



# My Personal Grammar Book

## Part 2

for all the important grammar rules

Name: .....

Flexi English

by Elisabeth Pölzleitner

and

Laura Bergmann

**This is your personal grammar book for Flexi 3 and 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 or use an erasable pen.**

**Then ask a teacher to check your answers and correct them carefully.**

Das ist dein persönliches Grammatikbuch für Flexi 3 und 4. 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 oder löschbarem Stift.

Bitte deine Lehrer deine Sätze zu überprüfen und korrigiere sie dann sorgfältig.

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## Colorful and detailed descriptions

### Challenge

Use your vocabulary cards from this module and sort them into two groups.

Ask your teacher to check your cards, then write the sentences into 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 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, light-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.

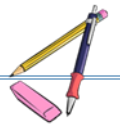
There were lots of wild rumors about Willy and his family. Many people said that they had seen them walking the streets in the middle of the night. Others said that they had heard strange, howling noises in their house at full moon.

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 quietly sat 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 secretly 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 TRUE how you, your family and friends do things.

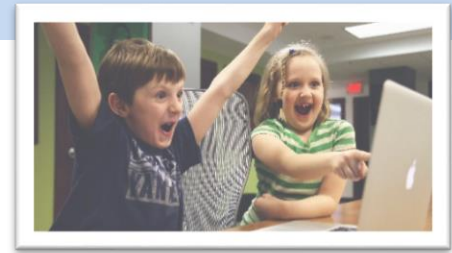
Write the adverbs into column 1, then write your sentences into column 2



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	
silently	
politely	
excitedly	
patiently	
impatiently	
angrily	
aggressively	
noisily	
loudly	
sadly	

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

### Challenge:

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

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



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

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

Suddenly...  
a cat rushed out of a side-street and stopped in front of me. It looked at me with burning green eyes and growled.  
I screamed in shock and hid behind the nearest car.

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

The cat crossed the street and came towards me.  
With each step it grew bigger and bigger and the growling got louder and louder.

That's when I remembered the magic coin in my pocket. I took it out, held it up in the air towards the cat and hoped...  
Yes, ... it worked. The cat saw the shining coin, froze – and then turned around and ran away.

### My rule:

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



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

**Now it's your turn:**

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

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



It was a ....

Suddenly...

**New rules: Everything's different now – relative pronouns**

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

The thing **that** I like most about home-schooling, is sleeping in in the morning.

The subject **that** is most difficult right now is .....

The thing **that** I like least about home-schooling, is that I cannot see my friends.

The video conferences **that** our teachers organize for us are very helpful.

The thing **that** I miss most during the Corona crisis is.....

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

The students **who** work hard even during the crisis, will get really good grades at the end of the year.

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

The people **who** have to work most during this crisis are doctors, nurses and people **who** work in supermarkets.

The person **who** worries most about Corona is ..... because.....

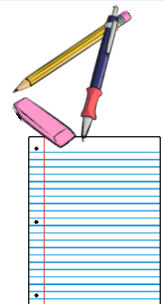
**Challenge: Find the rule**

We use **who**, when we talk about \_\_\_\_\_

We use **that** when we talk about \_\_\_\_\_

**Your Turn:**

Write **true and meaningful** sentences about yourself, your family and your friends. Use **WHO (5x)** and **THAT (5x)**



## New rules – modal verbs

A lot of things have changed because of Covid-19.



We **must** try to stop the virus because it is very dangerous. So people **should** stay at home as much as possible. You **are not allowed** to leave your house unless you have to work or **need to** go shopping. If you go shopping, you **have to** wear a mask. It **doesn't have to** be a medical mask, you **can** make one yourself. You **don't have to** wear gloves, but it is a good idea.

You **are allowed to** go for a walk but you **are not allowed** to go to a playground.

You **must** keep your distance from people who do not live in your house and you **mustn't** invite people to visit you. I know that this is hard. I **had to** spend Easter without my parents, too and if someone of my staff gets ill, I **will have to** stay in quarantine in the ministry.

You **can** come to school, but you **shouldn't**. You **have to** take part in the online lessons.

I hope we will soon be able to go back to our normal lives and you **will be allowed** to meet your friends.

### Challenge: Find the correct meaning

Read Kurz's statement and find out what the words **in bold** mean. Write them into the correct box.

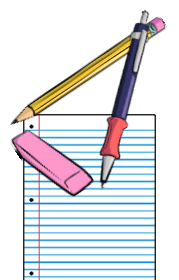
wir müssen (weil wir das wollen): _____	du darfst nicht (2x) _____ _____	Leute sollen: _____
du musst (weil es ein Gesetz ist): _____	du musst nicht (es ist kein Gesetz) _____	du solltest nicht: _____
es muss nicht ...sein _____	ich musste: _____	du kannst / du darfst: _____
du musst/es ist notwendig, dass du: _____	ich werde ... müssen: _____	du wirst dürfen: _____

### Your turn:

Use these words to write sentences about the rules at home and in school.

Write 10 sentences – use a **different** verb in each sentence.

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



## If things had been normal ...

In March 2020 schools closed due to the Corona crisis. During the Easter break visits to friends and family were not allowed, all hotels were closed and you could not go to another country. All shops – except for food stores – were closed as well.

When the teachers meet after Easter, they talk about their holidays. Guess who is talking and write the names next to speech bubble.

I spent the holidays with my kids and my husband. If there **had not been** a Corona outbreak, the whole family **would have met** in the garden for a huge Easter celebration.

I spent the holidays with my wife and my daughter's family. It was my granddaughter's first Easter. If we **had not had** a Corona crisis, I **would have gone** to Italy in my camper.

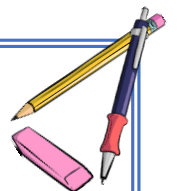
I spent the holidays at home with my husband. It was not a lot of fun because there was a building site next to our house. If we **had been allowed to** travel, I **would have flown** to Greece.

I spent the holidays with my husband and my son Jakob. We stayed in our flat all the time. If we **had not been afraid** to get ill, we **would have gone** to the playground with Jakob!

### 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 + \_\_\_\_\_ + \_\_\_\_\_

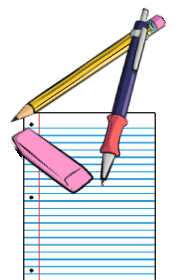


### Your turn:

What would you have done in the Easter holidays if there had not been a Corona outbreak?

What would your friends and family have done?

Write 5 sentences.



**If they had given up easily, they wouldn't be as famous today.**

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

Match the life stories with the names.

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



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

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

## Solutions:

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.	Michael Jordan
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.	The Beatles
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.	Walt Disney
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.	Bill Gates
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.	J K Rowling
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.	Albert Einstein
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.	Steve Jobs
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.	Henry Ford
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.	Thomas Edison
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.	Charlie Chaplin
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.	Steven Spielberg
If this tower wasn't leaning to the side, it would certainly not be as famous.	The tower of Pisa

**DURATION: How long have you...?**

*I've had my bike for five years.*



*I have known my friend Sally for 8 years.*



*I've had this T-shirt for ages.*

*Mrs. 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 info about your item:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Old friends and relationships**

How long have you all known each other? How long have you known your oldest friends.

**Think of an old friend who is still around** and complete the following sentences.

I've known this person for \_\_\_\_\_

I've often \_\_\_\_\_ with \_\_\_\_\_

We've often \_\_\_\_\_

I've never \_\_\_\_\_



**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 this tense before. Do you remember what we have used it for? Check your personal grammar book, part 1.

## For and Since

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

*since 2017... for three years... since September... for more than xxx years...  
since Monday... for three days... for many years... since Christmas... for almost  
an hour... since 7.40*

**Example:** I have been a student at Praxismittelschule since 2017.



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

**My rule:**



We use **for** when ...

We use **since** ...

# “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 at this school?		
your grandparents been married?		
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.

### Examples:

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 SC-Andritz. He has played in this club for 3 years.



**Fake News: Reporting unbelievable things that someone said**

Flying penguins? Watch the BBC video.



This is what the explorer said



Watch the video

This is what Tom told his friends

"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."

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.

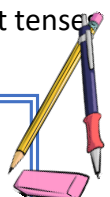
<p>Maxi is announcing some cool news</p> 	<p>Robert is reporting <b>fake</b> news</p> 
	
<p>“Wow, you won’t believe what they have discovered in Madagascar.</p> <p>I saw a BBC video where an explorer showed some flying penguins. I didn’t know they can do that. I thought penguins were too heavy to fly,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

**What do you notice?**

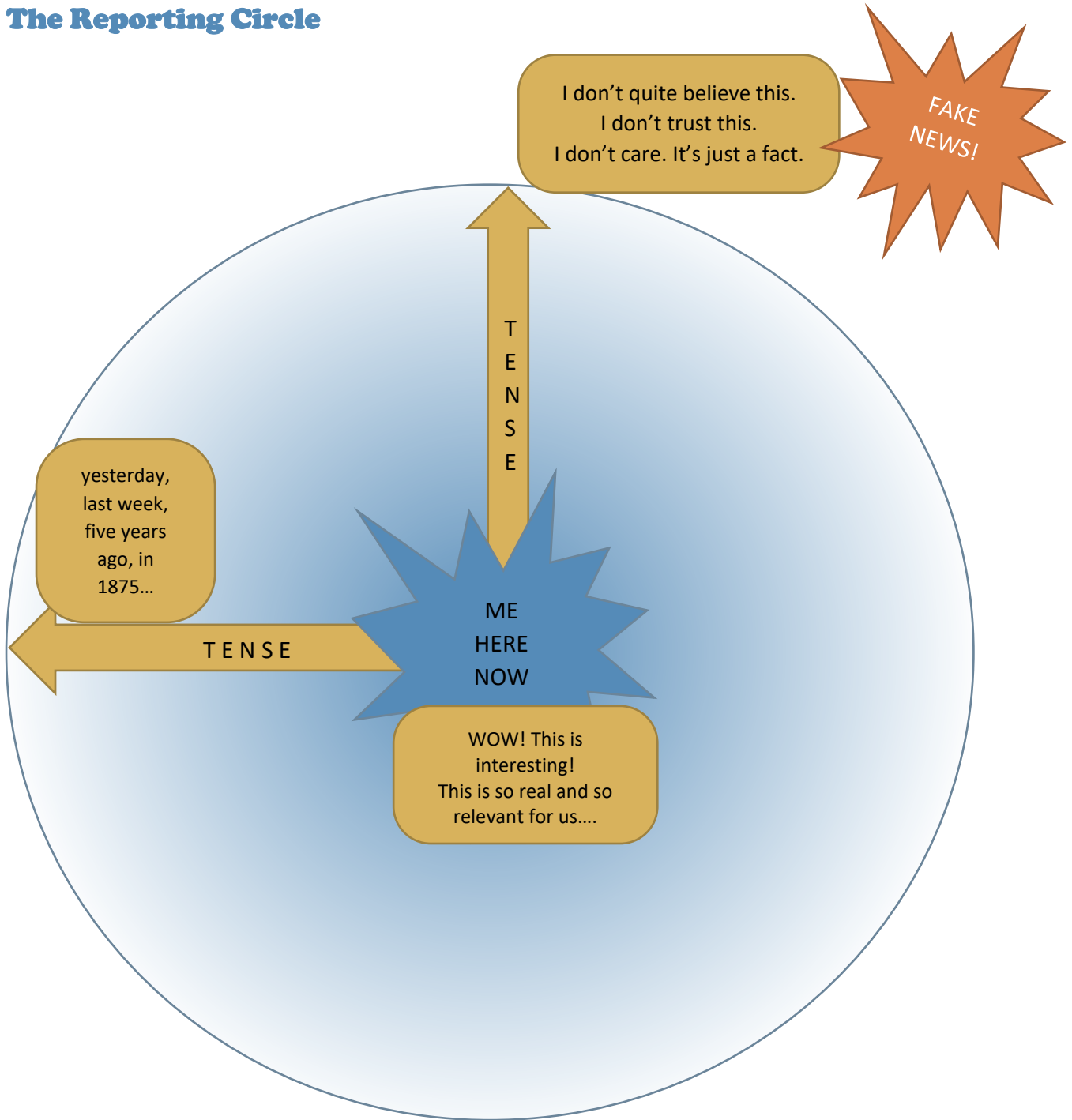
Both Maxi and his brother Robert are talking about the same video. Why are they using different tenses here?

Maxi uses the \_\_\_\_\_ because....

Robert uses the \_\_\_\_\_ because ...



### The Reporting Circle



**Let's explain:**

<p><b>Announcing interesting news</b></p>	<p><b>Reporting fake information</b></p>
<p>Maxi is <b>announcing</b> cool news. He thinks this is great and wants to tell us about these cool animals.</p> <p>Therefore, he is using the ..... tense.</p>	<p>Robart knows that penguins are too heavy to fly, and he does not believe that the information is correct. He thinks this is fake news.</p> <p>Robart is <b>reporting</b> the news in the ..... tense.</p>
<p>In everyday situations we often use the present tense to talk about interesting news or facts that we have heard of or read.</p> <p>We use the present tense, because these facts seem important and relevant to us now.</p>	<p>When we report fake news or things that are no longer true, we report these in the ..... tense.</p> <p>We use the .....tense to “push the information away from us” – that means – to show that we do not trust it.</p> <p>The phrase <b>he/she claimed that</b> – also shows that we do not trust the information that we are reporting.</p>
<p><b>Your Turn</b></p> <p><b>What did the teachers actually say?</b></p> <div data-bbox="108 1126 699 1267" style="border: 1px solid black; border-radius: 15px; height: 60px; margin-bottom: 10px;"></div> <p>Our teacher <b>told us that we are going to</b> visit the Zotter chocolate factory next week.</p> <p>Cool, isn't it?</p> <div data-bbox="165 1375 699 1588" style="border: 1px solid black; border-radius: 15px; height: 80px; margin-bottom: 10px;"></div> <p>Mrs. Pö <b>said</b> that we <b>can</b> take part in the GOAL project and write our own online story books with our international friends.</p> <div data-bbox="97 1756 687 1912" style="border: 1px solid black; border-radius: 15px; height: 70px; margin-bottom: 10px;"></div> <p>Mrs. Bergmann <b>promised</b> that we <b>will</b> watch a film in the next lesson.</p>	<p><b>Your Turn</b></p> <p><b>What did the people actually say?</b></p> <div data-bbox="735 1126 1321 1290" style="border: 1px solid black; border-radius: 15px; height: 70px; margin-bottom: 10px;"></div> <p>Some people <b>claimed</b> that the Corona virus <b>was</b> created in a lab.</p> <div data-bbox="746 1408 1337 1570" style="border: 1px solid black; border-radius: 15px; height: 70px; margin-bottom: 10px;"></div> <p>Trump <b>announced</b> that he <b>would</b> build a wall at the border to Mexico.</p> <div data-bbox="791 1648 1326 1872" style="border: 1px solid black; border-radius: 15px; height: 100px; margin-bottom: 10px;"></div> <p>Mrs. Bergmann <b>promised</b> that we <b>would</b> watch a film but then we had to do a grammar exercise!</p>



## More examples of reporting fake news

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

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

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

### What were Mark's exact words?



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

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

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

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

**Now it's your turn.**

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



**Gorilla Discovered Knitting at National Zoo**

The article said that ..... but .....

**UFO seen over Vienna**

The boy claimed he ..... but .....

**Facebook: The Corona Virus does not exist**

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

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

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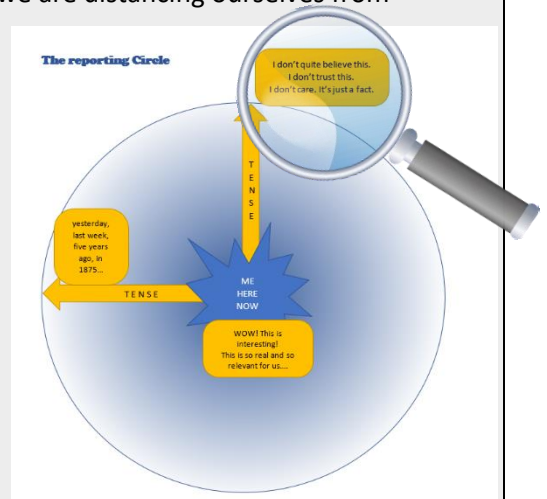


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**Let's recap:**

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

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



“Bill Gates **is** behind the pandemic.”

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

“The masks **are** poisonous.”

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

“I **have discovered** flying penguins.”

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

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

# Reporting things that someone said in the past – thinking back to the conversation



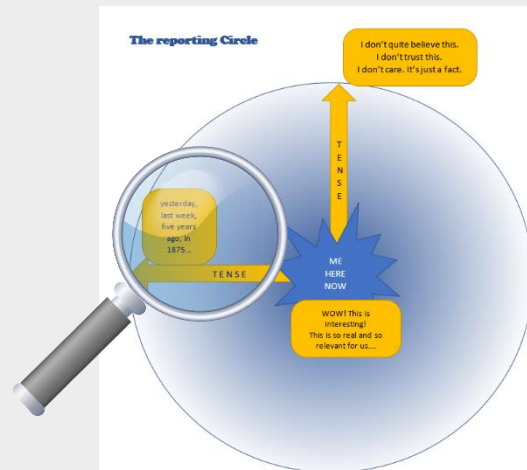
Dialogue

report

## Let's recap:

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

- neutral facts that someone else said in the past
- or information that is no longer true



"I **saw** the thief from my window."

+ examples

The boy **told the police** that he **had seen** the thief from his window.

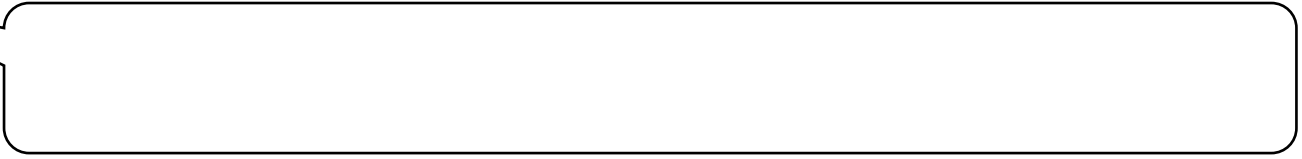
## Your Turn

### What did they actually say?

Our teacher **told us that we are going to visit the Zotter chocolate factory next week.**

Cool, isn't it?

Mrs. Pö **said** that we **can** take part in the GOAL project and write our own online story books with our international friends.



Mrs. Bergmann **promised** that we **will** watch a film in the next lesson.

**Reporting – what do YOU want to express?**

**How would you report this? Tick your preferred sentence.**

Mrs. Pö **said** that we **can** take part in the GOAL project and write our own online story books with our international friends.

**Explain your choice**

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**How would you report this? Tick your preferred sentence.**

Mrs. Pö **said** that we **can** take part in the GOAL project and write our own online story books with our international friends.

**Explain your choice**

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**How would you report this? Tick your preferred sentence.**

Mrs. Pö **said** that we **can** take part in the GOAL project and write our own online story books with our international friends.

**Explain your choice**

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# 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 on Monday and show your test to **your** parents. Complete the text at home and bring it to class tomorrow.

If everybody finishes their project 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 bring it to class **the next day**.

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

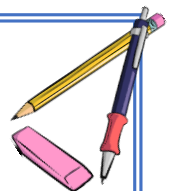
She **asked us to** bring some cookies and popcorn.

## Find the rule:

We use "told someone to do something" ...

We use "asked someone to do something" ...

These words **can change** when we report something in the past:

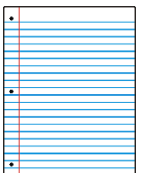


\_\_\_\_\_

## Your turn:

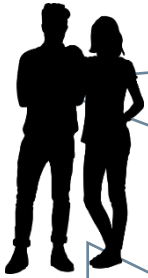
Now find your own examples. What did teachers, parents, friends, brothers and sisters ask you to do and tell you to do last week?

Four horizontal lines for writing examples.



## Reporting what someone asked me

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?

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.

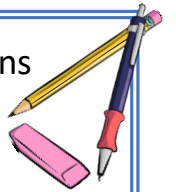
- Where did you go afterward.
- When did you come home?
- Why are your clothes dirty?
- What did you do all day?

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.

### Find the rule:

We use \_\_\_\_\_ to report yes/no questions

We use \_\_\_\_\_ to report questions with a question word.



### Your turn:

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

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