

# **Training Circle Grammar Revision Grammatikwiederholung in der Oberstufe**

**(11. Schuljahr)**  
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# Training Circle Grammar Revision

## Grammatikwiederholung in der Oberstufe

Dieser Artikel zeigt, wie sich das Stationenlernen als Methode zur Grammatikwiederholung in Oberstufenkursen anbietet.  
Der vorgestellte Trainingszirkel wurde konzipiert für einen Grundkurs der 11. Klasse mit 20 SchülerInnen, lässt sich aber auch auf größere Gruppen und andere Stufen übertragen.

### 1. Planung

Nach einer Analyse der häufigsten Fehlerquellen im Bereich der Grammatik wurden elf grammatische Schwerpunkte herausgefiltert, zu denen Stationen vorbereitet wurden (vgl. Übersicht).

Zu allen Grammatikthemen gab es ein „Regelblatt“, das auf buntem Papier an den einzelnen Stationen auslag.

An jeder Station fanden die Schüler Übungsaufgaben in vier aufeinander aufbauenden Schwierigkeitsgraden vor. Die Übungen konnten häufig auf verschiedene Arten bearbeitet werden, entsprechend den unterschiedlichen Lernertypen. Lösungsblätter dazu lagen in einem Schnellhefter zur Einsicht bereit.

Die Regelblätter und Übungsmaterialien lagen in Ablagekörben, nach Themen getrennt: Im Klassenzimmer wurden elf Ablagekörbe verteilt, aus denen die Schüler sich die jeweiligen Blätter zur Bearbeitung heraussuchen konnten.

### 2. Durchführung

Es wurde ein Raum genutzt, in dem es neben Wörterbüchern und Grammatiken auch zwei Computer mit Internetanschluss sowie Kassettenrekorder und Mikrofone gab. Ich stand als Beraterin jederzeit zur Verfügung, griff aber nicht in das eigentliche Unterrichtsgeschehen ein.

Vor der Stunde wurden die Schüler gebeten, anhand ihrer korrigierten Klausuren ein Arbeitsblatt (vgl. *Evaluation Sheet*) auszufüllen, um individuelle Fehlerschwerpunkte zu erkennen. Dann erhielten sie einen Laufzettel mit einer Übersicht über den Trainingszirkel, auf dem sie die bearbeiteten Übungen eintragen sollten. Eine Spalte war für die Fehlerzahl vorgesehen.

Nach einer kurzen Erklärung der Methode und dem Hinweis, dass lediglich die *level 4 tasks* verpflichtend seien, es aber sinnvoll sei, auch die vorhergehenden Aufgaben zu bearbeiten, wurden die Schüler in den Trainingszirkel entlassen. Anhand des folgenden Beispiels soll der Aufbau der einzelnen Stationen erläutert werden.

#### **Beispiel: Station „Passive Voice“**

Neben dem Regelblatt gab es Übungen in vier Schwierigkeitsgraden und zum Teil mit drei Aufgabentypen.

#### **Schwierigkeitsgrad 1**

Bei dieser Übung sollten Passivkonstruktionen nacheinander in verschiedenen Zeitformen gebildet werden. Drei Bearbeitungsformen standen zur Auswahl:

- a) als Lückentext schriftlich,
- b) auf Kassette gesprochen,
- c) mit auseinander geschnittenen Papierstücken (*Cuttings*).

Zu b): Den Schülern wurden auf Kassette 15 Sätze angeboten, nach dem Muster: „to take – the boy (*Sprechpause*) to the hospital“. Sie sollten nach dem Hören die Lösung auf das Band sprechen und erhielten dann die korrekte Lösung vorgesprochen, die wiederholt werden sollte.

Zu c): Die Schüler bekamen die einzelnen Komponenten für alle in der Übung benötigten Passivformen. Diese sollten sie auf ein vorbereitetes Arbeitsblatt mit Lücken so aufkleben, dass der Satz korrekt vervollständigt wurde.

#### **Schwierigkeitsgrad 2**

In dieser Transformationsübung sollten Aktivsätze verschiedener Zeiten in Passivsätze umgeformt werden. Diese Übung gab es nur als schriftliche Übung.

#### **Schwierigkeitsgrad 3**

Die Schüler erhielten einen Text, den sie ins Passiv setzen sollten. Hierbei sollte ihnen bewusst werden, wie sich der Fokus der Geschichte dadurch ändert.

#### **Schwierigkeitsgrad 4**

Die Schüler sollten nun einen völlig freien Text produzieren, in dem das Passiv aus gattungsspezifischen Gründen häufig angewendet werden musste, z. B. einen Bericht zum Thema „*The Making of my favourite film*“ oder „*The murder in King's Road – victim still not identified*.“

Bei den Hörübungen war es leider nicht möglich, genügend Arbeitsnischen einzurichten, in denen die Schüler auf ein Band sprechen konnten, ohne den Rest der Lerngruppe zu stören. Daher wurde dieser Aufgabentyp nur einmal pro Station angeboten, und die Schüler bekamen die Erlaubnis, in leer stehenden Nachbarklassen oder auf dem Flur zu arbeiten.

Zusätzlich stand den Schülern ein multimediales Lernprogramm zur Verfügung sowie die Adressen von Grammatikseiten im Internet, die Übungen zu den ver-

schiedensten Grammatikthemen enthalten und die gegebenen Antworten überprüfen (vgl. Übersicht).

Für die Aufgaben der Schwierigkeitsgrade eins bis drei gab es die Möglichkeit der Selbstkorrektur. Die frei erstellten Texte wurden von mir korrigiert. Dadurch bekam einerseits jeder eine Rückmeldung über seine Leistung, andererseits konnte ich mir ein Bild davon machen, ob der Schüler in der Lage war, das Passiv korrekt anzuwenden.

### 3. Evaluation

Anhand des Laufzettels konnten die Schüler in einem ersten Schritt für sich ihren Erfolg oder ihre Schwächen erkennen. Vor einem wiederholten Einsatz des Trainingszirkels hatten sie so eine Rückmeldung darüber, ob das Bearbeiten derselben Station nochmals nötig wäre.

Durch die frei zu erstellenden Texte bekommt der Lehrer einen ersten Hinweis darauf, ob der einzelne Schüler durch die Auseinandersetzung mit der jeweiligen Station vor dem Bearbeiten der vierten Aufgabe seine schriftliche Leistung verbessern konnte.

Eine weitere Möglichkeit der Lernerfolgsüberprüfung stellen Redebeiträge im Unterricht und Klausuren dar. Macht man sich nach jeder Klausur eine Notiz zu den Hauptfehlerquellen der einzelnen Schüler, so kann man beim Korrigieren der nächsten Klausuren darauf achten, ob

sich diese Schwachpunkte gebessert haben. Dieses Verfahren lässt sich auf die Schüler übertragen, indem sie nach Erhalt ihrer korrigierten Klausuren wiederum die Fehleranalyse auf dem *Evaluation Sheet* durchführen und die neuen Ergebnisse mit den Spalten der vorhergehenden Klausuren vergleichen.

### 4. Schlussbemerkung

Im Vergleich zum Unterricht im Klassenverband bietet das Stationenlernen vielfältige Differenzierungsmöglichkeiten, weil nicht jedes Angebot jedem Schüler zur Verfügung gestellt werden muss.

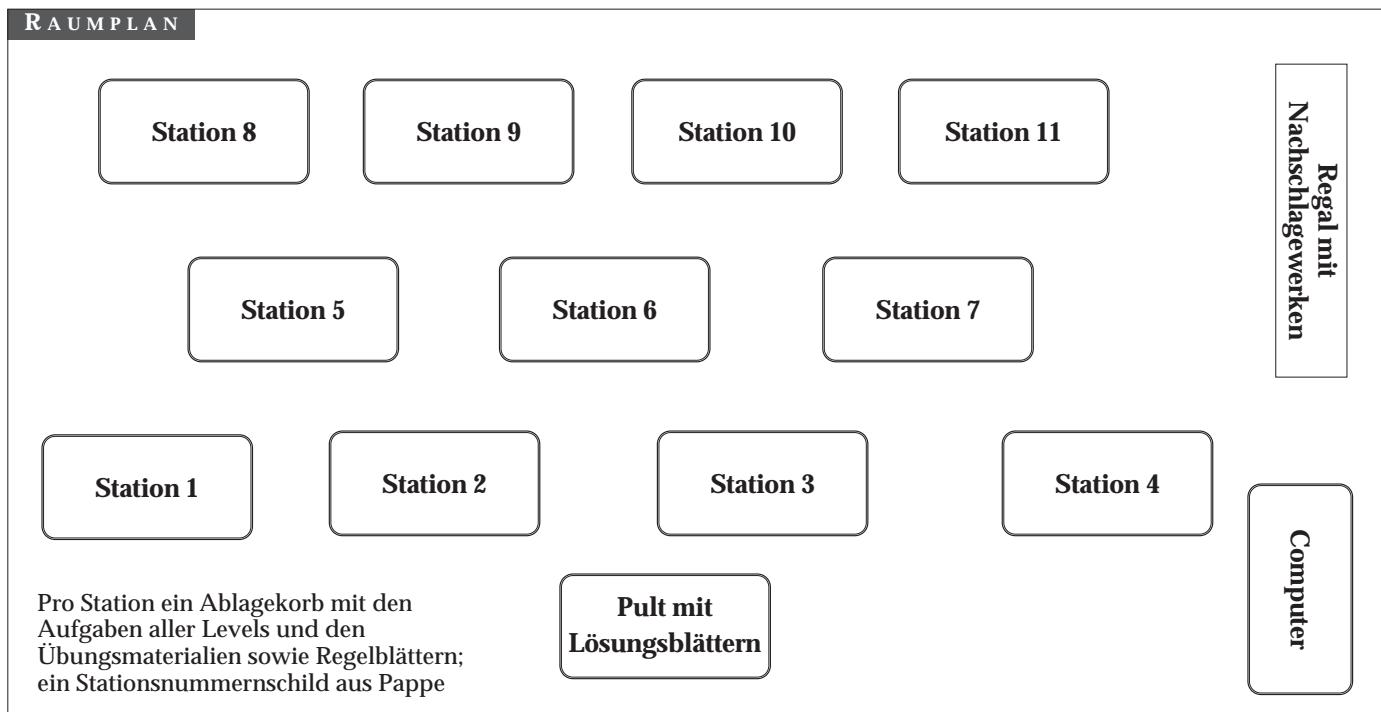
Hinzu kam der motivationale Aspekt. Durch die Freiheit, sich nach ihren Bedürfnissen selbst Übungen auszuwählen, waren die Schüler interessiert und konzentriert bei der Sache. Da sie die verschiedenen Stationen entdecken mussten, wurde ihre Neugier auf die Aufgaben geweckt. Das sonst so trockene Thema Grammatik wurde durch diese Methode abwechslungsreicher gestaltet.

Positiv waren auch die Bewegungsfreiheit und die Interaktionsmöglichkeiten: Die Schüler konnten sich an den verschiedenen Stationen umsehen und einander bei Bedarf helfen. Wünschenswert wäre es gewesen, den Schülern auch außerhalb der Unterrichtszeit die Arbeit an den Stationen zu ermöglichen. Dies war aber aufgrund mangelnder Aufsichtskapazitäten nicht durchführbar. So werden die Statio-

nen im Laufe der Zeit wiederholt im Unterricht eingesetzt und durch weitere Themen und Übungen ergänzt. Ich habe den Zirkel inzwischen auch in Räumen ohne Computer und Kassettenrekorder durchgeführt. Trotz des eingeschränkten Übungsangebots konnten die Schüler Gewinn bringend damit arbeiten.

### Literatur

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MCGREDIE, BRIAN/EAST, PATRICIA (1989): *Besser in Englisch 7./8. Schuljahr*. Berlin: Cornelsen und Oxford University Press.  
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MEIER, JOSEF (1998): „Test your modals.“ In: *Der Fremdsprachliche Unterricht Englisch*. Heft 32, 2/1998. 23–29.  
WALKER, E./ELSWORTH, S. (1988): *Grammar Practice for Intermediate Students*. Harlow: Longman.  
WIESEND, GERHART (1998): *Englisch aber richtig*. München: Bayerischer Schulbuch Verlag.  
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Station	Materialien/Medien	Bemerkungen
<b>1</b> Tenses	Level 1: Arbeitsblatt, Cuttings, Tonmaterial Level 2: Arbeitsblatt, Cuttings Level 3: Arbeitsblatt Level 4: Arbeitsblatt	Vor dem Stationenlernen wurde ein <i>Evaluation Sheet</i> verteilt, auf dem die Schüler vermerken, in welchen Grammatikbereichen sie Fehler machen.
<b>2</b> Reported Speech	Level 1: Arbeitsblatt Level 2: Arbeitsblatt (aus: Henrichs-Kleinen 1997a: 85), Tonmaterial Level 3: Arbeitsblatt (aus: Wiesend 1998: 140) Level 4: Arbeitsblatt	Zu allen Stationen gibt es: Laufzettel Regelblätter Arbeitsblätter Lösungsblätter
<b>3</b> Using "to do"	Level 1: Arbeitsblatt, Cuttings Level 2: Arbeitsblatt (aus: Henrichs-Kleinen 1997a: 102 ), Cuttings, Tonmaterial Level 3: Arbeitsblatt (aus: Henrichs-Kleinen 1997a: 107), Cuttings Level 4: Arbeitsblatt	
<b>4</b> Adjectives/ Adverbs	Level 1: Arbeitsblatt, Cuttings Level 2: Arbeitsblatt, Cuttings, Tonmaterial Level 3: Arbeitsblatt, Cuttings Level 4: Arbeitsblatt	Für die Hörübungen werden CD-Player und Kassettenrekorder zum Aufnehmen benötigt.
<b>5</b> Passive Voice	Level 1: Arbeitsblatt, Cuttings, Tonmaterial Level 2: Arbeitsblatt (aus: Henrichs-Kleinen 1997b: 79; Walker/Elsworth 1988: 77) Level 3: Arbeitsblatt (aus: Woods/McLeod 1990: 87) Level 4: Arbeitsblatt	Falls vorhanden, können zusätzlich auch Computer benutzt werden, evtl. mit speziellen Lernprogrammen. Internetadressen: <a href="http://www.edufind.com/english/grammar/index.cfm">www.edufind.com/english/grammar/index.cfm</a>
<b>6</b> If-Clauses	Level 1: Arbeitsblatt (aus: Groß 1997: 51) Level 2: Arbeitsblatt (aus: Groß 1997: 57), Tonmaterial Level 3: Arbeitsblatt (aus: Henrichs-Kleinen 1997a: 95) Level 4: Arbeitsblatt	
<b>7</b> Modals	Level 1: Arbeitsblatt (aus: McGredie/East 1989b: 58, 64), Cuttings, Tonmaterial Level 2: Arbeitsblatt (aus: Wiesend 1998: 34) Level 3: Arbeitsblatt (aus: Meier 1998: 24-26) Level 4: Arbeitsblatt	<a href="http://ccc.commnet.edu/grammar">ccc.commnet.edu/grammar</a>
<b>8</b> Comparisons	Level 1: Arbeitsblatt, Cuttings Level 2: Arbeitsblatt, Cuttings, Tonmaterial Level 3: Arbeitsblatt Level 4: Arbeitsblatt	
<b>9</b> Gerunds	Level 1: Arbeitsblatt (aus: Firnkes/Kammerer 1999) Level 2: Arbeitsblatt Level 3: Arbeitsblatt, Cuttings, Tonmaterial Level 4: Arbeitsblatt	
<b>10</b> Participles	Level 1: Arbeitsblatt (aus: Wiesend 1998: 118) Level 2: Arbeitsblatt, Cuttings, Tonmaterial Level 3: Arbeitsblatt (aus: Wiesend 1998: 118-119) Level 4: Arbeitsblatt	
<b>11</b> Word Order	Level 1: Arbeitsblatt (z. T. aus: McGredie/East 1989a: 71), Tonmaterial Level 2: Arbeitsblatt, Cuttings Level 3: Arbeitsblatt (aus: Firnkes/Kammerer 1999), Cuttings Level 4: Arbeitsblatt	

Lernstationen zum Thema „Grammar Revision“

## EVALUATION SHEET

### Evaluation of the mistakes you made in your exams

Please look through your last exams. On this sheet, compare your mistakes with the categories given in the chart. For each mistake you made that matches one of the categories, tick the respective category once. At the end, count your mistakes for each category.

Abbr.	Mistakes	Exam No. 1	Exam No. 2	Exam No. 3	Exam No. 4
T	Tenses ( <i>Tempus</i> )				
T	Tenses – reported speech				
Gr	Adjectives/Adverbs				
Gr	Comparisons				
Gr	Passive Voice				
Gr	“to do”				
Gr	If-Clauses				
Gr	Modal Verbs ( <i>Modalverben</i> )				
R	Spelling ( <i>Rechtschreibung</i> )				
W	Word ( <i>Wortwahl</i> )				
A	Expression ( <i>Ausdruck</i> )				
Präp	Preposition ( <i>Präposition</i> )				
Konj	Conjunction ( <i>Konjunktion</i> )				
Pron	Pronoun ( <i>Pronomen</i> )				
Sb	Sentence Structure ( <i>Satzbau</i> )				
St	Word Order ( <i>Wortstellung</i> )				
Bz	Reference ( <i>Beziehungsfehler</i> )				

## Training Circle Grammar

In the following chart, after each exercise, tick the exercise you have worked on. Then write down the number of mistakes you made in this exercise in the next column ("Mistakes"). Remember, level 4 tasks are compulsory, but it helps to do the other levels before. For the computer tasks, please write down, which unit or Internet website you have worked on. Exercises with an X do not exist.

### Grammar Topics

#### Exercises

Grammar Topics	Exercises	Mistakes	Done	11. Word Order
Level 1	a) Written Exercise b) Audio Exercise c) Cuttings		X	
Level 2			X	X
Level 3	a) Written Exercise b) Audio Exercise c) Cuttings		X	X
Level 4	a) Written Exercise Computer Programme Internet		X	X

## QUELLENNACHWEIS

- Regelblatt zu Station 4 (Adjectives & Adverbs), bis einschließlich Abschnitt „Comparison of Adverbs“  
Aus: FISCH, G. ET AL. (ed.) (1977, 1989): *Learning English – Advanced Modern Practice*, Klettbuch 5062. Ernst Klett Verlag GmbH, Stuttgart 1977.
- Regelblatt zu Station 3 (Using "to do")
  - Regelblatt zu Station 9 (Gerunds)
  - Regelblatt zu Station 10 (Participle)Aus: BARTELS, BERNHARD/RÖHR, HEINZ (1981): *The English Companion's Modern Grammar*.  
© Verlag Moritz Diesterweg, Frankfurt am Main.
- Arbeitsblatt und Lösung Station 9 (Gerunds), Level 1
  - Arbeitsblatt und Lösung Station 11 (Word Order); Level 3Aus: FIRNKES/KAMMERER (1999): *Englisch 5./6. Lernjahr*. MANZ-Verlag Stuttgart.
- Regelblatt 1 (oben) zu Station 6 (If-Clauses)
  - Arbeitsblatt und Lösung Station 6 (If-Clauses), Levels 1 und 2Aus: GROSS, ACHIM (1997): English Grammar 1, 9.–10. Klasse. *If-Clauses & Co. Die Nebensätze*. Niedernhausen: Falken Verlag.
- Regelblatt zu Station 2 (Reported Speech)
  - Arbeitsblatt und Lösung Station 2 (Reported Speech), Level 2
  - Arbeitsblatt und Lösung Station 3 (Using "to do"), Levels 2 und 3
  - Regelblatt 1 (unten) bis 3 zu Station 6 (If-Clauses)
  - Arbeitsblatt und Lösung Station 6 (If-Clauses), Level 3Aus: HENRICHS-KLEINEN, ELLEN (1997a): *English Grammar I – 9./10. Klasse*. Niedernhausen: Falken Verlag.
- Arbeitsblatt und Lösung Station 5 (Passive Voice), Level 2 (Sätze 1–10)  
Aus: HENRICHS-KLEINEN, ELLEN (1997b): *Englische Grammatik – Regeln und Übungen für die Klassen 5–13*. Niedernhausen: Falken Verlag.
- Arbeitsblatt und Lösung Station 4 (Adjectives & Adverbs), Level 3
  - Arbeitsblatt und Lösung Station 9 (Gerunds), Level 3 von Werner Kieweg für diesen Trainingszirkel erstellt.
- Regelblatt 3–4 zu Station 11 (Word Order)
  - Arbeitsblatt und Lösung Station 11 (Word Order), Level 1Aus: MCGREDIE/EAST, PATRICIA (1989a): *Besser in Englisch. 7./8. Schuljahr*. Berlin: Cornelsen & Oxford University Press GmbH & Co.
- Regelblatt 7: Modals
  - Arbeitsblatt und Lösung Station 7 (Modals), Level 1Aus: MCGREDIE/EAST, PATRICIA (1989b): *Besser in Englisch. 9./10. Schuljahr*. Berlin: Cornelsen & Oxford University Press GmbH & Co.
- Arbeitsblatt und Lösung Station 7 (Modals), Level 3  
Aus: MEIER, JOSEF (1998): „*Test your modals.*“ In: *Der Fremdsprachliche Unterricht Englisch*. Heft 32, 2/1998.
- Arbeitsblatt und Lösung Station 5 (Passive Voice), Level 2 (Sätze 11–15)  
Aus: WALKER, E./ELSWORTH, S. (1998): *Grammar Practice for Intermediate Students*. Harlow: Langenscheidt-Longman.
- Regelblatt zu Station 5 (Passive Voice)
  - Regelblatt zu Station 8 (Comparisons)
  - Arbeitsblatt und Lösung Station 2 (Reported Speech), Level 3
  - Arbeitsblatt und Lösung Station 7 (Modals), Level 2
  - Arbeitsblatt und Lösung Station 10 (Participles), Levels 1 und 3Aus: WIESEND, GERHART (1998): *Englisch aber richtig*. München: Bayerischer Schulbuch Verlag.
- Arbeitsblatt und Lösung Station 5 (Passive Voice), Level 3  
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Die Redaktion

## Rules and Examples

Tense	Signals	Examples	Rules
<b>Simple Present</b>	always, usually, normally, seldom, often, never, every ..., sometimes, rarely, occasionally, now and then	Every Sunday I play tennis. He comes home, takes his shoes off and eats. Our house stands in a quiet street.	→ für Handlungen, die sich wiederholen → für Handlungen, die nacheinander passieren → für Umstände, die immer so sind
<b>Present Progressive</b>	just, at the moment, now, look!, listen!	I am reading.  The Bakers are moving house next week.	→ für Handlungen, die im Moment des Sprechens passieren → für Handlungen, wenn bereits eine Vereinbarung getroffen wurde
<b>Simple Past</b>	last ..., ... ago, in..., yesterday	Yesterday I wrote a letter.	→ für einmalige, wiederholte oder aufeinander folgende Handlungen, die in der Vergangenheit angefangen haben und abgeschlossen sind
<b>Past Progressive</b>	while	I was reading a book while my sister was playing.  I was watching TV when suddenly the phone rang.  Yesterday at 5 p.m. we were sitting in the garden.	→ wenn zwei oder mehr Vorgänge gleichzeitig stattfanden → wenn eine Handlung gerade stattfand, als ein neues Ereignis eintrat → für den Ablauf einer vergangenen Handlung zu einem bestimmten Zeitpunkt/in einem bestimmten Zeitraum
<b>Present Perfect Simple</b>	<i>ever, never, already, just, up to now, till now, so far, since, for, not ... yet</i>  <i>kursiv gedruckte Adverbien stehen nach dem ersten Hilfsverb</i>	I have just written a letter.  He has known him since 1990.  Have you ever been to Australia?	→ für Vorgänge, die in der Vergangenheit angefangen haben und gerade erst abgeschlossen sind bzw. deren Auswirkungen bis in die Gegenwart reichen → für Vorgänge, die in der Vergangenheit angefangen haben und noch nicht abgeschlossen sind → für Vorgänge, die in der Vergangenheit stattfanden, bei denen es aber nicht wichtig ist, wann
<b>Present Perfect Progressive</b>	all day/week/month/..., how long, since, for, how much/many	I have been reading for two hours.	→ für Vorgänge, die in der Vergangenheit angefangen haben und noch andauern – betont jedoch die Dauer der Handlung (Present Perfect Simple betont das Ergebnis)
<b>Past Perfect Simple</b>	after, before	After he had done his work, he played football.	→ für Handlungen, die zu einem bestimmten Zeitpunkt der Vergangenheit bereits abgeschlossen waren

## STATION 1

## Regelblatt 2

## TENSES

<b>Past Perfect Progressive</b>	after, before	I had been waiting for one hour when he finally came.	→ wird benutzt, um die Dauer und den Ablauf des Vorganges in der Vorvergangenheit zu betonen
<b>Future I</b>		Tomorrow it will rain. Just a minute, I will help you. If it rains, I will need an umbrella.	→ zur Vorhersage oder zum Ausdruck einer persönlichen Meinung → um einen spontanen Entschluss auszudrücken → im Hauptsatz des If-Satzes Typ I
<b>Going to future</b>		I am going to visit my grandma tomorrow. He looks pale. He is going to be ill.	→ für eine feste Absicht für die Zukunft → für eine logische Schlussfolgerung, ein Ereignis, für das es bereits Anzeichen gibt
<b>Future Progressive</b>		He will be coming tomorrow.  At 9 p. m. tomorrow I will be sitting in the plane.	→ um auszudrücken, dass ein zukünftiger Vorgang für selbstverständlich gehalten wird → um auszudrücken, dass ein Vorgang zu einem Zeitpunkt gerade ablaufen wird
<b>Simple Present mit Futur-Bedeutung</b>		The demonstration starts in Station Road.	→ wenn Vorgänge oder Zustände von außenstehenden Personen oder Institutionen festgelegt sind
<b>Present Progressive mit Futur-Bedeutung</b>		We are having a party on Saturday.	→ um auszudrücken, dass bereits Vorbereitungen oder Vereinbarungen für die zukünftige Handlung getroffen sind
<b>Future II</b>	by ..., in 10 minutes etc., next ...	By 4 o'clock tomorrow I will have finished this work.	→ drückt aus, dass eine Handlung zu einem bestimmten Zeitpunkt der Zukunft abgeschlossen sein wird
<b>Future II Progressive</b>	by ..., in 10 minutes etc., next ...	Next month I will have been studying for 2 years.	→ betont die Dauer
<b>Conditional I</b>		If I had time, I would come.  As a child he wouldn't eat fruit.  He said that he would come.	→ in Hauptsätzen der If-Sätze Typ II → um ein typisches Verhalten in der Vergangenheit auszudrücken → in der indirekten Rede bei Backshift statt Future I
<b>Conditional I Progressive</b>		I would still be waiting for Susan if I were you.	→ betont die Dauer
<b>Conditional II</b>		If he had come earlier, he would have met her. He said that he would have finished his word.	→ in Hauptsätzen der If-Sätze Typ III → in der indirekten Rede bei Backshift statt Future II
<b>Conditional II Progressive</b>		I would have been running all afternoon if I hadn't been so ill.	→ betont die Dauer

**Level 1**

**Complete the sentences. Use the correct form.**

1. *to make – Pres. Perf.:* I \_\_\_\_\_ some coffee. Would you like some?
2. *to speak – Simple Past:* He \_\_\_\_\_ to his brother about the job.
3. *to win – Simple Past:* We played football yesterday. We didn't play very well, but we \_\_\_\_\_.
4. *not to meet – Pres. Perf.:* I know Gary, but I \_\_\_\_\_ his wife.
5. *to speak – Simple Present:* People on the Philippines \_\_\_\_\_ many different languages.
6. *to cost – Future I:* Our holidays \_\_\_\_\_ a lot of money, because the hotel is expensive.
7. *not to drive – Past Perf.:* He told me he \_\_\_\_\_ my car.
8. *to steal – Pres. Prog.:* The thieves \_\_\_\_\_ the jewellery next door.
9. *to listen – Past Prog.:* Peter \_\_\_\_\_ to the radio when the phone rang.
10. *to buy – Simple Past:* Last year my family \_\_\_\_\_ a house in France.

**Level 1**

**Cut this sheet into pieces of paper to help you do the level 1 exercise (Tenses)**

**Not all of these words have to be used.**

make	made	made	speak	spoke	spoken	win
won	won	meet	met	met	speak	spoke
spoken	cost	cost	cost	drive	drove	-ing
driven	steal	stole	stolen	listen	listened	-ing
listened	buy	bought	bought	have	have	have
has	has	has	not	not	not	not
will	will	had	had	had	been	been
is	is	are	are	was	was	were

**Level 1**

1. I **have made** some coffee. Would you like some?
2. He **spoke** to his brother about the job.
3. We played football yesterday. We didn't play very well, but we **won**.
4. I know Gary, but I **haven't met** his wife.
5. People on the Philippines **speak** many different languages.
6. Our holidays **will cost** a lot of money, because the hotel is expensive.
7. He told me he **hadn't driven** my car.
8. The thieves **are stealing** the jewellery next door.
9. Peter **was listening** to the radio when the phone rang.
10. Last year my family **bought** a house in France.

**Level 2**

**Complete the sentences. Use the correct tense.**

1. She \_\_\_\_\_ her hands because they were dirty. (*wash*)
2. I feel good. I \_\_\_\_\_ very well last night. (*sleep*)
3. I \_\_\_\_\_ my bag. (*lose*) Have you seen it?
4. Julia is a good friend of mine. I \_\_\_\_\_ her for a long time. (*know*)
5. They \_\_\_\_\_ the shopping centre 20 years ago. (*build*)
6. Our neighbours \_\_\_\_\_ to America next summer. (*go*)
7. I \_\_\_\_\_ to America before. (*not be*)
8. It \_\_\_\_\_ a lot during our last holiday. (*rain*)
9. My friend \_\_\_\_\_ on the phone for hours. (*be*)
10. Anne \_\_\_\_\_ to drive when she was 18. (*learn*)

**Level 2**

**Cut this sheet into pieces of paper to help you do the level 2 exercise (Tenses)**  
**Not all of these words have to be used.**

wash	washed	washed	sleep	slept	slept	lose
lost	lost	know	knew	known	build	built
built	go	went	gone	be	was	were
been	rain	rained	rained	be	was	were
been	learn	learnt	learnt	have	have	have
has	has	has	not	not	not	not
will	will	had	had	had	been	been
is	is	are	are	was	was	were
-ing	-ing	-ing	-s	-s	-es	-es

**Level 2**

1. She **washed** her hands because they were dirty.
2. I feel good. I **slept** very well last night.
3. I've **lost** my bag. Have you seen it?
4. Julia is a good friend of mine. I **have known** her for a long time.
5. They **built** the shopping centre 20 years ago.
6. Our neighbours **will go** to America next summer.
7. I **haven't been** to America before.
8. It **rained** a lot during our last holiday.
9. My friend **has been** on the phone for hours.
10. Anne **learnt** to drive when she was 18.

**Level 3**

You all know the story of "Little Red Riding Hood". Use the correct tenses to fill the gaps.

**Little Red Riding Hood**

Once upon a time there \_\_\_\_\_<sup>1</sup> (be) a little girl, who \_\_\_\_\_<sup>2</sup> (live) near a big forest. She always \_\_\_\_\_<sup>3</sup> (wear) a cloak (*Umhang*) with a red hood like the cloaks that riders \_\_\_\_\_<sup>4</sup> (use) so soon everyone \_\_\_\_\_<sup>5</sup> (call) her Little Red Riding Hood.

One day Little Red Riding Hood's mother \_\_\_\_\_<sup>6</sup> (say), 'Your grandmother \_\_\_\_\_<sup>7</sup> (be) ill and she \_\_\_\_\_<sup>8</sup> (lie) in bed. She \_\_\_\_\_<sup>9</sup> (need) some food. Please \_\_\_\_\_<sup>10</sup> (take) this basket to her. Please \_\_\_\_\_<sup>11</sup> (be) quick. She \_\_\_\_\_<sup>12</sup> (wait) for it.' So Little Red Riding Hood \_\_\_\_\_<sup>13</sup> (put on) her cloak, \_\_\_\_\_<sup>14</sup> (pick up) the basket, \_\_\_\_\_<sup>15</sup> (kiss) her mother goodbye and \_\_\_\_\_<sup>16</sup> (leave) the house. 'I \_\_\_\_\_<sup>17</sup> (go) through the forest,' \_\_\_\_\_<sup>18</sup> (think) Little Red Riding Hood. 'It \_\_\_\_\_<sup>19</sup> (be) much quicker,' and she \_\_\_\_\_<sup>20</sup> (go) into the big dark forest. Little Red Riding Hood \_\_\_\_\_<sup>21</sup> (walk) through the forest when suddenly a wolf \_\_\_\_\_<sup>22</sup> (come) out of the trees and \_\_\_\_\_<sup>23</sup> (speak) to her. 'Good morning, Little Red Riding Hood,' \_\_\_\_\_<sup>24</sup> (say) the wolf. 'Where \_\_\_\_\_<sup>25</sup> (you/go) to?' 'I \_\_\_\_\_<sup>26</sup> (take) this basket of food to my grandmother,' she \_\_\_\_\_<sup>27</sup> (answer). 'My grandmother \_\_\_\_\_<sup>28</sup> (be) ill. She \_\_\_\_\_<sup>29</sup> (lie) in bed. But I \_\_\_\_\_<sup>30</sup> (must/hurry). She \_\_\_\_\_<sup>31</sup> (feel) hungry. She \_\_\_\_\_<sup>32</sup> (wait) for her dinner.'

When the big wolf \_\_\_\_\_<sup>33</sup> (hear) the word 'dinner', he \_\_\_\_\_<sup>34</sup> (feel) hungry, too. He \_\_\_\_\_<sup>35</sup> (look at) the girl and he \_\_\_\_\_<sup>36</sup> (have) an idea. The wolf \_\_\_\_\_<sup>37</sup> (say) goodbye to Little Red Riding Hood and he \_\_\_\_\_<sup>38</sup> (run) off into the forest.

When Little Red Riding Hood \_\_\_\_\_<sup>39</sup> (arrive) at her grandmother's house, she \_\_\_\_\_<sup>40</sup> (open) the door and \_\_\_\_\_<sup>41</sup> (go) in. She \_\_\_\_\_<sup>42</sup> (lay) the basket on the table and then \_\_\_\_\_<sup>43</sup> (climb) the stairs to her grandmother's bedroom. She \_\_\_\_\_<sup>44</sup> (knock) on the bedroom door. 'Come in,' \_\_\_\_\_<sup>45</sup> (call) a voice.

Little Red Riding Hood \_\_\_\_\_<sup>46</sup> (push) the door open and \_\_\_\_\_<sup>47</sup> (go) into the room. She \_\_\_\_\_<sup>48</sup> (think) her grandmother \_\_\_\_\_<sup>49</sup> (look) a little funny – she \_\_\_\_\_<sup>50</sup> (seem) much bigger than usual. 'Hello, grandmother,' \_\_\_\_\_<sup>51</sup> (say) Little Red Riding Hood sweetly. 'How \_\_\_\_\_<sup>52</sup> (you/feel) today?' 'I \_\_\_\_\_<sup>53</sup> (not feel) very well,' \_\_\_\_\_<sup>54</sup> (say) her grandmother. 'But why \_\_\_\_\_<sup>55</sup> (you/stand) so far away from me? \_\_\_\_\_<sup>56</sup> (come) nearer, dear.' So Little Red Riding Hood \_\_\_\_\_<sup>57</sup> (move) closer to the bed. She \_\_\_\_\_<sup>58</sup> (look) at her grandmother closely. 'What funny teeth you \_\_\_\_\_<sup>59</sup> (have), dear grandmother,' she \_\_\_\_\_<sup>60</sup> (say). Then the big bad wolf \_\_\_\_\_<sup>61</sup> (jump) out of the bed, \_\_\_\_\_<sup>62</sup> (catch) the little girl and \_\_\_\_\_<sup>63</sup> (eat) her up.

The wolf \_\_\_\_\_<sup>64</sup> (leave) the house and \_\_\_\_\_<sup>65</sup> (go) home. He \_\_\_\_\_<sup>66</sup> (be) tired after his big dinner, so he \_\_\_\_\_<sup>67</sup> (want) to have a nap.

Soon Little Red Riding Hood's mother \_\_\_\_\_<sup>68</sup> (become) worried. 'I \_\_\_\_\_<sup>69</sup> (wonder) what \_\_\_\_\_<sup>70</sup> (happen) to her,' she \_\_\_\_\_<sup>71</sup> (think). 'She \_\_\_\_\_<sup>72</sup> (be) away too long. Perhaps she \_\_\_\_\_<sup>73</sup> (lose) her way in the forest. I \_\_\_\_\_<sup>74</sup> (go) and \_\_\_\_\_<sup>75</sup> (find) the forester. He \_\_\_\_\_<sup>76</sup> (know) what to do.'

When the forester \_\_\_\_\_<sup>77</sup> (hear) the mother's story he \_\_\_\_\_<sup>78</sup> (say), 'Ah, I \_\_\_\_\_<sup>79</sup> (know) what \_\_\_\_\_<sup>80</sup> (happen). The big bad wolf \_\_\_\_\_<sup>81</sup> (eat) her. But \_\_\_\_\_<sup>82</sup> (not worry). I \_\_\_\_\_<sup>83</sup> (shoot) the wolf. Perhaps it \_\_\_\_\_<sup>84</sup> (not be) too late.' So the forester \_\_\_\_\_<sup>85</sup> (get) his gun and \_\_\_\_\_<sup>86</sup> (go) into the forest. He soon \_\_\_\_\_<sup>87</sup> (find) the big bad wolf and he \_\_\_\_\_<sup>88</sup> (kill) him. Then the forester \_\_\_\_\_<sup>89</sup> (take) his long knife and \_\_\_\_\_<sup>90</sup> (cut) the wolf open. Little Red Riding Hood and her grandmother \_\_\_\_\_<sup>91</sup> (climb) out of the wolf's stomach (*Bauch*). They \_\_\_\_\_<sup>92</sup> (look) a little frightened, but otherwise (*sonst*) they \_\_\_\_\_<sup>93</sup> (be) all right.

## Level 3

**Little Red Riding Hood**

Once upon a time there **was**<sup>1</sup> (be) a little girl, who **lived**<sup>2</sup> (live) near a big forest. She always **wore**<sup>3</sup> (wear) a cloak (Umhang) with a red hood like the cloaks that riders **use(d)**<sup>4</sup> (use) so soon everyone **called**<sup>5</sup> (call) her Little Red Riding Hood.

One day Little Red Riding Hood's mother **said**<sup>6</sup> (say), 'Your grandmother **is**<sup>7</sup> (be) ill and she **is lying**<sup>8</sup> (lie) in bed. She **needs**<sup>9</sup> (need) some food. Please **take**<sup>10</sup> (take) this basket to her. Please **be**<sup>11</sup> (be) quick. She **is waiting**<sup>12</sup> (wait) for it.' So Little Red Riding Hood **put on**<sup>13</sup> (put on) her cloak, **picked up**<sup>14</sup> (pick up) the basket, **kissed**<sup>15</sup> (kiss) her mother goodbye and **left**<sup>16</sup> (leave) the house. 'I **will go**<sup>17</sup> (go) through the forest', **thought**<sup>18</sup> (think) Little Red Riding Hood. 'It **will be/is**<sup>19</sup> (be) much quicker,' and she **went**<sup>20</sup> (go) into the big dark forest. Little Red Riding Hood **was walking**<sup>21</sup> (walk) through the forest when suddenly a wolf **came**<sup>22</sup> (come) out of the trees and **spoke**<sup>23</sup> (speak) to her. 'Good morning, Little Red Riding Hood,' **said**<sup>24</sup> (say) the wolf. 'Where **are you going**<sup>25</sup> (you/go) to?' 'I **am taking**<sup>26</sup> (take) this basket of food to my grandmother,' she **answered**<sup>27</sup> (answer). 'My grandmother **is**<sup>28</sup> (be) ill. She **is lying**<sup>29</sup> (lie) in bed. But I **must hurry**<sup>30</sup> (must/hurry). She **is feeling**<sup>31</sup> (feel) hungry. She **is waiting**<sup>32</sup> (wait) for her dinner.'

When the big wolf **heard**<sup>33</sup> (hear) the word 'dinner', he **felt**<sup>34</sup> (feel) hungry, too. He **looked at**<sup>35</sup> (look at) the girl and he **had**<sup>36</sup> (have) an idea. The wolf **said**<sup>37</sup> (say) goodbye to Little Red Riding Hood and he **ran**<sup>38</sup> (run) off into the forest.

When Little Red Riding Hood **arrived**<sup>39</sup> (arrive) at her grandmother's house, she **opened**<sup>40</sup> (open) the door and **went**<sup>41</sup> (go) in. She **laid**<sup>42</sup> (lay) the basket on the table and then **climbed**<sup>43</sup> (climb) the stairs to her grandmother's bedroom. She **knocked**<sup>44</sup> (knock) on the bedroom door. 'Come in,' **called**<sup>45</sup> (call) a voice. Little Red Riding Hood **pushed**<sup>46</sup> (push) the door open

and **went**<sup>47</sup> (go) into the room. She **thought**<sup>48</sup> (think) her grandmother **looked**<sup>49</sup> (look) a little funny – she **seemed**<sup>50</sup> (seem) much bigger than usual. 'Hello, grandmother,' **said**<sup>51</sup> (say) Little Red Riding Hood sweetly. 'How **are you feeling**<sup>52</sup> (you/feel) today?' 'I **am not feeling**<sup>53</sup> (not feel) very well,' **said**<sup>54</sup> (say) her grandmother. 'But why **are you standing**<sup>55</sup> (you/stand) so far away from me? **Come**<sup>56</sup> (come) nearer, dear.' So Little Red Riding Hood **moved**<sup>57</sup> (move) closer to the bed. She **looked**<sup>58</sup> (look) at her grandmother closely. 'What funny teeth you **have**<sup>59</sup> (have), dear grandmother,' she **said**<sup>60</sup> (say). Then the big bad wolf **jumped**<sup>61</sup> (jump) out of the bed, **caught**<sup>62</sup> (catch) the little girl and **ate**<sup>63</sup> (eat) her up.

The wolf **left**<sup>64</sup> (leave) the house and **went**<sup>65</sup> (go) home. He **was**<sup>66</sup> (be) tired after his big dinner, so he **wanted**<sup>67</sup> (want) to have a nap.

Soon Little Red Riding Hood's mother **became**<sup>68</sup> (become) worried. 'I **wonder**<sup>69</sup> (wonder) what has **happened**<sup>70</sup> (happen) to her,' she **thought**<sup>71</sup> (think). 'She **has been**<sup>72</sup> (be) away too long. Perhaps she has **lost**<sup>73</sup> (lose) her way in the forest. I **will go**<sup>74</sup> (go) and **find**<sup>75</sup> (find) the forester. He **will know**<sup>76</sup> (know) what to do.'

When the forester **heard**<sup>77</sup> (hear) the mother's story he **said**<sup>78</sup> (say), 'Ah, I **know**<sup>79</sup> (know) what has **happened**<sup>80</sup> (happen). The big bad wolf **has eaten**<sup>81</sup> (eat) her. But **don't worry**<sup>82</sup> (not worry). I **will shoot**<sup>83</sup> (shoot) the wolf. Perhaps it **will not be**<sup>84</sup> (not be) too late.' So the forester **got**<sup>85</sup> (get) his gun and **went**<sup>86</sup> (go) into the forest. He soon **found**<sup>87</sup> (find) the big bad wolf and he **killed**<sup>88</sup> (kill) him. Then the forester **took**<sup>89</sup> (take) his long knife and **cut**<sup>90</sup> (cut) the wolf open. Little Red Riding Hood and her grandmother **climbed**<sup>91</sup> (climb) out of the wolf's stomach (*Bauch*). They **looked**<sup>92</sup> (look) a little frightened, but otherwise (*sonst*) they **were**<sup>93</sup> (be) all right.

**Level 4**

***Invent or tell one of these stories. Make sure you use the correct tenses.***

- a) Superman and the dog hunters
- b) Hansel and Gretel
- c) The invisible man

## 1. Anwendung

Wenn du das, was jemand gesagt bzw. geschrieben hat, wiedergeben willst, benutzt du indirekte Rede.

## 2. Bildung – Regel 1: No Backshift/Keine Zeitveränderung

Die Bildung der indirekten Rede hängt von zwei Faktoren ab:

- von der Zeit in der direkten Rede
- von der Zeit des Einleitungssatzes (*he says, she said ...*)

Steht ein Einleitungssatz im **Present Tense** (*he says*), im **Present Perfect** (*she has asked*) oder im **Future I** (*he will say*), ändert sich die Zeit, die in der direkten Rede verwendet wurde, nicht. Die Pronomen musst du natürlich der neuen Perspektive anpassen und die Verbformen eventuell angeleichen.

*He says,*                    "*I spent my holidays in Italy.*"  
Einleitungssatz            direkte Rede  
Present Tense            Past Tense

*He says*                    *that he spent his holidays in Italy.*  
Einleitungssatz            indirekte Rede  
bleibt gleich                auch Past Tense

### 3. Bildung – Regel 2: Backshift/Zeitveränderung

Wenn der Einleitungssatz im **Past Tense** (*he said*), **Past Perfect** (*he had asked*), **Future II** (*he will have said*) oder **Conditional** (*he would ...*) steht, so ändert sich die Zeit, die in der direkten Rede stand, nach folgendem Schema:

DIREKTE REDE		INDIREKTE REDE
<b>Present Tense</b> She said, "I eat ... "	->	<b>Past Tense</b> She said that she ate ...
<b>Past Tense</b> She said, "I ate ... "	->	<b>Past Perfect</b> She said that she had eaten ...
<b>Present Perfect</b> She said, "I have eaten ... "	->	<b>Past Perfect</b> She said that she had eaten ...
<b>Past Perfect</b> She said, "I had eaten ... "	=	<b>Past Perfect</b> She said that she had eaten ...
<b>Future I</b> She said, "I will eat ... "	->	<b>Conditional I</b> She said that she would eat ...
<b>Future II</b> She said, "I will have eaten ... "	->	<b>Conditional II</b> She said that she would have eaten ...
<b>Conditional I</b> She said, "I would eat ... "	=	<b>Conditional I</b> She said that she would eat ...
<b>Conditional II</b> She said, "I would have eaten ... "	=	<b>Conditional II</b> She said that she would have eaten ...

**Beachte:** Progressive-Formen bleiben Progressive-Formen (z. B. She said, "I am eating ... " – She said that she was eating ... )

**Ausnahmen vom Backshift:** Auch wenn der Einleitungssatz in einer Zeit der Vergangenheitsgruppe steht, erfolgt keine Zeitveränderung bei allgemein gültigen Aussagen:

He said, "Frankfurt lies on the Main."

He said that Frankfurt lies on the Main.

## 4. Änderungen von Zeit- und Ortsangaben

Beim Backshift ändern sich auch Zeit- und Ortsangaben:

	DIREKTE REDE	INDIREKTE REDE	DIREKTE REDE	INDIREKTE REDE
nur bei <i>Backshift</i>	today	that day	now	then
	yesterday		the day before	tomorrow
	... ago	... before		the next/following day
	last ...	... before	this/these	that/those
	next ...	the following ...	here	there

## 5. Die Einleitung von indirekten Sätzen

*that* oder nichts

- 1.** Bei **Aussagesätzen (statements)** leitest du den indirekten Satz wahlweise mit *that* oder ohne Überleitung ein.

He said, "I visited my uncle."  
He said (*that*) he had visited his uncle.

Fragewort oder *if*

- 2.** Bei **Fragen (questions)** nimmt man das vorhandene Fragewort (z. B. *when*) oder – falls keins vorhanden – *if*.

He asked, "Can I come?"  
He asked *if* he could come.  
He asked, "*When* did he come?"  
He asked *when* he had come.

Keine Umschreibung  
mit *do*!

Beachte: Die Umschreibung mit *do* fällt bei positiven indirekten Fragen weg.

Infinitiv mit *to*  
bzw. *not to*

- 3. Befehle (commands)** werden nicht nach der Backshift-Tabelle in die indirekte Rede gesetzt. Sie werden immer mit dem Infinitiv mit *to* bzw. *not to* gebildet.

He told me, "Close the door."  
He told me *to close* the door.  
He told me, "Don't close the door."  
He told me *not to close* the door.

Aus: Henrichs-Kleinen 1997a: 80–92.

**Level 1**

**Yesterday you met a friend of yours, Peter. Peter told you a lot of things.  
Here are some of the things he said to you:**

- 1 I'm thinking of going to work abroad.
- 2 My sister is in hospital.
- 3 Sarah and James are buying a house next month.
- 4 I haven't talked to Jane for a while.
- 5 I've been working a lot recently.
- 6 Margaret has had a flu.
- 7 I am not sure what Susan is doing.
- 8 I hardly ever go to the cinema these days.
- 9 I watch TV two hours a day.
- 10 I'll tell John I met you.
- 11 You can come and see me if you are ever in town.
- 12 Tom had a job interview last week but he wasn't successful.
- 13 I saw Jill at a party last month and she seemed to enjoy herself.

**Later that day you tell another friend what Peter said. Use reported speech.**

1      *Peter said that he was thinking of going to work abroad.*

2      Peter said that

3

4

5

6

7

8

9

10

11

12

13

**Level 1**

- 2 Peter said that his sister was in hospital.
- 3 He said (that) Sarah and James were buying a house next month.
- 4 He said (that) he hadn't talked to Jane for a while.
- 5 He said (that) he had been working a lot recently.
- 6 He said (that) Margaret had had a flu.
- 7 He said (that) he wasn't sure what Susan was doing.
- 8 He said (that) he hardly ever went to the cinema these days.
- 9 He said (that) he watched TV two hours a day.
- 10 He said (that) he would tell John (that) he had met me./... he met me.
- 11 He said (that) I could come and see him if I was ever in town.
- 12 He said (that) Tom had had a job interview the week before but he hadn't been successful./... Tom had a job interview the week before but he wasn't successful.
- 13 He said (that) he had seen Jill at a party the month before and (that) she had seemed to enjoy herself./... he saw Jill ... and (that) she seemed to enjoy herself.

**Level 2**

**Read these statements, questions and orders carefully and then change them into reported speech.**

**Aussagen**

1. "Last weekend we visited Blenheim Palace," my friend said.
2. "It is a beautiful old palace near Oxford," she added.
3. She told me, "It reminded me of Versailles, which I had visited a year before."
4. "If you are interested, I will take you there next summer," she offered.
5. "There are a lot of interesting things to see," she said.

**Frägen**

1. "How much is the entrance fee?" I asked.
2. My next question was, "How do we get there?"
3. I also wanted to know, "Can I take my brother?"
4. "How long are they open?" I asked her.
5. "Have you ever been to Warwick Castle?" I asked.

**Befehle**

1. The bus driver told us, "Get off at the next stop."
2. "Go through the first gate," the people told us.
3. They also told us, "Don't use this gate after 5 o'clock."
4. The guide told us, "Be quiet during the tour."
5. "Don't spend too much money in the souvenir shop," our parents told us.

Aus: Henrichs-Kleinen 1997a: 85.

**Level 2***Aussagen*

1. My friend said (that) they had visited Blenheim Palace the weekend before.
2. She added (that) it was a beautiful old palace near Oxford.
3. She told me (that) it had reminded her of Versailles, which she had visited a year before.
4. She offered to take me there the following summer if I was/were interested.
5. She said (that) there were a lot of interesting things to see.

*Fragen*

1. I asked how much the entrance fee was.
2. My next question was how we got there.
3. I also wanted to know if I could take my brother.
4. I asked her how long they were open.
5. I asked if she had ever been to Warwick Castle.

*Befehle*

1. The bus driver told us to get off at the following/next stop.
2. The people told us to go through the first gate.
3. They also told us not to use that gate after 5 o'clock.
4. The guide told us to be quiet during the tour.
5. Our parents told us not to spend too much money in the souvenir shop.

**Level 3**

**Tell your friend about Edith Haisman. Use reported speech.**

In January 1997 we could read in a newspaper article that...

**Oldest Titanic Survivor Dies**

Edith Haisman died in January 1997. Her picture can be seen in all newspapers. She was the oldest of the Titanic survivors. In 1997 there are still seven survivors alive. They know little or nothing about the disaster because they were babies when the Titanic sank in 1912. Edith Haisman was fifteen and travelling to New York with her parents. She often spoke about the disaster:

I can still see my father standing on deck, he is holding a cigar in his one hand, a glass of brandy in the other.

I am sitting in a lifeboat where we were put by my father. My mother is sitting beside me. He waves to us and calls to me: 'I will see you in New York. There we will begin a new life.' I will never forget the darkness and the cold.

In August 1996 Edith travelled to the area in the Atlantic where the Titanic had sunk. She took one of her ten children with her. Edith Haisman died in Southampton where she had boarded the Titanic in 1912. She was a hundred years old when she died.

Aus: Wiesend 1998: 140.

**Level 3**

In January 1997 we could read in a newspaper article that the oldest Titanic survivor had died.

Edith Haisman **had died** in January 1997. Her picture **could be seen** in all newspapers. She **had been** the oldest of the Titanic survivors. In 1997 there **were still** seven survivors alive. They **knew** little or nothing about the disaster because they **had been** babies when the Titanic **had sunk (sank)** in 1912. Edith Haisman **had been** fifteen and **(had been) travelling** to New York with her parents. She **had often spoken** about the disaster:

She **could** still see her father standing on deck, he **was holding** a cigar in his one hand, a glass of brandy in the

other. She **was sitting** in a lifeboat where they **had been put** by her father. Her mother was sitting beside her. He **had waved** to them and **called** to her that he **would see** them in New York. There they **would begin** a new life. She **would never forget** the darkness and the cold.

In August 1996 Edith **had travelled** to the area in the Atlantic where the Titanic **had sunk**. She **had taken** one of her ten children with her.

Edith Haisman **(had) died** in Southampton where she **had boarded** the Titanic in 1912. She **had been/was** a hundred years old when she died.

**Level 4**

***Remember the last argument you had with your parents or your best friend. What was it about, what was your/your parents'/your friend's opinion, which aspects were mentioned? Tell me all about it by using reported speech.***

***to do as an Ordinary Verb***

Whatever you **do**, **do** it with your might.  
After dinner I shall **do** my homework.  
She **does** her hair with a brush every evening.

He **doesn't do** his hair with a brush.  
**Did** she **do** her homework carefully?

*to do* mit eigener Bedeutung („tun“, „machen“) wird als selbstständiges Verb gebraucht.

Das selbstständige Verb *to do* wird **in fragenden und verneinten Sätzen** mit den Formen des Hilfsverbs *to do* verbunden.

***to do as an Auxiliary Verb******to do in Interrogative Sentences***

1. **Do** you **know** him?  
**Did** they not **go** to Westminster?  
**Does** he **drive** a car?  
**Do** they **do** their homework carefully?

What **did** the man **shout**?  
Whom **did** David **thank** for the gift?  
Where **does** Pat **live**?

With whom **do** you **go** to school in the morning?  
Which of the songs in your reader **do** you **like** best?  
On whose farm **did** the family **spend** their holiday?

Eine Frage wird mithilfe von *to do* gebildet, wenn das Prädikat ein **Vollverb** in einer **einfachen Zeit** ist (*Present Tense*, *Past Tense*; Grund: Erhaltung der Wortstellung S-P-O).

2. **Was** she reading when you entered the room?  
**Will** he be coming home for lunch?  
**Can** you see the plane?  
**What are** you looking for?

Das Hilfsverb *to do* wird im Fragesatz **nicht gebraucht**, wenn im Prädikat des Fragesatzes ein **Hilfsverb** steht.

3. **Who** came to see you?  
**What** makes you say so?  
**Whose** friend arrived in London?  
**Which** boy goes to school by car?  
**Who did not want** to go for a swim?  
**Whose** father **does not drive** a car?

Ferner wird das Hilfsverb *to do* in Fragesätzen **nicht gebraucht**, wenn das Fragefürwort **Subjekt** oder **mit dem Subjekt verbunden** ist.

**In der verneinten Frage steht** natürlich auch hier *to do*.

***to do in Negative Sentences*****1. He does not know what to do.**

Many people **do not like** to get up early.  
 There are not many boys who **do not like** swimming.  
 The water is dangerous; **don't go in** too far!  
 Please, **do not cry**.  
**Don't be** so noisy, boys.

Das Hilfsverb ***to do*** wird in allen verneinten Sätzen gebraucht, wenn das Prädikat ein **Vollverb** in einer einfachen Zeit (*Present Tense, Past Tense*) oder ein **Imperativ** ist.

**2. You must not cry.**

The little boy **could not** write the word "teeth".  
 He **has not** come home yet.  
 She **will not** be at home in time.

Das Hilfsverb ***to do*** wird **nicht gebraucht**, wenn im Prädikat des verneinten Satzes ein **Hilfsverb** steht.

**3. John never answers my letters.**

**Never mind!**

Ferner steht ***to do*** in verneinten Sätzen nicht, wenn die **Verneinung durch *never*** ausgedrückt wird.

**4. "Is Charly ill?" – "I hope not."**

"Have they come back yet?" – "I **imagine not.**"

***to do*** steht ebenfalls nicht, wenn ***not*** nicht den Begriff des Verbs, sondern den im vorausgehenden Satz ausgedrückten Gedanken verneint.

Aus: Bartels, Bernhard/Röhr, Heinz (1981):  
*The English Companion's Modern Grammar*. Frankfurt/M.: Diesterweg 134–136.

**Level 1**

**Form negative sentences. Don't forget to use the correct tenses and forms of "to do".**

1. Bert likes vegetables.

---

2. He phoned me yesterday.

---

3. The neighbour's boy goes to school by bus.

---

4. They always go to Italy.

---

5. Mr. Cut works in an office.

---

6. I learn my vocabulary every day.

---

7. The accident happened at 5 o'clock.

---

8. She came too late yesterday.

---

9. The children behave very politely.

---

10. My brother plays football every Sunday.

---

**Level 1**

Cut this sheet into pieces of paper to help you do the level 1 exercise (Using "to do")

Not all of these words have to be used.

like	phone	go	go	work	learn
happen	come	behave	play	not	not
not	not	not	not	not	not
not	not	does	does	does	does
does	do	do	do	did	did
did	did	did	phoned	happened	came
-s	-s	-s	-s	-s	-s

**Level 1**

1. Bert **doesn't like** vegetables.
2. He **didn't phone** me yesterday.
3. The neighbour's boy **doesn't go** to school by bus.
4. They **don't always go** to Italy.
5. Mr. Cut **doesn't work** in an office.
6. I **don't learn** my vocabulary every day.
7. The accident **didn't happen** at 5 o'clock.
8. She **didn't come** too late yesterday.
9. The children **don't behave** very politely.
10. My brother **doesn't play** football every Sunday.

**Level 2**

**Form negative sentences. This time, decide whether you need “to do”.**

1. My friend can skate very well.

---

2. Sandra came on time.

---

3. Next year we will go to Malta.

---

4. Yesterday the sun shone.

---

5. I have already done all my homework.

---

6. He had seen the town before.

---

7. Sally likes apples.

---

8. It is raining.

---

9. We went to a concert.

---

10. Rita liked the pizza.

---

Aus: Henrichs-Kleinen 1997a: 102.

**Level 2**

**Cut this sheet into pieces of paper to help you to do the level 2 exercise (Using “to do”).  
Not all of these words have to be used.**

skate	come	go	shine	do	see	like
rain	go	like	not	not	not	not
not	not	not	not	not	not	can
will	is	have	had	does	does	does
did	did	did	did	skated	did	came
shone	went	saw	seen	liked	done	rained
liked	raining	yet	We	to a concert	Rita	the pizza
My friend	very well	Sandra	on time	Next year	we	see
Yesterday	the sun	I	all my	homework	He	the
town before	to Malta	Sally	apples	It	rained	gone

**Level 2**

1. My friend **can't** skate very well.
2. Sandra **didn't come** on time.
3. Next year we **won't go** to Malta.
4. Yesterday the sun **didn't shine**.
5. I **haven't done** all my homework yet.
6. He **hadn't seen** the town before.
7. Sally **doesn't like** apples.
8. It **isn't** raining.
9. We **didn't go** to a concert.
10. Rita **didn't like** the pizza.

**Level 3**

**Ask the questions that match the answer. Decide whether you need "to do". Make sure you always use the correct tenses and forms.**

1. Question: \_\_\_\_\_?

Answer: Yes, I work in Dover.

2. Question: \_\_\_\_\_?

Answer: No, I haven't seen your father.

3. Question: \_\_\_\_\_?

Answer: No, Sue can't speak Spanish.

4. Question: \_\_\_\_\_?

Answer: Yes, I wrote him a letter.

5. Question: \_\_\_\_\_?

Answer: Yes, my grandmother comes from Scotland.

6. Question: \_\_\_\_\_?

Answer: No, I have never been to Scotland.

7. Question: \_\_\_\_\_?

Answer: Yes, I would like to take this book.

8. Question: \_\_\_\_\_?

Answer: No, you may not use the phone.

9. Question: \_\_\_\_\_?

Answer: No, I didn't watch the film last night.

10. Question: \_\_\_\_\_?

Answer: Yes, I saw Mr Carter.

11. Question: \_\_\_\_\_?

Answer: No, I am not sleeping.

Aus: Henrichs-Kleinen 1997a: 107.

**Level 3**

**Cut this sheet into pieces of paper to help you do the level 3 exercise (Using “to do”)**  
**Not all of these words have to be used.**

work	see	speak	write	come	take
watch	use	see	sleeping	can	do
will	is	have	had	does	does
did	like to	did	did	worked	came
spoke	spoken	watched	saw	seen	done
would	may	are	you	you	you
you	you	you	you	Spanish	Sue
him a letter	your grandmother	in Dover	from Scotland	my father	Mr. Carter
to Scotland	this book	I	the phone	ever	the film last night

**Level 3**

1. Do you work in Dover?
2. Have you seen my father?
3. Can Sue speak Spanish?
4. Did you write him a letter?
5. Does your grandmother come from Scotland?
6. Have you ever been to Scotland?
7. Would you like to take this book?
8. May I use the phone?
9. Did you watch the film last night?
10. Did you see Mr. Carter?
11. Are you sleeping?

**Level 4**

**Imagine the following situation:**

**You are spending a holiday in the USA. There you meet some young people from other countries. They want to find out all about your family and your country. So they ask many questions and make many assumptions about your life. You have to correct them or agree to what they say. Write a dialogue. Don't forget to use "to do" when necessary.**

### Function of Adjectives and Adverbs

Adjectives (attributive use)	Adjectives (predicative use)	Adverbs
1. The <b>elegant</b> <i>schooner</i> moved out of the bay.	2. In full sail the schooner <i>looked elegant</i> .	3. a) The schooner <i>moved elegantly</i> out of the bay. b) On the open sea the wind was <b>really stiff</b> . c) The boat took the waves <b>extremely well</b> . d) <b>Unfortunately</b> the weather changed.
adjectives used attributively qualify nouns	adjectives used predicatively qualify the subject after the following verbs expressing <b>a state</b> : be, remain, keep, seem, look, appear <b>a change of state</b> : become, grow, get, turn <b>a perception</b> : feel, smell, taste, sound	adverbs modify a) verbs b) adjectives c) adverbs d) sentences

### Comparison of Adjectives

#### Regular Comparison

1. Our new house is <b>smaller</b> . Its staircase is <b>narrower</b> , and its layout is <b>simpler</b> . But its kitchen is <b>roomier</b> , even though everything else is <b>compacter</b> .	Comparison with <b>-er, -est</b> a) adjectives consisting of 1 syllable b) adjectives consisting of 2 syllables – ending in <b>-ow, -le, -y</b> – with the stress on the 2nd syllable
2. Its location is <b>more pleasant</b> and its interior is <b>more beautiful</b> , so we are all <b>more pleased</b> with our new house.	Comparison with <b>more, most</b> a) adjectives consisting of 2 syllables with the stress on the 1st syllable b) adjectives consisting of more than 2 syllables c) participles used as adjectives

## Regelblatt 2 ADJECTIVES & ADVERBS

### Irregular Comparison

good	better	best	
bad/ill	worse	worst	
much/many	more	most	
little	smaller	smallest	to denote size ( <i>the smaller of the two</i> )
little	less	least	to denote quantity ( <i>there is less sugar: „weniger“</i> )
old	older	oldest	( <i>the oldest house in town</i> )
old	elder	eldest	used attributively to denote family relationship ( <i>my eldest son</i> )
late	later	latest	to denote a relationship to time ( <i>the latest news: „neuest“</i> )
	the latter	last	to denote sequence ( <i>the latter: „der Letztere“</i> )
near	nearer	nearest	to denote distance ( <i>the nearest hospital</i> )
far	further	next	to denote sequence ( <i>the next shop</i> )
far	farther	furthest	to denote distance or what comes in addition ( <i>further along the road; further information</i> )
		farthest	generally to denote distance ( <i>farther away</i> )

### Comparison of Adverbs

Comparison with <i>more, most</i>	Comparison with <i>-er, -est</i>
We'll get home <b>more quickly</b> if we sail this route.	The <b>faster</b> we sail the <b>further</b> west we'll get and the <b>sooner</b> we'll reach a port.
The comparison with <i>more, most</i> is used with all adverbs which end in <i>-ly</i> .	The comparison with <i>-er, -est</i> is used with <ol style="list-style-type: none"> <li>adverbs which are identical in form with adjectives (e. g. <i>fast, hard, long, loud, low, straight</i>)</li> <li>adverbially used adjectives with irregular comparison</li> <li>some adverbs which are not derived from adjectives (e. g. <i>soon, early</i>)</li> </ol>

Aus: Fisch, G. et al. (ed.) (1989): *Learning English. Advanced Modern Practice*. Stuttgart: Klett. S. 136, 139, 142.

### Than, as oder like bei Vergleichen?

- *than* gebraucht man **nach einer Steigerungsform**, entsprechend *als* im Deutschen  
 John is taller than Richard. *John ist größer als Richard.*  
 Sarah works more carefully than the other pupils. *Sarah arbeitet sorgfältiger als die anderen Schüler.*
- *as ... as* verwendet man bei einem Eigenschaftswort oder Umstandswort **in der nicht gesteigerten Form**, um zu sagen, dass zwei Sachen gleich oder ähnlich sind  
*This cheap soap is as good as the expensive one.* *Diese billige Seife ist so gut wie die teure.*
- *like* gebraucht man bei Vergleichen ohne Eigenschaftswort  
 You look like a clown in that shirt! *In diesem Hemd siehst du wie ein Clown aus.*  
 Betty swims like a fish. *Betty schwimmt wie ein Fisch.*

**Level 1**

**Fill in the gap with the adverb.**

1. The driver was \_\_\_\_\_ hurt in the accident. (*serious*)
2. The dog \_\_\_\_\_ barks \_\_\_\_\_. (*usual/loud*)
3. She was smiling \_\_\_\_\_. (*happy*)
4. The new secretary works very \_\_\_\_\_. (*hard*)
5. The house was \_\_\_\_\_ empty. (*complete*)
6. Mary speaks French very \_\_\_\_\_. (*good*)
7. He looked \_\_\_\_\_ at the children who had broken the vase. (*angry*)
8. The buses run \_\_\_\_\_. (*regular*)
9. The doctor \_\_\_\_\_ examined the patient. (*careful*)
10. \_\_\_\_\_ when he has had a few drinks, he drives \_\_\_\_\_. (*especial/careless*)

**Level 1**

**Cut this sheet into pieces of paper to help you do the level 1 exercise (Adjectives & Adverbs)**  
**Not all of these words have to be used.**

serious	usual	loud	happy	hard	complete
good	angry	regular	careful	especially	careless
seriously	usually	loudly	happily	hardly	completely
well	angrily	regularly	carefully	especial	carelessly

**Level 1**

1. The driver was **seriously** hurt in the accident.
2. The dog **usually** barks **loudly**.
3. She was smiling **happily**.
4. The new secretary works very **hard**.
5. The house was **completely** empty.
6. Mary speaks French very **well**.
7. He looked **angrily** at the children who had broken the vase.
8. The buses run **regularly**.
9. The doctor **carefully** examined the patient.
10. **Especially** when he has had a few drinks, he drives **carelessly**.



## Level 2

**Fill in the gap with the adverb or adjective.**

1. The damage to the house was very \_\_\_\_\_. (*serious*)
2. The \_\_\_\_\_ music from our neighbours sounds \_\_\_\_\_. (*loud/terrible*).
3. She is always \_\_\_\_\_. (*high/elegant*)
4. She is a very \_\_\_\_\_ secretary. (*good*)
5. My grandfather always talks \_\_\_\_\_. (*serious*)
6. The fire destroyed the house \_\_\_\_\_. (*complete*)
7. He should attend class \_\_\_\_\_. (*regular*)
8. He is a \_\_\_\_\_ danger to other people. (*real*)
9. English can be learned \_\_\_\_\_. (*easy*)
10. He was \_\_\_\_\_. (*surprising/polite*)

**Level 2**

**Cut this sheet into pieces of paper to help you do the level 2 exercise (Adjectives & Adverbs).  
Not all of these words have to be used.**

serious	loud	elegant	serious	polite
terrible	high	good	complete	serious
regular	real	easy	surprising	really
seriously	loudly	elegantly	seriously	politely
terribly	highly	well	completely	good
regularly	seriously	really	easily	surprisingly

**Level 2**

1. The damage to the house was very **serious**.
2. The **loud** music from our neighbours sounds **terrible**.
3. She is always **highly** elegant.
4. She is a very **good** secretary.
5. My grandfather always talks **seriously**.
6. The fire destroyed the house **completely**.
7. He should attend class **regularly**.
8. He is a **real** danger to other people.
9. English can be learned **easily**.
10. He was **surprisingly** polite.

**Level 3**

**Adjectives or adverbs? Fill in the gaps.**

**1)**

Three men had stranded on a \_\_\_\_\_ (*remote*) island for years. They had  
\_\_\_\_\_ (*long*) beards, \_\_\_\_\_ (*extreme*) skinny bodies, and  
\_\_\_\_\_ (*unbelievable*) worn-out clothes and no hope at all. One day a bottle  
washed ashore and the first man picked it up \_\_\_\_\_ (*quick*). When he began  
brushing the sand off it \_\_\_\_\_ (*careful*), a genie popped out and said in a  
\_\_\_\_\_ (*low*) voice, "I can grant each of you one wish \_\_\_\_\_  
(*generous*), what shall it be?"

The first man answered \_\_\_\_\_ (*hasty*), "Oh, I wish I were home." Poof, he was  
gone \_\_\_\_\_ (*immediate*).

The second man, without \_\_\_\_\_ (*further*) thought, also said,  
\_\_\_\_\_ (*deep*) impressed, "I wish I were home." Poof, he was gone, too.

The third man then told the genie, "I am very \_\_\_\_\_ (*lonely*) here. So I wish the  
two of them were back here with me \_\_\_\_\_ (*instant*)!"

**2)**

Jill told her husband \_\_\_\_\_ (*excited*), "Jack, that young couple that moved in  
next door \_\_\_\_\_ (*recent*) seem such a \_\_\_\_\_ (*loving*)  
twosome. Every morning, when he leaves the house, he kisses her goodbye so  
\_\_\_\_\_ (*fervent*), and every evening when he comes home, he brings her a dozen  
\_\_\_\_\_ (*long-stemmed*) roses. Now, why can't you do that?"

"Gosh," Jack says, "why, I \_\_\_\_\_ (*hard*) know the girl."

**Level 3**

**Cut this sheet into pieces of paper to help you do the level 3 exercise (adjectives and adverbs).  
Not all of these words have to be used.**

recent	extreme	long	immediate	quick
hard	careful	deep	excited	lonely
unbelievable	hasty	long-stemmed	remote	generous
further	instantly	fervent	low	loving
recently	extremely	longly	immediately	quickly
hardly	carefully	deeply	excitedly	lonely
unbelievably	hastily	long-stemmed	remotely	generously
further	instantly	fervently	lowly	lovingly

**Level 3**

1)

Three men had stranded on a **remote** island for years. They had **long** beards, **extremely** skinny bodies, and **unbelievably** worn-out clothes and no hope at all. One day a bottle washed ashore and the first man picked it up **quickly**. When he began brushing the sand off it **carefully**, a genie popped out and said in a **low** voice, "I can grant each of you one wish **generously**, what shall it be?"

The first man answered **hastily**, "Oh, I wish I were home." Poof, he was gone **immediately**.

The second man, without **further** thought, also said, **deeply** impressed, "I wish I were home." Poof, he was gone, too.

The third man then told the genie, "I am very **lonely** here. So I wish the two of them were back here with me **instantly!**"

2)

Jill told her husband **excitedly**, "Jack, that young couple that moved in next door **recently** seem such a **loving** twosome. Every morning, when he leaves the house, he kisses her goodbye so **ferventily**, and every evening when he comes home, he brings her a dozen **long-stemmed** roses. Now, why can't you do that?"

"Gosh," Jack says, "why, I **hardly** know the girl."

**Level 4**

***Think of a day when you and your friends did lots of things together. Tell me what you did and how you did it. If you cannot think of a special day, invent the story of a very active person and describe his/her activities. Make sure you use many adjectives and adverbs.***

## Das Passiv (Leideform)

Wenn wir uns einen normalen Aussagesatz ansehen wie: „Der Vater kämmt den Hund“, stellen wir fest, dass dieser Satz aus drei Teilen besteht. „Der Vater“ ist der Satzgegenstand (Subjekt) und sagt aus, wer oder was etwas tut. „Kämmt“ ist die Satzaussage (Prädikat) und erklärt, was geschieht, „den Hund“ ist die Satzergänzung (Objekt) und drückt aus, worauf sich die Handlung des Satzgegenstandes richtet.

**Der Satzgegenstand (Der Vater) tut etwas mit der Satzergänzung (den Hund).** Würde ich jetzt sagen: „Der Vater kämmt“, so würde jeder gleich fragen: „Wen kämmt er denn?“ Der Satz würde als unvollständig empfunden.

Anders liegt die Sache beim Passiv (englisch: *Passive*). Wenn ich sage: „Der Hund wird gekämmt“, empfindet man den Satz nicht als unvollständig. **Der Passiv-**

**satz drückt aus, was getan wird und worauf sich diese Handlung richtet.** Im Passivsatz steht also nicht eine handelnde Person oder Sache im Mittelpunkt wie im Aktivsatz (Der Vater kämmt den Hund), sondern die Sache oder Person, auf die sich die Handlung richtet (Der Hund wird gekämmt). Mit dem Hund geschieht etwas, er erleidet sozusagen etwas, er tut nichts, er ist passiv.

Derjenige, der etwas tut, ist im Passivsatz etwas in den Hintergrund getreten. Im Passivsatz können wir einen Vorgang beschreiben, der sich auf jemanden oder etwas richtet, ohne den Verursacher oder Schuldigen zu nennen oder zu kennen: „Die Umwelt wird verschmutzt.“

Wir können natürlich hinzufügen: „Von uns allen.“ Aber das ist grammatisch nicht nötig.

## Die Bildung der Passivformen

Das englische Passiv ist eine ganz einfache Sache, einfacher jedenfalls als das deutsche. Es wird im Englischen häufiger verwendet als im Deutschen und wir sollten es fleißig benutzen. Es wird immer nach dem gleichen Schema gebildet: Form von *to be* + *Past Participle* (Partizip Perfekt). Alle Zeiten des Passivs werden einfach durch Verändern der Form von *to be* gebildet,

das gilt auch für die Verlaufsformen. Das Partizip Perfekt wird nie verändert. Das ist alles.

Es gibt auch einen Infinitiv (Grundform) des Passivs: *to be seen* – gesehen (zu) werden.

Zur Erinnerung seien die verschiedenen Zeiten von *to be* hier noch einmal zusammengestellt:

Gegenwart	Zukunft	Past Tense	Present Perfect	Plusquamperfekt
I am	I will be	I was	I have been	I had been
you are	you will be	you were	you have been	you had been
he/she/it is	he/she/it will be	he/she/it was	he/she/it has been	he/she/it had been
we are	we will be	we were	we have been	we had been
you are	you will be	you were	you have been	you had been
they are	they will be	they were	they have been	they had been

Konditional I		Konditional II		Futur II	
I	would be	I	would have been	I	will have been
you	would be	you	would have been	you	will have been
he/she/it	would be	he/she/it	would have been	he/she/it	will have been
we	would be	we	would have been	we	will have been
you	would be	you	would have been	you	will have been
they	would be	they	would have been	they	will have been

Hier noch die Verlaufsformen von *to be*:

Gegenwart		Past Tense	
I am	being	I was	being
you are	being	you were	being
he/she/it is	being	he/she/it was	being
we are	being	we were	being
you are	being	you were	being
they are	bring	they were	being

In *if*-Sätzen verwendet man folgende Formen von *to be*:  
*If I were (was), if you were, if he/she/it were (was), if we/you/they were.*

Das englische Passiv erhält man nun ganz einfach, indem man an eine solche Form von *to be* das Partizip Perfekt (*Past Participle*) anhängt. Das ist alles!

Das **Partizip Perfekt** ist die „dritte Form“ der Zeitwörter, d. h., wenn wir ein unregelmäßiges Verb lernen, steht das Partizip an dritter Stelle: *to see – saw – seen* (deutsch: gesehen).

Bei regelmäßigen Zeitwörtern wie *to look – looked – looked* ist das Partizip Perfekt immer gleich der Form des *Past Tense*.

Einige Beispiele für Passivsätze:

<b>Gegenwart:</b>	The car <b>is washed.</b>	Das Auto wird gewaschen.
<b>(Verlaufsform)</b>	The car <b>is being washed.</b>	Das Auto wird (gerade) gewaschen.
<b>Zukunft:</b>	The house <b>will be built</b> next year.	Das Haus wird nächstes Jahr gebaut.
<b>Past Tense:</b>	The baby <b>was fed.</b>	Der Säugling wurde gefüttert.
<b>(Verlaufsform)</b>	The baby <b>was being fed.</b>	Der Säugling wurde (gerade) gefüttert.
<b>Present Perfect:</b>	The car <b>has been driven.</b>	Das Auto wurde (bis jetzt) gefahren.
<b>Plusquamperfekt:</b>	I <b>had been telephoned.</b>	Ich war angerufen worden.
<b>Futur II:</b>	He <b>will have been asked.</b>	Er wird gefragt worden sein.
<b>Konditional I:</b>	The soldier <b>would be shot.</b>	Der Soldat würde erschossen werden.
<b>Konditional II:</b>	The book <b>would have been sold.</b>	Das Buch wäre verkauft worden.

Jetzt erhebt sich vielleicht bei dem einen oder der anderen die Frage, wer denn die Verursacher aller dieser Vorgänge sind und wie man sie vorstellt. Bitte schön:

The car was washed **by Father.**

Das Auto wurde von Vater gewaschen.

Wir merken uns: Im Passivsatz verwenden wir für das deutsche **von** das englische **by**, keinesfalls *of* oder *from*!

You were seen <b>by me.</b>	Du wurdest von mir gesehen.
The thief was arrested <b>by the policeman.</b>	Der Dieb wurde vom Polizisten verhaftet.
The sun has been obscured <b>by the moon</b> for ten minutes.	Seit zehn Minuten (schon) wird die Sonne vom Mond verdunkelt.

Fragen im Passiv bildet man so:

Is the car (being) washed? Was the car (being) washed? Has the car been washed? Will the car be washed?

Verneinungen im Passiv bildet man so:

The car is not (being) washed. The car was not (being) washed. The car has not been washed.

The car will not be washed.

Aus: Wiesend 1998: 78–79.

**Level 1**

**Make sentences from these words by putting the verb in the passive voice.**

**First use the simple present:**

1. (to make) These video cameras \_\_\_\_\_ in the USA.
2. (to change) The money \_\_\_\_\_ at the bank.
3. (to make) Butter \_\_\_\_\_ from milk.
4. (to paint) The fences \_\_\_\_\_ every year.

**Now use the simple past:**

1. (to damage) My bike \_\_\_\_\_ last night.
2. (to kill) The King \_\_\_\_\_ last week.
3. (to deliver) The parcel \_\_\_\_\_ yesterday.
4. (to hurt) Several people \_\_\_\_\_ in the accident last night.

**Now use the present perfect:**

1. (to feed) The children \_\_\_\_\_.
2. (to stroke) The cat \_\_\_\_\_ for hours.

**Now use the will-future:**

1. (to take) The cases \_\_\_\_\_ to your rooms.
2. (to wash) The clothes \_\_\_\_\_ next Saturday.
3. (to take place) The football match \_\_\_\_\_ next week.

**Level 1**

**Cut this sheet into pieces of paper to help you do the level 1 exercise (Passive Voice).  
Not all of these words have to be used.**

make	change	make	paint	damage	kill
has	has	will	will	will	will
take place	is	is	is	is	are
deliver	hurt	feed	stroke	take	wash
was	was	were	were	were	been
been	been	have	have	have	has
are	are	are	was	was	was
made	changed	made	painted	damaged	killed
delivered	hurt	fed	stroked	took	washed
taken	took place	taken place	be	be	be

**Level 1**

First use the simple present:

1. These video cameras **are made** in the USA.
2. The money **is changed** at the bank.
3. Butter **is made** from milk.
4. The fences **are painted** every year.

Now use the simple past:

1. My bike **was damaged** last night.
2. The King **was killed** last week.
3. The parcel **was delivered** yesterday.
4. Several people **were hurt** in the accident last night.

Now use the present perfect:

1. The children **have been fed**.
2. The cat **has been stroked** for hours.

Now use the will-future:

1. The cases **will be taken** to your rooms.
2. The clothes **will be washed** next Saturday.
3. The football match **will take place** next week.

**Level 2**

**Put the following sentences into the passive voice. Make sure you use the correct tense.**

1. A thunderstorm destroyed most of the houses.
2. Nobody understood the explanation.
3. We have to pay the bills.
4. Uncle Richard feeds the cat every morning.
5. Tolstoi wrote *War and Peace*.
6. Some scientists discovered the Egyptian grave last year.
7. The people built the castle in the 17th century.
8. The housewife hadn't tried the recipe before.
9. You mustn't touch this old vase.
10. The radio station is just broadcasting an interesting radio play.
11. We clean the garages every day.
12. They have cancelled the meeting.
13. They send two million books to America every year.
14. They posted all the letters yesterday.
15. We send the newspapers to Scotland by train.

Sätze 1–10 aus Henrichs-Kleinen 1997b: 79; Sätze 11–15 aus Walker/Elsworth 1988: 77.

**Level 2**

1. A thunderstorm destroyed most of the houses.  
Most of the houses **were destroyed** by a thunderstorm.
2. Nobody understood the explanation.  
The explanation **was understood** by nobody.
3. We have to pay the bills.  
The bills **have to be paid** (by us).
4. Uncle Richard feeds the cat every morning.  
The cat **is fed** by Uncle Richard every morning.
5. Tolstoi wrote *War and Peace*.  
*War and Peace* **was written** by Tolstoi.
6. Some scientists discovered the Egyptian grave last year.  
The Egyptian grave **was discovered** by some scientists last year.
7. The people built the castle in the 17th century.  
The castle **was built** by the people in the 17th century.
8. The housewife hadn't tried the recipe before.  
The recipe **hadn't been tried** by the housewife before.
9. You mustn't touch this old vase.  
This old vase **mustn't be touched** (by you).
10. The radio station is just broadcasting an interesting radio play.  
An interesting radio play **is just being broadcast** by the radio station.
11. We clean the garages every day.  
The garages **are cleaned** every day (by us).
12. They have cancelled the meeting.  
The meeting **has been cancelled** (by them).
13. They send two million books to America every year.  
Two million books **are sent** to America (by them) every year.
14. They posted all the letters yesterday.  
All the letters **were posted** (by them) yesterday.
15. We send the newspapers to Scotland by train.  
The newspapers **are sent** to Scotland (by us) by train.

**Level 3**

**Rewrite the following text, so that Nick is the focus of each sentence.**

The police had followed Nick all day. They had seen him leave his flat at 7.30 in the morning, take a bus to Regent Street and enter the airline office by a side door.

He came out again at 1.00 and they tailed him to the language school where he usually worked. He stayed in the school until 8.00 that evening and then went for a drink with Maria in her car. At about 11.30 she drove him home. The police were still following him, but they had been exhausted by him.

Aus: Woods/McLeod 1990: 87.

**Level 3**

Nick had been followed by the police all day. He had usually worked. He stayed in the school until 8.00 that been seen leaving his flat at 7.30 in the morning, taking evening and then went with Maria in her car for a bus to Regent Street and entering the airline office by drink. At about 11.30 he was driven home by her. He a side door. He came out again at 1.00 and was tailed was still being followed by the police, but he had ex- to the language school by (them) the police where he hausted them.

**Level 4**

**Write a newspaper report about one of the following subjects.**

**Remember to use the passive voice where necessary.**

- a) The making of ... (your favourite film)
- b) The murder in King's Road – victim still not identified
- c) The production of a music CD

**If-Clauses I-III**

Wir unterscheiden drei Typen If-clauses:

<b>Typ I:</b>	Im If-Satz steht <i>present tense</i> , im <i>main clause will-future</i> oder <b>can/must/may + Infinitiv</b> . Typ I drückt <b>erfüllbare Bedingungen</b> aus.	If Mum <b>goes</b> by train, she <b>will get</b> there more cheaply.
<b>Typ II:</b>	Im If-Satz steht <i>past tense</i> , im <i>main clause could/would</i> oder <b>might + Infinitiv</b> .  Typ II kann sowohl <b>erfüllbare (aber unwahrscheinliche)</b> als auch <b>nicht erfüllbare Bedingungen</b> ausdrücken.	If Mum <b>went</b> by train, she <b>would get</b> there more cheaply.  If Mum <b>won</b> a million pounds, she <b>would go</b> by private plane.
<b>Typ III:</b>	Im If-Satz steht <i>past perfect</i> , im <i>main clause would/could</i> oder <b>might + have + 3. Form</b> .  Typ III: drückt Bedingungen in der <b>Vergangenheit</b> aus (die daher in der <b>Gegenwart nicht mehr erfüllbar</b> sind).	If Mum <b>had gone</b> by train, she <b>would have got</b> there more cheaply.

Aus: Groß 1997: 56.

If-Sätze sind Nebensätze, die eine Bedingung ausdrücken (*if = falls, wenn*). Ein If-Satz bildet zusammen mit einem Hauptsatz ein Satzgefüge. Die Zeiten in diesen Satzgefügen sind im Englischen genau festgelegt. Es gibt drei If-Satz-Typen, die verschiedene Arten von Bedingungen ausdrücken.

**Typ I Probable Condition**

<b>Regel:</b>	Steht im If-Satz <b>Present Tense</b> , so steht im Hauptsatz <b>Future I</b> .
	If it <b>snows</b> , we <b>will go</b> to the mountains.
	<i>Wenn es schneit, fahren wir in die Berge.</i>
<b>Zeiten:</b>	Present Tense      Future I (1. Verbform)      (will + 1. Verbform)
<b>Bedingung:</b>	Die Bedingung ist erfüllbar, wahrscheinlich.

**Besonderheiten**

Im Hauptsatz kann **statt Future I** auch *can, must, may* oder ein Imperativ (z. B. *go*) stehen.

If snows, we can/must/may go to the mountains.  
If it snows, go to the mountains.

Beachte: Im If-Satz darf nie *will* stehen. Die Zeiten bleiben, auch wenn der Hauptsatz zuerst steht.

We *will* go to the mountains if it snows.

**Typ II Improbable Condition**

**Regel:** Steht im If-Satz **Past Tense**, so steht im Hauptsatz **Conditional I**.  
If it **snowed**, we **would go** to the mountains.

*Wenn es schneite, führen wir in die Berge. (... würden wir ... fahren)*

**Zeiten:** Past Tense              Conditional I  
(2. Verbform)              (*would* + 1. Verbform)

**Bedingung:** Die Bedingung wird für unwahrscheinlich bzw. unerfüllbar gehalten.

**Besonderheiten**

Im Hauptsatz darf **statt Conditional I** auch *should, could, might, ought to + 1. Verbform* stehen.

If it snowed, we could go to the mountains.

Beachte: Im If-Satz steht nie *would*.

If I were you, I would invite Peter.

Statt was benutzt man im If-Satz auch *were*.

**Typ III Impossible Condition**

**Regel:** Steht im If-Satz **Past Perfect**, so steht im Hauptsatz **Conditional II**.  
If it **had snowed**, we **would have gone** to the mountains.

*Wenn es geschneit hätte, wären wir in die Berge gefahren.*

**Zeiten:** Past Perfect              Conditional II  
(*had* + 3. Verbform)              (*would have* + 3. Verbform)

**Bedingung:** Die Bedingung ist unmöglich, da sie in der Vergangenheit nicht gegeben war.

**Besonderheiten**

Statt *would have* kann man im Hauptsatz auch *should/could/might have* oder *ought to have* benutzen.

If it had snowed, we could have gone to the mountains.

Alle drei Typen auf einen Blick

<b>Typ</b>	<b>If-Satz</b>	<b>Hauptsatz</b>	<b>Bedingung</b>
I	Present Tense	Future I	wahrscheinlich
II	Past Tense	Conditional I	unwahrscheinlich
III	Past Perfect	Conditional II	unmöglich

**Beachte:** Im Englischen steht nur ein Komma zwischen Haupt- und Nebensatz, wenn der Hauptsatz hinten steht.

If it rains, I will watch TV.

I will watch TV if it rains.

Aus: Henrichs-Kleinen 1997a: 88–94.

**Level 1**

***There is a mistake in every sentence. Find it and correct it.***

1. You can always ask a policeman if you got lost in London.
2. I could visit the Tower of London if we had stayed for two more days.
3. There wouldn't be a statue of Lord Nelson in Trafalgar Square if he loses the battle against the French fleet.
4. You can always listen to funny people if you went to Speakers' Corner.
5. If you want to get from Oxford Street to the Tower by Underground, you would have to take the Bakerloo line.
6. If we wanted to see Cleopatra's needle, we could have gone on a boat trip on the Thames.
7. You could visit dozens of museums in London if you had liked to.
8. If Prince Charles becomes King of England, the coronation (*Krönung*) would take place at the famous St. Paul's Cathedral.
9. If you miss the Changing of the Guard, you could still see it later.
10. If I am you, I would spend my next holidays in London.
11. If the weather will be fine in London, you will really love it.

Aus: Groß 1997: 51.

**Level 1**

1. ... if you **get** lost ... (*oder:* You **could** always ask ...)
2. ... if we **stayed** ... (*oder:* I **could have visited** the Tower ...)
3. ... if he **had lost** ...
4. ... if you **go** to ...
5. ... you **must** take ... (*oder:* **will have** to take ...)
6. ... we **could go** ... (*oder:* If we **had wanted** to ...)
7. ... if you **liked** to.
8. ... **will take** place ... (*oder:* If Prince Charles **became** ...)
9. ... you **can** still see ... (*oder:* If you **missed** ...)
10. ... if I **were (was)** you ...
11. ... **is** fine ...

**Level 2**

**Read these sentences carefully and fill in the gaps with the right tense of the verb in brackets.**

1. If you don't lend me the money I need, I \_\_\_\_\_ (*must go*) to the bank.
2. I would go to university if I \_\_\_\_\_ (*be*) you.
3. If Germany \_\_\_\_\_ (*not lose*) the Second World War, Germany \_\_\_\_\_ (*not become*) democratic.
4. Peter \_\_\_\_\_ (*be able to see*) the Eiffel Tower if he went to Paris.
5. Susan would have caught the school bus if she \_\_\_\_\_ (*wake up*) earlier.
6. If you need help in London, you \_\_\_\_\_ (*ask*) a policeman.
7. I \_\_\_\_\_ (*enjoy*) the party more if I \_\_\_\_\_ (*not drink*) too much.
8. If Tina has time, she \_\_\_\_\_ (*see*) the new James Bond film.
9. If you \_\_\_\_\_ (*not practise*) your English every day, you \_\_\_\_\_ (*forget*) it.
10. Tony would buy a more expensive bike if he \_\_\_\_\_ (*save*) enough money.
11. If you waited long enough at No. 10 Downing Street, you \_\_\_\_\_ (*be able to see*) the British Prime Minister.
12. If I \_\_\_\_\_ (*be*) you, I would try to do this exercise well.

Aus: Groß 1997: 57.

**Level 2**

1. If you don't lend me the money I need, I **will have to go** (must go) to the bank.
2. I would go to university if I **were/was** (be) you.
3. If Germany **had not lost** (not lose) the Second World War, Germany **would not have become** (not become) democratic.
4. Peter **would be able to see** (be able to see) the Eiffel Tower if he went to Paris.
5. Susan would have caught the school bus if she **had woken up** (wake up) earlier.
6. If you need help in London, you **can ask** (ask) a policeman.
7. I **would have enjoyed** (enjoy) the party more if I **had not drunk** (not drink) too much.
8. If Tina has time, she **will see** (see) the new James Bond film.
9. If you **don't practise** (not practise) your English every day, you **will forget** (forget) it.
10. Tony would buy a more expensive bike if he **saved** (save) enough money.
11. If you waited long enough at No. 10 Downing Street, you **would be able to see** (be able to see) the British Prime Minister.
12. If I **were/was** (be) you, I would try to do this exercise well.

**Level 3**

**Decide which kind of if-clause you need (I, II or III). Then translate the sentences.**

1. Wenn mein Vater Zeit hat, machen wir am Wochenende eine Fahrradtour. Typ: \_\_\_\_\_
2. Wenn er nicht so schnell gefahren wäre, wäre der Unfall nicht passiert. Typ: \_\_\_\_\_
3. Wir wären rechtzeitig angekommen, wenn unser Auto keine Panne gehabt hätte. Typ: \_\_\_\_\_
4. Wenn du lauter gerufen hättest, hätten wir dich gehört. Typ: \_\_\_\_\_
5. Falls ich eine Nachricht von ihm erhalte, sage ich dir sofort Bescheid. Typ: \_\_\_\_\_
6. Wir wären ins Theater gegangen, wenn wir Karten bekommen hätten. Typ: \_\_\_\_\_
7. Wenn ich ein Pferd hätte, würde ich jedes Wochenende reiten. Typ: \_\_\_\_\_
8. Kommen Sie wieder, wenn Sie möchten. Typ: \_\_\_\_\_
9. Wenn ich genug Geld hätte, würde ich das Poster kaufen. Typ: \_\_\_\_\_
10. Wenn er mit dem Zug kommt, werde ich ihn am Bahnhof abholen. Typ: \_\_\_\_\_

Aus: Henrichs-Kleinen 1997a: 95.

**Level 3**

1. Typ: I

2. Typ: III

3. Typ: III

4. Typ: III

5. Typ: I

6. Typ: III

7. Typ: II

8. Typ: I

9. Typ: II

10. Typ: I

1. If my father has time, we will go on a bicycle tour at the weekend.

2. If he hadn't driven so fast, the accident wouldn't have happened.

3. We would have arrived on time if our car hadn't had a breakdown.

4. If you had called louder, we would have heard you.

5. If I get a message from him, I will tell you at once.

6. We would have gone to the theatre if we had got tickets.

7. If I had a horse, I would ride every weekend.

8. Come again if you like.

9. If I had enough money, I would buy the poster.

10. If he comes by train, I will pick him up from the station.

**Level 4**

**Your friend has had an idea. He/She wants to become a model once he/she leaves school. You don't think this is a good idea, so you try to convince him/her why he/she should find a different job after school. But this is not easy. Your friend is so sure that this decision is right. Write a dialogue and try to use at least 5 if-clauses.**

- Notwendigkeit (*must, have to, need to*)
- Aufforderung/Ratschlag (*should, ought to*)
- Fähigkeit/Unsicherheit (*can, be able to, might, may*)

## Notwendigkeit

*must, have to, need to, needn't*

- (1) Jack: You **must** get a visa to visit the USA – that's the law.
- (2) Jane: Jack says I **have to** get a visa to visit the USA.
- (3) Sue: How much will you **have to** pay for a visa? Has Jack ever **had to** apply for one before?
- (4) You **don't have to/needn't** drive so fast – we're not late. (*brauchst nicht*)
- (5) You **mustn't** smuggle drugs into the US. (*darfst nicht*)

- *Must* entspricht dem deutschen „müssen“ und existiert nur in der Gegenwart. Für alle anderen Zeiten verwendet man eine Form von *have to* (3). *Must* und *have to* sind weitgehend austauschbar.
- Mit *must* drückt der Sprecher aus, dass er selbst etwas für **absolut zwingend** bzw. **unvermeidbar** hält (1).
- *I have to* entspricht auch dem deutschen „müssen“ und wird bevorzugt, wenn der Sprecher eine Anordnung weitergeben will (2).
- Fragen werden fast immer mit *have to* gebildet (3).
- *Needn't* und *don't have to* im Sinne von „nicht brauchen“ sind gleichbedeutend (4).

## Aufforderung, Ratschlag

*should, ought to, had better*

- (1) Sue **should/ought to** accept that job. (*sollte*)
- (2) You **shouldn't/oughtn't to** smoke so much. (*solltest nicht*)
- (3) You'd **better** (not) be late again, or you'll be fired! (*Es wäre besser, wenn du ... (nicht) ...*)

- *Should* und *ought to* dienen dem Ausdruck von **Aufforderung** und **Ratschlägen**. (1) (2)
- *Had better* ist nützlich, wenn es um einen dringenderen **Ratschlag** geht. Mit *had better* kann der Ratschlag fast einer Warnung nahe kommen. (3)

## Fähigkeit, Unsicherheit

*can, be able to, could, might, may*

- (1) You **can** find more Germans in New York than you **can** in Frankfurt!
- (2) In the last century millions of immigrants **were able to** start a new life in the USA.
- (3) **Could** you understand what he said on the phone yesterday? – No, I **couldn't**.
- (4) We **might/may/could** move to Detroit next year. (*werden vielleicht, könnten*)

- *Can* und *be able to* drücken eine Fähigkeit oder Unfähigkeit aus. Die Ersatzform von *can* (*be able to*) wird in der Gegenwart viel weniger benutzt als *can*. (1)
- Soll im Affirmativ ausgedrückt werden, was jemand in der Vergangenheit einmal tun konnte und tatsächlich auch getan hat, so wird *was/were able to* (im Sinne von „fähig“, „in der Lage sein“) verwendet. (2) Sonst ist es mit *could* weitgehend austauschbar.
- *Could* ist bei **Fragen** und **Verneinungen** immer richtig. (3)
- *May* und *might* zum Ausdruck von Unsicherheit/Möglichkeit sind weitgehend austauschbar. (4) In diesem Sinne wird *could* auch oft verwendet.

Aus: McGredie/East 1989b: 55, 58, 60.

**Level 1**

Add **must/mustn't/needn't** according to the German translation given in brackets.

1. You \_\_\_\_\_ (*darfst nicht ... verwenden*) Canadian coins for the phone – only US coins.
2. You \_\_\_\_\_ (*brauchst nicht ... zu reden*) to the operator to make a local call.
3. You \_\_\_\_\_ (*darfst nicht ... zu Fuß gehen*) through Central Park late at night.
4. You \_\_\_\_\_ (*musst ... bekommen*) a visa to enter this country.
5. You \_\_\_\_\_ (*brauchst nicht ... zu fahren*) your car in San Francisco – the subway system, called BART (Bay Area Rapid Transport), is great.
6. You \_\_\_\_\_ (*benötigst*) a map to find your way around New Orleans.
7. American teenagers \_\_\_\_\_ (*brauchen nicht/zu leisten*) military service.
8. You \_\_\_\_\_ (*darfst nicht/fahren*) faster than 55 mph in the USA.
9. You \_\_\_\_\_ (*man braucht nicht/zu benutzen*) your car in Washington because public transport is so good, but \_\_\_\_\_ (*man darf nicht/sein*) without a car in L.A. \_\_\_\_\_ (*man braucht*) it even to go shopping!
10. Tourists \_\_\_\_\_ (*dürfen nicht/vergessen*) how dangerous some big cities can be.
11. Most Americans \_\_\_\_\_ (*brauchen nicht/zu zahlen*) as much income tax as Germans do.

Aus: McGredie/East 1989b: 58, 64.

**Level 1**

**Cut this sheet into pieces of paper to help you do the level 1 exercise (Modals)**

**Not all of these words have to be used.**

must	must	must	need	need	need
mustn't	mustn't	mustn't	mustn't	mustn't	mustn't
needn't	needn't	needn't	needn't	needn't	needn't
use	speak	walk	get	use	do
drive	use	be	forget	pay	did

**Level 1**

1. You **mustn't use** Canadian coins for the phone – only US coins.
2. You **needn't speak** to the operator to make a local call.
3. You **mustn't walk** through Central Park late at night.
4. You **must get** a visa to enter this country.
5. You **needn't use** your car in San Francisco – the subway system, called BART (Bay Area Rapid Transport),  
is great.
6. You **need** a map to find your way around New Orleans.
7. American teenagers **needn't do** military service.
8. You **mustn't drive** faster than 55 mph in the USA.
9. You **needn't use** your car in Washington because public transport is so good, but you **mustn't be** without a  
car in L.A. You **need** it even to go shopping!
10. Tourists **mustn't forget** how dangerous some big cities can be.
11. Most Americans **needn't pay** as much income tax as Germans do.

**Level 2**

**Translate the German modals in brackets to complete the English sentence.**

**(2) means that there are 2 possibilities.**

**A Typical Conversation in a Home**

“James, \_\_\_\_\_ (musst; 2) you have the music on so loud when I \_\_\_\_\_ (will) have a rest?

\_\_\_\_\_ (*Solltest du eigentlich nicht; 2*) be more considerate?”

“I \_\_\_\_\_ (*muss nicht*) have the music on so loud but I \_\_\_\_\_ (*will*)!“

“But I \_\_\_\_\_ (*will, dass du*) turn the music down.”

“You \_\_\_\_\_ (*solltest; 2*) know that rock music \_\_\_\_\_ (*muss; 2*) be played loud(ly).  
\_\_\_\_\_ (*Würdest du nicht wollen*) listen to your Wagner fortissimo?”

“You \_\_\_\_\_ (*solltest eigentlich*) know that Wagner is good classical music and  
\_\_\_\_\_ (*sollte nicht; 2*) be compared with that thumping noise.”

“I admit I don't know about Wagner, but I doubt if you \_\_\_\_\_ (*könntest; 2*) tell the difference between Elvis Presley and Michael Jackson.”

“Why \_\_\_\_\_ (*sollte*) I? Nobody \_\_\_\_\_ (*wird wollen*) listen to Michael Presley or Elvis Jackson in ten years anyway, but Wagner \_\_\_\_\_ (*wird sein*) as popular in a hundred years as he is now.”

“Elvis Jackson! What about: 'Ludwig Amadeus van Bach' then?”

“Be quiet now and turn the music down! If I did not work so hard to give you much pocket money you \_\_\_\_\_ (*könntest nicht; 2*) buy so many rock CDs and cassettes anyway.”

“A good father \_\_\_\_\_ (*sollte eigentlich; 2*) take an interest in the activities of his children.”

“I know what I \_\_\_\_\_ (*werde tun*). If you \_\_\_\_\_ (*solltest*) ever have children of your own I shall give them a very special present: a pair of bass woofers and a power amplifier.”

Aus: Wiesend 1998: 34.

**Vocabulary**

to have a rest – *sich ausruhen*  
 considerate – *rücksichtsvoll*  
 to turn down – *hier: leiser drehen*  
 to compare with – *vergleichen mit*  
 thumping – *stampfend*  
 to admit – *zugeben*  
 to tell the difference – *unterscheiden*  
 popular – *beliebt*  
 activity – *Betätigung*  
 bass woofer – *Tieftonlautsprecher*  
 power amplifier – *(Kraft)Verstärker*

**Level 2****A Typical Conversation in a Home**

"James, **must you/do you have** to put the music on so loud when **I want to** have a rest?"

"**Oughtn't you/ shouldn't you** be more considerate?"

"**I need not** have the music on so loud but **I want to./ I do not need to have .../I do not have ...!**"

"But **I want you to** turn the music down".

"**You ought to/should** know that rock music **must/has to** be played loud(ly). **Wouldn't you want to** listen to your Wagner fortissimo?"

"**You ought to** know that Wagner is good classical music and **ought not to be/should not be** compared with that thumping noise."

"I admit I don't know about Wagner, but I doubt if you **could/were able to** tell the difference between Elvis Presley and Michael Jackson."

"Why **should I?** Nobody **will want to** listen to Michael Presley or Elvis Jackson in ten years anyway, but Wagner **will be** as popular in a hundred years as he is now."

"Elvis Jackson! What about: 'Ludwig Amadeus van Bach' then?"

"Be quiet now and turn the music down! If I did not work so hard to give you much pocket money you **couldn't/wouldn't be able to** buy so many rock CDs and cassettes anyway."

"A good father **should/ought to** take an interest in the activities of his children."

"I know what I **shall/will do**. If you **should** ever have children of your own I shall give them a very special present: a pair of bass woofers and a power amplifier."

## Level 3

**Aufgabe**

1. Mrs. Smith: "The doorbell's ringing. This **might** be Pat."
2. Welche Frage ist sehr höflich?
3. Welches Verbot ist stärker?
4. Wer hat den Frisör dringender notwendig?
5. "**Shall** we eat out tonight?"
6. Mother to her child: "Didn't you see the red traffic light? You **could have been** knocked by a car."
7. "I'm sure this is the man I met last night."
8. "This definitely isn't the hotel we slept in."
9. "**Could** I take your car, Mum?"
10. "He **couldn't** even boil an egg."
11. "He **can** use Dad's car." (Erlaubnis!)
12. "You **can't** park your car here." (Verbot)
13. "He **needn't** pay for the dinner."

**Auswahl**

- a) Mrs. Smith ist absolut sicher, dass dies Pat ist.  
 b) Mrs. Smith ist sicher.  
 c) Mrs. Smith ist sehr unsicher.
- a) *Can I borrow your bike?*  
 b) *May I borrow your bike?*
- a) *You can't park here, I'm afraid.*  
 b) *You mustn't park here.*
- a) *Tom: I need to get a haircut.*  
 b) *Fred: I must get a haircut.*
- a) Das ist ein Vorschlag.  
 b) Das ist eine Entscheidung.
- a) Die Mutter lobt ihr Kind.  
 b) Die Mutter ermahnt ihr Kind.
- Welche Aussage passt besser zum Satz in der linken Spalte?  
 a) "*This could be the man I saw last night.*"  
 b) "*This must be the man I saw last night.*"
- Welche Aussage passt besser zum Satz in der linken Spalte?  
 a) "*This can't be the hotel we slept in.*"  
 b) "*This might be the hotel we slept in.*"

Welche Antwort passt zu dieser Frage?

- a) *Yes, of course, you can.*  
 b) *Yes, of course, you could.*

- a) Er war dazu nicht fähig.  
 b) Er war dazu nicht bereit.

Wie lautet die verneinte Vergangenheitsform?

- a) "*He couldn't use my car.*"  
 b) "*He wasn't allowed to use my car.*"

Wie lautet die Zukunftsform?

- a) "*You won't be allowed to park your car here.*"  
 b) "*You won't be able to park your car here.*"

Wie lautet die Vergangenheitsform?

- a) "*He didn't need to pay for the dinner.*"  
 b) "*He didn't have to pay for the dinner.*"

14. "I **must** leave now."

Wie lautet die Vergangenheitsform?

- a) "I **had to** leave."
- b) "I **must** leave then."

15. Du möchtest jemandem sagen, dass er nicht so zu schreien braucht. Was sagst Du?

- a) You **mustn't shout**.
- b) You **needn't shout**.

16. "We've got plenty of time."

Welcher Satz passt im Anschluss?

- a) We **mustn't hurry**.
- b) We **needn't hurry**.

17. "We've just missed the plane. We **should have taken** a taxi."

Welche Übersetzung ist richtig?

- a) Jetzt haben wir das Flugzeug verpasst. Wir sollten ein Taxi nehmen.
- b) Jetzt haben wir das Flugzeug verpasst. Wir hätten ein Taxi nehmen sollen.

18. Paul: "I've got a terrible toothache."

Du machst Paul den Vorwurf, dass er gestern zum Zahnarzt hätte gehen sollen:

.....

.....

Aus: Meier 1998: 24–26.

**Level 3**

- 1.** c)
- 2.** b)
- 3.** b)
- 4.** b)
- 5.** a)
- 6.** b)
- 7.** b)
- 8.** a)
- 9.** a)
- 10.** a)
- 11.** b)
- 12.** a)
- 13.** a)
- 14.** a)
- 15.** b)
- 16.** b)
- 17.** b)
- 18.** You should have gone to the dentist.

**Level 4**

*Your best friend wants to go on a holiday trip. Tell her/him what he/she should/must/can/ought to ..... do.  
Write a dialogue.*

## Die Steigerung der englischen Eigenschaftswörter

Die englischen Eigenschaftswörter können auf zwei verschiedene Arten gesteigert werden, entweder durch Anhängen von **-er** und **-est** oder mithilfe von **more** und **most**.

(1) Die „germanische“ oder synthetische Steigerung geht ähnlich wie im Deutschen:

old – older – oldest	alt – älter – ältest
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Alle einsilbigen Eigenschaftswörter werden so gesteigert. Dabei müssen wir die Verdoppelung bestimmter Endkonsonanten (Mitlaute) beachten. Es gelten die gleichen Regeln wie bei der Verdoppelung vor **-ing** und **-est**. Einfache Endkonsonanten werden verdoppelt, wenn vorher ein einfacher und kurzer Vokal steht:

big – <b>bigger</b> – <b>biggest</b> ;
hot – <b>hotter</b> – <b>hottest</b> ;
thin – <b>thinner</b> – <b>thinnest</b> (dünn)

Man verdoppelt nicht, wenn

- |   |                         |
|---|-------------------------|
| a) das Eigenschaftswort auf zwei Mitlaute endet:  | long – longer – longest |
| b) der vorhergehende Selbstlaut (Vokal) lang ist: | deep – deeper – deepest |
| c) vorher ein Doppellaut (Diphthong) steht:       | fair – fairer – fairest |

Zweisilbige Eigenschaftswörter werden „germanisch“ gesteigert, wenn sie

a) auf **-ow**, **-y**, **-ly**, **-le** enden

narrow – <b>narrower</b> – <b>narrowest</b> (eng, schmal)	simple – <b>simpler</b> – <b>simplest</b> (einfach)
happy – <b>happier</b> – <b>happiest</b> (glücklich)	lovely – <b>lovelier</b> – <b>loveliest</b> (hübsch, schön)

**-y** am Wortende wird zu **-i-**, wenn man **-er**, **-est** anhängt

b) auf der zweiten Silbe betont werden:

polite – <b>politer</b> – <b>politest</b> (höflich)	exact – <b>exacter</b> – <b>exactest</b> (genau)
---	--

(2) Die „romanische“ oder analytische Steigerung hat eigentlich wenig mit Romanen oder den Römern zu tun. Sie wurde irrtümlich so benannt, weil die Franzosen und Italiener – wenn auch nur in der 1. Steigerungsform – ähnlich steigern.

Die „romanische“ Steigerung verwendet **more**, **most**. So steigern:

a) zweisilbige Eigenschaftswörter (außer den vorher genannten):

famous – <b>more famous</b> – <b>most famous</b> (berühmt)
perfect – <b>more perfect</b> – <b>most perfect</b> (vollkommen)

Wenn man sich bei zweisilbigen Eigenschaftswörtern unsicher ist, ob man sie mit **-er**, **-est** oder **more**, **most** steigern soll, kann man im Zweifelsfall getrost mit **more**, **most** steigern.

Sollte einem ein Lehrer deswegen einen Fehler anstreichen, so zitiere man ihm aus A. Lamprecht, Grammatik der englischen Sprache, Seite 84: „Da bei mehrsilbigen Adjektiven im heutigen Englisch eine Tendenz zur bevorzugten Verwendung der analytischen Steigerung besteht, empfiehlt es sich für den eigenen Gebrauch, sich im Zweifelsfall für more und most zu entscheiden. ... Da die analytische Bildungsweise grundsätzlich bei allen Adjektiven angewendet werden kann ...“

Also darf man ruhig sagen:

polite – more polite – most polite; exact – more exact – most exact;  
simple – more simple – most simple; happy – more happy – most happy.

b) alle drei- und mehrsilbigen Eigenschaftswörter:

Europe's **most popular** beer. – Europas beliebtestes Bier.

difficult – more difficult – most difficult (schwer, schwierig)  
militaristic – more militaristic – most militaristic (militaristisch)

Ausnahmen; unhappy, unlucky – **unhappier** oder **more unhappy**.

### Zusammenfassung der Steigerung der Adjektive

Steigerung mit <b>-er</b> , <b>-est</b>	Steigerung mit <b>more</b> , <b>most</b>
a) bei einsilbigen Adjektiven b) bei zweisilbigen Adjektiven mit einer der folgenden Endungen: <b>-le</b> , <b>-ow</b> , <b>-y</b> , <b>-ly</b>	a) bei allen übrigen zweisilbigen Adjektiven b) bei Adjektiven mit drei und mehr Silben c) bei Adverbien mit der Endung <b>-ly</b>

### Besonderheiten

(1) Bei dieser Gelegenheit erinnern wir uns daran, dass Adverbien (Umstandswörter), die von Eigenschaftswörtern abgeleitet werden und daher auf -ly enden, immer mit more, most gesteigert werden müssen:

quickly – more quickly – most quickly; slowly – more slowly – most slowly.

(2) Ein mit **most** gebildeter Superlativ hat in bestimmten Fällen eine besondere Bedeutung:

This film was **most interesting**.  
The novel was **most dull**.  
Who is this **most charming** young man?

Dieser Film war höchst interessant.  
Der Roman war äußerst langweilig.  
Wer ist dieser höchst charmante junge Mann?

Man muss aus dem Zusammenhang erkennen, ob ein Superlativ vorliegt oder ein mit **most** verstärktes Eigenschaftswort.

### Unregelmäßige Eigenschaftswörter

Einige Adjektive werden unregelmäßig gesteigert:

good	better	best
well	better	best
bad	worse	worst
ill	worse	worst
little (klein)	smaller	smallest
little (wenig)	less	least
much	more	most

## Der Vergleich im Satz

Zum Ausdruck ...	Form	Beispiel
der Gleichheit	as + (Positiv) + as	Linda is as clever as Bill.
der Ungleichheit	not as + (Positiv) + as  oder: less + (Positiv) + than Linda is less tall than Bill. <b>Beachte:</b> Steht nach „than“ ein Personalpronomen, so steht dieses im „object case“ (z. B. me, him, her etc.).	Linda is not as tall as Bill.  less + (Positiv) + than Linda is less tall than Bill. <b>Beachte:</b> Steht nach „than“ ein Personalpronomen, so steht dieses im „object case“ (z. B. me, him, her etc.).
eines höheren Grades	(Komparativ) + than	Susan ist taller than Mary.
des höchsten Grades	the + (Superlativ)	The tower is the highest in the world.
einer allmählichen Steigerung	(Komparativ) + and + (Komparativ)	The situation is getting worse and worse. <b>Beachte:</b> Bei Adjektiven, die mit „more“ / „most“ gesteigert werden, drückt man die allmähliche Steigerung mit „more and more“ aus. The discussion got more and more interesting.
von „je... desto...“	the + (Komparativ) ( ...) the + (Komparativ) ( ... )	The angrier the teacher got, the louder the children became.

Aus: Wiesend 1998: 182, 188.

**Level 1**

Complete these sentences. Each time use the comparative form of one of the following adjectives or adverbs:

crowded    early    easily    expensive    interested    large    near    often    quiet    thin

1. This skirt is too small. I need a \_\_\_\_\_ one.
2. You look \_\_\_\_\_. Have you done some sports?
3. Sally is not so keen on her job. She's \_\_\_\_\_ in travelling.
4. You'll find the way to the station \_\_\_\_\_ if you have a map.
5. Your child is making too much noise. Can you tell him to be a bit \_\_\_\_\_?
6. There were a lot of people on the train. It was \_\_\_\_\_ usual.
7. She was late. I expected her to be there \_\_\_\_\_.
8. You hardly ever call me. Why don't you give me a ring a bit \_\_\_\_\_?
9. The jacket was surprisingly cheap. I expected it to be much \_\_\_\_\_.
10. It's a pity my sister lives so far away. I wish she lived \_\_\_\_\_.

**Level 1**

**Cut this sheet into pieces of paper to help you do the level 1 exercise (Comparisons).  
Not all of these words have to be used.**

more	more	more	more	more	more	more
-er	-er	-er	-er	-er	-er	-ner
crowded	early	easily	expensive	interested	large	near
quiet	thin	often	earli-	larg-	near-	thin-

**Level 1**

1. This skirt is too small. I need a **larger** one.
2. You look **thinner**. Have you done some sports?
3. Sally is not so keen on her job. She's **more interested** in travelling.
4. You'll find the way to the station **more easily** if you have a map.
5. Your child is making too much noise. Can you tell him to be a bit **more quiet/quieter**?
6. There were a lot of people on the train. It was **more crowded** than usual.
7. She was late. I expected her to be there **earlier**.
8. You hardly ever call me. Why don't you give me a ring a bit **more often**?
9. The jacket was surprisingly cheap. I expected it to be much **more expensive**.
10. It's a pity my sister lives so far away. I wish she lived **nearer**.

**Level 2**

Make comparisons. Use as .... as or comparative form + than.

1. Sorry I'm late. The ride took me \_\_\_\_\_ (*long*) I expected.
2. My headache is \_\_\_\_\_ (*painful*) yesterday.
3. He still drinks, but he used to drink more. He doesn't drink \_\_\_\_\_ (*often*) he used to.
4. His mood is strange today, but yesterday it was worse. Today it isn't \_\_\_\_\_ (*bad*) it was yesterday.
5. He looks about 40, but in fact he's much \_\_\_\_\_ (*young*) he looks.
6. Health and happiness are \_\_\_\_\_ (*important*) wealth.
7. The jacket is cheaper than I expected. So, it isn't \_\_\_\_\_ (*expensive*) I thought.
8. I like the countryside. It's \_\_\_\_\_ (*peaceful*) living in the city.
9. The French exam was easy. It wasn't \_\_\_\_\_ (*difficult*) the English test.
10. I enjoyed my trip to Jersey. It wasn't \_\_\_\_\_ (*boring*) the one to the Baltic Sea.

**Level 2**

Cut this sheet into pieces of paper to help you do the level 2 exercise (Comparisons).

Not all of these words have to be used.

as	as	as	as	as	as	as
as	as	as	as	as	as	as
than	than	than	than	than	than	than
than	than	than	than	than	than	than
more	more	more	more	more	more	more
-er	-er	-er	-er	-er	-er	-er
long	painful	often	bad	young	important	boring
expensive	peaceful	difficult				

**Level 2**

1. Sorry I'm late. The ride took me **longer than** I expected.
2. My headache is **more painful than** yesterday.
3. He still drinks, but he used to drink more. He doesn't drink **as often as** he used to.
4. His mood is strange today, but yesterday it was worse. Today it isn't **as bad as** it was yesterday.
5. He looks about 40, but in fact he's much **younger** than he looks.
6. Health and happiness are **more important** than wealth.
7. The jacket is cheaper than I expected. So, it isn't **as expensive as** I thought.
8. I like the countryside. It's **more peaceful** than living in the city.
9. The French exam was easy. It wasn't **as difficult as** the English test.
10. I enjoyed my trip to Jersey. It wasn't **as boring as** the one to the Baltic Sea.

**Level 3**

*Look at the following charts. First do A, then write a text for B.*

*Complete the following chart from the information given in the text below.*

The hottest place in Britain yesterday was Birmingham Airport, which recorded a temperature of 22°C. The lowest recorded temperature was 15°C in Colwyn Bay and Lerwick. Tenby had a higher temperature than Colwyn Bay, but it was colder there than it was at Anglesey. However, Anglesey had fewer hours of sunshine than Colwyn Bay, although throughout the day, it was hotter. The sunniest place in Britain was Newquay with 11.2 hours of sunshine. Wick had the most rain. It was warmer there than at Colwyn Bay, which had no rain at all; but it was colder than in Jersey, although it was sunnier than in Jersey.

**A) Around Britain**

	Sun hrs	Rain in mm	Max. °C			Sun hrs	Rain in mm	Max. °C	
<b>Scarborough</b>	7.8	-	19	sunny	<b>Scilly Isles</b>	3.6	-	18	sunny
<b>Bridlington</b>	5.9	-	17	bright	<b>Jersey</b>	3.0	-	19	cloudy
<b>Hunstanton</b>	4.0	-	19	bright	<b>Guernsey</b>	5.5	-	19	sunny
<b>Cromer</b>	3.7	-	17	bright	<b>Newquay</b>	(a)	.02	19	sunny
<b>Lowestoft</b>	1.0	.02	18	bright	<b>Ilfracombe</b>	*	.02	*	sunny
<b>Clacton</b>	1.8	-	19	cloudy	<b>Minehead</b>	7.8	.01	20	sunny
<b>Southend</b>	*	-	20	cloudy	<b>Blackpool Airport</b>	5.7	-	17	bright
<b>Margate</b>	1.6	-	20	dull	<b>Morecambe</b>	8.5	-	17	sunny
<b>Folkestone</b>	4.1	-	19	cloudy	<b>Douglas</b>	*	-	17	sunny
<b>Hastings</b>	2.7	-	19	cloudy	(b)	4.5	-	22	sunny
<b>Eastbourne</b>	3.5	-	19	dull	<b>Leeds</b>	6.0	-	21	sunny
<b>Brighton</b>	2.4	-	18	cloudy	<b>Nottingham</b>	2.3	-	21	cloudy
<b>Littlehampton</b>	3.7	-	20	cloudy	(c)	3.3	-	19	bright
<b>Bognor Regis</b>	4.8	-	19	bright	(d)	4.5	-	15	sunny
<b>Southsea</b>	6.1	-	21	cloudy	(e)	5.8	.02	17	bright
<b>Sandown</b>	5.2	-	19	sunny	<b>Aviemore</b>	4.7	-	17	cloudy
<b>Bournemouth</b>	7.3	-	21	sunny	<b>Kinloss</b>	7.3	-	19	sunny
<b>Swanage</b>	6.7	-	20	sunny	(f)	8.1	.02	15	sunny
<b>Exmouth</b>	6.8	-	20	bright	<b>Stornoway</b>	4.7	.01	16	shower
<b>Torquay</b>	9.1	-	22	sunny	<b>Tiree</b>	7.5	.01	16	bright
<b>Falmouth</b>	6.2	-	20	sunny	(g)	5.7	.03	17	shower
<b>Penzance</b>	6.0	-	20	bright					

\* Denotes figures not available

**B) Abroad**

Midday: t=thunder; d=drizzle; fg=fog; s=sun; sl=sleet; sn=snow; f=fair; c=cloud; r=rain

	°C		°C		
Ajaccio	28	s	Luxor	38	s
Akrotiri	29	s	Madrid	27	s
Alexandria	31	f	Majorca	30	f
Algiers	31	s	Malta	30	s
Amsterdam	17	c	Mexico City	15	d
Athens	33	s	Miami	29	f
Bahrain	35	s	Milan	29	s
Barcelona	24	f	Montreal	24	f
Belgrade	25	s	Moscow	29	f
Berlin	22	c	Munich	25	s
Bermuda	31	s	Naples	30	s
Biarritz	19	c	New Delhi	33	c
Bordeaux	22	f	New York	26	c
Brussels	17	c	Nice	26	f
Budapest	23	c	Paris	26	f
Buenos Aires	14	s	Peking	32	f
Cairo	34	s	Perth	14	s
Cape Town	13	c	Reykjavik	14	f
Casablanca	25	s	Rhodes	28	s
Chicago	25	c	Rio de Janeiro	19	s
Christchurch	7	c	Riyadh	41	s
Cologne	22	f	Rome	27	s
Copenhagen	19	f	Salzburg	25	s
Corfu	32	s	San Francisco	21	s
Dublin	17	f	Santiago	12	f
Dubrovnik	30	s	Sao Paulo	20	s
Faro	25	s	Seoul	24	r
Florence	32	s	Singapore	31	s
Frankfurt	23	s	Stockholm	21	f
Funchal	22	f	Strasburg	27	s
Geneva	25	s	Tangier	24	f
Gibraltar	27	s	Tel Aviv	30	s
Helsinki	24	f	Tenerife	26	s
Hong Kong	25	r	Tokyo	24	c
Innsbruck	26	s	Toronto	23	c
Istanbul	30	s	Tunis	34	s
Jeddah	38	s	Valencia	29	f
Johannesburg	19	s	Vancouver	23	s
Las Palmas	24	s	Venice	28	s
Leipzig	17	c	Vienna	23	s
Lisbon	23	s	Warsaw	21	f
Locarno	27	s	Washington	31	f
Los Angeles	24	s	Wellington	10	c
Luxemburg	22	f	Zurich	26	s

**Level 3**

- (a) 11.2
- (b) Birmingham
- (c) Anglesey
- (d) Colwyn Bay
- (e) Tenby
- (f) Lerwick
- (g) Wick

**Level 4**

**Write a text about the following events. First think of aspects you could compare, then write a text in which you explain which event you preferred and why.**

- a) my 10<sup>th</sup> birthday – my 16<sup>th</sup> birthday
- b) my last excursion with school – my first excursion with school
- c) my last holiday – a holiday before

## The Gerund – Character and Function

Das Gerundium ist eine **substantivistische Verbform**, die durch Anfügen der Endung *-ing* an das Verb gebildet wird. Wie der Infinitiv hat das Gerundium teils substantivische, teils verbale Eigenschaften. Auf Grund dieser Mittelstellung kann es vielseitig verwendet werden. Das Gerundium wird daher sowohl in der Umgangssprache als auch in der Schriftsprache sehr häufig verwendet.

Die **Doppelnatur** des Gerundiums wird aus den folgenden Beispielen besonders deutlich.

### 1. Wie ein Substantiv kann das Gerundium sein

- a) Subjekt;
- b) Objekt;
- c) prädikative Ergänzung;
- d) Wie ein Substantiv kann das Gerundium nach Präpositionen stehen.
- e) Es kann wie ein Substantiv ein Possessivadjektiv oder einen *Possessive Case* bei sich haben.

- a) Walking is a healthy exercise for all car-drivers.
- b) Do stop talking.
- c) Seeing is believing it.
- d) We thank you for helping us.
- e) Would you mind my opening the window?  
Mother did not object to my brother's smoking.

### 2. Wie ein Verb kann das Gerundium

- a) ein direktes Objekt anschließen;
- b) in verschiedenen Zeiten erschließen;
- c) Aktiv und Passiv bilden;
- d) durch ein Adverb näher bestimmt werden.

- a) The boys began playing games.
- b) She spoke of having been ill last year.
- c) He objected to being called greedy.
- d) It is worthwhile working hard.

## The Gerund as a Subject

Das Gerundium kann (wie der Infinitiv) **grammatisches Subjekt** eines Satzes sein.

- 1. Swimming** is healthy.  
**Travelling** is most interesting.

Als **logisches (Sinn-)Subjekt** muss das Gerundium stehen nach:

<b>there is no ...</b>	man kann nicht
<b>it is no (not much) good</b>	es hat keinen (nicht viel) Zweck
<b>it is (not) worthwhile</b>	es lohnt sich (nicht)

Nach *it is no use, it is useless* (= es nützt nichts) lässt der heutige Sprachgebrauch neben dem Gerundium auch den Infinitiv zu.

- 2. There is no denying** the fact that the Romans built excellent roads in Britain.  
**It is no good talking** to her as she never listens.  
  
**It is worthwhile watching** birds.  
  
**It is no use crying** over spilt milk.  
It is no use **to cry** over spilt milk.  
**It is useless trying** to talk sense to him.  
It is useless **to try** and talk sense to him.

## The Gerund as a Predicative Complement

Das Gerundium steht als **prädiktative Ergänzung** nach **to be**, besonders nach:

**to be busy** (= beschäftigt sein mit)  
**to be worth** (= wert sein)

- My hobby **is playing** football.  
**Seeing is believing.**  
She **was busy writing** letters.  
London **is well worth seeing.**

## The Gerund as a Direct Object

Bei einigen Verben muss als **direktes verbales (!)** Objekt das Gerundium stehen. Zu diesen Verben gehören:

to admit	zugeben
to avoid	vermeiden
to delay	verzögern
to dislike	nicht gern tun, nicht mögen
to enjoy	Freude haben an
to escape	entkommen
to excuse	entschuldigen
to fancy	sich etwas vorstellen (in Ausrufen)
to finish	etwas beendigen, fertig werden mit
to mind	etwas dagegen haben (verneint od. frag.)
to miss	vermissen, verpassen

1. Would you **mind opening** the window?  
 (= May I ask you to open the window?)  
**I could not help smiling.**  
**Boys enjoy playing** cricket.

to practise	üben
to risk	wagen
to stop	aufhören mit
to suggest	vorschlagen
I cannot avoid,	
I cannot help	ich kann nicht umhin, vermeiden
to burst out	herausplatzen
to go on,	
to keep on	fortfahren mit
to put off	aufschieben
to give up	aufgeben, aufhören (mit)

Nach einigen Verben kann als direktes Objekt **das Gerundium oder der Infinitiv** stehen. Zu diesen Verben gehören:

a)	to begin, to start	anfangen mit
	to cease	aufhören mit
	to continue	fortfahren mit
	to intend	beabsichtigen, vorhaben

2. Lincoln **began studying** (to study) law.  
 He **intends going** (to go) to Edinburgh tomorrow.  
 He has never **ceased loving** (to love) the theatre.

b)	to dread, to fear	fürchten
	to hate	nicht mögen, hassen
	to like	mögen, gern haben
	to love	sehr gern mögen, lieben
	to prefer	lieber tun, vorziehen

3. Nach den Verben *to remember*, *to stop*, *to try*, *to propose* steht je nach der Bedeutung **Gerundium oder Infinitiv**.

sich erinnern an
daran denken, nicht vergessen
aufhören mit, beenden
innehalten, eine Pause machen, anhalten (um etw. zu tun)
ausprobieren, testen
versuchen, einen Versuch ( <i>attempt</i> ) machen
vorschlagen ( <i>to suggest</i> )
beabsichtigen, vorhaben ( <i>to intend</i> )

- Do you **remember seeing** her in the park?  
 You must **remember to post** my letter.  
 We **stopped working** late in the night.  
 He **stopped to buy** some flowers.  
 Try **cleaning it** with this stain remover.  
 He **tried to open** the door, but couldn't.  
 He **proposed resting** for an hour or two.  
 She **proposed to fly** to Paris on Saturday.

## The Gerund after Prepositions

He must <b>apologize for</b>	<b>having been impolite.</b>
He <b>excused his friend for</b>	<b>being late.</b>
She <b>insisted on</b>	<b>being taken to the seaside.</b>
They <b>are looking forward to</b>	<b>visiting New York.</b>
She <b>does not object to</b>	<b>going to the seaside.</b>
They <b>prevented the Indians from</b>	<b>attacking the settlers.</b>
The pupil <b>prides himself on</b>	<b>having got the prize.</b>
Did they <b>succeed in</b>	<b>winning the match?</b>
Father <b>thanked the boys for</b>	<b>having helped him.</b>

Das Gerundium steht immer nach **Verben**, die eng **mit einer Präposition** verbunden sind. Hierzu gehören die obigen Verben und die folgenden:

to accuse of	anklagen wegen	to keep from	hindern an
to believe in	glauben an	to quarrel about	streiten über
to delight in	Vergnügen finden an	to think of	denken an
to depend on	sich verlassen auf, abhängen von	to worry about	sich beunruhigen wegen
to despair of	verzweifeln an	to rely on	sich verlassen auf

Das Gerundium steht immer nach **Adjektiven**, die fest **mit einer Präposition** verbunden sind, z. B.

absorbed in	vertieft in	incapable of	unfähig zu
engaged in	beschäftigt mit	interested in	interessiert an
fond of (doing)	gern (tun)	responsible for	verantwortlich für
far from	weit entfernt von	tired of	müde
capable of	fähig zu		

Notice:

a) Bei den Ausdrücken

<b>to be proud (of)</b>	stolz sein auf
<b>to be accustomed to</b>	gewöhnt sein an
<b>to be angry (at)</b>	ärgerlich sein über
kann sowohl das <b>Gerundium</b> als auch <b>der Infinitiv</b> stehen.	

b) Wie **Präpositionen** werden verwandt:  
**like, near, past, far from.**

I am **tired of saying** it again and again.  
I am **interested in meeting** him.

a) He was **proud of having** attained his aims.

He was **proud to have** attained his aims.  
They were **accustomed to using** a dictionary.  
(... to use ...)  
He was **angry at finding** the gate locked. (... to find ...)

b) The rain looks like **lasting**.

I do not feel **like working** today.  
The train is **near starting**.  
The pain was almost **past bearing**.  
I am **far from blaming** her.

## The Gerund Equivalent to an Adverbial Clause

Mit Präpositionen verbunden wird das Gerundium als adverbiale Bestimmung gebraucht. Im Deutschen entspricht der Konstruktion *Preposition + Gerund* in der Regel ein Nebensatz mit einer entsprechenden Konjunktion.

Das Gerundium steht **als adverbiale Bestimmung**

a) **der Zeit** nach *after, before, on, since*:

**a) After spending** a fortnight on the south coast, we went to the Isle of Wight.  
**You must finish** this job **before leaving** for Scotland.  
**On hearing** the news of the Armada sailing up the Channel, the Plymouth townfolk got excited.  
**Since coming** to Brighton I have had a swim every day.

b) **des Grundes** nach *for, from, at*:

**b) The pupil was punished** **for having been late** three times.  
**He got sunstroke** **from lying** too long in the sun.  
**He was annoyed** **at being kept** waiting so long.

c) **des Mittels** nach *by, in; (in doing so = dadurch, dass)*

**c) Livingstone educated himself** **by reading** books.  
**In doing so** he proved to be a mastermind.

d) **der Art und Weise** nach *without, with, in, instead of*

**d) He left the house** **without saying** goodbye.  
**Instead of helping** his father the boy ran away.

e) **der Einräumung** nach *in spite of*:

**e) In spite of (its) hitting** the chimney, the plane did not crash.

f) **der Bedingung**

**f) In the event of his not being** there, ask his wife to give you the money.

Aus: Bartels, Bernhard/Röhr, Heinz (1981): *The English Companion's Modern Grammar*.  
Frankfurt/M.: Diesterweg. 177–182.

**Level 1**

***In the following text, underline every gerund construction and the expression that triggered it.***

Thomas Burk from Saalfeld, Thuringia, had always been fond of looking at animals, especially sheep. As a young boy he was dreaming of becoming a shepherd. In spite of his interest in dealing with sheep his parents insisted on sending him to university after he had left school. Thus he became a veterinary surgeon but he kept complaining about having to do too much paperwork. One day he talked to his wife and suggested emigrating to Australia and taking up sheep farming. Birgit was used to working on a farm as her parents owned a farm in Bavaria. Thus she had no objection to

leaving Germany for good and they were both looking forward to starting a new career "down under". As they had bought the farm from an old friend of theirs who intended to retire and was keen on leaving his property and his animals to reliable successors, they were not likely to run any risk of failing in their new enterprise. Within three years they succeeded in working at a considerable profit and were proud of doing even better than they would have imagined before.

Aus: Firnkes/Kammerer 1999.

**Level 1**

Thomas Burk from Saalfeld, Thuringia, had always **been fond of looking** at animals, especially sheep. As a young boy he was dreaming of becoming a shepherd. In spite of his **interest in dealing** with sheep his parents **insisted on sending** him to university after he had left school. Thus he became a veterinary surgeon but he **kept complaining about having** to do too much paperwork. One day he talked to his wife and **suggested emigrating** to Australia and taking up sheep farming. Birgit **was used to working** on a farm as her parents owned a farm in Bavaria. Thus she **had no**

**objection to leaving** Germany for good and they were both **looking forward to starting** a new career “down under”. As they had bought the farm from an old friend of theirs who intended to retire and **was keen on leaving** his property and his animals to reliable successors, they were not likely to run any risk of failing in their new enterprise. Within three years they **succeeded in working** at a considerable profit and **were proud of doing** even better than they would have imagined before.

**Level 2****-ing and infinitive****Which is correct?**

- 1 Don't forget ..... off the coffee maker before you go out.  
A switch                    B to switch                    C switching
  
- 2 It's already 10 p.m. I must ..... now.  
A go                        B to go                        C going
  
- 3 I'm sorry but I am not in the mood ..... to you now.  
A for talking              B to talk                    C talking
  
- 4 John is in the kitchen quite often. He enjoys .....  
A cook                      B to cook                    C cooking
  
- 5 We've decided ..... abroad for a couple of days.  
A go                        B to go                        C going
  
- 6 You're too noisy. Can you please stop .....?  
A shout                     B to shout                    C shouting
  
- 7 Would you like ..... to lunch on Saturday?  
A come                      B to come                    C coming
  
- 8 That box is too heavy for you. Let me ..... you.  
A help                      B to help                    C helping
  
- 9 There's a swimming pool not far from my house. I go ..... every morning.  
A to swim                   B to swimming              C swimming
  
- 10 Did you use a dictionary ..... the article?  
A to translate              B for translating          C for translate
  
- 11 I'd love ..... a house like yours.  
A have                      B to have                    C having
  
- 12 Could you ..... me with my luggage, please?  
A help                      B to help                    C helping
  
- 13 I don't mind ..... here but I'd prefer to sit next to my brother.  
A sit                        B to sit                      C sitting
  
- 14 Does he want ..... him?  
A that I help              B me to help              C me helping
  
- 15 I always listen to the news before ..... work.  
A start                     B to start                    C starting

**16** I wasn't feeling very well but the pills made me ..... better.

- A feel                    B to feel                    C feeling

**17** Shall I call the restaurant ..... a table?

- A for reserve            B for reserving            C to reserve

**18** Tom looked at me without ..... a word.

- A say                    B saying                    C to say

**Level 2****1 B** to switch**2 A** go**3 B** to talk**4 C** cooking**5 B** to go**6 C** shouting**7 B** to come**8 A** help**9 C** swimming**10 A** to translate**11 B** to have**12 A** help**13 C** sitting**14 B** me to help**15 C** starting**16 A** feel**17 C** to reserve**18 B** saying

**Level 3****Looking for a Job?****Gerund or infinitive?****Use a gerund or an infinitive to complete each sentence. Add “to“ or prepositions when necessary.**

Are you one of those people who \_\_\_\_\_ (*have*) no success \_\_\_\_\_ (*find*) the right job, or a job at all?

Do you hate the idea \_\_\_\_\_ (*go*) to the job centre every day, and \_\_\_\_\_ (*wait*) for hours?

Would you like us \_\_\_\_\_ (*find*) a job for you?

Before you \_\_\_\_\_ (*serious*) think about \_\_\_\_\_ (*apply*) for a job, you must know what qualifications you need and what the working conditions are like.

Are you interested \_\_\_\_\_ (*meet*) people?

Are there good chances \_\_\_\_\_ (*get*) promotion?

Are you fond of \_\_\_\_\_ (*travel*)?

A lot of people have great difficulty \_\_\_\_\_ (*find*) the right job quickly. That's normal.

We're looking forward \_\_\_\_\_ (*see*) you.

We've decided \_\_\_\_\_ (*help*) people who are out of work, so come to Job Pool and talk to us. We'll help you.

We hope \_\_\_\_\_ (*see*) you soon.

**Level 3**

**Cut this sheet into pieces of paper to help you do the level 3 exercise (Gerunds).  
Not all of these words have to be used.**

in	in	in	in	in	in
of	of	of	of	of	of
to	to	to	to	to	to
having	finding	finding	finding	waiting	getting
helping	meeting	applying	travelling	going	seeing
seeing	find	find	find	wait	have
get	go	apply	meet	travel	see
see	wait	help			

**Level 3**

Are you one of those people who **have** no success **in finding** the right job, or a job at all?

Do you hate the idea **of going** to the job centre every day, and **waiting** for hours?

Would you like us **to find** a job for you?

Before you seriously think about **applying** for a job, you must know what qualifications you need and what the working conditions are like.

Are you interested **in meeting** people?

Are there good chances **of getting** promotion?

Are you fond of **travelling**?

A lot of people have great difficulty **(in) finding** the right job quickly. That's normal.

We're looking forward **to seeing** you.

We've decided **to help** people who are out of work, so come to Job Pool and talk to us. We'll help you.

We hope **to see** you soon.

**Level 4**

**Write a letter or an e-mail to a new friend in which you tell him/her all about yourself. Try to use at least 6 gerund constructions.**

**The Forms****a) Active Voice**

<i>Present Participle:</i>	having	being	called	writing
<i>Past Participle:</i>	had	been	called	written
<i>Perfect Participle:</i>	having had	having been	having called	having written

**b) Passive Voice**

<i>Present Participle:</i>	being called	being written
<i>Perfect Participle:</i>	having been called	having been written

**Character and Function**

Das Partizip nimmt eine **Mittelstellung zwischen Adjektiv und Verb** ein. Wie die beiden substantivischen Verbformen Infinitiv und Gerundium ist das Partizip ein oft gebrauchtes Mittel, sich knapp und klar auszudrücken. Viele englische Partizipkonstruktionen lassen sich im Deutschen nur durch einen längeren Nebensatz ausdrücken.

Die **Doppelnatur** des Partizips wird aus den folgenden Beispielen deutlich:

**Wie ein Adjektiv** können die Partizipien

- a) substantiviert werden;
- b) gesteigert werden;
- c) Adverbien bilden.

- a) The lot of **the unemployed** is very hard.
- b) The match was **more exciting** than we had expected.
- c) His father returned **unexpectedly**.  
She looked **strikingly** healthy.

**Wie ein Verb** können die Partizipien

- a) ein Objekt regieren;
- b) durch Konjunktionen näher bestimmt werden;
- c) zusammengesetzte Zeitformen der Vergangenheit und des Passivs bilden.

- a) He saw the boy **crossing the road**.
- b) **Though speaking** in a low voice, he was well understood by everybody.
- c) **Having arranged** everything, he left for New York.  
**Having been welcomed** by the chairman, the speaker began his lecture.

## The Use of the Participle

Das Partizip wird im englischen Satz gebraucht

- a) **attributiv**; b) **prädikativ**; c) **anstelle von Nebensätzen**.

### The Participle as an Attribute

Das Partizip steht attributiv zur näheren Bestimmung des Substantivs. Es steht **vor dem Substantiv**, auch wenn es durch ein Adverb erweitert oder mit anderen Wörtern zusammengesetzt ist.

the **surrounding** country  
 a **terrifying** sight  
 a **well-known** sportsman  
 a **well-aimed** blow  
 a **grown-up** person

### The Participle as a Predicative Complement to the Subject

Als prädiktative Ergänzung zum Subjekt stehen **beide Partizipien** (*Present Participle* und *Past Participle*) nach den Verben:

to be (*Progr. Form, Passive Voice*)

to look (= aussehen)

to appear (= seem)

to seem

to feel

to sound

1. He **was standing** at the window and he **looked depressed**.  
 The bell **was rung**.  
 The weather **looks threatening**.  
 He **seems disappointed**.  
 She **felt tired**.  
 I **felt daring** and courageous.  
 Your words do not **sound encouraging**.  
 He **sounded annoyed** on the phone.  
 He **appeared worn out** after the journey.  
 She **appears (seems) demanding** and selfish and to care only for herself.

2. Als prädiktative Ergänzung zum Subjekt stehen ferner

a) **beide Partizipien** nach den Verben der Ruhe

to sit

to lie

to remain

to stand

etc.

b) das *Present Participle*

nach den Verben der Bewegung to go, to walk, to run, to come etc.

a) She **stood listening** to the music.  
**Remain sitting**.  
 He **lay injured** at our feet.  
 There **lies still unexplored** a great white continent of ice and snow.  
 b) He **came running** into the room.  
 They **went along singing and whistling**.  
 He that **goes borrowing** goes sorrowing.

### The Participle as a Predicative Complement to the Object (Direct Object + Participle)

Als prädikative Ergänzung zum Objekt stehen beide Partizipien nach den **Verben der sinnlichen Wahrnehmung**.

1. I heard her **singing** a nice song.  
 David heard the band **playing** a catchy tune.  
 He **saw** some women **talking** to each other.  
 He never **heard** an unkind word **spoken** at home.  
 He **heard** a hymn **played** by the band.

2. Als prädikative Ergänzung zum Objekt stehen ferner:

- a) **beide Partizipien** nach den Verben des Lassens, wie **to keep, to leave, to send**;
- b) das **Past Participle** besonders nach **to have** und **to get** (deutsch: lassen).

- a) **Leave** the children **undisturbed**; let them play.  
 Mother **sent** her **shopping**.  
 I am sorry to have **kept** you **waiting**.
- b) We shall **have** the house **painted**.  
 I **have** my hair **cut** every month.  
 She must **get** her coat **mended**.  
 Please **get** your shoes **cleaned**.

### The Participle instead of a Subordinate Clause

Die Partizipien können – wie Infinitiv und Gerundium – anstelle von Nebensätzen stehen; sie schließen sich entweder an ein Satzglied des Hauptsatzes an (= **verbundenes Partizip**), oder sie haben ein eigenes Subjekt (= **unverbundenes Partizip**).

### The Participle instead of a Relative Clause

Das „verbundene“ Partizip steht oft **anstelle eines Relativsatzes**.

The man **speaking on the radio** was telling a story.  
 (The man who spoke on the radio was telling a story.)

“Steel City” was the name **given to Pittsburgh**.  
 (“Steel City” is the name that was given to Pittsburgh.)

## The Participle instead of an Adverbial Clause

In der Schriftsprache steht das „verbundene“ Partizip of anstelle von Adverbialsätzen. Die Umgangssprache bevorzugt den Adverbialsatz (vgl. die Beispiele in den Klammern).

Das „verbundene“ Partizip steht **anstelle eines Adverbialsatzes**

a) **der Zeit** (*time*)

b) **des Grundes** (*cause*)

c) **der Art und Weise** (*manner*)

(deutsch: ... und lachten herzlich.)  
... und weinte.)

d) **der Bedingung** (*condition*)

a) **Going to school**, he met his friend.

(When he went to school, he met his friend.)

b) **Having no money**, she could not buy any sweets.

(As she had no money, she could not buy any sweets.)

c) They entered the classroom, **laughing heartily**.  
He sat there **crying**.

d) **If posted at once**, the letter will arrive in time.  
(If the letter is posted at once, it will arrive in time.)

In der Schriftsprache steht manchmal das „unverbundene“ Partizip anstelle eines Adverbialsatzes. Das Umgangssenglisch gebraucht hier fast ausschließlich Adverbialsätze (vgl. Bsp. in Klammern).

Das „unverbundene“ Partizip steht **anstelle eines Adverbialsatzes**.

a) **der Zeit** (*time*)

b) **des Grundes** (*cause*)

c) **der Bedingung** (*condition*)

d) anstelle eines mit „und“ anschließenden **Hauptsatzes** (... und jeder Tag machte ... ).

a) **The battle finished**, William the Conqueror marched to London.

(When the battle was finished, William ...) )

b) **The weather being too bad**, we could not go for a walk.

(As the weather was too bad, we ...) )

c) **Time permitting**, I shall come to see you.

(If time permits, I shall come ...) )

d) A month passed, **each day making** life more and more unbearable.

(... and each day made life ...) )

**with + Noun + Participle**

Die Partizipien mit eigenem Subjekt werden oft mit **with** eng an den Hauptsatz angeschlossen.

Diese Partizipialkonstruktion verleiht der Aussage des Satzes besondere **Anschaulichkeit und Ausdruckskraft**.

**With their hand clasping** the raft, the shipwrecked sailors tried to keep themselves above the water.

We sat together at the fireplace, **with the door** of the living-room shut.

Next to the railway was a field, **with men and youths playing** football for their lives (D. H. Lawrence).

Aus: Bartels, Bernhard/Röhr, Heinz (1981): *The English Companion's Modern Grammar*. Frankfurt/M.: Diesterweg. 184–190.

**Level 1**

**In the following text, underline all participle constructions you can find.**

**She is Leaving Home**

One morning Sheila, hearing the alarm clock ringing, woke up having slept uneasily. Switching the alarm clock off at once she avoided waking her parents sleeping next door to her. Still feeling uncertain if she should carry out her plan to leave her home she dressed, walking about on tiptoes. Having packed her suitcase the evening before, containing all the things necessary and dear to her, she was able to leave the house without making any unnecessary noise.

Her parents, sleeping peacefully in their bedroom, did not notice anything. Having risen at seven as usual and having put the kettle on the gas, Sheila's mother knocked at her daughter's door. Getting no reply she

knocked again, calling: 'Sheila darling, wakie, wakie, seven o'clock.' Hearing no reply Sheila's mother opened the door of Sheila's room. Having switched on the light she saw the empty bed and the letter lying there. Trembling with apprehension she tore the envelope open. Having read Sheila's goodbye letter she knew that her daughter had left home. Having been woken by the knocks and the shouts Sheila's father appeared at the bedroom door, putting on his dressing gown. Having told her husband what had happened Sheila's mother broke down, crying: 'Daddy, our baby's gone!'

Aus: Wiesend 1998: 118.

**Level 1****She is Leaving Home**

One morning Sheila, **hearing** the alarm clock **ringing**, woke up **having slept** uneasily. **Switching** the alarm clock off at once she avoided waking her parents **sleeping** next door to her. Still **feeling** uncertain if she should carry out her plan to leave her home she dressed, walking about on tiptoes. **Having packed** her suitcase the evening before, **containing** all the things necessary and dear to her, she was able to leave the house without making any unnecessary noise.

Her parents, **sleeping** peacefully in their bedroom, did not notice anything. **Having risen** at seven as usual and **having put** the kettle on the gas, Sheila's mother

knocked at her daughter's door. Getting no reply she knocked again, **calling**: 'Sheila darling, wakie, wakie, seven o'clock.' Hearing no reply Sheila's mother opened the door of Sheila's room. **Having switched** on the light she saw the empty bed and the letter **lying** there. **Trembling** with apprehension she tore the envelope open. Having read Sheila's goodbye letter she knew that her daughter had left home. **Having been woken** by the knocks and the shouts Sheila's father appeared at the bedroom door, **putting** on his dressing gown. **Having told** her husband what had happened Sheila's mother broke down, **crying**: 'Daddy, our baby's gone!'

**Level 2**

**Shorten the following sentences by using the participle.**

1. Claire consulted the dictionary several times while she was doing the crossword.
2. Mother found father's cuff links while she was cleaning the kitchen.
3. Father sneezed continuously while he was reading the newspaper.
4. Sarah knitted while she was watching TV.
5. When Mr. Cook arrived in London, he was picked up by his children.
6. When Snooky left the pub he was tipsy.
7. While George was having a drink in the pub he insulted many people.
8. Mary met Dick while she was walking down Oxford Street.
9. When I saw the accident I called the police.
10. When Mr. Fox entered the assembly room he was heartily welcomed by his audience.

**Level 2**

**Cut this sheet into pieces of paper to help you do the level 2 exercise (Participles)**

1.	while	the dictionary	Claire	consulted	several times	the crossword.	doing
2.	father's cuff links	while	Mother	cleaning	found	the kitchen.	
3.	continuously	while	sneezed	reading	the newspaper.	Father	
4.	knitted	Sarah	TV.	while	watching		
5.	in London,	Having	was picked up	arrived	Mr. Cook	by his children.	
6.	leaving	was tipsy.	Snooky	(When)	the pub		
7.	in the pub	a drink	While	having	insulted	George	many people.
8.	Oxford Street.	down	Dick	walking	Mary	met	while
9.	I	called	seen	Having	the accident	the police.	
10.	the assembly room	was heartily welcomed	by his audience.	Entering	Mr. Fox		

**Level 2**

1. Claire consulted the dictionary several times while doing the crossword.
2. Mother found father's cuff links while cleaning the kitchen.
3. Father sneezed continuously while reading the newspaper.
4. Sarah knitted while watching TV.
5. Having arrived in London, Mr. Cook was picked up by his children.
6. (When) leaving the pub Snooky was tipsy.
7. While having a drink in the pub George insulted many people.
8. Mary met Dick while walking down Oxford Street.
9. Having seen the accident I called the police.
10. Entering the assembly room Mr. Fox was heartily welcomed by his audience.

**Level 3**

**Read the following story. Shorten it by using participle constructions for the underlined clauses.**

After Sheila's father had led his wife into their bedroom he made her a cup of tea. While she was crying she repeatedly asked: 'What did we do that was wrong?'

How could she do this to us as she is our only child?

When I think back I do not know what I did wrong. After the parents had given most of their lives to their daughter they could not understand why they were being treated like this. Because Sheila had been denied something inside for so many years she left home. Although she had been given all material things she felt there was something more important in life. While she was still treated like a baby by her parents Sheila herself felt grown up and wanted to live her own life. After she had slept in a youth hostel for two nights, where she claimed to be a hitch-hiker on holiday,

Sheila was going to meet a man from the motor trade. While she dialled his telephone number she was nervous and felt how her heart was beating. After she had talked to him for a while she thought she might accept the job which was offered to her. Though she was not completely sure she agreed to come for an interview. As she was afraid of the interview she drank a bottle of beer in order to feel less nervous. She was talking about her school career and the man wrote down a few things. While the man was telling her about the job the telephone rang several times. After he had listened to Sheila for some time the man said he would give Sheila the job. After she had got the job Sheila felt proud of her success.

Aus: Wiesend 1998: 118–119.

**Level 3**

**Having led** his wife into their bedroom Sheila's father made her a cup of tea. **Crying** she repeatedly asked: 'What did we do that was wrong?' How could she do this to us **being** our only child? **Thinking** back I do not know what I did wrong. **Having given** most of their lives to their daughter the parents could not understand why they were being treated like this. **Having been denied** something inside for so many years Sheila left home. **Having been given** all material things she felt there was something more important in life. (While) **being treated** like a baby by her parents Sheila herself felt grown up wanting to live her own

life. **Having slept** in a youth hostel for two nights, **claiming** to be a hitch-hiker on holiday, Sheila was going to meet a man from the motor trade. **Dialling** his telephone number she was nervous and felt her heart **beating**. **Having talked** to him for a while she thought she might accept the job **being offered** to her. **Though not being** completely sure she agreed to come for an interview. **Being afraid** of the interview she drank a bottle of beer in order to feel less nervous. **Having listened** to Sheila for some time the man said he would give Sheila the job. **Having got** the job Sheila felt proud of her success.

**Level 4**

**Imagine the following situation: you were on a holiday cruise in the Pacific Ocean. Unfortunately the ship sank. The only survivor, you have stranded on a desert island. Luckily you have found some of the ship's equipment on the beach. These things were drifted ashore:**

a hammer

some books

a hair band

a blanket

a knife

a table

some socks

a watch

**Now write the story of how you manage to get home again. Explain what you do and when and why you do it by using participle constructions.**

## verb + object; place and time

### 1. Verb + object

The **verb** and the **object** of the verb normally belong together. Usually no other words are inserted between them:

		<i>verb</i>	+	<i>object</i>	
I	see	<b>my sister</b>		quite often.	(not "I see quite often my sister.")
Did she	meet	<b>Ken</b>		yesterday?	
Mark never	cooks	<b>dinner.</b>			

Here are some additional examples. Observe how each time the verb and the object go together:

- Does he **clean his car** every weekend? (not "Does he clean every weekend his car?")
- The guests **enjoyed the dinner** tremendously. (not "The guests enjoyed tremendously the dinner.")
- The girl **played the piano** perfectly. (not "... played perfectly the piano.")
- I not only finished my homework – I also **finished my housework**. (not "I finished also my housework.")
- You can **find a petrol station** around the corner. (not "... find around the corner a petrol station.")

### 2. Place and time

Normally the **place** (**where?**) goes before the **time** (**when?/how often?/how long?**):

	<i>place</i>	<i>time</i>	
Sue drives	<b>to school</b>	<b>every morning.</b>	(not "Sue drives every morning to school.")
He has worked	<b>in London</b>	<b>since January.</b>	
We arrived	<b>at the station</b>	<b>late.</b>	

Some more examples:

- She's going to **New York next week**. (not "She's going next week to New York.")
- Don't hurry. You don't have to be **at the station before 10 o'clock**.
- Why wasn't she **in school last week**?
- You really shouldn't go **to the meeting too late**.

It is also possible to insert the time at the beginning of the sentence:

- **Next week** she's going to Washington.
- **On Tuesdays** Paul plays football.

Note that **early** or **late** cannot be used at the beginning of the sentence in this way.

## Adverbs with the verb

1. Some adverbs (for instance **always**, **also**, **probably**) are put with the verb in the middle of a sentence:

- Jane **always goes** to work by bike.
- They were enjoying the food. They **were also enjoying** the wine.
- The lamp **has probably been** fixed in the meantime.

2. Have a look at these rules for the position of adverbs in the middle of a sentence. (Note that they are only general rules, there are exceptions.)

2.1. If the verb is one word (**takes**, **listens** etc.), the adverb is usually put *before* the verb:

<i>adverb</i>	<i>verb</i>
John <b>always</b>	takes the train.

- He watched a film and **also listened** to a CD. (*not* “listened also”)
- She **hardly ever goes** to a museum and **rarely sees** a theatre play.
- I **almost forgot** his birthday.

Take into consideration that these adverbs (**always/often/also** etc.) go before **have to**:

- I **always have to** tell him things twice.

But adverbs are put *after* **am/is/are/was/were**:

- They were enjoying the food. They **were also** enjoying the wine.
- She **is never** satisfied.
- His mood **isn't always** as bad as it was yesterday.

2.2. Sometimes a verb consists of two or more words (**can imagine**, **doesn't go**, **has been fixed** etc.) Normally the adverb is inserted after the first part of the verb:

	<i>verb 1</i>	<i>adverb</i>	<i>verb 2</i>	
He	<b>can</b>	<b>never</b>	<b>imagine</b>	my situation.
Ben	<b>doesn't</b>	<b>usually</b>	<b>go</b>	to the cinema.
	<b>Is he</b>	<b>definitely</b>	<b>planning</b>	to leave the town?
The lamp	<b>has</b>	<b>probably</b>	<b>been</b>	fixed in the meantime.

- They **have always spent** their holidays in Greece.
- Jack can't fix a shelf. He **can't even handle** a hammer.
- The film has just begun and she's **already feeling** bored.

In negative sentences **probably** is placed before the negative. So we say:

- She **probably won't turn up**. *or* She will **probably not** turn up.  
(*but not* “She won't probably turn up.”)

2.3. **All** and **both** are also used in these positions:

- We **all felt** tired after the show.
- They **have both been** ill after their trip to Spain.
- We **are all joining** the club.
- Her brothers **are both** architects.

- Sätze mit zwei Objekten
- Mehrfache Orts- und Zeitadverbien
- Adverbien der Häufigkeit und des Grades

### Sätze mit zwei Objekten

Hilfsverb	Subjekt	Verb	indirektes Objekt (wem?)	direktes Objekt (wen/was?)	andere Satzteile
	Mr. Todd	gave	his wife	a kiss	when he got home.
	Brian	sent	Alison	some roses	on her birthday.
Does	Paul	teach	engineers	English?	
Can	Julie	make	me	a coffee	please?

- Sehr oft haben Verben wie *give*, *send*, *teach* usw. zwei Objekte, und zwar das **indirekte Objekt** (wem?) und das **direkte Objekt** (wen?/was?).
- Wenn es zwei Objekte im Satz gibt, dann steht das indirekte Objekt (wem?) unmittelbar vor dem direkten Objekt (wen?).

### Mehrfache Orts- und Zeitadverbien

Subjekt und Verb werden nicht vertauscht.

Zeitangabe	Subjekt	Verb	Objekt	Ortsangabe	Zeitangabe(n)
(1)	I	will see	you	in town	tonight.
(2) This July	the girls	are going	to France.		
(3)	Peter	starts	work	at Bunn's	at 9.30 on Monday

- Orts- und Zeitangaben stehen am Ende des Satzes (1) (3). Soll die Zeitangabe besonders betont werden, kann sie an den Satzanfang gestellt werden (2).
- Gibt es mehr als eine Orts- bzw. Zeitangabe am Ende des Satzes, dann steht die genauere Angabe an erster Stelle (3).
- Die Reihenfolge ist immer Ort vor Zeit (wie im Alphabet: O vor Z).

### Adverbien der Häufigkeit und des Grades

Subjekt	Hilfsverb	Adverb	Verb	Objekt	Adverb
(1) Pat		often	visits	us.	
(2) Ben	can	usually	play		on Mondays.
(3) I		hardly	know	Jim.	
(4) Rolf			has	English	twice a week.

- In unbetonten Sätzen stellen wir Häufigkeitsadverbien wie *often*, *usually*, *sometimes* und Adverbien des Grades wie *hardly*, *almost*, *nearly* usw. unmittelbar vor das Vollverb (1) (2) (3).
- Häufigkeitsadverbien wie *twice a week*, *every day*, *now and then* usw., die aus mehreren Wörtern bestehen, stellen wir genau wie Zeitangaben ans Satzende (4).

Regelblatt 3–4 aus: McGredie/East 1989a: 66, 68, 70

**Level 1**

**Find the right place for the word in brackets.**

1. My brother works at the weekend. (*sometimes*)
2. Mr. Todd gets home before 10 o'clock. (*always*)
3. The lesson has begun. (*just*)
4. Alison goes out with Brian. (*still*) (*now and then*)
5. Most American workers get two weeks holiday. (*only*)
6. Julie should be careful. She knows the man. (*hardly*)
7. Ben is late for evening class. (*often*)
8. We go to the cinema. (*once a week*)
9. We visit my grandfather. (*once a month*)
10. Mike has been to Egypt. (*never*)

Sätze 1–8 aus: McGredie/East 1989a: 71.

**Level 1**

1. My brother **sometimes** works at the weekend. **Sometimes** my brother works at the weekend.
2. Mr. Todd **always** gets home before 10 o'clock.
3. The lesson has **just** begun.
4. Alison **still** goes out with Brian **now and then**.
5. Most American workers **only** get two weeks holiday.
6. Julie should be careful. She **hardly** knows the man.
7. Ben is **often** late for evening class.
8. We go to the cinema **once a week**./**Once a week** we go to the cinema.
9. We visit my grandfather **once a month**./**Once a month** we visit my grandfather.
10. Mike has **never** been to Egypt.

**Level 2**

**Rewrite these sentences in the correct order.**

1. We had / at the concert / a good time / yesterday.
2. She played / last week / at the stadium / fantastically.
3. The children / in the yard / quietly / played / this afternoon.
4. He drove / through the city centre / very quickly.
5. He sat / all through the morning / in his chair / quietly.
6. They waited for the bus / in the rain / for half an hour / patiently.
7. The plane / for about thirty minutes / slowly / circled / Heathrow Airport.
8. We searched / thoroughly / the flat / for several hours.
9. We worked / on Friday / in the office / hard.
10. I walked / after getting the news / slowly / to the bus stop.

**Level 2**

**Cut this sheet into pieces of paper to help you do the level 2 exercise (Word Order)**

1.	We had	at the concert	a good time	yesterday.	
2.	She played	last week	at the stadium	fantastically.	
3.	The children	in the yard	quietly	played	this afternoon.
4.	He drove	through the city centre		very quickly.	
5.	He sat	all through the morning	in his chair	quietly.	
6.	They	waited for the bus	in the rain	for half an hour	patiently.
7.	The plane	for about thirty minutes	slowly	circled	Heathrow Airport.
8.	We	searched	thoroughly	the flat	for several hours.
9.	We	worked	on Friday	in the office	hard.
10.	I	walked	after getting the news	slowly	to the bus stop.

**Level 2**

1. We had a good time at the concert **yesterday**./**Yesterday** we had a good time at the concert.
2. She played **fantastically** at the stadium last week.
3. The children played **quietly** in the yard this afternoon.
4. He drove through the city centre very **quickly**.
5. He sat **quietly** in his chair all through the morning./He **quietly** sat in his chair all through the morning.
6. They **patiently** waited for the bus in the rain for half an hour.
7. The plane **slowly** circled Heathrow Airport for about thirty minutes.
8. We searched the flat **thoroughly** for several hours./We **thoroughly** searched the flat for several hours.
9. We worked **hard** in the office on Friday.
10. I walked **slowly** to the bus stop after getting the news./I **slowly** walked to the bus stop after getting the news.

**Level 3**

**A short holiday for Jimmy and Roberta.**

**Use numbers to “re-write” the sentences.**

Example:

1 Jimmy and Roberta    4 last week    2 went on a short hiking trip    3 through Yosemite National Park.  
4 – 1 – 2 – 3

- a)  at the camping site  they arrived  on Friday morning  at 9:30.
- b)  at the visitors' center  immediately  they checked  the hiking routes.
- c)  they decided  on the next day  to do a hike  up an impressive canyon.
- d)  on Saturday  in Yosemite National Park  hiked  Jimmy and Roberta  all day.
- e)  to the camping site  they came back  late  after a difficult and exhausting trip  in the evening.
- f)  they visited  the next day  the Yosemite National Park Museum  at ten o'clock  in the morning.
- g)  afterwards  the whole afternoon  they relaxed  at the swimming pool.
- h)  early  on Monday  Jimmy and Roberta  drove back home  in the morning.

Aus: Firnkes/Kammerer 1999.

**Level 3**

**Cut this sheet into pieces of paper to help you do the level 3 exercise (Word Order)**

- |                            |                           |                                   |                                       |                |
|----------------------------|---------------------------|-----------------------------------|---------------------------------------|----------------|
| 1) at the camping site     | they arrived              | on Friday morning                 | at 9:30                               |                |
| 2) at the visitors' center | immediately               | they checked                      | the hiking routes                     |                |
| 3) they decided            | on the next day           | to do a hike                      | up an impressive canyon               |                |
| 4) on Saturday             | in Yosemite National Park | hiked                             | Jimmy and Roberta                     | all day        |
| 5) to the camping site     | they came back            | late                              | after a difficult and exhausting trip | in the evening |
| 6) they visited            | the next day              | the Yosemite National Park Museum | at ten o'clock                        | in the morning |
| 7) afterwards              | the whole afternoon       | they relaxed                      | at the swimming-pool                  |                |
| 8) early                   | on Monday                 | Jimmy and Roberta                 | drove back home                       | in the morning |

**Level 3**

1. They arrived at the camping site on Friday morning at 9:30.
2. They checked the hiking routes at the visitors' center immediately.
3. They decided to do a hike up an impressive canyon on the next day.
4. On Saturday Jimmy and Roberta hiked in Yosemite National Park all day.
5. They came back to the camping site late in the evening after a difficult and exhausting trip.
6. The next day they visited the Yosemite National Park Museum at ten o'clock in the morning (the next day).
7. Afterwards they relaxed at the swimming pool the whole afternoon.
8. On Monday Jimmy and Roberta drove back home early in the morning.

**Level 4**

***Write a text on one of the following subjects. Pay special attention to the order of the words in each sentence.***

- a) My holiday last summer. (Where did you do what, when and with whom?)
- b) How I usually spend my day at school. (What subjects do you have, when and where and with whom, and what do you do during the breaks?)