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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 **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. Du brauchst auch nicht so lange zu üben. Wie wäre es 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 eine Reihe von Hilfen:

- Das Inhaltsverzeichnis – zum schnellen Auffinden des Grammatikkapitels, das du üben möchtest.
- Jedes Grammatikkapitel beginnt mit einer Zusammenfassung der wichtigsten Regeln und Regeln.
- Neben der Zusammenfassung findest du meist eine Ankündigung von Professor Grammar. Wenn du dieses Symbol siehst, solltest du dich am besten gleich mal auf die **e-ZONE** schauen.
- Professor Grammar wird auch auf der **e-ZONE** im Abschnitt **Help** auftauchen. Eine Struktur besser zu verstehen ist ein Bereich, in dem du dann gleich mal versuchen kannst, 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 wählen, ob du dir zuerst die richtigen Lösungswörter anschauen möchtest (*Listen*), und dann die Übung machen willst, oder ob du zuerst die Übung machen willst, um sie dir vielleicht anschließend anzuhören.

- Im Buch sei es, findest du zu jedem Grammatikkapitel eine oder mehrere Seiten an Übungen. Sie sind so angeordnet, dass du zuerst leichtere Übungen vorfindest und den Schwierigkeitsgrad allmählich gesteigert wird.
- Im Anhang zum Buch findest du eine Zusammenstellung aller Grammatikkapitel, die im Buch behandelt werden, mit Schautafeln, die dir eine gute Übersicht geben, und den wichtigsten Regeln. 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**

Past continuous (revision)

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

Du verwendest das *past continuous (past progressive)* oft, um eine längere Handlung zu beschreiben, die durch eine kürzere unterbrochen wird. Für die kürzere Handlung verwendest du das *past simple*.

When they **were walking** across a bridge, they saw a man in the river.
I **was working** upstairs, but when I heard a noise I went quickly downstairs*.

Form: **past tense of 'be' + the ing-form of the main verb**

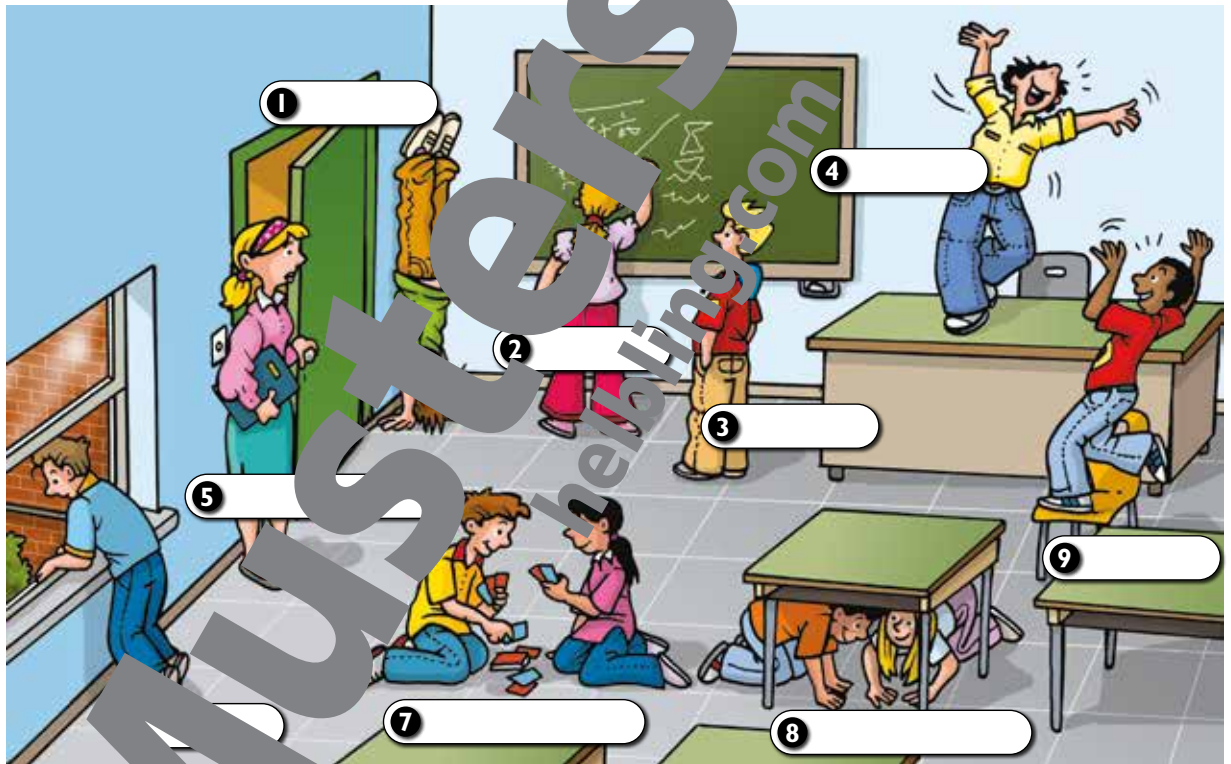
Du verwendest das *past progressive* auch, wenn du über eine längere andauernde Handlung in der Vergangenheit sprichst.

In 1945, many people in Europe **were starving**.
At 10 o'clock last night, my parents **were watching** TV.



*downstairs – unterer Stock, unten

1 Read and write the names under the people.



When Miss Pimm opened the door to the classroom, she was shocked. None of the children were in their seats. **Jim** was dancing on a chair and **Don** was dancing on the desk. The friends **Polly and Paul** were sitting on the floor. They were playing cards. **Lucy** was writing on the blackboard and

Fred was watching her. **Dawn and Danny** were hiding under their desk. **Tommy** was hanging out of the window and **George** was doing a handstand in the corner. Miss Pimm looked around. No one had noticed her, so she went back to the teachers' room and had another cup of coffee.

2 Read the text again and underline all the examples of the past continuous.

3 Match the sentence halves.

- | | |
|--|---|
| 1 I was doing my homework when | a he fell off the ladder. |
| 2 Dad was cleaning the upstairs windows when | b it bit him. |
| 3 Mum was eating her soup when | c I saw my teacher on the screen. |
| 4 Steve was stroking the dog when | d my pencil broke. |
| 5 Jim was dancing with Olivia when | e someone threw an egg at him. |
| 6 I was watching a football game on TV when | f we heard a strange noise downstairs*. |
| 7 The president was making a speech when | g she saw a fly. |
| 8 We were just getting into bed when | h he stepped on her toe. |

*stairs – unterer Stock, unten

4 Underline the correct options.

- Dad *drove / was driving* home in the snow when he *had / was having* an accident.
- While I *ate / was eating* my soup, I *saw / was seeing* it.
- I *broke / was breaking* my ankle when I *hiked / was hiking* in the mountains.
- The goalkeeper *put / was putting* on his gloves* when *he / was he* scoring a goal.
- She *listen / was listening* to her favourite song when the *battery ran / was running* out on her MP3-player.
- Mum *took / was taking* the chicken out of the oven when she *dropped / was dropping* it.
- When I *fell / was falling* asleep I *watched / was watching* a film on TV.
- I *lit / was lighting* a candle when I *burnt / was burning* my hand.

*gloves – Handschuhe

e-ZONE

5 Complete the sentences with the correct forms of the words in brackets.

- We were having lunch when the fire alarm rang. (have / ring)
- I got with my car when it started raining. (play / start)
- While Gran sang her false teeth fell out. (sing / fall)
- While Rob played guitar one of the guitar strings* broke. (play / break)
- Mum and dad argued when I left the house. (argue / leave)
- They listened to the news when they heard the news. (listen / hear)
- I lost my wallet while I shopped. (lose / shop)
- He knocked the power when the postman knocked on the door. (have / knock)

*false teeth – drittes Gebiss
*guitar string – Gitarrensaite

e-ZONE

6 Use the words and phrases to write sentences.

- I / read / book / lights go out I was reading a book when the lights went out.
- fall / glass / cup / drop / plate
- fall / hand / nose / box
- I / read / newspaper / in the bath / drop / in water
- She / eat / apple / see / worm in it
- My uncle / dig / in the garden / find / an ancient necklace
- Mum / drink / coffee / burn / mouth

7 Use the pictures to write sentences.



Jason's bad day

1 Jason was riding his bike when he hit his head on a branch.

2

3

4

6

7

8

8 Imagine a bad day for you. Write at least 6 sentences.

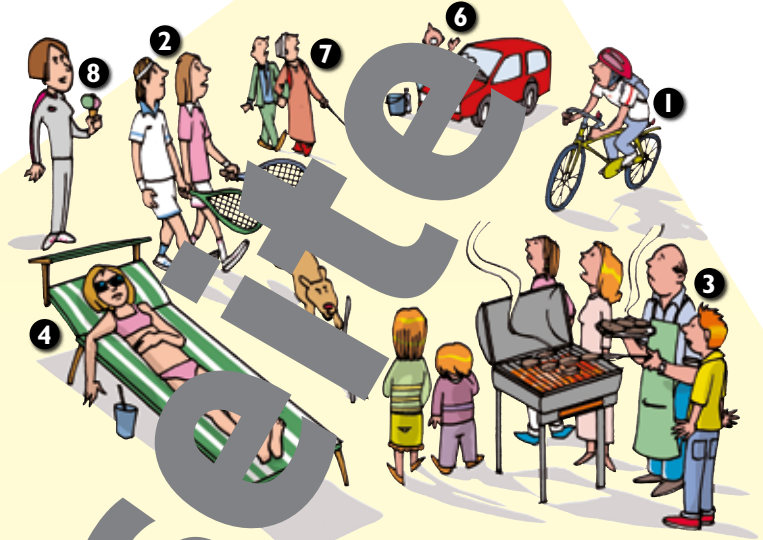
Handwriting practice lines for writing at least 6 sentences.

9 Look at the pictures and write sentences.



When the aliens arrived ...

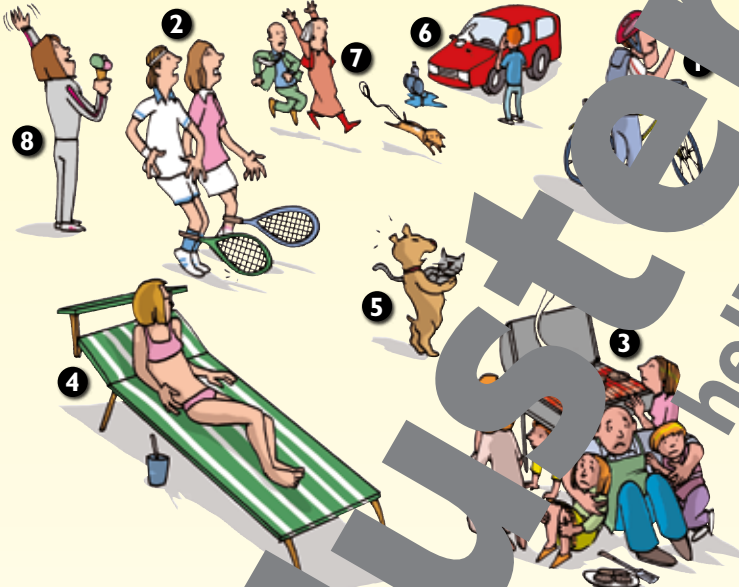
- 1 Paul *was riding his bike.*
- 2 Ruby and Nick
- 3 The Johnson family
- 4 Mrs Robinson
- 5 The dog
- 6 Mr Havers
- 7 Mr and Mrs Thomas
- 8 Sally



10 Look at the pictures and write sentences.

When the aliens arrived ...

- 1 Paul *took a photo.*
- 2 Ruby and Nick
- 3 The Johnson family
- 4 Mrs Robinson
- 5 The dog
- 6 Mr Havers
- 7 Mr and Mrs Thomas
- 8 Sally



11 Imagine that you and some of your family / friends were doing and what you did next. Write three more sentences.

I *took a photo* when the UFO landed. Then I went outside to get a better look.

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

Cartoon for Fun!



Past perfect

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

Du verwendest das *past perfect*, wenn du betonen möchtest, dass eine Handlung vor einem bestimmten Zeitpunkt in der Vergangenheit geschehen war.

Form: **Person + had(n't) + past participle** of the verb

I couldn't get into my flat because I'd **lost** my keys.

We didn't recognise* him because he'd **grown** a beard.

He was really hungry – he **hadn't eaten** anything for three days.

*recognise – erkennen



1 Write the past participles of the verbs. Find the mystery crime writer.

- 1 take *taken*
- 2 bring
- 3 eat
- 4 forget
- 5 show
- 6 fall
- 7 catch
- 8 choose
- 9 throw
- 10 write
- 11 lose
- 12 steal
- 13 give
- 14 begin

The crossword puzzle grid has the following letters filled in:

- 1 across: T
- 6 across: A
- 7 down: K
- 9 down: E
- 10 down: N

2 Use one of the past participles from 1 to complete each sentence. You don't need all of them.

- 1 When I went to the bank, it wasn't there any more. Someone had *stolen* it.
- 2 We got to the cinema very late – when we went in, the film had already
- 3 I was surprised when we got to the hotel. The journey had more than eight hours.
- 4 I was very sad when I lost that ring. It was something my grandmother had to me as a birthday present.
- 5 When I went to the fridge, it was empty. Someone had all the food!
- 6 When he died, Shakespeare had more than 35 plays and over 100 poems.
- 7 She spent a week in bed because she had a bad cold.
- 8 The kids were happy when their dad came back from New York because he had presents for each of them.
- 9 The car suddenly stopped. Dad had to buy gas!
- 10 My sister was very unhappy when she found out that her school hadn't her to be in their swimming team.

Choose phrases from the box to complete the sentences.

had seen
had been
had bought
had finished
~~hadn't seen~~
hadn't been
hadn't bought
hadn't finished

- 1 **A** How was the trip to Australia?
B Brilliant. It was wonderful to see my aunt and uncle again – I *hadn't seen* them for almost ten years!
- 2 **A** Why didn't your parents let you go out on Sunday?
B Because I my homework.
- 3 **A** Why didn't you come with us to the cinema last night?
B I was tired – and anyway, I the film before.
- 4 **A** Did you get to the concert hall early before the show?
B No, we didn't need to get there early. We tickets two weeks before.
- 5 **A** Did you get their new CD in town today?
B No! There was a big queue in the shop and when I got to the cashier desk, all the CDs sold!
- 6 **A** Why did you leave the test room 15 minutes before the end?
B Because I the test. I'd answered all the questions, so why stay?
- 7 **A** What was the problem at the station?
B Well, mum and dad had tickets – but dad a ticket for me, so I couldn't get on the train.
- 8 **A** Did your grandma bother to take the flight to Rome?
B Yes and no. She it but she was a bit scared. She of a plane before.

Underline the correct form.

Agatha Christie

Agatha Christie is one of the most famous writers and detective stories in history. She ¹ *created* / *had created* two of the most famous detective characters – Miss Marple and Hercule Poirot. And she ² *became* / *had become* the best-selling writer of all time* – her books have sold more than four billion copies! When she died, in January 1976, she ³ *wrote* / *had written* more than 80 novels. But her own life included a mystery – an 11-day mystery, when she ⁴ *disappeared* / *had disappeared*. In December 1926, Agatha's husband Archie told her that he ⁵ *met* /

had met another woman and that he ⁶ *wanted* / *had wanted* a divorce*. They argued. Agatha ⁷ *left* / *had left* the house and ⁸ *wrote* / *had written* a note for her secretary* – the note said that she was going away to Yorkshire. For eleven days, no one ⁹ *knew* / *had known* where she ¹⁰ *went* / *had gone*. But on December 19th, someone in a hotel ¹¹ *recognised** / *had recognised** her. The next day, Agatha ¹² *went* / *had gone* home, but she never ¹³ *spoke* / *had spoken* again about those eleven days and she never told anyone what she ¹⁴ *did* / *had done*.

*of all time – aller Zeiten; *divorce – Scheidung;
*secretary – Sekretär/in; *recognise – erkennen

5 Write the sentences. Use the words *never* AND *before* in each sentence.

- 1 I played tennis for the first time on Sunday.
I had never played tennis before.
- 2 Last year, I forgot Anna's birthday for the first time in my life!
- 3 My brother did bungee jumping for the first time last weekend.
- 4 We went to London for the first time last year.
- 5 Last July was the first time I ate Mexican food.
- 6 On Saturday, I watched a sumo wrestling* match for the first time.

*sumo wrestling – Sumoringen

6 Mr and Mrs Anderson went away for the weekend. They left a list of things to do for their teenage children, Jamie and Annie. Write sentences about what had and had not happened.



- 1 Jamie and Annie – do the shopping (✓) *had done the shopping.*
- 2 Jamie and Annie – tidy the garage (X) *hadn't*
- 3 Annie – tidy her room (✓)
- 4 Jamie – put the rubbish out (✓)
- 5 Jamie and Annie – clean the windows (✓)
- 6 Jamie – cut the grass (X)
- 7 Annie – phone Grandpa and Grandma (✓)
- 8 Jamie and Annie – feed the dog (✓)

7 Here are pairs of events in order they happened. Complete the sentences.

- a 1) I went to bed. 2) I had a phone call.
When my phone rang, *I had gone to bed.*
- b 1) They got to the cinema. 2) I got to the cinema.
When I got to the cinema,
- c 1) My mother and father went to work. 2) I got up.
When I got up,
- d 1) They sold all the tickets. 2) I got to the ticket office.
When I
- e 1) Sandy went home. 2) Jenny got to the party.
When Jenny
- f 1) The people put the fire out. 2) The firemen arrived.
When

8 Put one verb in each sentence into past simple, and one into past perfect.

- 1 Mum*got*..... (get) her wallet back, but someone*had taken*..... (take) the money and credit cards out of it.
- 2 I (not laugh) at the joke because I (hear) it before.
- 3 We (finish) our dinner, so dad (ask) the waiter for the bill.
- 4 When I (lose) my watch, I was unhappy because I (pay) a lot of money for it.
- 5 I (not buy) the shoes because I (spend) all my money on clothes.
- 6 I (see) my old teacher in town yesterday - (not see) her (long) to see her.
- 7 I (get) out of bed because (not (switch) the light off).
- 8 We (not eat) anything last night because we (not (go) any food shopping.

e-ZONE 9 Put the verbs in brackets into the correct form: past simple or past perfect.

Last weekend I*had*..... (have) a party at my place. Only six people (come) because I (forget) to tell some of my friends about it. The party wasn't great. No one (have) a good time. Andy was pretty unhappy because he (have) an argument with his girlfriend in the afternoon. Sally and Samantha were unhappy when they saw that they (come) to the party wearing the same dress. There was almost nothing to drink because I (not go) to the supermarket. And in the middle of the party, my MP3-player (break) down and so there was no music! No one (leave) at 11 o'clock. They all (say) 'Thanks' but I (know) that they (not enjoy) themselves. So I (go) back into the house and into the kitchen - I (want) something to eat. But when I (open) the fridge, there was nothing there! Those six 'friends' (eat) everything!

10 Think of a day last week and what you had done before you went to bed. Write down as many things as you can.

When I went to bed on Monday / Tuesday / Saturday, I had

.....

.....

.....

.....

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

Cartoon for Fun!

