


# Vorwort

Das **Workbook Living Together** ist nicht nur eine sinnvolle Ergänzung zum Lehrwerk, es bereitet durch vielfältige Übungen auch auf das **KMK-Fremdsprachenzertifikat** der Niveaustufen I „Waystage“ und II „Threshold“ vor. Die Vermittlung eines berufsbezogenen Englischs für Hauswirtschaft und Sozialpflege ist Ziel der Reihe **Living Together**. Der Aufbau des vorliegenden Arbeitshefts entspricht inhaltlich dem Lehrwerk; es enthält zusätzlich Aufgabentypen, wie sie in den KMK-Zertifikatsprüfungen vorkommen. Diese **Übungen** sind mit Hinweisen auf die Kompetenzbereiche (Mediation, Rezeption, Produktion, Interaktion) versehen.

Die Redezeit für Schülerinnen/Schüler im normalen Unterrichtsablauf ist in der Regel begrenzt, das Sprechen wird jedoch zunehmend zu vermittelnder/zu prüfender Bestandteil des Kerncurriculums, daher bieten die sogenannten **„Talking Games“** im Arbeitsheft Gelegenheit, mit einem Gesprächspartner zu **interagieren** und im Rahmen der **Mediation** zwischen Gesprächspartnern in englischer und deutscher Sprache zu vermitteln. Dies vervielfacht die Redezeit der einzelnen Schüler.

Die **Grammatik** wird im Arbeitsheft durch ergänzende Übungen vertieft und erweitert. Ebenso wurde Wert gelegt auf die Förderung der **Rezeption** (*listening and viewing comprehension*) sowie der **Produktion** (*writing and speaking skills*) durch kontrastive Übungen. Bewusst wurde auf die Wünsche vieler Kolleginnen/Kollegen reagiert: Der fachspezifische Wortschatz wird zeitgemäß erweitert und die unterschiedlichen Leistungshöhen in den Klassen werden durch gestaffelte Anforderungsbereiche berücksichtigt. Für die Leistungsschwächeren steht das Kapitel **„Basics“** in deutscher Sprache voran, um mit einer soliden Wissensgrundlage den Lernenden das Sprachrepertoire an die Hand zu geben, welches diese zum Erwerb der Kompetenzen benötigen.

Jedes Kapitel ist reichlich illustriert und der Einstieg setzt zunächst wenige Kenntnisse voraus. Nach einer Vermittlungsphase nimmt der Schwierigkeitsgrad zu, sodass auch leistungsstärkere Schülerinnen/Schüler gefördert werden können. Anspruchsvolle Aufgaben sind mit dem Symbol „Orden“  gekennzeichnet.

**Internetrecherchen** und **Kreuzworträtsel** fördern die Selbstständigkeit der Schülerinnen/Schüler und erweitern die Palette der Handlungsorte und Lernmethoden. Die Internetrecherchen ermöglichen zudem eine ständige Aktualisierung des fachlichen Lernstoffs und erweitern den fachspezifischen Wortschatz.

Das Autorenteam wünscht Lehrenden und Lernenden beim Arbeiten mit dem Arbeitsheft viel Freude und Erfolg. Anregungen, Wünsche und Vorschläge sind willkommen.

Die Autoren

## Konjugationstabelle

### Simple Present - Einfache Gegenwart

to be	
I am	ich bin
You are	du bist
He is	er ist
She is	sie ist
It is	es ist
We are	wir sind
You are	ihr seid
They are	sie sind

to have	
I have	ich habe
You have	du hast
He has	er hat
She has	sie hat
It has	es hat
We have	wir haben
You have	ihr habt
They have	sie haben

### Present Progressive - Verlaufsform der Gegenwart

I am cooking
You are cooking
He, she, it is cooking
We are cooking
You are cooking
They are cooking

### Simple Past - Einfache Vergangenheit

to be
I was
You were
He, she, it was
We were
You were
They were

to have
I had
You had
He, she, it had
We had
You had
They had

→ Achtung, bei irregulären Verben wird die zweite Verbform genommen.

### Past Progressive - Verlaufsform der Vergangenheit

I was cooking
You were cooking
He, she, it was cooking
We were cooking
You were cooking
They were cooking

I was having a meal
You were having a meal
He, she, it was having a meal
We were having a meal
You were having a meal
They were having a meal

### Present Perfect - Unvollendete Gegenwart

to be
I have been
You have been
He, she, it has been
We have been
You have been
They have been

to have
I have had
You have had
He, she, it has had
We have had
You have had
They have had

### Past Perfect - Vollendete Vergangenheit

to be
I had been
You had been
He, she, it had been
We had been
You had been
They had been

to have
I had had
You had had
He, she, it had had
We had had
You had had
They had had

## The Months of a Year - Die Monatsnamen

January



February



March



April



May



June



July



August



September



October



November



December

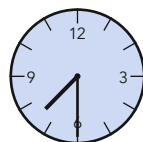
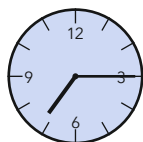
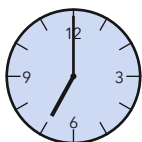
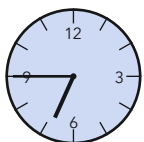


And these are the seasons (Jahreszeiten): spring - summer - autumn (BrE)/fall (AmE) - winter

1. Do you know when each season starts? Which month belongs to which season?
2. Close your books. Tell your neighbour to write down three different months. Control if she or he has written them correctly. Then switch roles.

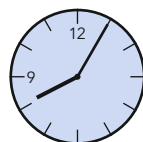
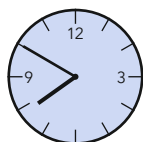
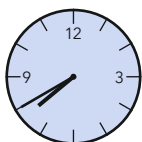
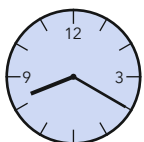
→ **Remember:** You write months in capital letters (Monate werden groß geschrieben).

## What's the Time? - Die Uhrzeit



a.m. = from midnight till twelve o'clock

p.m. = from twelve o'clock till midnight



1. Read these times out loud with a partner.
2. Now show your partner five different times on your watch. You both have to write them down. Compare your results. Then switch roles.

3. Sind Sie dichterisch veranlagt? Können Sie die englischen Reime für das nachfolgende Gedicht finden? Die Worte stehen in der Tabelle, aber sie sind nicht in der richtigen Reihenfolge.

## How Kitchen Hygiene Can Help a Waitress to Earn a Tip

(Wie Küchenhygiene einer Kellnerin helfen kann, ein Trinkgeld zu verdienen)

guest	keen (scharf)	mood (Laune)	grim (grimmig)
funny	cook	flirt	hygiene
chips	meals	money	hygiene
heels (Schuh-Absätze)	face	hip (in, modern)	best
look	him	tip (Trinkgeld)	dirt
clean	lips	food	trays (Tabletts)

- a) Isn't this f u n n y ,  
Liz likes m o n e y ,  
but she is also k e e n  
on kitchen h y g i e n e .
- b) She walks on high h e e l s  
and serves all the m e a l s  
to a happy g u e s t  
who likes this b e s t .
- c) She serves fish and c h i p s  
with a smile on her l i p s ,  
and the dishes look c l e a n  
thanks to kitchen h y g i e n e .
- d) She is in a good m o o d ,  
when she serves nice f o o d  
and with a smile on her f a c e  
she balances t r a y s .
- e) She likes to f l i r t  
but she hates kitchen d i r t .  
For a hairy c o o k  
there's just an angry l o o k .
- f) She shouts at h i m  
and looks really g r i m :  
"This is not h i p ,  
and it will cost my t i p !"



## Trouble in a Flat-Sharing Community

Situation: Joan has moved from Dublin to Germany. She has got a job in a nursing home for elderly people in Bremen. She is sharing a flat with Patricia. Each resident has one room of their own in the flat. The other rooms are used in common. There are some problems, which Joan describes as follows: „Right now, the housing situation is quite unacceptable, because Patricia is celebrating a party in the flat almost every evening. The party ends usually between 2:00 and 4:00 a.m. in the morning. I’m not fussy, but I can’t sleep with this noise, not even with earplugs. What bothers me as well is that often three visitors also stay in the flat, which naturally increases costs because of more frequent showering, the increased use of computers. I asked Patricia to ensure that it should be quiet in the flat after 10 p.m. She answered that she did not understand what I wanted.“



Help Joan and Patricia that they understand each other. Use your own words. When you speak to Patricia, you may speak German as well. When you speak to Joan, you must speak English.

Joan		Patricia
I think that you go too far by having visitors so often.	Explain to Patricia	<i>Ich finde, dass du zu weit gehst, wenn du so häufig Besucher empfängst.</i>
<i>Why are you bothered that I often have visitors?</i>	Explain to Joan	Warum stört es dich, dass ich häufig Besuch bekomme?
Your visitors usually stay here too long. I don’t get enough sleep because of the noise.	Explain to Patricia	<i>Deine Besucher bleiben gewöhnlich zu lange hier. Durch die Geräusche bekomme ich nicht genügend Schlaf.</i>
<i>When you moved in into this flat, you should have known that life in here is not as quiet as in an old people’s home.</i>	Explain to Joan	Als du in diese Wohnung eingezogen bist, hättest du wissen können, dass das Leben hier nicht so ruhig ist wie in einem Altersheim.
It also bothers me if your visitors sleep in the living room.	Explain to Patricia	<i>Außerdem stört es mich, wenn deine Besucher im Wohnzimmer schlafen.</i>

<p><b>You usually leave the flat very early in the morning. Why should the living room not be used?</b></p>	<p>← Explain to Joan</p>	<p>Du verlässt die Wohnung morgens gewöhnlich sehr früh. Warum sollte das Wohnzimmer dann nicht genutzt werden?</p>
<p>I like to have my breakfast in the living room so I can listen to the radio.</p>	<p>→ Explain to Patricia</p>	<p><b>Ich möchte gern im Wohnzimmer frühstücken und dabei Radio hören.</b></p>
<p><b>Ok, I understand that. Is everything alright now?</b></p>	<p>← Explain to Joan</p>	<p>Ok, das sehe ich ein. Ist jetzt alles in Ordnung?</p>
<p>Not quite. We must speak about how to divide the extra expenses.</p>	<p>→ Explain to Patricia</p>	<p><b>Nicht ganz. Wir müssen über die Aufteilung der Nebenkosten sprechen.</b></p>
<p><b>This is the limit! What do you mean by that?</b></p>	<p>← Explain to Joan</p>	<p>Jetzt reicht es mir! Was meinst du denn damit?</p>
<p>Your guests use water and electricity. I am not willing to pay for that.</p>	<p>→ Explain to Patricia</p>	<p><b>Deine Gäste verbrauchen Wasser und Strom. Ich bin nicht bereit, dafür zu bezahlen.</b></p>
<p><b>If it doesn't suit you here, you are free to move out.</b></p>	<p>← Explain to Joan</p>	<p>Wenn es dir hier nicht passt, kannst du ja ausziehen.</p>
<p>I don't intend to do that. I like living in this neighbourhood. I'm only asking you to observe the rules that we agreed on in the beginning.</p>	<p>→ Explain to Patricia</p>	<p><b>Das habe ich nicht vor. Mir gefällt das Leben in dieser Nachbarschaft. Ich bitte dich nur, dich an die Regeln zu halten, die wir am Anfang vereinbart haben.</b></p>
<p><b>Good. At least I know now what you mean. I think that we can certainly find a compromise.</b></p>	<p>← Explain to Joan</p>	<p>Gut. Wenigstens weiß ich jetzt Bescheid. Ich denke, dass wir sicherlich einen Kompromiss finden werden.</p>

### A

Mary is a young trainee who works in a hospital. Here she describes a typical day. Use the verbs to complete the sentences below.

check - start - go - wash - ask - feel - can - to be - have - do - like - die - to be - need - to be - serve

When I do/did the morning shift, we start/started at 8 am. At first we go/went into the patients' room and ask/asked them how they feel/felt. Then we serve/served breakfast. Later on we wash/washed our patients and check/checked the temperature and the pulse rate. I can/could already take the blood pressure which I am/was very proud of. At 10 am we have/had breakfast ourselves. Sometimes a patient dies/died because most of them are/were rather old. We need/needed a lot of competences to cope with problems. I am/was good at working in a team and I can/could also solve a lot of problems. Therefore I like/liked my job very much.

Meanwhile Mary is a mother and has stopped working. She tells her children about her profession as a nurse. Rewrite the text and change the underlined words into simple past.

### B

Collect some information about your family and write at least 10 sentences about them. Use the simple past. Have a look at the words below if you need ideas. **PRODUCTION**

**Example:** When were your parents born?

My father was born in 1985. My mother was born in ...

brother(s)/sister(s) - grandparents - get driving licence - rent/buy a house - stop smoking - move to another town - buy a car/TV/computer - hospital - have accident - holidays - leave school - get married - start working - stop working - get divorced

**(Individuelle Lösung)**

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# Unit 4 Social Competence

## C

Explain the following words in English.

classmate	A classmate is <u>somebody who goes into the same class as I do.</u>
disco	<u>A disco is a place where people dance.</u>
handbag	<u>You put your personal things/money in your handbag.</u>
to be pregnant	<u>A woman who expects a baby is pregnant.</u>
Friday	<u>Friday is the best day of the week. Friday comes after Thursday.</u>
love	<u>Love is a great feeling.</u>
part-time job	<u>People who do not work all day long have got a part-time job.</u>

(Die Antworten sind lediglich Vorschläge, andere Antworten sind möglich.)

## D

What are the infinitives (Infinitive/Grundformen) of these past tense verbs?

**slept - cried - smoked - danced - went - got up - had - was - lived - met - ran - missed - liked - thought - found - came - were - worked - saw - knew - said**

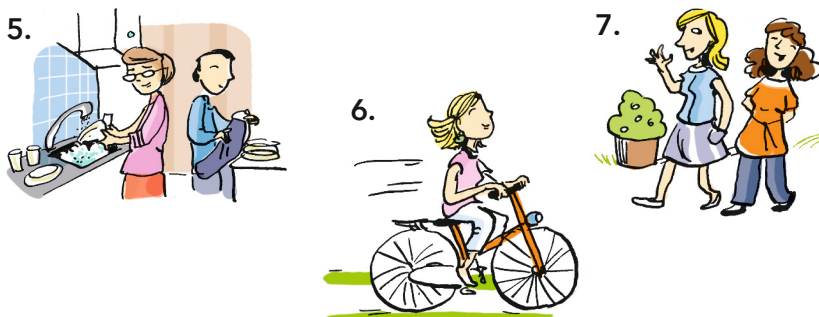
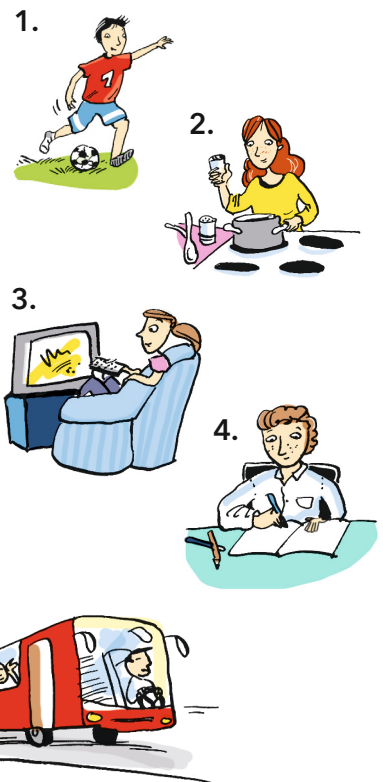
slept = to sleep, cried = to cry, smoked = to smoke, danced = to dance,  
went = to go, got up = to get up, had = to have, was = to be, lived = to live,  
met = to meet, ran = to run, missed = to miss, liked = to like, thought = to think,  
found = to find, came = to come, were = to be, worked = to work, saw = to see,  
knew = to know, said = to say

## E

Look at the activities in the pictures and ask somebody in your class what he did during the last week. The answer can either be: Yes, I did or: No, I didn't.

### PRODUCTION

1. Did you play football? Yes, I did/No, I didn't.
2. (selber kochen) Did you cook yourself?
3. (fernsehen) Did you watch TV?
4. (Hausaufgaben machen) Did you do your homework?
5. (Mutter helfen) Did you help your mother?
6. (Fahrrad fahren) Did you ride a bike?
7. (mit dem Bus fahren) Did you take the bus?
8. (spazieren gehen) Did you go for a walk?





**F**

Fill in the gaps and use the simple past.

After her boyfriend John had left her, Mary, a young girl of about 16, was (be) very sad. She wanted (want) to forget her lover's grief (Liebeskummer) and decided (decide) to travel to the North Sea together with her new friend Sheila. They had (have) wonderful days in Plymouth at the youth hostel (Jugendherberge).

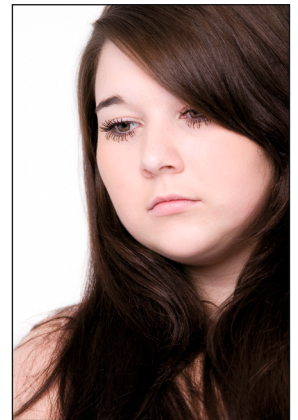
They went (go) for long walks on the beach and talked (talk) a lot. They also met (meet) a lot of nice people there.

One day Mary didn't watch out (not watch out) and stepped (step) into a shell (Muschel). She didn't care (not care) about it. On the next day she saw (see) that her foot was red and swollen (geschwollen). She had (have) to see the doctor. He looked (look) at her foot, cleaned (clean) her wound and gave (give) her an injection against tetanus (Wundstarrkrampf). He also told (tell) his assistant to put a bandage (Wundverband) on Mary's wound, which the girl did (do). Mary couldn't walk (can not walk) during the next three days but then she felt (feel) better. She was (be) happy when they drove (drive) home again.

**G**

Form questions and ask about the underlined parts.  
Use the simple past.

1. What did Mary want to forget?  
She wanted to forget her lover's grief.
2. What did she decide?  
She decided to travel to the North Sea.
3. Where did they have wonderful days?  
They had wonderful days in Plymouth.
4. Where did they walk and talk a lot?  
They walked and talked a lot on the beach.
5. Who/Whom did they meet at the youth hostel?  
They met a lot of nice people there.
6. What did the doctor look at?  
He looked at her wound.
7. What did the doctor give her?  
He gave her an injection against tetanus.
8. What did the doctor tell his assistant?  
He told his assistant to put a bandage on Mary's wound.
9. How did she feel after three days?  
After three days she felt better.



## A Visit in a Hospital

Situation: Michael from Papenburg takes part in a project in Ireland. He is visiting John in a hospital in Ballymahon, a small Irish city. John was also a member of the project but he broke his leg in a traffic accident two weeks ago. John is in a ward in the hospital with six other patients. There is almost always a nurse present in the room. She is responsible for the care of the patients in this ward. She helps them to get washed, controls their temperature and helps them whenever they need help. There are several visitors in this ward. A TV set is running at a normal level. If the nurse takes care for a patient, she draws a curtain around his bed.

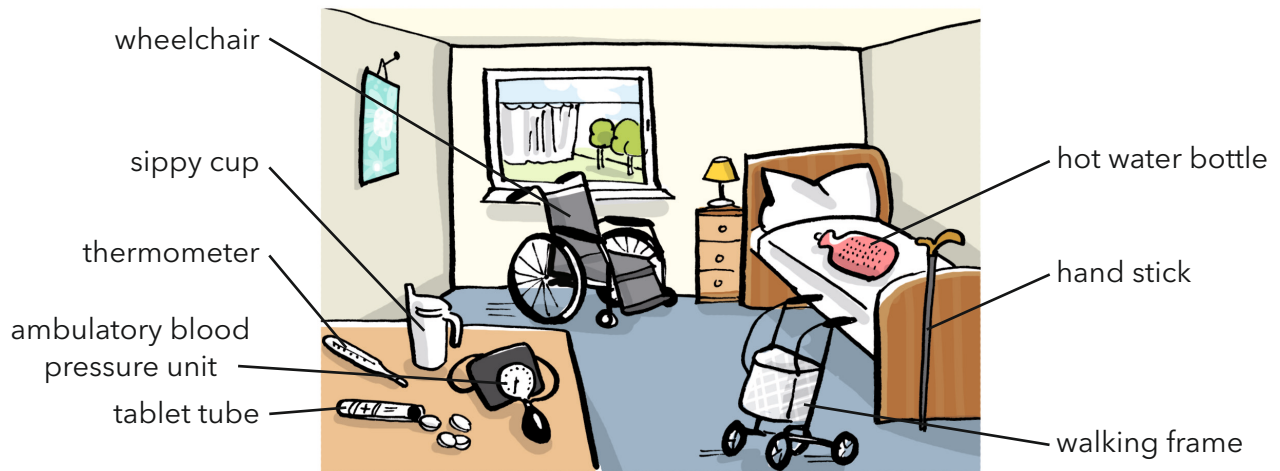


As Michael's English is not the very best and John does not understand any German word, please help them. Use your own words. When you speak to Michael, you may speak German as well. When you speak to John, you must speak English.

John		Michael
Hello Michael, it's good of you to visit me.	Explain to Michael	<b>Hallo Michael, das ist ja nett von dir, mich zu besuchen.</b>
<b>Hello John, how are you?</b>	Explain to John	Hallo John, wie geht es dir?
Very well, thank you. I'm recovering well.	Explain to Michael	<b>Sehr gut, danke. Ich befinde mich auf einem guten Wege der Besserung.</b>
<b>I am surprised that there are so many patients in one ward.</b>	Explain to John	Ich bin erstaunt, dass hier so viele Patienten in einem Zimmer liegen.
That is quite common in public hospitals in Ireland.	Explain to Michael	<b>Das ist in den staatlichen Krankenhäusern in Irland ganz üblich.</b>

## Unit 9 Living with special Needs

**C** There are many objects in a home for people with special needs. Match the correct German words to the English words in the picture:



English Words	German Words
hot water bottle	<i>Wärmflasche</i>
thermometer	<i>Fieberthermometer</i>
wheelchair	<i>Rollstuhl</i>
hand stick	<i>Handstock</i>
walking frame	<i>Rollator</i>
sippy cup	<i>Schnabeltasse</i>
ambulatory blood pressure unit	<i>tragbares Blutdruckmessgerät</i>
tablet tube	<i>Tablettenröhrchen</i>

## Prepositions of Time

**D** We use many different prepositions for talking about time. We use in, on and at for lots of different times. Here's a table comparing the uses:

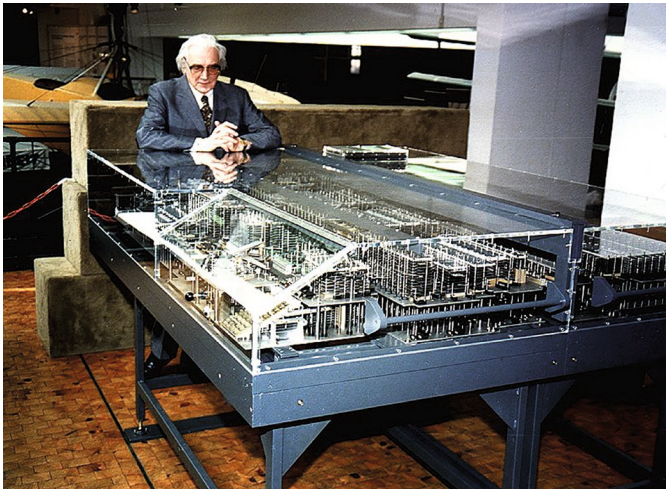
in	on	at
<p><b>Months:</b> in January / in April  <b>Seasons:</b> in spring / in winter  <b>Years:</b> in 1984 / in 2016  <b>Centuries:</b> in the 20th century  <b>Times of day:</b> in the morning / in the evening  <b>Longer periods of time:</b> in the past / in the 1990s</p>	<p><b>Days of the week:</b> on Monday, on the next day  <b>Days + parts of days:</b> on Tuesday afternoon / on Saturday mornings  <b>Dates:</b> on 22 November  <b>Special days:</b> on my birthday / on New Year's Eve</p>	<p><b>Clock times:</b> at 7.30 a.m. / at 5 o'clock  <b>Festivals:</b> at Christmas / at Easter  <b>Exceptions (Ausnahmen):</b> at night / at the weekend / at the end</p>

## E

Active or Passive? Fill in the gaps, use the simple past.

### The History of the Computer

It was one of the most famous "personalities" of the 20th century. Its birth has changed the world. It made a lot of things easier but some things more complicated. Today it is mighty (mächtig) and without it our life won't work in the known way. Here Grandfather Computer tells about his life:



Konrad Zuse

I can't remember my birth. It is said that I have got several fathers. One of them was

(be) Konrad Zuse, a German. He bore (to bear = zur Welt bringen) me in the year 1941. I was given (give) the name "Z3". I could only multiply, one task in three seconds.

The Americans also say to be my father. In 1943 I was named (name) ENIAC. I was (be) a big and expensive child and I had (have) to sleep a lot. I did (do) 5000 calculations per second. But a lot of mistakes were made (make) by me.

When I got (get) older I didn't grow (not grow). I got smaller and cleverer. The first step towards smaller computers were made (make). In the 60s and 70s microchips were developed (develop). That invention made (make) me famous. I was bought (buy) by millions of people. I think today every child knows me.

## F



In operating instructions we often see passive constructions. Instead of "You open a file..." you read "A file is opened..." or Instead of "You can download the program" the operating instruction says "The program can be downloaded."

To form passive tenses, you use the **third verbform** (past participle), and you form the **tense** with the verb **be**: The program **was** installed (simple past) or It **will be** installed (future I).

Can you complete the list of the passive tenses?

simple present	It is done.	Es wird getan.
simple past	It <u>was</u> done.	Es wurde getan.
present perfect	It has been done.	Es <u>ist</u> getan <u>worden</u> .
past perfect	It <u>had been</u> done.	Es war getan worden.
future	It <u>will be</u> done.	Es wird getan werden.
Conditional	It would be done.	Es <u>würde getan werden</u> .
Future II	It <u>will</u> have been done.	Es wird getan worden sein.
Conditional II	It <u>would have been</u> done.	Es wäre getan worden.
modals	It <u>can / must be</u> done.	Es kann/muss getan werden.