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# Care, Health and Social Issues

3. Auflage

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**Care, Health and Social Issues** richtet sich an alle **Englisch-Lehrenden und -Lernenden im medizinischen und sozialen Bereich**. Das Lehrbuch kann durch seinen inhaltlichen Aufbau sowie das Eingehen auf die vier Lebensalterstufen von der Kindheit bis zum hohen Alter in unterschiedlichen Alters- und Niveaustufen eingesetzt werden.

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

Die Themen sind so auf die Kapitel verteilt, dass für **vier Lebensalterstufen** 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.

Ein modernes **Layout, Infoboxen** und **Abbildungen** lockern das Buch auf. **Nach** einem Einstiegs-kapitel mit **Wiederholungen von Basiskennnissen** in der Fremdsprache **steigt der Schwierigkeitsgrad kontinuierlich**. Auch die Übungen innerhalb der Kapitel weisen eine abgestimmte Progression auf. Besonderer Wert wird dabei auf ein Gleichgewicht zwischen schriftlicher und mündlicher Textproduktion gelegt. **Dialoge** und **Sachtexte** orientieren sich meist am englischen Alltag und laden so zu Vergleichen mit entsprechenden Situationen in Deutschland ein. Der Einsatz moderner Medien wie Internet bietet den Lernenden die Möglichkeit zu eigenständiger Arbeit und Recherche. **Aktivierende Übungen** und **Rollenspiele** unterstützen einen **praxis- und handlungsorientierten Unterricht** und runden das methodisch-didaktische Konzept ab.

Alle wichtigen **Vokabeln** sind **blau unterlegt**. Sie finden sich im Anhang zusammen mit den Vokabeln aus den Infoboxen und Activities in einer Gesamt-Vokabelliste mit Übersetzung und Seitenverweis wieder. Die neuen Vokabeln sind zudem direkt im Anschluss an den Text aufgeführt.

Ergänzendes Fachvokabular befindet sich in Form eines kleinen „**Dictionary of special terms**“ im Anhang.

**Neu in der 2. Auflage:**

Ein **verbessertes Layout** sowie **Fotos** bei den Einstiegstexten und Dialogen erleichtern die Informationsaufnahme. Eine **Übersicht der englischen Zeiten** rundet den Grammatik-Gehalt des Buches ab.

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**.

Die **Kapitel 3 bis 12** wurden auch im Hinblick auf Progression und Grammatik **überarbeitet** und **aktualisiert**. Die beiden letzten Kapitel zur **Lebensaltersstufe „Old Age“** wurden **komplett überarbeitet** und mit neuen Texten und Übungen zu nunmehr **drei Kapiteln erweitert**. Das Buch schließt auf der Niveaustufe **B2 des Europäischen Referenzrahmens**. Eine **Übersicht der Infoboxen** erleichtert das Auffinden wichtiger Lerninhalte. Ein **deutsch-englisches Gesamtvokabular** vervollständigt diese Neubearbeitung.

**Neu in der 3. Auflage:**

Die 3. Auflage wurde durchgehend bearbeitet. Der ein oder andere Dialog wurde verbessert oder ersetzt, entsprechend wurden Infoboxen und Grammatikinhalte angepasst. Das wiederum führte an einigen Stellen zu mehreren neuen Activities.

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.

Hinweise auf Fehler und Anregungen zu weiteren Entwicklungen des Buches nehmen wir gern entgegen. **Kontaktmöglichkeiten** finden Sie im Internet unter **www.europa-lehrmittel.de**. Wir wünschen allen, die mit diesem neu gestalteten Werk arbeiten, viel Freude und Erfolg.

**We hope you enjoy the book!**

Autoren und Verlag

Im Herbst 2013

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# 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

### 180th Birthday

Mary Fletcher and her twin sister Joan, who have not met for nearly 50 years, are celebrating their goth birthday with 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

<b>airman</b>	Pilot, Flugbegleiter	<b>to make a fool of oneself</b>	sich lächerlich machen
<b>coincidence</b>	Zufall	<b>nurse</b>	Krankenschwester
<b>divorced</b>	geschieden	<b>polio</b>	Kinderlähmung
<b>family reunion</b>	Familientreffen	<b>stroke</b>	Schlaganfall
<b>heart attack</b>	Herzinfarkt	<b>twin</b>	Zwilling

## 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.

- 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.)
- Complete the table: Fill in the missing tenses.

Infinitive	Simple past	Present perfect	Present simple	Present progressive
arrive	arrived	has arrived	arrive	is arriving
be				
become				
die				

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. ...

## Activity 3

## Working with pronouns

Personal pronouns		Possessive	
subject	object	adjectives	pronouns
I	<b>me</b>	my	<b>mine</b>
you		your	
he		his	
she		her	
it		its	
we		our	
you		your	
they		their	

a) Copy the tables into your exercise book and complete them: Fill in the missing pronouns.

## 1.2 An interview

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.**

etwas tun sollen

**glaucoma**

grüner Star, Glaukom

**great-grandchildren**

Urenkel

**healthy**

gesund

**to look alike**

sich ähnlich sehen

**to record**

aufnehmen

### Infobox

#### Verb-helpers: Modal verbs and auxiliaries

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

	Present	Past	Subjunctive
<b>können</b>	is able to/can is not able to/ cannot	✓ was able to/ could (1) X was not able to/ could not	could (könnte) could not
<b>müssen</b>	has (got) to/must (2) does not have to/ must not	✓ had to X did not have to	
<b>wollen</b>	wants to does not want to	✓ wanted to X did not want to	
<b>dürfen</b>	is allowed to/can is not allowed to/ cannot	✓ was allowed to/could X was not allowed to/ could not	
<b>mögen</b>	likes to does not like to	✓ liked to X did not like to	→

### Infobox

<b>sollen</b>	is supposed to is not supposed to	✓ was supposed to ✗ was not supposed to
<b>Möglichkeit</b> (Es kann sein, dass ...)		✓ may (3)/might ✗ may not/might not
<b>Moralische Verpflichtung</b> (sollte)		✓ should/ought to ✗ should not/ought not to
<b>Futur</b>		✓ will ✗ will not won't / won't!! (betont = will nicht!)  would would not

(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

We could hear a bird singing.	She could understand him. I couldn't.
She could smell smoke.	I could tell / see he was angry.
I could feel a key in my pocket.	He could remember the phone number.
We could taste garlic in the sauce.	I could read the address.

**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

Do you live in London?      Yes I do.      No I don't. I live in Luton.

##### 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

#### present simple

Key words: usually, every day, on Saturdays



Stefan is riding a bike

#### 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)



## Infobox

**The past simple and the present perfect**

Shakespeare lived in Stratford.	<b>Action complete</b>	<b>Past simple</b>
We lived in Stratford until 1983.	<b>Action complete</b>	<b>Past simple</b>
We have lived in London for twenty-five years.	<b>Action incomplete</b>	<b>Present perfect</b>
I played tennis yesterday.	<b>Definite time in the past</b>	<b>Past simple</b>
I have played tennis. (And might do again)	<b>Action incomplete</b>	<b>Present perfect</b>
I played tennis for years. (Now I no longer play)	<b>Action complete</b>	<b>Past simple</b>
I have played tennis for years. (And still do)	<b>Action incomplete</b>	<b>Present perfect</b>

**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.**

- Hast du am Samstag den Film gesehen? (have ... seen?/did ... see?)
- Ich fahre seit drei Jahren mit dem Rad zur Schule. (have biked?/biked?)
- Er hat gestern sechs Eier zum Frühstück gegessen! (has eaten?/ate?)
- Mein Freund hat gerade angerufen. (has rung?/rang?)
- Ich fuhr immer mit dem Rad, bis ich den Unfall hatte.
- Zu Ostern haben wir Tante Emmi besucht.
- Mein Urgroßvater hat in Hamburg gelebt ...
- ... dann ist er nach Amerika ausgewandert. (Verb: to emigrate)
- Hast du meine Armbanduhr gefunden?
- Beethoven ist 1827 gestorben.
- Bobby Charlton hat für Manchester United gespielt.
- Ich bin heute um vier Uhr aufgestanden.
- Ich bin noch nie so früh aufgestanden!
- Ich habe heute nichts gegessen. Ich bin so hungrig.
- Wir haben letztes Jahr New York besucht.
- Vor einer Stunde hat es geregnet.
- Hast du je ein neues Auto gekauft?
- Sie haben ein neues Auto gekauft, dann sind sie nach Paris gefahren.
- 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.
19. Du hättest früher kommen sollen.
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? | 5. Do you drink milk?       |
| 2. Do you ride a bike?   | 6. Do you sleep well?       |
| 3. Do you eat meat?      | 7. Do you go to the cinema? |
| 4. Do you like maths?    | 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 questions into English

- |                           |                                  |
|---------------------------|----------------------------------|
| 1. Rauchst du?            | 5. Trägst du gern rote Kleidung? |
| 2. Spielst du Basketball? | 6. Hast du einen Bruder?         |
| 3. Gehst du eislaufen?    | 7. Wohnst du neben einem Park?   |
| 4. Treibst du Sport?      | 8. Malst du in deiner Freizeit?  |

### Translate these present progressive questions into German and work with a partner

Tomorrow, are you ...

- |                    |                          |
|--------------------|--------------------------|
| 1. going shopping? | 5. doing your homework?  |
| 2. working?        | 6. visiting your sister? |
| 3. eating at home? | 7. driving to Berlin?    |
| 4. playing tennis? | 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?         | 5. Besuchst du deinen Freund?        |
| 2. Gehst du heute spazieren?           | 6. Spielst du später Federball?      |
| 3. Kaufst du am Samstag mein Geschenk? | 7. Fährst du mit dem Bus nach Hause? |
| 4. Siehst du heute Abend fern?         | 8. Kommst du mit zum Tiergarten?     |

### Translate these past simple sentences into German

- |                               |                              |
|-------------------------------|------------------------------|
| 1. Did you get up early?      | 5. Did you leave on time?    |
| 2. Did you hear the news?     | 6. Did you come by bike?     |
| 3. Did you eat any breakfast? | 7. Did you bring your books? |
| 4. Did you feed the cat?      | 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?    | 5. Hast du die Zeitung gelesen?         |
| 2. Hast du Kaffee getrunken?  | 6. Bist du vor sieben Uhr aufgestanden? |
| 3. Hast du dein Bett gemacht? | 7. Bist du mit dem Bus gekommen?        |
| 4. Hast du gut gegessen?      | 8. Bist du rechtzeitig angekommen?      |

Work with your partner as before.

**Congratulations! Now move on to Chapter 2.**