



Grammar Detectives
can find their own
rules.

My Personal Grammarbook

Name:

Impressum:

Elisabeth Pölzleitner


Kontakt: **creative.languageteachers@gmail.com**

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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.

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.**

an apple	an orange	a boy	a dog
an English book	an ugly duck	a girl	a garden
an ice-cream	an interesting book	a chair	a school



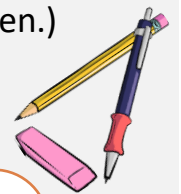
My rule

Wenn ich am Beginn eines Worteshöre,
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

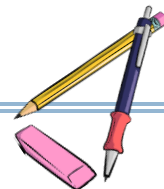
BIG LETTERS – small letters

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

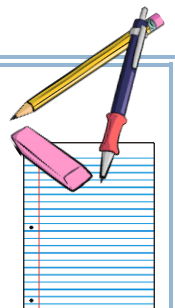
Now it's your turn:

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.

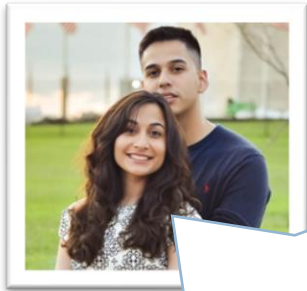
I **live** in a blue house in Graz. I am an English teacher. I **love** reading books and learning languages. I speak English, German, French, Italian and Greek. I also like sports. In winter I go skiing and in summer I go jogging. I ride my bike to school every day. My favorite food is Indian curry. 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.

Challenge: Read the texts and find a rule!

What do you notice?



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.

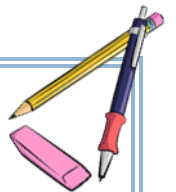
These are Naomi and Michael.

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.

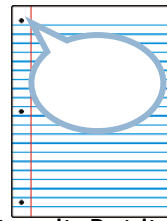
My rule:


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.

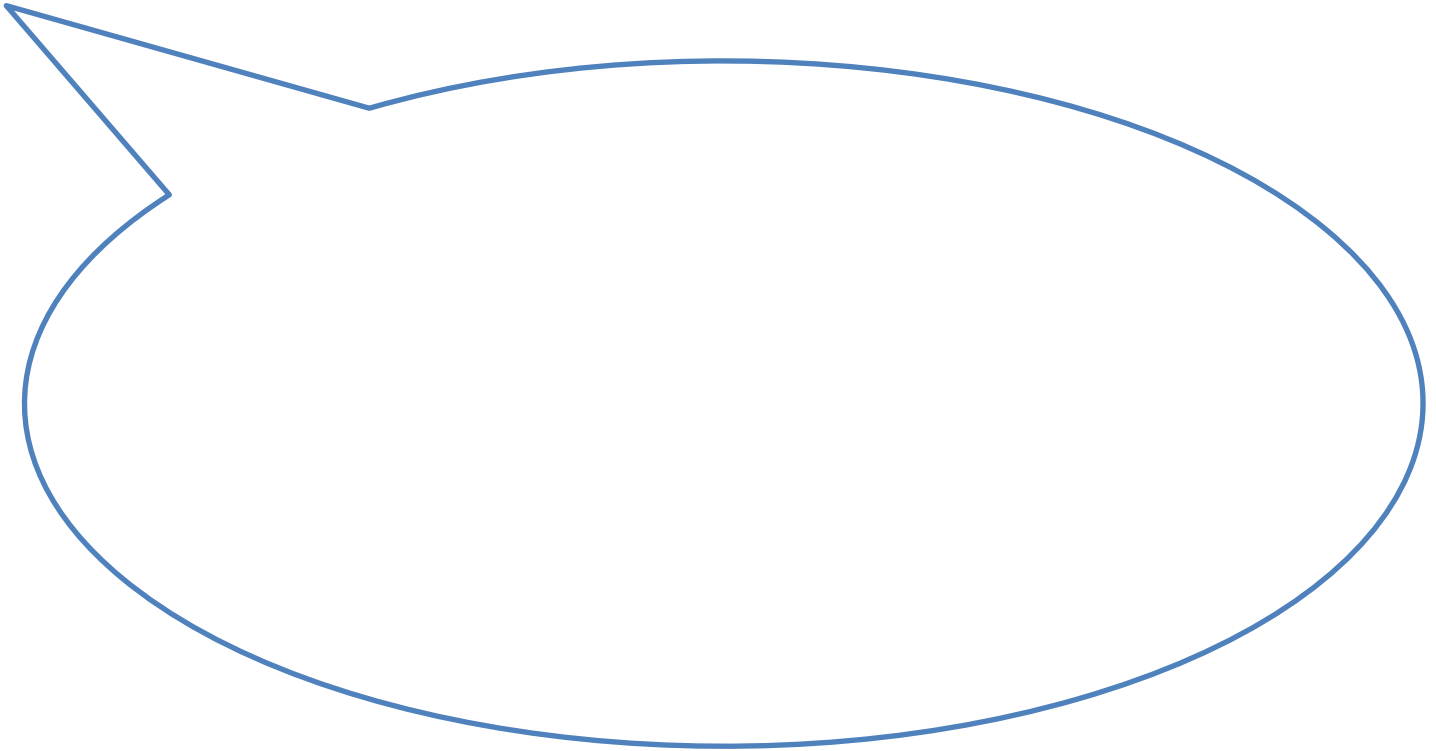
Step 3: Find a speech bubble  from a classmate on the pin board or get one from your teacher. Then write  about your classmate. Hand your text in to your teacher.

(Write YOUR NAME on the sheet, too.)



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

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



This is ...

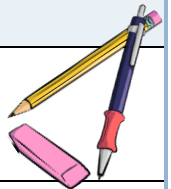
Short forms - Long forms

CHALLENGE

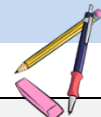
Look at these sentences. What do you notice? Mark the differences with a **highlighter**.

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.







Now it's your turn: Write the LONG forms here:	Write the SHORT forms here:
My friend Sally is not from Austria.	<i>My friend Sally...</i>
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?

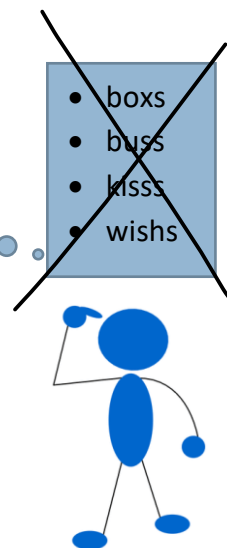
Plural 2: tricky words

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~~
- ~~kissS~~
- ~~wishs~~














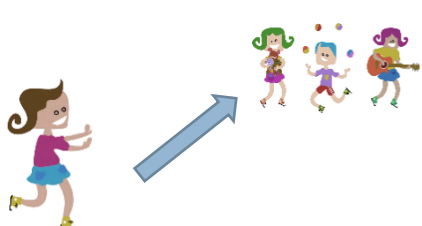
Plural 3: more tricky words: add more words later


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

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

Who are you thinking of? (An wen denkst du?)	Write the names or things here:
You are my new best friend in this class.	
He has short, dark hair.	
She likes cats.	
It is in the front of the classroom.	
We often work together in English.	
Do you want to come to my birthday party? 	
We don't like homework.	
They are my old friends and they go to a different school now.	

Now it's your turn:

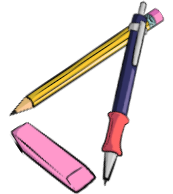
Now write similar (ähnliche) sentences about your friends and family. Write **true** sentences!!!





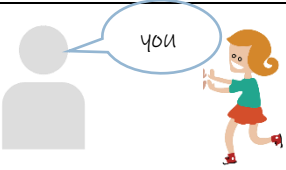


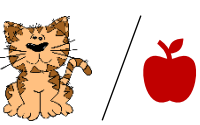
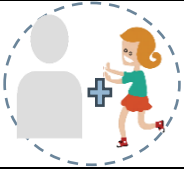


Tip: In this grammar book we always ask you to write **TRUE and meaningful sentences** about your own life. Your brain will remember **TRUE sentences** much better. Think carefully how you can use the new words and grammar to say things about your own life.

Use ALL the pronouns: **I, you, he, she, it, we, you, they.** Ask your teacher to check.

1. Write the name or names of the people that you are thinking about in column 2.
2. Write a sentence with I / you/ he/ she/ it/ we/ you/ they in column 3.



Example:  Mary | "Mary, you are a very nice person."

	Who are you thinking of?	Your sentence
 I		
		
 he		
 she		
 it		
 we		
 you		
 they		

Numbers

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

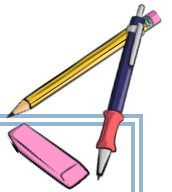
five: My brother is **five** years old.

- 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

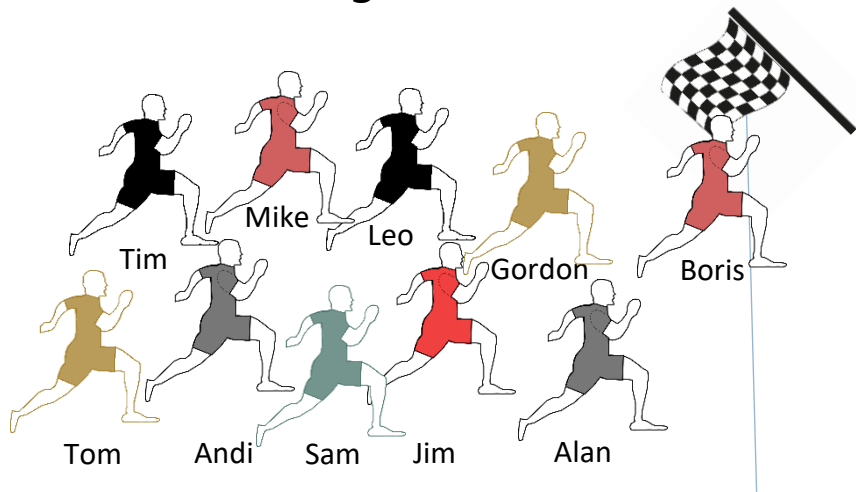
81-82-83-84-85-86-87-88-89-90

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

Ordinal numbers: first, second, third...

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

Who is winning the race?



Use a marker and highlight the letters in the circles. ○

Write sentences about all the runners:

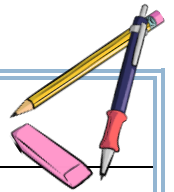
Examples:

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

Months

January

February

March

April

May

June

July

August

September

October

November

December

Seasons

spring

summer

autumn

winter

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 22nd.

You say:

**My birthday is on the
22nd of August.**

GIVING THE DATE

British:

1st October 2021

2nd November 2021

American:

December 3rd, 2021

January 4th, 2022

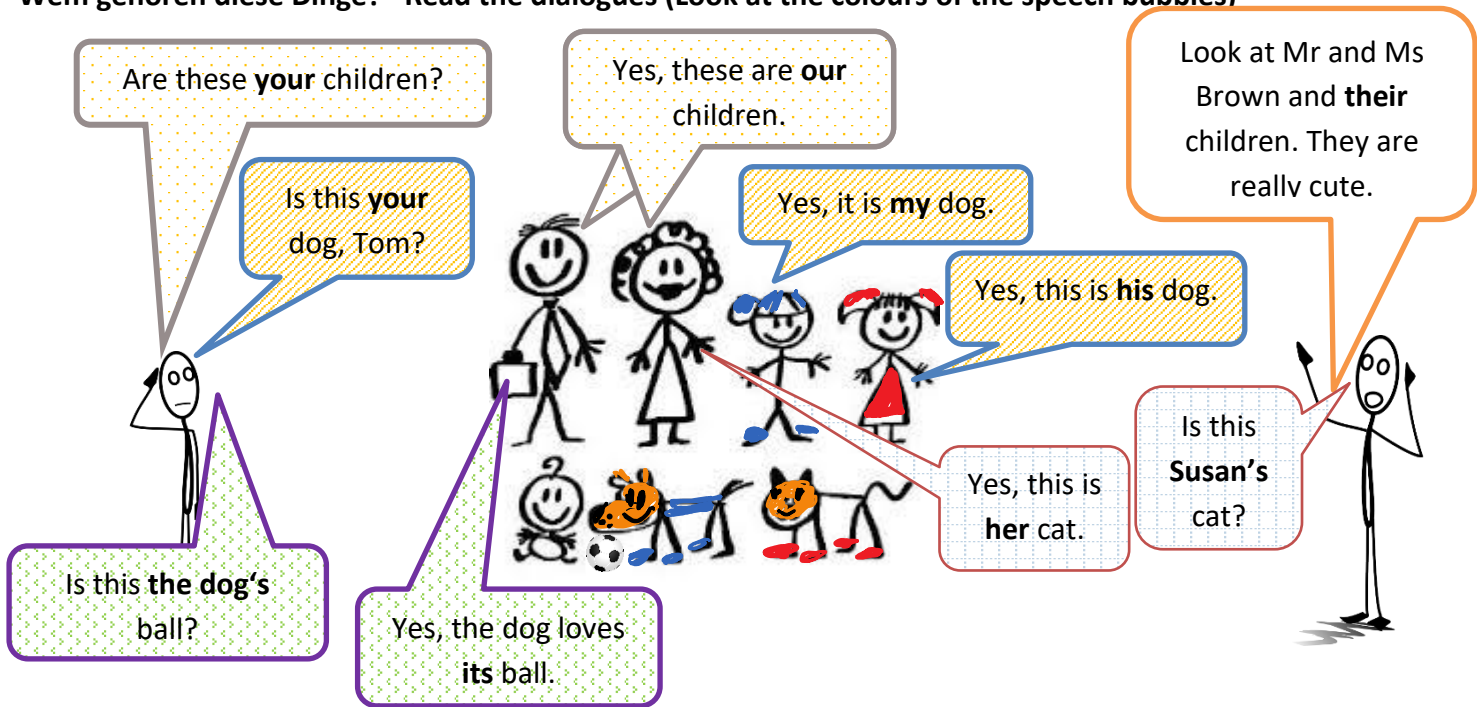
February 5th, 2022

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? Read the dialogues (Look at the colours of the speech bubbles)



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.

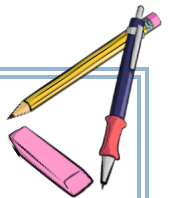
Whose dog is it?
Draw a leash (Leine).

Now it's your turn:

Write 7 **TRUE** and meaningful sentences about yourself and your friends and family.

Use: your, his, her, our, their

Example: My uncle has a new car. **His** car is red.



My friend has a ...
My mom has a ...
My dad has a ...
In my classroom we have a ...
My neighbors have a ...
Hello Tina. Can I please borrow (ausborgen)
My grandparents have a

Whose things are these? Look closely:

Challenge 1:

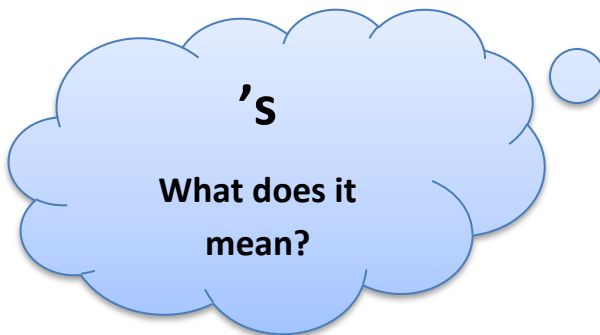
Peter's brother is called Thomas.

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.



My rule:

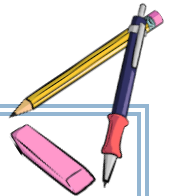
Ich schreibe ein 's'



Now it's your turn:

Write 5 similar (ähnliche) sentences.

Remember: Always write TRUE and meaningful sentences.



Whose things are these? What's the difference?

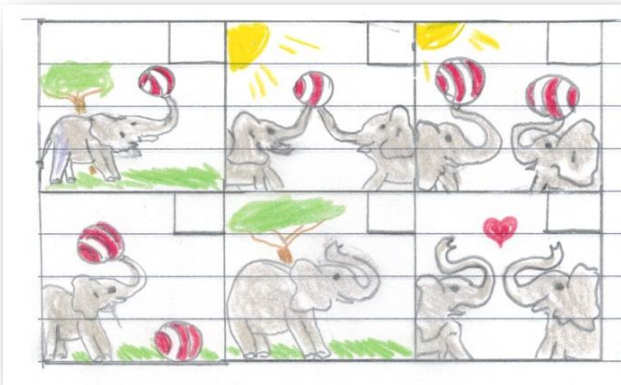
Challenge 2:

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

Tick the correct answer. ✓

My friend d's house is beautiful.	My friends' houses are beautiful.	S'X
<input type="checkbox"/> 1 friend <input type="checkbox"/> more friends <input type="checkbox"/> house <input type="checkbox"/> houses	<input type="checkbox"/> 1 friend <input type="checkbox"/> more friends <input type="checkbox"/> 1 house <input type="checkbox"/> more houses	
The girl's cat is called Minnie.	The girls' cats are called Minnie and Tommy.	
<input type="checkbox"/> 1 girl <input type="checkbox"/> more girls <input type="checkbox"/> 1 cat <input type="checkbox"/> more cats	<input type="checkbox"/> 1 girl <input type="checkbox"/> more girls <input type="checkbox"/> 1 cat <input type="checkbox"/> more cats	

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 drawings. 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.

(draw 1 animal)	The
(draw 1 animal and 1 thing)	This is ...
(draw 1 animal / 2 things)	These are
(draw 2 animals)	The
(draw 2 animals / 1 thing)	This is
(draw 2 animals / 2 things)	These are....

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**?

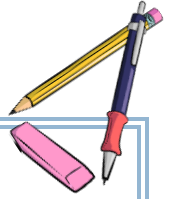
Does verwendet man (Tipp: Schaue auf Seite 6 nach.)

Das verb (z.B.) bleibt gleich.

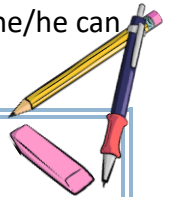
Now it's your turn:

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? _____



Negation in English



Challenge

Laura has a problem. She needs Lis' help.

Read the text. What do you notice?

Hi, Lis
Can you please help me?
The hotel in Paris wrote me an email but I don't understand it. It is in French! 🇫🇷
I don't speak French and Andreas doesn't speak French either!
We don't understand a word! ?
I ✉️ an email in English but they don't speak English! 😞
Please help me! 🙏

12:11 ✓

Hi Laura,
No problem! 😊 I don't have time today but I can have a look at it tomorrow. Don't worry, just send me the email. 📧

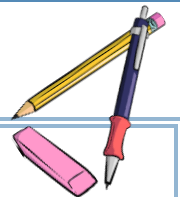
What do you notice? (Was fällt dir auf?)

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...

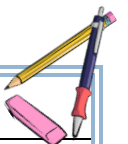
Telling the time



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

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** ...

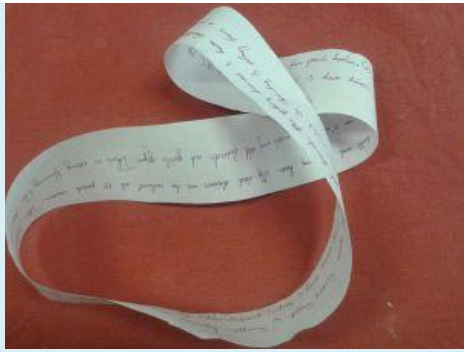
What time do you have lunch?

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



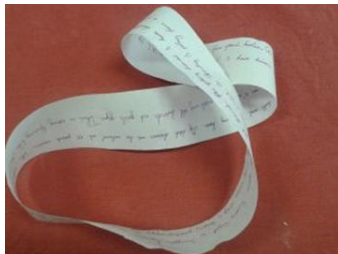
Maria usually gets up at half past six. Then she takes a shower and gets dressed. At seven o'clock she has breakfast with her family. She eats bread, butter and jam and she drinks a cup of hot chocolate. Then she goes to school by bus. She arrives at school at half past seven. She goes to her locker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

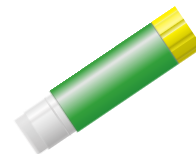
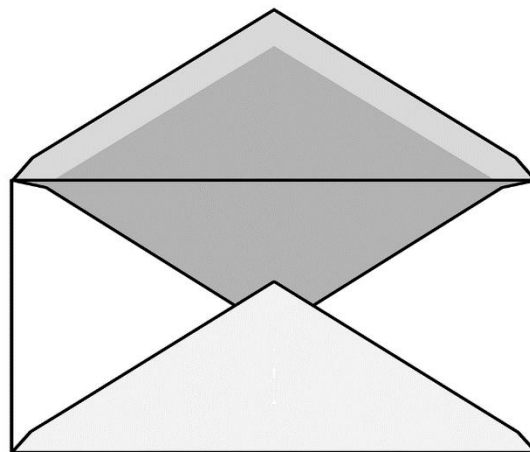


Ask your teacher for a Moebius strip. Then write down all the things you do every day – and every week.

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.









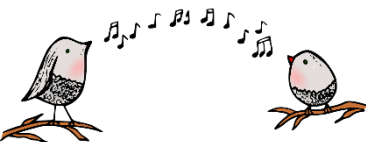


For the teacher:
<https://www.polzleitner.com/epep/Grammar/PresentRoutines>.



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**?

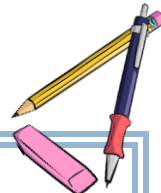
My rule:

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, **there is**.

No, **there isn't**.

Yes, **there are**.

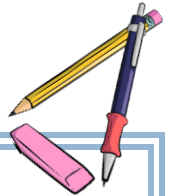
No, **there aren't**.

There is a	sofa	in/on/under/next to/in front of/behind/between...
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



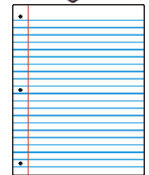
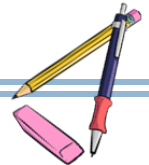
in front of

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, always, often, sometimes, never..	Yesterday, last week, in the last holidays...
I am always happy when it snows.	Last Christmas I was sad because there was no snow at all.
My friends Tom and Anna are often loud and funny.	Last weekend, my friends were at the Zoo in Vienna.
I usually do my homework after lunch.	Yesterday I did my math homework in the evening.
I usually go to school by bus.	Last week went to school by bike because the weather was so nice.
We spend 6 hours in school on most days.	Yesterday, I spent 7 hours in school, because we had sports in the afternoon.
I always have breakfast with my mom.	On Sunday I had breakfast with my dad.
I always take a shower before going to bed.	Last night I took a bath because I was so cold.
I often read a book in bed.	Last week I read Harry Potter.
On the way home I always speak with my friends on the phone.	Last night I spoke with my grandmother.
I usually drink water with my lunch.	Today I drank a Coke with my pizza.
I usually get up at 6 o'clock.	Today I got up at 7 o'clock and I missed the bus.
On Sunday we often drive to my grandmother's house.	In the Easter holidays we drove to my aunt's house in Croatia.
My father often says funny things.	The teacher said that I should practice more for English.
I usually eat cornflakes for breakfast	Last weekend we ate eggs and toast.
We now buy our food at the new SPAR market in our street.	Before, we bought our food at BILLA, but it is not so close.
My mom always writes a shopping list.	In the holidays I wrote many Whatsapp messages to my friends.
I try to speak English with my teacher.	In the holidays I tried to speak English with some kids in our hotel.
I always copy the new words on vocabulary cards.	This morning, our teacher copied lots of new worksheets for us.
After the lesson we always carry the picture books to the library.	Yesterday, I carried the books to the library with my friend Sarah.

Past tense - Negation

Now it's your turn:

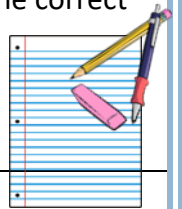
I can say what I did and what I did not do in the holidays.

I did not go to America, but	I went to Turkey.
I did not eat any Sauerkraut, but	I ate lots of ice-cream.
I did not buy any souvenirs, but	I bought a new t-shirt.
I did not take a shower, but	I took a bath.
I did not play chess, but	I played 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

Did you go swimming in the holidays?

Did you speak English in the holidays?

Did you visit your grandmother?

Did you like your hotel?

Yes, I did.

No, I didn't.

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

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

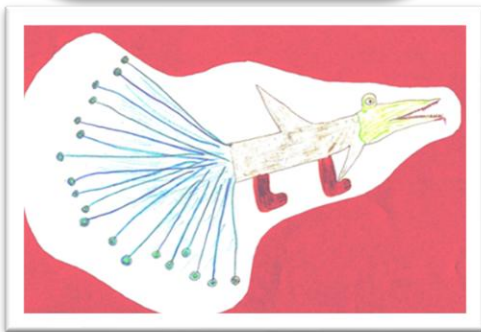
The horsotoigopigchick has the body of a tiger, the head of a horse, the tail of a pig and the feet of a chicken. Its head is **bigger than** a tiger's head and a lot **heavier**. The horsotigopigchick's legs are much **thinner than** a tiger's legs and it is **slower than** a tiger. It has a thin pink tail and it is **less intelligent than** the Tigohorsophim 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?

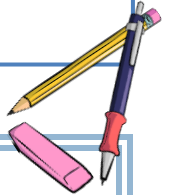
We are going to

- 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 **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.

My Rule:



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



Tip: Remember

I am = I'm

I will = I'll

B

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

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.

My Rule:



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



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.

Your weekend

Your teacher's weekend



Perhaps

If ...

Maybe...

Maybe, I

Perhaps, I

If the weather is nice,
I...

My PLANS

My plans...



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.

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

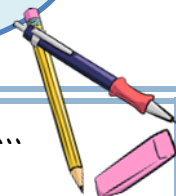
Have you ever touched a snake or a tarantula?

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.

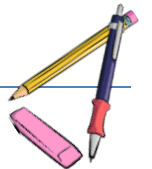
Find out: when – where
- why –who- how....

Write down the questions:

name: _____

Write down the answers:

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

Blank box for details.

when – where - why –who- how....

I h____

experience

Blank box for details.

when – where - why –who- how....



I _____

experience

Blank box for details.

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 17th century and visit the Scottish clans. Then I would go to the 19th century and meet Sissi. Then I would go to the 20th 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.

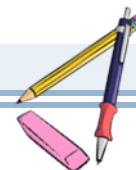
If I could play the guitar, I would join a band.

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

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 new sweater.

S: How about the blue one here?

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

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

C: Yes, this one is beautiful.

S: What size do you wear?

C: Small.

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

Customer: I'd like a pair of boots.

S: What size do you wear?

C: I usually wear size 7. I'd like some green ones.

S: Sorry, we don't have any green ones. But these blue ones are really trendy, or these brown ones. The brown ones are very popular this winter!

C: Can I try them on?

S: Of course.

C: I really like them. How much are they?

S: 110 pounds.

C: That's too expensive. I can't afford that. What about the black ones?

S: They are on sale. They only cost 50 pounds right now.

C: Great, I'll take the black ones!

My rule

We use (THIS) ONE for

We use (THESE) ONES for

some or any

Challenge 1

More and more young people are becoming vegetarians. They have decided not to eat any meat or fish. Some people do not eat any animal products, not even milk, eggs or honey. They are called vegans. Let's see what kind of food Lea, Tim and John have at home.

Read the texts and mark **SOME** and **ANY** in two different colors.



I'm a vegan, but my parents eat meat and other animal products. Therefore, we have all kinds of foods in our kitchen. There are always some eggs in our fridge and we usually have some milk and yogurt at home. My mom makes sure there is always some soy milk or oat milk for me. We don't usually have any tofu, but once in a while my mom buys some tofu and prepares a delicious Chinese stir-fry for the whole family. We all like that a lot.



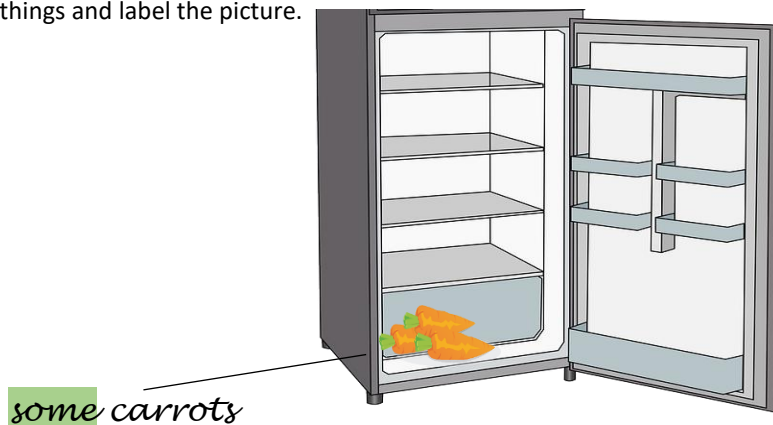
In my family we are all vegetarian. We don't eat any meat or fish. So, we never have any meat or sausages or fish in our fridge. We always have some yogurt, because we eat yogurt with fruit for breakfast every day. We always have some milk in our fridge, and we love cheese. There is always some cheese in our fridge. We eat lots of vegetables and salad, so there are usually some zucchini, some tomatoes and some carrots in our fridge.



In my family we like to eat a mixed diet. We eat all kinds of foods, including meat, fish and milk. Unfortunately, I am allergic to nuts. Therefore, we never have any nuts at home. My mom makes sure not to buy any breakfast cereals that contain any nuts. When I buy sweets or snacks in the school cafeteria, I always check the list of ingredients to see if they contain any nuts.

Challenge 2

Choose one of the three students. What kind of food does their family eat? What do they usually keep in their fridge? Draw the things and label the picture.





Challenge 3

Lea, Tim and John are going on a class trip. When they sign up for the trip they are asked about their food preferences and allergies. What do these kids NOT eat?

Lea does not eat any ...

Challenge 4***

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

Ms. Pölzleitner, do you know some good English books that I could read? (Hint: Ms Pölzleitner is the English teacher.)	Mr. Grasser, do you know any good English books that I could read? (Hint: Mr. Grasser is the math teacher.)
	???
Ms. Bergmann, I know that your family likes chicken. Do you have some good chicken recipes ?	Ms. Pölzleitner, I know you are vegetarian, but do you know any good chicken recipes ?
Lea, I see that you always put oat milk in cereal. Could I try some , please?	Is there any oat milk in the teachers' fridge at school?
Ms Wagner, can I have some colored paper for my collage, please? (Hint: Ms Wagner is the art teacher).	Tim, do you happen to have any non-permanent markers that I could use?
	

My Rule

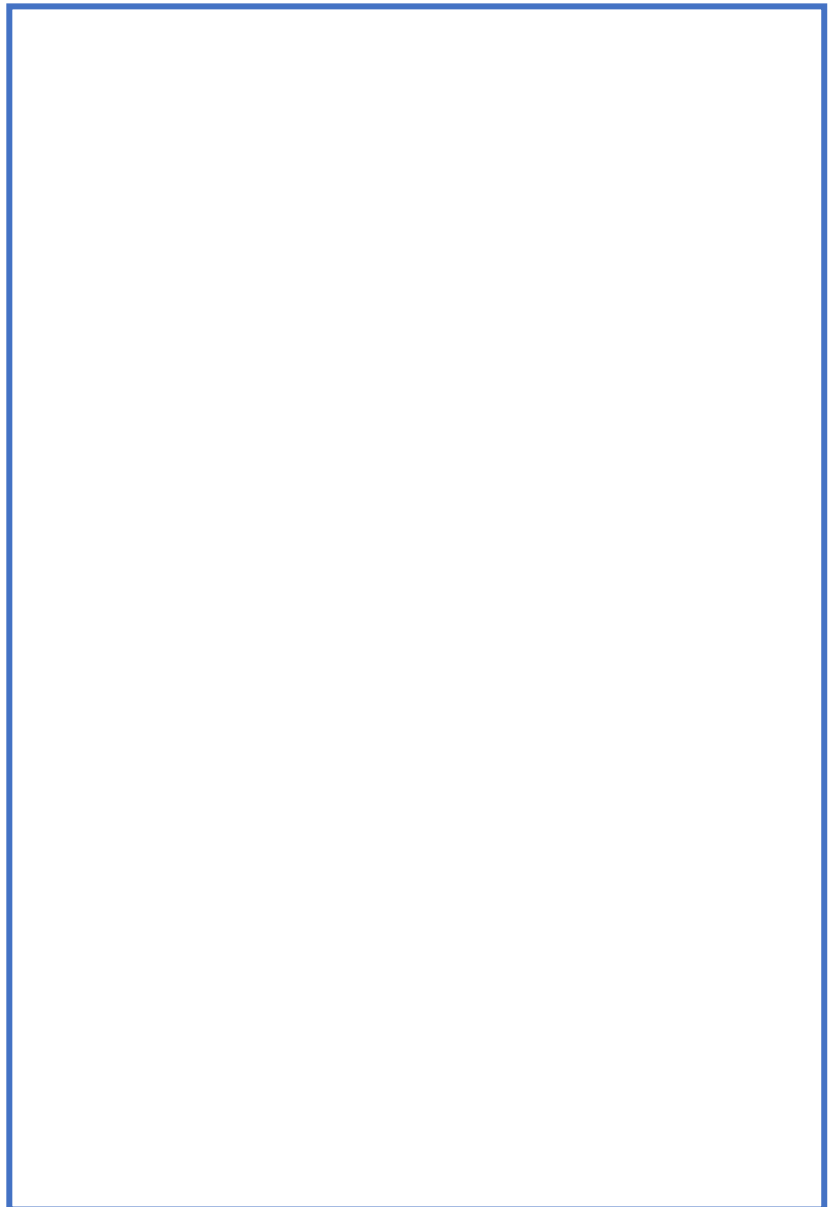
We use *some* ...

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: many or a lot of or lots of	How many do you think there are? Guess !
On the teacher's desk there are many exercise books and many pens .	<i>I think there are 20 exercise books and 10 pens.</i>
How many cousins do you have?	
There are too many desks in our classroom.	
There were a lot of people at the concert.	
I have a lot of books .	
Eray has many brothers and sisters .	
How many days are there till summer?	
here you can only say: a lot of	What about these sentences? Can you count these things? How?
We don't have a lot of time to do this exercise.	
I spend a lot of money on computer games.	
There is a lot of food on the table.	
There is a lot of milk in the fridge.	
Last winter there wasn't a lot of snow in Austria.	

Sort the words into the two boxes:

<i>oranges, cats, video games, girls, teachers, time, seconds, weeks, money, coins, water, orange juice, milk, oil, food, sand, flowers, air, love, snow</i>	
here you can use: many / a lot of / lots of	here you can only say: a lot of

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
In my old school, we did not have many teachers .	She doesn't have a lot of money . She is poor. She doesn't have much money . She is poor.
Kevin has many computer games, but not many books .	In my old school we did not speak a lot of English . We didn't speak much English .
Last winter I did not build many snowmen .	In Graz there was not much snow last winter. In Graz there was not have a lot of snow last winter.
There are not many days left to practice for our test.	We need to hurry! There is not much time left.
Ms. Thomson, our Music teacher, does not know many famous soccer players , but she knows many famous singers.	There is not much food left, we 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 your 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.

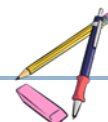
There were lots of wild rumors about Willy and his family. Many people said that they had seen them walking the streets in the middle of the night. Others said that they had heard strange, howling noises in their house at full moon.

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.

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

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 a dark road. The leaves were rustling under my feet. An owl was 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

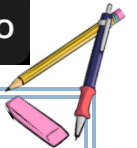


When we talk about *events and things that happened* in the story, we use the

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 as a video and share it with your classmates.



It was a

Suddenly...

School Rules in different countries

Common school rules in Austria. Which of these do you have to follow at your school? Mark the ones that are true for you.

- Students **must** arrive on time and have their materials ready for each lesson.
- Outdoor shoes and coats **must** be kept in the lockers.
- The use of mobile phones **is not allowed** during lessons. Phones **must** be turned off and stored in the lockers.
- Students **should** raise their hands before speaking in class.
- Students **have to** complete their homework assignments on time.
- Everyone **should** help keep the school clean and tidy.
- Students **must not** leave the school-building without permission.

Now it's your turn:

What other school rules do you have at your school?

We must...

We have to...

We are not allowed to...

We must not...

We should...

And what are the rules in your family?



School rules in the USA

Mona has just spent a year as an exchange student in the USA. We asked her to tell us about her experiences at an American middle school.

Hi everyone,

As you all know, I spent a year in Kansas City. I lived with a host family and went to school there. School was really different in the USA. First of all, we did not have our own classroom, but we had **to** go to a different room for each subject. So I had **to** check my schedules all the time in order to be in the right place at the right time. This was quite stressful for me, and it took me some time to get used to this system. One rule that I found very strange was the toilet rule. You **had to** get a toilet pass from the teacher. Only one person at a time **was allowed to** go to the toilet and if a teacher saw you in the hallway, you **had to** show the toilet pass.

Another thing that was new to me was the school uniforms. Not all American schools have them, but I went to a private school and there we **had to** wear dark blue pants or skirts, light blue shirts or blouses and dark blue sweaters or jackets. We **were not allowed to** wear tank tops or miniskirts. On Fridays we **did not have to** wear our uniforms, but we **were allowed to** wear jeans. Sweatshirts, hoodies and sweatpants **were only allowed** in the gym class.

School was from 8 a.m. to 4 p.m., so all students **had to** stay for lunch. The food in the school cafeteria was really delicious, but the cafeteria staff was very strict about noise and cleanliness. We **were only allowed to** talk quietly, and we **had to** return our trays and leave the tables clean after eating.

All in all, these rules were okay, but I prefer the rules at our school.

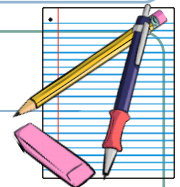
What were the rules in your primary school?

We had to...

We did not have to...

We were allowed to...

We were not allowed to...



Giving essential details: Defining Relative Clauses: who and that

Let's be very specific about the things and people that we are talking about.

When we are referring to things, we use **THAT**

The **book that** I like best is.....

The scariest **film that** I have ever watched was

The **best food that** I have ever eaten is

When we are referring to people, we can use **WHO** or **THAT**. **THAT** is less formal.

The **students who** do their vocab work regularly are really good at English.

The **teachers who** teach languages must spend a lot of time correcting our mistakes.

The **team that** won the volleyball game practiced a lot.

The children **who** do not have a computer at home can borrow a tablet from school.

The **actor/actress that** I like best is.....

The **person that** I admire most is

Your Turn:

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

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**.

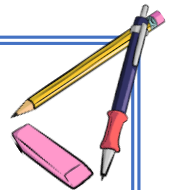


I played computer games all night.

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:

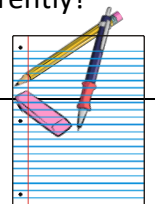


If I had + _____, I would + _____ + _____

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, 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.

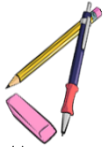


Ms. Pö has been an English teacher for more than 25 years.

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.

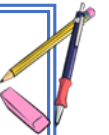
My second oldest friend is _____ I have known him/her since 20__

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?

.....

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."



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 any other instrument		
have you had your favourite lucky 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 (WHAT or WHO)	form of "be": 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.

<p style="text-align: center;">Passive Bricks</p> <p style="text-align: center;">Drag and drop the bricks to form meaningful sentences. Then check your answers.</p> <p style="text-align: center;">Process</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>was invented</td> <td>cannot be opened</td> <td>should be worn</td> <td>is made</td> </tr> <tr> <td>was built</td> <td>was stolen</td> <td>was arrested</td> <td>are made</td> </tr> <tr> <td>are grown</td> <td>were planted</td> <td>was discovered</td> <td>were written</td> </tr> <tr> <td>has been cancelled</td> <td>will be sent</td> <td>is closed</td> <td>will be opened</td> </tr> </table> <p style="text-align: center;">Additional Information</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>by the police.</td> <td>in greenhouses in Holland.</td> <td>100 years ago.</td> <td>in my browser.</td> </tr> <tr> <td>from the bank.</td> <td>of flower, water, yeast and salt.</td> <td>in China.</td> <td>to you by e-mail.</td> </tr> <tr> <td>due to bad weather.</td> <td>by all responsible bike riders.</td> <td>in the winter.</td> <td>by J.K. Rowling.</td> </tr> <tr> <td>by Thomas Edison.</td> <td>by Christoph Columbus.</td> <td>on Monday.</td> <td>in 1887.</td> </tr> </table>	was invented	cannot be opened	should be worn	is made	was built	was stolen	was arrested	are made	are grown	were planted	was discovered	were written	has been cancelled	will be sent	is closed	will be opened	by the police.	in greenhouses in Holland.	100 years ago.	in my browser.	from the bank.	of flower, water, yeast and salt.	in China.	to you by e-mail.	due to bad weather.	by all responsible bike riders.	in the winter.	by J.K. Rowling.	by Thomas Edison.	by Christoph Columbus.	on Monday.	in 1887.	
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<p style="text-align: center;">Passive Bricks</p> <p>1. Watch the video about how ketchup is made.</p> <p>2. Then sum up what you have found out. Drag and drop the bricks to form meaningful sentences.</p>  <p style="text-align: center;">Process</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>is squeezed</td> <td>is produced</td> <td>is boiled</td> <td>is tasted</td> </tr> <tr> <td>are added</td> <td>is sent</td> <td>are transported</td> <td>are crushed</td> </tr> <tr> <td>is added</td> <td>is filled</td> <td>is tested</td> <td>are shipped</td> </tr> </table> <p style="text-align: center;">Additional Information</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>across the world</td> <td>into large steel vats.</td> <td>into a thick paste.</td> </tr> <tr> <td>to the factory.</td> <td>at the Heinz factory.</td> <td>at 100 degrees.</td> </tr> </table>	is squeezed	is produced	is boiled	is tasted	are added	is sent	are transported	are crushed	is added	is filled	is tested	are shipped	across the world	into large steel vats.	into a thick paste.	to the factory.	at the Heinz factory.	at 100 degrees.															
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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 Robert 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 fake</u> 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 explained that they are unlike any other penguins in the world. They don’t spend the winter in the ice, and they don’t need to huddle together to protect themselves against the cold. They fly south to warmer countries, just like other birds. He said that they can fly thousands of miles and spend 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 he said that he had discovered a colony of penguins that was unlike any other in the world. He said that these penguins didn’t spend the winter in the ice – huddling together against the cold, but that they could fly. He explained that these special penguins could fly 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 1st. So, the whole thing is obviously a hoax. Of course, penguins do not fly.</p>

What do you notice?

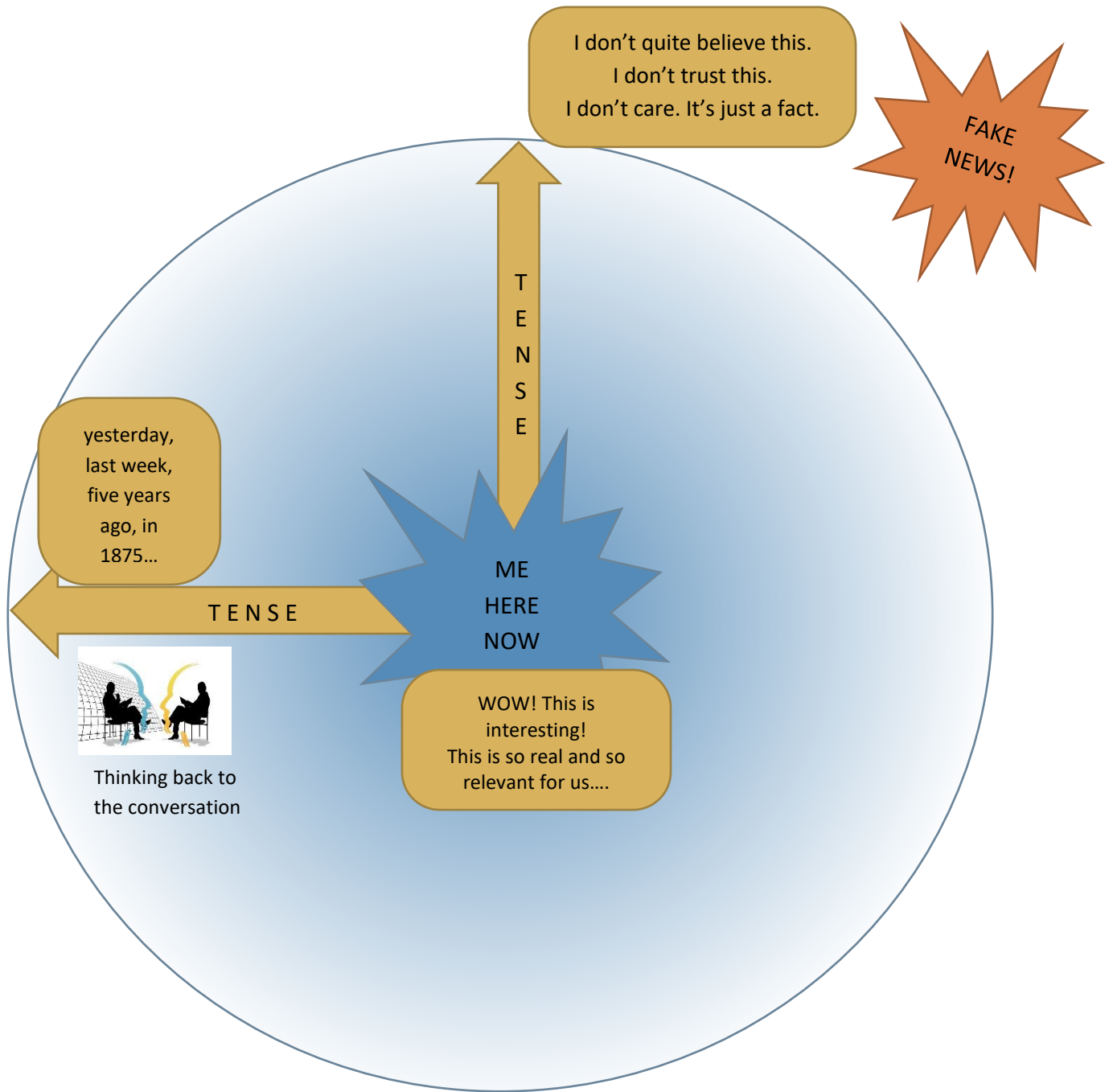
Both Maxi and his brother Robert are talking about the same video. Why are they using different tenses here?

Maxi uses the _____ because....

Robert uses the _____ because ...




The Reporting Circle



For the teacher

Let's explain:

Announcing interesting news	Reporting <u>fake information</u>
<p>Maxi is announcing cool news. He thinks this is great and wants to tell us about these cool animals. 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. Robart is reporting 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. We use the present tense, because these facts seem important and relevant to us now.</p> <div data-bbox="108 589 695 752" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>"I have some good news for you all. We are going to buy a new basketball hoop for the schoolyard."</p> </div> <p>Ms. Wagner said that we will get a new basketball hoop for our schoolyard.</p>	<p>When we report fake news or things that are no longer true, we report these in the tense. We use thetense to "push the information away from us" – that means – to show that we do not trust it.</p> <p>The phrase he/she claimed that – also shows that we do not trust the information that we are reporting.</p>
<p>Your Turn What did the teachers actually say?</p> <div data-bbox="108 981 695 1120" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>"We ..."</p> </div> <p>Our teacher told us that we are going to visit the Zotter chocolate factory next week. Cool, isn't it?</p> <div data-bbox="165 1200 695 1411" style="border: 1px solid black; border-radius: 15px; height: 90px; margin: 10px 0;"></div> <p>Ms. Pö said that we can take part in the GOAL project and write our own online story books with our international friends.</p> <div data-bbox="108 1563 695 1715" style="border: 1px solid black; border-radius: 15px; height: 60px; margin: 10px 0;"></div> <p>Ms. Bergmann promised that we will watch a film in the next lesson.</p>	<p>Your Turn What did the people actually say?</p> <div data-bbox="791 878 1324 1039" style="border: 1px solid black; border-radius: 15px; height: 60px; margin: 10px 0;"></div>  <p>The reporter claimed that the penguins in Madagascar could fly.</p> <div data-bbox="759 1182 1337 1339" style="border: 1px solid black; border-radius: 15px; height: 60px; margin: 10px 0;"></div> <p>Trump announced that he would build a wall at the border to Mexico.</p> <div data-bbox="791 1451 1324 1617" style="border: 1px solid black; border-radius: 15px; height: 60px; margin: 10px 0;"></div> <p>Ms. Bergmann promised that we would watch a film but then we had to do a grammar exercise!</p>

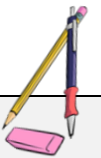
More examples of reporting fake news

Last week I met an old friend of mine and we got into a really weird conversation. Mark really thinks that aliens **exist** and **are** all around us. He **claimed** that they **were abducting** humans and **were doing** strange experiments on them. He **was** really scared and said that he **didn't leave** the house at night anymore.

He then **added** that you also **had to be** careful outside, even during the day. He asked if I **knew** about chemtrails. He **claimed** that politicians **wanted to control** people, so they **added** chemicals to the fuel of airplanes and if you **wanted** to be safe, you **had** to wear a helmet made of metal or stay inside.

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. Maybe he spends too much time on the internet!

What were Mark's exact words?



He said: "I am sure that aliens andall around us. They are abducting humans and strange experiments on them. I really scared. I the house at night anymore.

But you also careful when you go outside during the day. Do you _____ about chemtrails? The politicians people, so they chemicals to the fuel of airplanes. If you to be safe, you a helmet made of metal or stay inside.

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 a research team
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.

I read on the internet that _____
 Someone told me that _____
 My classmate claimed that _____

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.

“Aliens **are** abducting humans.” **He claimed** that Aliens **were** abducting humans.
 “Gorillas **can** learn to knit.” **He said** that gorillas **could** learn to knit.
 “I **have discovered** flying penguins.” The explorer **explained that** he **had discovered** flying penguins.

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

Our teachers promised that we **will** soon get a new basketball hoop for our schoolyard. (Here you trust your teachers)

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

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.

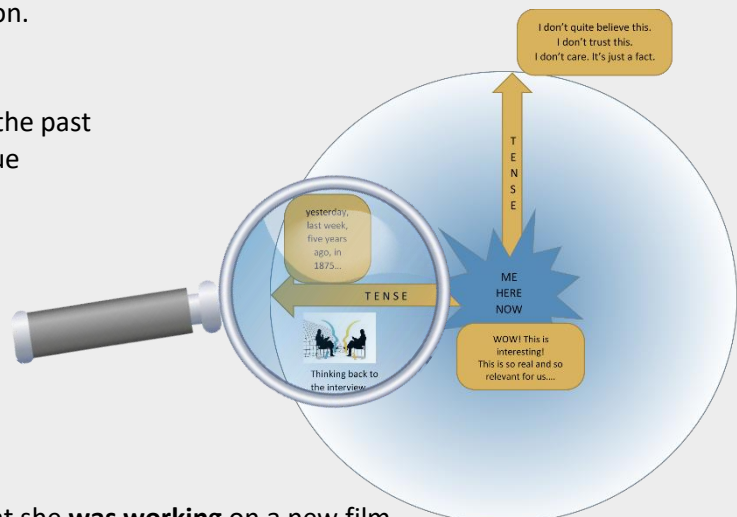
When I **asked** him why he **came** to Graz he **told me** that his wife **got** a good job here and that his parents **lived** here as well.

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.

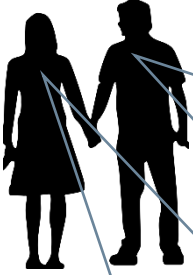
Your turn:

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?



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?

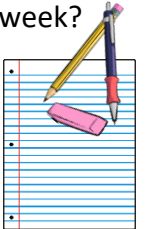
This is what you tell your friend

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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mehrmals: Gehirn Piktogramm Word

Seite 6 Bilder Lis Pölzleitner und

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

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