

I. Simple Present

Wir verwenden *Simple Present* für Handlungen, die immer wieder stattfinden. Diese Handlungen weisen also eine gewisse Regelmäßigkeit auf.

Die Form entspricht dem Infinitive (ohne „to“).

Vorsicht: bei he/she/it → „s“ anhängen!!!!!!!!!!!!!!

Beispiel: I get up at six o'clock (every morning). She gets up at six o'clock every morning.

Signalwörter: every, always, ever, never,

1. Put the verbs in brackets into simple present.

Robert _____ (to be) a boy and he _____ (to like) football. He _____ (to watch) every football match and _____ (to be) a big fan of Arsenal London. There _____ (to be) good players at Arsenal. His friends _____ (to be) fans of Chelsea London so they _____ (to talk) about football all day long. Robert and David never _____ (to miss) a football match. And the best thing _____ (to be) that the boys _____ (to play) football, too. Robert _____ (to go) to practice (=Training) every Monday evening.

2. Put the verbs in brackets into simple present.

Die Verneinung wird mit *don't* bzw. *doesn't* für die dritte Person Singular (he/she/it) gebildet.

Vorsicht: Bei der Verneinung der dritten Person Singular wird das „-s“ nur bei *doesn't* angehängt, nicht am eigentlichen Verb!!!!

Die Verneinungen von „to be“ sind natürlich „am not/'m not; are not/aren't; is not/isn't!!!!!!“

Of course, Sarah _____ (not to be) a boy, she is a girl. She _____ (not to like) football and so she _____ (not to play) football. Sarah and Becky _____ (not to watch) football matches on TV but they _____ (to like) horses. Sarah _____ (to go) riding every week but she _____ (not to ride) very often, only on Thursdays. Her parents _____ (not to want) Sarah to go riding too often because riding lessons _____ (not to be) cheap – they are expensive. Well, this _____ (not to be) nice but Sarah _____ (not to cry) because of this.

3. Turn these sentences into questions. Write short answers to answer these questions.

Fragen im Simple Present werden mit *Do* bzw. *Does* (für he/she/it) am Satzanfang gebildet, z.B.

Do you like English?

Vorsicht: Bei „to be“ werden Fragen wiederum genau wie im Deutschen gebildet.

Are you happy?

| | |

Bist du glücklich?

Bei *short answers* verwendest du bei *yes* die Langform des Hilfsverbs, mit dem du die Verneinung bildest. (z. B. Yes, I am. Yes, he does. ...)

Bei *short answers* verwendest du bei *no* die Shortform des Hilfsverbs, mit dem du die Verneinung bildest (z. B. No, I don't. No, he isn't.)

1. Robert likes football. - Yes.
2. Sarah is a girl. - Yes.
3. Sarah doesn't watch football matches. - No.
4. Arsenal is Robert's favourite club. - Yes.
5. Robert doesn't like horses. - No.
6. Sarah always cries. - No.
7. Robert never misses a match. - No.
8. Riding lessons are cheap. - No.
9. Robert and Sarah like homework. - No.
10. Robert is good at football. - Yes.
11. Robert's football is yellow and black. - Yes.

II. Present Progressive

Wir verwenden *Present Progressive* für Handlungen, die gerade im Moment stattfinden. Es gibt im Deutschen keine entsprechende Zeit. Wir verwenden daher im Deutschen Adverbien wie z. B. *gerade*.

Wir bilden das Present Progressive mit einer Form von „to be“ und hängen ans Verb „-ing“ an.

Beispiel: I am writing now. (Das „e“ von „to write“ wird für „-ing“ weggelassen.)

Signalwörter: now, right now, just, at the moment, Look!, Listen!, ...

1. Put the verbs in brackets into *present progressive*.

Robert _____ (to play) football with his friends right now. Look!
Barker _____ (to come) to them and he _____
(to chase) a rabbit and the rabbit _____ (to scream). At this very
moment, Robert and David _____ (to run) across the field towards
the goal. They _____ (to smile). ... Let's have a look at Sarah now.
Of course, she _____ (to sit) on a horse and she and three other girls
_____ (to ride) on four horses. Well, all these children _____
_____ (to do) their favourite things. Well, and you _____
(to write) on this paper and you _____ (to think) that this is an easy exercise.

2. Put the verbs in brackets into *present progressive*.

Die Verneinung wird mit *not* gebildet, das an *am, are* bzw. *is* angehängt wird.

Well, now Robert's football match is over and he _____ (not to play)
football now. Look! He and his friends _____ (not to chase) the ball
any longer and they _____ (not to cheer) – they are the losers so they
_____ (not to smile) at the moment. ... Oh, and what about Becky?
She _____ (not to smile) right now because she _____
(not to ride) on horseback any longer but she _____ (to walk) with
her horse to its stable. All the horses _____ (to drink) a lot of water
now but Sarah _____ (not do drink) – she _____
(to eat) a biscuit. Her parents are there and they _____ (to wave).

3. Turn these sentences into questions. Write short answers to answer these questions.

Fragen im *Present Progressive* werden mit *Am, is* bzw. *are* am Satzanfang gebildet, danach folgen SVOPT, z.B. Are you doing this exercise?

Bei *short answers* verwendest du bei *yes* die Langform von „to be,“ also *am, are, is*

Bei *short answers* verwendest du bei *no* die Shortform von „to be,“ also *'m not, aren't, isn't*

1. Robert is playing football. - Yes.
2. Robert and David aren't chasing the ball. - No.
3. Barker isn't looking at them. - No.
4. Barker is chasing a rabbit. -Yes.
5. Sarah and Becky are talking about horses. - Yes.
6. The girls are riding on their favourite horses. Yes.
7. The sun is shining. - No.
8. We are sitting in a classroom. - Yes.
9. These sentences aren't difficult. - No.
10. The bell is ringing. - Yes.
11. We are going home. - Yes.

III. Simple Past

Wir verwenden *Simple Past* für Handlungen, die in der Vergangenheit stattfanden.

Wir bilden das *Simple Past*, indem wir „-ed“ an regelmäßige Verben anhängen. Bei unregelmäßigen Verben müssen die Verbformen auswendig gelernt werden.

Das „-s“ bei he/she/it bezieht sich nur auf *Simple Present*, nicht auf *Simple Past*.

Beispiel: When school was over, Robert went home.

Signalwörter: ago, yesterday, last month/year/week ..., on 18th March, in 2013 (jeder Tag/jedes Jahr in der Vergangenheit), ...

1. Put the verbs in brackets into *simple past*.

Yesterday, Robert _____ (to be) lucky because school finished at 12 o'clock. He _____ (to go) home and _____ (to do) his homework. Why? - He and Robert _____ (to be) free in the afternoon and they _____ (to start) to play football at 2 o'clock. But then the boys _____ (to make) too much noise and Robert's mother _____ (to say) they _____ (to have) to stop and so they _____ (to do). ... Sarah _____ (to laugh) because she _____ (to go) on riding.

2. Put the verbs in brackets into *simple past*.

Die Verneinung im Präsens wird ja mit *don't/doesn't* und dem Infinitiv gebildet. Im *Simple Past* funktioniert das analog, allerdings mit *didn't* anstatt *don't/doesn't* und dem Infinitiv.

The day before yesterday, however, Robert _____ (not to be) lucky at all because school _____ (not to finish) at 12 o'clock but at 4 o'clock. So he _____ (not to play) football with his friends and he and his friends _____ (not to make) too much noise. So his parents were lucky but they _____ (not to leave) the house because the boys _____ (not to be) as loud as if they were there. ... And what about Sarah? - Well, she _____ (not to like) the day before yesterday, either, because her parents _____ (not to let) her go riding and so she _____ (not to be) able to enjoy her favourite horse *Thunder*. ... Well, two hours ago, the children _____ (not to have) to stay at school any longer – school _____ (to finish) then.

3. Turn these sentences into questions. Write short answers to answer these questions.

Fragen im Simple Present werden mit *Do* bzw. *Does* (für he/she/it) am Satzanfang gebildet, z.B.

Do you like English? Beim *Simple Past* wird anstelle von *do/does* einfach *did* verwendet – ansonsten ändert sich nichts. --> Did you like English?

Vorsicht: Bei „to be“ werden Fragen wiederum genau wie im Deutschen gebildet.

Were you happy?

| | |

Warst du glücklich?

Bei *short answers* verwendest du bei *yes* die Langform des Hilfsverbs, mit dem du die Verneinung bildest. (z. B. Yes, I was. Yes, he did. ...)

Bei *short answers* verwendest du bei *no* die Shortform des Hilfsverbs, mit dem du die Verneinung bildest (z. B. No, I didn't. No, he wasn't.)

1. Robert played football with David. - Yes.
2. The children were sad. - No.
3. Sarah bought a nice horse. - No.
4. She went riding yesterday. - Yes.
5. Robert kicked the ball to David. - Yes.
6. His father taught Robert how to play football. - Yes.
7. Robert's parents went on a trip to the Farne Islands. - Yes.
8. Sarah stopped riding. - No.
9. Robert won a football cup yesterday. - Yes.
10. All of Becky's friends enjoyed riding on *Thunder*? - No.
11. The horse kicked the girls. - No.

IV. Mixed tenses

1. Tick the right verb form.

Watch out for signal words!!!

Outside, the sun is shineing now.
 was shining now.
 is shining now.

And listen! The birds are singing a song.
 were sing a song.
 is singing a song.

Oh no. but what this is?
 is this ?
 does this be?

There is Robert and David.
 are Robert and David.
 be Robert and David.

Last year, they didn't be here at seven p.m.
 aren't here.
 weren't here.

What did they do at 7 p.m. last year?
 did they did at 7 p.m. last year?
 did they at 7 p.m. last year?

Well, one year ago around the same time the boys

<input type="checkbox"/>	are having dinner.	And then they	<input type="checkbox"/>	goed to bed. But now they are older and here.
<input type="checkbox"/>	were haveing dinner.		<input type="checkbox"/>	went to bed.
<input type="checkbox"/>	had dinner.		<input type="checkbox"/>	goes to bed.

2. Put the verbs in brackets into the correct tense, i.e. *simple present* or *present progressive*. Put the pronouns at the right place.

Watch out for signal words!!!

Look, Robert _____ (to walk) around in his garden. What _____ (he; to do) right now? Ah, I see, he _____ (to play) football with Barker. With Barker? - Oh, yes. He always _____ (to play) with Barker when his friends _____ (not to be) there and he _____ (to be) alone. Oh, why _____ (he; to smile) now? - Well, his friends _____ (to come). But why _____ (they; to visit) him just now? - Well, they _____ (to visit) him every Thursday afternoon after their guitar lessons and then they

_____ (to fool around = Unfug machen; herumblödeln) together until 7.30 o'clock p.m. And then? They never _____ (to stay) longer because they _____ (to have) dinner at 7.45 every day. ... And now the boys _____ (to leave) and Robert _____ (to go) inside to have dinner, too.

3. Put the verbs in brackets into the correct tense, i.e. *simple present*, *present progressive* or *simple past*. Put the pronouns at the right place.

Watch out for signal words!!!

Today, it is 5th April 2014 and right now you _____ (to sit) here and _____ (to do) this exercise. Well, your teacher _____ (to know) that you are good at it because your last test about tenses _____ (to be) really good so you never _____ (to have) to worry about tenses. On 3rd April your teacher _____ (to think) about this exercise and _____ (to invent = erfinden) it. Well, how long _____ (it; to take) him to invent this exercise? - You never _____ (to know) but today this _____ (not to matter) anyway because you _____ (to learn) your irregular verbs in the last weeks and you _____ (to listen) carefully during the last lessons. In other words, this exercise _____ (not to be) a problem for you now. _____ (you; to think) so, too? - Ok, now _____ (to do) it!!!!

IV. Verbs

1. Das Verb "to be" hat im Englischen verschiedene Formen, die du auswendig lernen musst, nämlich

I am, you are, he/she/it is, we are, you are, they are (long form) sowie

I'm, you're, he's, she's, it's, we're, you're, they're (short form).

Die Verneinung lautet:

I am not, you are not, he/she/it is not, we are not, you are not, they are not (long form) sowie

I'm not, you aren't, he/she/it isn't, we aren't, you aren't, they aren't.

Fragen werden bei "to be" wiederum genau wie im Deutschen gebildet.

Are you happy?

| | |

Bist du glücklich?

1. Fill in the forms of to be in present tense.

Mrs Dane _____ (to be) is Robert's English teacher. She _____
(not to be) a man, she _____ (to be) a woman. Robert _____
(to be) David's best friend and the two boys _____ (to be) in class 7MD.
Robert and David: "We _____ (to be) the best boys in 7MD because we
_____ (to be) football fans. And girls, you _____ (not to be)
but we _____ (to be) your friends. _____ (we; not to be)
nice?" ... Well, _____ (they; to be) really nice?

Becky: "Er, yes, sometimes they _____ (to be) nice. Anyway, I
_____ (not to be) a football fan."

2. Das Verb "to have got."

Die Formen des Verbs "to have got" lauten "have got," bis auf die dritte Person Singular, die "he/she/it has got" lautet.

Die Verneinung wird wie immer mit "not" gebildet, d.h. "I haven't/have not got a book."

Fragen: Have you got a book?

Fill in the correct simple present forms of the verb in brackets.

Robert _____ (to have got) a football. He _____
(to have got) a lot of friends, too. Becky and Sarah _____ (not to have got)
a football and they _____ (not to have got) a horse. But they
_____ (to have got) a lot of friends they like. One of their friends,
Victoria _____ (to have got) very rich parents and they
_____ (to have got) three horses. So the girls often go riding together.

3. Das Verb "to do."

Die Formen des Verbs "to do" lauten "do" bis auf die dritte Person Singular, die "he/she/it does" lautet.

Die Verneinung wird wie immer mit "not" gebildet, d.h. "I don't/do not, you don't/do not, he/she/it doesn't, we don't, you don't, they don't (short form) bzw. I do not, you do not, he/she/it does not, we do not, you do not, they do not (long form)."

ACHTUNG: Die verneinte Form von "to do" brauchst du zur Verneinung des simple present.

Fill in the correct form of "to do" in simple present.

Robert _____ (to do) his homework every afternoon but he
_____ (not to like) homework. He only _____ (to do)
his homework because if he _____ (not to do) it, he
_____ (not to play) football in the afternoon. His mum
_____ (not to want) him to play football - only when he
_____ (to do) his homework before.

4. Die Hilfsverben "must, mustn't, can, can't."

Die Formen von "must, mustn't, can, can't" lauten für alle Personen gleich!!!

Es wird also niemals ein "-s" angehängt für he/she/it!!!!!!

Nach diesen Verben muss immer ein Infinitiv stehen, z.B. I must go home. I can't do this.

VORSICHT: "mustn't" bedeutet im Deutschen "nicht dürfen" und "needn't" steht für "nicht brauchen."

Fill in "must, mustn't, can, can't, needn't"

It is six o'clock and Robert is still doing his homework so he _____ (? + to play) football. His mother is against it. The problem is his homework is so difficult - he just _____ (? + to do) it and he _____ (? + to ask) Sarah, either, because she isn't there. So he _____ (? + to do) it before he can go outside and play football. At least, this evening he _____ (? + to set) the table because his brother is there and his brother _____ (? + to set) the table for dinner. ... Robert would like to go to the Arsenal match but, what a pity, he _____ (? + to go) to the Arsenal match because he hasn't got a ticket. Well, Robert, you _____ (? + to be) sad - the match is on TV so you _____ (? + to watch) it there - but you _____ (? + to do) your homework before. Otherwise (=Andernfalls), you _____ (? + to watch) it ... you know mum!!! ...

5. Tick the correct form.

Today, it is raining outside and the grass is wet so Robert	<input type="checkbox"/>	can't play football outside.
	<input type="checkbox"/>	can't plays football outside.
	<input type="checkbox"/>	needn't play football outside.

This is quite a pity but he	<input type="checkbox"/>	must stay inside.	He is angry
	<input type="checkbox"/>	musts stay inside.	
	<input type="checkbox"/>	must stays inside.	

and he	<input type="checkbox"/>	doesn't knows what to do.	Robert	<input type="checkbox"/>	has got so many toys but his friends
	<input type="checkbox"/>	doesn't know what to do.		<input type="checkbox"/>	haves got so many toys
	<input type="checkbox"/>	don't knows what to do.		<input type="checkbox"/>	has gots so many toys

<input type="checkbox"/>	don't be there	so he is bored. He	<input type="checkbox"/>	mustn't ask his sister because she is sleeping and
<input type="checkbox"/>	aren't there		<input type="checkbox"/>	needn't ask
<input type="checkbox"/>	don't are there		<input type="checkbox"/>	must ask

if he wakes her up, she gets very very angry. So Robert is thinking and thinking about what to do.

he	<input type="checkbox"/>	needn't ask his mother, either,	because she is busy and	<input type="checkbox"/>	can't help him.
	<input type="checkbox"/>	mustn't ask his mother, either,		<input type="checkbox"/>	cannot helps him.
	<input type="checkbox"/>	don't asks his mother, either,		<input type="checkbox"/>	needn't help him.

Now Robert	<input type="checkbox"/>	have got an idea	and now he	<input type="checkbox"/>	isn't bored any longer.
	<input type="checkbox"/>	haves got an idea		<input type="checkbox"/>	am not bored any longer.
	<input type="checkbox"/>	has got an idea		<input type="checkbox"/>	aren't bored any longer.

6. Fill in the correct form of the verb in brackets. The sign "?" means you fill in "can, can't, must, mustn't or needn't + infinitive of the verb in brackets.

Look! Here _____ (to be) Sarah and there _____
(to be) three horses. Er, Sarah, what _____ (you; to do)?

Sarah: "I _____ (to be) with Victoria and her parents _____
(to have got) three horses. These horses _____ (to be) so nice. The problem is
that I _____ (? + to ride) these horses every day because I
_____ (? + to go) to school. During the holidays, I _____
(? + to go) to school so I come here as often as possible to ride these horses. _____
(they; to be) nice? - Sorry, I _____ (? + to ride) *Thunder* now."

V. Word Order

Die Wortstellung ist im Englischen anders als im Deutschen und auch nicht so leicht zu verändern wie im Deutschen. Daher ist es sinnvoll, sich an die folgende Reihenfolge der Satzteile zu halten:

S (Subjekt) V(Verb) (Objekt) P (Place - Ortsangabe) T (Time - Zeitangabe)

Adverbien der Häufigkeit (often, always, ever, never, usually ...) stehen zwischen Subjekt und Verb, *Sarah often goes riding.*

Wenn ein Adverb der Häufigkeit mit "to be" kombiniert wird, steht das Adverb hinter dem Verb, also wie im Deutschen, z.B.

Robert is always happy.

| | | |

Robert ist immer glücklich.

1. Put these words into the correct word order.

1. are watching - a film - Sarah and Becky - in the living-room.

2. now - Robert - is listening to - from the kitchen - the film.

3. never - films - Robert - watches - late at night.

4. Robert and David - play - after school - football - in the gym.
5. never - is - Sarah - late - for her riding lessons.
6. likes - horses - Sarah - always.
7. Robert - his football - never - outside - in the evening - finds.
8. Sarah and Becky - the horse *Thunder* - ride - usually - in the fields - every Monday evening.
9. Mrs Dane - every morning - teaches - English - in her classroom - always.
10. are - Becky and Sarah - good at - always - riding.
11. Barker - rabbits - in the park - chases - every day.

2. Put these words into the correct word order. Sometimes you need an extra word. Put the verbs into the correct tense.

1. Sarah - go riding - always - to want - on *Thunder*.
2. she - at the moment - on *Thunder* - to sit - in Victoria's garden.
3. can - Monday morning - the girls - never - go riding.
4. 2004 - Robert - born - England.
5. Becky - always - to be - good - mathematics.
6. always - Sarah - to like - Haywood School - her teachers.
7. to like - often - children - games - playing - after school - outside.
8. Robert - English - to like - food - always.
9. to have - always - lunch - Sarah - at school - at 12 o'clock.
10. not to listen - Mrs Dane - never - in the classroom - Robert.
11. Sarah - *Thunder* - to dream - at school - her English lesson.

3. Find the mistakes in the text and underline them. Then correct them. There is one mistake per line.

Sarah is looking TV at home and, of course, Barker is there, too.

It gives a film about horses and these horses are English horses.

We all know that Becky is really interested for horses and, yes,

VI. Genitives

Im Englischen gibt es zwei Arten des Genitivs:

1. 's bzw. s' für Personen:

ein Besitzer → 's: Sarah's horse is brown.

mehrere Besitzer → s': The boys' football is black and yellow.

2. Der Genitiv mit "of" für Sachen (The colour of this paper is white).

1. Fill in 's, s' or "of" for the genitive.

Here are Robert and David but where is the boy_____ football? - Oh no, it isn't there. They kicked it into their neighbour_____ garden but Mr Smith, Robert_____ neighbour, is always nice and is just coming to the small door_____ Robert_____ parent_____ house. Well, the colour_____ the ball was black and yellow but now it is red and white! What happened? - Robert_____ neighbour is a big fan_____ this German football club and so he is just giving this new ball to Robert. Robert_____ parents are quite surprised when they hear about the new colours_____ the ball in the evening. Anyway, the neighbour_____ new ball is better so the boy_____ football match can go on.

2. Put these sentences into correct English and mind the genitives!

1. Die Farbe dieses Buches ist grau.
2. Die Eltern von Robert leben in Larwood Grove.
3. Das Haus der Penroses ist in Arndale Road.
4. Das neue Fahrrad von Robert ist toll.
5. Die Fahrräder von den Kindern sind dreckig.
6. Der Klang dieses Handys ist wirklich gut.
7. Die Tür dieses Hauses ist alt.
8. Dann kommen die letzten Sätze dieser Übung.
9. Der Dativ (= The dative) ist dem Genitiv sein Tod.
10. Das ist dem Nachbarn sein Haus.
11. Das ist dem Nachbarn vom Robert sein Haus.

3. Find the mistakes in the text, underline them and correct them. There is one mistake per line.

Look, there is Sarahs friend Becky and she is smiling. Of course,

the girls' are smiling because the sun is shining and school is out.

What want they do? Well, let's listen and then we know about it.

Becky: "My parent's house is open for us this evening because

one of my fathers' colleagues invited them for dinner. This is great

because then I am the house's boss and we can do everything we

want." Sarah: "Ok, lets have a party then and enjoy this evening."

Becky: "This is great. We can sit on the TV then and we can

look interesting films all the evening. That sounds brilliant."

VII. Pronouns

Es gibt im Englischen - wie auch im Deutschen - verschiedene Pronomen, z. B. Subjektpronomen, Objektpronomen, Possessivpronomen, etc.

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

!!!I wird IMMER groß geschrieben!!!

Objektpronomen: me, you, him, her, it, us, you them

Possessivpronomen: my, your, his, her its, our, your, their

Subjektpronomen stehen VOR dem Verb, während Objektpronomen NACH dem Verben zu finden sind, z. B. She likes him.

Possessivpronomen stehen direkt vor einem Substantiv bzw. direkt vor einem Adjektiv/Adverb, das sich auf ein Substantiv bezieht. Z.B. *This is my really terrible sister.*

Objektpronomen werden auch nach Präpositionen verwendet, z.B. *Robert is afraid of her.*

1. Fill in the correct subject pronouns.

Here is Becky. _____ likes horses and these are her parents Janet and Eddy. _____ love Becky, of course. Over there, you can see her house. _____ is a brown house with a nice garden and _____ enjoy living there. Oh, that's Robert, _____ is a boy and here is what he thinks about Sarah and Kim: " _____ love horses but David, Mark and I, _____ love football. Ah, oh, that's my new football, _____ know. _____ is red and blue - so _____ like it a lot."

2. Fill in the correct object pronouns.

Mrs Dane: "You know, Becky, I like _____. And do you know why I like _____? - Because you always help the other girls and boys and so they like _____, too. But do you like _____? - Becky: "Yes, of course, I like _____ all and Robert, I like _____ best and Sarah, oh, I like _____ even more - but mathematics, I don't like _____ at all because I'm not that good at _____. ... Robert, David and Charles: "Becky, do you like _____?" ... David: "And what about _____, Becky?!"

3. Fill in the correct object pronouns, subject pronouns or possessive determiners.

This is what Janet Dixon says about her daughter. "You know, Sarah, I love _____ because she is so nice. _____ think that all parents love _____ children. What do _____ think? Well, when _____ sits on horseback, I can see in _____ eyes that _____ is so happy. I wish _____ could buy a horse for _____." ... Well, sorry, but Mr. and Mrs. Dixon, _____ can't buy a horse. Well, can _____ buy a horse for _____? Or a new car for _____ father? - No, so your father must buy _____ car alone or maybe _____ mother can help _____ but for _____ and _____ that is too difficult.

4. This - that / These - those

This und that stehen für Substantive im Singular. This steht für "dieses (hier)" und that steht für "jenes (dort)."

Im Plural verwenden wir für "diese (hier)" das englische "these" und für "jene (dort)" das englische "those."

--> "here" ist Signalwort für this/these und "there, over there" sind Signalwörter für "that, these."

Fill in this, that, these or those.

_____ new exercise here is about the difference between "this and that." You know that _____ goes with a noun (singular) and it is for a something that is here. If something is over there, we use _____ for one thing and _____ for more things. So, of course, _____ is for plural nouns and they are here and not over there. So _____ desk here in your room is grey and _____ desk over there, in the next room, is white. And here are _____ new books about the football world championship in Brazil _____ year (2014).

5. Much - many - a lot of - lots of

Much, many, a lot of und *lots of* bedeuten alle "viel" im Deutschen.

a lot of / lots of: Aussagesätze (egal ob zählbare oder unzählbare Gegenstände)

much und many: Fragesätze und Verneinungen

much: unzählbare Sachen (z. B. *How much money have you got?* - Geld ist nicht zählbar, man sagt ja nicht ein Geld, zwei Geld, drei Geld ...)

many: zählbare Sachen (z. B. *How many ten pound notes have you got?* - Geldscheine sind dagegen zählbar, sprich ein Zehneuroschein, drei Fünzfzigeuroscheine ...)

Nach "so" und "too" wird ebenfalls "much/many" verwendet, z.B. *There are so many people here.*

Robert wants to know how _____ horses Victoria has. She is lucky because she has got _____ horses, to be exact she has got three horses. And Robert, how _____ balls has ge hot? - Oh, he doesn't know the exact number, there are too _____ balls in his room. ... Oh, it's time for dinner now. Do you know how _____ people there are in Robert's family? - Not _____, only he and his mother. Ok, these aren't _____ sentences for this exercise but that's enough now. There are still _____ other exercises you can do now.

6. Mixed Bag

There are 10 words missing. In the box under the text you can find 17 words. Put the words where you think they should be in the text. Use each word only once. You don't need 7 of these words.

It	is	four	o'clock	in	the	evening	and	Sarah	and	Victoria	
are	riding	favourite	horses	<i>Thunder</i>	and	<i>Lightning</i> .	They	smiling			
and	enjoying (= genießen)	the	nice	weather.	The	sun	is	shining			
and	there	are	no	clouds	so	it	rain	today.	It	is	Sarah's
dream	to	a	horse	one	day	but	her	parents	always	say	
no	and	Sarah	doesn't	like	that.	They	always	say	a	horse	
is	expensive	for	them.	But	Sarah	doesn't	mind;	she	likes		
riding	anyway.	This	evening	parents	are	not	at	home			
because	they	are	at	a	birthday	party	and	Sarah	go	to	
bed	without.	That's	no	problem	-	Sarah's	grandfather	is	there		
for	her.	This	is	brilliant	because	Sarah	likes	and	when	he	
is	there,	she	can	do	so	things,	for	example	watch	TV	
and	drink	Coke	late	in	the	evening.					

too	her	must	him	many	get	are	can't	their	become
them	she	they	his	mustn't	can	am			