

# Bildungsplan 2012

## Werkrealschule

*Innovatives  
Bildungsservice*

Mittlerer Schulabschluss

**Planungshilfen Englisch**  
**Lernmodule zu den Standards Klasse 10**

Leseverstehen  
Lexikalische Kompetenz  
Umgang mit Texten

Stuttgart 2013



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## Vorwort

### **Planungshilfen zu den Standards Klasse 10 zur Vorbereitung auf die schriftliche Abschlussprüfung**

Planungshilfen bieten exemplarisch Anregungen für den Unterricht in Klasse 10 der Werkrealschule. Ausgehend von den im Bildungsplan genannten Kompetenzen, die die schriftliche Abschlussprüfung für den Mittleren Schulabschluss an den Werkrealschulen voraussetzt, werden Förderanregungen für das individuelle Lernen aufgezeigt. Diese können flexibel und schülerorientiert eingesetzt werden.

Schülerinnen und Schüler, die den Mittleren Schulabschluss (MSA) in Klasse 10 anstreben, können mit Hilfe des vorliegenden Materials ihre Kompetenzen selbstständig wiederholen, vertiefen und erweitern.

Für zieldifferent unterrichtete Klassen liegen darüber hinaus die Trainingsmodule zu den Standards in Klasse 9 vor. Diese dienen der Vorbereitung auf den Hauptschulabschluss (HSA). Die Trainingsmodule sind veröffentlicht unter:

<http://www.bildung-staerkt-menschen.de/unterstuetzung/schularten/WRS/tm>

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LM_R1.2	Complete the sentences
LM_R1.3	Fill in the gaps
LM_R1.4	Questions on the text
LM_R2	Text: My dad is a policeman
LM_R2.1	Complete the sentences
LM_R3.1	Fill in the gaps
LM_R4.1	Write the correct letters behind the names
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## **1. Hinweise für Lehrkräfte zum Einsatz der Planungshilfen**

Das bereitgestellte Material ist so konzipiert, dass die Schülerinnen und Schüler selbstständig damit arbeiten können. Die Lehrkraft beobachtet und begleitet den Lernprozess und unterstützt die Schülerinnen und Schüler bei der Sicherung und Auswertung der Ergebnisse.

Der individuelle Lernstand der Schülerinnen und Schüler wird über Lernstands-feststellungen ermittelt und bildet die Grundlage für den weiteren Unterricht. Neben schriftlichen Wiederholungsarbeiten und Klassenarbeiten bieten sich Online- und Lernstanddiagnosen der Schulbuchverlage an, ebenso wie mündliche Aufgaben, insbesondere zur Vorbereitung auf die Sprachprüfung.

Auf eine eigenständige Lernstandsfeststellung, wie bei den Trainingsmodulen Klasse 10 zum HSA, wird deshalb hier aus arbeitsökonomischen Gründen verzichtet. Literaturhinweise befinden sich im Anhang.

## **2. Bezug zum Bildungsplan**

Im Folgenden sind die Kompetenzen des Bildungsplans zum Bereich Leseverständnis aufgeführt. Eine ausschließliche Zuordnung von Kompetenzzinhalten zu Lernmodulen ist nicht möglich, da die Kompetenzen stark ineinander greifen. Jedoch steht es der Lehrkraft frei, individuell und angemessen Schwerpunkte zu setzen.

<b>Bildungsplankompetenzen mit Verweis auf Lernmodule (HSA: Trainingsmodule) exemplarisch für den Bereich Leseverständnis</b>	
<b>Kompetenzen</b>	<b>Lernmodule/Förderanregung</b>
<p><b>1. LESEVERSTEHEN</b></p>	<p><b>MSA:</b> Text LM_R1, LM_R1.1, LM_R1.2, LM_R1.3, LM_R1.4 Text LM_R2, LM_R2.1, LM_R3, LM_R4.1, LM_R5.1, LM_R5.2 <b>HSA:</b> Text R1, R1.1, R1.2, Text R2, R2.1, R2.2, Text R3, R3.1, R 3.2</p>
<p>„Die Schülerinnen und Schüler können</p> <ul style="list-style-type: none"> <li>• längere, vor allem authentische Texte und Textausschnitte, deren Themen interessant, aktuell und berufsbezogen sind, lesen und weitgehend verstehen sowie wesentliche Schlussfolgerungen darin erkennen;</li> <li>• Texte global erfassen (<i>skimming</i>), nach gewünschten Informationen durchsuchen (<i>scanning</i>) und Informationen aus verschiedenen Texten zusammentragen, um eine bestimmte Aufgabe zu lösen;</li> <li>• altersgemäße einfache literarische Texte zusammenfassen und Fragen dazu beantworten.“ (s. Bildungsplan 2012, Werkrealschule, Baden-Württemberg)</li> </ul>	
<p><b>2. LEXIKALISCHE KOMPETENZ</b></p>	<p><b>MSA:</b> Text LM_R1, LM_R1.1, LM_R1.2, LM_R1.3, LM_R1.4 Text LM_R2, LM_R2.1, LM_R3, LM_R4.1, LM_R5.1, LM_R5.2 <b>HSA:</b> Text R1, R1.1, R1.2, Text R2, R2.1, R2.2, Text R3, R3.1, R 3.2</p>

<p>„Die Schülerinnen und Schüler verfügen</p> <ul style="list-style-type: none"> <li>• über einen zunehmend produktiven und rezeptiven Wortschatz, der sich hauptsächlich auf konkrete Alltagssituationen und deren Bewältigung, aber auch auf Themen von allgemeinem Interesse und Themen der Berufswelt bezieht;</li> <li>• im Bereich des Schreibens über hinreichende orthografische Sicherheit.“ (s.ebd.)</li> </ul>	
<p><b>3. UMGANG MIT TEXTEN</b></p>	<p><b>MSA:</b>  Text LM_R1, LM_R1.1, LM_R1.2,  LM_R1.3, LM_R1.4  Text LM_R2, LM_R2.1, LM_R3,  LM_R4.1, LM_R5.1, LM_R5.2  <b>HSA:</b>  Text R1, R1.1, R1.2,  Text R2, R2.1, R2.2,  Text R3, R3.1, R 3.2</p>
<p>„Die Schülerinnen und Schüler können verschiedenartige, hauptsächlich authentische Texte, die auch über die eigenen Interessen sowie altersbezogene Fachgebiete hinausgehen,</p> <ul style="list-style-type: none"> <li>• hörend oder lesend aufnehmen;</li> <li>• inhaltlich erschließen;</li> <li>• auf einfache Weise mündlich oder schriftlich zusammenfassen, indem sie dabei die Schlüsselwörter des Originals benutzen.“ (s.ebd.)</li> </ul>	
<p><b>Textsorten</b></p>	
<p>„• Gebrauchstexte (beispielsweise Zeitungsberichte, Zeitschriften, Broschüren, Gebrauchsanweisungen, Rezepte)</p> <ul style="list-style-type: none"> <li>• persönliche Briefe, Standardbriefe</li> <li>• kürzere literarische Texte (zum Beispiel <i>short stories</i>) oder altersgemäße Ganzschriften</li> <li>• biografische und argumentative Texte</li> <li>• mediengestützte Texte (beispielsweise Fotoromane, Bildergeschichten, Comics, Cartoons)“ (s.ebd.)</li> </ul>	
<p><b>Medien</b></p>	
<p>„• Radio- und Fernsehprogramme (Nachrichtensendungen, Sportberichterstattung)</p> <ul style="list-style-type: none"> <li>• Filme, Videoclips, Schulfunk/-fernsehen</li> <li>• Computer (Internet, Datenbank, E-Mail)“ (s.ebd.)</li> </ul>	

<p><b>4. KULTURELLE KOMPETENZ</b></p>	<p><b>MSA:</b>  Text LM_R1, LM_R1.1,  <b>LM_R1.2,</b>  LM_R1.3, LM_R1.4  Text LM_R2, LM_R2.1,  <b>LM_R3,</b>  LM_R4.1, LM_R5.1,  <b>LM_R5.2</b>  <b>HSA:</b>  Text R1, R1.1, R1.2,  Text R2, R2.1, R2.2,  Text R3, R3.1, R 3.2</p>
<p><b>Soziokulturelles Wissen</b></p>	
<p>„Die Schülerinnen und Schüler haben</p> <ul style="list-style-type: none"> <li>• exemplarisch vertiefte Einblicke in andere Lebenswirklichkeiten englischsprachiger Länder gewonnen und können diese mit der eigenen vergleichen.</li> </ul> <p><i>Inhalte</i></p> <ul style="list-style-type: none"> <li>• <i>Situations- und Themenfelder des Alltags</i></li> <li>• <i>geografische und ökonomische Aspekte</i></li> <li>• <i>Landkarten und grafische Darstellungen landes- oder kulturspezifischer Inhalte</i></li> <li>• <i>ausgewählte Aspekte der Geschichte, Gegenwart, Kultur und Wissenschaft</i></li> <li>• <i>Einblicke in Sprach- und Verhaltensnormen“</i> (s.ebd.)</li> </ul>	
<p><b>Interkulturelle Kompetenz</b></p>	
<p>„Die Schülerinnen und Schüler können</p> <ul style="list-style-type: none"> <li>• sich vertiefend mit anderen zielsprachlichen Kulturen auseinandersetzen und diese mit der eigenen vergleichen;</li> <li>• die eigene Weltsicht bewusster wahrnehmen und anderen Weltsichten wertschätzend begegnen.“ (s.ebd.)</li> </ul>	

<p><b>5. METHODENKOMPETENZ</b></p>	<p><b>MSA:</b> Text LM_R1, LM_R1.1, <b>LM_R1.2,</b> LM_R1.3, LM_R1.4 Text LM_R2, LM_R2.1, <b>LM_R3,</b> LM_R4.1, LM_R5.1, <b>LM_R5.2</b> <b>HSA:</b> Text R1, R1.1, R1.2, Text R2, R2.1, R2.2, Text R3, R3.1, R 3.2</p>
<p><b>Lern- und Arbeitstechniken/Sprachlernkompetenz</b></p>	
<p>„Die Schülerinnen und Schüler</p> <ul style="list-style-type: none"> <li>• können unterschiedliche Strategien zur Texterschließung sicher anwenden;</li> <li>• verfügen sicher über Techniken zur Aufrechterhaltung von Kommunikationsprozessen;</li> <li>• können selbstständig Formen der Selbstbewertung und Selbstdarstellung anwenden;</li> <li>• können selbstständig im Team arbeiten.“</li> </ul>	
<p><b>Medienkompetenz und Präsentation</b></p>	
<p>„Die Schülerinnen und Schüler können</p> <ul style="list-style-type: none"> <li>• sich im Internet oder aus anderen englischsprachigen Quellen weitgehend selbstständig Informationen beschaffen, diese auswählen, aufbereiten und hinreichend verständlich weitergeben;</li> <li>• auch umfangreichere Sachverhalte und Arbeitsergebnisse mit traditionellen und modernen Medien präsentieren;</li> <li>• mittels E-Mail kommunizieren.“</li> </ul>	



<p><b>6. GRAMMATISCHE KOMPETENZ</b></p>	<p><b>MSA:</b>  <b>LM_G1.1, LM_G1.2,</b>  <b>LM_G1.3, LM_G1.4</b>  <b>LM_G2</b>  <b>HAS:</b>  <b>G1.1-G1.19</b></p>
<p>„Die Schülerinnen und Schüler können</p> <ul style="list-style-type: none"> <li>• aktive und passive Satzkonstruktionen, die sich auf die Zukunft beziehen, verstehen und selbst formulieren (Handlungsperspektiven).  <i>e.g. After school I would like to work with children.</i>  <i>The book will be published next winter.</i></li> <li>• Informationen wiedergeben</li> <li>• hypothetische Aussagen machen, Annahmen und Bedingungen formulieren und über verpasste Gelegenheiten reflektieren  <i>if clause III</i></li> <li>• Personen, Gegenstände und Situationen auch in verkürzter Form näher bezeichnen  <i>contact clauses: The people we met yesterday were quite nice.</i></li> <li>• ausdrücken, was sie von jemandem getan haben wollen  <i>John wants me to come to his party.”</i></li> </ul>	

### 3. Unterrichtsorganisation

Unterschiedliche unterrichtsorganisatorische Modelle, sowie die individuelle Zuteilung von Unterrichtsstunden im Klassenverband oder aber abschlussorientierten Lerngruppen sind im Rahmen der schulischen Voraussetzungen zu gestalten.

#### 3.1. Beispiel für die Planung des Jahresverlaufs bei zieldifferenten Lerngruppen

Im zieldifferenten Unterricht werden sowohl die Schülerinnen und Schüler mit Ziel HSA als auch MSA gemeinsam unterrichtet.

Die Stundentafel sieht 6 Unterrichtsstunden für die MSA-Gruppe vor. Drei dieser Stunden werden zusammen mit den HSA-Schülerinnen und Schülern abgehalten und teilweise für die gemeinsame Bearbeitung gleicher Themen und Aufgaben genutzt (gemeinsame Wochenstunden). In den restlichen Stunden beschäftigt sich die Lehrkraft mit der HSA-Gruppe, während die MSA-Gruppe selbständig arbeitet.

UW	Inhalt	Mögliche Individualisierung bei ...	Gemeinsame Wochenstunden	Bemerkungen
1-7	Projekt 1	<ul style="list-style-type: none"> <li>• Themenwahl</li> <li>• Begleitung und Betreuung</li> <li>• Materialvorgabe</li> <li>• evtl. Bewertung</li> <li>• ...</li> </ul>	1	Vorbereitung auf monologisches Sprechen in der dezentralen Prüfung
<b>HERBSTFERIEN</b>				
8-14	Materialien	<ul style="list-style-type: none"> <li>• mit Prompt Cards</li> <li>• mit Materialien zur Sprachmittlung (Internet/ Verlage)</li> <li>• mit authentischen Materialien</li> <li>• durch das Helferprinzip in heterogenen Gruppen</li> <li>• mit Hilfe von Trainingsmodulen (HSA)</li> <li>• ...</li> </ul>	1	Vorbereitung auf Sprachmittlung & dialogisches Sprechen
<b>WEIHNACHTSFERIEN</b>				
15-20	Zeitraum der dezentralen Prüfung –	MSA trainieren den Listening Part der dezentralen Prüfung <ul style="list-style-type: none"> <li>• HSA bearbeiten</li> </ul>	3	§ 26 (Prüfung im 2. Schulhalbjahr)

	individuelle Prüfungsvorbereitung	beispielsweise Trainingsmodule • ...		nach dem 01.02. , aber vor der schriftlichen Prüfung)
<b>WINTERFERIEN</b>				
21-25	Projekt 2	<ul style="list-style-type: none"> <li>gemeinsamer Schreibanlass: Ein Thema - unterschiedliche Umsetzungsmöglichkeiten</li> <li>Üben von Prüfungsaufgaben</li> </ul>	1	Vorbereitung auf die schriftliche Prüfung
<b>OSTERFERIEN</b>				
26-31	Schriftliche Prüfung  Individuelle Prüfungsvorbereitung		2	
<b>PFINGSTFERIEN</b>				

### 3.2. Modelle zum Einsatz der Lernmodule

Beim Einsatz von Lernmodulen für die Klasse 10 bieten sich grundsätzlich folgende Organisationsmodelle an:

<b>Modell 1</b>	<b>Modell 2</b>	
Ziel: Gemeinsames und kooperatives Lernen ermöglichen	Ziel: Individualisierung ermöglichen	
Bildung „heterogener“ Kleingruppen	Bildung „homogener“ Leistungsgruppen	
<ul style="list-style-type: none"> <li>Bausteine eines Lernmoduls, die verständnisfördernde Grundlagen legen, können von leistungsstärkeren und leistungsschwächeren Schülerinnen und Schülern in einem gemeinsamen Unterricht bearbeitet werden.</li> <li>Leistungsstärkere Schülerinnen und Schüler bearbeiten gemeinsam mit leistungsschwächeren Schülerinnen und Schülern die Lernmodule.</li> <li>Weitere Aufgaben bieten leistungsstärkeren Schülerinnen und</li> </ul>	Leistungsstärkere Schülerinnen und Schüler	Leistungsschwächere Schülerinnen und Schüler
	<ul style="list-style-type: none"> <li>Selbstständige Bearbeitung der Lernmodule</li> </ul>	<ul style="list-style-type: none"> <li>Durch die Lehrkraft begleitete Bearbeitung der Lernmodule</li> <li>Auswahl anderer Lerninhalte, für die individueller Förderbedarf besteht</li> </ul>

<p>Schüler die Möglichkeit, sich vertiefend mit der Thematik auseinander zu setzen.</p> <ul style="list-style-type: none"><li>- Leistungsstärkere Schülerinnen und Schüler können als Expertinnen und Experten bei der Unterstützung der schwächeren Schülerinnen und Schüler mitwirken.</li></ul>	<ul style="list-style-type: none"><li>- Leistungsstärkere und Leistungsschwächere befinden sich in einem ständigen kommunikativen Austausch.</li></ul>
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### **Modell 1**

#### **Ziel: Gemeinsames und kooperatives Lernen ermöglichen**

Zum Einstieg in die Arbeit mit den Lernmodulen ist es sinnvoll, exemplarisch mit den Schülerinnen und Schülern die Arbeitsweise mit den Lernmodulkarten zu klären.

Die Module machen es möglich, sich individuell, in Partner- oder Kleingruppenarbeit mit einem Thema oder einer Teilkompetenz auseinanderzusetzen.

### **Modell 2**

#### **Ziel: Individualisierung ermöglichen**

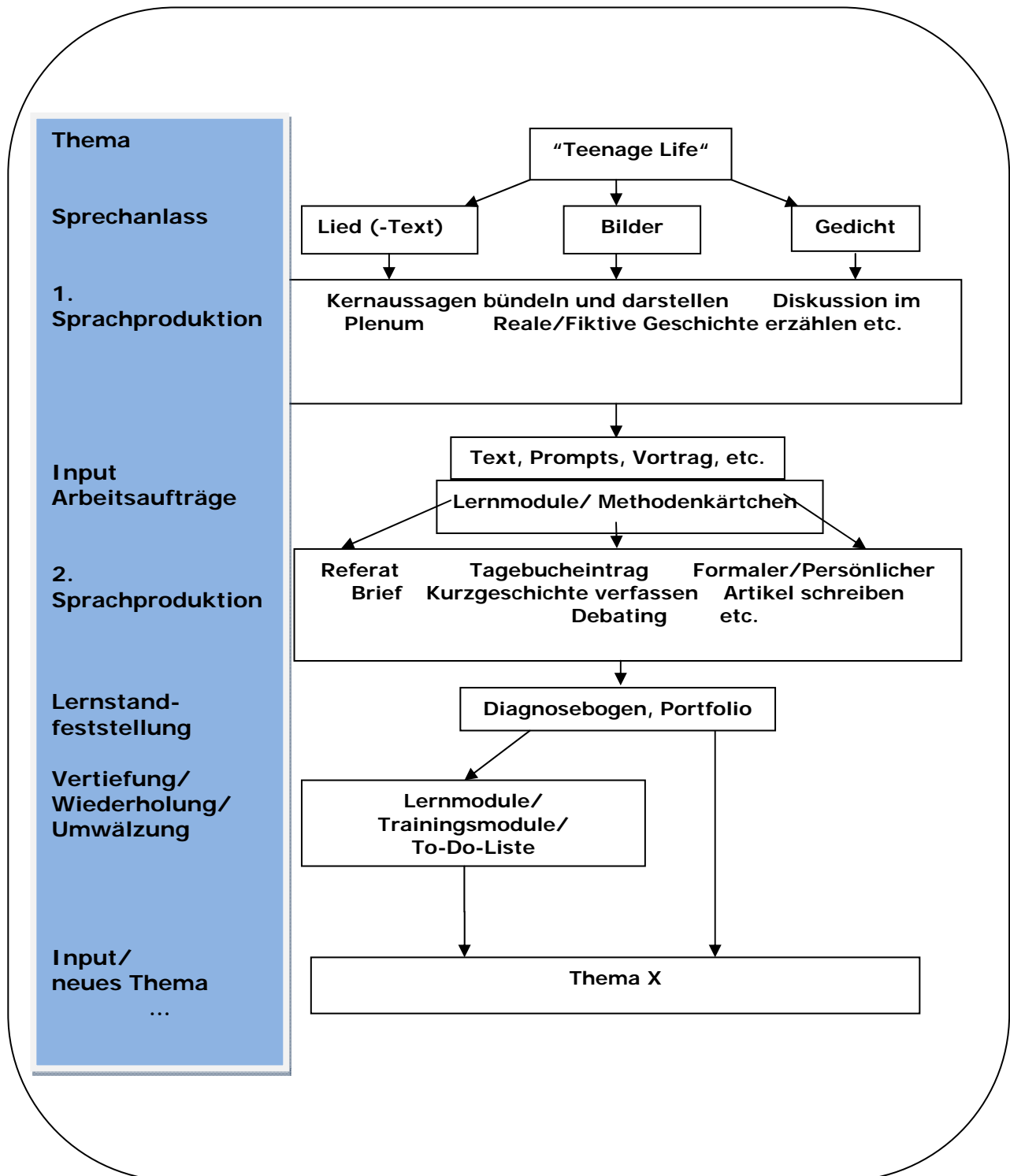
Der Aufbau der Lernmodule ermöglicht es, sich individuell, in Partner- oder Kleingruppenarbeit mit einem Thema oder einer Teilkompetenz auseinanderzusetzen.

Wenn die Schülerinnen und Schüler mit der Arbeit begonnen haben, verändert sich die Rolle der Lehrperson. Sie wird zur Beobachterin der Lernprozesse, die im Bedarfsfall als Beraterin oder Expertin für Rückfragen zur Verfügung steht.

Ein in der Klasse eingeführtes Helfersystem bietet hier eine Möglichkeit, Schülerinnen und Schüler zur gegenseitigen Hilfe anzuregen und sich der eigenen schon vorhandenen Kompetenzen bewusst zu werden. Leistungsstärkere werden durch die Rückfragen von Leistungsschwächeren aufgefordert, ihre prozessbezogenen Kompetenzen Kommunizieren und Argumentieren einzusetzen und damit die eigenen fachlichen Kenntnisse, Fertigkeiten und Fähigkeiten zu hinterfragen und zu festigen.

### 3.3. Strukturmodell

Das Modell mag den Anschein erwecken, es handle sich um ein lineares System. Betrachtet man es jedoch näher, zeigt sich eine spirale Struktur.



#### 4. Check- & To-Do-List zur individuellen Förderung

Auf der Basis der in vielfältigen Formen durchgeführten Lernstandsfeststellungen, stellt die Lehrkraft fest, wo die Stärken oder Schwierigkeiten der einzelnen Schülerinnen und Schüler liegen.

In der Check- & To-Do-List tragen die Schülerinnen und Schüler das erreichte Ergebnis ein und stellen den jeweiligen Lernstand und Förderbedarf fest. Passend dazu finden sich auf der Check- & To-Do-List entsprechende kompetenzorientierte Aufgaben zur Erstellung eines individuellen Lernplans.

Für dieses Verfahren werden hier, zu ausgewählten Kompetenzen, Lernmodule angeboten oder auf Trainingsmodule für den Hauptschulabschluss in Klasse 10 (eine Übersicht befindet sich im Anhang) verwiesen.

Das im Folgenden aufgeführte Beispiel entstand im Anschluss an eine Klassenarbeit in Klasse 10. Die schwarzen Tasks betreffen den hier dargestellten Bereich Leseverständnis und Grammatik.

## CHECK- & TO - DO - LIST

No.	Tasks	points total	points achieved	Less than ...?	to-do-list:
1,2,3	<i>Listening</i>	14		<i>less than 7</i>	
4a	Reading: - Complete the sentences	3		less than 2	LM_R1.2, LM_R
4b	- Right, wrong or not in the text	4,5		less than 2	LM_R1.1
4c	- Questions on the text	7,5		less than 3	LM_R1.4
4d	- Fill in the gaps	5		less than 3	LM_R1.3, R3.1
4e	- Signs	5		less than 3	LM_R5.1, LM_R5.2
4f	- Write the correct letters behind the names	5		less than 3	R4.1
9	<i>Interpreting</i>	12		<i>less than 6</i>	<i>Übungsblatt wdh.</i>
10	Past perfect	10		less than 5	LM_G1.1, LM_G1.2, LM_G1.3, LM_G1.4
11	<i>Word order</i>	6		<i>less than 4</i>	<i>PC - online exercises: Please tick the ones you've done! What's your success rate (in percent)?</i>
12	<i>modals: can, could, must, mustn't,...</i>	5		<i>less than 3</i>	<i>repeat: p.124, p. 69</i>

## 5. Lernmodul - Reading - „Teenage Life“

Die Lernmodulkarten sind in typische Aufgabenformate der Werkrealabschlussprüfung gegliedert:

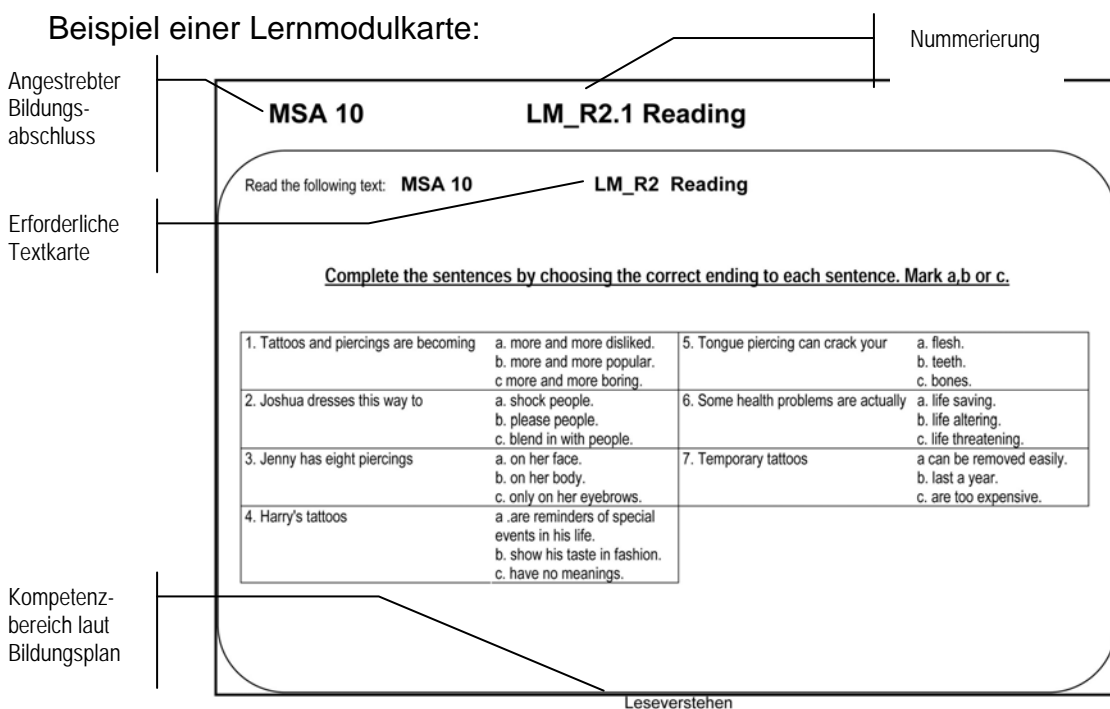
- a) LM\_R1.1 Right, wrong or not in the text?
- b) LM\_R1.2 Complete the sentences
- c) LM\_R1.3 Fill in the gaps
- d) LM\_R1.4 Questions on the text!
- e) LM\_R2.1 Complete the sentences
- f) LM\_R3 Fill in the gaps
- g) LM\_R4.1 Match location and people
- h) LM\_R5.1 Signs
- i) LM\_R5.2 Signs

Die Texte zu den Leseverstehensaufgaben befinden sich auf den Textkärtchen LM\_R1 und LM\_R2.

Mit diesen Anregungen können die Schülerinnen und Schüler ihre Kenntnislücken aufarbeiten und/oder ihr vorhandenes Wissen vertiefen und erweitern. Mittels Lernmodulkarten können die in der To-Do-List zugewiesenen Aufgaben durchgeführt werden.

### Lernmodulkarten

Alle Karten, auch die Lösungskarten, sind auf die gleiche Art und Weise aufgebaut. Teilweise ist zusätzlich die entsprechende Textkarte erforderlich.



### Beispiel einer Textkarte:

**MSA 10**                      **LM\_R1 Reading**

My dad is a policeman

Jenny was nervous this Friday afternoon.

Eric, her new boyfriend, was coming for dinner because her parents wanted to get to know him. Jenny's problem was that Eric had three earrings and usually wore hoodies. "Oh, what should I do?", she thought, "should I phone Eric and tell him that dad instantly expects trouble when he sees a guy wearing earrings and a hoody?"

Finally she called him. Eric wasn't very pleased. "Is it really important what I wear? I've never done anything wrong. I'm not aggressive and I don't hang around with a gang but I definitely like wearing hoodies and earrings." "Oh Eric, I know this, but it would make things easier, if you don't wear them this evening", Jenny replied. "Ok, I'll think about it."

At 8pm Eric arrived at Jenny's house. She was still in her room when the doorbell rang. As her mum was in the garden, her dad opened the door. When Jenny heard Eric's voice, she quickly went downstairs. Eric and her dad were talking to each other. Jenny couldn't believe her eyes. She was so surprised, that she hardly didn't know what to say. "Hi Eric, quite a smart suit you're wearing." Then she turned to her dad. "Your new hoody is really cool, dad!"

Leseverstehen

## 6. Grammar

Die Grammarkarten zeigen eine Auswahl und stellen eine Weiterführung der Grammarkarten aus den Trainingsmodulen dar.

- G1.1 Irregular verbs in groups
- G1.2 Irregular verbs in groups
- G1.3 Irregular verbs in groups
- G1.4 Irregular verbs in groups
- G2 Adjectives – Revision



**My dad is a policeman**

Jenny was nervous this Friday afternoon.

Eric, her new boyfriend, was coming for dinner because her parents wanted to get to know him. Jenny's problem was that Eric had three earrings and usually wore hoodies. "Oh, what should I do?", she thought, "should I phone Eric and tell him that dad instantly expects trouble when he sees a guy wearing earrings and a hoody?"

Finally she called him. Eric wasn't very pleased. "Is it really important what I wear? I've never done anything wrong. I'm not aggressive and I don't hang around with a gang but I definitely like wearing hoodies and earrings." "Oh Eric, I know this, but it would make things easier, if you don't wear them this evening", Jenny replied. "Ok, I'll think about it."

At 8pm Eric arrived at Jenny's house. She was still in her room when the doorbell rang. As her mum was in the garden, her dad opened the door. When Jenny heard Eric's voice, she quickly went downstairs. Eric and her dad were talking to each other. Jenny couldn't believe her eyes. She was so surprised that she hardly didn't know what to say. "Hi Eric, quite a smart suit you're wearing." Then she turned to her dad. "Your new hoody is really cool, dad!"

**MSA 10****LM\_R1.1 Reading**Read the following text: **MSA 10****LM\_R1 Reading**Right, wrong or not in the text?

	right	wrong	not in the text
1. Jenny's parents wanted to get to know Eric.			
2. Jenny's problem was that Eric didn't want to visit her parents.			
3. Eric was studying medicine.			
4. Eric was a member of a gang.			
5. Jenny thought her dad was biased.			
6. Her mum opened the door for Eric.			
7. Her dad didn't talk to Eric.			
8. Jenny's dad wore a cool hoody.			

Leseverstehen

**MSA 10****LM\_R 1.1 Reading****Key**Read the following text: **MSA 10****LM\_R 1 Reading**Right, wrong or not in the text?

	write	wrong	not in the text
1. Jenny's parents wanted to get to know Eric.	x		
2. Jenny's problem was that Eric didn't want to visit her parents.		x	
3. Eric was studying medicine.			x
4. Eric was a member of a gang.		x	
5. Jenny thought her dad was biased.	x		
6. Her mum opened the door for Eric.		x	
7. Her dad didn't talk to Eric.		x	
8. Jenny's dad wore a cool hoody.	x		

Leseverstehen

## MSA 10

## LM\_R1.2 Reading

Read the following text: **MSA 10** **LM\_R1 Reading**

Complete the sentences by choosing the correct ending to each sentence. Mark a, b or c.

1. Eric was coming for dinner because	a. he was hungry. b. Jenny's parents wanted to get to know him. c. it was Jenny's birthday.	5. Jenny thought it would be better	a. not to wear a hoody. b. to wear a new hoody. c. not to come at all.
2. Jenny's problem was that	a. Eric was in a gang. b. Eric didn't have a smart suit. c. Eric had three earrings and usually wore hoodies.	6. When the doorbell rang	a. Jenny was very nervous. b. Jenny was relieved. c. Jenny was in her room.
3. Jenny called Eric because she	a. was afraid he would be late. b. thought her dad was biased. c. wanted to tell him how to behave.	7. Jenny couldn't believe her eyes because	a. her dad was wearing a smart suit and Eric a hoody. b. Eric had a different hairstyle. c. Eric was wearing a smart suit and her dad a hoody.
4. Eric wasn't very pleased because	a. he thought that clothes weren't important. b. he loved his new hoody so much. c. he didn't like Jenny's parents.		

Leseverstehen

## MSA 10

## LM\_R1.2 Reading

## Key

Read the following text: **MSA 10** **LM\_R1 Reading**

Complete the sentences by choosing the correct ending to each sentence. Mark a, b or c.

1. Eric was coming for dinner because	a. he was hungry. <b>b. Jenny's parents wanted to get to know him.</b> c. it was Jenny's birthday.	5. Jenny thought it would be better	<b>a. not to wear a hoody.</b> b. to wear a new hoody. c. not to come at all.
2. Jenny's problem was that	a. Eric was in a gang. b. Eric didn't have a smart suit. <b>c. Eric had three earrings and usually wore hoodies.</b>	6. When the doorbell rang	a. Jenny was very nervous. b. Jenny was relieved. <b>c. Jenny was in her room.</b>
3. Jenny called Eric because she	a. was afraid he would be late. <b>b. thought her dad was biased.</b> c. wanted to tell him how to behave.	7. Jenny couldn't believe her eyes because	a. her dad was wearing a smart suit and Eric a hoody. b. Eric had a different hairstyle. <b>c. Eric was wearing a smart suit and her dad a hoody.</b>
4. Eric wasn't very pleased because	<b>a. he thought that clothes weren't important.</b> b. he loved his new hoody so much. c. he didn't like Jenny's parents.		

Leseverstehen

**MSA 10**

**LM\_R1.3 Reading**

Fill in the gaps, please.

My dad is a policeman

Jenny was \_\_\_\_\_ (1) this Friday afternoon. Eric, her new boyfriend, was coming for dinner because her parents wanted to get to know him. Jenny's problem was that Eric had three earrings and \_\_\_\_\_ (2) wore hoodies. "Oh, what \_\_\_\_\_ (3) I do?", she thought, "should I phone Eric and tell him that dad instantly \_\_\_\_\_ (4) trouble when he sees a guy wearing earrings and a hoody?"  
 Finally she called him. Eric wasn't very pleased. "Is it really important what I wear? I've never done anything wrong. I'm not \_\_\_\_\_ (5) and I don't hang around with a gang but I definitely like wearing hoodies and earrings." "Oh Eric, I know this, but it would make things \_\_\_\_\_ (6), if you don't wear them this evening", Jenny replied. "Ok, I'll think about it." At 8pm Eric arrived at Jenny's house. She was still in her room when the doorbell rang. As her mum was in the garden, her dad opened the door. When Jenny heard Eric's voice, she quickly went downstairs. Eric and her dad were talking to each other. Jenny couldn't believe her eyes. She was so \_\_\_\_\_ (7), that she hardly \_\_\_\_\_ (8) know what to say. "Hi Eric, quite a smart suit you're wearing." Then she turned to her dad. "Your new hoody is really cool, dad!"

	A	B	C	D
1	surprised	nervous	annoyed	frightened
2	never	seldom	always	usually
3	should	must	will	need
4	experiences	expects	exercises	accepts
5	drunk	stupid	aggressive	frustrated
6	easier	easy	easiest	more easy
7	embarrassed	lonely	surprised	astonished
8	don't	doesn't	haven't	didn't

Leseverstehen

**MSA 10**

**LM\_R1.3 Reading**

**Key**

Fill in the gaps, please.

My dad is a policeman

Jenny was *nervous* this Friday afternoon.  
 Eric, her new boyfriend, was coming for dinner because her parents wanted to get to know him. Jenny's problem was that Eric had three earrings and *usually* wore hoodies. "Oh, what *should* I do?", she thought, "should I phone Eric and tell him that dad instantly *expects* trouble when he sees a guy wearing earrings and a hoody?"  
 Finally she called him. Eric wasn't very pleased. "Is it really important what I wear? I've never done anything wrong. I'm not *aggressive* and I don't hang around with a gang but I definitely like wearing hoodies and earrings." "Oh Eric, I know this, but it would make things *easier*, if you don't wear them this evening", Jenny replied. "Ok, I'll think about it." At 8pm Eric arrived at Jenny's house. She was still in her room when the doorbell rang. As her mum was in the garden, her dad opened the door. When Jenny heard Eric's voice, she quickly went downstairs. Eric and her dad were talking to each other. Jenny couldn't believe her eyes. She was so *surprised*, that she hardly *didn't* know what to say. "Hi Eric, quite a smart suit you're wearing." Then she turned to her dad. "Your new hoody is really cool, dad!"

Leseverstehen

**MSA 10****LM\_R1.4 Reading****Questions on the text!**

*Read the text LM\_R1 Reading and answer the following questions:*

1. Why was Eric invited for dinner?
2. What was Jenny's problem?
3. Why wasn't Eric pleased about Jenny's call?
4. Did Eric behave in the way Jenny wanted?
5. In which way does Jenny think her dad is biased?
6. Why was Jenny surprised in the end?

Leseverstehen

**MSA 10****LM\_R1.4 Reading****Key****Questions on the text!**

*Read the text LM\_R1 Reading and answer the following questions:*

1. Eric was invited because Jenny's parents wanted to get to know him.
2. Her problem was that Eric usually wore three earrings and a hoody.
3. He wasn't pleased because Jenny asked him not to wear his normal outfit.
4. Yes, he did. He surprised her with a smart suit.
5. She thinks her dad instantly expects trouble when he sees a guy wearing earrings and a hoody.
6. She was surprised because her dad wore a hoody and Eric wore a smart suit.

Leseverstehen

Tattoos and piercings

Tattoos and piercings are becoming more and more trendy among young people.

But why? Some cannot understand why anyone would want such things on their bodies, others love it and even call it body art. So what are people's reason for piercings and tattoos?

Joshua Smith, 20 year old student from NY likes to wear clothes that shock people. He has ten tattoos, blue hair, five earrings in each ear as well as piercings on his eyebrow, lips, tongue and nose.

Another student, Jenny Miles, 21, has eight piercings on her face. She's trying to be different from other students and wants to appear to be cool.

Her friend Harry Morgan has six tattoos, which are reminders of important events in his life.

But then, there are certain health problems that go along with piercings and tattoos, too.

The most serious risk for both is that they may actually become life-threatening. If someone doesn't use new needles and new latex gloves for each person, HIV and Hepatitis B can be transmitted.

Tattoos can cause allergic reactions to the ink and infections. Piercing can cause infections, too and take a long time for healing. Tongue piercings can crack or break your teeth and sometimes damage nerves so that people can no longer swallow or speak in a normal way.

Another problem could be the age of a person. When you are 20 years old you think your tattoos are awesome. But when you are 60, do you still think so?

What happens when you have your girlfriend's name tattooed and you change your partner?

Tattoos are painful and expensive to remove. That's the reason why many people prefer temporary tattoos. They can be removed with lotion and just last for a few days.

**MSA 10****LM\_R2.1 Reading**Read the following text: **MSA 10****LM\_R2 Reading**Complete the sentences by choosing the correct ending to each sentence. Mark a,b or c.

1. Tattoos and piercings are becoming	a. more and more disliked. b. more and more popular. c. more and more boring.	5. Tongue piercing can crack your	a. flesh. b. teeth. c. bones.
2. Joshua dresses this way to	a. shock people. b. please people. c. blend in with people.	6. Some health problems are actually	a. life saving. b. life altering. c. life threatening.
3. Jenny has eight piercings	a. on her face. b. on her body. c. only on her eyebrows.	7. Temporary tattoos	a. can be removed easily. b. last a year. c. are too expensive.
4. Harry's tattoos	a. are reminders of special events in his life. b. show his taste in fashion. c. have no meanings.		

Leseverstehen

**MSA 10****LM\_R2.1 Reading****Key**Read the following text: **MSA 10****LM\_R2 Reading**Complete the sentences by choosing the correct ending to each sentence. Mark a,b or c.

1. Tattoos and piercings are becoming	a. more and more disliked. <b>b. more and more popular.</b> c. more and more boring.	5. Tongue piercing can crack your	a. flesh. <b>b. teeth.</b> c. bones.
2. Joshua dresses this way to	<b>a. shock people.</b> b. please people. c. blend in with people.	6. Some health problems are actually	a. life saving. b. life altering. <b>c. life threatening.</b>
3. Jenny has eight piercings	<b>a. on her face.</b> b. on her body. c. only on her eyebrows.	7. Temporary tattoos	<b>a. can be removed easily.</b> b. last a year. c. are too expensive.
4. Harry's tattoos	<b>a. are reminders of special events in his life.</b> b. show his taste in fashion. c. have no meanings.		

Leseverstehen

**MSA 10****LM\_R3.1 Reading****Fill in the gaps, please.****Learning while sleeping?***Read the text below. Then choose the correct word for each space. Write the correct letters in the spaces.*

Scientists in the USA think that sleeping can help people to \_\_\_\_\_ (1) things which they have just learned. An experiment has shown that a 90-minute nap can be \_\_\_\_\_ (2) to learn a new skill. In an interview with a newspaper one of the scientists said that the information we acquire when we are awake might be reactivated \_\_\_\_\_ (3) we are sleeping. \_\_\_\_\_ (4) our memory is stabilized. In the research volunteers practiced one of several melodies before and after a nap. While the volunteers were sleeping only one of \_\_\_\_\_ (5) melodies was chosen and played. After their sleep the participants had to play the melodies again. It proved that the volunteers made \_\_\_\_\_ (6) errors when they had to play the melody that they had heard during their sleep. \_\_\_\_\_ (7) these results cannot be applied for learners of a new foreign language. The test showed that memory only is strengthened for something we've already learned. It's more likely to enhance an existing memory by reactivating information recently acquired than learning something new in your sleep. That's \_\_\_\_\_ (8) it might be helpful to learn a foreign language, too.

	A	B	C	D
1	change	do	memorize	buy
2	helpful	nice	harmful	funny
3	as	after	before	while
4	Although	Thus	But	Even
5	them	their	these	this
6	amount	fewer	much	lot
7	Unfortunately	Basically	Finally	First of all
8	what	where	when	why

Leseverstehen

**MSA 10****LM\_R3.1 Reading****Key****Fill in the gaps, please.****Learning while sleeping?***Read the text below. Then choose the correct word for each space. Write the correct letters in the spaces.*

Scientists in the USA think that sleeping can help people to **memorize** (1) things which they have just learned. An experiment has shown that a 90-minute nap can be **helpful** (2) to learn a new skill. In an interview with a newspaper one of the scientists said that the information we acquire when we are awake might be reactivated **while** (3) we are sleeping. **Thus** (4) our memory is stabilized. In the research volunteers practiced one of several melodies before and after a nap. While the volunteers were sleeping only one of **these** (5) melodies was chosen and played. After their sleep the participants had to play the melodies again. It proved that the volunteers made **fewer** (6) errors when they had to play the melody that they had heard during their sleep.

**Unfortunately** (7) these results cannot be applied for learners of a new foreign language. The test showed that memory only is strengthened for something we've already learned. It's more likely to enhance an existing memory by reactivating information recently acquired than learning something new in your sleep. That's **why** (8) it might be helpful to learn a foreign language, too.

Leseverstehen



## MSA 10

## LM\_R4.1 Reading

Joshua, Peter, Tom, Jenny and Jane are planning an evening's entertainment. On the other side of the page there are descriptions of five places. Decide which would be the best for them and write the correct letters behind the names.

1 Joshua

Joshua is taking a friend out. He's looking for a place where they can sit quietly, have a good meal and discuss some important plans for their future.

2 Peter

Peter is meeting his friend on Friday evening. He'd like to go to a place where they can chat and eat, but listen to some music as well.

3 Tom

Tom loves all kind of music and wants to relax after a hard week of studying. Therefore he's looking for a place where he can sit quietly and listen to good music.

4 Jenny

Jenny wants to hear some music in a lively place. She is a confident person and is going out alone in order to find new friends.

5 Jane

Jane is planning to celebrate the end of her exams with friends on Saturday night. They want music and dancing, but no food, as they don't have a lot of money.

### A Disco Night

Party! Party! Party! The whole night long! DJ Jason and his disco music will keep you dancing all night long! Eight until late this Saturday. Delicious snacks available at the bar, if you've time!

### B Jaimie's Restaurant

The new chef presents a new menu with a wide selection of European dishes. The restaurant opens at 7pm every evening. There is live music on Friday and Saturday.

### C Film Stars

Have fun at our Film Stars Night and find new friends! Dress up as your favourite film star and enjoy a live band.

### D Concert Hall

In this place stars from everywhere will entertain you with soul, rock'n roll, country, jazz, blues and pop. There's something for everyone.

### E Sunrise Hotel and Restaurant

Sunrise Hotel is set in lovely gardens and therefore the perfect place for talking to friends, romantic evenings or business meetings. This pleasant place provides delicious menus as well as high standard of service.

Leseverstehen

## MSA 10

## LM\_R4.1 Reading

## Key

1 Joshua  E

Joshua is taking a friend out. He's looking for a place where they can sit quietly, have a good meal and discuss some important plans for their future.

2 Peter  B

Peter is meeting his friend on Friday evening. He'd like to go to a place where they can chat and eat, but listen to some music as well.

3 Tom  D

Tom loves all kind of music and wants to relax after a hard week of studying. Therefore he's looking for a place where he can sit quietly and listen to good music.

4 Jenny  C

Jenny wants to hear some music in a lively place. She is a confident person and is going out alone in order to find new friends.

5 Jane  A

Jane is planning to celebrate the end of her exams with friends on Saturday night. They want music and dancing, but no food, as they don't have a lot of money.

### A Disco Night

Party! Party! Party! The whole night long! DJ Jason and his disco music will keep you dancing all night long! Eight until late this Saturday. Delicious snacks available at the bar, if you've time!

### B Jaimie's Restaurant

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In this place stars from everywhere will entertain you with soul, rock'n roll, country, jazz, blues and pop. There's something for everyone.

### E Sunrise Hotel and Restaurant

Sunrise Hotel is set in lovely gardens and therefore the perfect place for talking to friends, romantic evenings or business meetings. This pleasant place provides delicious menus as well as high standard of service.

Leseverstehen

Signs

**Warnings**  
FOR EXTERNAL USE ONLY.  
*Do not use in the eyes. If contact, flush eyes with water.*

- A Not to be used for human beings.
- B You can drink this.
- C You can use this only on the outside of your body.

**ACCESS IS GRANTED  
 WHEN GATE OPENS**

- A It's dangerous to go in.
- B When the gate opens you are allowed to go in.
- C You have to wait here.



**Cancel transaction at any time by pressing  
 the RED button.**  
 If you cancel fare purchase, you will  
 get back only the coins you inserted.

- A If you cancel the transaction, you won't get any money back.
- B You can stop the transaction whenever you want to by using the red button.
- C You are only allowed to stop the transaction during the first five seconds.

No refunds.

Leseverstehen

Signs

**Warnings**  
FOR EXTERNAL USE ONLY.  
*Do not use in the eyes. If contact, flush eyes with water.*

- A Not to be used for human beings.
- B You can drink this.
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- C You are only allowed to stop the transaction during the first five seconds.

No refunds.

Leseverstehen

**MSA 10**

**LM\_R5.2 Reading**

Signs

**Underground Line U1 will be closed for repair works between Reuplatz and Schwedenplatz from July to August 2013!**

Unfortunately, ISAE 2013 conference will exactly coincide with major renovations of the underground line U1.  
The route Schwedenplatz (City Center, 10 minutes to walk from St. Stephan's Cathedral) direction Leopoldau will not be affected.

A The conference will be at the same time as the major renovations of the underground line U1.

B The route Schwedenplatz (...) direction Leopoldau will be closed due to repair works.

C Underground line U1 will not be affected.

**Would all visitors please report to reception on arrival**



A The receptionist will help you to find the entrance hall.

B Visitors have to write a report about their trip and give it to the receptionist.

C Visitors are asked to go to the reception when they arrive.

**Fire action**

- ! Leave the building by nearest available exit.
- ! Do not return to the building until authorized to do so.
- ! Do not use the lifts.

A In case of fire leave the building as quickly as possible.

B You are not allowed to enter this building alone.

C In case of fire stay in the building and wait for an authorized person.

Leseverstehen

**MSA 10**

**LM\_R5.2 Reading**

**Key**

Signs

**Underground Line U1 will be closed for repair works between Reuplatz and Schwedenplatz from July to August 2013!**

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The route Schwedenplatz (City Center, 10 minutes to walk from St. Stephan's Cathedral) direction Leopoldau will not be affected.

A The conference will be at the same time as the major renovations of the underground line U1.

B The route Schwedenplatz (...) direction Leopoldau will be closed due to repair works.

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A In case of fire leave the building as quickly as possible.

B You are not allowed to enter this building alone.

C In case of fire stay in the building and wait for an authorized person.

Leseverstehen

**MSA 10****LM\_G1.1 Irregular verbs**Past & Past participle sind gleich:

bend	bent	bent	(sich) biegen
bring	brought	brought	bringen
build	built	built	bauen
buy	bought	bought	kaufen
catch	caught	caught	fangen, fassen
deal	dealt	dealt	sich kümmern
feed	fed	fed	füttern
feel	felt	felt	(sich) fühlen
find	found	found	finden
get	got	got	bekommen, besorgen
have	had	had	haben
hang	hung	hung	hängen
hold	held	held	halten
hear	heard	heard	hören
keep	kept	kept	(be-) halten
lead	led	led	führen
leave	left	left	(ver-) lassen

Past & Past participle sind gleich (1):

make	made	made	machen
mean	meant	meant	meinen, bedeuten
meet	met	met	treffen, kennenlernen
pay	paid	paid	(be-) zahlen
say	said	said	sagen
sell	sold	sold	verkaufen
send	sent	sent	senden, schicken
shine	shone	shone	scheinen, glänzen
shoot	shot	shot	schießen, werfen
sit	sat	sat	sitzen, sich setzen
sleep	slept	slept	schlafen
stick	stuck	stuck	kleben
teach	taught	taught	unterrichten
tell	told	told	erzählen, sagen
think	thought	thought	denken, finden, glauben
spend	spent	spent	ausgeben, verbringen

Grammatik

**MSA 10****LM\_G1.2 Irregular verbs**Past participle mit Endung -en:

beat	beat	beaten	schlagen
break	broke	broken	(zer-) brechen
choose	chose	chosen	(aus-) wählen, suchen
drive	drove	driven	fahren
eat	ate	eaten	essen
fall	fell	fallen	fallen
forget	forgot	forgotten	vergessen
forgive	forgave	forgiven	vergeben
give	gave	given	geben, schenken
hide	hid	hidden	(sich) verstecken
ride	rode	ridden	(Rad) fahren, reiten
shake	shook	shaken	schütteln
speak	spoke	spoken	sprechen
steal	stole	stolen	stehlen
take	took	taken	(mit-) nehmen
wake up	woke up	woken up	aufwachen
write	wrote	written	schreiben

Past & Past participle mit Endung -t:

build	built	built	bauen
feel	felt	felt	fühlen
get	got	got	bekommen
lose	lost	lost	verlieren
mean	meant	meant	meinen, bedeuten
send	sent	sent	senden, schicken
sit	sat	sat	sitzen, sich setzen
sleep	slept	slept	schlafen

Past & Past participle mit Endung -ght:

bring	brought	brought	bringen
buy	bought	bought	kaufen
think	thought	thought	denken, finden, glauben

Grammatik

**MSA 10****LM\_G1.3 Irregular verbs****Infinitive & Past participle sind gleich:**

become	became	become	werden
come	came	come	kommen
run	ran	run	rennen

**Infinitive & Past & Past participle sind gleich:**

bet	bet	bet	wetten
cost	cost	cost	kosten
cut	cut	cut	schneiden
fit	fit	fit	(dazu) passen
hit	hit	hit	schlagen
hurt	hurt	hurt	verletzen
let	let	let	lassen
put	put	put	setzen, legen, stellen
read	read	read	lesen
set	set	set	stellen, setzen, legen
spread	spread	spread	verbreiten

**Past & Past participle sind gleich (2):**

stand	stood	stood	stehen, (sich stellen)
understand	understood	understood	verstehen
win	won	won	gewinnen

Grammatik

**MSA 10****LM\_G1.4 Irregular verbs****Past participle mit Endung -one:**

do	did	done	tun, machen
go	went	gone	gehen, fahren

**Past participle mit Endung -een:**

be	was/were	been	sein
see	saw	seen	sehen, besichtigen

**Past participle mit Endung -wn:**

blow	blew	blown	blasen
draw	drew	drawn	zeichnen
fly	flew	flown	fliegen
grow	grew	grown	wachsen
know	knew	known	wissen, kennen
show	showed	shown	zeigen
sew	sewed	sewn	nähen
throw	threw	thrown	werfen

**alle drei Formen verschieden,  
Aussprache gleich [i] - [æ] - [ʌ]:**

begin	began	begun	beginnen
drink	drank	drunk	trinken
sing	sang	sung	singen
swim	swam	swum	schwimmen

**alle drei Formen verschieden:**

lie	lay	lain	liegen
wear	wore	worn	tragen, anziehen

Grammatik

# MSA 10

# LM\_G2 Adjectives - Revision

Adjektive beschreiben Dinge und Personen. Sie lassen sich steigern:

<b><u>Steigerung mit -er/-est:</u></b> <ul style="list-style-type: none"><li>• einsilbige Adjektive (short, tall, cheap,...)</li><li>• zweisilbige Adjektive, die auf -y enden (happy, funny, ...)</li></ul> <b><u>Bsp:</u></b> young – younger – (the) youngest crazy – crazier – (the) craziest	<b><u>Steigerung mit more/most:</u></b> <ul style="list-style-type: none"><li>• zwei- oder mehrsilbige Adjektive (expensive, clever, boring, ...)</li></ul> <b><u>Bsp:</u></b> boring – more boring – (the) most boring intelligent – more intelligent – (the) most intelligent	<b><u>Ausnahmen</u></b> <ul style="list-style-type: none"><li>• good</li><li>• bad</li></ul> <b><u>Bsp:</u></b> good – better – (the) best bad – worse – (the) worst
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**Merke:**

- gleiche Dinge und Personen vergleicht man mit: **as ... as ...** → Peter is **as old as** John.
- **ungleiche** Dinge und Personen vergleicht man mit: **... than ...** → Peter is **taller than** John. But Sam is **the tallest**.

**Exercises:**

Find the opposite of the adjectives:

1. a warm place - \_\_\_\_\_
2. a shorter trip - \_\_\_\_\_
3. the largest room - \_\_\_\_\_
4. the easiest task - \_\_\_\_\_
5. a good day - \_\_\_\_\_
6. the worst case - \_\_\_\_\_

Sage auf Englisch, dass ...

1. ... es gestern windiger war als heute.
2. ... ein schnelles Auto besser ist als ein langsames.
3. ... Lady Gaga verrückter ist als Madonna.
4. ... Handball interessanter ist als Volleyball.
5. ... Boybands am coolsten sind.
6. ... Englisch das beliebteste Schulfach ist. 😊

## Anhang

### 7.1. Übersicht Trainingsmodule (HSA)

R 1	Text Jobs
R 1.1 – 1.2	Jobs Reading & Key
D 1.3 – 1.6	Dialogue Jobs & Key
SM 1.7	Sprachmittlung Jobs & Key
W 1.8	Writing Jobs & Key
R 2	Text Sports
R 2.1 – 2.2	Sports Reading & Key
D 2.3 – 2.6	Dialogue Sports & Key
SM 2.7	Sprachmittlung Sports & Key
W 2.8	Writing Sports & Key
R 3	Text Shopping
R 3.1 – 3.2	Reading Shopping & Key
D 3.3 – 3.6	Dialogue Shopping & Key
SM 3.7	Sprachmittlung Shopping & Key
W 3.8	Writing Shopping & Key
M 1 – 5	Monologue 1- 5
G 1.01 – 1.06	Simple Present & Key
G 1.07 – 1.09	Present Progressive & Key
G 1.10 – 1.13	Simple Past & Key
G 1.14 – 1.16	Past Progressive & Key
G 1.17 – 1.19	Present Perfect & Key

## 7.2. Literaturhinweise

Die Schulbuchverlage bieten Lernstandsfeststellungen und umfangreiches Material auf verschiedenen Niveaustufen zu den verschiedenen Kompetenzen an, z.B.:

### Cornelsen:

- Diagnostizieren und Fördern – Kopiervorlagen Lernstandsermittlung - Förderempfehlung - Erfolgsüberprüfung „Listening“ und „Speaking“ Kopiervorlagen mit Hör-CD / „Reading“ und „Writing“ Kopiervorlagen
- Bildungsstandards: Kompetenzen überprüfen und fördern: Testheft Handreichungen für den Unterricht mit CD und Testheft

### Diesterweg:

- Online-Diagnose: Englisch;  
[www.onlinediagnose.de](http://www.onlinediagnose.de) ;  
[www.diesterweg.de/diagnose](http://www.diesterweg.de/diagnose)

### Klett:

- [www.klett.de/testen-und-foerdern](http://www.klett.de/testen-und-foerdern)