

**Vorwort**..... 4

## 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

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 leistungstärkere 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 zweierlei 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. Leistungstärkere 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

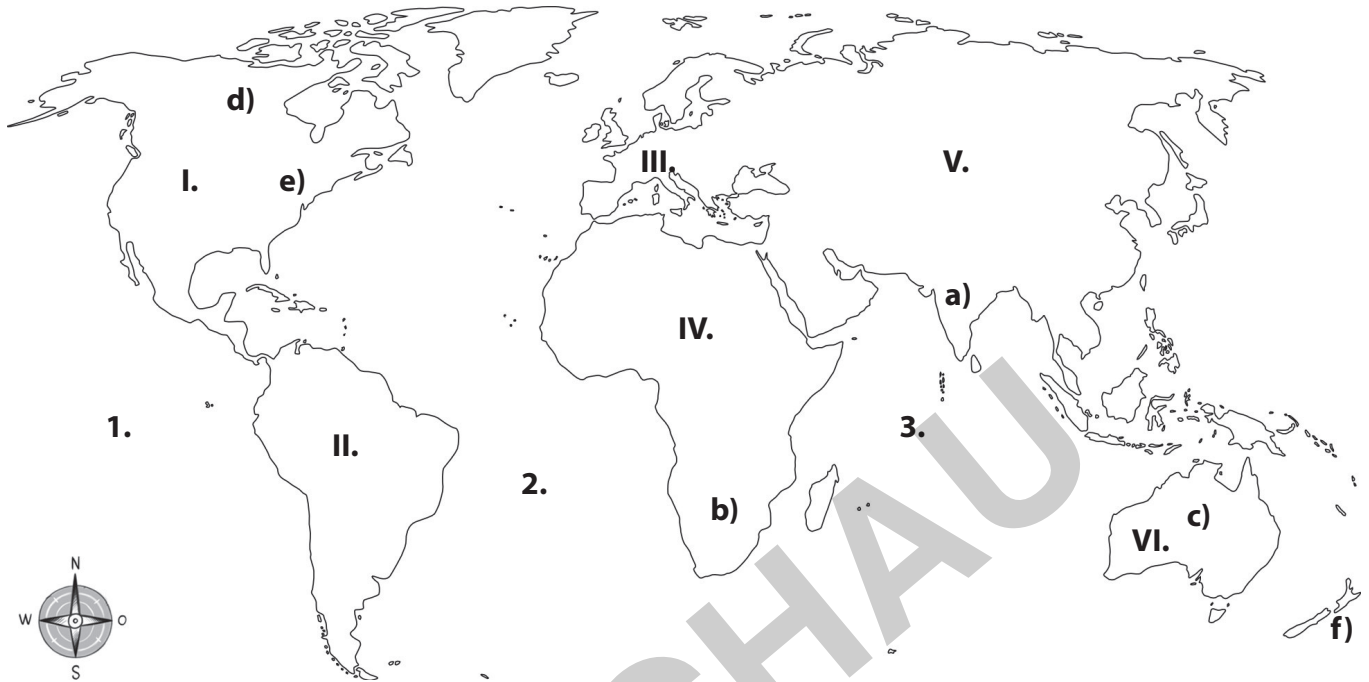
- Vocabulary
- Grammar und
- Reading and Writing

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.





### 9/Grammar

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:	<i>Das Kochen</i> ist seine Leidenschaft. Sie liebt <i>das Singen</i> .	<i>Cooking</i> is his passion. (s) She loves <i>singing</i> . (o)
-----------	--	--

Gerund as “Partizip I”

Examples:	Sie ging <i>singend</i> die Treppe hinunter. Wir fanden sie <i>schlafend</i> vor.	She went down the stairs <i>singing</i> . We found them <i>sleeping</i> .
-----------	--	--

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