



My Personal Grammarbook

for all the important grammar rules

Name:

Flexi English

by Elisabeth Pölzleitner

and

Laura Bergmann

This is your personal grammar book for Flexi 1 and 2. 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 Flexi 1 und 2. 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 Lehrer deine Sätze zu korrigieren.

Table of Contents

M1: a or an	4
M1: BIG LETTERS – small letters	5
M1: To be: am – is – are.....	6
I speak --- She speaks – I live ---He lives.....	7
M2: Short forms – Long forms	9
M2: Personal Pronouns: I, you, he, she, it, we, you, they	10
M2: Numbers	12
M2: Ordinal Numbers: first, second, third... ..	14
M2: Days of the week and months	15
M2: Giving the date in English	16
M3: Possessive Pronouns: my, your, his, her, our, their	17
M3: Peter’s cat and Maria’s dog... ..	18
M3: Whose things are these?	19
M3: Asking Questions in English	20
M3: More questions: Interview a student teacher	22
M3: Negation in English	23
M4: Telling the time	24
M4: Routines.....	25
M5: Routines versus Present activities	26
M5: There is --- There are	27
MA 5: asking questions with there is—there are	28
M5: Where things are: Prepositions of place	29
M-A (June) : Future: making plans: going to.....	30
M7: Past tense: Irregular Verb forms 1.....	31
M7: Past tense, Irregular forms	32
M7: Past tense: Regular Verb forms	33
Past tense - Negation	33
M7: Past tense – Questions	35
M7: Irregular Verb Forms (in groups)	36
M7: Irregular Verbs in alphabetical order.....	37
M8: Comparing	38
M9: Talking about the Future	40
M10: Talking about experiences: Have you ever	42
M10: My exciting life: I have done lots of cool things	45
M10: Wishful Thinking: Life could be even cooler.....	46

M1: 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 ice-cream	a boy	a dog
an orange	an ugly duck	a girl	a garden
an English book	an interesting book	a chair	a school



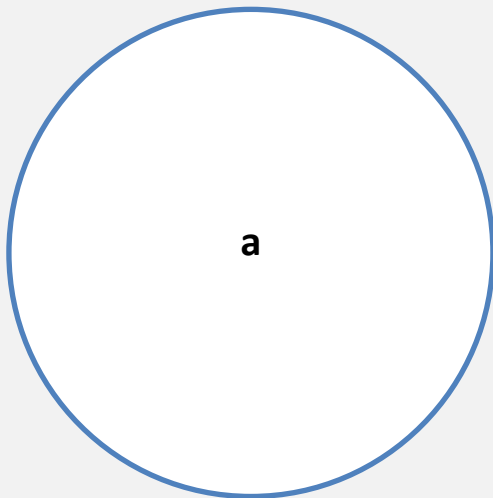
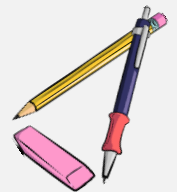
My rule

Wenn ich am Beginn eines Wortes
verwende ich **an**.

Now it's your turn

Write the words in the correct circle. (Schreibe die Wörter in den richtigen Kreis.)

tiger, banana, book, exercise book, pencil, eraser, chair, old man, internet-café,
English teacher, door



Challenge 2 for pros:

a or an? Where do these words go?

university, uniform, unfair teacher, umbrella, mp3-player, XL-pullover

Tip: LISTEN to the words very carefully? What do you hear at the beginning?



My rule

Ich sage _____ unicorn, _____ unicycle, weil

Ich sage _____ mp3 player, _____ XL-pullover, weil

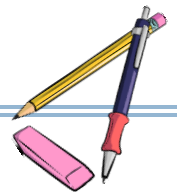
M1: BIG LETTERS – small letters

In English we use big letters for

- I (I am happy.)
- names (Paula, Peter),
- countries (England, Austria)
- cities (Vienna, Graz, London)
- 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.

M1: To be: am – is – are

<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 in 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> 	

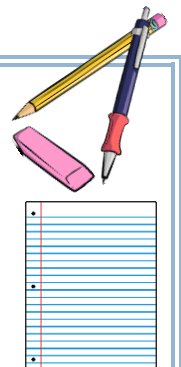
Now it's your turn:

Write 10 sentences with

am | am not | is | is not | are | are not

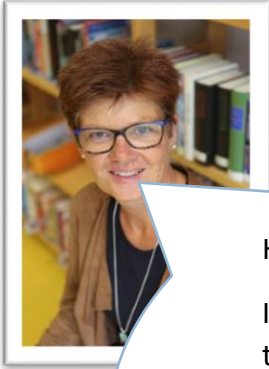
Write **true sentences** about yourself, your friends, your classmates and teachers and your family members or pets. Write a first draft on a piece of paper.

Schreibe immer wahre, sinnvolle Sätze. Schreibe einige der korrigierten Sätze hier auf:



I speak – She speaks – I live – He lives

Challenge 1: Find the rule



Hello, I am Mrs. 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 vegetarian, so I do not eat meat.

This is Mrs. 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 vegetarian, so she does not eat meat.

What do you notice?

Challenge: Read the texts and find a rule!



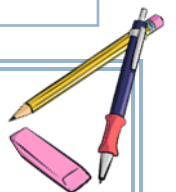
Hello, I am Mrs. delCueto.

I live in a small white house in Graz. I have a big family. I love riding my bike and watching animals. I have three guinea-pigs. I also like gardening. In summer I go swimming in our little pool and read lots of books.

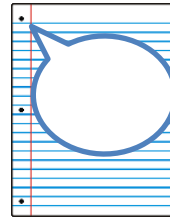
This is Mrs. delCueto.


She lives in a small white house in Graz. She has a big family. She loves riding her bike and watching animals. She has three guinea-pigs. She also likes gardening. In summer she goes swimming in her little pool and she reads lots of books.


My rule:





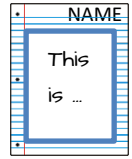
Now it's your turn





🗨 **Step 1:** Write  a text about yourself. Hand it in to your teacher.

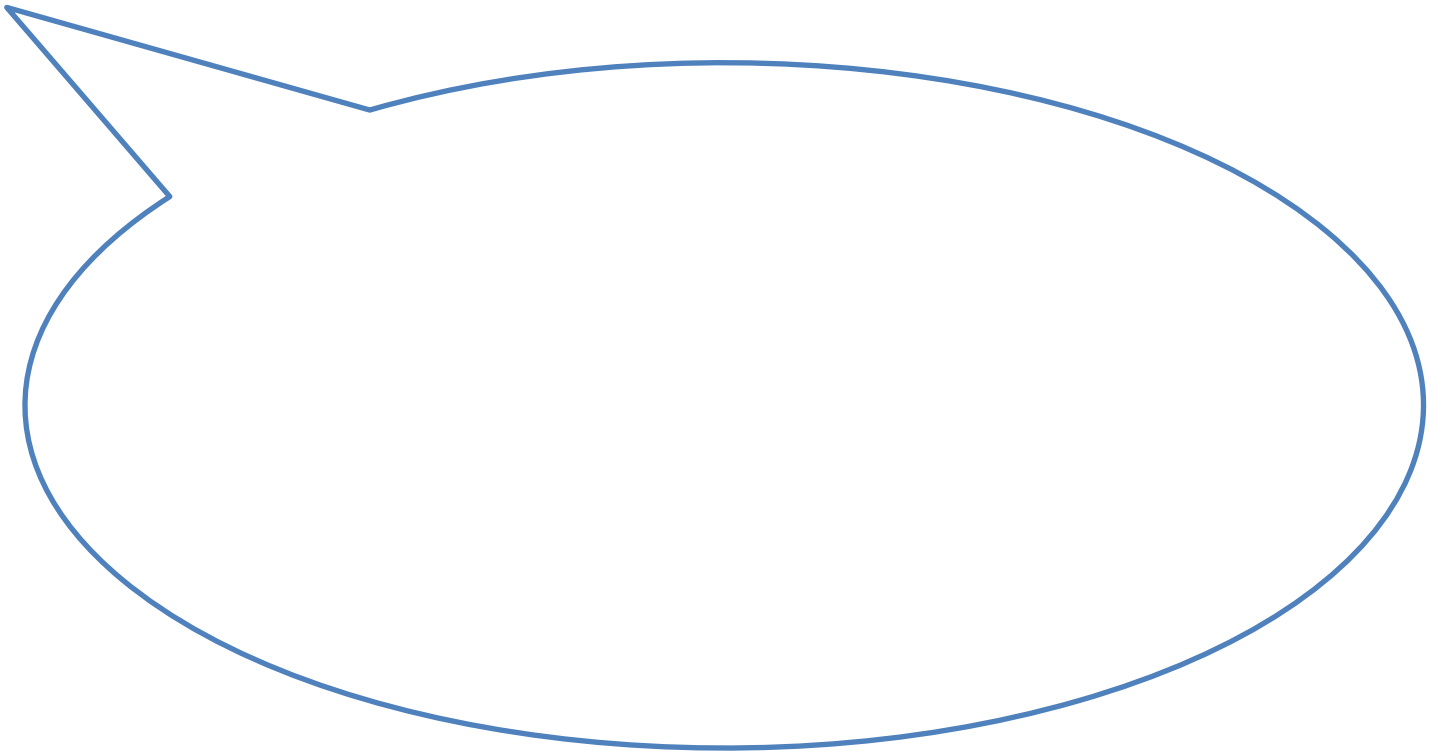
🗨 **Step 2:** Get a speech bubble  from your teacher and write your text on it. Put it on the pin board.

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



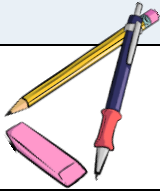
This is ...

M2: 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 in my school.	My friends aren't in my school.

Now it's your turn:	
My friend Sally is not from Austria.	My friend Sally... 
My mother is not very tall.	
In my family, we do not eat meat.	
	My dad doesn't like sweets.
	We don't have any pets.
	Peter and Sally don't speak German.

M2: Personal Pronouns: I, you, he, she, it, we, you, they

				
I	you	he	she	it
<p>I live in London.</p> <p>I am 10 years old.</p> <p>I like chocolate.</p>	<p>You are my best friend.</p> <p>I like you.</p> <p>Do you like cats?</p>	<p>He is called Peter.</p> <p>He is 10 years old.</p> <p>He likes pizza.</p>	<p>She is called Mary.</p> <p>She is from Austria.</p> <p>She likes ice-cream.</p>	<p>It is called Toby.</p> <p>It likes carrots.</p> <p>It is really cute.</p>

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

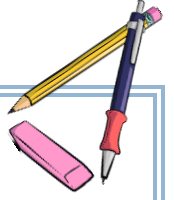
Now it's your turn:

Read the examples and write similar (ähnliche) sentences about your friends and family.

Use ALL the pronouns.

I, you, he, she, it, we, you, they

Ask your teacher to check.



M2: 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:

Task 1: Number the pages of your ME-book. Write numbers **and** words: 1 -one, 2 – two 3—three.....



M2: 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
...	

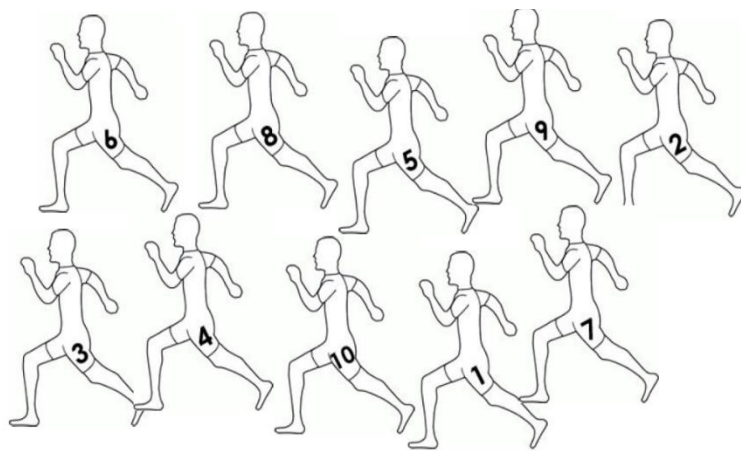


Who wins the race? Write sentences about all the runners:

Example:

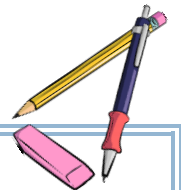
Number 3 is in **first** place.

Number 6 is in **second** place.



www.worksheetplace.com

Now it's your turn:



M2: Days of the week and months

Days	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Seasons	
spring	summer
autumn	winter

Months
January
February
March
April
May
June
July
August
September
October
November
December

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.

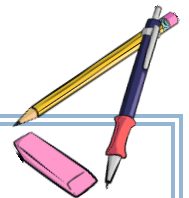
In **autumn** the trees are very colorful.

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 favorite day ☺ of the week? Tell us why.

What is your least favorite ☹ day of the week? Tell us why.

M2: 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 2018

2nd November 2018

American:

December 3rd, 2018

January 4th, 2019

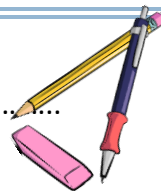
February 5th, 2019

Now it's your turn.

When is your birthday?

You write: My birthday is on

You say:



What is today's date?

You write: Today is

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:

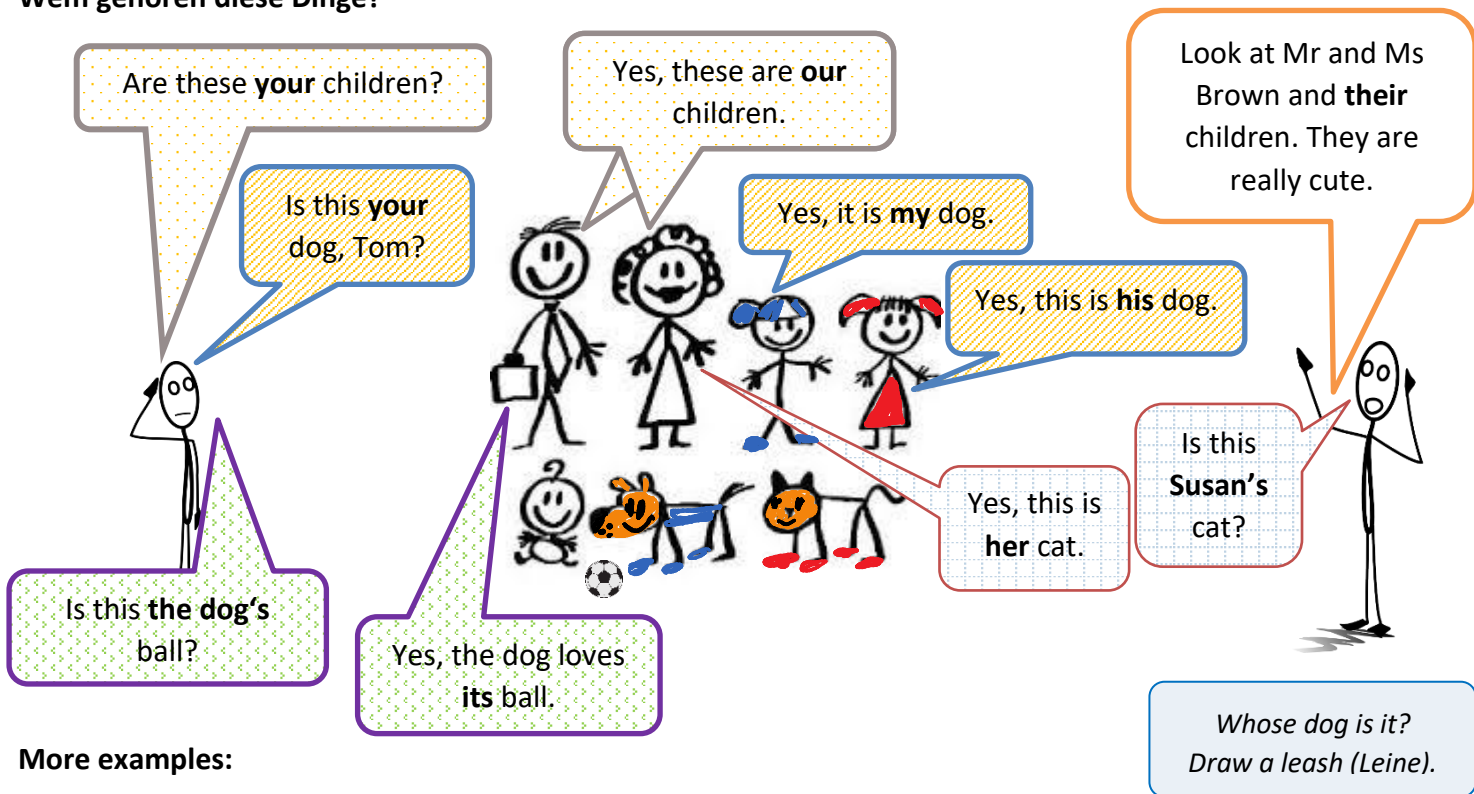
On which floor is the teachers' office?

You write: It's on the

You say:

M3: Possessive Pronouns: my, your, his, her, our, their

Wem gehören diese Dinge?



More examples:

Thomas has a sister. **His** sister is called Mary.

Mrs. Pölzleitner goes to school by bike. **Her** bike is black and blue.

Mrs. Bergmann has three children. **Her** children are called Martina, Julia and Matthias.

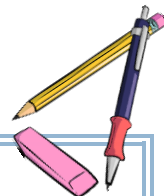
We have a very nice classroom. **Our** classroom is the best.

Some children from my old school go to a "Gymnasium". **Their** school is not as cool as ours.

Now it's your turn:

Write 6 TRUE sentences about yourself and your friends and family.

Use: my, your, his, her, our, their



M3: Peter's cat and Maria's dog...

Challenge:

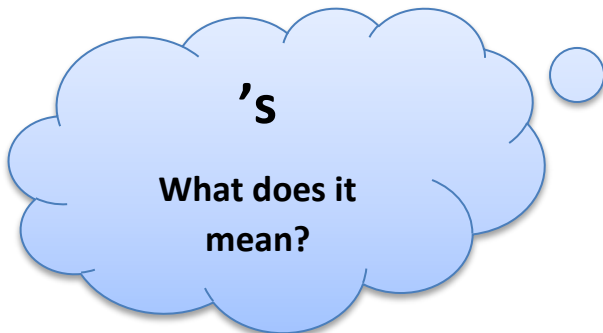
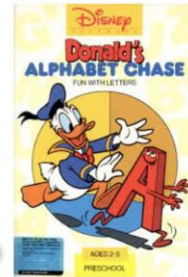
Peter's brother is called Thomas.

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.

M3: Whose things are these?

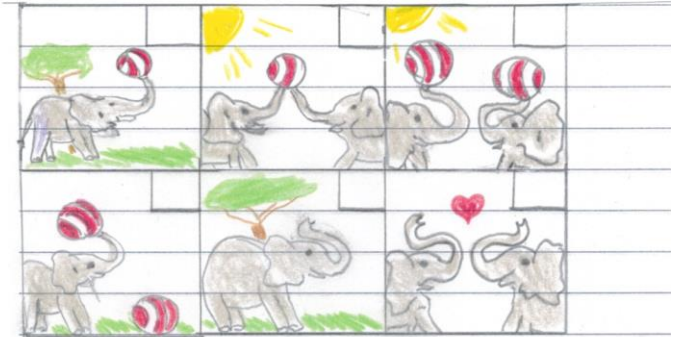
My parents' bedroom is very big.

My friends' houses are beautiful.

The girls' umbrellas are colorful.



Match the pictures and the sentences. Write the numbers into the pictures.



- ① The elephant doesn't have a ball.
- ② The elephants don't have a ball.
- ③ The elephant's ball.
- ④ The elephants' ball.
- ⑤ The elephant's balls.
- ⑥ The elephants' balls.

Now it's your turn:

Make your own matching game. Get stickers from your teacher.

Write 5 sentences with's or s' and draw a picture for each one. Show them to your teacher.

Copy your sentences and pictures on playing cards and ask a friend to match them.



Draw your pictures in the wrong order						
1						
2						
3						
4						
5						

M3: Asking Questions in English

The new English teacher...

Mrs. Bergmann meets the new English teacher at her school.
She asks him lots of questions.



<https://pixabay.com/de/fragezeichen-hinweis-duplikat-2110767/>

Mrs. 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:



.....

Man bildet Fragen häufig mit oder

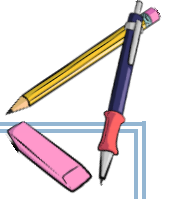
Does verwendet man wenn man überspricht.

Das verb (z.B.....) verändert sich nicht.

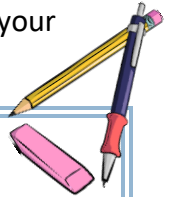
Now it's your turn:

Write your own questions

Write 5 questions you want to ask your teacher.



Write 5 questions about one of your classmates. Ask your teacher. How many questions can your teacher answer? _____



M3: Negation in English

Challenge

Mrs. Bergmann has a problem. She needs Mrs. Pölzleitner's 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. _____) verändert sich nicht.











Now it's your turn.

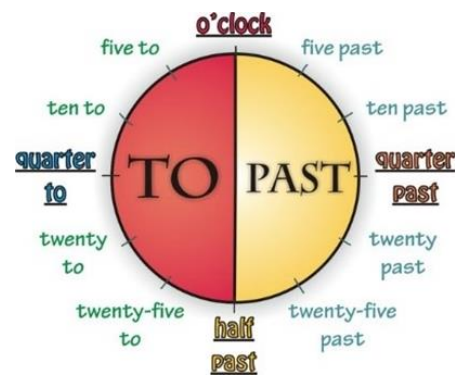
Say what people **DON'T** do! Write your own examples. Start your sentences like this:



I...
My best friend...
My teacher...
My cat/dog/ _____
My parents...
My friends...
We...

M4: Telling the time

Analogue	Digital	you say:	Hints	Timetables, TV, etc.
	6:00	„It's 6 o'clock.“		
	6:05	„It's 5 past 6.“		It's six o five.
	6:15	„It's quarter past 6.“		It's six fifteen.
	6:30	„It's half past 6.“		It's six thirty.
	6:35	„It's 25 to 7.“		
	6:45	„It's quarter to seven.“	It's six forty-five.	
	6:55	„It's 5 to 7.“	It's six fifty-five.	
	7:00	„It's 7 o'clock.“		



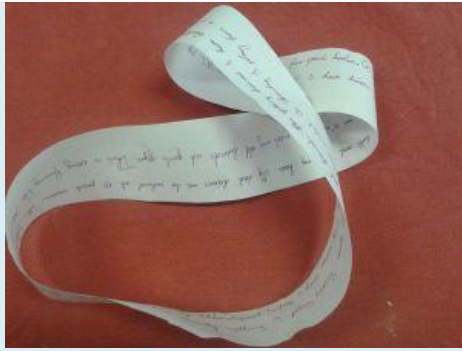
Now it's your turn:

Answer the following questions. Write complete sentences.



What time is it right now?
What time do you usually get up in the morning?
What time does school start?
What time do you have lunch in the school cafeteria?
What time does school finish?
What time do you usually study vocabulary?
What time do you go to bed in the evening?

M4: Routines



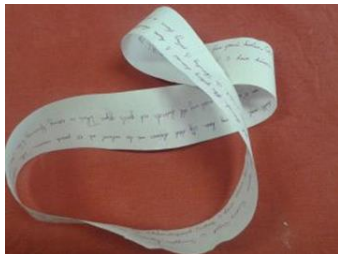
Maria usually gets up at half past six. Then she takes a shower and gets dressed. At seven o'clock she has breakfast with her family. She eats bread, butter and jam and she drinks a cup of hot chocolate. Then she goes to school by bus. She arrives at school at half past seven. She goes to her locker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

A: Here we are talking about

We use the present simple (get up, take, have, go...).

Now it's your turn:

My daily routines

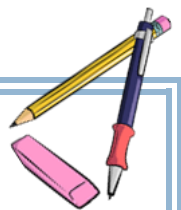


Ask your teacher for a Moebius strip. Then write down all the things you do every day – and every week.

Write as much as you can. Fill all the paper.

Read your text to your teacher and two a friend.










Then put it into an envelope and glue it on this page.



M5: Routines versus Present activities

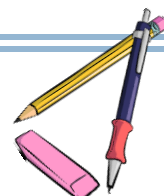
Challenge:

Look at examples on p. 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 boy is walking his dog.</p>	 <p>The person is swimming.</p>	 <p>The cook is cooking.</p>
 <p>The bird is singing</p>	 <p>The child is doing homework.</p>	 <p>The children are playing with a ball.</p>

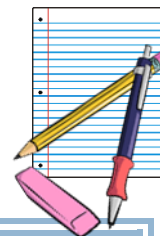
B: Here we are describing what.....

We use the present continuous form (singing, riding, dancing).



Be a detective: What is going on in your class and your school?

Look around the classroom and write 10 true sentences on a sheet of paper. What are your classmates doing right now? Show your sentences to your teacher, then correct your sentences. Write the 5 most interesting things on this page.



- 1
- 2
- 3
- 4
- 5

M5: There is --- There are

Einen Ort beschreiben

In our classroom **there are** 20 children.

There are also 20 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 three garbage bins.

Explain: When do we use **there is**? When do we use **there are**?

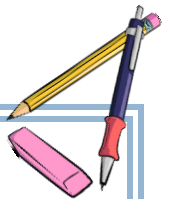
My rule:

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**



M5: Where things are: Prepositions of place

above

I live above a shop.



near

It's near the phone.



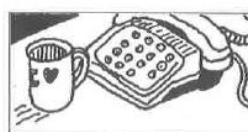
below

They live below me.



next to

It's next to the phone.



at

They are at the cinema.



on

The cat is on the table.



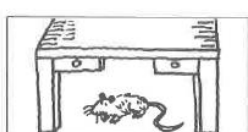
behind

He's behind the tree.



under

The mouse is under the table.



in front of

He's in front of the tree.



up

He's climbing up the ladder.



in

She's in the car.



down

She's going down the stairs.



inside

She's inside.



to

They're going to New York.



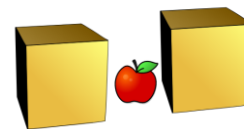
outside

He's outside.



across

He's running across the road.



*** between**

There is an apple between the two boxes



*** opposite**

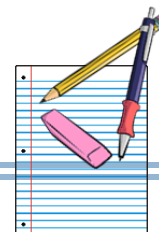
They are sitting opposite each other.

Now it's your turn:

Write 8 true sentences about your classroom, or your room.

Show your sentences to your teacher.

Correct your sentences.



M-A (June) : Future: making plans: going to

Talking about plans: GOING TO

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?

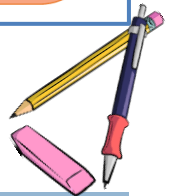
We are going to

- **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...

I...

My friend's holiday plans

Name..... is going to...

My teacher's holiday plans

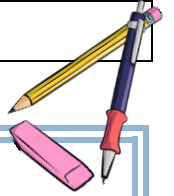
Name..... is going to...

M7: Past tense: Irregular Verb forms 1

Usually, ..		Yesterday ...	
I	am happy.	I	was sad.
We	are happy.	We	were sad.
I	do my homework.	I	did my math exercises.
I	go to school by bus.	I	went to school by bike.
I	spend 6 hours in school.	I	spent 7 hours in school.
I	have breakfast with my mom.	I	had breakfast with my dad.
I	fly to America.	I	flew to England.
I	take a shower.	I	took a bath.
I	come home at 5 o'clock.	I	came home at 7 o'clock.
I	read a book in bed.	I	read a newspaper.
I	speak with my friends.	I	spoke with my sister.
I	drink water.	I	drank Coke.
I	get up at 6 o'clock.	I	got up at <u>7 o'clock.</u>
We	drive to my grandmother's house.	We	drove to my aunt's house.
I	say funny things.	I	said sad things.
I	eat dinner with my family.	I	ate dinner at my grandmother's.
We	stand up when a teacher comes in.	We	stood up when Frau Wagner came in.
We	buy our food at SPAR.	We	bought our food at BILLA.
I	write a shopping list	I	wrote an e-mail to my teacher.
I	buy a bottle of water.	I	bought a bottle of Coke.

M7: Past tense: Regular Verb forms

Usually, ..		Yesterday ... / In summer...	
I	visit my grandparents every Saturday.	I	visited my aunt.
I	play soccer in the afternoon.	I	played soccer in the morning.
We	stay in a hotel.	We	stayed with friends.
I	watch TV in the evening.	I	watched TV all day long.



Now it's your turn:

Write 5 meaningful and true sentences about your last holidays. Use **some of** these verbs (in the past): arrive, want, look, call, start, talk, bake, end, invite, jump, love, open, pack, answer, ask,

Past tense - Negation

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

Examples:

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 an airplane, but	I took a bus and a train.
I did not play chess, but	I played soccer with my friends.

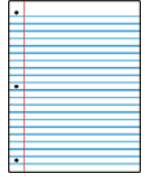
Now it's your turn:

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.



M7: Past tense – Questions

Did you go swimming in the holidays?

Yes, I did.

Did you speak English in the holidays?

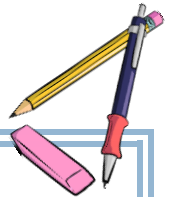
No, I didn't.

Did you visit your grandmother?

Did you like your hotel?

Now it's your turn:

Write 5 more questions that you would like to ask your teacher. What did your teachers do in the holidays? Then talk to your teacher and ask your questions.



Did you...

Did you...

M7: Irregular Verb Forms (in groups)

There are about 185 irregular verbs in English. You will need only need these 90. Study them carefully

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				

M7: Irregular Verbs in alphabetical order

be	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
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written

M8: Comparing

1. Read the descriptions of these exotic animals and **highlight** all the comparisons (Vergleiche). Then match them with the pictures. Draw lines.

Horsotigopigchick

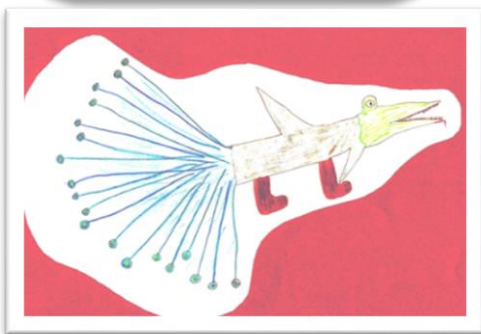
The horsotoigopigchick has the body of a tiger, the head of a horse, the tail of a pig and the feet of a chicken. Its head is **bigger than** a tiger's head and a lot **heavier**. The horsotigopigchick's legs are much **thinner than** a tiger's legs and it **slower than** a tiger. It has a thin pink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

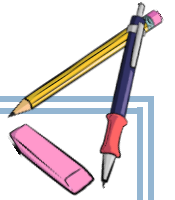
Find the rule.

How do we compare adjectives?

How would you explain this to your mom?

Challenge:

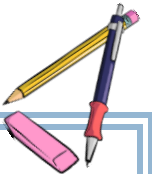
Show that you can do this.



thin		
kind		
cold		
intelligent		
beautiful		
interesting		

Explain it!

My rule:



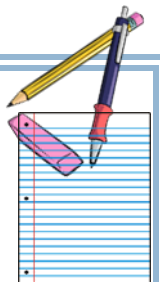
--

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.



--

M9: Talking about the Future

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 are you **going to do** on the upcoming weekend?

This weekend I am going to Klagenfurt to celebrate my grandmother's birthday. All my cousins are also going to be there.

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. There, I am going to order Wienerschnitzel, my favorite food.

I am really looking forward to this weekend.

My Rule:



Here we are talking about

We use the form

That sounds like fun. My weekend is going to be boring. I am going to study for Math, 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.

B

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.

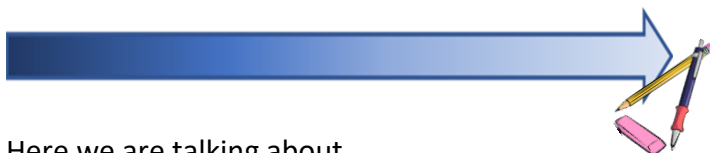
I'll work in a big company and I'll have a car of my own. It will probably be an electric car – or maybe I'll go to work in a self-driving car.

Tip: Remember

I **am** = I'm

I **will** = I'll

My Rule:



Here we are talking about

We use the form.....

Your weekend

Your teacher's weekend



Perhaps

If ...

Maybe...

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 work** for school. I have a long to-do list.

Now it's your turn:

What are **YOU** going to do this upcoming weekend (or in the next holidays)? Do you have any **PLANS** or **VAGUE IDEAS**?

M10: Talking about 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.**
- **Step 3:** Ask all your teachers. Who is the teacher who gave the interview?

Have you ever been to America?

Yes, 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 been to Africa?

No, I have never been to Africa.

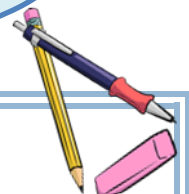
Have you ever been bungee jumping or skydiving?

I have never been bungee jumping but I have been skydiving.

My rule

We use „have + 3rd form“ (present perfect tense) to talk about...

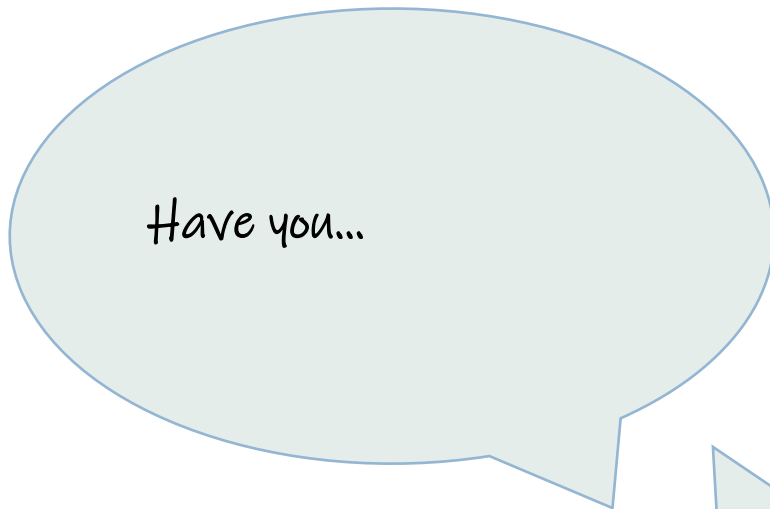
We use the past tense to talk about...



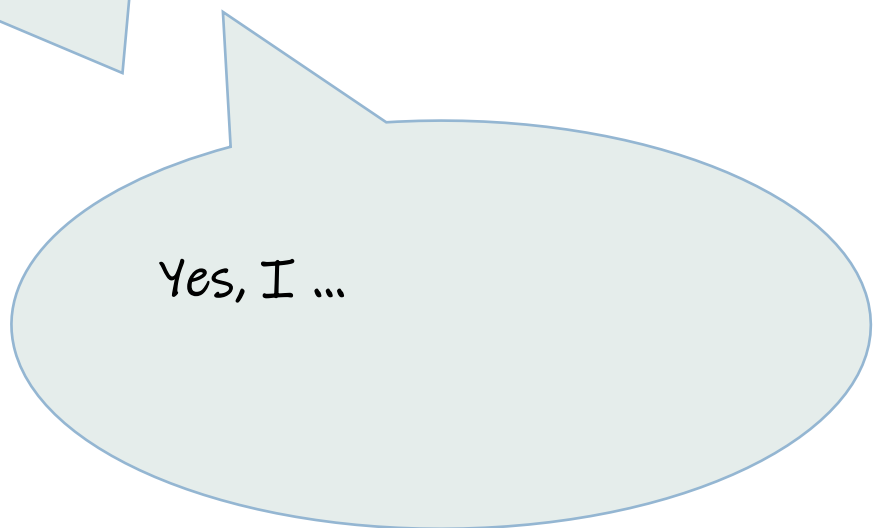
Now it's your turn:



Find your own questions and answers that you want to ask your teacher or a classmate. Use the correct tenses.



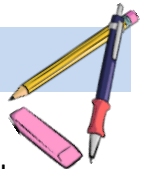
Have you...



Yes, I ...

when – where - why –who- how....

M10: 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 **brought** it back to the sea. It **was** very weak so I **moved** it around in the water. After some time it

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....

M10: Wishful Thinking: 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 Mrs. 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

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

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.



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

It's your turn

What are your wishes and dreams? What would you do if they came true?

I would like to be 16 years old.
If I was 16, I could stay out really late.

I would like to ...
If I

Write at least 5 wishes and dreams of your own.

Use the same structures.