

13. KAPITEL: *The Passive Voice* – die Leideform

A Wie die Leideform (das Passiv) gebildet wird:

<i>simple form</i>	<i>progressive form</i> (nur in <i>present tense</i> und <i>past tense</i>)
[to be] + 3rd form	[to be] + being + 3rd form
<p><i>This door cannot be opened.</i></p> <p><i>This film is often played on TV.</i></p> <p><i>The damage was caused by a heavy storm.</i></p> <p><i>Look, all the lights have been turned on!</i></p> <p><i>The new shopping mall will be opened soon.</i></p> <p><i>More space shuttles would be built if they were not so expensive.</i></p>	<p><i>Martin is being interviewed for his new job.</i></p> <p><i>All my clothers are being washed at the moment. I have nothing to wear!</i></p> <p><i>I was reading a magazine while the photo was being developed.</i></p> <p><i>When I arrived, the doors were being shut.</i></p>

B Wie man vom Aktiv (*active voice, Tätigkeitsform*) zum Passiv und vom Passiv zum Aktiv kommt:

aktiver Satz ▶ das Subjekt tut etwas	passiver Satz ▶ mit dem Subjekt geschieht etwas
<p><i>Beethoven wrote "Fidelio" in 1805.</i></p> <p><i>Fidelio was written by Beethoven in 1805.</i></p>	<p><i>Millions of laptops are sold every year.</i></p> <p><i>They sell millions of laptops every year.</i></p>
passiver Satz	aktiver Satz

- Das aktive Objekt (*Fidelio*) wird zum passiven Subjekt.
 - Das aktive Prädikat (*wrote*) wird zum passiven Prädikat; es teilt sich in eine Form von "to be" (▶ *was*) und die 3. Form des Verbs (*written*).
 - Das aktive Subjekt (*Beethoven*) wird nur dann zum passiven Objekt, wenn es sich um jemand Bestimmten handelt (zB eben *Beethoven*); es wird mit dem Wort "by" an den Satz gebunden (daher "by-object")
 - Eventuell vorhandene Ergänzungen (Ort, Zeit ...) werden von den Veränderungen nicht betroffen. Sie bleiben, „was“ und „wo“ sie sind.
- Wenn es im passiven Satz ein "by-object" gibt, dann wird es zum aktiven Objekt; wenn es keines gibt, wählt man ein neutrales aktives Subjekt (zB *they, people, you, somebody*).
 - Das passive Prädikat (*are sold*) wird zum aktiven Prädikat (*sell*); es „verliert“ die Form von "to be" und das Verb wird an die Zeitstufe angepasst (hier: *present tense*).
 - Das passive Subjekt (*millions of laptops*) wird zum aktiven Objekt.

62 Welche Sätze sind aktiv, welche passiv? Schreibe ihre Nummern in die jeweilige box.

<i>active</i>	<i>passive</i>
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- Boeing planes are built in the USA.
- Boeing produces more than twenty models.
- These planes have been used for years.
- The first 747 "Jumbo" flew in 1969.
- I fly once or twice every year.
- Right now a "super plane" is being planned.
- 9,000 m² of aluminium are needed for a 747.
- My American uncle works for Boeing.
- Many airlines use Boeing planes.
- The biggest factory has been built near Seattle.
- The Americas were discovered by Columbus.
- Columbus left Europe on August 3, 1492.
- His ships had been built in Spain.
- He first sailed south, then west.
- He landed on a small island on October 12.
- This day is called Columbus Day in the USA.
- The Mexicans call it "día de la raza".
- After 1500, many Europeans came to America.
- Several cities are named after Columbus.
- Columbus will be remembered for ever.

63 Bilde passive Sätze mit den vorgegebenen Verben. Verwende dabei die „Formel“ „to be + 3rd form“.

example: *They say that the new computers (deliver) ... next month. ►*
They say that the new computers will be delivered next month.

1. We (*invite*) to the neighbours' garden party every summer.
2. The newspaper says that the jewels (*find*) in an old farm house.
3. Our house (*finish*) two years before we moved in.
4. The books (*send*) to your address tomorrow.
5. The power of water (*often, use*) to produce electricity.
6. Oh no, look! The big old tree in front of the school (*cut*) down!
7. A lot of useless things can (*buy*) on the internet.
8. In 1849, gold (*discover*) in the Sacramento River.
9. This door must (*open*) only in an emergency.
10. I (*often, ask*) to help my class mates with their maths problems.
11. Many important inventions (*make*) in the 19th century.
12. More mineral water (*sell*) if this summer was not so cold.
13. A new garage (*built*) in the city centre next year.
14. Hurricane Katrina was so bad that many houses could not (*repair*)
15. Chinese (*speak*) by more than a billion people.
16. Don't worry, the police (*inform*) They will be here soon.
17. This cheese should (*eat*) before the end of the week.
18. In the past, millions of people died from infections because important drugs (*not yet develop*)
19. These windows must (*keep*) shut at all times.
20. Look, the dead trees (*cut*) down at last!
21. The new World Trade Center (*design*) by Daniel Libeskind.
22. The "Oscars" (*present*) by different actors every year.
23. The first rocket (*send*) to the moon by the Soviet Union in 1959.
24. The concert (*repeat*) three times over the next month.

64 Bilde Sätze in *passive progressive* mit den vorgegebenen Verben. Verwende dabei die Formel „to be + being + 3rd form“.

example: *Look, our car (put) ... onto the lorry! ►*
Look, our car is being put onto the lorry!

1. At the moment, all systems of the space ship (*test*)
2. The walkways in the park (*pave*) this morning.
3. You can't park here. This street (*clean*) right now.
4. When I came home from school, our new kitchen (*put*) up.
5. A funny song goes, "I (*eat*) by a boa constrictor ...".
6. Look, that's the driver of the accident car! He (*question*) by the police.
7. Lunch (*prepare*) at the moment. We can eat in ten minutes.
8. Look, Dad, our car (*load*) on that lorry!

21. KAPITEL: *Progressive Form & Simple Form*

<i>simple form</i>	<i>progressive form</i>
bezeichnet eine Handlung an sich	beschreibt den Verlauf der Handlung
Man erfährt durch <i>simple form</i> einfach, was geschieht, geschah oder geschehen wird.	Man erfährt, was zu einem bestimmten Zeitpunkt gerade geschieht, geschah oder geschehen wird.

- In allen englischen Zeitstufen gibt es *simple form* und *progressive form*.

<i>simple form</i>		<i>progressive form</i>	
present tense			
<i>I, you, we, they</i>	work	<i>I</i>	am working
<i>he, she, it</i>	works	<i>you, we, they</i>	are working
		<i>he, she, it</i>	is working
present perfect tense			
<i>I, you, we, they</i>	have worked	<i>I, you, we, they</i>	have been working
<i>he, she, it</i>	has worked	<i>he, she, it</i>	has been working
past tense			
(all persons)	worked	<i>I, he, she, it</i>	was working
		<i>we, you, they</i>	were working
past perfect tense			
(all persons)	had worked	(all persons)	had been working
future with "will"			
(all persons)	will work	(all persons)	will be working
conditional present			
(all persons)	would work	(all persons)	would be working

- Bestimmte Zeitwörter treten nur in *simple form* auf, andere haben in *progressive form* eine andere Bedeutung*. Die wichtigsten Wörter dieser Gruppe sind:

<i>believe</i>	<i>have *</i>	<i>love</i>	<i>realise</i>	<i>see **</i>
<i>belong</i>	<i>hear</i>	<i>mean</i>	<i>recognise</i>	<i>seem</i>
<i>forget</i>	<i>know</i>	<i>need</i>	<i>remember</i>	<i>want</i>
<i>hate</i>	<i>like</i>	<i>prefer</i>	<i>understand</i>	<i>wish</i>

- * *I have more than 2,000 stamps at the moment.* ▶ ich besitze
- I am having breakfast at the moment.* ▶ ich esse gerade
- ** *Yes, now we see you!* ▶ wir sehen euch
- We are seeing Melanie to the bus stop.* ▶ wir begleiten sie
- Are you seeing somebody at the moment?* ▶ hast du eine(n) Freund(in)

97 *Simple form or progressive form? Setze mit Hilfe der Übersicht oben ein.*

present tense

- William and Harry (*like*) sports very much. William (*play*)
..... polo, and Harry (*prefer*) golf.
- Dad (*get*) up at 6.30 every morning, but today he (*still, sleep*)
..... because it is Saturday.
- Look, it (*snow*)! – Why are you so excited? It's December, and in December it
usually (*snow*)

4. (*you, study*) for the geography test tomorrow? – Yes, but I (*not understand*) some of the things.
5. Tomorrow is Sally's barbecue party. (*you, all*) going? – Maybe, but we (*not know*) yet.

present perfect tense

6. Look, you (*knock*) over Mum's favourite vase! She'll be sad when she sees it.
7. I (*think*) about Jim's plan for days, but I still can't say if it's a good idea or not.
8. What (*you, do*) with your hair? – I (*shave*) it off!
9. We (*already, be*) to many interesting places, but we (*never, see*) a place like New Zealand!
10. You (*play*) computer games since one o'clock! That's enough now!
11. Your nose is bleeding and you've got a black eye. What (*you, do*)? – I (*fight*) with Bill again!

past tense

12. When Joe (*come*) into the classroom this morning, everybody (*look*) out of the window.
13. Last Wednesday at 6 p.m., we (*go*) home from a football match. Suddenly the driver (*step*) on the brake because some ducks (*cross*) the road in front of us. Luckily nothing (*happen*) and we (*be*) back before 7.
14. While Martina and I (*wait*) for the school bus, a strong wind (*blow*) and before the bus (*come*) the first raindrops (*fall*)
15. Tom and Gina (*dance*) when the lights (*go*) out.

past perfect tense or past tense?

16. I (*watch*) TV for only five minutes when the phone (*ring*) It was Joe. He said he (*forget*) what exercises we (*have*) to do for tomorrow.
17. After the train (*stop*), the passengers (*get*) off and (*hurry*) to the exit, where the taxis (*wait*)
18. It (*snow*) for three days before the first avalanches (*block*) the passes over the mountains.

future perfect tense

19. This time next week, we (*lie*) in the hot sand, enjoying the sun and the water.
20. I'm sure that one year from now you (*read*) great things about me because I (*be*) Mr. Universe!

conditional present

21. If I were you, I (*do*) the same thing as you right now.
22. If they had given us a fair chance, we (*hold*) the gold medals in our hands now!

Practice makes perfect – Übung macht den Meister

Bei den meisten der folgenden Übungen kannst du zwischen mehreren Antworten wählen. Nur eine Antwort ist richtig! Damit du einschätzen kannst, wie leicht oder schwierig diese Übungen sind, haben wir ihnen „Sterne“ verliehen:

* leicht ** nicht mehr ganz so leicht *** schon etwas schwieriger **** ziemlich schwierig

127* Es geht um die Familie Johnson. Setze die passenden Formen von "to be" in present tense ein.

I (1) Raymond Johnson. I (2) eleven years old. My parents (3) Jack and Veronica Johnson. They have three children: Linda, Elizabeth and me. Linda and Elizabeth (4) my sisters. Linda (5) 17 and Elizabeth (6) is 13. So I (7) the youngest. Linda (8) okay, but Elizabeth (9) sometimes a pest. All in all, I think we (10) a happy family.

- | | | | | |
|------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|
| (1) a) am
b) is
c) are | (2) a) am
b) is
c) are | (3) a) am
b) is
c) are | (4) a) am
b) is
c) are | (5) a) am
b) is
c) are |
| (6) a) am
b) is
c) are | (7) a) am
b) is
c) are | (8) a) am
b) is
c) are | (9) a) am
b) is
c) are | (10) a) am
b) is
c) are |

128* Eine neue Lehrerin kommt an die Schule und kennt die Schülerinnen und Schüler natürlich noch nicht. Also macht sie sich kundig! Hilf ihr dabei, indem du die passenden personal pronouns einsetzt.

- (A) Miss Hill: Are (1) Sandy Miller?
Peter Jones: No, miss, (2) am Peter Jones. Sandy isn't here yet, but I think (3) will be here soon. I have seen (4) on the way to the classroom. Look, there (5) is coming!
- (B) Betty Smith: Miss, Monica Jenkins is not here today. (6) know that (7) has the flu and must stay in bed. Maybe (8) could all write (9) a get-well card!
Miss Hill: That's an excellent idea, Betty! I think (10) should do that. Have (11) got a card with (12), Betty?
Betty: Yes, miss. Let's write it now and (13) can give it to (14) on the way home.
- (C) Miss Hill: Children, (15) is very nice to be here with (16) (17) will have a great time together. Tomorrow, Monica will be with (18) again, and (19) must be very nice to (20)

- | | | | | |
|---------------------------------|-------------------------------|--------------------------------|--------------------------------|--------------------------------|
| (1) a) I
b) you
c) he | (2) a) I
b) you
c) he | (3) a) I
b) you
c) he | (4) a) me
b) your
c) him | (5) a) he
b) she
c) it |
| (6) a) we
b) I
c) she | (7) a) we
b) I
c) she | (8) a) we
b) I
c) she | (9) a) us
b) me
c) her | (10) a) we
b) you
c) I |
| (11) a) I
b) you
c) we | (12) a) you
b) we
c) I | (13) a) you
b) we
c) I | (14) a) you
b) her
c) me | (15) a) I
b) it
c) they |
| (16) a) you
b) us
c) them | (17) a) I
b) they
c) we | (18) a) you
b) her
c) us | (19) a) we
b) you
c) she | (20) a) her
b) she
c) me |

129** Ein Tag im Leben der Anna B. Schau dir ihren Zeitplan an und bilde dann Sätze in *present simple*. (+) bedeutet Aussagesatz, (-) steht für einen negativen Satz (Verneinung) und (?) verlangt nach einer Entscheidungsfrage.

6.30 a.m.	get up and wash	1.30 p.m.	school is over
6.45 a.m.	get dressed for the day	2.30 p.m.	get home and have lunch
6.50 a.m.	have breakfast with mother and brother	3 to 4 p.m.	relax (read, watch TV, do nothing ...)
7.05 a.m.	check schoolthings and pack snack	4.00 p.m.	have cup of tea and start working
7.10 a.m.	leave house and walk to train station	5.00 p.m.	meet friends
7.45 a.m.	get off train and walk to school	7.00 p.m.	have dinner with rest of family
8.00 a.m.	school starts	7.30 to 8.30 p.m.	play games with family
10.30 a.m.	buy a drink at the buffet	9.00 p.m.	go to bed

examples: school – start – 8.00 a.m. (+) ► *School starts at 8 a.m.*
 2.30 p.m. – school – over (-) ► *School is not over at 2.30.*
 go to bed – 9 o'clock (?) ► *Does Anna go to bed at 9 o'clock?*

- 6.45 – get dressed for the day (+)

- have breakfast – with all her family (-)

- after 7 a.m. – leave house and take train to school (+)

- train arrives 7.45 a.m. (+)

- school – start – 8 a.m. (?)

- buy – lunch – at school buffet (-)

- after school – get – lunch – at home (+)

- between 3 and 4 p.m. – read – or watch TV – or do nothing (+)

- meet – friends – in the afternoon (?)

- after dinner – watch TV (-)

130** Wir „beobachten“ Anna B. weiter. Was tut sie wo und wann und wie? Bilde Fragen mit Fragewörtern und beantworte die Fragen.

example: buy – a drink – (at the school buffet) ► *Where does she buy a drink?*
She buys a drink at the school buffet.

- leave – house – (at 7.10 a.m.)
 /
- get – to school – (by train)
 /
- between 3 and 4 p.m. – (relax or watch TV or read a book)
 /
- at 5 p.m. – goes out – (to meet friends)
 /