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## Vertretungsstunde Englisch 2

5. Klasse: Grammatik

VORSCHAU

Claudine Steyer

Bergedorfer® Unterrichtsideen

Vertretungsstunden  
Englisch 5./6. Klasse

Sofort einsetzbar –  
lehrplanorientiert – systematisch

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aus dem Originaltitel:

**zur Vollversion**



netzwerk  
lernen



Let's talk about you and other people.

1. a) Match the German and the English pronouns with a line.
- b) Write the English pronouns in the correct order.

		b) Singular
a)	we	er
	they	es
	you	wir
	I	sie (pl.)
	she	ich
	he	du
	you	sie (sg.)
	it	ihr
		<u>Plural</u>
		① _____
		② _____
		③ _____
		④ _____
		⑤ _____
		⑥ _____
		⑦ _____
		⑧ _____

**Wichtig:** Personalpronomen sind Stellvertreter für Nomen.  
Du kannst sie für Dinge und Personen einsetzen.

Bsp. my sister – she / Daniel – he  
her family – they / the library - it

2. Write the words from the box in the grid.

my sister · your mum · Tom · your brother · my uncle · Betty · table · school · book · Tom and Jerry · your friends · Jenny and I · my family

he	she	it	we	they

3. Fill in the personal pronouns. Use "I, you, he, she, it, we, you, they".

My name is Betty. \_\_\_\_\_ am 10. Mary is my best friend, \_\_\_\_\_ is funny.

David is my friend, too. \_\_\_\_\_ is new at my school. Mr Jones and Mrs Rose are my teachers.

\_\_\_\_\_ are very nice. I like English. \_\_\_\_\_ is my favourite subject. My friends and

I come from London. \_\_\_\_\_ all live in the same street. What about you and your friends?

Do \_\_\_\_\_ all live in the same street, too?

# Pronouns I

## 5/Grammar



### 4. Fill in the correct personal pronouns. Use "I, you, he, she, it, we, you, they".

My name is Carol. \_\_\_\_\_ come from London. Betty is my friend. \_\_\_\_\_ likes hockey.

Sam is my friend, too. \_\_\_\_\_ likes soccer. We're at the same school.

\_\_\_\_\_ is a big and modern school. The school has got a library, too. \_\_\_\_\_ is very nice.

Betty and Sam always come to school by bike. \_\_\_\_\_ are late sometimes.

Sam, Betty and I often play together in the lunch break. \_\_\_\_\_ play table-tennis or soccer in the playground.

Betty: "Hey Carol! Let's play!"

Carol: "No, sorry. It's raining outside."

Sam: "What's the problem, Carol? Are \_\_\_\_\_ ill?"

Carol: "I don't know, \_\_\_\_\_ don't feel so well."

Betty: "Ok, no problem. Let's go to the library. \_\_\_\_\_ can sit there and talk."

Carol: "Great, that's a good idea. \_\_\_\_\_ two are my best friends!"

### 5. Fill in the personal pronouns.

a) Are Betty and Carol friends?

Yes, \_\_\_\_\_ are.

b) Does Sam like soccer?

Yes, \_\_\_\_\_ does.

c) Has the school got a library?

Yes, \_\_\_\_\_ has.

d) Is Betty ill?

No, \_\_\_\_\_ isn't.

### 6. Write short reports about the people and things. Use "he, she, it, we, they".

Write in your exercise book.

Start like this: David is ten years old. He...

David	Susan	school	Betty and Sue	my friend and I
- likes soccer	- likes hockey	- is modern	- are friends	- play games
- is 10	- is 11	- is big	- live in London	- come from ...
- is Betty's friend	- is in class 5	- has got a library	- are 10	- like ...

### 7. Now you!

Write a short report about yourself. Write in your exercise book.



# Solutions: Pronouns I



## 5/Grammar

### Nr. 1

a) und b) Singular: I – ich / you – du / he – er / she – sie / it – es  
Plural: We – wir / you – ihr / they – sie

### Nr. 2

he	she	it	they	we
Tom your brother my uncle	my sister your mum Betty	table / school / book (my family)	Tom and Jerry your friends	Jenny and I my family

### Nr. 3

My name is Betty. I am 10. Mary is my best friend, she is funny. David is my friend, too.  
He is new at my school. Mr Jones and Mrs Rose are my teachers. They are very nice.  
I like English. It is my favourite subject. My friends and I come from London.  
We all live in the same street. What about you and your friends? Do you all live in the same street, too?

### Nr. 4

My name is Carol. I come from London. Betty is my friend. She likes hockey. Sam is my friend, too.  
He likes soccer. We're at the same school. It is a big and modern school.  
The school has got a library, too. It is very nice. Betty and Sam always come to school by bike. They are late sometimes. Sam, Betty and I often play together in the lunch break.  
We play table-tennis or soccer in the playground.

Betty: "Hey Carol! Let's play!"

Carol: „No, sorry. It's raining outside.“

Sam: „What's the problem, Carol? Are you ill?“

Carol: „I don't know, I don't feel so well.“

Betty: „Ok, no problem. Let's go to the library. We can sit there and talk.“

Carol: „Great, that's a good idea. You two are my best friends!“

### Nr. 5

- a) Yes, they are.
- b) Yes, he does.
- c) Yes, it has.
- d) No, she isn't.

### Nr. 6

David: He likes soccer. / He is 10. / He is Betty's friend.

Susan: She likes hockey. / She is 11. / She is in class 5.

school: It is modern. / It is big. / It has got a library.

Betty & Sue: They are friends. / They live in London. / They are 10. / They like English.

my friends and I: We play games. / We come from ... / We like ...

### Nr. 7

I'm ten. I come from ... I like ... I'm at ... school. It is ... My friends are ...

We play / go ...

Hier sind viele individuelle Lösungen möglich. Auf den Satzbau und die Pronomen ist zu achten.





## 1. Possessive Pronouns

- a) Match the German and the English pronouns with a line.  
 b) Write the English pronouns in the correct order.

a)	b)	Singular
our	sein	① _____
their	sein	② _____
your	unser	③ _____
my	ihr (pl.)	④ _____
her	mein	⑤ _____
his	dein	⑥ _____
your	ihr (sg.)	⑦ _____
its	euer	⑧ _____

**Wichtig:** Possessivpronomen zeigen an, wem etwas gehört.

Bsp. It's **my** pen – Es ist mein Füller.  
 It's **her** dog. – Es ist ihr Hund.  
 It's **our** house. – Es ist unser Haus.

## 2. Object Pronouns

- a) Match the German and the English pronouns with a line.  
 b) Fill in the grid with the object pronouns.

a) us	ihn / ihm
them	es / ihm
you	uns
me	sie / ihnen (pl.)
her	mich / mir
him	dich / dir
you	sie / ihr (sg.)
it	euch

**Wichtig:** Im Englischen gibt es für den Akkusativ und den Dativ je nur ein Pronomen.

**Du musst sie lernen!**

object pronoun	Akkusativ (wen?)	Dativ (wem?)
	<b>mich</b>	
		<b>dir</b>
		<b>ihm</b>
<b>sie</b>		
<b>es</b>		
		<b>uns</b>
<b>euch</b>		
		<b>ihnen</b>



# Pronouns II

## 5/Grammar



### 3. Fill in the possessive pronouns. Use "my / your / his / her / its / our / your / their".

- a) Here is David. Jenny is \_\_\_\_\_ cousin.
- b) This is Becky with \_\_\_\_\_ brother Simon.
- c) "Sorry Jenny, I haven't got a pencil. Can you give me \_\_\_\_\_ pencil?"
- d) Simon: "I'm Simon and this is \_\_\_\_\_ sister Becky."
- e) Becky has a new game. \_\_\_\_\_ name is "Teacher".
- f) The children are in the same tutor group and Ms Dane is \_\_\_\_\_ teacher.
- g) Ms Dane: "Hey Becky and Simon. Is this big dog \_\_\_\_\_ dog?"
- h) Becky and Simon: "Yes, Ms Dane. Maxi is \_\_\_\_\_ dog!"

### 4. Fill in the object pronouns. Use "me / you / him / her / it / us / you / them".

- a) Mum: "Betty, where are you?" Betty: "I'm behind the door. Can't you see \_\_\_\_\_?"
- b) Betty: "Chris is a boy in my class but I don't like \_\_\_\_\_!"
- c) PE is my favourite subject. I really like \_\_\_\_\_!
- d) Carol: "Hey, who is that girl? Do you know \_\_\_\_\_?"
- e) Betty: "She is Dana's friend. I sometimes see \_\_\_\_\_ in the library together."
- f) Tom: "Let's meet after school, Sam!" Sam: "Ok, I phone \_\_\_\_\_ later."
- g) Sue: "Betty and I want to go swimming. Can you take \_\_\_\_\_ to the swimming pool?"
- h) Dad: "No problem. I can take \_\_\_\_\_ after work."

### 5. Fill in the correct object pronouns.

- a) "Sorry, this exercise is difficult. Can you help \_\_\_\_\_, please?"
- b) "Sorry, I can't help you, but there is Ms Grey, you can ask \_\_\_\_\_!"
- c) "Ms Grey, Hanna has got a problem. Can you help \_\_\_\_\_?"
- d) "Speak louder, please! I can't hear \_\_\_\_\_."
- e) "This door is closed. Can you open \_\_\_\_\_, please?"
- f) "Have you got your vocabulary cards? I can't see \_\_\_\_\_ on your table."
- g) "This is Kevin's pen. Give it to \_\_\_\_\_, please."
- h) "Betty, show \_\_\_\_\_ your homework, please."
- i) "Hey, Cathy! Sue and I are here. Can you see \_\_\_\_\_?"
- j) "Sam and Tom are here, too. But I can't see \_\_\_\_\_."





### Nr. 1

- a) und b) Singular: my – mein / your – dein / his – sein / her – ihr / its – sein  
Plural: we – our / your – euer / their - ihr

### Nr. 2

- a) me – mich, mir / you – dich, dir / him – ihn, ihm / her – sie, ihr / it – es, ihm  
us – uns / you – euch / them – sie, ihnen

b)

object pronoun	Akkusativ (wen?)	Dativ (wem?)
me	mich	mir
you	dich	dir
him	ihn	ihm
her	sie	ihr
it	es	ihm
us	uns	uns
you	euch	euch
them	sie	ihnen

### Nr. 3

- a) my  
c) me  
e) Its  
g) your  
  
b) her  
d) my  
f) their  
h) our

### Nr. 4

- a) me  
c) it  
e) them  
g) us  
  
b) him  
d) her  
f) you  
h) you

### Nr. 5

- a) me  
c) her  
f) them  
h) me  
j) them  
  
b) her  
d) it  
g) him  
i) us



"To be or not to be...?"

**1. Fill in the correct form of "be". Use "is (3x) / are (4x) / am (1x)".**

pronoun	long form of "be"	short form of "be"	Pronomen	Form von "sein"
I	am	I'm	ich	bin
you			du	
he		he's	er	
she			sie	
it			es	
we		we're	wir	
you			ihr	
they			sie	

**Wichtig:** Im Englischen gibt es nur 3 Formen des Verbs "be" (sein): „am / is / are“.

Du kannst dir das also leicht merken!

Du kannst bei allen eine *lange Form* und eine *kurze Form* bilden:

I am – I'm      he is – he's      we are – we're

**2. Put the negative sentences in the correct order.**

- a) Carol / not / from Berlin / is.      b) am / I / English / not.      c) not / are / we / in class 10.

who?	"be"	not	what?
a) Carol	is	not	from Berlin.
b)			
c)			

**Wichtig:** Wenn du sagen willst, was etwas oder jemand **nicht** ist (Verneinung) fügst du „not“ hinter die Form von „be“.

**3. Put the questions in the correct order.**

- a) Betty / from London / is?      b) you / are / German?      c) the school / is / modern?

"be"	who?	what?
a) Is	Betty	from London?
b)		
c)		

**Wichtig:** Um eine Frage zu stellen musst du nur Subjekt und Prädikat vertauschen.

Bsp.: Betty is a girl.

Is Betty a girl?



Can you do it?

**4. Circle the correct form of "to be".**

- a) Sam *are / is / am* good at soccer.
- b) Betty and Sue *is / am / are* best friends.
- c) I *is / are / am* German.
- d) My mum *am / are / is* at home.
- e) Jenny and I *am / are / is* at the same school.
- f) The cat *are / is / am* in the garden.
- g) Your family *is / are / am* nice.
- h) Susan *are / is / am* in the hockey team.
- i) Our school *am / is / are* modern.



**5. Write negative sentences in your exercise book.**

- a) Betty / 11
- b) The library / new
- c) My parents / at home
- d) The dog / brown
- e) The teacher / friendly
- f) I / English

**6. Fill in the correct form of "be".**

My school \_\_\_\_\_ St. James School. It \_\_\_\_\_ an old school.

Sam and Betty \_\_\_\_\_ my friends. We \_\_\_\_\_ in class 5.

Our school has got a big sports hall. We can play hockey there.

I \_\_\_\_\_ very good at hockey. Betty \_\_\_\_\_ not so good.

Sam \_\_\_\_\_ good at soccer. Mr Davis and Mrs Grey \_\_\_\_\_ my favourite teachers.

Mr Davis \_\_\_\_\_ the English teacher and Mrs Grey \_\_\_\_\_ the German teacher.

They \_\_\_\_\_ not very old. I \_\_\_\_\_ very happy at my school.

A day with my friends at school \_\_\_\_\_ never boring.

**7. Write the questions in your exercise book.**

- |                                 |                            |
|---------------------------------|----------------------------|
| a) you / from England?          | b) he / your best friend?  |
| c) Sam and Sue / in your class? | d) Mrs Grey / the teacher? |
| e) Betty / good at hockey?      | f) the library / modern?   |



### Nr. 1

pronoun	long form of "be"	short form of "be"	Pronomen	Form von „sein“
I	am	I'm	ich	bin
you	are	you're	du	bist
he	is	he's	er	ist
she	is	she's	sie	ist
it	is	it's	es	ist
we	are	we're	wir	sind
you	are	you're	ihr	seid
they	are	they're	sie	sind

### Nr. 2

who?	"be"	not	what?
a) Carol	is	not	from Berlin.
b) I	am	not	English.
c) We	are	not	in class 10.

### Nr. 3

"be"	who?	what?
a) Is	Betty	from London?
b) Are	you	German?
c) Is	the school	modern?

### Nr. 4

- a) is      b) are      c) am      d) is      e) are  
 f) is      g) is      h) is      i) is

### Nr. 5

- a) Betty isn't 11.  
 d) The dog isn't brown.  
 b) The library isn't new.  
 e) The teacher isn't friendly.  
 c) My parents aren't at home.  
 f) I am not English.

### Nr. 6

My school is St. James School. It is an old school. Sam and Betty are my friends.

We are in class 5. Our school has got a big sports hall. We can play hockey there.

I am very good at hockey. Betty is not so good. Sam is good at soccer.

Mr Davis and Mrs Grey are my favourite teachers. Mr Davis is the English teacher and Mrs Grey is the German teacher. They are not very old. I am very happy at my school. A day with my friends at school is never boring.

### Nr. 7

- a) Are you from England?  
 c) Are Sam and Sue in your class?  
 e) Is Betty good at hockey?  
 b) Is he your best friend?  
 d) Is Mrs Grey the teacher?  
 f) Is the library modern?



What have you got? What haven't you got?

### 1. What have the children got? Fill in "have got / has got".

- a) Cathy and Dan \_\_\_\_\_ a big room.
- b) Sue \_\_\_\_\_ a hamster.
- c) The Richards \_\_\_\_\_ a nice house.
- d) Dave \_\_\_\_\_ two brothers.

**Wichtig:** Du benutzt "have got" um zu sagen, was jemand hat.

Auch hier gilt bei der 3. Person Singular die Regel:  
**"He, she, it – the 's' with it"**

I	have got
you	have got
he / she / it	<b>has got</b>
we	have got
you	have got
they	have got

### 2. What haven't they got? Fill in "haven't got / hasn't got".

- a) Dan \_\_\_\_\_ a brother or a sister.
- b) Jenny and her sister \_\_\_\_\_ a double bedroom.
- c) The children \_\_\_\_\_ lessons on Saturdays.
- d) The cat \_\_\_\_\_ a basket in the kitchen.

**Wichtig:** Um zu sagen, was jemand nicht hat, fügst du "not" zwischen „have /has“ und „got“.

Bsp. I have got a sister.  
I have not (haven't) got a sister.  
She has got a pencil.  
She has not (hasn't) got a pencil.

### 3. Have they got it? Fill in "have got / has got" for a question.

- a) \_\_\_\_\_ Cathy \_\_\_\_\_ a nice room?
- b) \_\_\_\_\_ Betty and Sue \_\_\_\_\_ a tree house?
- c) \_\_\_\_\_ the hamster \_\_\_\_\_ a big cage?

**Wichtig:** Um zu erfragen, ob jemand etwas hat, musst du das Subjekt zwischen „have/has“ und „got“ stellen.

Bsp. **Sue has got** a dog.  
**Has Sue got** a dog?

# have got

## 5/Grammar



Can you do it?

### 4. Fill in "have got / has got".

- a) Sam \_\_\_\_\_ a new football.
- b) The Richards \_\_\_\_\_ a house.
- c) Sally the cat \_\_\_\_\_ a basket.
- d) My school \_\_\_\_\_ a library.
- e) The friends \_\_\_\_\_ a new game.

### 5. Things they haven't got: Write negative sentences in your exercise book.

- a) Sue has got a budgie.
- b) The children have got lessons on Sunday.
- c) Dan has got a new card game.
- d) Your school has got a library.
- e) Betty and Cathy have got big rooms.

### 6. What have the children got? What haven't they got?

Write sentences in your exercise book.

who? / what?	yes	no
a) Daniel / a red pullover	X	
b) Sue and Betty / a new bike		X
c) Dave / a little sister	X	
d) Cathy / an old computer		X
e) Our school / a new gym		X
f) The friends / a cool game	X	

### 7. An interview: Write the questions in your exercise book.

- a) the children / a nice teacher?
- b) the Richards / a big garden?
- c) Betty / her own room?
- d) Dave / a brother?
- e) Betty and Sue / a computer in their rooms?
- f) Carol / a dog?

### 8. Now you!

What have you got? What haven't you got?

Write a short report (8 sentences) about yourself in your exercise book.

### 9. Now interview your partner: What has he/she got?

Write 5 questions in your exercise book.





### Nr. 1

- a) Cathy and Dan have got a big room.
- b) Betty has got a little sister.
- c) The Richards have got a nice house.
- d) Dave has got two brothers.

### Nr. 2

- a) Dan hasn't got a brother or a sister.
- b) Jenny and her sister haven't got a double bedroom.
- c) The children haven't got lessons on Saturdays.
- d) The cat hasn't got a basket in the kitchen.

### Nr. 3

- a) Has Cathy got a nice room?
- b) Have Betty and Sue got a tree house?
- c) Has the hamster got a big cage?

### Nr. 4

- a) Sam has got a new football.
- b) The Richards have got a house.
- c) Sally the cat has got a basket.
- d) My school has got a library.
- e) The friends have got a new game.

### Nr. 5

- a) Sue hasn't got a budgie.
- b) The children haven't got lessons on Sunday.
- c) Dan hasn't got a new card game.
- d) Your school hasn't got a library.
- e) Betty and Cathy haven't got big rooms.

### Nr. 6

- a) Daniel has got a red pullover.
- b) Sue and Betty haven't got a new bike.
- c) Dave has got a little sister.
- d) Cathy hasn't got an old computer.
- e) Our school hasn't got a new gym.
- f) The friends have got a cool game.

### Nr. 7

- a) Have the children got a nice teacher?
- b) Have the Richards got a big garden?
- c) Has Betty got her own room?
- d) Has Dave got a brother?
- e) Have Betty and Sue got a computer in their rooms?
- f) Has Carol got a dog?

### Nr. 8

Es sind individuelle Lösungen möglich. Auf den Satzbau ist zu achten.

### Nr. 9

Hier sind individuelle Lösungen möglich. Die Fragestruktur muss stimmen.

# Present Simple

## 5/Grammar



Let's talk about activities and what you usually or often or never do.

### 1. Write the correct form in the Present Simple.

- a) We \_\_\_\_\_ (eat) breakfast.
- b) Dan \_\_\_\_\_ (sing) karaoke.
- c) The Richards \_\_\_\_\_ (live) in a house.
- d) Sue \_\_\_\_\_ (read) a book.
- e) Cathy and Betty \_\_\_\_\_ (like) fish and chips.

**Wichtig:** Das *Present Simple* ist die einfache Gegenwart.  
Verben im *Present Simple* haben die Form des Infinitivs.

Es gibt nur eine wichtige Regel: „**He, she, it – the ,s' with it!**“

Das bedeutet: In der 3. Person Singular (he, she, it) muss ein „s“ an den Infinitiv gehängt werden!

Bsp. he likes / she sings / it rains ...

### 2. Put the sentences in the correct order. Write in your exercise book.

- a) usually / Sue / reads / comics / after school
- b) feeds / the hamster / never / Susan
- c) sometimes / the children / meet / at Cathy's house
- d) Dave / every Friday / plays chess / at school
- e) goes swimming / Sam / on Wednesdays

**Wichtig:** Du verwendest das Present Simple um zu sagen, dass du etwas regelmäßig oder nie tust.

Es gibt Signalwörter: a) „**often, never, sometimes, usually**“ stehen nach dem Subjekt an 2. Stelle im Satz.  
b) „**every..., on...**“ stehen am Satzende.

### 3. Write the negative sentences. Fill in “don't / doesn't”.

- a) The dog \_\_\_\_\_ drink coke.
- b) The Richards \_\_\_\_\_ live in London.
- c) I \_\_\_\_\_ speak Chinese.
- d) Sue \_\_\_\_\_ play table-tennis.
- e) Ben \_\_\_\_\_ play the guitar.

**Wichtig:** Man verneint das Present Simple mit dem Hilfsverb “do”.

I play soccer. I do not (don't) play soccer.

She eats cake. She does not (doesn't) eat cake.



# Present Simple

## 5/Grammar



### 4. Fill in the correct Present Simple form.

- a) Mrs Grey \_\_\_\_\_ (teach) Maths at school every day.
- b) Sally the cat \_\_\_\_\_ (eat) a mouse every morning.
- c) Cathy and Sue \_\_\_\_\_ (play) games in the afternoon.
- d) Dave \_\_\_\_\_ (do) his homework at 5 o'clock.
- e) Dan always \_\_\_\_\_ (read) a comic before he goes to bed.
- f) The Richards \_\_\_\_\_ (ride) their bikes on Sundays.
- g) My sister and I \_\_\_\_\_ (eat) cornflakes for breakfast.
- h) She \_\_\_\_\_ (go) shopping every Friday.

### 5. Put the sentences in the correct order. Write in your exercise book.

- a) Sue / plays / often / hockey.
- b) never / Dave / gets up / at 4 o'clock
- c) Cathy / goes / sometimes / ice-skating
- d) always / rides his bike / to school / Sam
- e) Betty / sings / karaoke / usually
- f) on Saturdays / in the garden / Dan / helps his mum
- g) Carol / every Monday / walks her dog / in the park



### 6. Write negative sentences in your exercise book.

- a) The friends meet in the park.
- b) The Richards live in London.
- c) Dave watches a quiz show.
- d) Cathy plays chess in the chess team.
- e) Betty listens to pop songs.
- f) Susan plays basketball.
- g) The children go to the cinema.

### 7. What do the children do? What don't they do?

Write sentences in your exercise book like this: Betty plays hockey. Betty doesn't play soccer.

yes	children	no
play hockey	a) Betty	play soccer
sing hip hop songs	b) Betty and Cathy	sing pop songs
read comics	c) Ben	read books
do card tricks	d) Dave and Sam	do their homework
eat lunch at school	e) Sue	eat lunch at home
live in a house	f) The Richards	live in a flat

### 8. Now you! What do you do? What don't you do?

Write a short report (8 sentences) about yourself in your exercise book.



### Nr. 1

- a) We eat breakfast.
- c) The Richards live in a house.
- e) Cathy and Betty like fish and chips.

- b) Dan sings karaoke.
- d) Sue reads a book.

### Nr. 2

- a) Sue usually reads comics after school.
- b) Susan never feeds the hamster.
- c) The children sometimes meet at Cathy's house.
- d) Dave plays chess at school every Friday.
- e) Sam goes swimming on Wednesdays.

### Nr. 3

- a) doesn't                    b) don't                    c) don't                    d) doesn't                    e) doesn't

### Nr. 4

- a) teaches                    b) eats                    c) play                    d) does
- e) reads                            f) ride                    g) eat                            h) goes

### Nr. 5

- a) Sue often plays hockey.
- b) Dave never gets up at 4 o'clock.
- c) Cathy sometimes goes ice-skating.
- d) Sam always rides his bike to school.
- e) Betty usually sings karaoke.
- f) Dan helps his mum in the garden on Saturdays.
- g) Carol walks her dog in the park every Monday.

### Nr. 6

- a) The friends don't meet in the park.
- c) Dave doesn't watch a quiz show.
- e) Betty doesn't listen to pop songs.
- g) The children don't go to the cinema.
- b) The Richards don't live in London.
- d) Cathy doesn't play chess in the chess team.
- f) Susan doesn't play basketball.

### Nr. 7

- a) Betty plays hockey. Betty doesn't play soccer.
- b) Betty and Cathy sing hip hop songs. They don't sing pop songs.
- c) Ben reads comics, he doesn't read books.
- d) Dave and Sam do card tricks. Dave and Ben don't do their homework.
- e) Sue eats lunch at school, she doesn't eat lunch at home.
- f) The Richards live in a house, they don't live in a flat.

### Nr. 8

Individuelle Lösungen sind möglich. Der Satzbau orientiert sich an 7.  
Bsp. I ..., I don't ...

# Present Progressive

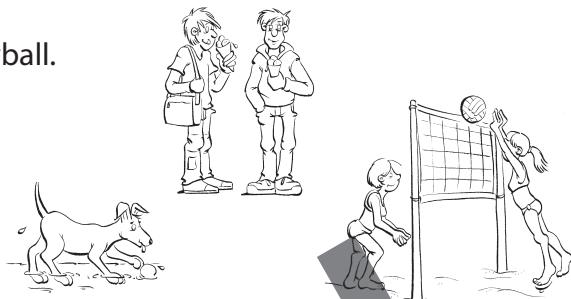


## 5/Grammar

Hey look! What are they doing?

### 1. Look at the pictures. What are they doing? Match the people and their actions.

- a) Two girls is playing in the water
- b) Two boys are playing beach volleyball.
- c) A dog is reading a book.
- d) The lady are eating ice-cream.



**Wichtig:** Das *Present Progressive* ist die Verlaufsform der Gegenwart. Du kannst ausdrücken, was jemand gerade in dem Moment tut. Du bildest das *Present Progressive* mit der passenden Form des Hilfsverbs „**be**“ und der „**ing-Form**“ des Verbs.

Bsp.	I	<b>am</b>	reading.
	You	<b>are</b>	reading.
	He	<b>is</b>	reading.
	She	<b>is</b>	reading.
	We	<b>are</b>	reading.
	They	<b>are</b>	reading.

### 2. Look at the pictures again. What aren't they doing? Match the sentences.

- a) The two girls isn't playing cards.
- b) The two boys aren't swimming in the sea.
- c) The dog isn't sleeping in the sun.
- d) The lady aren't listening to music.

**Wichtig:** Willst du sagen, was jemand nicht tut, fügst du ein „**not**“ zwischen das Hilfsverb und die „**ing-Form**“ des Verbs.

Bsp.	I	<b>am</b>	sleeping.
	I	<b>am</b>	<b>not</b> sleeping.
	She	<b>is</b>	sleeping.
	She	<b>is</b>	<b>not</b> sleeping.
	We	<b>are</b>	sleeping.
	We	<b>are</b>	<b>not</b> sleeping.

### 3. Are they doing it? Fill in the correct form of “be” and the “ing-form”.

- a) \_\_\_\_\_ the dog \_\_\_\_\_ (*play*) in the water?
- b) \_\_\_\_\_ the girls \_\_\_\_\_ (*listen*) to music?
- c) \_\_\_\_\_ you \_\_\_\_\_ (*do*) this exercise?

**Wichtig:** Wenn du erfragen möchtest, ob jemand gerade etwas tut, stellst du das **Subjekt** zwischen Hilfsverb und die „**ing-Form**“.

Bsp.	<b>She</b>	<b>is</b>	singing a song.
	Is	<b>she</b>	singing a song?



# Present Progressive

## 5/Grammar



What is everybody doing?

4. Look at the photo. What are they doing? Write sentences in your exercise book.



5. Look at the picture in exercise 4 again.

- Write questions for a partner like this: Are the boys eating ice-cream?
- Answer your partner's questions.

① \_\_\_\_\_

② \_\_\_\_\_

③ \_\_\_\_\_

④ \_\_\_\_\_

⑤ \_\_\_\_\_

6. What are they doing? What are they not doing?

Look at the grid. Write sentences in your exercise book.  
Use the Present Progressive.

who? / what?	yes	no
a) Sue / read a comic	X	
b) Dan / do his homework		X
c) The children / meet in the park		X
d) Betty and Cathy / play hockey	X	
e) The dog / sleep in the garden		X
f) You / learn English		X
g) I / write a postcard	X	





### Nr. 1

- a) Two girls are playing beach ball.
- b) Two boys are eating ice-cream.
- c) A dog is playing in the water.
- d) The lady is reading a book.

### Nr. 2

- a) The two girls aren't swimming in the sea.
- b) The two boys aren't listening to music.
- c) The dog isn't playing cards.
- d) The lady isn't sleeping in the sun.

(Auch der jeweils andere gramm. passende Teilsatz ist möglich.)

### Nr. 3

- a) Is the dog playing in the water?
- b) Are the girls listening to music?
- c) Are you doing this exercise?

### Nr. 4

The man is walking the dog. / The boys are playing soccer. / The girl is running.  
A girl is reading a book. / A boy is listening to music. / A lady is sleeping.

### Nr. 5

- a) ① Are the boys eating ice-cream?  
② Is the lady listening to music?  
③ Are the boys playing tennis?  
④ ...

Es gibt vielfältige Lösungsmöglichkeiten. Es muss auf die richtige Fragestruktur geachtet werden.

- b) Je nach Fragen gibt es auch hier vielfältige Lösungen. Es muss auf die Struktur der Kurzantworten geachtet werden. Subjekt und Prädikat müssen in Frage und Antwort übereinstimmen.

### Nr. 6

- a) Sue is reading a comic.
- b) Dan isn't doing his homework.
- c) The children aren't meeting in the park.
- d) Betty and Cathy are playing hockey.
- e) The dog isn't sleeping in the garden.
- f) You aren't learning English.
- g) I am writing a postcard.

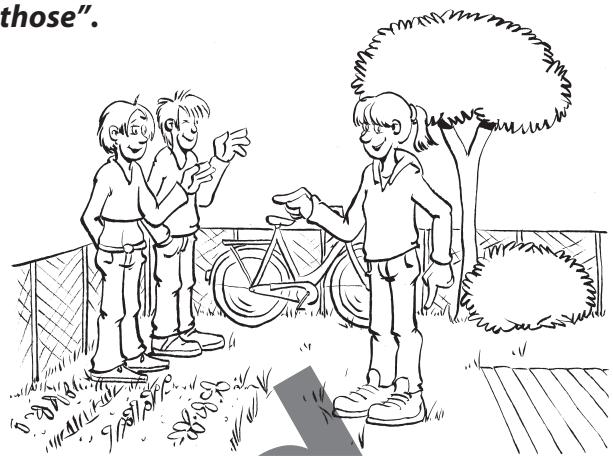
# this / that - these / those, a / an



## 5/Grammar

### 1. Look at the picture and fill in "this, that, these and those".

- a) \_\_\_\_\_ here are my trainers.
- b) \_\_\_\_\_ is our garden.
- c) \_\_\_\_\_ are my friends.
- d) \_\_\_\_\_ here is my bike.



- e) \_\_\_\_\_ are Dan's friends.
- f) \_\_\_\_\_ is the Richards' car.
- g) \_\_\_\_\_ are Betty's cats over there.
- h) \_\_\_\_\_ is Sam's bike over there.

**Wichtig:** Sprichst du über Dinge, die nah bei dir sind, so benutzt du „**this**“ (für die Einzahl) und „**these**“ (für die Mehrzahl).  
Signalwörter sind: **,here / next to me‘**

Sprichst du über Dinge, die weiter entfernt sind, so benutzt du „**that**“ (für die Einzahl) und „**those**“ (für die Mehrzahl).  
Signalwörter sind: **,there / over there‘**

### 2. Fill in "a/an".

- |                        |                           |                      |
|------------------------|---------------------------|----------------------|
| a) _____ exercise book | b) _____ elephant         | c) _____ ruler       |
| d) _____ old pen       | e) _____ car              | f) _____ ball        |
| g) _____ book          | h) _____ apple            | i) _____ orange ball |
| j) _____ nice uniform  | k) _____ interesting book | l) _____ felt-tip    |

**Wichtig:** Im Englischen gibt es den unbestimmten Artikel „**a / an**“.

Wenn ein Wort im Englischen mit einem Vokal „a, e, i, o, u“ beginnt, dann benutzt man als unbestimmten Artikel „**an**“. Dadurch erleichtert sich die Aussprache.

Beispiel:    a tree                          an apple  
                    a cup                            an elephant

**Achtung:** **the old book    an old book**

Hier beginnt „book“ zwar nicht mit einem Vokal, aber das Wort „old“ direkt hinter dem „an“ schon. Es kommt also immer darauf an, welches Wort nach dem unbestimmten Artikel steht.



# this / that - these / those, a / an



## 5/Grammar

### 3. Fill in "this / that - these / those".

- a) \_\_\_\_\_ is my new bike here.
- b) \_\_\_\_\_ is Sue's new bike over there.
- c) \_\_\_\_\_ are my new shoes here.
- d) \_\_\_\_\_ are my sister's new shoes over there.
- e) \_\_\_\_\_ is my sister over there.
- f) \_\_\_\_\_ boy here next to me is my little brother.
- g) \_\_\_\_\_ children there are my friends.
- h) \_\_\_\_\_ two people here are my parents.

### 4. Look at the picture and fill in "this / that - these / those".



- a) \_\_\_\_\_ ruler next to me is mine, \_\_\_\_\_ ruler on the table is David's ruler.
- b) \_\_\_\_\_ pen here is my pen, \_\_\_\_\_ pen over there is Jenny's pen.
- c) \_\_\_\_\_ books on the table are David's, \_\_\_\_\_ books here are mine.
- d) \_\_\_\_\_ schoolbag here is my new schoolbag, \_\_\_\_\_ bag next to the table is David's old schoolbag.

### 5. Fill in "a / an".

- |                           |                          |
|---------------------------|--------------------------|
| a) _____ interesting show | b) _____ pencil-case     |
| c) _____ old pen          | d) _____ great idea      |
| e) _____ football         | f) _____ nice school bag |
| g) _____ pen-friend       | h) _____ library         |
| i) _____ red rubber       | j) _____ exercise book   |
| k) _____ old school       | l) _____ idea            |





**Nr. 1**

- |          |         |
|----------|---------|
| a) These | b) This |
| c) These | d) This |

- |          |         |
|----------|---------|
| e) Those | f) That |
| g) Those | h) That |

**Nr. 2**

- |                     |                   |                        |               |
|---------------------|-------------------|------------------------|---------------|
| a) an exercise book | b) an elephant    | c) a ruler             | d) an old pen |
| e) a car            | f) a ball         | g) a book              | h) an apple   |
| i) an orange ball   | j) a nice uniform | k) an interesting book | l) a felt-tip |

**Nr. 3**

- a) This is my new bike here.
- b) That is Sue's new bike over there.
- c) These are my new shoes here.
- d) Those are my sister's new shoes over there.
- e) That is my sister over there.
- f) This boy here next to me is my little brother.
- g) Those children there are my friends.
- h) These two people here are my parents.

**Nr. 4**

- a) This ruler next to me is mine, that ruler on the table is David's ruler.
- b) This pen here is my pen, that pen over there is Jenny's pen.
- c) Those books on the table are David's, these books here are mine.
- d) This rucksack here is my new rucksack, that bag next to the table is David's old school bag.

**Nr. 5**

- |                        |                      |                  |                 |
|------------------------|----------------------|------------------|-----------------|
| a) an interesting show | b) a pencil-case     | c) an old pen    | d) a great idea |
| e) a football          | f) a nice school bag | g) a pen-friend  | h) a library    |
| i) a red rubber        | j) an exercise book  | k) an old school | l) an idea      |