

simple und easy

Englisch

Erklärungen und Übungen
für AHS/Mittelschule

4.
Klasse



Listening
Exercises



Österreichischer Lehrplan

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G&G

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simple facts

Erklärungen zu jedem Thema findest du zu Beginn auf jeder Seite im gelb markierten Kästchen. Dort sind die wichtigsten Punkte zusammengefasst, die du für die Übungen brauchst. Sie sollen dir helfen, alles gut zu verstehen. Im Anschluss an die Erklärungen gibt es viele abwechslungsreiche Aufgaben, um zu üben, zu wiederholen und das Gelernte zu festigen.

easy details

Wie du vielleicht schon bemerkt hast, ist der Lernstoff der 4. Klasse AHS / Mittelschule in übersichtliche Kapitel gegliedert. Das Inhaltsverzeichnis (Table of Contents) gibt dir einen guten Überblick, wo du was im Buch findest. Damit kannst du dir rasch und einfach eigene Übungseinheiten für Schularbeiten, Tests und Prüfungen zusammenstellen.

Die Checkbox zum Abhaken ist für nach dem Lernen gedacht. Hast du ein Kapitel gut geschafft, mach ein Hakerl.

Übung gecheckt! ☒





Past tense progressive (continuous)

simple facts

Du verwendest die **past tense progressive**, wenn zwei Handlungen gleichzeitig in der Vergangenheit stattfinden. Dabei wird die längere Handlung von der kürzeren unterbrochen. Die lange Handlung wird in der **past tense progressive** ausgedrückt, die kürzere in der **past tense simple**.

Bildung: **was / were** + verb + **-ing**

I **was** watch**ing** TV when my parents came home from work.

Question: **was / were** + Person + verb + **-ing**

Were you watch**ing** TV when your parents came home from work?

Negation: **was / were** + **not** + verb + **-ing**

I **was not** watch**ing** TV when my parents came home from work.

easy details

Sind beide Handlungen in einem Satz gleich lang, so verwendest du bei beiden Handlungen die **past tense progressive**. Du kannst mit der **past tense progressive** auch andere Dinge ausdrücken:

- generell längere Handlungen in der Vergangenheit:
Yesterday afternoon, all my friends **were** study**ing** very hard for the English exam.
- Handlungen, die sich zu einem bestimmten Zeitpunkt ereignet haben:
Last Friday at 1:30, I **was** leav**ing** the school building and I **was** go**ing** home.
- den Anfang von Geschichten, bevor die eigentliche Handlung beginnt:
Rain **was** pour**ing** down on the house of Mr. Smith. He **was** sitt**ing** in his kitchen, eat**ing** his evening meal.
Suddenly he heard a noise and got up ...

1. Link the sentence halves.

- | | |
|---|--|
| 1. When Claire entered the room, | ___ a. I saw my best friend in the audience. |
| 2. I was studying for the test when | ___ b. I broke my ankle. |
| 3. My sister was playing with our cat when | ___ c. her mother was sleeping on the couch. |
| 4. I was watching a ski race on TV when | ___ d. we saw an accident happen! |
| 5. Valentina was eating her toast when | ___ e. the dog jumped on my lap. |
| 6. While Manuel was listening to the teacher, | ___ f. his friend wrote him a message. |
| 7. We were getting out of the car when | ___ g. it scratched her. |
| 8. While I was hiking in the mountains, | ___ h. she saw a dead insect on the plate. |



2. Look at the pictures and write what the children were doing.



When the parents came home from the cinema ...

3. Use the words and phrases to write sentences with the word "while".

- a. Mr. Stevenson / explain something / fire alarm / go off

While Mr. Stevenson was explaining something, the fire alarm went off.

- b. I / check messages / mobile phone died

.....

- c. Thomas / twist his ankle / hike in the mountains

.....

- d. my little sister / ride her bike / hit her head on a branch

.....

- e. Teresa / fall / run to catch the bus

.....

- f. we / wait for the train / meet our old English teacher

.....

- g. my uncle / drop e-reader / take a bath

.....



4. Underline the correct options.

- a. I **fell** / **was falling** asleep while I **was reading** / **read** a book.
- b. My friends **played** / **were playing** in the garden when someone **rang** / **was ringing** at the door.
- c. The TV **was still running** / **still ran** when my parents **woke up** / **were waking up** in the morning.
- d. While our neighbour **crossed** / **was crossing** the street, a woman **was starting** / **started** her car.
- e. I **was telling** / **told** an exciting story when my mobile phone **was ringing** / **rang**.
- f. While Elias **was walking** / **went** down the street, somebody **bumped** / **was bumping** into him.
- g. Tim **was practising** / **practised** the piano when Lisa **wanted to speak** / **was wanting to speak** to him.
- h. Matthias and Clara **were walking** / **walked** to school when suddenly it **started to rain** / **was starting to rain**.
- i. When I **left** / **was leaving** school, it **rained** / **was raining** heavily.

5. Past tense simple or progressive? Fill in the correct form of the verbs.

A: So, what¹ yesterday morning? (you / do)

B: Yesterday morning I²
to school. (walk)

A:³ any of your friends on the way? (you / see)

B: Sure, I always do. First I⁴ George. (see)

He⁵ his scooter when he nearly⁶
into some kids. (ride – crash) He⁷ very fast. (go)

Then I⁸ Magdalena. (see) She⁹ and
.....¹⁰ to catch the bus, but she¹¹
some stones on the pavement and¹². (run – try – trip over – fall)

A: And when¹³ to school? (come)

B: When I¹⁴ at school, three of my teachers

.....¹⁵ an argument in front of all the students! (arrive – have)

It was funny and embarrassing at the same time. They¹⁶ at each
other and they were very upset. (shout)

Afterwards everybody¹⁷ about that scene! (talk) Anyways,

while I¹⁸ past the teachers, I¹⁹
the reason for their argument. (walk – hear)

A: And what was it?

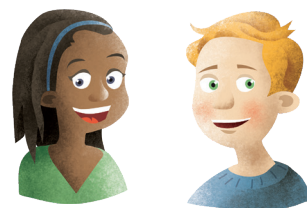
B: One teacher²⁰ his car and the other two

.....²¹ fun of him, because he is such a bad driver! (park – make)

A: What an awful thing to do! They should not have done that.

B: You are absolutely right, and everybody cringed at it.

A: What a crazy morning!



6. Form questions and answers.

- a. Henry / talk to you / accident happen? – Henry not talk to me

Was Henry talking to you when the accident happened? – No, Henry was not talking to me.

- b. You / play football / when thunderstorm start? – Not play football / swim in the pool

.....
.....

- c. Your parents at home / you visit your friend? – Not visit my friend / study for test

.....
.....

- d. What Tobias do / postman ring? – He / take a shower

.....
.....

- e. Lisa eat her lunch / her grandparents arrived? – Lisa not eat lunch / hang up new curtains in her room

.....
.....

- f. Where / the Smiths talk / the accident happen? – They / talk / at the corner of the street

.....
.....

- g. The teacher and your parents / still argue / you leave classroom? – They not argue

.....
.....

- h. What you do / lose your wallet? – I / lose my wallet / I talk to my friend in shop

.....
.....



7. Complete the sentences with the words in brackets.

- a. My aunt (drive) too fast when the police
(stop) her.

- b. Sue (walk) down the road when she
(see) a squirrel running up a tree.

- c. Paula's mum (paint) the ceiling when she
(fall off) the ladder.

- d. I (notice) a strange man looking at me while I
(drink) my tea.

- e. While the cat (sneak up) on the bird, it
(fly) away.

- f. When a shark (appear), Florian (lie) on
the beach.



Past perfect tense

simple facts

Du verwendest die **past perfect tense**, wenn du ausdrücken möchtest, dass eine Handlung vor einer anderen Handlung in der Vergangenheit passiert ist.

Bildung: had + past participle (3rd form)
I did not have any breakfast.
When I got up this morning, my brothers **had** already **eaten** up everything!

Frage und **Verneinung** werden folgendermaßen gebildet:

Question: had + Person + past participle **Had** they **eaten** everything?

Negation: had + not + past participle They **had not eaten** everything.

easy details

Du verwendest die **past perfect tense** meistens, wenn du eine Geschichte schreibst und dabei erzählen möchtest, dass etwas vor der eigentlichen Handlung passiert ist.

He was extremely tired, but he wanted to stay awake. He **had not slept** very well the night before ...

1. Fill in the past perfect tense.

- Yesterday I had lunch at a restaurant. When I wanted to pay, I couldn't find my wallet!
Somebody **had stolen** it.
- The test at school was very difficult for me, because I was so tired. I
(not sleep) well the night before.
- My friends all went to the cinema, but I didn't join them, because I (see)
the film before.
- My parents were really shocked when they saw me, because I (dye)
my hair pink!
- Anna was extremely tired yesterday after she (return) from her long hike
in the mountains.
- Johannes and Tobias were full and tired after they (eat) two big steaks each.
- The police didn't catch the robbers. When they arrived at the bank, the criminals
..... (leave).
- Finally, Moritz threw away his old jeans after he (buy) two new pairs yesterday.
- After we (put) the suitcases into the car, we left for Italy.
- The rooms were nice and tidy again after we (clean)
them the whole day.



2. Change the sentences into the past perfect tense. The meaning must stay the same.

- a. This morning I played the trombone for the first time in my life.

I had never played the trombone before.

- b. Last weekend was the first time I watched a rugby match!

- c. During the summer holidays I met somebody from New Zealand for the first time in my life!

- d. Two weeks ago was the first time I completed a jigsaw puzzle.

- e. Last year my parents got their first pet.

- f. In August I ate lobster for the first time.

- g. I was so embarrassed! This morning was the first time I was late for school!

- h. In January Helen saw snow for the first time in her life.

- i. Yesterday my little sister got her first laptop.

3. Read the text and underline the correct options.

Sherlock Holmes **was / had been** (1) created by the British author Sir Arthur Conan Doyle.

Although the stories about the famous detective **were written / had been written** (2)

in the 19th century and early 20th century, people still love them nowadays. Even decades

after Conan Doyle **died / had died** (3), people **read / had read** (4) the books and

watched / had watched (5) the films about Sherlock Holmes.

As a child, Sir Arthur Conan Doyle **lived / had lived** (6) in Edinburgh, Scotland, but after his family

decided / had decided (7) that he should speak better German, he **spent / had spent** (8) a year in Feldkirch,

Austria. Later, Conan Doyle **wanted / had wanted** (9) to become a doctor. Shortly after he **started / had**

started (10) to study at the University of Edinburgh, he **wrote / had written** (11) his first short story. When

he **became / had become** (12) a doctor, he **published / had published** (13) some of his stories, but they

were not very well known. His first story about Sherlock Holmes **came out / had come out** (14) in 1887.

It **was called / had been called** (15) *A Study in Scarlet*. The stories **became / had become** (16) incredibly

popular. In fact, Sherlock Holmes had so many fans that Conan Doyle **wrote / had written** (17) one of

his best-known stories *The Hound of the Baskervilles* after Sherlock Holmes **died / had died** (18)

in *The Final Problem*. The fame of his character **became / had become** (19) too much for Doyle and he

wanted / had wanted (20) to focus on other things than writing about Sherlock Holmes. But his fans would not allow that.





4. Complete the dialogues with the correct phrases from the box.

There are two phrases you should not use.

had told had run had watched had overslept had never seen had never been
had eaten had produced had already left

A: How was the concert last weekend?

B: It was great! The band was really good, the atmosphere was fantastic! I was a bit surprised, because I¹ the band before.

A: Really? But they are quite famous. They played a lot of concerts and before their tour last year they² a music video!

A: What happened? Why were you not at the party on Saturday?

B: I couldn't, I was grounded because I³ my parents about my negative grades on the last tests.

A: Why did you miss the train?

B: We missed the train because my little brother⁴. And when we finally got to the station, the train⁵!

A: How did you like your class trip to Berlin?

B: It was awesome! You know, I⁶ on a class trip abroad before, so I was quite excited, but everything turned out to be great.

A: Why did you not play the online game with us last night?

B: Oh, I was sick. I⁷ seafood for lunch and then I felt terrible!

5. Past perfect tense or past tense? Fill in the gaps.

a. Emil (fall) asleep before the film (end).

b. When Tanja (open) her schoolbag, she (realise) that she (forget) her schoolbooks.

c. Before we (go) on holiday, we (pack) our suitcases.

d. The new boy in class (not tell) us his name, even after we (ask) him!

e. Yesterday I (play) video games after I (do) my homework.

f. Max (text) his friends after he (finish) all the chores.

g. I (go) to bed before my parents (come) home.

6. Look at the list of chores which Noah had to do yesterday.

Write what he had done and had not done by yesterday evening.

- | | | |
|---|---|--|
| study for the science test <input type="checkbox"/> | do the homework <input type="checkbox"/> | feed the pets <input checked="" type="checkbox"/> |
| clean up the room <input type="checkbox"/> | phone Aunt Susan <input checked="" type="checkbox"/> | finish the school project <input type="checkbox"/> |
| throw away the old toys <input type="checkbox"/> | put the rubbish out <input checked="" type="checkbox"/> | buy some groceries <input checked="" type="checkbox"/> |
| go to the gym <input type="checkbox"/> | walk the dog <input checked="" type="checkbox"/> | water the plants <input type="checkbox"/> |



a. Noah had not studied for the science test.

- b. He
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.
- k.
- l.

7. Past tense simple or past perfect tense?

Read the text and put the verbs in brackets in the correct form.

The active weekend

Last weekend my friends and I¹ (decide) that we would be very active and athletic – we² (want) to go hiking up a high mountain. All of my friends³ (never do) that before without their parents, so we were all pretty excited. Before we⁴ (meet), we all⁵ (pack) our rucksacks and⁶ (listen) to a lot of advice from our parents. When we finally⁷ (start), everyone⁸ (to be) very excited and happy to be off! A feeling that would not last for a very long time. After we⁹ (go) for about two hours, we¹⁰ (realise) that we¹¹ (lose) our way. There was no point in asking anyone, because we¹² (to be) all alone up there, we¹³ (not meet) a single person for the last two hours. After we¹⁴ (discuss) our situation, we¹⁵ (decide) that it would be best to go back the way we came. It¹⁶ (take) us another three hours to get to the bus station. When I finally¹⁷ (come) home, I¹⁸ (feel) tired and defeated, but after I¹⁹ (take) a shower, I²⁰ (feel) much better again!

simple und easy

Mit „simple und easy“ ist Lernen richtig cool! Der Lehrstoff ist altersgerecht in einfachen Worten erklärt, abwechslungsreiche Aufgaben und zahlreiche Illustrationen machen Spaß und lassen keine Langeweile beim Üben aufkommen.

Easy auf Schularbeiten und Prüfungen vorbereiten

Jedes Kapitel ist kompakt auf Doppelseiten aufbereitet. Zu Beginn steht eine kurze Erklärung, danach folgen viele Übungen! Um punktgenau für Schularbeiten, Prüfungen und Tests zu lernen, such einfach die jeweiligen Kapitel im Inhaltsverzeichnis und starte los! Ganz schön simple!

Englisch 4. Klasse AHS/Mittelschule

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- **Schwerpunkte Writing:** email (informal/formal: email of application, email to the editor), blog reply and text message, book review, article, biography, story

Lernen ganz
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