

Inhalt

Vorwort	4
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Klasse 9

Vocabulary

British Commonwealth

5

Grammar

Past Simple vs. Past Progressive	8
Past Simple vs. Present Perfect	11
Reported Speech (Tense/Pronouns)	14
Extreme Adjectives & Adjective Opposites ...	17
Conditional II	20
Future Tenses	23
Sentences I	26
Tense Mix	29

Reading and Writing

Around India	32
A short story from India	35

Klasse 10

Vocabulary

Sports, sports, sports	38
------------------------------	----

Grammar

Sentences II	41
Conditional III	44
Conditional Mix II and III	47
Present Tenses	50
Past Tenses	53
The Gerund	56
Reported Speech (Time/Place)	59
Reported Speech (Orders/Questions)	62

Reading and Writing

Around Alaska	65
Fit and Healthy	68

VORSCHEIN



Das gehört zum Schulalltag: Kurzfristig muss eine Lehrkraft, die gerade Zeit hat, für eine Vertretungsstunde einspringen. Der Grundgedanke ist, dass diese Lehrkräfte, die kurzfristig – teilweise sogar fachfremd (!) – Vertretungsunterricht erteilen müssen, eine Sammlung von Unterrichtsmaterialien für das Fach Englisch erhalten, die die wesentlichen Inhalte der Jahrgangsstufen 9 und 10 wiedergibt. Diese Folien und Kopiervorlagen ermöglichen es Ihnen, schnell eine thematische Auswahl zu treffen und damit eine Englischstunde zu unterrichten, die den gerade behandelten Stoff fortführt oder bereits behandelte Inhalte wiederholt und sowohl für leistungsschwächere als auch für leistungsstärkere Schülerinnen und Schüler geeignet ist. Daher wurden die einzelnen Inhaltsbereiche thematisch eng eingegrenzt, um eine leichte Zuordnung zu ermöglichen.

Zu jeder Stunde existieren in der Regel drei Arbeitsblätter:

- Die ersten beiden Arbeitsblätter können auf zwei Weise genutzt werden:
 - a) Die Schüler sollen die Aufgaben auf den beiden Übungsblättern entsprechend bearbeiten. Im Bereich „Vocabulary“ und im Bereich „Grammar“ werden Merkkästen abgebildet, an denen sich die Schülerinnen und Schüler entsprechende Hilfe holen bzw. eventuelle Inhalte nachlesen können.

Die Aufgaben auf den beiden Übungsblättern wurden nach dem Prinzip „vom Leichten zum Schweren“ erstellt. Für schwächere Schülerinnen und Schüler wurde ein Großteil der Aufgaben aus dem Bereich „Reproduzieren“ aufgenommen. Leistungsstärkere Schülerinnen und Schüler erhalten zudem die Möglichkeit, weitere Kompetenzen zu entwickeln bzw. auszubauen.

b) Das erste Arbeitsblatt wird auf Folie gezogen oder als Tafelbildvorlage benutzt. Die Lehrkraft kann dann im Lehrer-Schüler-Gespräch erste Teile der Übungen gemeinsam besprechen und/oder ausfüllen. Dies gilt auch für die abgebildeten Merk- bzw. Infokästen.

Für die Entscheidung bezüglich Version a) oder b) kann die Leistungsstärke der Klasse, der Schwierigkeitsgrad oder der Bekanntheitsgrad (Wiederholung/neuer Stoff) des jeweiligen Lerninhaltes ein Entscheidungskriterium sein.

- Das dritte Arbeitsblatt enthält die Lösungen für die Lehrkraft. Durch die Gestaltung der Lösungsblätter als Kopiervorlagen können diese zur Bereitstellung von Lösungsseiten im Sinne einer Selbstkontrolle eingesetzt werden.

Durch diese Vorgehensweise wird es gerade auch fachfremden Lehrkräften ermöglicht, passend auf die Lerngruppe, ausgewählte Inhaltsbereiche im Vertretungsunterricht zu thematisieren – und nicht wie oft üblich, auf das Ausmalen von Mandalas oder anderen Beschäftigungsaufträgen zurückzugreifen.

Die folgenden Kompetenzbereiche

- Vocabulary
- Grammar
- und
- Reading and Writing

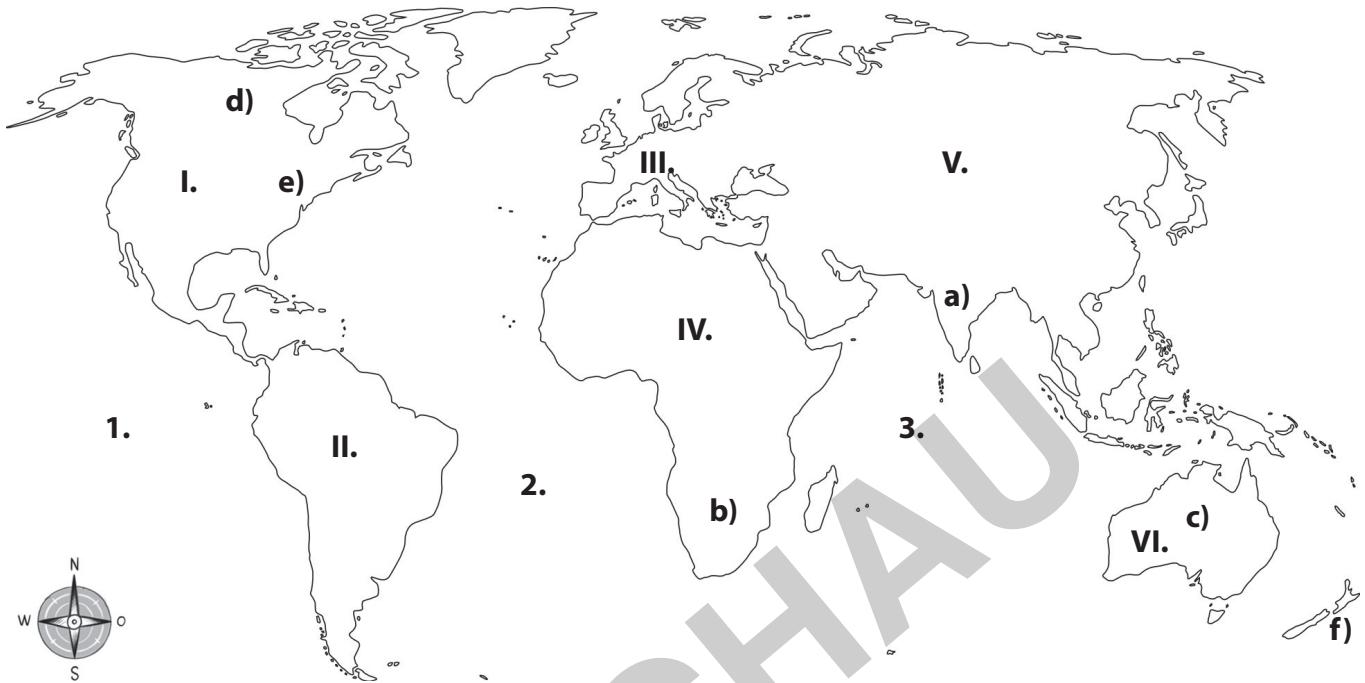
werden behandelt und über die gängigen Curricularthemen vermittelt, wobei auf eine Einbettung in kommunikative Rahmensituationen geachtet wurde.

Je nach Leistungsniveau der Lerngruppe ist es außerdem möglich, Themen vorzugreifen oder innerhalb der Gruppe mit verschiedenen Themenblättern zu differenzieren.



The British conquerors have been all around the world! Let's see what you know about it.

1. Look at the map of the world.



2. Fill in the names of the continents.

3. Fill in the names of the oceans.

4. Write down the names of the former colonies. Use the box for help.

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

East Coast America • India • New Zealand •

Australia • South Africa • Canada



5. Write down the German meaning of the words. Use a dictionary for help.

- a) ruled: _____
- b) multi-racial: _____
- c) common: _____
- d) established: _____
- e) association: _____
- f) independent: _____

6. Describe the words in 5 in your own words. Write short definitions in your exercise book.

7. Read the article about the Commonwealth of Nations. Fill in the missing expressions from exercise 5.

The Commonwealth of Nations

The Commonwealth is an _____ of 54 nations. Its member countries are spread over six continents and oceans from the Americas to Australasia, the Caribbean, Europe, Africa and Asia. Most of the member countries were once _____ by Britain, so English is the _____ language. In 1931 Canada, Australia, New Zealand and South Africa (all had once been ruled by Britain, but were then _____) agreed to follow Britain in a club called the Commonwealth of Nations. In 1949 the Commonwealth became "a free association of independent nations." The modern _____ Commonwealth was born. Even though there are many different kinds of people, cultures, reli-

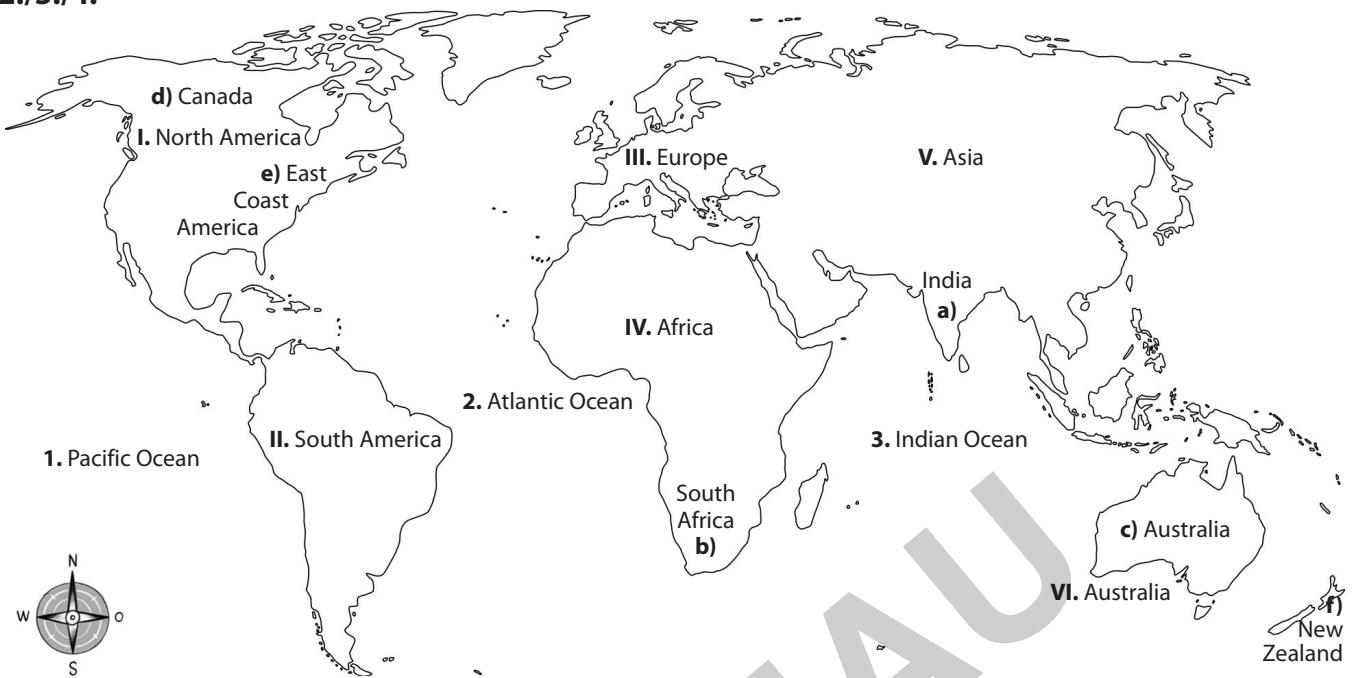
gions etc. united in the Commonwealth, they work together by sharing skills and knowledge, ideas and experience. They also share a great sport event, the Commonwealth Games. As the competition is between individual sportsmen and women, not between countries, these games are called the "friendly games". The Games were first _____ in 1930 in Hamilton, Canada. Athletics and swimming, rugby sevens, netball and lawn bowls are the permanent sports but there are also lots of other sports too, cycling, tennis, gymnastics, boxing, triathlon and wrestling. The Commonwealth Games take place every four years. In 2010 the games took place in New Delhi, India, and in 2006 Melbourne, Australia was the host of the games. The 2014 games were performed in Glasgow, Scotland.





9/Vocabulary

2./3./4.



5. a) ruled: *beherrscht, regiert*
 b) multi-racial: *vielrassig, Vielvölker ...*
 c) common: *gebräuchlich*
 d) established: *eingeführt, begründet*
 e) association: *Verband, Verein*
 f) independent: *unabhängig*

6. Hier sind verschiedene, individuelle Lösungen möglich. Es ist darauf zu achten, dass das jeweilige Wort erklärt wird. Hilfreich sind Erklärungen über *subordinate clauses, relative clauses, synonym/different word for, opposite of etc.*

7.

The Commonwealth of Nations

The Commonwealth is an association of 54 nations. Its member countries are spread over six continents and oceans from the Americas to Australasia, the Caribbean, Europe, Africa and Asia. Most of the member countries were once ruled by Britain, so English is the common language. In 1931 Canada, Australia, New Zealand and South Africa (all had once been ruled by Britain, but were then independent) agreed to follow Britain in a club called the Commonwealth of Nations. In 1949 the Commonwealth became “a free association of independent nations.” The modern multi-racial Commonwealth was born. Even though there are many different kinds of people, cultures, religions etc. united in

the Commonwealth, they work together by sharing skills and knowledge, ideas and experience. They also share a great sport event, the Commonwealth Games. As the competition is between individual sportsmen and women, not between countries, these games are called the “friendly games”. The Games were first established in 1930 in Hamilton, Canada. Athletics and swimming, rugby sevens, netball and lawn bowls are the permanent sports but there are also lots of other sports too, cycling, tennis, gymnastics, boxing, triathlon and wrestling. The Commonwealth Games take place every four years. In 2010 the games took place in New Delhi, India, and in 2006 Melbourne, Australia was the host of the games. The 2014 games were performed in Glasgow, Scotland.





Que será, será ... – Whatever will be, will have been, is going to be ...

1. Complete the sentences. Use will-future.

- a) I think I _____ (join) you tonight.
- a) Maybe we _____ (not arrive) in time.
- a) They _____ (win) the match.

2. Fill in the correct form of the going-to-future.

- a) Sue _____ (start) her studies in summer.
- a) He feels ill, he _____ (go) home soon.
- a) The car is much too fast! It _____ (crash).

3. Complete the sentences using the simple present.

- a) The zoo _____ (open) at 10 a.m. on Sundays.
- a) School _____ (start) at 9 a.m. on Wednesdays.
- a) The train _____ (leave) at 5 p.m.

4. Fill in the correct forms of present progressive.

- a) We _____ (come) with you after school.
- a) She _____ (do) ballet this afternoon.
- a) I _____ (leave) in 5 minutes.

Watch out!

You use the **will-future** (**will [not] + infinitive**) to express:

- spontaneous ideas, e.g. *Wait, I will help you!*
- assumptions/hopes for the future, e.g. *She will probably be there.*
- predictions about the future, e.g. *I will be a film star.*
- actions/events in the future, that can't be influenced, e.g. *It will rain tomorrow.*

You use the **going-to-future** (**am/is/are [not] + going to + infinitive**) to express:

- plans for the future, e.g. *We are going to watch the film tonight.*
- implications for the near future, e.g. *It's dark outside, it is going to rain soon.*

You use the **simple present** to express:

- a set or fixed action/event in the future, e.g. *The bus leaves at 12.15 p.m.*

You use the **present progressive** (**am/is/are [not] + verb + ing**) to express:

- a set or fixed plan or date for the near future, e.g. *She is coming at 12.15 p.m.*





5. Translate the predictions, assumptions and hopes for the future. Use will-future.

Write in your exercise book.

- a) Du wirst viel Geld verdienen.
- b) Er wird sich ein schnelles Auto kaufen.
- c) Ich hoffe, sie wird kommen.
- d) Wir werden keine Probleme haben.

6. Translate the plans for the future. Use going-to-future. Write in your exercise book.

- a) Wir werden am Samstag eine große Party feiern.
- b) Sie wird nächstes Jahr nach Australien reisen.
- c) Am Wochenende werde ich meine Oma besuchen.
- d) Morgen werden wir eine Englischarbeit schreiben.

7. Set events in the future: Translate the sentences. Use simple present.

Write in your exercise book.

- a) Die letzte U-Bahn fährt um Mitternacht.
- b) Das Festival findet im Sommer statt.
- c) Das Freibad öffnet im Mai.

8. Talking about the near future: Translate the sentences. Use present progressive.

Write in your exercise book.

- a) Der Krankenwagen kommt gleich.
- b) Beeile dich, die U-Bahn fährt in 5 Minuten.
- c) Ich habe keine Zeit, ich treffe mich später mit Susan.

9. Will-future, going-to-future, simple present or present progressive?

Fill in the correct tense.

- a) The weather _____ (be) cold and rainy tomorrow.
- b) Next time I _____ (learn) for the test.
- c) Unfortunately the shop only _____ (open) at 10 a.m.
- d) I'm sure you _____ (get) a good job.
- e) On Sunday everyone _____ (meet) in the park.
- f) We _____ (leave) in 10 minutes, you better be there in time.
- g) Do you think he _____ (call) her?
- h) Next year he _____ (quit) smoking.
- i) Our course _____ (start) at 6 p.m.
- j) She _____ (pick up) her sister from school later.



1. a) I think I *will join* you tonight.
b) Maybe we *won't / will not arrive* in time.
c) They *will win* the match.

2. a) Sue *is going to start* her studies in summer.
b) He feels ill, he *is going to go* home soon.
c) The car is much too fast! It *is going to crash*.

3. a) The zoo *opens* at 10 a.m. on Sundays.
b) School *starts* at 9 a.m. on Wednesdays.
c) The train *leaves* at 5 p.m.

4. a) We *are coming* with you after school.
b) She *is doing* ballet this afternoon.
c) I'm *leaving* in 5 minutes.

5. a) You *will earn* a lot of money.
b) He *will buy* a fast car.
c) I hope she *will come*.
d) We *will not / won't have* any problems.

6. a) We *are going to celebrate* a big party on Saturday.
b) She *is going to travel* to Australia next year.
c) At the weekend I'm *going to see* my grandma.
d) Tomorrow we *are going to write* an English test.

7. a) The last Tube *leaves* at midnight.
b) The festival *takes place* in summer.
c) The outdoor pool *opens* in May.

8. a) The ambulance *is coming* soon.
b) Hurry up, the Tube *is leaving* in 5 minutes.
c) I haven't got time, I'm *meeting* Susan later.

9. a) The weather *will be* cold and rainy tomorrow.
b) Next time I'm *going to learn* for the test.
c) Unfortunately the shop only *opens* at 10 a.m.
d) I'm sure you *will get* a good job.
e) On Sunday everyone *is going to meet* in the park.
f) We *are leaving* in 10 minutes, you better be there in time.
g) Do you think he *will call* her?
h) Next year he *is going to quit* smoking.
i) Our course *starts* at 6 p.m.
j) She *is picking up* her sister from school later.



Doing grammar exercise is the best! Everybody really loves working on grammar ...

Watch out!

The gerund is the “-ing - form” of the verb, e.g. *running, singing, laughing* ...

The English gerund has the function of:

- a) the German verb having the function of a noun (das Laufen, das Kochen ...)
- b) the German “Partizip I” (schwimmend, singend ...)

Gerund as a noun with the function of a subject or an object

Examples:

Das Kochen ist seine Leidenschaft.
Sie liebt *das Singen*.

Cooking is his passion. (s)
She loves *singing*. (o)

Gerund as “Partizip I”

Examples:

Sie ging *singend* die Treppe hinunter.
Wir fanden sie *schlafend* vor.

She went down the stairs *singing*.
We found them *sleeping*.

There are certain verbs, adjectives, prepositions and nouns which have to be followed by the gerund:

adjective + preposition: e.g. be happy about / be afraid of / be keen on / be unsure about / be proud of / be sad about

prepositions: e.g. about (in “how/what about”) / after (nach) / apart from (außer) because of (wegen) / before (vor) / by (indem) / in (indem) / in spite of (trotz) / instead of (statt) / on (gleich nachdem) / without (ohne zu)

verbs: e.g. admit / avoid / can't help / can't stand / like / dislike / enjoy / fancy / finish / go (go swimming) / keep / mind / practise / stop / risk / deny / suggest / give up

verbs + prepositions: e.g. accuse of / agree with / apologize for / begin by be used to / blame for / carry on / complain about / concentrate on / cope with / dream about / dream of / feel like forgive for / insist on / keep on / look forward to / pay for / protect from / succeed in / talk about / talk of / thank for / think of / worry about / waste time / money on

nouns: e.g. advantage of / chance of / choice between / danger of difficulty in / experience in / be fun / idea of / opportunity of place for / time for / have a problem / point in / reason for / trouble in / way of

1. Fill in the gerund of the verbs.

- a) Sally is really proud of _____ (be) in the national team.
- b) You should listen carefully instead of _____ (talk) to your neighbour.
- c) Carla can't stand _____ (wait) for her friends. She hates it!
- d) You better concentrate on _____ (do) this exercise!
- e) It's great fun _____ (hang out) with my friends.



2. Find the gerund part of the sentence. Circle the subjects, underline the objects.

- a) Playing football is fun.
- b) She likes going to the cinema.
- c) He dislikes doing his English homework.
- d) Eating too much Mc Donalds makes you fat.
- e) Smoking can kill.
- f) Going to the disco is the highlight of the weekend.
- g) He enjoyed watching that film last night.
- h) I risk taking the next bus.
- i) Learning English is important for my future.
- j) I would stop shouting if you stopped fighting.

3. Translate the sentences from 2 correctly.

**Use a noun for the subject, an infinitive for objects.
Write in your exercise book.**

4. Write the correct sentences in your exercise book. Use the gerund.

- a) David / a new mobile phone / waste money on / should not / buy / every month
- b) have difficulty in / most people / a new language / learn
- c) for a year / go / Carla / be happy about / to Canada
- d) have to / practise / you / read
- e) your lunch / before / eat // your tasks / finish / you / should
- f) have to be afraid of / no one / ask questions / after the presentation
- g) give up / you / convince / I
- h) be late / we / apologize for

5. Write your own sentences using the gerund. Write in your exercise book.

Use the following expressions:

- a) to be interested in
- b) to be tired of
- c) to be keen on
- d) to dislike
- e) to enjoy
- f) to mind
- g) to suggest
- h) to finish
- i) instead of
- j) to fancy

