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Introduction

Liebe Schülerin! Lieber Schüler!

Wenn du Sport betreibst, ist es für dich selbstverständlich, dass du regelmäßig trainierst. Wer im Schwimmen, beim Laufen, im Fußball oder beim Tischtennis seine Leistung verbessern will, merkt bald, dass regelmäßiges Üben zu besseren Resultaten führt. Aber nicht nur das – wer mehrfach wöchentlich trainiert, hat auch mehr Spaß am Üben, und was zuerst vielleicht etwas mühsam erscheint, gelingt bald viel besser und fast mühelos.

Mit dem Grammatiküben ist das nicht anders. Wer regelmäßig übt, macht bald weniger Fehler, erzielt bessere Ergebnisse und hat außerdem mehr Spaß an der Sprache. Die Übungen in diesem Buch und auf der beiliegenden **e-ZONE** sind so gebaut, dass sie garantiert bessere Lernleistungen bringen, wenn du sie regelmäßig durchführst. Also, am besten nicht etwa kurz vor einem Test ein paar Stunden üben! Du wirst bessere Resultate erzielen, wenn du dich mehrfach wöchentlich mit Grammatik beschäftigst. Dann brauchst du auch nicht so lange zu üben. Wie wär's mit 10 Minuten vier mal pro Woche? Versuch's mal – die ersten positiven Resultate werden sich einstellen!

Im Buch und auf der **e-ZONE** findest du einige hilfreiche Hilfen:

- Das Inhaltsverzeichnis – zum schnellen Auffinden des Grammatikkapitels, das du üben möchtest.
- Jedes Grammatikkapitel beginnt mit einer Zusammenfassung der wichtigsten Punkte und Regeln.
- Neben der Zusammenfassung findest du eine Ankündigung von neuen Grammatikregeln. Wenn du dieses Symbol siehst, solltest du am besten gleich mal in die **e-ZONE** schauen.
- Professor Grammar hat auf der **e-ZONE** im Abschnitt **Grammar tips** die Grammatikregeln besser zu verstehen. Im **Check it out** kannst du dann gleich mal versuchen, ob du die Erklärungen richtig verstanden hast.
- Nun kannst du wählen, ob du mit Hilfe der **e-ZONE** weiterüben möchtest, oder zuerst mit dem Buch arbeitest. Auf der **e-ZONE** findest du zu jedem Grammatikkapitel zwei oder drei Übungen, zum

Beispiel Sätze mit Lücken, in die du die richtige Form einsetzen musst. Du kannst dir entscheiden, ob du dir zuerst die richtigen Lösungen anhören möchtest (*Listen*), und dann die Übung machen willst, oder ob du zuerst die Übung machen willst um sie dir vielleicht anschließend anzuhören.

- Im Buch selbst findest du zu jedem Grammatikkapitel eine oder mehrere Seiten an Übungen. Sie sind so angeordnet, dass du zuerst leichtere Übungen vorfindest und dann den Schwierigkeitsgrad allmählich steigert.
- Im Anhang zum Buch findest du eine Übersicht über alle Grammatikkapitel, die im Buch behandelt werden, mit Schautafeln, die dir eine gute Übersicht geben und den wichtigsten Regeln. Falls du mal ein Wort nicht kennen solltest, kannst du in der **Word list** im Anhang nachschlagen. Außerdem findest du im Anhang auch die Lösungen – die solltest du dir am besten immer dann anschauen, wenn du deine Leistungen überprüfen möchtest, oder dich bei einem Kapitel mal gar nicht auskennst. Was wenig Sinn macht ist das regelmäßige Ansehen der Lösungen, bevor du eine Übung machst. Aber das weißt du ja selbst und auch hier gilt, was im Training im Sport gilt: Wer schummelt, beschummelt sich selbst.
- Und nun noch ein Tipp zum Schluss: auf der **e-ZONE** findest du zu jedem Grammatikkapitel einen **Cartoon** mit einem lustigen Rätsel.
- Ja, und dann hat Professor Grammar sich auch gelegentlich Tricks ausgedacht, um dir besonderen Lernspaß zu bereiten! Aber nun geht's los.

Viel Spaß und viel Erfolg wünschen dir die Autoren!

Herbert Puchta
Jeff Stranks
Peter Lewis-Jones

Present simple

Hello! See me on the **e-ZONE** to discover more about *present simple* and to learn better when to use it.

Das *present simple* verwendest du, wenn du beschreiben möchtest, was jemand immer wieder tut, was immer wieder geschieht oder was jemand fühlt. In Fragen und verneinten Sätzen fügst du **do/does** bzw. **don't/doesn't** hinzu.

Where do you live?	I live in Birmingham.	I don't live in London.
Where does she live?	She lives in Manchester.	She doesn't live in Leeds.



1 Write the 3rd person form of the verbs.

- | | |
|----------------------------------------|---------------------------|
| 1 I like – <i>He likes</i> | 7 I talk |
| 2 I watch – He | 8 I wait – He |
| 3 I play – He | 9 I leave |
| 4 I am – He | 10 I buy |
| 5 I eat – He | 11 I go |
| 6 I go – He | I have |

2 Complete the sentences with the negative form of the verb and a word from the box.

- football
- novels
- French
- ham
- ~~red~~
- the news
- hip-hop
- her sister

- 1 I wear black but I *I don't wear red*
- 2 Jack watches sports news but
- 3 Linda plays volleyball but she
- 4 Ian and Sophie study German but they
- 5 My parents listen to but they
- 6 You eat bacon but you
- 7 I like Mary's
- 8 Trevor reads magazines but he

3 Rewrite the sentences and make them negative.

- | | |
|------------------------------------------------------------|----------------------------------------|
| 1 I like spaghetti.
<i>I don't like spaghetti.</i> | 5 Liam likes Jessica.
..... |
| 2 She lives in London.
..... | 6 She wants to be a pilot.
..... |
| 3 You know Peter.
..... | 7 Jenny and Rob are teachers.
..... |
| 4 They play volleyball every Sunday.
..... | 8 We run 5 km every day.
..... |

4 Complete the text with the present simple form of the verbs.

Hi, my name ¹ *is* (be) Oliver and my best friend ² (be) Paul. My best friend and I ³ (be) completely different. For example, he ⁴ (like) Geography and History, I ⁵ (like) Art and Music. He ⁶ (want) to be an archaeologist when he ⁷ (leave) school. I ⁸ (want) to be a film director. He really ⁹ (enjoy) all sports. I ¹⁰ (not like) sport at all. I ¹¹ (spend) all of my money on music. Guess what? He ¹² (not know) anything about music. He always ¹³ (wear) black. I ¹⁴ (not like) blue. My favourite colour ¹⁵ (be) blue. He ¹⁶ (hate) blue of course. I think there ¹⁷ (be) only two things we have in common*: our age – we ¹⁸ (be) both 14 – and we both ¹⁹ (like) the same girl, Betty Hands. Betty ²⁰ (be) his girlfriend but I ²¹ (like) her. Paul ²² (not know) this. I ²³ (not be) sure we are going to be best friends for much longer.



*in common – etwas gemeinsam haben

5 Use the text to write the question or the answers.

- 1 *What's Oliver's best friend called?* ?
He's called Paul.
- 2 ?
His favourite subjects are Geography and History.
- 3 ?
He wants to be a film director.
- 4 ?
No, he doesn't. He hates sport.
- 5 ?
He buys a lot of music.
- 6 ?
.....
- 7 ?
They are both 14.
- 8 ?
No, he doesn't know anything.

6 Write answers to the questions for you and your best friend.

	me
1 How old are you?	<i>I'm</i>
2 What are your favourite school subjects?
3 What kind of clothes do you usually wear?
4 What sports do you usually enjoy doing?
5 What do you usually spend your money on?
6 What job do you want to do when you're older?
7 What music do you listen to?
8 What do you usually do on a Saturday?

7 Write a short text about you and your friend. Use the information in 6 to help you.

My best friend is called We're both His favourite school subject is
 but my favourite is

8 Use the pictures to complete the table.

On Mondays I		..... play tennis.....		..... but I don't go swimming.....
On Tuesdays I		..... .....		..... .....
On Wednesdays I		..... .....		..... .....
On Thursdays I		..... .....		..... .....
On Fridays I		..... .....		..... .....
On Saturdays I		..... .....		..... .....
On Sundays I		..... .....		..... .....

And now go to the **e-ZONE** and do the

Cartoon for Fun!



Past simple – revision

Hello! See me on the **e-ZONE** to discover more about *past simple – revision* and to learn better when to use it.

Wenn du etwas erzählst, was in der Vergangenheit passierte, verwendest du das *past simple*. Es gibt regelmäßige und unregelmäßige Formen.

I **liked** the present. We **went** to the beach yesterday.



1 Find ten verbs and write them under the pictures.

E	A	T	L	A	H	K	D
P	W	E	L	C	N	R	L
B	R	E	A	K	W	S	O
M	Q	M	F	U	T	I	H
K	O	S	T	J	Y	T	M
D	N	I	F	P	E	O	L
L	U	V	G	H	C	B	Y
F	R	D	R	E	V	I	G



2 Tick the sentences that have got an irregular past tense in them.

- | | | | |
|-------------------------------------------------|-------------------------------------|------------------------------------------------------------------------|--------------------------|
| 1 She slipped down the road and fell over. | <input checked="" type="checkbox"/> | 5 She held his hand and kissed him. | <input type="checkbox"/> |
| 2 She phoned me and invited me to her party. | <input type="checkbox"/> | 6 He climbed up the tree and jumped down again. | <input type="checkbox"/> |
| 3 We walked on the beach and played volleyball. | <input type="checkbox"/> | 7 We played tennis and then we went home. | <input type="checkbox"/> |
| 4 He looked out of the window and saw me. | <input type="checkbox"/> | 8 He read his book for five minutes and then he turned out the lights. | <input type="checkbox"/> |

3 Use the past form of the verbs to complete the sentences.

Everyone *had* (have) great summer holidays.
 Victor ¹ (play) volleyball on a French beach.
 Harry ² (hold) hands with a Spanish girl on a Spanish beach.
 Diana ³ (drive) with her dad in a BMW down a German motorway.
 Eddie ⁴ (eat) ice cream in Venice.
 Simon ⁵ (swim) in the warm ocean in South Africa.
 Jimmy ⁶ (go) trekking in the wild Brazilian mountains.
 Maggie ⁷ (meet) famous film stars in L.A.
 Kelly ⁸ (kiss) a handsome Italian in Rome.
 Phil ⁹ (fly) first class to Australia.
 And me? I ¹⁰ (have) a lovely time having a good time reading all their postcards.

e-ZONE 4 Complete the text with the past forms of the verbs in the box.



- eat
- give
- wake up
- go
- dream
- watch
- meet
- walk

1 Yesterday was perfect. I *woke up* late.
2 I *ate* bacon and eggs for breakfast.
3 I *watched* TV all morning.
4 After school I *went* roller-skating with my friends in the park.
5 I also *met* Kevin Maley in the park.
6 He *gave* me a rose.
7 Then he *walked* home with me.
8 I *thought* about Kevin all night. I can't wait until tomorrow!

5 Write about your 'perfect yesterday'.

.....

.....

.....

.....

And now go to the **e-ZONE** and do the

Cartoon for Fun!

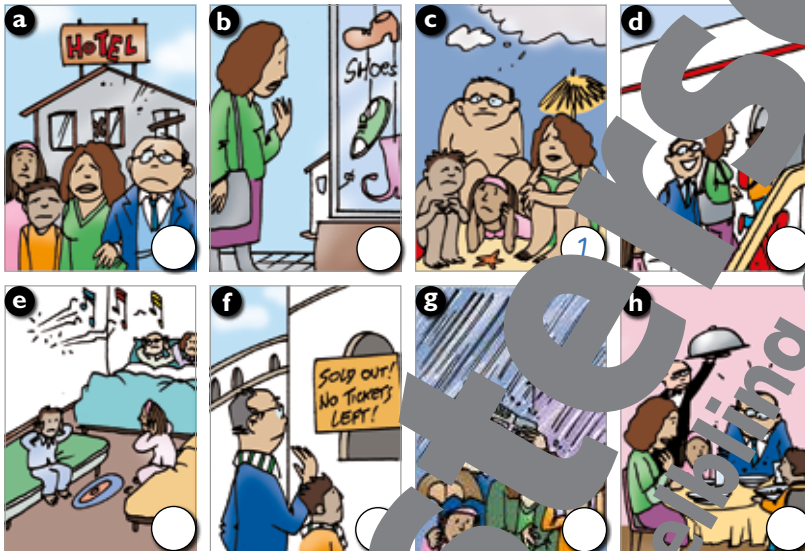


Past simple – negation

Wenn du mit der *past simple* Form eines Verbs etwas verneinen möchtest, verwendest du **didn't (=did not)** zusammen mit der Grundform des Verbs.

+	-
(work) I/You/He/She/It/We/They worked .	I/You/He/She/It/We/They didn't work .
(go) I/You/He/She/It/We/They went to school.	I/You/He/She/It/We/They didn't go .
(be) I/He/She/It was there.	I/He/She/It wasn't there.
You/We/They were there.	You/We/They weren't there.

1 Match the pictures and sentences.



- We didn't enjoy our holiday last year.
- The weather wasn't nice at all.
- We didn't like the hotel.
- The food wasn't very good.
- The room was noisy so we didn't sleep well.
- My mother didn't like the shops.
- Dad and I didn't see the football match.
- The good thing was – we went home after three days!

e-ZONE 2 Write the phrase in the correct places.

- My dad worked very hard yesterday, so when he came home he was very tired.
- I didn't know the answers to the questions, so I phoned my friend Gill and to help me.
- Last year I went to New York – and I lots of famous people!
- We to the cinema last night – the film was great!
- The test was very difficult, so I was happy that the teacher me to answer the questions.
- I on Friday night or Saturday, so I had to do all my homework on Sunday night.
- I was really ill on Friday, so I to school.
- A** Was John at school yesterday? **B** I'm not sure – I him.

asked
didn't ask
went
didn't go
saw
didn't see
~~worked~~
didn't work

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