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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 entworfen, dass sie garantiert deine Lernleistungen verbessern, wenn du sie regelmäßig durchführst. Also, am besten nicht nur kurz vor einem Test ein paar Stunden üben! Du wirst bessere Resultate erzielen, wenn du dich **mehrmals in der Woche** mit Grammatik beschäftigst. Dann brauchst du auch nicht so lange zu üben. Wie wär's mit **10 Minuten** vier mal pro Woche? Versuch's einfach – die ersten positiven Resultate werden sich bald einstellen!

Im Buch und auf der **e-ZONE** findest du folgende

- Das Inhaltsverzeichnis (S. 3) zum schnellen Auffinden des Grammatikkapitels, das du üben möchtest.
- Jedes Grammatikkapitel beginnt mit einer Zusammenfassung der wichtigsten Regeln und Strukturen.
- Neben der Zusammenfassung und zum Beginn jedes Grammatikthemas findest du ein kurzes Ankündigung von Professor Grammar. Wenn du dieses Symbol siehst, solltest du am besten gleich mal auf die **e-ZONE** schauen.
- Professor Grammar wird dir auch auf der **e-ZONE** im Abschnitt *Help* erklären, wie du die jeweilige Grammatikstruktur besser zu verstehen kannst. Im Bereich *Check it out* kannst du die Regeln ein mal versuchen, ob du die Erklärungen richtig verstanden hast.
- Nicht kannst du wählen, ob du mithilfe der **e-ZONE** weiter üben möchtest oder zuerst mit dem Buch arbeitest. Die Übungen aus dem Buch findest du auch auf der **e-ZONE**. Dort kannst du bei einigen Übungen wählen, ob du dir zuerst die richtigen Lösungen anhören möchtest (*Listen first.*) und dann die Übung machen willst oder ob du zuerst die Übung

versuchen wirst, um dir vielleicht anschließend anzuhören.

- Im Buch selbst findest du zu jedem Grammatikkapitel eine oder mehrere Seiten mit Übungen. Sie sind so angeordnet, dass du zuerst leichtere Übungen versuchst und den Schwierigkeitsgrad allmählich gesteigert wirst.
- Im Anhang des Buch findest du eine Zusammenfassung aller Grammatikkapitel, die im Buch behandelt werden (S. 74). Dort werden noch einmal die wichtigsten Regeln zusammengefasst und kleine Diagramme und Schautafeln helfen dir, die Übersicht zu bekommen. Außerdem findest du im Anhang auch die Lösungen (S. 76) – 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 zum noch ein Tipp zum Schluss: auf der **e-ZONE** findest du zu jedem Grammatikkapitel einen *Cartoon for fun* mit einem lustigen Rätsel.
- Ja, und dann hat sich Professor Grammar auf der **e-ZONE** 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

# Plural nouns – irregular plurals

Hello! See me on the **e-ZONE** to discover more about **plural nouns and irregular plurals** and to learn better when to use them.

## Plural nouns

Die Mehrzahl zu bilden, ist im Englischen normalerweise einfach: Du hängst an die Einzahl ein **-s** an.

a dog – 4 **dogs**

a bear – 7 **bears**

Wenn ein Wort mit **-y** endet, vor dem ein Mitlaut steht, musst du die Mehrzahl mit **-ies** bilden.

a baby – 8 **babies**

## Irregular plurals

Es gibt einige Ausnahmen. Die lernst du am besten mit jedem neuen Wort gleich.

a child – two **children**

a fish – three **fish**

a tooth – ten **teeth**

a man – two **men**

a foot – two **feet**



### 1 Match.

1 a frog

2 five frogs

3 two frogs

4 a baby

5 three babies

6 four gorillas

7 a gorilla

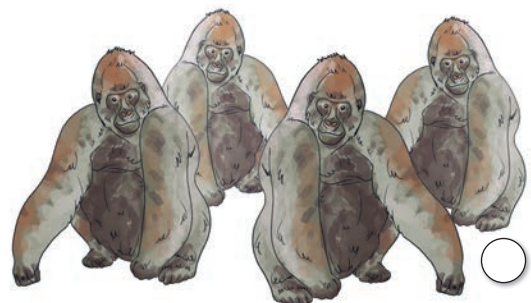
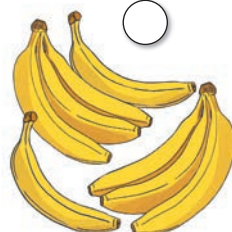
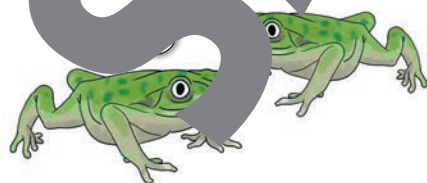
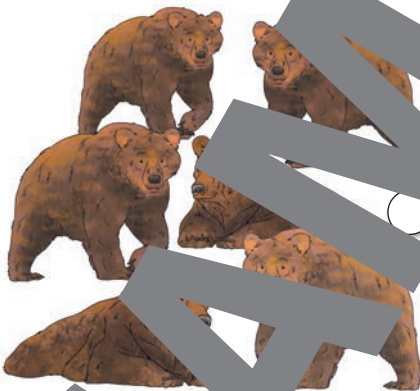
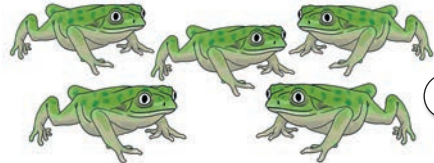
8 a banana

9 five bananas

10 eight bananas

11 a bear

12 six bears



**2 Write the words.**



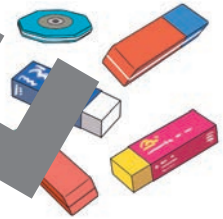
1 ..... a pen



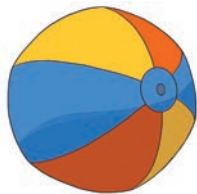
2 ..... three pens



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....



11 .....



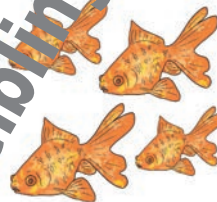
12 .....



13 .....



14 .....



15 .....



16 .....

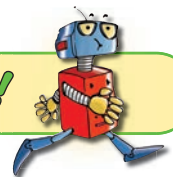
**3 Write the plus**

- 1 Do you like ..... (dog)
- 2 I don't like ..... very much.  
(potato)
- 3 There are two ..... in the garden.  
(cat)
- 4 My mum's friend has got three  
..... (baby)
- 5 I went to the pet shop and buy two white  
..... (mouse)

- 6 I've got two ..... in a cage in  
my room. (hamster)
- 7 My pet eats ..... (insect)
- 8 My dad's got really big ..... !  
(foot)
- 9 My friend Jim has got four blue and yellow  
..... (fish)
- 10 My aunt and uncle have got four  
..... (child)



And now go to the **eZONE** and do the **CARTOON FOR FUN!**



# Imperatives (Befehlsformen)

So sagst du, was jemand tun oder nicht tun soll.

## Positive Aussagen

Sit down.

Put your books in your school bag.

Sing!

## Negative Aussagen

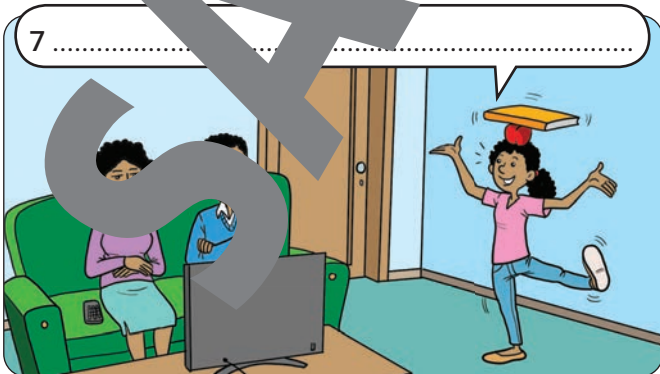
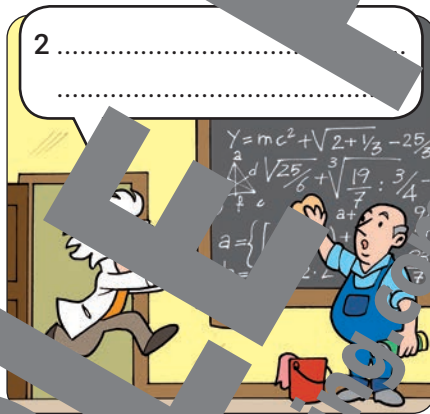
**Don't** sit down.

**Don't** put your books in your school bag.

**Don't** sing!

### 1 Write the sentences in the speech bubbles.

Don't clean the board.      Don't open the window.      Switch off your tablets.      Sh. Don't speak.  
 Open your bags, please.      Don't eat the banana.      Look at me.      Sit down, please.



**2 Make the sentences negative.**

- 1 Open the window. 4 Stand up. 7 Sit down.
- Don't open the window.
- 2 Listen. 5 Look at the picture. 8 Eat the apple.
- 3 Take out your books. 6 Tell me your name. 9 Close the door.

**3 Put the words in the correct order and write sentences.**

- 1 door / the / close 5 you / out / take
- Close the door.
- 2 open / don't / books / your / window / the / clean
- 3 me / at / look / don't eat / sandwich / don't
- 4 your / me / name / tell 8 pen / bag / put / in / your / your

**4 Complete the sentences with the words in the box.**

down            the window  
 your name    my apple  
 books            your tablet  
 up                at me

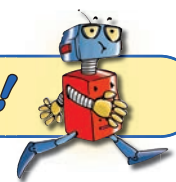
- 1 Stand up.
- 2 Sit down.
- 3 Don't eat.
- 4 Don't tell me.
- 5 Don't look.
- 6 Close.
- 7 Don't open your.
- 8 Switch off.

**5 Look at the pictures and write the sentences.**



- 1 Stand up.
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....

▶ And now go to the **eZONE** and do the **CARTOON FOR FUN!**



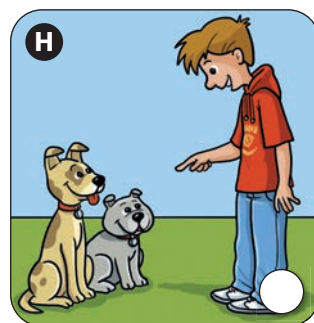
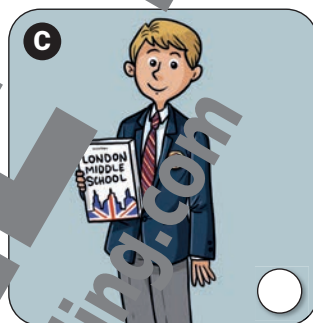
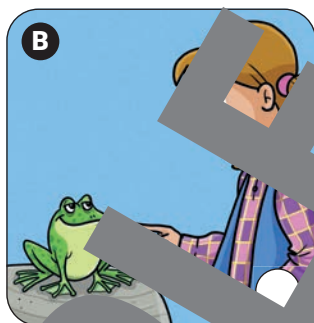
# Subject pronouns

Die *Subject pronouns* gehören zu den Personalpronomen. Sie sind Stellvertreter für Personen, aber auch für Tiere oder Dinge. Die *Subject pronouns* werden als Subjekt in einem Satz gebraucht. Sie werden so verwendet wie im Deutschen ich, du, er, sie, es, wir, ihr, sie.

	ich	du	er	sie	es	wir	ihr	sie
<b>Subject pronouns</b>	I	you	he	she	it	we	you	they

## 1 Read the sentences and underline the subject pronoun. Then match the sentences with the pictures.

- 1 She is at school.
- 2 I am ten.
- 3 It is a frog.
- 4 We are from York.
- 5 They are from London.
- 6 He is from London.
- 7 You are 12.
- 8 You are 10.

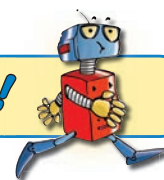


## 2 Complete the sentences with the correct subject pronouns.

- 1 Hi, my name is Joanna. .... am 11.
- 2 This is Ryan and Ahmed. .... are in my class.
- 3 My brother is from London. .... is English.
- 4 ..... is a pencil case.
- 5 I'm Sue and this is Dave. .... are 14.
- 6 This is Jenny. .... is from Oxford.
- 7 A Hello. I'm Leo. B Hi, Leo. Nice to meet .....



And now go to the **e-ZONE** and do the **CARTOON FOR FUN!**



# to be (affirmative)

Hello! See me on the **e-ZONE** to discover more about **to be (affirmative)** and to learn better when to use it.

Das Verb **to be** kommt in folgenden Formen sehr oft im Englischen vor.

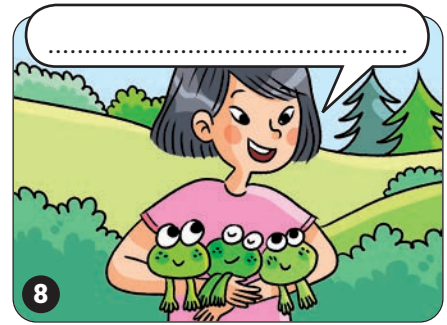
- I'm (= I am) happy.
- You're (= You are) clever.
- He's (= He is) nice.
- We're (= We are) in Year 7.
- She's (= She is) in ...
- They're (= They are) twelve.
- It's (= It is) ...



Du kannst die Formen von **to be** in der Langform (**I am**) oder der Kurzform (**I'm**) schreiben. Beim Sprechen verwendest du fast immer die Kurzform.

## 1 Write the phrases in the speech bubbles.

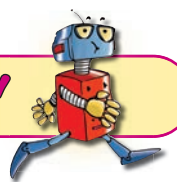
- He's happy.      ~~It's green~~
- She's happy.    ~~and blue.~~
- I'm from London.    They're green.
- They're from London.    We're twelve.
- They're twelve.



## 2 Write am / are.

- 1 I ..... fine.
- 2 The dress ..... red.
- 3 The parrot ..... beautiful.
- 4 You ..... ten.
- 5 We ..... in class 1C.
- 6 She ..... nice.
- 7 It ..... blue.
- 8 They ..... happy.
- 9 The boy ..... from Paris.

▶ And now go to the **e-ZONE** and do the **CARTOON FOR FUN!**





# Prepositions of place

Die Präpositionen *in, on, under, next to, behind, in front of* sind nützliche kleine Wörter, die dir sagen, wo sich etwas befindet.

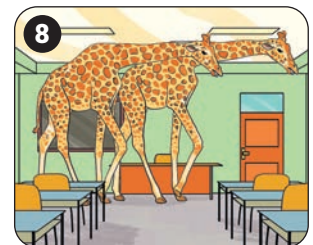
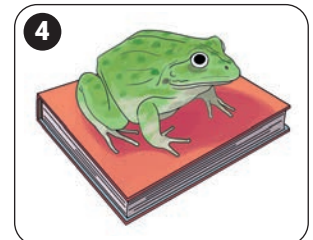
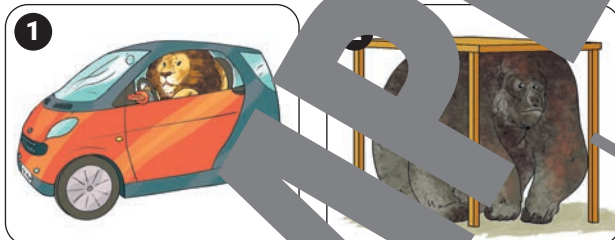
Hello! See me on the **e-ZONE** to discover more about prepositions of place to learn better when to use them.

1 Look at the picture and tick T (True) or F (False).



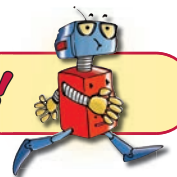
- |   |                          |                          |   |                          |                          |
|---|--------------------------|--------------------------|---|--------------------------|--------------------------|
|   | T                        | F                        |   | T                        | F                        |
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | 6 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | 7 | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> |   | <input type="checkbox"/> | <input type="checkbox"/> |

2 Write *behind, under, in, on, next to, in front of*.



- |   |                                |   |                                       |
|---|--------------------------------|---|---------------------------------------|
| 1 | The lion's ..... the car.      | 5 | The parrots are ..... the lion.       |
| 2 | The giraffe's ..... the table. | 6 | The bear's ..... the tree.            |
| 3 | ..... the chair.               | 7 | The penguin's ..... the monkey.       |
| 4 | The frog's ..... the book.     | 8 | The giraffes are ..... the classroom. |

▶ And now go to the **e-ZONE** and do the **CARTOON FOR FUN!**



# there is / there are

Hello! See me on the **e-ZONE** to discover more about *there is / there are* and to learn when to use them.

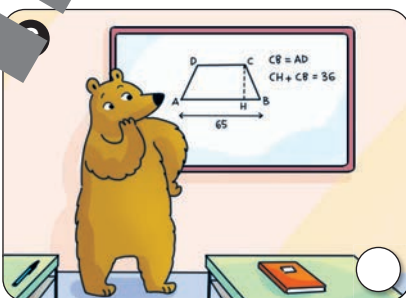
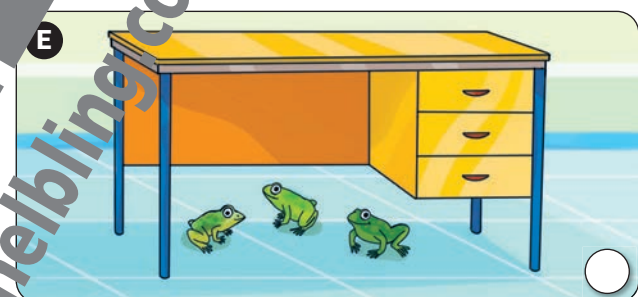
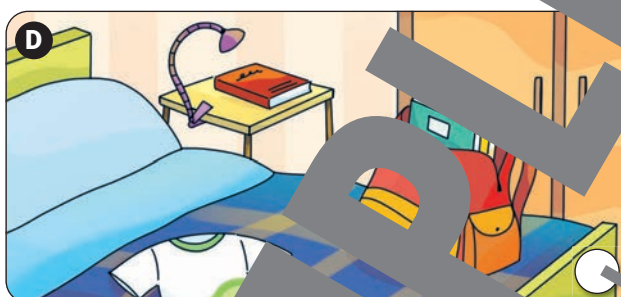
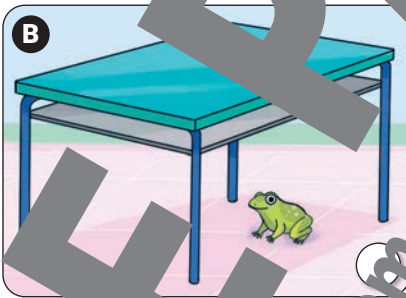
Mit **there is / there are** drückst du aus, dass etwas da ist oder es etwas gibt.

**There's** a monster in the tree. (= There is a monster in the tree.)  
**There are** three frogs on the table.



## 1 Match the pictures and sentences.

- 1 There's a frog under the desk.
- 2 There are frogs under the desk.
- 3 There's a bear in the classroom.
- 4 There are bears in the classroom.
- 5 There's a child in the train.
- 6 There are children in the train.
- 7 There's a book in the school bag.
- 8 There are books in the school bag.



## 2 Complete with there is / there are.

- 1 There ..... two cats on the car.
- 2 There ..... a tablet on the chair.
- 3 There ..... a pizza on the desk.
- 4 There ..... six monkeys in the tree.
- 5 There ..... a frog next to the tree.
- 6 There ..... an insect in my school bag.
- 7 There ..... a lion in the park.
- 8 There ..... scissors on the floor.
- 9 There ..... twenty children in the classroom.

**3** Look at the pictures. Then use words from the boxes to write the sentences.



There's There are	a dog	in	the train.	1	There are two dogs on the desk.
	two dogs	on	the tree.	2	.....
	a penguin	under	the car.	3	.....
	four monkeys	next to	the chair.	4	.....
	a bear	behind	the desk.	5	.....
	three bears	in front of	the bag.		.....

**4** Complete the dialogues.



1 **A** Don't eat the apple!  
**B** Why?  
**A** There's an insect in .....



2 **A** Don't close your book!  
**B** Why?  
**A** ..... it.



3 **A** Don't open the window!  
**B** Why?  
**A** ..... the car.



4 **A** Run!  
**B** Why?  
**A** ..... the classroom.



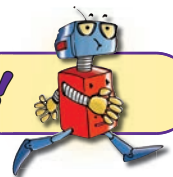
5 **A** Don't sit down!  
**B** Why?  
**A** ..... the chair.



6 **A** Close the door!  
**B** Why?  
**A** ..... the house.



And now go to the **e-ZONE** and do the **CARTOON FOR FUN!**



# have got – haven't got

Hello! See me on the **e-ZONE** to discover more about **have got / haven't got** and to learn better when to use them.



Du verwendest **have got / haven't got**, wenn du sagen möchtest, dass jemand etwas hat (Positive Aussage) oder nicht hat (Negative Aussage), oder fragen willst, ob er/sie etwas hat. Wenn du es schreibst, kannst du die Vollform oder die Kurzform verwenden.

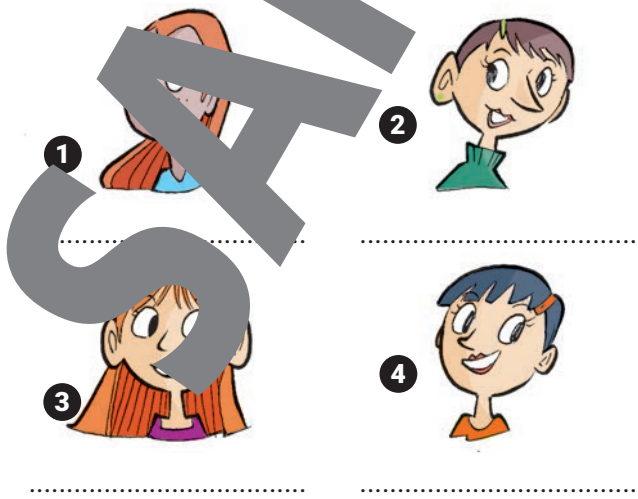
Positive Aussagen	Negative Aussagen	Fragen
I've got (= I have got)	I haven't got (= I have not got)	Have I got ...?
You've got (= You have got)	You haven't got (= You have not got)	Have you got ...?
He's got (= He has got)	He hasn't got (= He has not got)	Has he got ...?
She's got (= She has got)	She hasn't got (= She has not got)	Has she got ...?
It's got (= It has got)	It hasn't got (= It has not got)	Has it got ...?
We've got (= We have got)	We haven't got (= We have not got)	Have we got ...?
You've got (= You have got)	You haven't got (= You have not got)	Have you got ...?
They've got (= They have got)	They haven't got (= They have not got)	Have they got ...?

## 1 Look at the pictures and circle T (True) or F (False).



- 1 He's got big feet. T / F
- 2 He's got a small nose. T / F
- 3 He's got a bike. T / F
- 4 He hasn't got a wooden leg. T / F
- 5 She's got a laptop. T / F
- 6 They haven't got red hair. T / F
- 7 She's got long black hair. T / F
- 8 They've all got a parrot on their shoulder. T / F

## 2 Read the sentences. Write the names of the girls under the pictures.



Annabel hasn't got long hair. She hasn't got a big nose. She hasn't got big ears.

Louise has got long hair. She hasn't got a big nose. She has got big ears.

Maggie's got long hair. She hasn't got a big nose. She hasn't got big ears.

Susan's got short hair. She's got a big nose. She's got big ears.

**3 Put the words in the correct order and write sentences.**

1 new / We've / a / got / car

*We've got a new car.*

2 eyes / mum / got / My / blue / has

3 six / I / got / brothers and sisters / have

4 got / A / legs / in / hasn't

5 We / got / have / day / homework

6 got / hasn't / family / dog

**4 Make the sentences negative.**

1 I've got long hair.

*I haven't got long hair.*

2 They've got green eyes.

3 My father's got a big car.

4 I've got a new laptop.

5 I've got homework this weekend.

6 I've got a dog.

**5 Complete the questions and answers. Use short forms when you can.**

1 A *Have* you got a cat?

B No, but I *'ve got* a dog.

2 A ..... your brother ..... nos

B No, but he ..... big ears!

3 A ..... your mum and ..... car?

B Yes, and my brother ..... too.

4 A ..... your sister

..... lots of books, too?

B No, she .....

5 A ..... you ..... a laptop?

B No, I ....., but

I ..... a tablet.

**6 Complete the text with the correct form of have got. (✓ = positive, X = negative)**

**My friends**

I <sup>1</sup> ..... (✓) a cat. My best friend Sean <sup>2</sup> ..... (✓) long hair and green eyes – he ..... (✓) three dogs at home – ..... there after school and play with ..... One dog <sup>4</sup> ..... (X) a tail\*!

Julia's my friend ..... she lives in my street. Her father <sup>5</sup> ..... (✓) a lot of money and her house is really big. It <sup>6</sup> ..... (✓) six rooms. It <sup>7</sup> ..... (X) a

swimming pool – it's a shame\* because Julia likes swimming. But we <sup>8</sup> ..... (✓) a pool at our school, so Julia swims there. Julia's brother Andy is my friend too. He likes animals – he <sup>9</sup> ..... (✓) a parrot in his bedroom! He <sup>10</sup> ..... (✓) a mouse too – and I don't like mice! But Julia and Andy <sup>11</sup> ..... (X) a dog or a cat.

**VOCABULARY:**

\*tail – Schwanz; **bedroom** – Schlafzimmer; **it's a shame** – das ist schade



And now go to the **e-ZONE** and do the **CARTOON FOR FUN!**

