



Europa-Nr: 79188

Care, Health and Social Issues Lösungen

3. Auflage

VERLAG EUROPA-LEHRMITTEL
Nourney, Vollmer GmbH & Co. KG
Düsselberger Straße 23 · 42781 Haan-Gruiten

Leitung des Arbeitskreises

Lydia Schulz

Autoren

John Payne

Julie Payne

Eva Schulz

Lydia Schulz

Karen Thomsen

Verlagslektorat

Benno Buir

3. Auflage 2014

Druck 5 4 3 2 1

Alle Drucke derselben Auflage sind parallel einsetzbar, da sie bis auf die Behebung von Druckfehlern untereinander unverändert sind.

ISBN 978-3-8085-7976-3

© 2014 by Verlag Europa-Lehrmittel, Nourney, Vollmer GmbH & Co. KG 42781 Haan-Gruiten

<http://www.europa-lehrmittel.de>

Satz, Grafik, Illustration und Layout: tiff.any GmbH, 10999 Berlin

Druck: Winterwork, 04451 Borsdorf

1	The family	5	9	Relationships	34
1.1	A family reunion	5	9.1	How could I get married to him?	34
1.2	An interview	6	9.2	Being a single parent	36
	Test Area	6	9.3	Finding the right partner	37
			9.4	Relationships at the workplace	38
2	Looking after young children	9	10	Staying fit	39
2.1	The health visitor	9	10.1	Prevention of diseases	39
2.2	A mother in distress	9	10.2	Health protection	40
2.3	Birth to five	10	10.3	Rehabilitation	42
3	Children and illnesses	12	11	Safer sex	43
3.1	Making an appointment at the doctor's	12	11.1	Family planning and contraception . .	43
3.2	Common childhood diseases	13	11.2	Sexually transmitted diseases	44
3.3	Immunisation	13	11.3	Abortion	45
3.4	Prevention of accidents and illnesses in childhood	13	12	Social ills	46
4	Child abuse	14	12.1	Aggression and crime	46
4.1	Identifying abuse	14	12.2	Homelessness	47
4.2	Taking action	14	12.3	Stress	48
4.3	The consequences of child abuse . . .	16	13	The loss of independence	48
5	Looking after oneself	18	13.1	The sad case of Emily Boyd	48
5.1	Changes	18	13.2	At the hospital	49
5.2	Coping with puberty	19	13.3	In the old people's home	52
5.3	Hygiene	19	14	Residential care	52
5.4	Nutrition	20	14.1	Keeping old people occupied	52
6	Growing pains	21	14.2	An anamnesis interview	53
6.1	Dangers	21	14.3	Elderly people and nutrition	55
6.2	Smoking	23	15	Looking after people	56
6.3	Alcohol abuse	24	15.1	A carer	56
6.4	Drug and solvent abuse	25	15.2	Betty's diary	58
7	Conflicts	26	15.3	Moving on	58
7.1	Eating disorders	26	16	At the workplace	59
7.2	Peer pressure	28	16.1	Doing a work experience	59
7.3	Stepchildren	29	16.2	Applying for a job abroad	60
7.4	Bullying	30	16.3	Applying for a job	61
8	Disabilities	32			
8.1	A radio interview	32			
8.2	Disabilities and their causes	32			
8.3	An angry letter	33			
8.4	A better future for the disabled?	33			

1 The family

1.1 A family reunion

Activity 1 Working with tenses

p. 11

Infinitive	Simple past	Present perfect	Present simple	Present progressive
arrive	arrived	has arrived	arrives	is arriving
be	was	has been	is	is being
become	became	has become	becomes	is becoming
die	died	has died	dies	is dying
drink	drank	has drunk	drinks	is drinking
eat	ate	has eaten	eats	is eating
forget	forgot	has forgotten	forgets	is forgetting
get	got	has gotten	gets	is getting
go	went	has gone	goes	is going
have	had	has had	has	is having
laugh	laughed	has laughed	laughs	is laughing
leave	left	has left	leaves	is leaving
make	made	has made	makes	is making
marry	married	has married	marries	is marrying
pass	passed	has passed	passes	is passing
pay	paid	has paid	pays	is paying
promise	promised	has promised	promises	is promising
see	saw	has seen	sees	is seeing
send	sent	has sent	sends	is sending
sound	sounded	has sounded	sounds	is sounding
think	thought	has thought	thinks	is thinking
visit	visited	has visited	visits	is visiting
work	worked	has worked	works	is working
worry	worried	has worried	worries	is worrying
write	wrote	has written	writes	is writing

Activity 2 Working with the text

p. 11

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

Activity 3 Working with pronouns p. 12

Personal pronouns		Possessive	
subject	object	adjectives	pronouns
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
you	you	your	yours
they	them	their	theirs

1.2 An interview

Activity 1 Working with modal verbs and auxiliaries p. 15

You must be ... You were supposed to be ... I couldn't find ... I have always liked (to paint)/ painting ... Mary liked (to read)/reading ... I like (to listen to) music ... I can't read ... Do you like (to eat) the same kinds of food? ... I can't remember ... I can't eat fish ... You should, Joan! ... I might go ... You can come any time, Mary! ... We had to count them ... I want to know ... You have to drink plenty of tea! ... You mustn't worry too much.

Activity 2 Working with questions and answers p. 15

Did you have the same interests too?
No, we didn't.
And do you like the same kinds of food?
I don't know.
I love fish. Do you Joan? No, I hate it.
Do you have a special secret? No, it's simple.

Test Area

1. Test your verbs

Verb test – Present simple or present progressive? p. 16

- The family **is having** a party today.
- No, Joan. Geoff **has** grey hair.
- Look! He's the man who **is standing** next to Jeremy.
- Nigel's children **are dancing** over there.
- Little Sabrina **goes** to ballet lessons every week.
- We **are going** to Canada this Easter.
- We **go** to Australia every Easter.
- Jeff always **drinks** too much.
- Well, he **is drinking** water at the moment.
- Whenever he **drinks** too much he **makes** a fool of himself.
- Look! The Smiths **are leaving**. Is there a problem?
- Joan **is leaving/leaves** for home on the 14th, next Tuesday.
- Take the microphone off John! He **is making** a fool of himself.
- My great-granddaughter **is playing** with Jeremy in the corner.
- My nephew **plays** the violin in a London orchestra!
- Aunt Bea was too ill to come to the party. She **is dying** of cancer.
- No! **I'm paying** for these drinks!
- My niece is an author. She **writes** stories for a Toronto magazine.
- Who is that blonde boy? I **forget** his name.
- Little Maria **cries** when she **gets** tired.
- I can see that she **is getting** tired. Oh, she **is crying**, poor girl.
- Graham **is eating** too much again. Ten potatoes and two chicken legs!
- If he **eats** like that every day, no wonder he's so fat!
- I'm feeling** really tired now. I **want** to go home.

25. The party is **ending** now. People **are starting** to leave.

Verb test

p. 17

1. Did you **see** the film on Saturday?
2. I **have biked** to school for (the last) three years.
3. He **ate** six eggs for breakfast yesterday!
4. My friend **has just rung** (My friend just rang ist auch möglich, aber zweideutig, es könnte heißen: Mein Freund hat ganz einfach/bloß angerufen, daher ist has just rung zu bevorzugen.)
5. I always **went/ travelled** by bike/**rode** a bike/**biked** until I had the accident.
6. At Easter we **visited** Aunt Emmi.
7. My grand-grandfather **lived** in Hamburg...
8. ... then he **emigrated** to America.
9. Did you **find** / Have you **found** my watch? (Im zweiten Fall muss man neulich danach gesucht/die Uhr gefunden haben.)
10. Beethoven **died** in 1827.
11. Booby Charlton **played** for Manchester United.
12. I **got up/rose** at four this morning.
13. I have never **gotten up/risen** so early.
14. I **have eaten** nothing today. I am so hungry.
15. Last year we **visited** New York.
16. It **rained** an hour ago.
17. **Have** you ever **bought** a new car? (Did you ever buy a new car? – bezieht sich auf eine abgeschlossene Vergangenheit. Jetzt fährt der Fahrer nicht mehr selbst Auto.)
18. They **bought** a new car and then **drove/ went** to Paris. (Erzählung)
19. Have you **learnt** the difference now?

2. Test your pronouns

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

p. 18

1. This isn't Sandra's coat. **Her** coat/**hers** is bigger than that.

2. Have you seen **my** car keys? I'm sure I left **them** on the table.
3. If you find some car keys they are **mine**.
4. This is **my** friend Roger.
5. Hello, Roger. **I am** sure that Joan would like to meet **you**.
6. Mary, can **you** see Mr and Mrs James? That little blonde girl is **theirs**.
7. We would love to invite **you** for dinner. When could **you** come and see **us**?
8. We live in Fulham. **Our** house is near the Thames.
9. Mary, **your** flowers are lovely. Who bought **them** for you?
10. That isn't Peter's wife. **His** wife isn't here. **She** is ill.
11. Joan, is this earring **yours**? I found **it** under the table.
12. The Blairs are leaving. **Their** 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

p.18

1. John konnte wegen Krankheit nicht zur Party kommen.
2. John durfte nicht zur Party kommen. Sein Vater zwang ihn, seine Hausaufgaben zu machen.
3. Ich will den Reporter sprechen.
4. Wir möchten die Speisekarte sehen.
5. Ich kann nicht so gut tanzen wie du. Ich hätte zur Tanzschule gehen sollen.
6. Claire musste um 7 Uhr gehen.
7. Es kann sein, dass sie im April nach Kanada fliegen.
8. Thelma will nicht mit John tanzen.
9. Ich muss mit Jeremy sprechen.
10. Wolltest du ein Foto machen?
11. Kanada? Wir konnten nie nach Kanada fliegen. Es ist zu teuer.

12. Letzten Samstag konnten wir nicht nach Kanada fliegen. Tante Bea war sehr krank.
13. Die Kinder wollten Joan Blumen schenken.
14. Die Party soll um 11 Uhr enden.
15. Geoff sollte weniger trinken.
16. Es kann sein, dass er Karaoke singen wird.
17. Jeremy sollte Geoff sagen/überreden, dass er sich hinsetzen soll/sich hinzusetzen.
18. Würdest/könntest du ein Taxi für mich rufen? Ich hätte um 10 Uhr zu Hause sein sollen.
19. Sie müssen erst um halb zehn gehen.
20. Darf ich um den nächsten Tanz bitten?

Translate these German sentences into English p. 19

1. We do not want to sit near the Smiths.
2. I would like to dance with my cousin.
3. Couldn't you/could you not leave a half-hour later?
4. Do you want to see my present?
5. They could not understand the manager.
6. Do you have to/Must you sing so loud?
7. He should drink less wine.
8. I would rather chat with Mary.
9. Jeremy does not want to stay here longer than 11 o'clock.
10. Mary may/might have misunderstood.
11. She may/might be very tired.
12. I wanted to go by taxi to the restaurant but I had to walk.
13. My uncle was able (**could** !) to come at seven o'clock.
14. He had to work until six o'clock.
15. Jeremy is supposed to have a good voice.
16. May I introduce my girlfriend to you?
17. You/One may not smoke/are/is not allowed to smoke in the restaurant.
18. No, Maria cannot go/is not allowed to go outside. (May not ist in dem Zusammenhang zu altmodisch!)
19. You should have come earlier.
20. Will you be able to travel tomorrow?

4. Test your questions and answers

Translate these present simple sentences into German and work with a partner p. 19

Individual answers

Translate these questions into English p. 19

1. Do you smoke?
2. Do you play basketball?
3. Do you go ice skating?
4. Do you do sport?
5. Do you like to wear red?
6. Do you have a brother?
7. Do you live near a park?
8. Do you paint in your free time?

Translate these present progressive questions into German and work with a partner p. 20

1. Gehst du morgen einkaufen?
2. Arbeitest du morgen?
3. Isst du morgen zu Hause?
4. Spielst du morgen Tennis?
5. Machst du morgen deine Hausaufgaben?
6. Besuchst du morgen deine Schwester?
7. Fährst du morgen nach Berlin?
8. Hörst du morgen Musik?

Translate these sentences into the present progressive p. 20

1. Are you eating Italian tomorrow?
2. Are you going for a walk/a stroll today?
3. Are you buying my present on Saturday?
4. Are you watching TV tonight?
5. Are you visiting your friend?
6. Are you playing badminton later?
7. Are you going home by bus?
8. Are you coming with (me) to the zoo?

Translate these past simple sentences into German p. 20

1. Bist du früh aufgestanden?
2. Hast du die Nachrichten gehört?
3. Hast du gefrühstückt?
4. Hast du die Katze gefüttert?
5. Bist du rechtzeitig abgefahren?
6. Bist du mit dem Rad gekommen?
7. Hast du deine Bücher mitgebracht?
8. Hast du deine Hausaufgaben gemacht?

Translate into simple past English sentences and work with a partner p. 20

1. Did you sleep well?
2. Did you drink coffee?
3. Did you make your bed?
4. Did you eat well?
5. Did you read the newspaper?
6. Did you get up before seven o'clock?
7. Did you come by bus?
8. Did you arrive on time?

2 Looking after young children

2.1 The health visitor

Activity 1 Describing a role p. 22

Suggestion:

“My name is Betty. I work for the NHS. I trained as a midwife. I am forty-two and now work as a health visitor. I have a lot of experience. My job comes with a car and I visit new mothers in their homes. I advise on how to look after and bring up infants, and discuss breast-feeding, nutrition, potty-training, educational toys, sleep routines and immunisation. I weigh babies regularly to make sure they are developing well. I test their eyesight, hearing and reflexes. I watch out for signs of common childhood ailments and physical and

mental handicaps. I also check for signs of physical abuse and neglect. I play a vital role in preventative medicine. Less well-educated and very inexperienced mums depend very much on my expertise and knowledge.”

Activity 2 Finding synonyms and definitions p. 22

- | | |
|---------------|---------------------|
| 1. midwife | 6. clinics |
| 2. expertise | 7. preventing |
| 3. poverty | 8. neglect |
| 4. diseases | 9. very experienced |
| 5. developing | 10. immunisation |

Activity 3 Vocabulary work p. 22

- | verbs | nouns |
|----------------|------------------|
| 1. to train | 1. advice |
| 2. to give | 2. service |
| 3. to educate | 3. sight, seeing |
| 4. to weigh | 4. immunisation |
| 5. to bring up | 5. hearing |
| 6. to develop | 6. knowledge |

Activity 4 Writing a summary p. 22

Individual answer

2.2 A mother in distress

Activity 1 Making corrections p. 24

1. Tania is an **in**experienced mother.
2. Hayley is **un**happy and underweight/developing abnormally.
3. **No**, Tania is having to give Hayley a bottle feed too.
4. The mother is **ir**responsible and smokes cigarettes.
5. She is living alone **without** her boyfriend, the baby's father.
6. The baby sleeps **quite badly** at night.
7. Tania is using **disposable** nappies.
8. She changes her nappy **only** twice a day.

Activity 2 Giving advice – Role play

p. 24

Suggestions:

Situation

I don't have enough milk.
 I can't afford extra nappies.
 The baby isn't growing.
 I can't give up cigarettes.
 The baby's bottom is very red.

I want to go out sometimes.

But material nappies get so dirty!

I like a cigarette.

She cries in the night.

I'm depressed.

Advice

You should try bottle-feeding

Why not try material nappies?

You could try cow's milk, but see your GP first.

If I were you, I'd try nicotine patches

It would help if you changed baby more often and used cream.

What about speaking to your mother about babysitting for you?

You might try nappy liners.

You should think of the baby.

Why don't you check her nappy more often?

You ought to see a doctor.

Activity 3 Gap filling

p. 25

- Betty always has **a lot of** work.
- Many/a lot of** children do not have breakfast before school.
- It's unhealthy to eat too **much** fast food.
- You shouldn't eat too **many** crisps before dinner.
- To stay fit your diet should contain **a lot of** salad, **a lot of** pulses, and **a lot of** lean meat or fish.
- Are there **a lot of /many** children in your class? – No, we are only twenty-one.
- How **many** apples would you like?
- Sarah hasn't got **much/a lot** of money with her, she only has five pounds in her purse.
- Don't smoke too **many** cigarettes a day, you shouldn't smoke at all.
- Annie and Paul have got **a lot of /many** animals. They have a pig, a cow, three dogs, two cats and ten rabbits.

Activity 4 Focusing on structure

p. 25

- Sabrina **sometimes** has breakfast at eight in the morning.
- Victoria **usually** goes to the playground with Tim.
- Betty Archdale is **always** helpful and kind.
- William and Edward **often** play together.
- They are **never** bored.
- The children on the ward get **always** breakfast at half past seven.
- They are **usually** very hungry in the morning.
- The children on the ward are **often** home-sick.
- Victoria and Tim **never** go to the cinema at the weekends.
- Betty is **normally** very patient.

2.3 Birth to five

Activity 1 Internet research

p. 27

Individual answers

Activity 2 Finding the correct advice

p. 28

Situation

- A** Mess
B Screaming
C Hot food may burn baby's mouth
D Baby might choke
E Baby cannot swallow the food
- F** Baby is too tired to eat
G Baby will not eat any solids
H Baby spits the food out

Advice

- B/E** Try something else to eat.
E Mash or puree the food.
F Choose a better time to feed baby.
A Use a bib and put paper on the floor.
G Wait a few days. Baby might not be ready to be weaned.
D Call an ambulance.
D Stay close to baby when (s)he eats.
C Try food yourself before baby does.
H/B Stop feeding. Baby has had enough.
 Add more salt.

Activity 3 Giving instructions

p. 28

- I need to use the phone while baby is eating.
- Shall I put sugar in her drink?
- Shall I heat yesterday's left-overs through?
- I'd like to salt the soup. Please pass me the salt.
- You are going to eat this! Come on!!
- Grandma says babies love honey.
- I'm so frustrated. I feel like screaming!

- Do not leave the baby alone.**
Do not give the baby sugar/add sugar.
Do not re-heat leftovers.
Do not add salt.
- Do not force-feed the baby.**
Do not give the baby honey.
Do not get angry.

Activity 4 Creating a poster

p. 28

Individual answers

Activity 5 Mediation

p. 29

a)

- How should I prepare eggs for my baby?
- Coke is OK now and then, isn't it?
- How much salt should I put into the food?
- My baby will not/won't eat pieces of vegetable.
- But fat is bad for baby, right?
- How can I give him cheese?
- What kind of vegetables should baby really eat?
- OK – no sugar ... but honey is healthy, isn't it?
- How can my baby eat whole apples?
- When should fat be reduced?

b) Possible answers:

- Eggs should be scrambled.
- Coca Cola should not be given – it has no food value and will only establish bad food habits. It contains sugar.
- Salt should not be added to baby food, neither when it is cooked nor before it is eaten.
- Try small pieces of vegetables or puree them with other foods.
- Babies need fat for brain development.
- Cheese can be fed to baby in small cubes.
- Soft, cooked strips of vegetable can be given, in particular carrots, broccoli and courgette.

8. Honey should not be given – it is too thick. Fruits have natural sugars. Feed baby fruit!
9. Apple should be mashed or given in thin strips. Whole apples can not be eaten until the child is much, much older!
10. Fat should be reduced by the age of five.

Activity 6 Role play p. 30

Individual answers

Activity 7 Decision Making p. 30

By the age of ... a child should be able to ...

1. control head and arms, crawl, focus eyes, identify where a sound is coming from, make vowel sounds, roll over, say a few words, sit up unaided, walk a little bit unsteadily
2. climb steps, play alone, refer to himself by name, run, speak in short sentences, turn pages, understand simple instructions, use fork and spoon, use toilet unaided
3. balance on one foot, enjoy songs and rhymes, feed himself easily, distinguish between the sexes, play with others, put on shoes, ride a tricycle, take risks, tell simple stories and sing
4. act more independently/confidently, ask endless questions, cooperate with others, draw recognizable objects, link more complex sentences together, throw a ball, use imagination, use scissors, wash and dress himself

3 Children and illnesses

3.1 Making an appointment at the doctor's

Activity 1 Answering questions p. 32

1. No, he is a general practitioner.
2. He is married.
3. He is the head of a group practice.

4. He has been working in London since 1994.
5. It is in Harrow, a suburb of Greater London.
6. Including himself, eight people work there.
7. In the end it saves money and lives.
8. No, the practice nurse can take blood pressure.
9. He has symptoms of meningitis – fever, vomiting and diarrhoea.
10. He will come to see him immediately.

Activity 2 Translation p. 32

1. Ich komme in einer halben Stunde vorbei.
 2. Wann kommt er wieder?/Wann kommt er zurück?
 3. Sie wird gegen 17 Uhr 15 (Viertel nach Fünf) zurück sein/kommen.
 4. Ich werde den Bericht vor Dienstag nicht schreiben.
 5. Wann bist du fertig mit deiner Arbeit?
1. I'll tell him immediately.
 2. When will the doctor have time for me?
 3. Why will the report not be ready before Monday?
 4. I won't do that. I refuse doing that.
 5. Peter is never going to smoke again. Peter will never smoke again.

Activity 3 Translation p. 33

1. Has your daughter diabetes? Does your daughter have diabetes?
2. Does your son have allergies?/Is your son allergic to anything?
3. When can you come for treatment?
4. Does your daughter take any medicine?
5. Does your son have allergies against any medicine?/Is your son allergic to any medicine?
6. Which medicine does your son take?
7. What's the name of your son's health insurance company?

8. Is your daughter in pain? Does your daughter have any pain?
9. Is your child exempted from charges?
10. Where do you live/come from?

3.2 Common childhood diseases

Activity 1 True or false? p. 36

1. false: Childhood diseases can even cause death if help comes too late.
2. false: They can (only) cause death if help comes too late.
3. true
4. true
5. true
6. false: A sore throat can also be a sign for e.g. scarlet fever.
7. false: Measles and three-day-fever also cause spots that don't itch.
8. false: Your body temperature is raised (due to the fever) but you feel cold.
9. false: Rash means that you get spots on your body.
10. false: You have a "strawberry tongue" with scarlet fever.

3.3 Immunisation

Activity p. 37

1. Children's immune systems are not strong enough to resist dangerous illnesses. parents
2. They need to be protected against viral and bacterial infections at an early age. immunised
3. Protecting infants against harmful diseases by injection is called immunisation. doctors
4. Microorganisms which have been altered in some way are injected into the bloodstream to create antibodies which fight disease. kill
5. When a child is given antibodies, not dead organisms, this is called passive immunisation. diseases

3.4 Prevention of accidents and illnesses in childhood

Activity 1 Group Work p. 39

The newspaper and the towel by the oven might catch fire – the iron will burn the clothing – the flex of the iron is within easy reach – a child might slip on the banana skin – the electric fire is in a very dangerous place – and a child could trip over the flex of the fire – a child might climb on the stool and pull the crockery on itself – the flex of the television is easy for a child to grab – the television set might fall on a child's head – the hazardous fluids should be out of sight in a cupboard – the two electric plugs are within easy reach of a child – the saucepan with handles is easy for a child to reach – the cigarette could set fire to the lamp

Activity 2 p. 39

Open exercise

Activity 3 The Health and Safety Game p. 39

There are many possibilities. Here are some suggestions:

The child might ... break the **glass** and cut itself ... swallow cat food from the **cat's dish** ... swallow the **buttons/coins** and choke ... pull the **tea/coffee pot** on itself/scald itself ... cut itself on the **knife** ... climb on the **stool** and fall/collide with the **stool** ... strike the **match** and burn itself ... put the **screwdriver/fork** into the **wall socket** and electrocute itself ... pull the **table lamp/iron/frying pan** on itself ... suffocate in the **plastic bag** ... eat rubbish from the **waste bin** and poison itself ... drink **disinfectant/wine** ... swallow **aspirins** and poison itself ... break the **wine glass** and slip on the wine ... eat **curry powder** and choke

If the child broke the **glass**, it might cut itself ... If the child swallowed the **buttons**, it might choke ... If the child pulled the **plastic bag**

over its head, it might suffocate (etc, etc) –
NB – you must use the simple past tense in the If-Clause!

Activity 4 Mediating and Role-Play p. 40

A Receptionist, mediating for the mother

(Sie sagt,) ihr Sohn habe Fieber. Er sei 17 Monate alt ... seit heute Nachmittag ... sie waren schwimmen ... ihm wurde nachher sehr heiß ... nein, sie habe seine Stirn gefühlt ... nein, er habe keinen Hunger.

Receptionist, mediating for the pharmacist

(He wants to know) how old the child is ... how long he has been ill ... what you were doing at that time ... whether you took his temperature ... whether your son has vomited/been sick or had diarrhoea ... *(He thinks)* that you should call the doctor.

B Flat owner, mediating for the father

(Er sagt,) seine Tochter sei im Park hingefallen ... das sei vor drei Stunden passiert ... ihr Bein tue immer mehr weh ... die Tochter sage, es tue ihr das Knie besonders weh ... sie könne das Bein bewegen, es sei aber sehr steif ... *(Er möchte wissen,)* wie weit weg das Krankenhaus liege.

Flat owner, mediating for the ambulance-man *(He wants to know)* when it happened ... whereabouts her leg hurts her ... whether she can move the leg ... *(He thinks)* the leg should be x-rayed ... *(He says)* that the hospital is five kilometres from here, that he's coming straightaway and that you can come too.

C The receptionist, mediating for the mother

(Sie sagt,) ihre Tochter habe etwas Duschgel geschluckt ... sie sei erst 14 Monate alt ... sie habe nur ein bisschen geschluckt, sie habe jetzt Magenschmerzen und weine ... *(sie fragt, ob)* sie das Kind erbrechen lassen solle.

The receptionist, mediating for the nurse *(She wants to know)* how old the girl is ... how much approximately she has swal-

lowed ... *(She says)* to give her milk or water to drink ... but not too much ... not to make her sick, but that if she vomits herself, then that is okay ... and that if she is not feeling better in half-an-hour, to bring her to the hospital.

Activity 5 Mediating and Role-Play p. 41

Individual answers

4 Child abuse

4.1 Identifying abuse

Activity 1 Gap filling p. 43

- | | |
|-------------------|---------------------|
| 1. primary | 6. crashed |
| 2. bruises | 7. behaviour |
| 3. identical/same | 8. gripped |
| 4. refused | 9. school nurse |
| 5. unhappy | 10. social services |

Activity 2 Finding synonyms p. 43

- | | |
|------------|-------------|
| 1. present | 6. recently |
| 2. noticed | 7. crashed |
| 3. looks | 8. contact |
| 4. right | 9. often |
| 5. pupil | 10. said |

Activity 3 Identifying types of abuse p. 44

- | | |
|-------------|----------------------|
| 1. physical | 6. sexual |
| 2. neglect | 7. emotional |
| 3. sexual | 8. emotional |
| 4. physical | 9. neglect |
| 5. neglect | 10. physical/neglect |

4.2 Taking action

Activity 1 Identifying sentences p. 45

2, 3, 4, 6, 7, 8, 9

Activity 2 Finding the right order p. 45

8, 6, 4, 10, 3, 1, 5, 7, 2, 9

Activity 3 Finding verbs p. 46

Became, began, came, drove, found, went, made, read, rang, saw, sent, took, told

Activity 4 Creating sentences p. 46

Many solutions are possible. Here are some examples:

The baby ...

... bled from a wound on her cheek ... ate very little good food ... lay in a dirty cot

The boy .../The child(ren) .../ The girl ...

... became unhappy and silent ... bit the teacher's hand ... brought a pornographic book to school ... did very little work at school ... froze in (their) unheated bedroom ... saw pornographic films ... smelt of urine ... spent the whole night alone ... split (his) sister's lip ... spoiled (her) classmate's drawing ... wept all the time in class ... wept in the corner of the playground

The boyfriend .../The father .../The (step) mother .../The (step)father...

... bent his stepson's fingers back ... beat (his) children every day (with a stick) ... burnt the child with a cigarette ... drank too much alcohol ... gave (her) young son a cigarette ... forgot to feed the baby ... made the boy go outside in the cold ... took (her) daughter to pubs ... gave the baby a lot of chocolate ... shook (beat) the boy often in the night ... threw (his) son's painting in the fire ... sent the child to bed unfed ... hit the child very hard ... hit the child on the shoulder

Activity 5 Translating p. 47

Was du wissen solltest

- Du hast das Recht auf Respekt, Betreuung, Lob, Aufmerksamkeit, Vertrauen und Liebe.

- Niemand hat das Recht, dich zu demütigen oder dich zu kränken.
- Du hast das Recht auf Fürsorge, auf angemessene Kleidung und ausreichendes Essen.
- Du hast allein das Recht zu bestimmen, was mit deinem Körper passiert.
- Niemand hat das Recht, dir Schmerzen oder Verletzungen zuzufügen.
- Niemand hat das Recht, dich ohne deine Zustimmung anzufassen.
- Niemand hat das Recht, dich dazu zu zwingen, ihn oder sie gegen deinen Willen anzufassen.
- Niemand hat das Recht, deinen Körper zu seinem sexuellen Vergnügen zu missbrauchen.

Was Du tun solltest

- Wenn du zu Hause unglücklich bist, solltest du einen Lehrer oder einen Erwachsenen, dem du traust, informieren.
- Wenn dir kalt ist und du hungrig bist, solltest du einen Lehrer oder einen Erwachsenen, dem du traust, informieren.
- Wenn du verletzt bist oder dich vor etwas fürchtest, solltest du einen Lehrer oder einen Erwachsenen, dem du traust, informieren.
- Wenn dich jemand angreift, hast du das Recht zu treten, zu beißen, oder zu schreien und zu fliehen zu versuchen.
- Wenn jemand dich anfasst, oder dich dazu zwingt, ihn (oder sie) anzufassen, sag ihm, er soll damit aufhören.
- Du solltest einem Lehrer oder einem Erwachsenen, dem du vertraust, sagen, was passiert ist.

Du solltest nie

- deine Probleme verschweigen.
- mit einem Unbekannten irgendwohin gehen.
- allein in abgelegenen Gebieten (leeren Straßen, Gassen, Parkanlagen) spazieren gehen.
- im Dunkeln allein ausgehen.

Activity 6 Role-play and group work p. 47**Individual answers.****Here are some suggestions:**

You must/should/ought to tell an adult/a teacher if someone touches you.

You must not/should not/ought not to go out alone in the dark.

You can kick and shout if someone attacks you.

You could try to escape.

Do not go off with a stranger.

You need to tell a teacher if you are hurt.

Try to walk in busy streets.

Try not to go out alone.

It is OK/alright to bite.

It's not a good idea to walk in empty parks and alleys.

Activity 7 Discussion p. 48**Individual answer, but here is some good advice:**

Parents: Do not leave a child alone in the house, especially in the evenings.

Children: Do not tell a stranger that your parents have gone out or when they will be home.

Activity 8 p. 48

Be responsible for a task in the household.

– **individual answer**

Come home when he/she wants. – **individual answer**

Get dressed. – **3–4**

Go by bike to his aunt in the next village,

5 kilometers away. – **individual answer**

Go dancing with friends until 12 p.m. – **ab 16 Jahren**

Go swimming with friends in the local swimming pool. – **individual answer**

Go to a bar/pub. – **bis 16 in Begleitung oder um etwas zu verzehren**

Go to a disco until 3 o'clock in the morning. – **18+**

Learn to ride a bike. – **4–6**

Stay at home alone until 10 p.m. – **individual answer**

Watch the concert of the favourite band alone with the best friend. – **individual answer**

Watch younger brothers and sisters while being alone at home. – **individual answer**

4.3 The consequences of child abuse**Activity 1 Finding the right word** p. 50

- | | |
|----------------|-----------------|
| 1. first | 6. untidy |
| 2. longer than | 7. unhappy |
| 3. judge | 8. injured |
| 4. jobless | 9. prepare food |
| 5. summer | 10. harmed |

Activity 2 Answering questions p. 50

1. He was sent to prison for child abuse.
2. The judge called him a monster.
3. They wept.
4. They noticed how untidy the house was, and the smell.
5. There were empty cans and bottles on the floor.
6. Doctors discovered the broken arm.
7. He had to feed the baby and change his nappy.
8. The baby's crying made Joy lose his temper.
9. She never prepared breakfast.
10. She had learning difficulties.

Activity 3 Gap filling p. 50

The police **arrived** at the house. They **noticed** a bad smell and **saw/found** a lot of bottles and cans on the floor. They **went** to a bedroom and **found** a young child alone in a cot. He **had** a dirty nappy on and **was** very upset and hungry. There **were** lots of marks on his body. One of the officers **began** to weep. They **took** the child to hospital where doctors **examined** him carefully.

Activity 4 Forming sentences p. 51

- | | |
|------------------------|------------------|
| 1. have brought | 6. has broken |
| 2. has had | 7. has burnt |
| 3. has drunk | 8. have gone |
| 4. has changed | 9. has collected |
| 5. have not taken care | 10. has tried |

Activity 5 Making sentences p. 52

simple past = A present perfect = B

- | | |
|-----------------------|----------|
| 1. he has been | B |
| 2. he has appeared | B |
| 3. he never worked | A |
| 4. he experienced | A |
| 5. he has taken | B |
| 6. he saw | A |
| 7. he has lived | B |
| 8. he has become | B |
| 9. (they) stayed/went | A |
| 10. he watched | A |
| 11. he has taken | B |
| 12. he wore | A |
| 13. he has assaulted | B |
| 14. he has owed | B |
| 15. he heard | A |
| 16. he has been | B |
| 17. he has broken | B |
| 18. he fought | A |
| 19. he was/he felt | A |
| 20. he has found | B |

Activity 6 Making sentences p. 52

Individual answers but here are some suggestions you could include:

- Many victims of abuse experience problems making relationships when they are adults.
- Very young children may forget the details of abuse but the harm could be sub-conscious. They may have nightmares and behaviour problems at school. They might turn to alcohol, drugs and crime.

- Abuse of children does not only occur in poor, lower class homes. Many middle-class parents may abuse their children by putting too much pressure on them to succeed at school.
- It is illegal to hit a child in Great Britain. This is a hotly debated issue. Many parents say it is their right to discipline their children in their own manner and the State should not interfere.
- This is a difficult question to answer. In the past children were routinely assaulted by parents and teachers. The problem is much more in the open these days and people talk about it more. The newspapers report the effects but often not the causes. Many child-abusers were abused themselves.
- It is surely good for fathers to show affection to their children. Not to show affection is emotional abuse! There is however a borderline which hands should never cross.
- This is a very difficult question as bathing and washing children involves touching them in sensitive places. It might be best for parents to tell children how to wash themselves in those areas when they are old enough to understand and do it for themselves.
- In Great Britain it is illegal to leave a child alone up to the age of fifteen.
- If parents shout at their children too often and get too close then it is surely abuse. Parents should try to remain calm when children are very difficult but nobody is perfect!
- A person who was abused in childhood is very likely to offend. People who are very unhappy in their lives and who are disorganised due to unemployment, drug and alcohol problems may well have less self-control.

Activity 7 Translation

p. 53

Das Abkommen der UN über die Rechte des Kindes**Jedes Kind hat das Recht**

- auf einen Namen, eine Staatsangehörigkeit und auf elterliche Fürsorge
- die eigene Meinung frei zu äußern
- auf Freiheit seiner Gedanken, seines Gewissens und der Religion
- auf freie Versammlung und friedliches Zusammentreffen
- auf Schutz vor Einmischung oder Angriffe auf das Privatleben
- auf Schutz gegen körperliche oder geistige Gewalt, Verletzung, Missbrauch oder Vernachlässigung
- Gesundheit und medizinische Behandlung zu genießen
- auf Lebensstandard, der der persönlichen Entwicklung entspricht
- auf eine kostenlose Schulbildung
- auf Erholung, Freizeit, Spiel- und Sportmöglichkeiten
- auf Schutz gegen illegale Verhaftung sowie gegen Folter
- auf Schutz gegen gefährliche Arbeit und Ausnutzung
- auf Schutz gegen sexuellen Missbrauch und vor Rauschgifthandel
- nicht unter der Altersgrenze von 15 Jahren Soldat werden zu müssen.

Insgesamt gibt es 54 Rechte, dies sind einige der wesentlichen Rechte. Behinderte Kinder, Flüchtlinge, Waisen und Angehörige einer ethnischen Minderheit stehen unter dem besonderen Schutz des Abkommens.

5 Looking after oneself**5.1 Changes**

Activity 1 True or false?

p. 56

1. true
2. false: Puberty is between childhood and adulthood.
3. false: There are also emotional changes happening and the adolescents make more decisions on their own.
4. true
5. false: Adolescents become more independent.
7. false: Boys' sex-organs produce semen, girls have ovulation and menstruation.
8. true
9. false: Boys produce testosterone, girls produce oestrogen.
10. true

Activity 2 Gap filling

p. 56

- | | |
|----------------|-----------------|
| 1. nutrition | 6. reproductive |
| 2. occurs | 7. pubic |
| 3. adolescence | 8. testosterone |
| 4. take place | 9. female |
| 5. independent | 10. rapid |

Activity 3 Role-play

p. 57

Look at the picture "physical changes in boys" on p. 55

Activity 4 Role-play

p. 57

Look at the picture "physical changes in girls" on p. 55

Activity 5 Gap filling

p. 57

- | | |
|-------------|-------------|
| 1. longer | 6. older |
| 2. shortest | 7. later |
| 3. poorer | 8. youngest |
| 4. deeper | 9. wider |
| 5. smaller | 10. tallest |

5.2 Coping with puberty

Activity 1 Answering questions p. 59

1. She is not very well/She is down in the dumps.
2. She is unhappy because some girls of her class are being horrid to her.
3. They are talking about their periods.
4. She is not talking to her mother because she is very shy and her mom is always doing housework.
5. When girls become women/When girls reach puberty.
6. They release one egg every month.
7. Then the lining of the uterus begins to break up. This lining is shed as the period.
8. She is worried because she hasn't got her period yet. And she is also afraid that having the period is messy and smelly and that periods hurt.
9. She should wash (herself) every day.
10. The best way to relieve pain is to get plenty of exercise or to take pills against this pain.

Activity 2 Group discussion p. 60

Suggestion:

1. I think that they are behaving very unkindly/unfriendly.
2. I think they are behaving like that/doing that because they are nervous/uncertain/afraid/worried themselves.
3. I don't think so. I think the other girls are embarrassed too, so they call their period the you-know-what.
4. In my opinion you should tell them a short time before or at the time they get it themselves or their friends/classmates etc. get it. You should talk to a girl when you can be sure she will understand.
5. In my opinion, the person who tells a girl about her periods should either be the mother or another close female relative or

a close friend who already has her periods.

6. I think, that Susan's advice are good.
7. ... told me/I was told by ...

Activity 3 Complete the dialogue p. 60

4. → 8. → 3. → 10. → 2. → 6. → 9. → 5. → 7. → 1.

Activity 4 Gap filling p. 61

- | | |
|-----------------|----------------------|
| 1. earlier | 6. biggest/loneliest |
| 2. fittest | 7. bigger |
| 3. needy/lonely | 8. tidier |
| 4. prettiest | 9. thinnest |
| 5. slimmer | 10. hotter |

Activity 5 Gap filling p. 61

- | | |
|-----------------------|---------------------|
| 1. is ... breaking | 6. is ... going out |
| 2. is ... increasing | 7. is ... becoming |
| 3. are ... developing | 8. is ... shaving |
| 4. are ... remaining | 9. is staying |
| 5. is ... gaining | 10. is ... growing |

5.3 Hygiene

Activity 1 Matching up p. 63

- | | |
|----------|-----------|
| 1. c → F | 6. b → B |
| 2. g → D | 7. d → E |
| 3. f → A | 8. a → G |
| 4. e → J | 9. j → C |
| 5. i → H | 10. h → I |

Activity 2 Text completion p. 64

- | | | |
|--------|--------|--------|
| 1. → A | 3. → B | 5. → C |
| 2. → F | 4. → D | 6. → E |

Activity 3 Finding synonyms p. 64

1. slim, 2. competition, 3. odour, 4. start, 5. perfectly, 6. regularly, 7. deodorant, 8. overweight, 9. dangerous, 10. (to be a) member (of), 11. available, 12. (very) worried,

13 laughing at s.o. (is horrid), 14. put on, 15. old, 16. periods, 17. love (doing), 18. embarrassed, 19. but/however, 20. something is dangerous to do/I shall have to miss ...

Activity 4 Letter writing I p. 64

Suggestion:

Dear Teentalk

I'm getting spots on my face and my classmates are laughing at me. Most of them don't have spots, so why do I? I try to cover them but is there a way to get rid of them? I am so embarrassed.

XY

Activity 5 Letter writing II p. 64

Suggestion:

Dear XY

It is perfectly normal to get spots during puberty. Your hormones are changing and your sebaceous glands are more active. Some bacteria cause your spots so wash gently with soapy water and don't pick them, otherwise you might get scars.

5.4 Nutrition

Activity 1 Decision making p. 67

Choose these ...

steamed potatoes
apple
boiled eggs
cereals
coleslaw
cottage cheese
crispbread
ice cream
jam
lettuce
low-fat yoghurt
noodles

In preference to these ...

chips
sweets
fried eggs
biscuits
sauerkraut
blue cheese
crisps
pancakes
cheesecake
potato salad
cream
pizza

Choose these ...

orange juice
peas
plaice
poultry
rice
salad dressing with
olive oil
sausage
semi-skimmed milk
spaghetti
sunflower margarine
wholemeal bread

In preference to these ...

cola
tinned fruit
sardines
pork
fried potatoes
mayonnaise

salami
whole milk
burgers
butter
white bread
pâté
coffee

Activity 2 Translation p. 67

Peggys Entwicklung

Mit elf Jahren

Mit elf Jahren und drei Monaten bekam sie ihre erste Periode. Der Ratschlag ihrer Cousine hilft ihr, gut damit umzugehen. Ansonsten ist die Pubertät keine leichte Erfahrung für sie. Das schwierige Verhältnis zu ihrer Mutter führt zu vielen Streitereien zu Hause.

Mit zwölfenhalb Jahren

Sie beginnt Stimmungsschwankungen zu haben. Sie bekommt viele Pickel und ihre Haare werden fettig. Sie wächst sehr schnell und nimmt zu viel an Gewicht zu.

Mit dreizehn Jahren

Endlich nimmt ihre Cousine sie mit zum Arzt und sie bekommt hilfreiche Ratschläge, wie man das Fett in ihrer Nahrung reduziert. Nun wird ihre Haut besser. Sie isst nun vernünftiger und beginnt abzunehmen. Sie treibt mehr Sport, fährt mit dem Fahrrad zur Schule und spielt einmal die Woche Badminton mit einer Freundin.