Care, Health and Social Issues

3. Auflage
Leitung des Arbeitskreises
Lydia Schulz

Autoren
John Payne
Julie Payne
Eva Schulz
Lydia Schulz
Karen Thomsen

Verlagslektorat
Benno Buir
# Vorwort

6

# Verzeichnis der Infoboxen

8

# Konzeptionsschema

9

## 1 The family

10

1.1 A family reunion

10

Grammar revision

Tenses, pronouns

1.2 An interview

12

Verb helpers

1.3 TEST AREA

15

## 2 Looking after young children

21

2.1 The health visitor

21

Summary writing

2.2 A mother in distress

23

Adverbs of frequency

2.3 Birth to five

26

Imperative form

## 3 Children and illnesses

31

3.1 Making an appointment at the doctor's

31

Will-future

3.2 Common childhood diseases

34

3.3 Immunisation

36

3.4 Prevention of accidents and illnesses in childhood

38

## 4 Child abuse

42

4.1 Identifying abuse

42

Irregular verbs, imperative form

4.2 Taking action

44

Present perfect tense, simple past – present perfect

4.3 The consequences of child abuse

49

## 5 Looking after oneself

54

5.1 Changes

54

Comparison of adjectives

5.2 Coping with puberty

58

Present continuous

5.3 Hygiene

62

5.4 Nutrition

66

Present continuous, comparison of adjectives (more, most)

## 6 Growing pains

70

6.1 Dangers

70

Making adjectives and nouns, simple past tense, asking and answering questions

6.2 Smoking

74
<table>
<thead>
<tr>
<th>Sections</th>
<th>Pages</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3 Alcohol abuse</td>
<td>78</td>
<td>Changing present to past tense</td>
</tr>
<tr>
<td>6.4 Drug and solvent abuse</td>
<td>82</td>
<td>Present perfect tense, simple past – present perfect</td>
</tr>
<tr>
<td>7 Conflicts</td>
<td>87</td>
<td>Change reported speech to direct speech</td>
</tr>
<tr>
<td>7.1 Eating disorders</td>
<td>87</td>
<td>Some – any, reported speech</td>
</tr>
<tr>
<td>7.2 Peer pressure</td>
<td>92</td>
<td>Reported speech</td>
</tr>
<tr>
<td>7.3 Stepchildren</td>
<td>96</td>
<td>Used to...</td>
</tr>
<tr>
<td>7.4 Bullying</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>8 Disabilities</td>
<td>104</td>
<td>Verbs with prepositions</td>
</tr>
<tr>
<td>8.1 A radio interview</td>
<td>104</td>
<td>Guided letter writing</td>
</tr>
<tr>
<td>8.2 Disabilities and their causes</td>
<td>107</td>
<td>Using the definite article</td>
</tr>
<tr>
<td>8.3 An angry letter</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>8.4 A better future for the disabled?</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td>9 Relationships</td>
<td>115</td>
<td>Simple past – simple present – will future</td>
</tr>
<tr>
<td>9.1 How could I get married to him?</td>
<td>115</td>
<td>Both ... and/neither ... nor/either ... or</td>
</tr>
<tr>
<td>9.2 Being a single parent</td>
<td>118</td>
<td>Question tags</td>
</tr>
<tr>
<td>9.3 Finding the right partner</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>9.4 Relationships at the workplace</td>
<td>124</td>
<td></td>
</tr>
<tr>
<td>10 Staying fit</td>
<td>128</td>
<td>Passive voice</td>
</tr>
<tr>
<td>10.1 Prevention of diseases</td>
<td>128</td>
<td>Adverbs</td>
</tr>
<tr>
<td>10.2 Health protection</td>
<td>132</td>
<td></td>
</tr>
<tr>
<td>10.3 Rehabilitation</td>
<td>136</td>
<td></td>
</tr>
<tr>
<td>11 Safer sex</td>
<td>140</td>
<td>Interrogatives</td>
</tr>
<tr>
<td>11.1 Family planning and contraception</td>
<td>140</td>
<td>Conjunctions</td>
</tr>
<tr>
<td>11.2 Sexually transmitted diseases</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>11.3 Abortion</td>
<td>148</td>
<td></td>
</tr>
<tr>
<td>12 Social ills</td>
<td>153</td>
<td>Guided composition</td>
</tr>
<tr>
<td>12.1 Aggression and crime</td>
<td>153</td>
<td>Little-less-least, few-fewer-fewest</td>
</tr>
<tr>
<td>12.2 Homelessness</td>
<td>156</td>
<td></td>
</tr>
<tr>
<td>12.3 Stress</td>
<td>159</td>
<td></td>
</tr>
<tr>
<td>Chapter</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>13</td>
<td>The loss of independence</td>
<td>162</td>
</tr>
<tr>
<td></td>
<td>The sad case of Emily Boyd</td>
<td>162</td>
</tr>
<tr>
<td>13.2</td>
<td>At the hospital</td>
<td>164</td>
</tr>
<tr>
<td>13.3</td>
<td>In the old people's home</td>
<td>168</td>
</tr>
<tr>
<td>14</td>
<td>Residential care</td>
<td>171</td>
</tr>
<tr>
<td>14.1</td>
<td>Keeping old people occupied</td>
<td>171</td>
</tr>
<tr>
<td>14.2</td>
<td>An anamnesis interview</td>
<td>174</td>
</tr>
<tr>
<td>14.3</td>
<td>Elderly people and nutrition</td>
<td>176</td>
</tr>
<tr>
<td>15</td>
<td>Looking after people</td>
<td>179</td>
</tr>
<tr>
<td>15.2</td>
<td>Betty's diary</td>
<td>182</td>
</tr>
<tr>
<td>15.3</td>
<td>Moving on</td>
<td>183</td>
</tr>
<tr>
<td>16</td>
<td>At the workplace</td>
<td>186</td>
</tr>
<tr>
<td>16.1</td>
<td>Doing a work experience</td>
<td>186</td>
</tr>
<tr>
<td>16.2</td>
<td>Applying for a job abroad</td>
<td>190</td>
</tr>
<tr>
<td>16.3</td>
<td>Applying for a job</td>
<td>195</td>
</tr>
<tr>
<td>Appendix</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>The human body</td>
<td>201</td>
</tr>
<tr>
<td></td>
<td>Dictionary of special terms</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td>Irregular verbs</td>
<td>204</td>
</tr>
<tr>
<td></td>
<td>Vocabulary (English – German)</td>
<td>206</td>
</tr>
<tr>
<td></td>
<td>Vokabeln (Deutsch – Englisch)</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Zeitleiste: Englische Zeiten im Überblick</td>
<td>234</td>
</tr>
</tbody>
</table>

Abgestimmt auf die Ausbildungsinhalte in sozialpflegerischen Berufen, Teil- und Vollzeitschulen umfasst der Buchinhalt die medizinischen und sozialen Probleme, die im Bereich der Familie, des Berufes und des sozialen Umfeldes auftauchen können. Es werden in einzelnen Kapiteln nachstehende Themen behandelt:

- Familie (auch Familienkonflikte)
- Alkohol- und Drogenprobleme
- Kinder und deren Erkrankungen
- Familienplanung
- Ernährung, Hygiene, Fitness
- Aggression und Gewalt
- Pubertät, Erwachsenwerden und Erwachsensein, Beziehungen
- Soziale Probleme im Alter, Pflege im Heim und Begleitung bis zum Tod

Die Themen sind so auf die Kapitel verteilt, dass für vier Lebensalters-Stufen von der Kindheit bis zum hohen Alter jeweils Aspekte aus den Bereichen Pflege, Gesundheit/Krankheit und Sozialer Hintergrund angesprochen werden (siehe Übersicht S. 9).

Das abschließende Kapitel „At the workplace“ trägt den Anforderungen des internationalen Arbeitsmarktes Rechnung und bietet eine Fülle an Informationen für Praktika im Ausland bzw. beruflich bedingte Auslandsaufenthalte.


Ergänzendes Fachvokabular befindet sich in Form eines kleinen „Dictionary of special terms“ im Anhang.
Neu in der 2. Auflage:


Die ersten beiden Kapitel sind vollständig neu gefasst und dienen der Wiederholung und Festigung von Vorkenntnissen. Sie unterstützen das Angleichen neu zusammengestellter Lerngruppen auf die Niveaustufe A2 des Europäischen Referenzrahmens.


Neu in der 3. Auflage:


Um den roten Faden der Themen sowie die Progression zu verbessern, wurden Kapitel 7 und 8 in der Reihenfolge getauscht (und inhaltlich angepasst), auch die Unterkapitel bekamen eine neue Abfolge.


We hope you enjoy the book!

Autoren und Verlag

Im Herbst 2013
<table>
<thead>
<tr>
<th>Inhalt</th>
<th>Seite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb-helpers: Modal verbs and auxiliaries.</td>
<td>13/14</td>
</tr>
<tr>
<td>Questions – positive answers – negative answers</td>
<td>15</td>
</tr>
<tr>
<td>The past simple and the present perfect</td>
<td>17</td>
</tr>
<tr>
<td>How to write a summary</td>
<td>22</td>
</tr>
<tr>
<td>Much/many/a lot of</td>
<td>24</td>
</tr>
<tr>
<td>Adverbs of frequency – Häufigkeitsadverbien</td>
<td>25</td>
</tr>
<tr>
<td>Giving instructions – the imperative</td>
<td>27</td>
</tr>
<tr>
<td>Baby food – introduce – avoid.</td>
<td>29</td>
</tr>
<tr>
<td>Will-future</td>
<td>33</td>
</tr>
<tr>
<td>Useful phrases at the doctor’s.</td>
<td>34</td>
</tr>
<tr>
<td>Common childhood diseases</td>
<td>35</td>
</tr>
<tr>
<td>Typical childhood immunisation schedule</td>
<td>37</td>
</tr>
<tr>
<td>Conditions and illnesses which may present in childhood</td>
<td>41</td>
</tr>
<tr>
<td>What is child abuse?</td>
<td>43</td>
</tr>
<tr>
<td>Advice to schoolchildren</td>
<td>47</td>
</tr>
<tr>
<td>The present perfect tense</td>
<td>51</td>
</tr>
<tr>
<td>The long-term effects of child abuse</td>
<td>51</td>
</tr>
<tr>
<td>The United Nations Convention on the Rights of the Child.</td>
<td>53</td>
</tr>
<tr>
<td>The male reproductive system – the female reproductive system</td>
<td>55</td>
</tr>
<tr>
<td>Exercising</td>
<td>63</td>
</tr>
<tr>
<td>Smoking</td>
<td>76</td>
</tr>
<tr>
<td>Teenage drinking</td>
<td>80</td>
</tr>
<tr>
<td>Signs of drug and solvent abuse – A guide for worried parents.</td>
<td>83</td>
</tr>
<tr>
<td>A Classification of Illegal Drugs in Britain</td>
<td>84</td>
</tr>
<tr>
<td>Eating disorders – general symptoms</td>
<td>88</td>
</tr>
<tr>
<td>Peer pressure. How does it work?</td>
<td>94</td>
</tr>
<tr>
<td>Facts about stepfamilies in Britain</td>
<td>99</td>
</tr>
<tr>
<td>Runaways in Britain</td>
<td>103</td>
</tr>
<tr>
<td>Useful phrases for discussing why people get divorced</td>
<td>116</td>
</tr>
<tr>
<td>Both ... and/neither ... nor/either ... or</td>
<td>122</td>
</tr>
<tr>
<td>Question tags</td>
<td>127</td>
</tr>
<tr>
<td>The passive voice</td>
<td>130</td>
</tr>
<tr>
<td>Weight table men and women</td>
<td>131</td>
</tr>
<tr>
<td>At the gynaecologist’s</td>
<td>134/135</td>
</tr>
<tr>
<td>Adverbs</td>
<td>137/138</td>
</tr>
<tr>
<td>Advice for men on the use of condoms</td>
<td>143</td>
</tr>
<tr>
<td>Sexually transmitted diseases</td>
<td>146/147</td>
</tr>
<tr>
<td>Facts about abortion in Great Britain</td>
<td>152</td>
</tr>
<tr>
<td>The use of little … less … the least</td>
<td>161</td>
</tr>
<tr>
<td>The use of few … fewer … the fewest</td>
<td>167</td>
</tr>
<tr>
<td>If-clauses</td>
<td>167</td>
</tr>
<tr>
<td>Reported Speech</td>
<td>175</td>
</tr>
<tr>
<td>Participle constructions</td>
<td>178</td>
</tr>
<tr>
<td>Five basic principles for a good CV</td>
<td>194</td>
</tr>
<tr>
<td>Writing a letter of application</td>
<td>199</td>
</tr>
<tr>
<td>The human body – Vocabulary</td>
<td>201/202</td>
</tr>
<tr>
<td>Care</td>
<td>Health/Illness (Problems)</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>1 The family</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Looking after young children</td>
<td>3 Children and illnesses</td>
</tr>
<tr>
<td>2.1 The health visitor</td>
<td>3.1 Making an appointment at the doctor’s</td>
</tr>
<tr>
<td>2.2 A mother in distress</td>
<td>Common childhood diseases</td>
</tr>
<tr>
<td>2.3 Birth to five</td>
<td>3.2 Immunisation</td>
</tr>
<tr>
<td></td>
<td>3.3 Prevention of accidents and illnesses</td>
</tr>
<tr>
<td></td>
<td>in childhood</td>
</tr>
<tr>
<td>5 Looking after oneself</td>
<td>6 Growing pains</td>
</tr>
<tr>
<td>5.1 Changes</td>
<td>6.1 Dangers</td>
</tr>
<tr>
<td>5.2 Coping with puberty</td>
<td>6.2 Smoking</td>
</tr>
<tr>
<td>5.3 Hygiene</td>
<td>6.3 Alcohol abuse</td>
</tr>
<tr>
<td>5.4 Nutrition</td>
<td>6.4 Drug and solvent abuse</td>
</tr>
<tr>
<td>8 Disabilities</td>
<td>10 Staying fit</td>
</tr>
<tr>
<td>8.1 A radio interview</td>
<td>10.1 Prevention of diseases</td>
</tr>
<tr>
<td>8.2 Disabilities and their causes</td>
<td>10.2 Health protection</td>
</tr>
<tr>
<td>8.3 An angry letter</td>
<td>10.3 Rehabilitation</td>
</tr>
<tr>
<td>8.4 A better future for the disabled?</td>
<td></td>
</tr>
<tr>
<td>9 Relationships</td>
<td>11 Safer sex</td>
</tr>
<tr>
<td>9.1 How could I get married to him?</td>
<td></td>
</tr>
<tr>
<td>9.2 Being a single parent</td>
<td>11.1 Family planning and contraception</td>
</tr>
<tr>
<td>9.3 Finding the right partner</td>
<td>11.2 Sexually transmitted diseases</td>
</tr>
<tr>
<td>9.4 Relationships at the workplace</td>
<td></td>
</tr>
<tr>
<td>13 The loss of independence</td>
<td>14 Residential care</td>
</tr>
<tr>
<td>13.1 The sad case of Emily Boyd</td>
<td>14.1 Keeping old people occupied</td>
</tr>
<tr>
<td>13.2 At the hospital</td>
<td>14.2 An anamnesis interview</td>
</tr>
<tr>
<td>13.3 In the old people's home</td>
<td>14.3 Elderly people and nutrition</td>
</tr>
<tr>
<td>16 At the workplace</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16.1 Doing a work experience</td>
</tr>
<tr>
<td></td>
<td>16.2 Applying for a job abroad</td>
</tr>
<tr>
<td></td>
<td>16.3 Applying for a job</td>
</tr>
</tbody>
</table>
1 The family

In this chapter you will
be introduced to the Fletcher family. You will have a chance to revise and practice
• present simple • present progressive • past simple • present perfect • modal verbs and auxiliaries • possessive adjectives and pronouns • question and answer routines

1.1 A family reunion

Mary Fletcher’s twin sister Joan married a Canadian airman. In 1945 she left England and went to live with him in Toronto. Mary has not seen Joan since 1960 when she visited her in London. They wrote letters and sent Christmas cards. Each promised to visit the other but the years passed ... Now, on their ninetieth birthday, the Fletcher family is paying for Joan to fly to London as a surprise present for both of them.

There have been some strange coincidences in their lives. They were both secretaries – Joan in a factory and Mary in a school. Both sisters had twin daughters but sadly Mary’s younger daughter got polio and died. Their elder daughters are both called Thelma. They were born in the same month – August – and both became nurses. Joan and Mary got divorced from their first husbands and remarried blonde men with beards – both called Jim. Joan’s Jim was a fireman and Mary’s Jim was a policeman – but Jim’s father was a fireman, too! A day after her sixty-fifth birthday Mary had a stroke and ten days later Joan had a stroke, too. The same year the Jims died – both of a heart attack.

Today the family is having a huge party at an expensive restaurant and everyone is eating, drinking and laughing. Joan gets a little mixed up these days. She has so many new names to learn and sees so many new faces that she forgets who is who. She thinks that Thelma’s husband, John, is Thelma’s brother. John has drunk too much champagne. He thinks he sounds like Frank Sinatra and makes a fool of himself at the karaoke. But nobody worries – only Thelma!

At three o’clock a reporter from the local radio station is arriving and the sisters are being interviewed.
Vocabulary

airman  Pilot, Flugbegleiter  to make a fool of  sich lächerlich machen
coincidence  Zufall
divorced  geschieden
family reunion  Familientreffen
heart attack  Herzhinfarkt

Exercises

Activity 1  Working with tenses

Set up a complete table like the one below with the following infinitive forms:

arrive, be*, become*, die, drink*, eat*, forget*, get*, go*, have*, laugh, leave*, make*, marry, pass, pay*, promise, see*, send*, sound, think*, visit, work, worry, write*

*These verbs are irregular. For a list of common irregular verbs see page 200.

a) In the text there are verbs in four tenses. Transfer these verbs from the text into your copy of the table. (The third person singular should be used.)
b) Complete the table: Fill in the missing tenses.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple past</th>
<th>Present perfect</th>
<th>Present simple</th>
<th>Present progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrive</td>
<td>arrived</td>
<td>has arrived</td>
<td>arrive</td>
<td>is arriving</td>
</tr>
<tr>
<td>be</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>become</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>die</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are explanations of these tenses and verb exercises on page 15–17 where you can test how well you know the rules.

Activity 2  Working with the text

Write these statements by Mary from Joan's point of view!

Mary: My sister Joan left for Canada in 1945. I wrote letters to her. She came to see me in 1960. Her second husband Jim died the same year as mine. As a surprise she flew in to London for our ninetieth birthday. My son-in-law John organized a big party. She met all my family. She had a wonderful day.

Joan: I left for Canada in 1945. ...
A reporter from Thames Radio has arrived late to record an interview with Joan and Mary.

**Reporter** Well, ladies... What a wonderful surprise for you, Mary – and what a wonderful party! You must be very happy.

**Joan** You were supposed to be here at three.

**Reporter** I'm sorry. I couldn't find the microphone. How long has it been since you last met?

**Mary** I haven't seen Joan for nearly fifty years.

**Reporter** You look so alike. Did you have the same interests too?

**Joan** No, we didn’t. I have always liked painting and listening to music, but Mary liked reading.

**Mary** I like music now, because I can't read so well these days. I have glaucoma.

**Reporter** And do you like the same kinds of food?
Mary: I don’t know. I can’t remember. I love fish. Do you, Joan?

Joan: Fish? No, I hate it. I like meat – beef and pork. I can’t eat fish.

Mary: But you should, Joan! It’s so good for you. It keeps you healthy. When I’m a hundred, I’ll fly to Canada to visit you!

Reporter: Have you never been to Canada, Mary?

Mary: No, but I might go if she invites me!

Joan: You can come any time, Mary!

Reporter: There are so many kids here. How many great-grandchildren do you have altogether?

Joan: We had to count them. We think there are twenty-three.

Reporter: That’s wonderful! I want to know why you both look so young at ninety. Do you have a special secret?

Mary: No, it’s simple. You have to drink plenty of tea!

Joan: I agree. And you mustn’t worry too much.

Vocabulary

to be supposed
to do s.th.
glaucoma
great-grandchildren

healthy
to look alike
to record

gesund
sich ähnlich sehen
aufnehmen

Verb-helpers: Modal verbs and auxiliaries

(✓ positive/✗ negative; Verb forms are 3rd person singular)

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Subjunctive</th>
</tr>
</thead>
<tbody>
<tr>
<td>können</td>
<td>is able to/can is not able to/ cannot</td>
<td>✓ was able to/ could (1)</td>
</tr>
<tr>
<td>müssten</td>
<td>has (got) to/must (2) does not have to/ must not</td>
<td>✓ had to</td>
</tr>
<tr>
<td>wollen</td>
<td>wants to does not want to</td>
<td>✓ wanted to</td>
</tr>
<tr>
<td>dürfen</td>
<td>is allowed to/can is not allowed to/ cannot</td>
<td>✓ was allowed to/ could</td>
</tr>
<tr>
<td>mögen</td>
<td>likes to does not like to</td>
<td>✓ liked to</td>
</tr>
<tr>
<td>Verben</td>
<td>Bedeutung</td>
<td>Inhaltsbeispiele</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>sollen</strong></td>
<td>is supposed to</td>
<td>✓ was supposed to</td>
</tr>
<tr>
<td></td>
<td>is not supposed to</td>
<td>✓ was not supposed to</td>
</tr>
<tr>
<td><strong>Möglichkeit</strong></td>
<td>(Es kann sein, dass ...)</td>
<td>✓ may (3)/might</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✗ may not/might not</td>
</tr>
<tr>
<td><strong>Moralische Verpflichtung</strong></td>
<td>(sollte)</td>
<td>✓ should/ought to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✗ should not/ought not to</td>
</tr>
<tr>
<td><strong>Futur</strong></td>
<td></td>
<td>✓ will</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✗ will not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>won’t / won’t!!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(betont = will nicht!)</td>
</tr>
</tbody>
</table>

(1) “could” wird nur in bestimmten Fällen im Sinne von „konnte“ verwendet und zwar als Fähigkeit:

- **In Verneinungen:**
  - He couldn’t speak English.
  - Oh yes, he could!
- **Mit Bewunderung:**
  - He could speak English, Japanese, French and Spanish!
  - She could run 100 metres in 12 seconds
- **In Fragen**
  - Could you understand his accent?
- **Bei Bejahung**
  - Yes, I could.

**Mit Verben im Kontext unserer Sinne oder unseres Verstandes**

- hear, smell, feel, taste, remember, understand, see, tell, read

<table>
<thead>
<tr>
<th>Beispiel</th>
<th>Beispiel</th>
</tr>
</thead>
<tbody>
<tr>
<td>We could hear a bird singing.</td>
<td>She could understand him. I couldn’t.</td>
</tr>
<tr>
<td>She could smell smoke.</td>
<td>I could tell / see he was angry.</td>
</tr>
<tr>
<td>I could feel a key in my pocket.</td>
<td>He could remember the phone number.</td>
</tr>
<tr>
<td>We could taste garlic in the sauce.</td>
<td>I could read the address.</td>
</tr>
</tbody>
</table>

**In neutralen Aussagen wird für „konnte“ nicht “could“, sondern “was able to” verwendet im Sinne von Möglichkeit:**

- Ich konnte nach London  I was able (nicht could) to go to London
- Er konnte den Chef sprechen  He was able to speak to the boss

(2) **Must oder have to? Der Gebrauch hängt davon ab, wie dringend und wichtig die Idee dem Sprecher ist**

- I must get up early tomorrow! I have so much to do. (Entschlossenheit)
- I have to get up early tomorrow. My train goes at nine. (Bestätigung)
- He must phone his father. His mother is ill.
- He has to phone his father. He'll be back in a second.

(3) **May ist veraltet, meist gebraucht man might. May wird noch verwendet:**

**In Höflichkeitsformeln (um Erlaubnis bitten). Dann hat “may” die Bedeutung von „dürfen“**

- May I take your coat?
- May I borrow a pen?
- Of course you may!

**In Verbotsformeln. Auch hier hat “may” die Bedeutung von „dürfen/nicht dürfen“**

- May I smoke?
- No, you may not!
Activity 1  Working with modal verbs and auxiliaries

Look in the interview on page 12/13 and list all the examples of modal verbs and auxiliaries.

On page 18 you can test your understanding of modal verbs.

Infobox

Questions – positive answers – negative answers

Present simple

Past simple
Did you see Doctor Sutton? Yes I did. No I didn’t. I saw Doctor Wilmott.

Activity 2  Working with questions and answers

Find examples of questions and answers in the text on page 12/13.

On page 19/20 you can practise questions and answers and also work on them with a partner.

Test Area

Work hard in this section
and you should be ready to begin chapter 2!

1. Test your verbs

The present simple and the present progressive (or: present continuous)

Stefan rides a bike

Stefan is riding a bike

present simple
Key words: usually, every day, on Saturdays

present progressive
Key words: now, at the moment, this morning
Auch:
Joan lives in Canada. (Joan könnte in dem Moment aber in London zu Besuch sein.)
Joan is living in Canada. (Joan muss in dem Moment in Kanada sein.)

The present progressive is also used to discuss the future.
Tomorrow/next year/at Christmas we are going to Austria.

Verb test – Present simple or present progressive?

1. The family ... a party today. (have)
2. No, Joan. Geoff ... grey hair. (have)
3. Look! He's the man who ... next to Jeremy. (stand)
4. Nigel's children ... over there. (dance)
5. Little Sabrina ... to ballet lessons every week. (go)
6. We ... to Canada this Easter. (go)
7. We ... to Australia every Easter. (go)
8. Jeff always ... too much. (drink)
9. Well, he ... water at the moment. (drink)
10. Whenever he ... too much he ... a fool of himself. (drink, make)
11. Look! The Smiths ... Is there a problem? (leave)
12. Joan ... for home on the 14th, next Tuesday. (leave)
13. Take the microphone off John! He ... a fool of himself. (make)
14. My great-granddaughter ... with Jeremy in the corner. (play)
15. My nephew ... the violin in a London orchestra! (play)
16. Aunt Bea was too ill to come to the party. She ... of cancer. (die)
17. No! I ... for these drinks! (pay)
18. My niece is an author. She ... stories for a Toronto magazine. (write)
19. Who is that blonde boy? I ... his name. (forget)
20. Little Maria ... when she ... tired. (cry, get)
21. I can see that she ... tired. Oh, she ..., poor girl. (get, cry)
22. Graham ... too much again. Ten potatoes and two chicken legs! (eat)
23. If he ... like that every day, no wonder he's so fat! (eat)
24. I ... really tired now. I ... to go home. (feel, want)
25. The party ... now. People ... to leave. (end, start)
The past simple and the present perfect

Shakespeare lived in Stratford.  
We lived in Stratford until 1983.  
We have lived in London for twenty-five years.  

I played tennis yesterday.  
I have played tennis. (And might do again)  
I played tennis for years. (Now I no longer play)  
I have played tennis for years. (And still do)

Past simple key words:
- definite points in time
  - last night, in 1987, at Christmas, in March, five minutes ago, on Monday, this morning, at six o’clock, until ten-thirty

Present perfect
- the time is not definite: I have /never / not yet / been to America (but I will go one day, I hope!)
- the action is unfinished: I have worked in this office since 1990 AND STILL DO!
  - I have been at this bus stop since three o’clock AND STILL AM!
- or has just finished: The cat has (just) eaten a mouse.

Verb test

Decide whether to use past simple or present perfect when you translate these sentences.

1. Hast du am Samstag den Film gesehen? (have ... seen/?did ... see?)  
2. Ich fahre seit drei Jahren mit dem Rad zur Schule. (have biked/?biked?)  
3. Er hat gestern sechs Eier zum Frühstück gegessen! (has eaten/?ate?)  
4. Mein Freund hat gerade angerufen. (has rung/?rang?)  
7. Mein Urgroßvater hat in Hamburg gelebt ...  
8. ... dann ist er nach Amerika ausgewandert. (Verb: to emigrate)  
9. Hast du meine Armbanduhr gefunden?  
12. Ich bin heute um vier Uhr aufgestanden.  
13. Ich bin noch nie so früh aufgestanden!  
15. Wir haben letztes Jahr New York besucht.  
16. Vor einer Stunde hat es geregnet.  
17. Hast du je ein neues Auto gekauft?  
18. Sie haben ein neues Auto gekauft, dann sind sie nach Paris gefahren.  
19. Hast du jetzt den Unterschied gelernt?
2. Test your pronouns

Which possessive adjective or pronoun should you write in these gaps?

1. This isn't Sandra's coat. ... is bigger than that.
2. Have you seen ... car keys? I'm sure I left ... on the table.
3. If you find some car keys they are ... .
4. This is ... friend Roger.
5. Hello, Roger. ... am sure that Joan would like to meet ... .
6. Mary, can ... see Mr and Mrs James? That little blonde girl is ... .
7. We would love to invite ... for dinner. When could you come and see ... ?
8. We live in Fulham. ... house is near the Thames.
9. Mary, ... flowers are lovely. Who bought ... for you?
10. That isn't Peter's wife. ... wife isn't here. ... is ill.
11. Joan, is this earring ...? I found ... under the table.
12. The Blairs are leaving. ... babysitter can't stay after ten.

3. Test your modal verbs and auxiliaries

Translate these sentences into German with the correct form of the verb

1. John couldn't come to the party. He was ill.
2. John couldn't come to the party. His father made him do his homework.
3. I want to talk to the reporter.
4. We would like to see the menu.
5. I can't dance as well as you. I should have gone for dancing lessons!
6. Claire had to leave at 7 pm.
7. They might fly to Canada in April.
8. Thelma won't dance with John.
9. I must have a word with Jeremy.
10. Did you want to take a photo?
11. Canada? We could never ever fly to Canada. It's too expensive.
12. We couldn't fly to Canada last Saturday. Aunt Bea was very ill.
13. The kids wanted to give Joan some flowers.
14. The party is supposed to finish at eleven.
15. Geoff ought to drink less.
16. He might sing at the karaoke.
17. Jeremy should tell Geoff to sit down.
18. Would you phone a taxi for me? I was supposed to be home at ten.
19. They do not have to leave until half-past-ten.
20. May I have the next dance?
Translate these German sentences into English

1. Wir wollen nicht neben den Smiths sitzen.
2. Ich möchte mit meiner Cousine tanzen.
3. Könntest du nicht eine halbe Stunde später gehen?
4. Willst du mein Geschenk sehen?
5. Sie konnten den Manager nicht verstehen.
6. Musst du so laut singen?
7. Er sollte weniger Wein trinken.
8. Ich würde lieber (= rather) mit Mary plaudern.
9. Jeremy will nicht länger als bis zehn Uhr hier bleiben.
10. Es kann sein, dass Mary es falsch verstanden hat.
11. Es kann sein, dass sie sehr müde ist.
12. Ich wollte mit dem Taxi zum Restaurant fahren, aber ich musste laufen.
13. Mein Onkel konnte um sieben Uhr kommen.
14. Er musste bis sechs Uhr arbeiten.
15. Jeremys Sohn soll eine gute Stimme haben.
16. Darf ich dir meine Freundin vorstellen?
17. Im Restaurant darf man nicht rauchen.
18. Nein, Maria darf nicht nach draußen gehen.
20. Wirst du morgen fahren können?

4. **Test your questions and answers**

Translate these present simple sentences into German and work with a partner

1. Do you play football?
2. Do you ride a bike?
3. Do you eat meat?
4. Do you like maths?
5. Do you drink milk?
6. Do you sleep well?
7. Do you go to the cinema?
8. Do you work Saturdays?

Now put the questions to your partner.
Answer: Yes I do OR, better No, I don’t, I ...
Translate these present progressive questions into German and work with a partner

Tomorrow, are you …

1. going shopping?
2. working?
3. eating at home?
4. playing tennis?
5. doing your homework?
6. visiting your sister?
7. driving to Berlin?
8. listening to music?

Now work with a partner.
Answer: Yes I am OR, better No, I'm not, I'm ...

Translate these sentences into the present progressive

1. Isst du morgen italienisch?
2. Gehst du heute spazieren?
3. Kaufst du am Samstag mein Geschenk?
4. Siehst du heute Abend fern?
5. Besuchst du deinen Freund?
6. Spielst du später Federball?
7. Fährst du mit dem Bus nach Hause?
8. Kommst du mit zum Tiergarten?

Translate these past simple sentences into German

1. Did you get up early?
2. Did you hear the news?
3. Did you eat any breakfast?
4. Did you feed the cat?
5. Did you leave on time?
6. Did you come by bike?
7. Did you bring your books?
8. Did you do your homework?

Now work with a partner.
Answer: Yes I did OR No I didn't, I … (find simple past verbs in the list on page 11)

Translate into simple past English sentences and work with a partner

1. Hast du gut geschlafen?
2. Hast du Kaffee getrunken?
3. Hast du dein Bett gemacht?
4. Hast du gut gegessen?
5. Hast du die Zeitung gelesen?
6. Bist du vor sieben Uhr aufgestanden?
7. Bist du mit dem Bus gekommen?
8. Bist du rechtzeitig angekommen?

Work with your partner as before.

Congratulations! Now move on to Chapter 2.