How would you show **"since"** with your hands? Mime it.

# How long have you...

## Work with a partner.

Step 1: Answer the questions below truthfully and guess your partner's answers.

Step 2: Then talk to your partner to find out whether your guesses are correct.

### Example:

Student A: "I think you have played the violin for three years, is that correct?"

Student B: "Yes, that's right." OR "No, I have only played it for one year." OR "No, I do not play the violin, but I play the piano. I have played the piano for about 5 years."

How well do you  
know your  
partner?

## Now it's your turn:

| Question "How long have you..."                             | You | Your partner (guess!) |
|---|-----|-----------------------|
| known your best friend?                                     |     |                       |
| lived in your house?  |     |                       |
| owned your pet?   |     |                       |
| practiced your favorite sport?                              |     |                       |
| been a student at this school?                              |     |                       |
| played the guitar/piano/drums/...or<br>any other instrument |     |                       |
| have you had your favourite lucky<br>charm?                 |     |                       |
| have you had your computer?                                 |     |                       |
| known your neighbour?                                       |     |                       |



Use your spiral notebook to write down your partner's answers in full sentences. Always write two sentences. Look at the examples.

My best friend is ..... ➡ I have known him/her for ... years.

Max lives in a blue house. ➡ He has lived in this house for 12 years.

Maria has a dog. ➡ She has had her dog for 2 years.

Tim plays soccer at GAK. ➡ He has played in this club for 3 years.

My neighbors are called ... ➡ They have lived next to us for ....



## Active or passive: What's your choice?

Work with a partner and look at these examples. What do you notice?

Both texts are about Potato chips. In text 1 many **passive** constructions are used. In text 2 the writer has only used **active** voice. What's the reason?

What is the main focus of text 1 and what does text 2 focus on?

### Text 1: The Story of Potato Chips

Potato chips are thin sliced potatoes, fried quickly in oil and then salted.

The potato chip **was invented** in 1853 by a chef named George Crum in New York. When a customer returned his French fried potatoes to the kitchen because they were too thick George Crum got so angry that he sarcastically cut them paper thin and sent the plate back out. The customer and others around him, loved the thin potatoes.

The chips **were** usually **prepared** in someone's kitchen and then **delivered** immediately to stores and restaurants, or **sold** on the street. They **had to be eaten** immediately.

Two innovations paved the way for mass production. In 1925, the automatic potato-peeling machine **was invented**. The chips **were hand-packed** into the bags, which **were then ironed shut**. In these air-tight bags the chips **could be kept** fresh and **stored** for a longer time.

Today, potato chips are the most popular snack in the United States.

### Text 2: George Crum: The Inventor of Potato Chips

George Crum was a chef in a little restaurant in New York. He was a very creative man and liked to try out new recipes. One day, a customer returned his French fried potatoes to the kitchen because they were too thick. George Crum got so angry that he sarcastically cut them paper thin and sent the plate back out. The customer and others around him, loved the thin potatoes.

From that day on, George Crum fried paper-thin potatoes every day in his restaurant. His potato chips soon became famous in the area and other restaurants and stores also wanted to sell them.

Many other cooks copied Crum's idea and prepared potato chips. They made them fresh every day and delivered them to local stores and restaurants.

Now we can buy potato chips in air-tight sealed bags. They stay fresh and crisp for a long time.

Today, potato chips are popular all over the world. We all love to eat them.

### My rule:

We can use the active or passive voice to underline important parts of a sentence.



In text 1 **the passive is used** because ...

In text 2 the writer **has used active voice** because ...

# How do we form the passive?

| The subject<br>(WHAT or WHO) | form of "be":<br>is, are, was, were | 3rd form of the verb | additional information |
|------------------------------|-------------------------------------|----------------------|------------------------|
| My shoes                     | are                                 | made                 | of leather.            |
| Potato chips                 | were                                | invented             | in 1853.               |
| The Mona Lisa                | was                                 | painted              | by Leonardo da Vinci.  |
| The Eiffel Tower             | was                                 | built                | in 1889.               |
| The Harry Potter books       | were                                | written              | by J.K. Rowling.       |
| Ketchup                      | is                                  | eaten                | all over the world.    |
| Kiwis                        | are                                 | grown                | in New Zealand         |
| Mary                         | was                                 | invited              | to the party.          |
| I                            | was                                 | praised              | by my teacher.         |

## Now it's your turn

Scan the QR codes and do the following exercises online.

|  |                                   |                     |                   |           |              |            |                 |             |                 |              |                |              |   |                        |                     |                 |                       |                            |   |                |                |                                   |           |                   |                     |                                 |                |                  |                   |                        |            |          |   |
|--|-----------------------------------|---------------------|-------------------|-----------|--------------|------------|-----------------|-------------|-----------------|--------------|----------------|--------------|---|------------------------|---------------------|-----------------|-----------------------|----------------------------|---|----------------|----------------|-----------------------------------|-----------|-------------------|---------------------|---------------------------------|----------------|------------------|-------------------|------------------------|------------|----------|---|
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## Fake news: Reporting unbelievable things that someone said

### Flying penguins? Watch the BBC video.



This is what the explorer said



"This recently discovered colony of penguins **is** unlike any other."



"These little fellas **can** do something no other penguins **can**."



"They **fly** thousands of miles to the rainforests of South America where they **spend** the winter basking in the tropical sun."

"They **don't** need to huddle together every winter for protection against the bitter cold."

This is what Tom told his friends

I saw a cool video on youtube the other day. It was about penguins that can fly!

It was a BBC documentary but it can't be true! The reporter said that they had recently discovered a colony of penguins that **was** unlike any other. He claimed that they **could fly** and actually **flew** south every winter and **spent** the cold season in warmer regions.



He showed the video and you could see the penguins flying! He said that they **didn't** need to huddle together to keep warm because they could fly to the South.

### Now it's your turn:

STEP1: Look at the words in bold. What do you notice?




Then read what Maxi and his brother said about it.

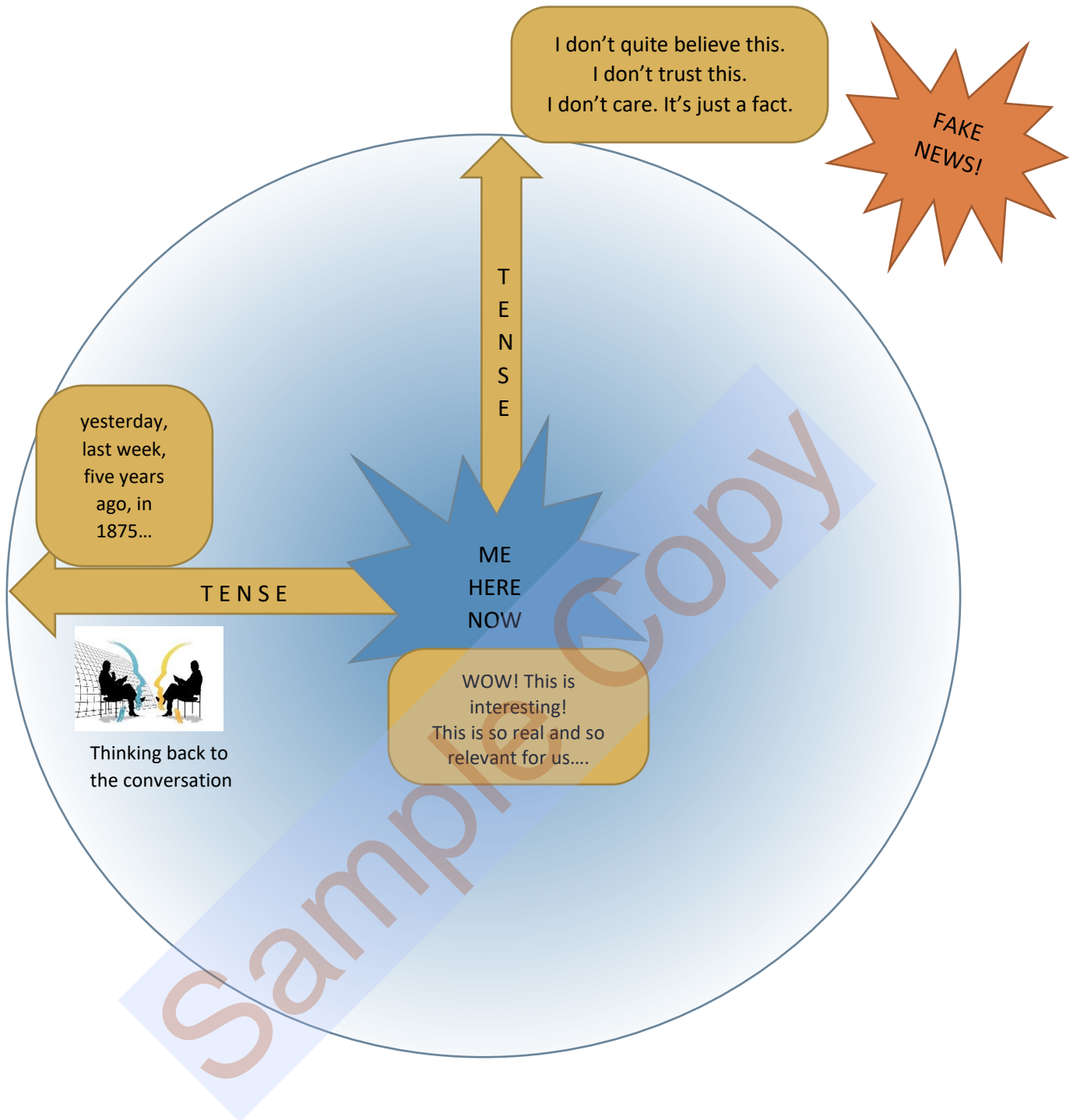
|  |  |
|--|--|
| <p>Maxi is <u>announcing</u> some cool news</p>   | <p>Robert is <u>reporting</u> <b>fake</b> news</p>    |
|   |    |
| <p>“Wow, you won’t believe what they have discovered in Madagascar.</p> <p>I saw a BBC video where an explorer showed some flying penguins. I didn’t know they can do that. I thought penguins were too heavy to fly, but the video really showed flying penguins. How amazing.</p> <p>The explorer <b>explained that</b> they <b>are</b> unlike any other penguins in the world. They <b>don’t spend</b> the winter in the ice, and <b>they don’t need to huddle</b> together to protect themselves against the cold. They <b>fly</b> south to warmer countries, just like other birds. <b>He said that</b> they <b>can</b> fly thousands of miles and <b>spend</b> the winter in the tropical sun. Isn’t this amazing? I would really like to see these flying penguins myself.”</p> | <p>“Have you seen the BBC video about flying penguins? It went viral on all the social media. It showed an explorer in Madagascar and <b>he said</b> that <b>he had discovered</b> a colony of penguins that <b>was</b> unlike any other in the world. <b>He said that</b> these penguins <b>didn’t spend</b> the winter in the ice – huddling together against the cold, but that they <b>could fly</b>. <b>He explained that</b> these special penguins <b>could fly</b> to warmer regions and spend the winter there, just like other birds do. In the video you could see the penguins running and then starting to lift off. Then the video showed lots of black birds flying in the sky. At first it seemed very convincing – but then I noticed that it was published on April 1<sup>st</sup>. So, the whole thing is obviously a hoax. Of course, penguins do not fly.</p> |

### What do you notice?

Both Maxi and his brother Robert are talking about the same video. Why are they using different tenses here?

|   |   |
|---|---|
| <p>Maxi uses the _____ because....</p> <p>Robert uses the _____ because ...</p> |  |
|---|---|

# The Reporting Circle



For the teacher

## Let's explain:

| Announcing interesting news   | Reporting <u>fake information</u>  |
|---|--|
| <p>Maxi is <b>announcing</b> cool news. He thinks this is great and wants to tell us about these cool animals.</p> <p>Therefore, he is using the ..... tense.</p>   | <p>Robart knows that penguins are too heavy to fly, and he does not believe that the information is correct. He thinks this is fake news.</p> <p>Robart is <b>reporting</b> the news in the ..... tense.</p>   |
| <p>In everyday situations we often use the present tense to talk about interesting news or facts that we have heard of or read.</p> <p>We use the present tense, because these facts seem important and relevant to us now.</p> <div data-bbox="165 591 695 748"> <p>"I have some good news for you all.<br/>We are going to buy a new basketball hoop for the</p> </div>   | <p>When we report fake news or things that are no longer true, we report these in the ..... tense.</p> <p>We use the .....tense to "push the information away from us" – that means – to show that we do not trust it.</p> <p>The phrase <b>he/she claimed that</b> – also shows that we do not trust the information that we are reporting.</p>   |
| <p>Ms. Wagner said that we will get a new basketball hoop for our schoolyard.</p> <p><b>Your Turn</b><br/><b>What did the teachers actually say?</b></p> <div data-bbox="165 981 695 1115"> <p>"We ...</p> </div> <p>Our teacher <b>told us that we are going to</b> visit the Zotter chocolate factory next week.<br/>Cool, isn't it?</p> <div data-bbox="165 1240 695 1406"> </div> <p>Ms. Pö <b>said</b> that we <b>can</b> take part in the GOAL project and write our own online story books with our international friends.</p> <div data-bbox="165 1563 695 1720"> </div> <p>Ms. Bergmann <b>promised</b> that we <b>will</b> watch a film in the next lesson.</p> | <p><b>Your Turn</b><br/><b>What did the people actually say?</b></p> <div data-bbox="791 878 1321 1034"> </div> <p>Mary <b>claimed</b> that flying penguins <b>were</b> a hoax and did not exist.</p> <div data-bbox="791 1182 1321 1339"> </div> <p>Trump <b>announced</b> that he <b>would</b> build a wall at the border to Mexico.</p> <div data-bbox="791 1451 1321 1608"> </div> <p>Ms. Bergmann <b>promised</b> that we <b>would</b> watch a film but then we had to do a grammar exercise!</p> |



## More examples of reporting fake news

Last week I met an old friend of mine and we got into a really weird conversation. **Mark said that** the Corona pandemic **was** a hoax and the Corona tests that we are doing in school **were** dangerous and they **would infect** us with harmful bacteria. **He even said that** the swabs **would hurt** our brains and that the masks **were** full of poisonous chemicals that **would** make us sick. **He told me that** Bill Gates **was behind the whole Corona pandemic because he owned some big drug companies and wanted** to make a huge profit.

I was really shocked that my friend Mark believes all these things. But then it got even worse. **He actually claimed that** our government **had invented** the whole Corona pandemic. **He said that** they just **wanted** to gain more power and take away our freedom to travel and move around freely.

I tried to reassure him, but he didn't want to hear my arguments. **He told me to read** the warnings on Facebook and Telegram and **he promised to send** me some links to shocking videos. Mark seemed really scared – I don't know where he got all the fake news from.

### What were Mark's exact words?



He said: "I am sure that the Corona pandemic ..... a hoax. The tests that you ..... doing in school ..... really dangerous. They ..... you with harmful bacteria.

The swabs ..... your brains and the masks ..... full of poisonous chemicals. They ..... really bad for you. And you know what, Bill Gates ..... behind all of this. He ..... some big drug companies, and he ..... a huge profit. Bill Gates ..... behind all of this – I ..... sure about it.

And you know it is not only Bill Gates. Our government ..... behind it too. They have invented the whole Corona pandemic because they ..... to gain more power and they ..... to take away our rights. They ..... to lock us in and close the borders.

I'll send you some links so you can watch the shocking information yourself. You won't believe it – it's really scary what they are trying to do to us. "

## Now it's your turn.

Here are a few examples of recent fake-news headlines. Report in 1 sentence what the articles or videos said.



### Research Team taught Gorilla to Knit

The article said that ..... but I don't think gorillas can do this.

### Boy saw UFO over Vienna

The boy claimed that he ..... but I am sure it was just an airplane.

### Facebook: Global warming does not exist

I saw a comment on Facebook. The writer claimed that .....  
but .....

Now add 3 more examples of fake news that you have come across.

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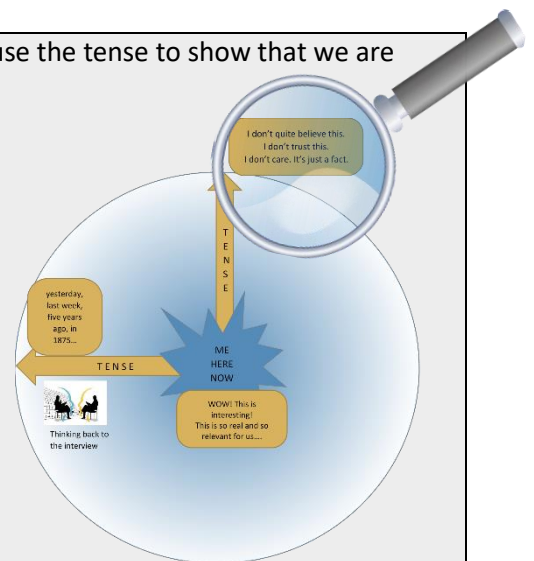
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## Let's recap: Reporting fake news

We report fake news in the **past tense (or the past perfect tense)**. We use the tense to show that we are distancing ourselves from **information that we doubt** (anzweifeln)

The phrase **he/she claimed that** – also shows that we do not trust the information that we are reporting.



"Bill Gates **is** behind the pandemic."

"The masks **are** poisonous."

"I **have discovered** flying penguins."

**He claimed** that Bill Gates **was** behind the pandemic.

**He said** that the masks **were** poisonous.

The explorer **explained that he had discovered** flying penguins.

**But**, we can use the **present tense** to **announce** important, interesting or relevant information that we have heard or read.

Our teachers promised that we **will** soon get a new basketball hoop for our schoolyard.

Mom told us that she **is going to** have another baby. I am so excited.

Ms. Pö said that we can

## Reporting neutral information that someone said in the past –



We are thinking back to the conversation.

Yesterday I met the new Math teacher during the big break.

Hello, are you the new Math teacher?

Yes, **it's** my first day here at your school.

Where did you teach before?

The last 3 years I **taught** at a school in Vienna, and before that I **taught** at a school in Salzburg.

Why did you come to Graz?

I decided to move to Graz because my wife **got** a good job here and my parents **live** here as well.

Do you also teach any other subjects?

Yes, I also **teach** Geography, but I **prefer** Math.

We had a little chat. He seems quite nice.

He **told me** that it **was** his first day here at our school.

He **said** that he (**had**) **taught** in Vienna before and before that he **had taught** at a school in Salzburg.

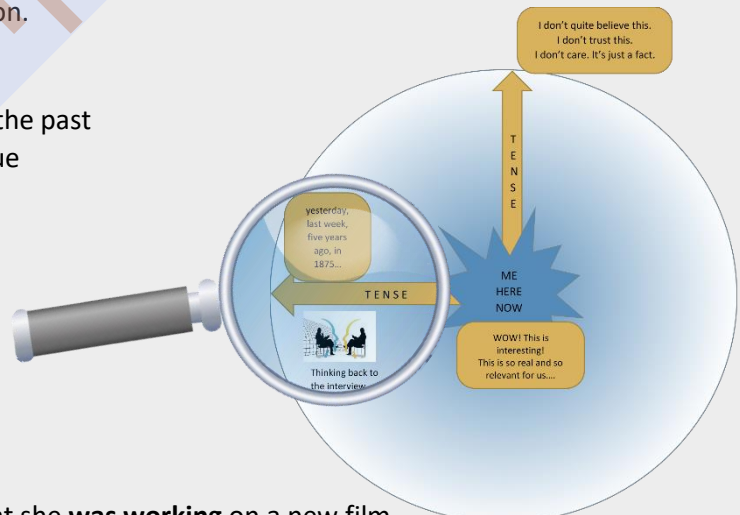
When I **asked** him why he **came** to Graz he **told me** that his wife **got** a good job here and that his parents **lived** here as well.

He is also a Geography teacher, but he **told me** that he **liked** teaching Math more. That's strange. Math is much more difficult than Geography.

### Reporting: Thinking back to the conversation

We report in the **past tense (or the past perfect tense)** to show that we are thinking about the past and reporting what other people said in that situation.

- neutral facts that someone else said in the past
- a situation that is past and no longer true



In last week's interview, the actress said that she **was working** on a new film.

Last night the minister of education said in the news that all students **would get** free laptop computers.

I **knew** she **would** not show up for the date. She is too shy.

He **promised** he **would** come to the party and bring some food, but he didn't even show up.

## Your Turn

### What did they actually say?

“ ...

She **said** she **could** speak five languages.

The reporter **asked** the actress if she **had ever played** in a movie with Daniel Radcliffe.

The witness **said** that he **was looking** (or **had been looking**) out of his window when the accident happened. He **told** the police that he **saw** (or **had seen**) the red car racing down the street.

Socrates said he could not teach anybody anything. He could only make them think.

Einstein said that he had no special talent. He was only passionately curious.

Churchill said the best argument against democracy was a five-minute conversation with the average voter..



## Reporting what someone asked me to do

So much to do! This is what Ms Bergmann told us last week



Don't forget to hand in your vocab books tomorrow and show your test to your parents. Complete the text at home and bring it to class **tomorrow**.

If everybody finishes their project by Friday, I will show you a film in the next lesson.

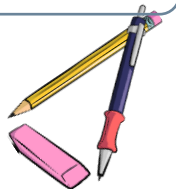
Can you bring some cookies and popcorn, so that we have a real cinema experience.

This is what you tell your friend

Last Monday, our teacher was quite strict. She **told us to hand in** our vocab books on Monday and **to show** our tests to our parents. She also **told us to complete** the text and **to bring** it to class **the next day**.

Then she **promised to** show us a film.

She **asked us to** bring some cookies and popcorn.



### Your turn:

Now find your own examples. Report what your teachers, parents, friends, brothers and sisters asked you to do and told you to do last week?

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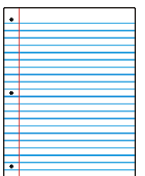
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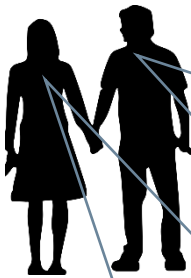
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## Reporting questions

Nosy parents! You spent the weekend with a friend. Your parents want to know everything!



Did you go to the park?  
Did you have a picnic?  
Did you drink alcohol?  
Did you meet other friends?

Where did you go afterward.  
When did you come home?  
Why are your clothes dirty?  
What did you do all day?

This is what you tell your friend

My mother wanted to know everything!  
She asked me if we went to the park.  
She wanted to know if we had a picnic.  
She asked me if we drank alcohol!  
She wanted to know if we met other friends.

My father asked me where we went afterwards.  
He wanted to know when I came home.  
He wanted to know why my clothes were dirty.  
He asked me what we did all day.

### Your turn:

Now find your own examples. What did teachers, parents, friends, brothers and sisters ask you last week?



## Past perfect – What had happened before

Dan, from the book *39 Clues*, has written a diary.

Look at the underlined phrases. Why has he used the past perfect tense here?

had finished... had found...had met...had stayed...



Link to the book

January 2nd, 2021

Dear Diary,

Today I got into a really tricky situation again. A few minutes ago, I was hanging upside down in a mine, copying and memorizing a text. This was one of the scariest things I have ever done. It was totally dark, and I was scared of falling down even deeper into the hole below me. 😞

I was hanging in there, head down because I was copying a text that was carved into the stone wall. I knew it was an important message for the next clue in South Africa.

When I had finished copying the text, Nellie pulled me up and Amy and Nelly wanted to know what I had found out down there and why I had stayed down there so long. But there was a problem: we were not alone. Court, the strange boy that we had met earlier was also there. I did not trust him at all, he might be following us in order to get to the clue first. Therefore, I said that there was nothing special down there, just bats and rats.

When we were finally alone, I told Amy and Nelly what I had found. I am soooo excited – I am sure this will lead us to the next clue. I hope Court won't follow us tomorrow. We have to get away from here as fast as possible...

Wish me luck!

For the teacher



**Tip:** In what order did these things happen? Write the events on the timeline:

**Example:**

When I **had finished** copying the text, Nellie **pulled me up** and Amy and Nelly **wanted to know what I had found out** down there.



The strange boy that we **had met** earlier **was also there**.



## Now it's your turn

Draw the arrows to show in what order these things happened.

Nelly wanted to know what I had found out.



When Mrs. Miller came home, she noticed that a burglar had broken the terrace door and stolen her computer and her TV.



I could not do my homework because I had forgotten my math book at school.



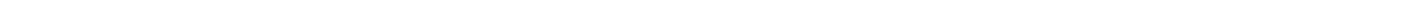
I was tired and frustrated because I had studied for the test all weekend but could not solve any of the problems correctly.



## For experts: Find your own examples

When you read your next book, watch out for examples of the past perfect tense.

Write the sentences here and draw the arrows to show in what order these things happened.



# Bildnachweise

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Seite 10/11 apple: Piktogramm Word

Seite 14: <https://pixabay.com/de/vectors/mann-laufen-m%C3%A4nnlich-lauf-sport-312016/>

<https://pixabay.com/de/vectors/flagge-grand-prix-tor-ziellinie-7560075/>

Seite 15: <https://pixabay.com/de/vectors/t-shirt-vorderseite-kurz-orange-306168/>

Seite 16: Seite <https://pixabay.com/de/vectors/hand-bleistift-stift-bearbeiten-160538/>

Seite 17+38: Gernot Schirmbacher,

<https://pixabay.com/de/vectors/berufung-strichm%C3%A4nnchen-151869/>

<https://pixabay.com/de/vectors/mann-milit%C3%A4r-gru%C3%9f-strichm%C3%A4nnchen-151816/>

<https://pixabay.com/de/vectors/football-ball-sport-fu%C3%9Fball-runden-157930/>

Seite 18 Logos – erstellt mit Canva und Pixabay

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Seite 20 <https://pixabay.com/de/illustrations/fragezeichen-eine-notiz-duplikat-2110767/>

Seite 23 <https://pixabay.com/de/illustrations/nein-negativ-tafel-kreide-schrift-1532840/>

Seite 24 <https://pixabay.com/de/vectors/uhr-zeit-stunde-minute-zahlen-std-42809/> Laura Bergmann

Seite 25 Lis Pölzleitner <https://pixabay.com/de/vectors/raupe-gras-kleber-fix-anf%C3%BCgen-1135242/>

<https://pixabay.com/de/illustrations/briefumschlag-brief-kuvert-5989704/>

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<https://pixabay.com/de/vectors/man-mann-betrieb-%C3%BCbung-joggen-2034538/>

<https://pixabay.com/de/vectors/menschlich-hund-gehen-tiere-2885709/> <https://pixabay.com/de/illustrations/schwimmer-schwimmen-see-sport-3559767/>

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<https://pixabay.com/de/illustrations/hausaufgaben-studieren-familie-kind-6666003/>

Seite 29 Laura Bergmann made with Canva,

<https://pixabay.com/de/illustrations/bankdr%C3%BCcken-kampf-armdr%C3%BCcken-sieger-1013857/>

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Seite 47 <https://pixabay.com/de/vectors/valentinstag-paar-liebe-restaurant-5935031/>

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<https://pixabay.com/vectors/refrigerator-fridge-cooling-cold-158634/> <https://pixabay.com/de/vectors/karotte-m%C3%B6hre-mohrr%C3%BCbe-gelb%C3%BCbe-320081/>

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Seite 65 <https://pixabay.com/de/vectors/fahrrad-geschwindigkeit-gelb-159680/>

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