

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ  
УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ  
«БАРАНОВИЧСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

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**АНГЛИЙСКИЙ ПАРТНЕР**

**THE ENGLISH PARTNER**

*ENGLISCHER PARTNER*

**Сборник методических материалов**

**В 3 частях**

**Часть 1**

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С29

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Первая часть данного сборника методических материалов включает подкрепленный методическими указаниями свод тематических модулей, содержащих тексты, упражнения и задания, направленные на формирование и развитие умений устной и письменной речи лиц, изучающих английский язык.

Предназначен для студентов факультетов иностранных языков и широкого круга лиц, изучающих английский язык и культуру.

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## FOREWORD

The present edition is done in a two-language (English/German) format for learners who study English as the second foreign language. The distinctive feature of the book lies in the opportunity to use the presented methodical materials and the students' knowledge of German in the course of their English studies.

Thematically, the book meets the requirements of the curriculum and covers a wide range of verbal communication areas. The edition contains 5 modules each resulting in a series of revision tasks.

Modules 1—5 (“Introductory Unit”, “Learning to Speak”, “About Myself”, “Looking Around” and “Everyday Life”) suggest the introductory theoretical material and practical assignments facilitating the formation and development of the beginners' pronunciation, reading, speaking and writing skills. The material is presented in the comparative English/German format duplicating in German the instructions, grammar rules and vocabulary needed thus drawing, when necessary, the adequate parallels between the two languages and making the process of the second foreign language acquisition (English) easier.

The present edition comprises a stock of authentic printed, audio- and video materials and comes with a CD version of audio and video tasks and activities. Appended to the book is a list of used resources.

Although primarily intended for the learners of the specialty “German. English”, the book can be successfully used by other learners of English.

Репозиторий БарГУ

## VORWORT

Die vorliegende Ausgabe ist in zweisprachiger Form (Englisch/Deutsch) für die Studierenden, die Englisch als zweite Fremdsprache erlernen, ausgearbeitet. Die Besonderheit dieser Ausgabe besteht darin, dass die Studierenden anhand dieser methodischen Materialien ihre Deutschkenntnisse im Englischunterricht gebrauchen können.

Thematisch entspricht das Buch allen Anforderungen des Lehrplans und umfasst eine große Auswahl an den Umgangsthemen. Dieses Lehrwerk umfasst 5 Module, die eine Reihe der Schlüsselaufgaben haben.

Die Module 1—5 («Einführungslehrgang», «Auf dem Weg zum Sprechen», «Über mich», «Die Welt um uns herum» und «Alltagsleben») bieten das einführende theoretische und praktische Material an, das auf die Formierung und Entwicklung der Fertigkeiten der Studierenden in der Aussprache, im Lesen, Sprechen und Schreiben gerichtet ist.

Der Lehrstoff ist im Vergleich der beiden Sprachen (Englisch und Deutsch) gestaltet. Die notwendigen grammatischen Regeln und der Wortschatz sind ins Deutsche übersetzt. Auf solche Weise werden die notwendigen Parallelen zwischen den zwei Sprachen geführt und dadurch wird die Aneignung der zweiten Fremdsprache erleichtert.

Das Lehrwerk umfasst eine Reihe der authentischen Druck-, Hör- und Videomaterialien und geht im Satz mit der CD-Version von Hör- und Videoaufgaben. Das Buch hat ein Quellenverzeichnis.

In erster Linie ist diese Ausgabe für die Studenten der Fachrichtung «Deutsch. Englisch» bestimmt, es kann aber auch von den Studenten anderer Lehrgänge fürs Erlernen des Englischen erfolgreich benutzt werden.

Репозиторий Барнау

MODULE 1: INTRODUCTORY UNIT /  
 MODUL 1: EINFÜHRUNGSLEHRGANG

WELCOME TO THE WORLD OF ENGLISH! /  
 WILLKOMMEN IN DER WELT DES ENGLISCHEN!

**1 The Alphabet / Das Alphabet**

<b>A a</b> [eɪ]	<b>B b</b> [bi:]	<b>C c</b> [si:]	<b>D d</b> [di:]	<b>E e</b> [i:]	<b>F f</b> [ef]	<b>G g</b> [dʒi:]
<b>H h</b> [eɪtʃ]	<b>I i</b> [aɪ]	<b>J j</b> [dʒeɪ]	<b>K k</b> [keɪ]	<b>L l</b> [el]	<b>M m</b> [em]	<b>N n</b> [en]
<b>O o</b> [oʊ]	<b>P p</b> [pi:]	<b>Q q</b> [kju:]	<b>R r</b> [a:]	<b>S s</b> [es]	<b>T t</b> [ti:]	<b>U u</b> [ju:]
<b>V v</b> [vi:]	<b>W w</b> [dʌblju:]	<b>X x</b> [eks]	<b>Y y</b> [waɪ]	<b>Z z</b> [zed]		

Following the teacher's instructions,  
 learn the spelling of the English letters.

Folgen Sie den Anweisungen des Lehrers  
 und erlernen Sie die Rechtschreibung der englischen  
 Buchstaben.


**2 The Phonetic structure of the English language /  
 Der phonetische Aufbau des Englischen**

There are 24 consonants and 20 vowels  
 in English. For the comfort of reading, the  
 English sounds are marked with transcription  
 signs in dictionaries. To read in English, one needs  
 to remember the transcription and pronunciation  
 of the English sounds. They are the following:

Es gibt 24 Konsonanten und 20 Vokale im  
 Englischen. Für die Bequemlichkeit des Lesens  
 werden die englischen Laute in Wörterbücher mit  
 der Transkription markiert. Um englisch zu lesen,  
 soll man sich die Transkription und Aussprache der  
 englischen Laute merken. Das sind folgende:

## 2.1 Vowels / Vokale

The vowels in English can be long or short. The word meaning depends on this.

Die Vokale können im Englischen lang oder kurz ausgesprochen werden. Davon hängt die Bedeutung des Wortes ab.

Transcription / Transkription	Pronunciation (in Russian) / Aussprache (auf Russisch)	Examples / Beispiele
[i:]	ähnlichklingend zum lang gesprochenem [и]	see, heat
[ɪ]	ähnlichklingend zum kurz gesprochenem [и]	hit, sitting
[ɑ:]	ähnlichklingend zum lang gesprochenem [а]	arm, father
[ʌ]	ähnlichklingend zum kurz gesprochenem [а]	cup, luck
[ɔ:]	ähnlichklingend zum lang gesprochenem [о]	call, four
[ɒ]	ähnlichklingend zum kurz gesprochenem [о]	hot, rock
[u:]	ähnlichklingend zum lang gesprochenem [у]	blue, food
[ʊ]	ähnlichklingend zum kurz gesprochenem [у]	put, could
[ɜ:]	ähnlichklingend zum [о] oder [э]	turn, learn
[e]	ähnlichklingend zum [э]	met, bed
[æ]	breiter [э]	cat, black
[ə]	ähnlichklingend zum [э], immer unbetont	away, cinema

In English there are also the so-called diphthongs. They are marked with two signs but pronounced as one sound. The both components of a diphthong are glided through one pronunciation effort that results in the stressed pronunciation of the first component and unstressed pronunciation of the second one. The English diphthongs are as follows:

Im Englischen gibt es auch so genannte Diphthonge. Sie haben zwei Grapheme aber sie werden als ein Laut ausgesprochen. Beide Komponenten der Diphthonge verbinden sich durch eine Gleitbewegung zu einer einsilbigen Einheit, wobei die erste Komponente betont ist, die zweite aber unbetont. Im Englischen gibt es folgende Diphthonge:

Transcription / Transkription	Pronunciation (in Russian) / Aussprache (auf Russisch)	Examples / Beispiele
[eɪ]	[эй]	say, eight
[aɪ]	[ай]	five, eye
[ɔɪ]	[ой]	boy, join
[aʊ]	[ау]	now, out
[oʊ]	[оу]	go, home
[ɪə]	[иэ]	near, here
[ʊə]	[уэ]	pure, tourist
[eə]	[эа]	where, air

## 2.2 Consonants / Konsonanten

The English consonants are always strong. Pay attention:

Die englischen Konsonanten werden immer hart ausgesprochen. Beachten Sie:

Transcription / Transkription	Pronunciation (in Russian) / Aussprache (auf Russisch)	Examples / Beispiele
[b]	[б]	[bi:], [beɪ]
[p]	[п]	[pa:k], [paɪ]
[v]	[в]	[vi:l], [vɔɪs]
[f]	[ф]	[fɪl], [feɪk]
[g]	[г]	[ges], [greɪ]
[k]	[к]	[keɪk], [keɪs]
[d]	[д]	[draɪ], [sed]
[t]	[т]	[ti:], [sæt]
[ʒ]	ähnlichklingend zum [ж], aber weicher gesprochen	[pleʒə], [vɪʒn]
[ʃ]	ähnlichklingend zum [ш], aber weicher gesprochen	[ʃeɪk], [ʃaɪ]
[z]	[з]	[zed], [roʊz]
[s]	[с]	[sɪks], [sæd]
[ð]	ähnlichklingend zum [з]	[wɪðɪn], [ðɪs]
[θ]	ähnlichklingend zum [с]	[θɪs], [θɪk]
[tʃ]	ähnlichklingend zum [ч], aber starker gesprochen	[tʃɔ:k], [tʃek]
[dʒ]	ähnlichklingend zum [дж]	[dʒʌst], [dʒɔ:]
[m]	[м]	[maɪs], [klæm]
[n]	[н]	[noʊ], [nevə]
[ŋ]	ähnlichklingend zum [н], wird nâselnd gesprochen	[lɔ: ŋ], [strɔ: ŋ]
[l]	[л]	[leɪk], [lɒk]
[r]	ähnlichklingend zum [р], wird ohne Vibrierung gesprochen	[rest], [raɪ]
[h]	ähnlichklingend zum [х], leicht gesprochen	[heɪ], [haɪ]
[w]	Runden Sie die Lippen und sprechen Sie den Laut aus, ähnlichklingend zum [в], aber ohne Berührung der Oberlippe mit den Zähnen; beim Aussprechen bringen Sie die Lippen auseinander	[weɪk], [wɔ:]
[j]	[й]	[jes], [jeləʊ]

### ≈ LISTENING COMPREHENSION / H RVERSTEHEN

1. Make sure you remember the English alphabet. While listening to the song for the first time, fill in the blanks with the words you hear.

But first look through the list of the words that can help you understand the author's idea.

1. Überzeugen Sie sich, dass Sie das englischen Alphabet gut kennen. Hören Sie das Lied zum ersten Mal und füllen Sie die Lücken mit den Wörtern aus, die Sie hören.

Aber zuerst sehen Sie die Wortliste durch, die Ihnen helfen kann, den Hauptgedanken des Autors zu verstehen.

English	German	English	German
look	<i>ansehen</i>	give	<i>geben</i>
see	<i>sehen</i>	game	<i>Spiel, n</i>
extraordinary	<i>ungewöhnlich</i>	make (made)	<i>machen (gemacht)</i>
even	<i>sogar</i>	heart	<i>Herz, n</i>
more	<i>mehr</i>	break	<i>zerbrechen</i>
adore	<i>sich zu begeistern</i>		

\_\_\_\_\_ is for the way you look at me  
 \_\_\_\_\_ is for the only one I see  
 \_\_\_\_\_ is very, very extraordinary  
 \_\_\_\_\_ is even more than anyone that you adore and

\_\_\_\_\_ is all that I can give to you  
 \_\_\_\_\_ is more than just a game for two  
 Two in \_\_\_\_\_ can make it  
 Take my heart and please don't break it  
 \_\_\_\_\_ was made for me and you

\_\_\_\_\_ is for the way you look at me  
 \_\_\_\_\_ is for the only one I see  
 \_\_\_\_\_ is very, very extraordinary  
 \_\_\_\_\_ is even more than anyone that you adore

\_\_\_\_\_ is all that I can give to you  
 \_\_\_\_\_ is more than just a game for two  
 Two in \_\_\_\_\_ can make it  
 Take my heart and please don't break it  
 \_\_\_\_\_ was made for me and you  
 \_\_\_\_\_ was made for me and you  
 \_\_\_\_\_ was made for me and you

*Nat King Cole*

2. Listen to the tune for the second time.  
 Pay attention to the intonation of the lyrics.

3. Join in the singing. While doing so,  
 follow the performer's pronunciation and  
 intonation patterns.

2. Hören Sie das Lied zum zweiten Mal.  
 Beachten Sie die Intonation des Textes.

3. Singen Sie das Lied mit. Beim Singen  
 folgen Sie der Aussprache und Intonation des Sängers.

#### H Home assignment / Hausaufgabe

Translate the lyrics up to the end. Be ready  
 to sing it.

Übersetzen Sie das Lied bis zum Ende. Seien Sie  
 bereit, das Lied allein zu singen.



### 3 Types of Syllables / Silbentypen



#### Rules: / Regeln:

English vowels can be read differently. For example, the vowel **Aa** can be read as [a:], [eɪ], [æ], [ɔ:], [e], etc. It depends on the surrounding of the letter. To learn how to read in English, one should remember the four types of stressed syllables. They are the following:

#### **Type 1:** (open syllable)

The vowel is open (there is no consonant following or after the consonant there is the letter **-e** that is not pronounced):

I age hi name

#### **Type 2:** (closed syllable)

The vowel is closed by the consonant:

in off cat desk

#### **Type 3:** (the third type)

After the vowel there is the letter **-r**:

or arm first

#### **Type 4:** (the fourth type)

After the vowel there is the combination **-re**:

care more fire

**? Task.** Sort out the following words according to the types of syllables.

Fare, game, sad, pork, make, fir, care, jazz, pipe, mare, cold, so, gore, up, lake, on, cake, park, place, mask.

Type 1 / Typ 1	Type 2 / Typ 2	Type 3 / Typ 3	Type 4 / Typ 4

Die englischen Vokale können verschieden gelesen werden. Zum Beispiel, der Buchstabe **Aa** kann als [a:], [eɪ], [æ], [ɔ:], [e], usw. ausgesprochen werden. Das hängt von der Umgebung des Buchstaben ab. Um englische Wörter richtig zu lesen, soll man vier betonte Silbentypen beachten. Das sind:

#### **Typ 1:** (eine offene Silbe)

Der Vokal ist offen (es gibt keinen nach ihm folgenden Konsonanten oder nach dem Konsonanten steht der Buchstabe **-e**, der nicht ausgesprochen wird):

#### **Typ 2:** (eine geschlossene Silbe)

Nach dem Vokal steht ein Konsonant:

#### **Typ 3:** (3. Silbentyp)

Nach dem Vokal steht der Buchstabe **-r**:

#### **Typ 4:** (4. Silbentyp)

Nach dem Vokal steht die Kombination **-re**:

**Aufgabe.** Sortieren Sie die folgenden Wörter nach ihren Silbentypen.

### 4 Basic reading rules / Grundleseregeln

#### 1. Vowels: / Vokale:

Nº	Letter / Buchstabe	Rules / Regeln	Sounds / Laute	Examples / Beispiele	Notes / Anmerkungen
1	A (a)	In Type 1 of the syllable / In 1. Silbentyp	[eɪ]	Make, take, lake	In such cases the last <b>-e</b> is not read / In solchen Fällen wird der letzte <b>-e</b> nicht gelesen

The table termination / Das Ende der Tabelle

No	Letter / Buchstabe	Rules / Regeln	Sounds / Laute	Examples / Beispiele	Notes / Anmerkungen
		In Type 2 of the syllable / In 2. Silbentyp	[æ]	Cap, cat, sad	
		Before -l or -ll / Vor -l oder -ll	[ɔ:]	All, tall, call	
		In Type 3 of the syllable / In 3. Silbentyp	[ɑ:]	Car, party	
2	O (o)	In Type 1 of the syllable / In 1. Silbentyp	[oʊ]	So, go, nose	
		In Type 2 of the syllable / In 2. Silbentyp	[ɒ]	Not, pot, dog	
		If the two letters go together (-oo) / Wenn der Buchstabe verdoppelt ist (-oo)	[ʊ]	Book, look	Exception: / Ausnahme: blood — [ʌ]
3	E (e)	In Type 1 of the syllable in the combinations -ea and -ee / In 1. Silbentyp in der Kombinationen -ea und -ee	[i:]	Sea, feel, stream	
		In Type 2 of the syllable / In 2. Silbentyp	[e]	Bed, men, hen	
4	I (i)	In Type 1 of the syllable / In 1. Silbentyp	[aɪ]	Time, mine	
		Before -ght / Vor -ght		Night, sight	
		In Type 2 of the syllable / In 2. Silbentyp	[ɪ]	Fill, mill	
5	U (u)	In Type 2 of the syllable / In 2. Silbentyp	[ʌ]	But, plum, trust	Exceptions: / Ausnahmen: put, pull, push, bull, full, bush — [u]
		In other cases / In anderen Fällen	[u:]	Use, student	
6	Y (y)	In Type 1 of the syllable / In 1. Silbentyp	[aɪ]	Try, fly, spy	
		In Type 2 of the syllable and at the end of the word / In 2. Silbentyp und am Ende des Wortes	[ɪ]	Duty, country	

2. Consonants: / Konsonanten:

No	Letter / Buchstabe	Rules / Regeln	Sounds / Laute	Examples / Beispiele	Notes / Anmerkungen
1	C (c)	At the beginning of the words before the letters <b>I (i)</b> , <b>Y (y)</b> , <b>E (e)</b> and at the end of the words before <b>E (e)</b> / Im Anlaut des Wortes vor den Buchstaben <b>I (i)</b> , <b>Y (y)</b> , <b>E (e)</b> und im Auslaut des Wortes vor <b>E (e)</b>	[s]	Pace, price, advice	
		When two letters <b>C (c)</b> go together, the first is pronounced as <b>[k]</b> and the second as <b>[s]</b> / Wenn der Buchstabe <b>C (c)</b> verdoppelt ist, wird der erste Buchstabe als <b>[k]</b> und die zweite als <b>[s]</b> ausgesprochen	[ks]	Accent, success	
		In other cases / In anderen Fällen	[k]	Basic, music	
2	G (g)	At the beginning of the words before the letters <b>I (i)</b> , <b>Y (y)</b> , <b>E (e)</b> and at the end of the words before <b>E (e)</b> / Im Wortanlaut vor den Buchstaben <b>I (i)</b> , <b>Y (y)</b> , <b>E (e)</b> und im Wortauslaut vor <b>E (e)</b>	[dʒ]	Gym, gin, bridge, page	Exceptions: / Ausnahmen: girl, give, gear — [g]
		In other cases / In anderen Fällen	[g]	Go, good, gold	Exceptions: / Ausnahmen: gem, German, geography, geology — [dʒ]

The table termination / Das Ende der Tabelle

No	Letter / Buchstabe	Rules / Regeln	Sounds / Laute	Examples / Beispiele	Notes / Anmerkungen
		In the word endings <b>-ing/ong</b> the letter is not read / in den Wortsendungen <b>-ing/ong</b> wird dieser Buchstabe nicht gelesen	[—]	String, strong	
3	K (k)	Always / Immer	[k]	Pike, fake, take	<b>But! / Aber!</b> At the beginning of the words before <b>-N (n)</b> the letter is not read / Im Wortanlaut vor <b>-N (n)</b> wird dieser Buchstabe nicht gelesen: knee — [ni:], knight — [nait]
4	S (s)	Depends / Verschieden In Type 2 of the syllable / In 2. Silbentyp	[s]	Sun, sweet	
			[ʃ]	Sure, sugar	
			[z]	Rose, easy	
5	H (h)	As a rule / In der Regel	[h]	Hi, hay, happy	In some cases the letter is not read / In einigen Fällen wird dieser Buchstabe nicht gelesen: Oh, Mariah
		In the combination <b>-sh</b> / In der Kombination <b>-sh</b>	[ʃ]	She, shake	
		In the combination <b>-ch</b> / In der Kombination <b>-ch</b>	[tʃ]	Chance, check	
6	R (r)	At the beginning of the words after <b>-W (w)</b> / Im Wortanlaut nach <b>-W (w)</b>	[r]	Wreck, wrong, write	
		At the end of the word / Im Wortauslaut	[—]	Star, bar, car	

**Note! / Anmerkung!**

Besides the basic rules of reading of the English letters there are a lot of exceptions.

Außer den Grundleseregeln der englischen Buchstaben gibt es eine Menge von Ausnahmen.

**Task.** Practice the following tongue-twisters:

**Aufgabe.** Üben Sie die folgenden Zungenbrecher:

- The thirty-three thieves thought that they thrilled the throne throughout Thursday.
- Can you can a can as a canner can can a can?
- How can a clam cram in a clean cream can?
- I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.
- Roberta ran rings around the Roman ruins.
- One-one was a race horse, two-two was one too, one-one won one race, two-two won one too.

**5 First meeting / Die erste Bekanntschaft**



**Rules: / Regeln:**

Hello! Hi!	Hallo!
Good morning!	Morgen!

*The table termination / Das Ende der Tabelle*

Good afternoon!	Guten Tag!
Good evening!	Abend!
Bye! See you!	Tschüss! Wiedersehen!

1. Using the dictionary, transcribe and read the words/phrases given. But first consult the table below:

1. Benutzen Sie das Wörterbuch, transkribieren und üben Sie die angegebenen Wörter/Wortverbindungen. Aber zuerst machen Sie sich mit der Tabelle bekannt:

to be / sein	
I / <i>ich</i>	am
you / <i>du</i>	are
he/she/it ( <i>er/sie/es</i> )	is
we / <i>wir</i>	are
you / <i>Ihr</i>	are
they / <i>sie</i>	are

Finish the following sentences: / Beenden Sie die folgenden Sätze:

- My name is \_\_\_\_\_ .
- My family name is \_\_\_\_\_ .
- I am \_\_\_\_\_ . (18 — eighteen, 19 — nineteen, 20 — twenty)
- I'm from \_\_\_\_\_ . (Belarus, Russia)
- I live in \_\_\_\_\_ . (Baranovichi, Minsk, Grodno)
- I am a student of the \_\_\_\_\_ . (Baranovichi State University, Minsk Linguistic University)

2. Read the dialogues given. Pay attention to the phrases underlined, try to understand what they mean.

2. Lesen Sie die folgenden Dialoge. Beachten Sie die unterstrichenen Wörter/Wortverbindungen, versuchen Sie ihre Bedeutung zu verstehen.

**A.**

- Hello! My name is Mandy!
- Hi, I'm Mike.
- How old are you, Mike?
- I'm 19. And how old are you?
- I'm 20.

**B.**

- Hello, Mandy!
- Hi, Mike! How are you?
- I'm fine, thanks. And you?
- I'm OK.

C.

— Hi, Mike!

— Hi, Mandy!

— You are from England, Mike, right?

— Yes, I am from Dover. Now I live in Moscow. I'm a student here.

3. Together with your partner roleplay the dialogues above. Pay attention to the pronunciation of the words/phrases.

3. Inszenieren Sie mit Ihrem Partner die Dialoge von oben. Beachten Sie die Aussprache der Wörter/Wortverbindungen.

Репозиторий БарГУ

LEARNING TO SPEAK / AUF DEM WEG ZUM SPRECHEN

▼ Step 1 / Schritt 1

1.1 Vocabulary Focus: Personal Data / Brennpunkt Wortschatz: Personaldaten

<b>R</b>	<p>My name is... (What is your first/middle name? / <i>Wie ist dein/Ihr Vorname/zweiter Vorname?</i>)</p> <p>My family name/last name is ... (What is your family name/last name? / <i>Wie ist dein/Ihr Name?</i>)</p> <p>I live in... (Baranovichi, Komsomolskaya St./street/, 20. (Where do you live? / <i>Wo wohnst/wohnen du/Sie?</i>)</p> <p>I'm from / <i>Ich bin aus...</i> (Where are you from? / <i>Wo kommen Sie her?</i>)</p> <p>I'm a student at the Baranovichi State University... (What do you do? / <i>Was machen Sie?</i>)</p> <p>marital status / <i>Familienstand, m.</i> (Are you married? / <i>Sind Sie verheiratet?</i>)</p> <p>Married / <i>verheiratet</i></p> <p>Single / <i>ledig</i></p> <p>I'm single/married... / <i>Ich bin ledig...</i></p>
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**Task.** Read and roleplay the dialogue given. Try to understand the words underlined.

**Aufgabe.** Lesen Sie und üben Sie den Dialog. Versuchen Sie die unterstrichenen Wörter zu verstehen.

- Hello! My name is Kate.
- Hi, I'm Jane.
- How are you, Jane? I see you are new here.
- I'm OK, thanks.
- You live here? In Minsk?
- Yes, I live and study here. I'm a student at Minsk Linguistic University.
- That must be interesting!
- Yes, it is. And what about you? What do you do?
- Well, I'm 23 and I teach at university.
- At what university?
- At the Belarussian State University.

<b>R</b>	<p>— What is your phone number?</p> <p>— My phone number is...</p>	<p>— What is your cell number?</p> <p>— My cell number is...</p>
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1.2 Grammar Focus: Numerals / Brennpunkt Grammatik: Numerale

Cardinal Numerals / Kardinalzahlen	Ordinal Numerals / Ordinalzahlen
1 — one	the <i>first</i>
2 — two	the <i>second</i>
3 — three	the <i>third</i>
4 — four	the <i>fourth</i>
5 — five	the <i>fifth</i>
6 — six	the <i>sixth</i>
7 — seven	the <i>seventh</i>
8 — eight	the <i>eighth</i>
9 — nine	the <i>ninth</i>

*The table termination / Das Ende der Tabelle*

<b>Cardinal Numerals / Kardinalzahlen</b>	<b>Ordinal Numerals / Ordinalzahlen</b>
10 — ten	the <i>tenth</i>
11 — eleven	the <i>eleventh</i>
12 — twelve	the <i>twelfth</i>
13 — thirteen	the <i>thirteenth</i>
14 — fourteen	the <i>fourteenth</i>
15 — fifteen	the <i>fifteenth</i>
16 — sixteen	the <i>sixteenth</i>
17 — seventeen	the <i>seventeenth</i>
18 — eighteen	the <i>eighteenth</i>
19 — nineteen	the <i>nineteenth</i>
20 — twenty	the <i>twentieth</i>
21 — twenty one	the <i>twenty first</i>

20 — twenty

30 — thirty

40 — forty

50 — fifty

60 — sixty

70 — seventy

80 — eighty

90 — ninety

100 — one hundred *or* a hundred

101 — one hundred and one *or* a hundred and one

200 — two hundred

273 — two hundred and seventy-three

1,000 — a (one) thousand

1,005 — a (one) thousand and five

3,569 — three thousand, five hundred, and sixty-nine

500,024 — five hundred thousand and twenty four

1,000,000 — one million

7, 645, 239 — seven million, six hundred and forty-five thousand, two hundred and thirty nine

**Dates / Daten**

**R** What's the date today? / *Der wievielte ist heute?*

— When were you born? When do you have your birthday?

— I was born on the fifth of October.



**Rules: / Regeln:**

We write the date / *Wir schreiben das Datum:*

October 11, 1999.

We say the date / *Wir sagen das Datum:*

It's the eleventh of October, ninety ninety-nine

We say for a year / *Für ein Jahr sagen wir:*

1564 — fifteen sixty four

2005 — two thousand and five

January / <i>Januar</i>	July / <i>Juli</i>
February / <i>Februar</i>	August / <i>August</i>
March / <i>März</i>	September / <i>September</i>
April / <i>April</i>	October / <i>Oktober</i>
May / <i>Mai</i>	November / <i>November</i>
June / <i>Juni</i>	December / <i>Dezember</i>

**Task.** Read the dialogues given. Try to understand the words underlined.

**Aufgabe.** Lesen Sie die Dialoge. Versuchen Sie die unterstrichenen Wörter zu verstehen.

**A.**

- Hello, can I help you?
- Yes, please. I'd like to know the phone number of Mr. Grey's office.
- One moment, please... Here we are: it is 2763960. Got it?
- Yes, thank you very much.

**B.**

- Kate, when were you born?
- December, 13. What?
- Just curious! Our teacher asked me today when my best friend's birthday is.

**C.**

- What is your phone number, George?
- It's 1176398.
- Sorry, can you repeat? It's too quickly for me.
- It's 1-1-7-6-3-9-8. Got it?
- Yes, thanks a lot.

**4.** Together with your partner roleplay the dialogues according to the situation chosen, using the questions above.

**4.** Inszenieren Sie mit Ihrem Partner die Dialoge. Gebrauchen Sie die Fragen von oben.



## ▼ Step 2 / Schritt 2

### 2.1 Vocabulary Focus: Hobbies / Brennpunkt Wortschatz: Hobbys

1. Read and transcribe the given words.  
Check your transcription.

1. Lesen Sie und transkribieren Sie die folgenden  
Wörter. Prüfen Sie Ihre Transkription nach.

- Hobby / *Hobby, n*;
- prefer (v) / *vorziehen*;
- spend leisure/free time (v) / *seine Freizeit verbringen*;
- leisure / *Freizeit, f*;
- do smth. at leisure / *sich (D.) Zeit mit etw. lassen*;
- at home / *zu Hause*;
- interest (n,v) / *Interesse, n / sich für etw. interessieren*;
- enjoy (v) / *etw. gern tun, mögen (He enjoys music and drama / Er mag Musik und Theater)*;
- like (v) / *mögen*;
- favourite / *Lieblings-*;
- collect stamps, coins, books, etc.(v) / *Briefmarken, Münzen, Bücher, usw. sammeln*;
- play computer games (v) / *Computer spielen*;
- read (v) / *lesen*;
- dance (v) / *tanzen*;
- go in for sports (v) / *Sport treiben*;
- go to the theatre / *ins Theater gehen*;
- go to the movies (v) / *ins Kino gehen*;
- watch TV (v) / *fernsehen*;
- listen to music/the radio (v) / *Musik/Radio hören*;
- travel (v) / *reisen*.

2. Read the text given. Try to figure out  
the meaning of the words underlined.

2. Lesen Sie den Text. Versuchen Sie die  
Bedeutung der unterstrichenen Wörter zu erraten.

Every person has a hobby. A hobby is something that interests you and what you can do at leisure. For example, some people like to go to the movies after work or studies and watch their favourite films.

Other people prefer to spend their free time at home. They read interesting books, watch TV, play computer games and listen to music. Very often people collect coins, stamps or other things. Some people really enjoy it.

Young people like sport and disco dances. They also like to travel very much.

**R** — What do you like to do at leisure?

### F PRACTICE / PRAXIS

**Task.** Roleplay the dialogues. Use your active vocabulary and the material under study.

**Aufgabe.** Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz zu Ihrem Thema.

**A.**

- What is your favourite pastime, Jack?
- Fishing. I enjoy fishing very much.

- Do you fish often?
- Well, yes. I spend a few hours on the river every week-end.
- Do you usually catch much?
- Well, it depends. Last Sunday, for instance, I caught so much fish that my wife cooked a fish soup for the whole family.

**B.**

- What do you usually do after work, Susan?
- Oh, a lot of things. Sometimes I read a little, watch TV or listen to the radio. When Jane calls, we go to the cinema, sometimes, very seldom, though, to the theatre.
- I see. What about dancing? Do you like it?
- Oh, very. I'm crazy about dancing. Do you mean me to say we'll go to a dance?
- Yes. I'd like to.

**C.**

- What is your hobby, Mr. Grant?
- I collect books.
- How interesting! Have you got many in your collection?
- There are almost eight hundreds of them.
- Quite a number, I should say! I wonder whether you manage to read them all.
- In a way yes, but reading is not essential. It's the process of collecting itself that matters.

**D.**

- What are the most common hobbies of Englishmen?
- Well, it isn't an easy question, I should say. The British like sports and games, gardening or collecting different things. I, for example, enjoy carpentry, just making shelves, boxes, stools and so on.
- Your hobby seems to be both interesting and useful for the house.
- Oh yes.

**2.2 Grammar Focus: The Sentence. Types of Sentences / Brennpunkt Grammatik: Der Satz. Satztypen**



**Rules: / Regeln:**

SENTENCE is a group of words that makes a statement, asks a question, expresses a request, a command, a wish or an exclamation.

*DER SATZ ist eine Wortgruppe, die eine Aussage, Frage, Bitte, einen Befehl, Wunsch oder Ausruf ausdrücken kann.*

**Types of Sentences: / Satztypen:**

Statement / Aussage	<i>I live in a city.</i>
Question / Frage	<i>Where do you live?</i>
Request / Bitte	<i>Please, give me a pen.</i>
Command / Befehl	<i>Take a pen!</i>
Wish / Wunsch	<i>I'd like to visit London.</i>
Exclamation / Ausruf	<i>What a nice day!</i>

## F PRACTICE / PRAXIS

1. Read the sentences and match them with their categories.

- 1) What's your name?
- 2) Olga often plays in the yard.
- 3) Do you want coffee or tea?
- 4) I'd like some tea and a cake.
- 5) Boys, stop talking at the lesson!
- 6) Can you help me?
- 7) What a beautiful kitten!
- 8) Go to the blackboard!
- 9) Lena wants to study German.
- 10) Wow! It's fantastic!

1. Lesen Sie die Sätze und ordnen Sie sie auf den passenden Satztypen zu.

- a) Question
- b) Statement
- c) Exclamation
- d) Command
- e) Request
- f) Wish

2. Put in the marks.

1. Where are my pens and copy-books
2. Where is my bag
3. I cannot go to school without my schoolbag
4. Stand up Come here
5. Mary likes pies cakes ice-cream and chocolates
6. What a nice dress
7. Be careful

2. Setzen Sie die notwendigen Satzzeichen ein.

3. Read the text and sort out the sentences.

3. Lesen Sie den Text und sortieren Sie die Sätze nach ihren Typen.

### IN THE PARK

Today is Sunday. I'd like to run and play. Let's go to the park. Please help me to find my cap. Where is it? Here it is! This *is* my cap. What a beautiful day! I'd like to play hide-and-seek. Look! What is there under the bench? What's this?

Statements: <i>Today is Sunday.</i>
Requests:
Wishes:
Commands:
Exclamations:
Questions:

### Two types of questions / Zwei fragetypen

- *Do you like* English?
- *Does he like* German?



## Rules: / Regeln:

### 1 General Questions / Satzfragen

The questions ask for “yes” or “no” answer.

*Das sind die Fragen, auf die man mit «ja» oder «nein» antworten kann.*

- Is he a doctor? — Yes, he is.
- Do you study English? — Yes, I do.
- Does she play the piano? — No, she doesn't.

#### **Word order**

The English sentence has as a rule the following structure:

#### **Wortfolge**

*Der englische Satz hat in der Regel folgende Struktur:*

Subject / Subjekt	Predicate / Prädikat	Object / Objekt
I	love	the atmosphere.
He	lives	in London.

In English general questions have the following structure.

*Im Englischen haben die Satzfragen folgende Struktur:*

Auxiliary verb / Hilfsverb	Subject / Subjekt	Predicate / Prädikat
Do	you	like English?
Does	he	work here?

When the verb *to be* is used in the sentence as the main verb, in general questions it has the first place:

*Wenn man im Satz das Verb **to be** als Hauptverb gebraucht, so steht es in der Satzfrage an der 1. Stelle:*

Are	you	a student?
Is	she	here?

### 2 Special Questions / Wortfragen (W-Fragen)

- *What* foreign languages *do you know*?
- *Who is* this?

Special questions begin with a question word. They need a full answer.

*W-Fragen beginnen immer mit einem Fragewort.*

#### **Question words / Fragewörter**

**Who? / Wer?** (Who is that boy over there?)

**Whom? / Wen?** (Whom do you see?/Wen siehst du?)

**Whom? / Wem?** (Whom did you talk to?/Mit wem hast du gesprochen?)

**Whose? / Wessen?** (Whose bike is this?)

**What? / Was?** (What are you doing?)

**Which? / Welcher? Welche? Welches?** (Which colour do you prefer, blue or red?)

**Where?** / *Wo? Wohin?* (Where are you?)

**Why?** / *Warum?*

**How?** / *Wie?*

**How many?** / *Wieviel?* (How many eggs do you need for the cake?)

**How much?** / *Wieviel?* (How much milk do they have?)

**Pay attention!** / *Beachten Sie!*

Which book do you like — this one or that one? (one should choose one thing out of two / *man soll eines aus zwei Dingen wählen*)

What book are you looking for? / *Nach welchem Buch suchst du?* (**What** = *Welches*)

**How much** is used with uncountable nouns / **How much** wird mit unzählbaren Substantiven gebraucht.

**How many** is used with countable nouns in plural / **How much** wird mit unzählbaren Substantiven im Plural gebraucht.

*Who* are you? — I am your friend.

*Whom* do you want to see? — My teacher.

*Whose* ball is it? — It is my ball.

*What* do you like to do? — I like to read.

*Which* book do you need? — I need tales.

*Where* is my hat? — It is on the shelf.

*Why* do you cry? — I am upset.

*How* do you make this cake? — It's easy!

*How many* birds are there? — I see 3 birds.

*How much* does it cost? — It isn't expensive.

## F PRACTICE / PRAXIS

1. Punctuate the sentences.

1. Do you like to dance Yes, I do
2. Who is on duty today
3. What a nice day
4. I like peaches and pears
5. Can you read in English
6. I cannot read in French
7. Go away 8. Are you a teacher
9. My friend likes to watch cartoons
10. Whose dog is it
11. Is your town big or small

2. Answer the questions.

1. Is your family big?
2. How many brothers do you have?
3. Do you like apples?
4. Can you play chess?
5. Does your mum like to watch TV?
6. Can you play hockey?
7. Who can speak English very well?
8. How many girls are there in your class?
9. t do you do on Sundays?
10. Are you a doctor?

1. Ergänzen Sie die fehlenden Satzzeichen.

2. Antworten Sie auf die Fragen.

3. Write the missing words.

1. \_\_\_\_\_ takes my English copy-book?
2. \_\_\_\_\_ is Masha Petrova?
3. \_\_\_\_\_ you like to play hockey?
4. \_\_\_\_\_ do you make your kites?
5. \_\_\_\_\_ it a blue pencil or green one?
6. \_\_\_\_\_ pencil do you need?
7. \_\_\_\_\_ students are there in your group?
8. \_\_\_\_\_ do you live?
9. \_\_\_\_\_ cap is it?
10. \_\_\_\_\_ does your coat cost?
11. \_\_\_\_\_ are you talking to?
12. \_\_\_\_\_ fish are there in your aquarium?
13. \_\_\_\_\_ is the Zoo?

3. Setzen Sie die fehlenden Wörter ein.

4. Write 5 general and 5 special questions.

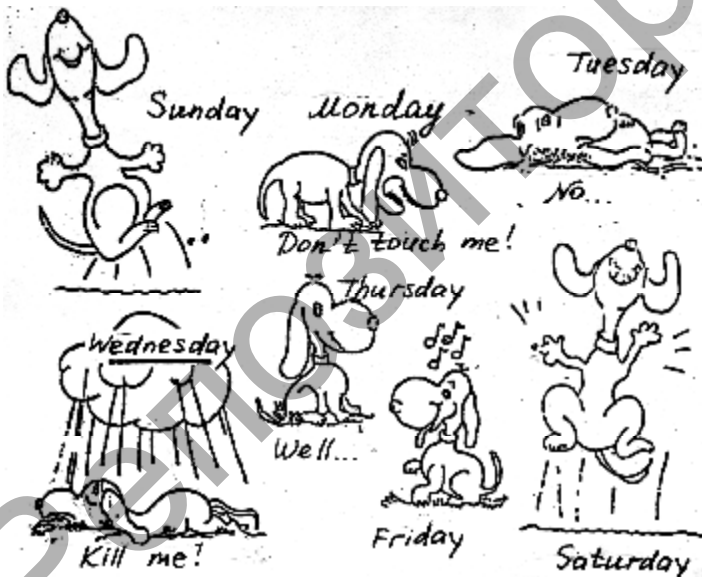
4. Schreiben Sie 5 Satzfragen und 5 W-Fragen.

### ▼ Step 3 / Schritt 3

#### 3.1 Vocabulary Focus: Day after day / Brennpunkt Wortschatz: Tag für Tag

1. Read and transcribe the words given.  
Check your transcription. Try to guess the meaning of the given words.

1. Lesen Sie und transkribieren Sie die angegebenen Wörter. Prüfen Sie Ihre Transkription nach. Versuchen Sie die Bedeutung der Wörter zu verstehen.



**R** Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

Pay attention / Beachten Sie!

on Monday/Friday/Sunday — am Montag/Freitag/Sonntag  
in December/May/June — im Dezember/Mai/Juni

**R** — What is the weather like today? / — Wie ist das Wetter heute?

autumn / Herbst, m  
winter / Winter, m  
spring / Frühling, m  
summer / Sommer, m  
season / Jahreszeit, f  
weather / Wetter, n

rain / Regen, n  
cold / kalt, Kälte, f  
wind / Wind, m  
heat / Hitze, f  
frost / Frost, m  
fog/mist / Nebel, m/Dunst, m

rainy / regnerisch  
muddy / matschig  
windy / windig  
hot / heiß  
frosty / frostig  
misty, foggy / dunstig, neblig

cloudy / wolkig  
snow / Schnee, m  
thunder / Donner, m  
warm / warm  
temperature / Temperatur, f

**R**

— What is the temperature? / — Wieviel Grad sind es?
(+15 C0) it's 15 above zero / die Temperatur liegt 15 über Null.
(-5 C0) it's five below zero / die Temperatur liegt 15 unter Null.

2. Read the text given. Try to figure out the meaning of the words underlined.

2. Lesen Sie den Text. Versuchen Sie die Bedeutung der unterstrichenen Wörter zu verstehen.

Here in Belarus the four seasons considerably differ from each other. Although each season lasts three months, in reality some of the seasons are short and some are long. Winter in Belarus is very long. Snow may fall in early November and may not melt till the end of March.

Summer on the contrary is very short. It becomes really warm somewhere late in June. The average temperature in summer is about 20—22 degrees above zero. Late August however is often rainy and cool.

In autumn the days grow shorter and cold weather sets in. Some autumn days may be really nasty. But in spite of this autumn is a beautiful period when the leaves change their colour from green to yellow and dark red.

Many people think that spring is the best season of the year. It's the time when the first flowers appear, trees grow green again and everything is fresh.

**Answer the following questions:** / Antworten Sie auf die folgenden Fragen:

1. What is the peculiarity of the four seasons in Belarus?
2. What is summer like in Belarus?
3. What are the average summer temperatures?
4. What's the weather like in winter?
5. How is autumn in the country different from its summer?

## F PRACTICE / PRAXIS

1. Read the following popular sayings. Can you give their German equivalents?

1. Lesen Sie die folgenden Sprichwörter. Können Sie die Äquivalente aus dem Deutschen nennen?

1. He that laughs on Friday will weep on Saturday.
2. April and May are the keys of the year.
3. If they were no clouds, we should not enjoy the sun.

2. Read a popular nursery rhyme. Try to guess the meaning of the words unknown.

2. Lesen Sie den berühmten Vers. Versuchen Sie, den Sinn des Gesagten zu verstehen.

### MONDAY'S CHILD

Monday's child is fair of face,  
Tuesday's child is full of grace,  
Wednesday's child is full of woe,  
Thursday's child has far to go,  
Friday's child is loving and giving,

Saturday's child works hard for his living,  
And the child that is born on the Sabbath day  
Is bonny and blithe, and good and gay.  
"What is the Weather Like Today?"

### *What child are you?*

3. Roleplay the dialogues. Use your active vocabulary and the material under study. Using the examples given, make up dialogues of your own.

3. Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.

#### A.

- Hi, Kate!
- Hi, Rachel! How are you?
- Fine, thanks. What about you?
- I'm OK, thank you.
- Kate, are you free on Saturday? Can you come to me?
- Saturday... Let me see... Sorry, Rachel, I'm busy. I work on this Saturday.
- It's a pity. OK, see you on Monday then.
- See you!

#### B.

- Hi, Ann!
- Hi, Jane! How are you?
- Fine, thanks. What about you?
- I'm OK, thank you.
- Ann, are you free on Sunday?
- Well, yes. Why?
- Come to me for a weekend. So — yes or no?
- Yes, thank you! Jane, what is the weather like there?
- Well, the temperature is something 16 above zero. But it's very sunny and warm. You may take a sweater with you, if you like.
- OK. See you on Sunday!
- See you!

#### C.

- So, what's the weather like outside?
- Well, you'd better stay at home. It's raining and the wind is simply horrible. I'm all wet.
- Oh, God, this rain again! But I must go. I have German today. And what about the temperature?
- The temperature? Well, I think it's 10 above zero, it's almost autumn.
- But it's August!
- I know. Take your umbrella with you!

### **3.2 Grammar Focus: *It* and *there* in the sentence / Brennpunkt Grammatik: *It* und *there* im Satz**

#### **3.2.1 *It* in sentences**

- What day is it today?
- *It's* Monday.





### Rules: / Regeln:

*It* is used as the subject for some sentences.

Manchmal wird *it* als Subjekt in einigen Sätzen gebraucht.

It is = es/es ist

It is late. / *Es ist dunkel.*

It is winter. / *Es ist Winter.*

It is cold. It's raining. / *Es ist kalt. Es regnet.*

It is my house. / *Es ist mein Haus.*

### 3.2.2 *There* in sentences

— *There is* snow on the ground.

— *There are* new books in our library.



### Rules: / Regeln:

Sometimes *there* is a formal subject in the sentence.

Manchmal wird *there* als ein formelles Subjekt im Satz gebraucht.

There is/There are = es gibt

*There is* a new girl in our group. / *Es gibt ein neues Mädchen in unserer Gruppe.*

*There are* many interesting books in the library. / *Es gibt viele interessante Bücher in der Bibliothek.*

*Are there* any good films? / *Gibt es irgendwelche guten Filme?*

### F PRACTICE / PRAXIS

1. Write in *it* or *there* in the following sentences:

1. Setzen Sie *it* oder *there* in den folgenden Sätzen ein:

1. The weather is good today, \_\_\_\_\_ is very sunny.

2. Are you sure it isn't raining? \_\_\_\_\_ are drops on the window.

3. Do you hear the bird singing? — Yes, I do. \_\_\_\_\_ is no wonder. After all, \_\_\_\_\_ is early spring.

4. \_\_\_\_\_ is horrible outside! \_\_\_\_\_ is rainy, and muddy, and the wind is unbelievable!

5. Take an umbrella with you, \_\_\_\_\_ is one on the shelf.

6. What is the temperature, do you think? — I think \_\_\_\_\_ is 10 below zero.

7. What would you like to do this evening? — Is \_\_\_\_\_ any choice?

8. Let's stay at home and watch TV. \_\_\_\_\_ is so cold outside!

9. I wouldn't like to live in Australia. \_\_\_\_\_ is too hot and dry there.

10. In late summer I like to go to the Botanic Gardens. At this time of the year \_\_\_\_\_ are simply marvelous roses there.

2. Write 5 sentences with *it* and *there*.

2. Schreiben Sie 5 Sätze mit *it* und *there*.

## ▼ Step 4 / Schritt 4

### 4.1 Vocabulary Focus: How's Your Family? / Brennpunkt Wortschatz: Wie geht es Ihrer Familie?

**R** Is your family large? How many people are there in your family?

1. Read and transcribe the given words.  
Check your transcription.

1. Lesen Sie und transkribieren Sie die  
folgenden Wörter. Prüfen Sie Ihre Transkription nach.

- Nuclear family / Kernfamilie, f (Eltern und ihre Kinder);
- extended family / Großfamilie, f;
- single-parent family / alleinerziehende Familie, f;
- ancestor (of) / Vorfahr (von), m;
- descendant (of) / Nachkomme (von), m;
- relative (close/distant) / Verwandte, m/f;
- father (Dad, daddy) / Vater (Vati), m
- mother (Mum, mummy) / Mutter (Mutti, Mami, Mama), f;
- daughter / Tochter, f;
- son / Sohn, m;
- adopted child / Adoptivkind, n;
- grandfather (Grandpa) / Großvater (Opa), m;
- grandmother (Grandma, granny) / Großmutter (Oma), f;
- grandgrandmother/grandgrandfather / Uroma/Uropa;
- sister / Schwester, f;
- brother / Bruder, m;
- uncle / Onkel, m;
- aunt / Tante, f;
- cousin / Cousin(e);
- nephew / Nefte, m;
- niece / Nichte, f;
- meet smb. (v) / jmdm. begegnen;
- get to know smb. (v) / jmdn. kennenlernen;
- fall in love with smb. (v) / sich in jmdn. verlieben;
- get engaged (v) / sich mit jmdm. verloben;
- get married (v) / heiraten;
- civil marriage / Ziviltrauung, f;
- divorce (n, v) / Ehescheidung, f; sich scheiden lassen;
- mother-in-law / Schwiegermutter, f;
- father-in-law / Schwiegervater, f;
- daughter/son-in-law / Schwiegertochter, f / Schwiegersohn, m.

2. Read the texts below and discuss the  
questions that follow.

2. Lesen Sie den Text und besprechen Sie  
die ihm folgenden Fragen.

#### NUCLEAR FAMILY VS. EXTENDED FAMILY

Sometimes Western people are surprised to see the respect everyone has for the old in the East. Even today, when people try to gain independence where it is possible, older men and women live with their married children and are important members of the family. They look after the children,

help with the cooking, give advice and often rule the life of the whole family. Living in such an extended family has advantages for everyone. Children, for example, are never alone and know many people from the very beginning.

For young parents there are also some advantages. They can go out to work and not worry about the house and the children. It is especially important nowadays, when both young parents work day and night. And the older people have something important to do: they see their grandchildren grow up and feel that they can help their children.

The nuclear family is the product of the West. It consists of mother, father and their children. If both parents work or go out, they leave their children with a nanny — sometimes a total stranger — to look after them. If there is a divorce or separation, the child's life changes completely.

As for the old people, a lot of them live alone — in special flats or home. In the USA, many old people go to Florida when they retire and live there in areas that are for old people only. Often, however, parents and children don't want to send their grandparents to a special nursing home for older people and take care of them at home.

Naturally, there can be problems which people of three generations live in the same house. Grandparents are often permissive and let children do what they want. Parents think that grandparents, who don't make children mind, spoil them. Nevertheless, having grandparents at home can also be fun. For example, everyone enjoys the stories and the interesting things the older people can tell and teach. Perhaps, having elderly people at home is not a bad idea at all.

**Answer the following questions: / Antworten Sie auf die folgenden Fragen:**

1. What do some foreigners notice when they visit some eastern countries?
2. What kind of families do people live there in?
3. What are the advantages of living in such a family for a young couple, according to the text?
4. Why is living with their children so good for old people?
5. What problems do the old often have?

**3. Working with a partner, summarize both advantages and disadvantages of living in an extended/nuclear family. Use the texts and add your own ideas.**

*3. Besprechen Sie mit Ihrem Partner die Vorteile und Nachteile des Lebens in einer Großfamilie/Kernfamilie. Gebrauchen Sie dafür den Text. Welche Vorteile und Nachteile haben es nach Ihrer Meinung nach?*

Family type	Advantages	Disadvantages
Living in an extended family		
Living in a nuclear family		

**4. First with a partner and then with your groupmates, discuss the following questions:**

*4. Besprechen Sie mit Ihrem Partner und dann in der Gruppe die folgenden Fragen:*

1. Which type of family is better for a young family to live in?
2. What are the advantages/disadvantages of living in a nuclear and extended family?
3. Which family type do you prefer to live in? Why?
4. An ideal family: a myth or reality?

**5. In your opinion, how do people usually meet?**

Socially? \_\_\_\_\_  
 Professionally? \_\_\_\_\_  
 Accidentally? \_\_\_\_\_

6. To your mind, what is the 'basement' of a happy marriage? When do people feel truly happy? How do they feel?

2 LISTENING COMPREHENSION / H RVERSTEHEN

1. What associations do you have with the notion of "love"? You are going to listen to one of the most popular tunes related to the topic. While listening to the song for the first time, fill in the blanks with the words you hear. But first look through the list of the words that can help you understand the author's idea. Pay attention! The missing words are taken from your active vocabulary.

1. Welche Assoziationen haben Sie mit dem Begriff «Liebe»? Hören Sie eines der berühmtesten Lieder, das Ihrem Thema inhaltlich entspricht. Hören Sie das Lied zum ersten Mal und füllen Sie die Lücken mit den Wörtern aus, die Sie hören. Aber zuerst sehen Sie die Wortliste durch, die Ihnen helfen kann, den Hauptgedanken des Autors zu verstehen. Beachten Sie! Die fehlenden Wörter sind aus Ihrem Wortschatz.

English	German
above	oben
bluebird	Hüttensänger, m
star	Stern, m
twinkle	leuchten
finger tips	Fingerspitzen, pl
deep within	tief innerhalb
nothing	nichts
matter, v	bedeuten, v
forever	für immer
need	brauchen
hold	halten

\_\_\_\_\_

The \_\_\_\_\_ that shines above you  
 Makes the bluebirds sing  
 The stars that twinkle way up in the \_\_\_\_\_  
 \_\_\_\_\_ I'm in love  
 \_\_\_\_\_ I kiss your lips  
 I feel the rolling \_\_\_\_\_ to my finger tips  
 And all the while my head is in a spin  
 Deep within, I'm in love

\_\_\_\_\_

And nothing really matters but the love you bring  
 You're my everything  
 To see you \_\_\_\_\_ with those big brown eyes  
 You're my everything  
 Forever and a day I need you \_\_\_\_\_ to me  
 You're my everything  
 You \_\_\_\_\_ have to worry, \_\_\_\_\_ fear, for \_\_\_\_\_ near

For my everything  
I live up on the land and \_\_\_\_\_ the \_\_\_\_\_ above  
I swim within her ocean sweet and \_\_\_\_\_  
There's no \_\_\_\_\_, my love  
You're my everything no nothing really matters  
But the \_\_\_\_\_ you bring  
You're my everything  
To see you \_\_\_\_\_ with those big brown eyes,  
You're my everything  
Forever and a day I need you \_\_\_\_\_ to me  
You're my everything  
You \_\_\_\_\_ have to worry, \_\_\_\_\_ fear, for \_\_\_\_\_ near

When I hold you tight  
\_\_\_\_\_ that can harm you in the lonely night  
I'll come to you and keep you safe and \_\_\_\_\_  
Yet so strong, my love  
When I kiss you lips  
I feel the rolling \_\_\_\_\_ to my fingertips  
And all the while my head is in a spin  
Deep within  
I'm in love...

*Santa Esmeralda*

2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

2. Hören Sie das Lied zum zweiten Mal. Beachten Sie die Intonation des Textes. Was ist der Hauptgedanke des Liedes? Welcher Titel passt hier?

3. Join in the singing. While doing so, follow the performer's pronunciation and intonation patterns.

3. Singen Sie das Lied mit. Beim Singen folgen Sie der Aussprache und Intonation des Sängers.

#### H Home assignment / Hausaufgabe

Translate the lyrics up to the end. Be ready to sing it.

Übersetzen Sie das Lied bis zum Ende. Seien Sie bereit, das Lied allein zu singen.

7. Look at the list of "family events" below and say what, in your opinion, the normal order of things is. Give your ideas on the matter.

7. Sehen Sie die folgende Reihe der «Familienereignisse» durch und machen Sie daraus eine richtige Reihenfolge. Begründen Sie das.

- You get married.
- You get divorced.
- You cheat on your partner.
- You get pregnant.
- You make friends with someone.

- You meet someone.
- You get to know someone.
- You fall in love with someone.
- You have a baby.

8. Read the text below and discuss the ideas that follow.

8. Lesen Sie den Text und besprechen Sie die Hauptgedanken.

### LOVE & MARRIED LIFE: HAPPY vs. UNHAPPY?

Marriage is different from love. It is a good institution but a lot depends on the person you are married to.

People say there is no such thing as a good wife or a good husband — there is only a good wife to Mr. A or a good husband to Mrs. B. If a woman marries a pathological liar, they may live together happily to the end of their days — one telling lies, the other believing them.

The way to matrimonial happiness can be different. It is all a matter of choice. And the choice can be very difficult at times. They say if you want to live happily in marriage, you should learn how to compromise. Today you compromise, tomorrow your partner does. This is the reality of most married couples. “Why not look for perfection?” you may ask. Well, let’s be honest here — one should look for complimentary half of a very imperfect other half.

After all, who knows? May be your imperfections attract someone you still know nothing about. As long as you don’t expect too much, you always have a choice.

9. Together with your partner and then with your group, discuss the following issues. While speaking, use the clichés given:

9. Besprechen Sie mit Ihrem Partner und dann in der Gruppe die folgenden Fragen. Beim Sprechen gebrauchen Sie die angegebenen Klischees:

It’s common knowledge that...  
 It’s a well-known fact that...  
 There are a lot of proves to the fact that...  
 Personally, I think that...  
 I consider...  
 I’m (not) against...but...  
 I don’t think that...

- In your opinion, at what age is it better to get married? Why?
- What typical family problems do you know? How can people avoid them?
- What is your attitude towards infidelity?
- What is your attitude towards divorce?
- Give your ideas on what a perfect (ideal) husband/wife should be.

### 4.2 Grammar Focus: Countable and Uncountable Nouns / Brennpunkt Grammatik: Substantive: Singulariatantum und Pluraliatantum

— Do you have any *sisters* or *brothers*?

— I have three sisters but I haven’t got any brothers. There are no *men* in our family.



## Rules: / Regeln:

Nouns in English can be countable and uncountable.

Countable nouns: books, dogs, houses, etc.

Uncountable nouns: air, water, juice, etc.

Substantive im Englischen können zählbar und unzählbar sein.

Zählbare Substantive: books, dogs, houses, etc.

Unzählbare Substantive: air, water, juice, etc.

## Singular and Plural Nouns / Singular und Plural

Countable nouns have two forms: *singular and plural*

Zählbare Substantive haben zwei Formen: *Singular und Plural*

Singular	Plural		
	-s	-es	-ies
boy, cat, house	boys, cats, houses		
tomato, potato		tomato <u>es</u> , potato <u>es</u>	
baby, city, country			bab <u>ies</u> , cit <u>ies</u> , countr <u>ies</u>

leaf — leaves  
shelf — shelves

man — **men**  
woman — **women**  
child — **children**

**one sheep — two sheep**  
one fish — two fish  
one deer — two deer  
wife — wives, knife — knives  
goose — geese, mouse — mice, ox — oxen  
life — lives, half — halves  
foot — feet, tooth — teeth

## F PRACTICE / PRAXIS

1. Find and underline countable nouns.

1. Finden Sie und unterstreichen Sie die zählbaren Substantive.

Music, school, sugar, paper, children, air, table, cheese, salt, text, cars, time, flower, chair, book, boy, tea, butter, pencil, bread, house, gold, family, soup, garden, potato, work, day, ruler, place, woman, ice, cube, way.

2. Find and underline uncountable nouns.

2. Finden Sie und unterstreichen Sie die unzählbaren Substantive.

Water, window, glass, snow, sky, sea, juice, man, balloon, box, cup, jam, day, metal, cat, milk, wood, news, lessons, noise, classroom, wool, chocolate, birthday, porridge, lemon, meat, kangaroo, food, freedom, rabbit, love, window, river, sky, fish.

3. Ring the singular nouns.

3. Kreisen Sie die Substantive im Singular um.

4. Ring the plural nouns.

4. Kreisen Sie die Substantive im Plural um.

leaf	geese	ox	pen	fish
children	wolf	sea	tree	women
mice	deer	mouse	plants	girl
man	door	feet	cats	cake
car	houses	shelf	tooth	lamps
foot	table	child	sheet	entries
knife	box	niece	parents	theatre

5. Give the plural forms of the following nouns:

5. Bilden Sie den Plural der folgenden Substantive:

Man, shelf, child, baby, bat, tooth, deer, bed, woman, cry.

6. Give the singular forms of the following nouns:

6. Bilden Sie den Singular der folgenden Substantive:

Sheep, feet, papers, wives, gentlemen, fish, boxes, cherries, ships, bags.

7. Together with your partner “count” the members of your families — the ones at present and those in future:

7. Zählen Sie mit Ihrem Partner die Mitglieder eurer Familien — heute und in der Zukunft. Besprechen Sie die folgenden Fragen:

- How many members are there in your family?
- Do you have a lot of close/distant relatives? Where do they live?
- When married, would you like to live alone or together with your parents? Why?
- How many children would you like to have in your future family?
- What do you think of the eastern tradition of polygamy? In your opinion, how many wives/husbands one can have in a lifetime? Why do you think so?

## ▼ Step 5 / Schritt 5

**5.1 Vocabulary Focus: What do you do? Professions and Jobs / Brennpunkt Wortschatz: Was sind Sie von Beruf? Berufe und Jobs**

1. Read and transcribe the given words. Check your transcription.

1. Lesen Sie und transkribieren Sie die angegebenen Wörter. Prüfen Sie Ihre Transkription nach.

profession / *Beruf, m*  
accountant / *Buchhalter, m*  
actor / *Schauspieler, m*  
artist / *Künstler, m*  
doctor / *Arzt, m*  
driver / *Fahrer, m*  
engineer / *Ingenieur, m*  
worker / *Arbeiter, m*

journalist / *Journalist, m*  
lawyer / *Jurist, m*  
librarian / *Bibliothekar, m*  
musician / *Musiker, m*  
nurse / *Krankenschwester, f*  
secretary / *Sekretär, m*  
teacher / *Lehrer, m*  
vocational school / *Berufsschule, f*

gymnasium / *Gymnasium, n*  
kindergarten / *Kindergarten, m*  
lyceum / —  
music school / *Musikschule, f*  
after finishing school / *nach dem Abschluss*  
work (v) / *arbeiten*  
choose a profession / *einen Beruf wählen*  
specialize in smth / *sich in etw. spezialisieren*



2. Read the dialogue given. Pay attention to the words underlined. Do you understand their meaning?

2. Lesen Sie den Dialog. Beachten Sie die unterstrichenen Wörter. Verstehen Sie ihre Bedeutung?

- Where do you want to go after leaving school — to a vocational school or to university?
- Don't know so far. My mum wants me to become a doctor.
- So, it's university, then.
- I know. The fact is that personally I'd like to be an actor.
- So, what's the problem? If I'm not mistaken some universities also specialize in this kind of thing.
- Are you sure?
- Of course! And in this case your mum will also be satisfied.

## F PRACTICE / PRAXIS

**Task.** Roleplay the dialogues. Use your active vocabulary and the material under study. Using the examples given, make up dialogues of your own.

**Aufgabe.** Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.

### A.

- What do you do, Mr. Black?
- I'm a journalist. I work in the Travel Agency.
- Do you like your work?
- Rather.

### B.

- What are you, Mr. Collins?
- I'm a biologist.
- Do you work at the University?
- Yes, at the Chemical Department.

### C.

- Let me introduce myself. I'm a teacher, my name is Smith.
- How do you do, Mr. Smith. What do you usually do at 2 p.m.? What about a cup of tea?
- With pleasure. Let's go to the nearest cafe.

### D.

- Miss Reed is an artist. Where does she work? — She works for the firm.
- How long does she work?
- She starts working at 9 a.m. and finishes at 5 p.m.

### E.

- What determined the choice of your profession?
- You see, I'm keen on English and it was my decision to enter the Linguistic University.

- Are you satisfied with your choice?
- Surely, I am. Foreign languages are in great demand nowadays.

## 5.2 Grammar Focus: The Possessive Case of Nouns. Possessive pronouns / Brennpunkt Grammatik: — (Die Zugehörigkeit). Possessivpronomen

- Is it *your* book?
- No, this book is not *mine*. *It's my friend's*.



### Rules: / Regeln:

#### 1 The Possessive Case of Nouns / — (Die Zugehörigkeit)

The possessive case of nouns shows that someone has got something. It is an answer to the question: whose?

*Die Zugehörigkeit zeigt, dass etwas jemanden gehört. Es ist die Antwort auf die Frage «wessen?»*

#### **The Possessive Case formation: / Bildung der Possessivformen:**

1) We add ('s) to all singular nouns:

*1) Der Singular aller Substantive wird durch ('s) gebildet:*

Whose dog is there? — It's *Mike's* dog.

2) The Possessive case of the proper names ending in *-s* is formed in singular with the help of (') only:

*2) Der Singular eines auf -s ausgehenden Eigennamen wird oft nur durch einen Apostroph gekennzeichnet:*

Dickens' life, James' room.

3) The Possessive case of plural nouns that end in *-s/es* or have special forms in plural is formed by adding (') to a plural noun:

*3) Der Plural der Substantive, die im Plural die Endung -s/es haben oder eine besondere Pluralform haben, wird durch einen nach der Endung -s stehenden Apostroph gekennzeichnet:*

Whose ball is that? It's the *boys'* ball.  
Whose car is it? It's *the Andersons'* car.  
Whose toys are in the room? — The *children's* toys.

4) Greek and Latin proper names have in such cases only the apostrophe:

*4) Griechische und lateinische Eigennamen auf -s haben nur einen Apostroph:*

Socrates'  
Augustus'

#### **Pay attention / Beachten Sie!**

Dies gilt auch für auf *-s* endende Substantive in Verbindung mit *for...sake*:

*for goodness' sake / um Gottes willen*

## 2 Possessive pronouns / Possessivpronomen

**Possessive pronouns in English are used attributively or separately.** / Possessivpronomen im Englischen werden attributiv oder alleinstehend gebraucht.

1) used attributively:

1) attributive gebraucht:

Person	Singular	Plural
1 Person	my	our
2 Person	your	your
3 Person	his/her/its	their

**Example:** / *Beispiel:* — Meet Helen. She is *my* sister. *Her* mother lives in France.

2) Used separately:

2) alleinstehend gebraucht:

Person	Singular	Plural
1 Person	mine	ours
2 Person	yours	yours
3 Person	his/hers/—	theirs

**Example:** / *Beispiel:* — Are these pictures *yours*? — No, my cousin brought them. They are *hers*.

### F PRACTICE / PRAXIS

1. Find and underline the possessive case in the following sentences:

1. Finden Sie und unterstreichen Sie die Wörter, die Zugehörigkeit in den folgenden Sätzen ausdrücken:

Whose pen is it? It's our teacher's pen. Whose rooms are they? They are my brothers' rooms. It's Bob's and Fred's room. Whose bag is this? It's my mother's. Whose pictures are they? They are mine. Whose cat is this? It's Granny's cat, it's her pet. Whose papers are there on the desk? They are my dad's papers.

2. Answer the questions.

2. Antworten Sie auf die Fragen.

1. What's your mother's name? What is her profession?
2. What's your father's name? What is his profession?
3. What's your friend's name? Does he/she have any profession?
4. What is your future profession? Do you think it's really yours? Why?

3. Translate the following sentences into English:

3. Übersetzen Sie die folgenden Sätze ins Englische:

1. Das ist der Regenschirm meines Vaters.
2. Wie ist deiner Omas Name?
3. Wessen Zimmer ist es?
4. Ist dieses Kind dein?

5. Wieviel Kinder haben deine Eltern?
6. Wessen sind diese Sachen? Sie sind meines Bruders.
7. Das ist meiner Mutti Kugelschreiber.
8. Welche Bücher sind deine?
9. Ist dieses Mädchen deine Tochter?
10. Das Mädchen ist eines von meiner Schwester Kindern.

## Module 2: Round-Up

1. Define the following notions: *nuclear family, extended family, civil marriage, leisure time.*
2. Interview your partner on the following issues:
  - a) his/her first name, family name, marital status;
  - b) his/her date of birth;
  - c) his/her family (family members, close/distant relatives);
  - d) his/her family members' occupation;
  - e) his/her future profession (job expectations, likes/dislikes).
3. Consider the list below. What, in your opinion, are women's and men's profession fields? Why do you think so?

medicine	art
science	architecture
transportation	cooking (restaurants, cafés, etc)
teaching	law
sport (power lifting)	business

4. Match the English proverbs given with their German equivalents. Comment on the sayings presented. In what situations do they use them?

English	German
It's raining cats and dogs	Auf jeden Regen folgt auch Sonnenschein
April showers bring May flowers	Ein Tropfen auf den heißen Stein
To blow hot and cold	Es schüttet wie aus Eimern
A drop in the bucket/a drop in the sea	...wie das Fähnchen im Winde

5. Describe the weather conditions typical of each of the four seasons in Belarus. To do the task, fill in the chart given below.

atumn/fall	winter	spring	summer

6. Speak on your favourite season of the year.

7. Summarize the 1) advantages and 2) disadvantages of living in:

- a) a nuclear family;
- b) an extended family.

What family would you like to live in? Comment on your choice.

8. Give your “recipe” of a happy marriage. What “ingredients”, do you think, may guarantee happiness in one’s married life?

9. Comment on the following statements:

1. The trouble with weather forecasting is that it’s right too often for us to ignore it and wrong too often for us to rely on it (*Patrick Young*).

2. To be interested in the changing seasons is a happier state of mind than to be hopelessly in love with spring (*George Santayana*).

3. Weather is a great metaphor for life — sometimes it’s good, sometimes it’s bad, and there’s nothing much you can do about it but carry an umbrella (*Terri Guillemets*).

4. Nobody has ever before asked the nuclear family to live all by itself in a box the way we do. With no relatives, no support, we’ve put it in an impossible situation (*Margaret Mead*).

5. An ounce of blood is worth more than a pound of friendship (*Spanish proverb*).

6. There is no cure for laziness but a large family helps.

7. The great advantage of living in a large family is that early lesson of life’s essential unfairness (*Nancy Mitford*).

8. If the family were a fruit, it would be an orange, a circle of sections, held together but separable — each segment distinct (*Letty Cottin Pogrebin*).

9. The family is one of nature’s masterpieces (*George Santayana*).

10. At the end of the day, a loving family should find everything forgivable (*Mark V. Olsen and Will Sheffer*).

@ 10. What is your idea of a perfect family life? Describe your scenario of it in a 250-word composition.

▼ Step 1 / Schritt 1

3.1 Vocabulary Focus: My university studies / Brennpunkt Wortschatz: Mein Studium an der Uni

**R** Do you like to study at university? What do you study?

1. Read and transcribe the words given.  
Check your transcription.

1. Lesen Sie und transkribieren Sie die angegebenen Wörter. Prüfen Sie Ihre Transkription nach.

university / *Universität, f*  
faculty / *Fakultät, f*  
department / *Seminar, n*  
dean of a faculty / *Dekan, m*  
lecturer / *Lehrbeauftragte, m/f*  
reader / *Assistenzprofessor, m*

seminar / *Seminar, n*  
lecture / *Vorlesung, f*  
attend lectures (v) / *Vorlesungen besuchen*  
cut lectures (v) / *Vorlesungen schwänzen*  
get a scholarship (v) / *ein Stipendium erhalten*  
be a first/second/third/fourth-year student (v) / *im ersten/zweiten/dritten/vierten Studienjahr sein*

Psychology / *Psychologie*  
foreign language / *Fremdsprache*  
Pedagogy / *Pädagogik*  
English / *Englisch, German / Deutsch*  
language laboratory / *Sprachlabor, n*  
Department of Foreign Languages / *Fakultät für Fremdsprachen*

study at university (v) / *an der Uni studieren*  
learn, teach (v) / *lernen, unterrichten*  
be a quick/slow learner (v) / *schnell/langsam studieren*  
have a great gift for.. (foreign languages) (v) / *(sprach)begabt sein*  
be good at ... (v) (English, German, etc) / *in etw. gut sein*  
be at the top of the group (v) / *der/die Gruppenbeste sein*  
get good/excellent marks (v) / *gute Noten bekommen*  
get an A/a B/C/D in (English, etc) (v) / *eine Eins/Zwei/Drei/Vier in... bekommen*  
write a test/essay in (German, etc) (v) / *einen Test/Aufsatz in ... schreiben*

pronounce (v) / *aussprechen*  
read (v) / *lesen*  
write (v) / *schreiben*  
speak (v) / *sprechen*  
listen to smb. (v) / *auf jmdn. hören*  
ask/answer a question (v) / *eine Frage stellen/beantworten*  
repeat smth. (v) / *etw. wiederholen*  
retell (a story) (v) / *(eine Geschichte) nacherzählen*  
recite (a poem) (v) / *(ein Gedicht) rezitieren*  
revise (a rule) (v) / *(eine Regel) wiederholen*

2. Read the offered texts. Try to guess the meaning of the words underlined.

2. Lesen Sie den Text. Versuchen Sie die Bedeutung der unterstrichenen Wörter zu verstehen.

**A.**

Many young people nowadays study at university. Any university has several faculties, and the head of every faculty is the dean.

Students who study foreign languages study at the Faculty of Foreign Languages. But students of this faculty, for example, the students of the Department of English and German, study not only these subjects. They attend all the lectures and seminars in pedagogy and psychology.

**B.**

Hello!

My name is Kate. I'm a third-year student of the Faculty of Foreign Languages of the Baranovichi State University. I study English and German.

Like many other students, I don't like all the subjects. I'm especially good at English and psychology. I'm not a very quick learner, that's why my English leaves much to be desired. What concerns German, I'm not at the top of the group. But I try to do my best, and sometimes I get good marks.

I think I like English. We read a lot of texts, write compositions and essays, retell most of the interesting stories we read. I don't pronounce all the sounds correctly, and this is a problem because sometimes they don't understand me. I work very hard on my pronunciation skills.

**Answer the following questions / Antworten Sie auf die folgenden Fragen:**

1. Where do young people prefer to study nowadays?
2. Where can young people study foreign languages?
3. What subjects do students like Kate, study?
4. Can you say you're a quick learner?
5. What should people do to master foreign languages, do you think?

## **F PRACTICE / PRAXIS**

**1.** Roleplay the dialogues. Use your active vocabulary and the material under study. Using the examples given, make up dialogues of your own.

1. *Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.*

### **A.**

— Ann, do you like your studies at university?  
— Well, I can't say I'm at the top of my group, but I'm quite good at my specialty.  
— And what is that?  
— German and English.  
— What do you like about these subjects?  
— Well, it's interesting to speak a foreign language, you know. And besides, now I understand songs in English!

### **B.**

— Could you lend me your pen for a sec, please?  
— Sure, here you are.  
— Thank you.  
— You are welcome.

### **C.**

— Jane, how do you work on your pronunciation?  
— Well, I read a lot of books in English and watch American movies. Besides, I often go to the language laboratory to work on my pronunciation skills. If you want to speak a language, you work hard.  
— I see.

## **1.2 Grammar Focus: The Present Simple Tense / Brennpunkt Grammatik: Das Präsens**

— *Do you study* in Minsk?  
— *No, I don't.* But *my cousin studies* there.



## Rules: / Regeln:

Pronouns / Pronomen	Affirmative form / bejahende Form	Negative form / verneinende Form	Question / Frage
I	study	do not (don't) study	Do I study?
you	study	do not (don't) study	Do you study?
he/she/it	studies	does not (doesn't) study	Does he/she study?
we	study	do not (don't) study	Do we study?
you	study	do not (don't) study	Do you study?
they	study	do not (don't) study	Do they study?

The third person singular of the Present Simple Tense of all verbs (except **have** and **be**) is formed with the help of the ending **-s** that after **-s, sh, ch, x, o** transforms into **-es**:

read — reads  
mix — mixes  
do — does  
reach — reaches  
miss — misses

At the same time the ending **-y** transforms into **-ie**:

cry — cries  
worry — worries

All the other forms of the Present Simple Tense have no endings. They sound like the Infinitive.

**The Present Simple Tense is used: / Das Präsens wird gebraucht:**

1) for repeated actions with phrases: *on weekend, every day, every week, every year, etc.*

They **play** tennis.

**Do** they **play** tennis every day? No, they **don't**.

Vicky **goes** to school every day. **Does** she go there on weekend? She **doesn't** go to school on Saturday and Sunday.

2) for facts which do not change:

A year consists of twelve months.  
The Sun is a star.

3) with the verbs *like, dislike, love, hate*.

We **love** our Grandma very much.  
I **do not (don't) like** porridge. I **hate** it!  
Ted **dislikes** cats, he **likes** dogs.

Die 3. Person Singular Präsens der Vollverben (außer **have** und **be**) wird durch die Endung **-s**, nach **-s, sh, ch, x, o** zu **-es** erweitert, gebildet:

Hierbei wird ein auslautendes, nach einem Konsonanten folgendes **-y** zu **-ie**:

Alle anderen Präsensformen haben keine Personalendungen. Sie lauten wie der Infinitiv.

1) für die wiederholenden Handlungen mit den Wörtern: *on weekend, every day, every week, every year, etc.*

2) für die Tatsachen, die sich nicht ändern:

3) mit den Verben *like, dislike, love, hate*.



4) "schedule":

4) für die Handlungen, die nach dem Zeitplan vorkommen:

The train to London leaves at 5 p.m.

## F PRACTICE / PRAXIS

1. Complete the sentences with the following verbs in the correct form.

1. Gebrauchen Sie die folgenden Verben in der richtiger Form.

*Go, visit, collect, spend, ride, play, work, recite, do, study.*

1. My brother \_\_\_\_\_ stamps.
2. We \_\_\_\_\_ our Granny every Sunday.
3. I \_\_\_\_\_ a bike when I feel tired.
4. My friend \_\_\_\_\_ to the cinema very often.
5. \_\_\_\_\_ your mum \_\_\_\_\_ a lot of time at home?
6. No, she \_\_\_\_\_ much time at home. She \_\_\_\_\_ a lot.
7. I \_\_\_\_\_ computer games with my dad every evening.
8. All my friends \_\_\_\_\_ at our university.
9. I like poems but I \_\_\_\_\_ them.
10. I'm not a very good student. I \_\_\_\_\_ my homeworks.

2. Make negative sentences.

2. Bilden Sie Sätze mit Verneinung.

**Example:** / **Beispiel:** I watch TV every evening.  
I don't watch TV every evening.

1. My mother teaches English.
2. Tom's brothers like to play cards.
3. Nick comes to school at 10 o'clock.
4. We always eat bananas for breakfast.
5. My parents help me with my homework.
6. Fred speaks English, French, and Spanish.
7. Victoria writes letters to her grandparents and sisters.

3. Put in the necessary words:

3. Setzen Sie die passenden Wörter ein:

*Do, does, doesn't, don't, when, where, what, why, how, which, how many, how much.*

1. \_\_\_\_\_ your family like to travel?
2. \_\_\_\_\_ book do \_\_\_\_\_ want?
3. \_\_\_\_\_ lectures \_\_\_\_\_ you have on Monday?
4. \_\_\_\_\_ seminars \_\_\_\_\_ you have a day?
5. \_\_\_\_\_ your grandparents live?
6. \_\_\_\_\_ disciplines \_\_\_\_\_ you study?
7. \_\_\_\_\_ she go home often?
8. \_\_\_\_\_ you usually come home?
9. \_\_\_\_\_ he like this book? It's very interesting!
10. \_\_\_\_\_ are you? I \_\_\_\_\_ see you!

4. Discuss with your partner the following questions:

1. Do you like to study at university? Why?
2. In what year are you?
3. What are your favourite disciplines?
4. What subjects you think you are good at?
5. Are you at the top of your group?
6. Do you always attend your lectures? Do you cut any? Why?

4. Besprechen Sie mit Ihrem Partner die folgenden Fragen:

## ✓ Step 2 / Schritt 2

### 2.1 Vocabulary Focus: My school years / Brennpunkt Wortschatz: Meine Schuljahre

1. Read and transcribe the given words. Check your transcription.

school / *Schule, f*  
principle/headmaster (headmistress) /  
*Direktor, Direktorin, m, f*  
pupil / *Schüler, m*  
teacher / *Lehrer, m*  
supervising teacher / *Klassenleiter, m*  
classroom / *Klasse, f*  
assembly hall / *Aula, f*  
sports hall / *Sporthalle, f*  
time-table / *Stundenplan, m*

maths / *Mathe, f*  
biology / *Biologie, f*  
physics / *Physik, f*  
history / *Geschichte, f*  
chemistry / *Chemie, f*  
IT (computer science) / *Informatik, f*  
geography / *Geographie, f*  
PE (physical education) / *Sport, m*  
literature / *Literatur, f*  
Russian/Belarussian / *Russisch, Belarussisch*

pen / *Kugelschreiber, m*  
pencil / *Bleistift, m*  
rubber / *Gummi, m/n*  
ruler / *Lineal, n*  
correction pen / *Korrekturflüssigkeit, f*  
crayon / *Buntstift, m*

1. Lesen Sie und transkribieren Sie die angegebenen Wörter. Prüfen Sie Ihre Transkription nach.

2. Read the text. Try to guess the meaning of the words underlined.

2. Lesen Sie den Text. Versuchen Sie die Bedeutung der unterstrichenen Wörter zu erraten.

I can't say I was good at all the subjects I studied at school. I liked maths and history most of all.

In general I think I got good knowledge in many subjects, especially such as languages, literature, social studies and maths though I had little interest in biology, physics and chemistry.

I had very good teachers in those subjects. I liked teachers who were patient, happy and did not shout. The maths teacher was strict and gave a lot of homework. But I took part in the district maths competition once and was one of the winners. Our history teacher arranged interesting discussions and we all took part in them. There were hardly any serious discipline problems at our school as there were practically no difficult children there. Some pupils, of course, were not hard-working. They said they would go into practical jobs in future, so they didn't want to put much effort into learning those subjects.

Most pupils of our school took part in extra-class activities. We prepared concerts for the pupils and their parents on different holidays. New Year concerts were the best. I was a member of our school folk dance group.

Like any other pupil I had my favourite teachers and subjects, but in some points school was boring and not everything there was useful, so at times I felt fed up with school and wanted to be more independent and study only those subjects which I liked. But my school years were the happiest in my life.

**Discuss the following issues: / Besprechen Sie die folgenden Fragen:**

1. When at school, what subjects were you good at?
2. Did you have favourite teachers at school?
3. What was boring/exciting about your school classes?

4. Were you a hard-working pupil?
5. While at school, did you take part in any extra-class activities? If you did, what were those?
6. Can you say that your school years were the happiest in your life? Why (not)?

## F PRACTICE / PRAXIS

1. Roleplay the dialogues. Use your active vocabulary and the material under study. Using the examples given, make up dialogues of your own.

1. *Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.*

### A.

- Sarah, when did you leave school?
- Last year.
- Did you like your school years?
- Well, I think I did. But I didn't like all the subjects, you know.
- For example?
- Well, I wasn't very good at maths and physics, so, I didn't like these subjects very much.
- What were your favourite subjects?
- I was very interested in English. That's why I decided to become a teacher of English.
- I see. Did you like your school teachers?
- I liked our supervising teacher very much. Her name was Nina Sergeevna. She was very kind and patient.
- What did she teach?
- She taught chemistry.

### B.

- Helen, I see you're very good at computers.
- Thank you. Frankly speaking, at school I was at the top of my class in IT. I even won the annual competition in this subject once.
- Really? And what do you do now?
- I work in the travel agency. I'm a programmer.
- Do you like your job?
- Yes, very much.

2. Can you say that you feel your school years be like your 'yesterday'? Why (not)?

## <sup>2</sup> LISTENING COMPREHENSION / H RVERSTEHEN

1. What associations do you have with the notion of the "past"? You are going to listen to one of the most popular tunes related to the topic. While listening to the song for the first time, fill in the blanks with the words you hear. But first look through the list of the words that can help you understand the author's idea.

1. *Welche Assoziationen haben Sie mit dem Begriff «Vergangenheit»? Hören Sie eines der berühmtesten Lieder, das Ihrem Thema inhaltlich entspricht./ Hören Sie das Lied zum ersten Mal und füllen Sie die Lücken mit den Wörtern aus, die Sie hören. Aber zuerst sehen Sie die Wortliste durch, die Ihnen helfen kann, den Hauptgedanken des Autors zu verstehen.*

**Pay attention! / Beachten Sie!**

The missing words are taken from your active vocabulary.

Die fehlenden Wörter sind aus Ihrem Wortschatz.

English	German
troubles	<i>Probleme, pl</i>
far away	<i>weit</i>
stay	<i>bleiben</i>
believe	<i>glauben</i>
suddenly	<i>plötzlich</i>
shadow	<i>Schatten, m</i>
hang, v	<i>hängen</i>
something	<i>etwas</i>
wrong	<i>falsch</i>
long, v	<i>vermissen</i>
hide, v	<i>sich verbergen</i>

\_\_\_\_\_,  
All my troubles seemed so far away,  
Now it looks as though they're here to stay,  
Oh, I believe in \_\_\_\_\_.

Suddenly,  
I'm not half the man I used to be,  
There's a shadow hanging over me,  
Oh, \_\_\_\_\_ suddenly.

Why she  
\_\_\_\_\_ to go I don't know, she wouldn't say.  
I \_\_\_\_\_,  
Something wrong, now I long for \_\_\_\_\_.

\_\_\_\_\_,  
Love \_\_\_\_\_ such an easy game to play,  
Now I need a place to hide away,  
Oh, I believe in \_\_\_\_\_.

Why she  
\_\_\_\_\_ to go I don't know, she wouldn't say.  
I \_\_\_\_\_,  
Something wrong, now I long for \_\_\_\_\_.

\_\_\_\_\_,  
Love \_\_\_\_\_ such an easy game to play,  
Now I need a place to hide away,  
Oh, I believe in \_\_\_\_\_...

*The Beatles, Gareth Gates*

2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

3. Join in the singing. While doing so, follow the performer's pronunciation and intonation patterns. Can you see any peculiarities of the latter in the singer's performance? Any peculiarities of the English used? What are these?

2. Hören Sie das Lied zum zweiten Mal. Beachten Sie die Intonation des Textes. Was ist der Hauptgedanke des Liedes? Welcher Titel passt hier?

3. Singen Sie das Lied mit. Beim Singen folgen Sie der Aussprache und Intonation des Sängers. Haben Sie irgendwelche sprachlichen Besonderheiten des Sängers oder lexikalischen Besonderheiten des gebrauchten Englischen bemerkt? Welche?

### H Home assignment / Hausaufgabe

Translate the lyrics up to the end. Be ready to sing it

Übersetzen Sie das Lied bis zum Ende. Seien Sie bereit, das Lied allein zu singen.

## 2.2 Grammar Focus: The Past Simple Tense (part II) / Brennpunkt Grammatik: Das Präteritum (Teil II)

— *Were you good* at maths at school?

— No, *I wasn't. I didn't like* maths at all. **But I liked** English very much.



### Rules: / Regeln:

#### 1 The Past Simple Tense / Past Präteritum

Pronouns / Pronomen	Affirmative form / bejahende Form	Negative form / verneinende Form	Question / Frage
I	studied	did not (didn't) study	Did I study?
you	studied	did not (didn't) study	Did you study?
he/she/it	studied	did not (didn't) study	Did he/she study?
we	studied	did not (didn't) study	Did we study?
you	studied	did not (didn't) study	Did you study?
they	studied	did not (didn't) study	Did they study?

The Past Simple Tense in English has no flexible endings and sounds (except for the verb *to be*) the same in all its forms. Regular verbs form the Past Simple Tense with the help of the ending *-ed*. Hier one should pay attention to the following peculiarities:

1) the consonant at the end of the word is often doubled and *-c* transforms into *-ck*:

Dub — dubbed  
Hug — hugged

Das englische Präteritum hat keine Personalendungen und lautet (außer im Falle vom Verb *be*) in allen Personen gleich. Die regelmäßigen Verben bilden das Präteritum mit Hilfe der Endung *-ed*. Hierbei soll man die folgenden Besonderheiten beachten:

1) ein auslautender Konsonant wird häufig verdoppelt, und *-c* wird zu *-ck*:

2) **-e** at the end of the word falls out:

love — loved  
dye — dyed

3) the consonant at the end of the word, when followed by **-y**, transforms into **-i**:

worry — worried  
satisfy — satisfied

The Past Simple Tense is used for actions which started and ended in the past. With the Past Simple Tense the following words are used: yesterday, the other day, last week/month/year, ... ago, etc.

Where **did** you **spend** last summer?  
We **liked** last summer holidays very much.

**Pay Attention!** / *Beachten Sie!*

Irregular verbs have a special past simple form.

2) ein auslautendes **-e** fällt aus:

3) ein auslautendes, auf einen Konsonanten folgendes **-y** wird zu **-i**:

Das Präteritum wird gebraucht, um die Handlungen, die in der Vergangenheit angefangen und geschehen sind, auszudrücken. Mit Präteritum gebraucht man die folgenden Wörter: *yesterday, the other day, last week/month/year, ... ago, etc.*

Unregelmäßige Verben haben im Präteritum Sonderformen.

### English Irregular Verbs / Englische unregelmäßige Verben

Infinitive	Simple Past	Past Participle	Deutsch
be	was/were	been	sein
<i>I am</i>	<i>I was</i>	<i>I have been</i>	<i>ich bin</i>
<i>he is</i>	<i>he was</i>	<i>he has been</i>	<i>er ist</i>
<i>we are</i>	<i>we were</i>	<i>we have been</i>	<i>wir sind</i>
beat	beat	beaten	schlagen
become	became	become	werden
begin	began	begun	beginnen, anfangen
bet	bet	bet	wetten
blow	blew	blown	blasen
break	broke	broken	zerbrechen
bring	brought	brought	herbringen
build	built	built	bauen
burst	burst	burst	zerplatzen
buy	bought	bought	kaufen
catch	caught	caught	fangen
choose	chose	chosen	wählen
come	came	come	kommen
cost	cost	cost	kosten

The table continuation / Die Fortsetzung der Tabelle

<b>Infinitive</b>	<b>Simple Past</b>	<b>Past Participle</b>	<i>Deutsch</i>
Cut	cut	cut	<i>schneiden</i>
deal	dealt	dealt	<i>verhandeln, verteilen</i>
do	did	done	<i>tun, machen</i>
draw	drew	drawn	<i>zeichnen</i>
drink	drank	drunk	<i>trinken</i>
drive	drove	driven	<i>ein Fahrzeug führen</i>
eat	ate	eaten	<i>essen</i>
fall	fell	fallen	<i>fallen</i>
Feed	fed	fed	<i>füttern</i>
feel	felt	felt	<i>fühlen</i>
fight	fought	fought	<i>kämpfen</i>
find	found	found	<i>finden</i>
fly	flew	flown	<i>fliegen</i>
forget	forgot	forgotten	<i>vergessen</i>
freeze	froze	frozen	<i>frieren</i>
get	got	got, gotten (AE)	<i>bekommen</i>
give	gave	given	<i>geben</i>
go	went	gone	<i>gehen</i>
grow	grew	grown	<i>wachsen</i>
hang	hung	hung	<i>hängen, anhängen</i>
have	had	had	<i>haben</i>
hear	heard	heard	<i>hören</i>
hide	hid	hidden	<i>verstecken</i>
hit	hit	hit	<i>schlagen, treffen</i>
hold	held	held	<i>halten</i>
hurt	hurt	hurt	<i>verletzen</i>
keep	kept	kept	<i>behalten</i>
know	knew	known	<i>wissen, kennen</i>
lay	laid	laid	<i>legen</i>
lead	led	led	<i>führen, leiten</i>
leave	left	left	<i>verlassen</i>
lend	lent	lent	<i>verleihen</i>
let	let	let	<i>lassen</i>
lie	lay	lain	<i>liegen</i>
light	lit	lit	<i>anzünden</i>
lose	lost	lost	<i>verlieren</i>
make	made	made	<i>machen (herstellen)</i>

The table continuation / Die Fortsetzung der Tabelle

<b>Infinitive</b>	<b>Simple Past</b>	<b>Past Participle</b>	<i>Deutsch</i>
Mean	meant	meant	<i>bedeuten</i>
meet	met	met	<i>treffen</i>
pay	paid	paid	<i>bezahlen</i>
put	put	put	<i>setzen, stellen, legen</i>
read	read	read	<i>lesen (Aussprache!)</i>
ride	rode	ridden	<i>reiten</i>
ring	rang	rung	<i>klingeln</i>
rise	rose	risen	<i>aufgehen, ansteigen</i>
Run	ran	run	<i>rennen</i>
say	said	said	<i>sagen</i>
see	saw	seen	<i>sehen</i>
sell	sold	sold	<i>verkaufen</i>
send	sent	sent	<i>schicken</i>
set	set	set	<i>setzen, stellen, legen</i>
shake	shook	shaken	<i>schütteln</i>
steal	stole	stolen	<i>stehlen</i>
shine	shone	shone	<i>scheinen</i>
shoot	shot	shot	<i>schießen</i>
show	showed	shown	<i>zeigen</i>
shut	shut	shut	<i>schließen</i>
sing	sang	sung	<i>singen</i>
sink	sank	sunk	<i>sinken, untergehen</i>
sit	sat	sat	<i>sitzen</i>
sleep	slept	slept	<i>schlafen</i>
slide	slid	slid	<i>ausrutschen</i>
speak	spoke	spoken	<i>sprechen</i>
spend	spent	spent	<i>Geld ausgeben, Zeit verbringen</i>
spring	sprang	sprung	<i>springen</i>
stand	stood	stood	<i>stehen</i>
stick	stuck	stuck	<i>steckenbleiben</i>
swear	swore	sworn	<i>schwören</i>
sweep	swept	swept	<i>kehren</i>
swim	swam	swum	<i>schwimmen</i>
swing	swung	swung	<i>schwingen</i>
take	took	taken	<i>nehmen, (weg)bringen, dauern</i>
teach	taught	taught	<i>lehren, unterrichten</i>
tear	tore	torn	<i>zerreißen</i>



Infinitive	Simple Past	Past Participle	Deutsch
Tell	told	told	erzählen, berichten
think	thought	thought	denken
throw	threw	thrown	werfen
understand	understood	understood	verstehen
wake	woke	woken	aufwecken
wear	wore	worn	anhaben, tragen (Kleidung)
weave	wove	woven	weben
win	won	won	gewinnen
write	wrote	written	schreiben

## F PRACTICE / PRAXIS

1. Write in the correct past tense form.

1. Setzen Sie die richtige Präteritumsform ein.

1. A teacher (*come*) into the room and (*shut*) the door.
2. They (*begin*) their English lesson at 9 o'clock in the morning.
3. Valerie (*leave*) home at eight o'clock and he (*be*) late.
4. Stella (*forget*) her copy-book and pen at home.
5. Anna (*give*) her a pen and a clean sheet of paper.
6. The teacher (*give*) the students a test in English today.
7. The students (*finish*) the test at noon.
8. Ann (*arrive*) home late yesterday.
9. As usual, he (*joke*) at the lesson.
10. I (*to be*) very surprised to see him at the lecture.
11. He (*to pass*) his exams easily.

2. Put into the past simple tense.

2. Bilden Sie das Präteritum.

**Example / Beispiel:** Ann doesn't play the piano.  
Ann did not play the piano.

1. You don't answer my question.
2. Does he work in the evening? Yes, he does.
3. Do the boys play football all day? No, they don't.
4. Mum helps me with my homework.
5. He listens to the noise of a severe wind.
6. Do you like to study foreign languages? Yes, I do.
7. . Most students don't like long lectures.
8. Where do you live? I live at my parents'.
9. Why do they stop? I don't know.
10. What does your mum teach? She teaches English.

3. Do you remember your school program? Say why these people are famous and what they are famous for. Use the information given.

- Agatha Christie.
- Pablo Picasso.
- Galileo Galilei.
- Dmitriy Ivanovich Mendeleev.
- Yuri Gagarin.
- Martina Navratilova.

1. \_\_\_\_\_ (be the first/use a telescope to study the stars).
2. \_\_\_\_\_ (be the first/travel in space).
3. \_\_\_\_\_ (win 9 Wimbledon singles championships).
4. \_\_\_\_\_ (write more than 70 detective novels).
5. \_\_\_\_\_ (create/make sculptures and ceramics).
6. \_\_\_\_\_ (create and publish the periodic table of elements).

4. What did you learn at school you don't learn any more? What would you like to study more? Why?

≈ LISTENING COMPREHENSION / H RVERSTEHEN

1. What associations do you have with the notion of 'childhood'? You are going to listen to one of the most popular tunes related to the topic. While listening to the song for the first time, fill in the blanks with the words you hear. But first look through the list of the words that can help you understand the author's idea.

3. Können Sie sich an Ihr Schulprogramm erinnern? Sagen Sie, warum diese Personen bekannt sind und was sie gemacht haben. Benutzen Sie die angegebene Information.

1. Welche Assoziationen haben Sie mit dem Begriff «Kindheit»? Hören Sie eines der berühmtesten Lieder, das Ihrem Thema inhaltlich entspricht. Hören Sie das Lied zum ersten Mal und füllen Sie die Lücken mit den Wörtern aus, die Sie hören. Aber zuerst sehen Sie die Wortliste durch, die Ihnen helfen kann, den Hauptgedanken des Autors zu verstehen.

**Pay attention! / Beachten Sie!**

The missing words are taken from your active vocabulary.

Die fehlenden Wörter sind aus Ihrem Wortschatz.

English	German
playground	<i>Spielplatz, m</i>
dream	<i>Traum, m</i>
ran (run, v)	<i>rennen</i>
to be in need of smth.	<i>etwas brauchen</i>
wish, v	<i>wollen</i>
look back, v	<i>sich rückwärts umsehen</i>
short	<i>kurz</i>
pride	<i>Stolz, m</i>
regrets	<i>Bedauern, pl</i>
memory	<i>Erinnerung, f</i>
joy	<i>Freude, f</i>
destroy, v	<i>zerstören</i>

\_\_\_\_\_

This \_\_\_\_\_ my playground  
This \_\_\_\_\_ my childhood dream  
This \_\_\_\_\_ the place I ran to  
Whenever I \_\_\_\_\_ in need  
Of a friend  
Why \_\_\_\_\_ it have to end  
And why do they always say

Don't look back  
Keep your head \_\_\_\_\_ high  
Don't ask them why  
Because life is short  
And before you know  
You're feeling old  
And your heart is breaking  
Don't hold on to the \_\_\_\_\_  
Well that's too much to ask

No regrets  
But I wish that you  
\_\_\_\_\_ here with me  
Well then there's hope yet  
I can see your face  
In our secret place  
You're not just a memory  
Say goodbye to \_\_\_\_\_  
Those are words I'll never say [I'll never say]

This \_\_\_\_\_ my playground [\_\_\_\_\_]  
This \_\_\_\_\_ our pride and joy  
This \_\_\_\_\_ the place we ran to  
That no one in the world \_\_\_\_\_ dare destroy

This \_\_\_\_\_ our playground [used to be]  
This \_\_\_\_\_ our childhood dream  
This \_\_\_\_\_ the place we ran to  
I wish you were standing here with me

This \_\_\_\_\_ our playground [\_\_\_\_\_]  
This \_\_\_\_\_ our childhood dream  
This \_\_\_\_\_ the place we ran to  
The best things in life are always free  
Wishing you \_\_\_\_\_ here with me...

*Madonna*

2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

2. Hören Sie das Lied zum zweiten Mal. Beachten Sie die Intonation des Textes. Was ist der Hauptgedanke des Liedes? Welcher Titel passt hier?

3. Join in the singing. While doing so, follow the performer's pronunciation and intonation patterns. Can you see any peculiarities of the latter in the singer's performance? Any peculiarities of the English used? What are these?

3. Singen Sie das Lied mit. Beim Singen folgen Sie der Aussprache und Intonation des Sängers. Haben Sie irgendwelche sprachlichen Besonderheiten des Sängers oder lexikalischen Besonderheiten des gebrauchten Englischen bemerkt? Welche?

#### H Home assignment / Hausaufgabe

Translate the lyrics up to the end. Be ready to sing it.

Übersetzen Sie das Lied bis zum Ende. Seien Sie bereit, das Lied allein zu singen.

#### 2 The construction -used to, would + Infinitive (Part II) / Die Konstruktion -used to, would + Infinitiv (Teil II)

We use *-used to+ infinitive* to talk about past habits, routines and states which do not happen any more:

Wir gebrauchen die Konstruktion *-used to, would + Infinitiv*, um von den früheren Gewohnheiten, Routine und Zustände, die nicht mehr sind, zu sprechen.

They used to live in England, but they moved in 1995. Now they live in the USA.

#### Note! / Anmerkung!

We use *would + infinitive* to talk about habits and routines in the past, but not about states:

Wir gebrauchen die Konstruktion *would + infinitive* um von den früheren Gewohnheiten und Routine, aber nicht von Zuständen, zu sprechen:

The match would always take place on Saturday evenings.

#### The construction -be/get used to + V-ing form / Die Konstruktion -be/get used to + V-ing Form

This construction expresses an action that was difficult or unusual before but it is no longer so:

Diese Konstruktion drückt die Handlung aus, die früher schwer oder ungewöhnlich war, aber jetzt nicht mehr ist:

I'm used to getting up early.

5. Discuss with your partner the following issues.

5. Besprechen Sie mit Ihrem Partner die folgenden Fragen:

1. Did you like your school years? Why?
2. Did you have many friends at school?
3. What were your favourite subjects?
4. What were you good at?
5. Were you at the top of your class? What marks did you usually get?
6. Did you always attend school? Or, perhaps, you cut some lessons?
7. How did you spend your free time when you were a child?

### ▼ Step 3 / Schritt 3

#### 3.1 Vocabulary Focus: Books and Reading / Brennpunkt Wortschatz: Bücher und Lesen

**R** Are you fond of reading? Do you read a lot?

1. Read and transcribe the given words.  
Check your transcription.

book / *Buch*, n  
fiction / *erzählende Literatur*, f  
non-fiction / *Sachliteratur*, f  
popular science fiction / *Sci-Fi*, f  
fable / *Fabel*, f  
genre of literature / *Genre der Literatur*, n  
prose / *Prosa*, f  
poetry / *Poesie*, f  
novel / *Roman*, m  
poem / *Gedicht*, n  
play / *Theaterstück*, n

detective story / *Krimi*, m  
adventure story / *Abenteuer*, m  
romantic story / *Liebesroman*, m  
historical novel / *historischer Roman*, m  
humorous story / *komische Geschichte*, f  
fantasy / *Fantasie*, f  
fairy-tale / *Märchen*, n  
newspaper / *Zeitung*, f  
quality newspaper / *Qualitätszeitung*, f  
popular newspaper (tabloid) / *Massenblatt*, n  
daily/monthly newspaper / *Tages-, Monatszeitung*, f

magazine / *Zeitschrift*, f  
fashion magazine / *Modezeitschrift*, f  
to subscribe to ... (a newspaper) /  
(eine Zeitung)... *abonnieren*  
the book is ... / *das Buch ist...*  
catching / *ansteckend*  
realistic / *realistisch*  
touching / *ergreifend*  
well-known / *bekannt*  
famous / *berühmt*  
lyrical / *lyrisch*  
the book is about ... / *im Buch geht es um...*

1. Lesen Sie und transkribieren Sie die angegebenen Wörter. Prüfen Sie Ihre Transkription nach.

2. Read the text. Try to guess the meaning of the words underlined.

2. Lesen Sie den Text. Versuchen Sie die Bedeutung der untergestrichenen Wörter zu verstehen.

It's common knowledge that reading foreign literature helps you to learn more about the life of people in other countries, their traditions and customs. As I study English, I try to read as many books by English writers as possible. The names of English writers and poets such as William Shakespeare, Charles Dickens, Bernard Shaw, Conan Doyle, Agatha Christie, Oscar Wilde and many others are well-known to educated people all over the world.

It is very difficult for me to choose out of them one name as my favourite writer because I can't say I know enough about English literature to make the right judgement. Yet, when I think about it, the first name that comes to my mind is that of Charles Dickens ....

**Discuss the following questions:** / *Besprechen Sie die folgenden Fragen:*

1. What genres of literature do you prefer?
2. Do you have any favourite authors? Who are they?
3. Do you know any books by English/American writers? What are they?
4. Do you read in German?
5. Do you read any newspapers/magazines? If you do, what are the issues?

#### **F** PRACTICE / PRAXIS

1. Roleplay the dialogues. Use your active vocabulary and the material under study. Using the examples given, make up dialogues of your own.

1. Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.

**A.**

- What is your hobby, Mike?
- I collect books.

- How interesting! Do you collect any specific genres?
- Yes, I read and collect historical novels and science fiction books.
- I see.

**B.**

- Kate, do you like to read newspapers?
- Oh yes. I like reading newspapers, especially tabloids.
- Does your family read much?
- Well, we take 5 monthly newspapers and sometimes we read books.
- What do your parents read?
- Well, mum likes fashion magazines and romantic novels. As for my dad, he subscribes to the “Daily Express”.
- I see.

**C.**

- Hi, Steve!
- Hi, Marian! How’s your little sister? How old is she now?
- She’s 7 already.
- Really? Does she read?
- Yes, she does. But she doesn’t read much. She prefers to listen.
- I see! What books does she like?
- She’s fond of fables and fairy-tales. “Cinderella” is her favourite fairy-tale.
- No wonder!

**3.2 Grammar Focus: The Future Simple Tense (will/shall...) / Brennpunkt Grammatik: Das Futur I (will/shall...)**

- *Will you lend* me this magazine?
- Of course *I will*.



**Rules: / Regeln:**

Pronouns / Pronomen	Affirmative form / bejahende Form	Negative form / verneinende Form	Question / Frage
I	will/shall ('ll) read	will not (won't) read	Will I read?
you	will ('ll) read	will not (won't) read	Will you read?
he/she/it	will ('ll) read	will not (won't) read	Will he/she read?
we	will ('ll) read	will not (won't) read	Will we read?
you	will ('ll) read	will not (won't) read	Will you read?
they	will ('ll) read	will not (won't) read	Will they read?

The Future Simple Tense in English is formed usually with the help of **will (shall** is possible in the first person singular and plural) from the infinitive of the verb.

*Das englische Futur I wird gewöhnlich mit **will**, in der 1. Person Singular und 1. Person Plural auch mit **shall** und dem Infinitiv gebildet.*

The Future Simple Tense is used to say what will happen in the future.

With the Future Simple Tense the following words are used: *tomorrow, next day/week/month/year, the day after tomorrow*, etc.

Tom **will finish** his work tomorrow.

**Will** he be at school on Monday? — Yes, he will. (No, he won't.)

### Note! / Anmerkung!

The Future Simple Tense is used to say that something doesn't work or is out of order:

The car won't start! / *Der Motor will nicht anspringen!*

Das Futur I wird gebraucht, um zu sagen, was in der Zukunft geschehen wird.

Die folgenden Wörter werden im Futur I gebraucht: *tomorrow, next day/week/month/year, the day after tomorrow*, etc (usw.).

Das Futur I wird gebraucht, um zu sagen, dass etwas nicht funktioniert oder kaputt ist:

## F PRACTICE / PRAXIS

1. Put the verbs into the correct future simple tense form.

1. Bilden Sie das Futur I.

**Example! / Beispiel:** Ann (*be*) twelve next Saturday.  
Ann **will be** twelve next Saturday.

1. She (*invite*) her friends for her birthday party.
2. Where the party (*be*)? It (*be*) at home.
3. Which day the party (*be*)? It (*be*) on Sunday.
4. Mum (*bake*) a big birthday cake.
5. Some friends (*come*) to Ann.
6. They (*celebrate*) her birthday.
7. They (*bring*) some presents.
8. Father (*buy*) her a computer.
9. The guests (*play*) computer games.
10. Mum (*give*) her a new collection of "Harry Potter" series.
11. Ann (*spend*) the whole night reading this collection.

2. Make the sentences interrogative.

2. Bilden Sie Fragen.

**Example! / Beispiel:** Tom will tell you everything.  
Will Tom tell you everything?

1. The weather will be warm tomorrow.
2. The performance will be on Tuesday.
3. A famous writer will be there.
4. Margaret will go to the reading performance with her groupmates.
5. Valery will learn this poem by heart.
6. She will write you a letter.
7. I will read this book, I promise.
8. May be I will start to write my course work this summer. I will have a lot of time then.
9. I'm sure my teacher will help me.

3. Write 5 sentences about tomorrow's weather. Use the following words.

3. Schreiben Sie 5 Sätze über das Wetter morgen. Gebrauchen Sie die folgenden Wörter.

Foggy, sunny, rainy, cold, hot, windy.

**Example:** / *Beispiel:* According to the weather forecast it will be sunny tomorrow.

#### ✓ Step 4 / Schritt 4

#### 4.1 Vocabulary Focus: The films I watch / Brennpunkt Wortschatz: Die Filme, die ich gern sehe

**R** Do you like watching TV?  
What about your family members?  
Are they fond of it?

1. Read and transcribe the given words.  
Check your transcription.

1. Lesen Sie und transkribieren Sie die angegebenen Wörter. Prüfen Sie Ihre Transkription nach.

#### TASTES DIFFER

television (TV) / *Fernsehen, n*  
newsreel / *Wochenschau, f*  
reality show / *Reality-Show, f*  
action film / *Schlager, m*  
cartoon / *Trickfilm, m*  
comedy / *Komödie, f*  
detective film / *Krimi, m*  
documentary film / *Dokumentarfilm, m*

drama / *Drama, n*  
feature film / *Feature, n*  
horror film / *Horrorfilm, m*  
romantic comedy / *Liebeskomödie, f*  
science fiction film / *Science-Fiction-Film, m*  
thriller / *Krimi, m*  
western / *Western, m*  
soap-opera / *Seifenoper, f*

actor/actress / *Schauspieler(in)*  
to star in ... / *in... (einem Film) spielen*  
educational film / *Lehrfilm, m*  
entertaining / *unterhaltsam*  
fantastic / *phantastisch*  
marvelous / *wunderbar*  
superb / *super*  
thrilling / *spannend*

2. Read the text given. Try to guess the meaning of the words underlined.

2. Lesen Sie den Text. Versuchen Sie die Bedeutung der unterstrichenen Wörter zu erraten.

#### TOM HANKS AND HIS FILMS

Tom Hanks stars in *Saving Private Ryan* (released in the USA in 1998). It's not the first film of the actor, but it is one of the most powerful films of his career. It's a bitterly realistic epic. Steven Spielberg directed the film. And this film is hard to watch at times.

The film plot is simple but intense. Three of the four Ryan's brothers were killed in combat within 48 hours. And their mother faces receiving the news on the same day. Her surviving son, Private James Ryan (Matt Damon), is trapped behind enemy lines. Hank's character, Captain John Miller, and his unit are ordered to find him back. Here we see very different Hanks to the one we're used to. His character reveals a completely new side of him ...

**Answer the following questions:** / *Antworten Sie auf die folgenden Fragen:*

1. Did you watch the movie under discussion — "Saving Private Ryan"? Do you know any other films with Tom Hanks starring? What are the films?
2. There is one more real name in the text. Find it. What do you know about the person?
3. What other actors/actresses seem to be interesting to you?
4. Do you have any favourite films/cartoons/soap-operas, etc.? What are they?
5. What about your family members? What are their favourites?



## F PRACTICE / PRAXIS

1. Roleplay the dialogues. Use your active vocabulary and the material under study. Using the examples given, make up dialogues of your own.

1. Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.

### A.

- Hi, Sal!
- Hi, Jane! How are you?
- Fine, thanks. What about you?
- I'm OK, thank you.
- Sal, are you free on Friday?
- Well, yes. Why?
- *I'm going to* have a party. My friends and I will buy a cake and watch old movies. Are you in?
- Yes, thank you! Jane, what film are you going to watch?
- "*Gone With the Wind*". What do you think of it?
- That's superb! This film is *incredible*. Thank you for your *invitation*. See you on Friday then!
- See you!

### B.

(*at the counter*)

- Well, what will you take?
- Don't know... I don't like action films or comedies they offer here. Some of them like, for example, this "Legally Blond", are simply silly — don't you think so?
- Well, may be, you are right. What will we take then?
- I like documentary films very much. What about you?
- So do I.
- Great! What do you think of the film "Enemy at the Gates" then? They say, it is a great movie.
- Well, let's take it then.
- OK.

### C.

- Jilly, don't you think that all these soap-operas are simply silly?
- I don't think they are silly at all. They are so touching!
- But it's a waste of time!
- It doesn't matter. Soap-operas are not so bad. They give you the opportunity to relax after work. I think relaxation is necessary for everyone. Don't you think so?
- Who knows?...

## 4.2 Grammar Focus: The Future Tense (*I'm going to...*) / Brennpunkt Grammatik: Das Futur I (*I'm going to...*)

- *What are you going to* do tonight?
- *I'm going to* the concert.



## Rules: / Regeln:

In English together with the **will/shall** form there is one more grammar form to express the future. It is the combination of the continuous form of the verb **go** and the infinitive of the verb together with the particle **to**.

With the help of this form (if it is used in Present Simple) one can express that something will happen in future because it is planned or because one is sure it will happen.

Zum Ausdruck der Zukunft hat das Englische neben der mit **will/shall** gebildeten Futurform noch eine andere Form. Sie ist aus der Verlaufsform von **go** und dem Infinitiv mit **to** des betreffenden Verbs zusammengesetzt.

Wenn sie im Präsens steht, drückt diese **going to** Form etwas aus, was geschehen wird, weil es geplant oder beabsichtigt ist, oder was sicher geschehen wird.

## **F** PRACTICE / PRAXIS

1. Put the verbs into the correct future simple tense form.

- What you (*do*) tonight?
- We (*go*) to the movies.
- What's on?
- I'm not really sure. Some comedy, I believe.
- Who (*come*)?
- Well, it's us and Helen (*bring*) her cousin. If you come, that (*be*) great.
- And what (*do*) after the movie?
- It's not quite clear. We (*see*).

1. Bilden Sie das Futur I.

2. Discuss the following issues with your partner:

- What he/she is going to do tonight/tomorrow.
- What plans he/she has for the coming weekend/winter/summer vacations.
- What films he/she is planning to watch in the nearest future.

2. Besprechen Sie mit Ihrem Partner die folgenden Fragen:

## **✓** Step 5 / Schritt 5

### 5.1 Vocabulary Focus: The Music I Listen to / Brennpunkt Wortschatz: Musik, die ich höre

<b>R</b>	What is music for you? When and where do you usually listen to music?
----------	--

1. Read and transcribe the given words. Check your transcription.

1. Lesen Sie und transkribieren Sie die in der Tabelle angegebenen Wörter. Prüfen Sie Ihre Transkription nach.

music genre / Musikgenre, *n*  
folk/country music / Volksmusik, *f*  
jazz / Jazz, *m*

concert / Konzert, *n*  
song / Lied, *n*  
composer / Komponist, *m*

pop music / Popmusik, f  
rock music / Rock, m  
classical music / klassische Musik, f  
opera music / Opernmusik, f

singer / Sänger(in)  
sing (v) / singen  
play (the guitar, the piano, the violin, etc) (v) / (Gitarre, Klavier, Geige, usw) spielen

2. Read the text given. Try to guess the meaning of the words underlined.

2. Lesen Sie den Text. Versuchen Sie die Bedeutung der unterstrichenen Wörter zu erraten.

### SIR ANDREW LLOYD WEBBER

Andrew Lloyd Webber is an English composer whose eclectic rock-based works revitalized British and American musical theatre in the late 20th century.

This world-famous composer is especially good at musicals. A musical, also called musical comedy, is a theatrical production that is characteristically sentimental and amusing in nature, with a simple but distinctive plot, and offering music, dancing, and dialogue.

Today Lloyd Webber's *Evita* (1978), *Cats* (1981) and *The Phantom of the Opera* (1986) are the best-known musicals in the world.

**Discuss the following issues:** / *Besprechen Sie die folgenden Fragen:*

1. What music genres appeal to you?
2. What do you think of classical music? Is it fascinating/boring to you?
3. Do you have any favourite musical compositions/songs? What are those?
4. What English/American/German/Belarusian singers/composers do you know? Are you familiar with their works?
5. Can you sing? May be you like to sing, when alone? Do you sing along with your favourite singers?

### F PRACTICE / PRAXIS

1. Roleplay the dialogues. Use your active vocabulary and the material under study. Using the examples given, make up dialogues of your own.

1. Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.

#### A.

- Miss Reed is a singer. Where does she work?
- She works at the opera and ballet theatre.
- You like opera music, *don't you?*
- Yes, I'm very fond of it. It's so lyrical and touching! I can listen to it from morning till night.

#### B.

- What music genres does your sister like?
- Well, she prefers to listen to pop music and jazz. What about your sister?
- She's interested in classical music mostly.
- She plays some musical instrument, *doesn't she?*
- Yes, she plays the piano.
- Do you have any favourite composers or musicians?
- I like the music of Bach and Vivaldi very much. And among the famous musicians Elton John, I think, is my favourite.
- I see.

## C.

- Do you like rock music?  
— Oh yes, I'm a passionate rock fan. I'm fond of hard rock especially. I enjoy rock compositions every night.  
— And what about your neighbours — I don't think they like it, **do they?**  
— No worries, they are OK with that. What about you — do you like hard rock?  
— I'm afraid it's not my cup of tea. I think I don't like any loud music at all. I prefer classical and lyrical folk music. I like to listen to background music when I work.  
— Oh, I see.

## 5.2 Grammar Focus: Disjunctive and Alternative Questions / Brennpunkt Grammatik: Bestätigungs- und Alternativfragen

### 5.2.1 Disjunctive Questions (Question tags) / Bestätigungsfragen (Frageanhängseln)

- Your *mother likes* classical music, *doesn't she?*  
— Yes, she *does*.



#### Rules: / Regeln:

In English disjunctive questions represent a peculiar type of questions. In German such questions end as a rule in „nicht wahr?“

Im Englischen ist Bestätigungsfrage ein Sonderfragetyp. Im Deutschen enden solche Fragen in der Regel mit „nicht wahr?“

- Liana is Belarussian, isn't she? — *Liana ist Belarussin, nicht wahr?*  
He was at his Granny's yesterday, wasn't he? — *Er war gestern bei seiner Oma, nicht wahr?*

The grammatic form of the question tag depends on the tense form used in the first part of the sentence. When the sentence is affirmative, the question tag should be used in the negative form:

Die grammatische Form des Frageanhängsel hängt davon ab, welche Zeitform im ersten Teil des Satzes gebraucht wird. Wenn der Satz bejahend ist, soll das Frageanhängsel in der Negativform gebraucht werden:

- You *know* this author, *don't you?*  
She *will come*, *won't* she?

In negative sentences question tags are, as a rule, affirmative:

Im Satz mit der Negation wird in der Regel das Frageanhängsel in der affirmativen Form gebraucht werden:

- Tina *doesn't* work, *does* she?  
They *don't* sell CDs here, *do* they?

#### **Note! / Anmerkung!**

1. It is possible for a positive tag to follow a positive statement, to express interest, or ask for confirmation:

1. Eine bejahende Form des Frageanhängsel kann eine bejahende Aussage folgen, um eine Interesse auszudrücken oder etwas zu bestätigen:

- So, you like working here, do you?

Tags with **will** and **won't** can be used after imperatives:

Don't drive so fast, will you?

Let's ... has a tag formed with **shall**:

Let's have a drink, shall we?

### Exception! / Ausnahme!

In sentences with the words **everyone/someone/anyone/no one** as subjects, the question tag should be built with **they**:

Someone is there, aren't they?

2. When you expect your interlocutor's agreement, the intonation of the question tag should be falling. When you are not sure about your interlocutor's answer, ask a question with the rising intonation.

### Compare / Vergleichen Sie

Let's go to the concert hall next week. You like classical music, don't you?  
You didn't forget to lock the door, did you?

## 5.2.2 Alternative Questions ("Or"-questions) / Alternativfragen (Fragen mit "or")

— What do you like — rock **or** hip hop?  
— Does your dad like country music **or** rock?



### Rules: / Regeln:

Alternative questions are questions that give alternatives to choose from. Between the alternatives **or** is mostly used:

Are you a lecturer **or** a student?

### F PRACTICE / PRAXIS

1. Complete the following sentences

**Example: / Beispiel:** — Kate won't be late, *will she*?

1. You are tired, \_\_\_\_\_?
2. Sue doesn't know Ann, \_\_\_\_\_?
3. Jack's on holiday, \_\_\_\_\_?
4. Jane likes her job, \_\_\_\_\_?

Die Frageanhängseln mit **will** and **won't** kann man nach dem Imperativ gebrauchen:

Nach der Konstruktion mit *let's* wird das Frageanhängsel **shall** gebraucht:

In den Sätzen, die im ersten Teil die Wörter **everyone/someone/anyone/no one** als Subjekte haben, soll man das Frageanhängsel mit dem **they** bilden.

2. Wenn Sie auf die Zustimmung Ihres Gesprächspartners warten, soll die Tonführung des Frageanhängsel fallend sein. Wenn Sie der positiven Antwort des Gesprächspartners nicht sicher sind, sprechen Sie die Frage mit der steigenden Tonführung.

Alternativfragen sind die Fragen, die man die Wahl von Alternativen lassen. Zwischen den Alternativen steht meist **or**:

1. Beenden Sie die folgenden Sätze:

5. Somebody is there, \_\_\_\_\_?
6. This film is boring, \_\_\_\_\_?
7. This film isn't very interesting, \_\_\_\_\_?
8. Don't turn on the radio, \_\_\_\_\_?
9. She understood us, \_\_\_\_\_?

2. Using question tags and alternative questions, ask your partner about his/her tastes in music.

2. Benutzen Sie Bestätigungs- und Alternativfragen und fragen Sie Ihre(n) Partner(in), welche Musik er/sie besonders mag.

**Example / Beispiel:** — You like listening to music, don't you?  
 — What music styles are your favourites? Why?  
 — Do you like classical or modern music? etc.

3. Enlarge upon the dialogues A, B and C. Use your active vocabulary and the material under study.

3. Erweitern Sie die Dialoge A, B und C. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema.

### Module 3: Round-Up

1. Define the following notions: *school principal, supervising teacher, IT, PE, fiction, non-fiction, tabloid, quality newspaper, feature film.*
2. Interview your partner on the following issues:
  - a) his/her school years experience (favourite subjects, teachers, school friends, problems);
  - b) his/her university life (favourite courses, extra-class activities, curriculum);
  - c) his/her preferences in literature (genres, authors, books);
  - d) his/her preferences in music (genres, performers, bands, songs);
  - e) his/her preferences in cinema (genres, actors/actresses, films).
3. Consider the disciplines listed below. Which of them, in your opinion, are essential for future teachers? Why? Comment on your choices.

geography	ecology
science	IT
psychology	history
maths	foreign languages
sport	anthropology
pedagogy	statistics

4. What extra-class activities, to your mind, are especially good for:
  - a) school children?
  - b) university students?
  - c) teachers/lecturers?
 Why? Comment on your viewpoint.

5. Below are names of some outstanding British, American and German authors. Do you know their prominent works? Match the authors with the books they wrote.

- |                        |  |
|------------------------|--|
| 1) Jerome K) Jerome    | a) Robinson Crusoe                                   |
| 2) Allan Milne         | b) Romeo and Juliet                                  |
| 3) Rudyard Kipling     | c) Alice in Wonderland, or Through the Looking Glass |
| 4) Kathrin Schmidt     | d) Three Men in a Boat (To Say Nothing of the Dog)   |
| 5) Daniel Defoe        | e) The Jungle Book (Mowgli)                          |
| 6) William Shakespeare | f) Gulliver's Travels                                |
| 7) Erich Maria Remark  | g) Three Comrades                                    |
| 8) Lewis Carrol        | h) Winnie-the-Pooh                                   |
| 9) Ernest Hemingway    | j) You Won't Die                                     |
| 10) Jonathan Swift     | k) The Man and the Sea                               |

6. What books are essential for schoolchildren to read? And for future teachers? Give your ideas on the matter.

7. Advertise your favourite movie (TV-programme) to a group of teenagers (ages 13-15).

8. Prepare a report on your favourite performer/singer. Be ready to present it.

9. Comment on the following statements:

1. A good book on your shelf is a friend that turns its back on you and remains a friend (*Author Unknown*).

2. Anyone who says they have only one life to live must not know how to read a book (*Author Unknown*).

3. There is a great deal of difference between an eager man who wants to read a book and a tired man who wants a book to read (*G. K. Chesterton*).

4. The smallest bookstore still contains more ideas of worth than have been presented in the entire history of television (*Andrew Ross*).

5. All television is educational television. The question is: what is it teaching? (*Nicholas Johnson*)

6. Television is an anesthetic for the pain of the modern world (*Astrid Alauda*).

7. Theatre is life. Cinema is art. Television is furniture (*Author Unknown*).

8. Music washes away from the soul the dust of everyday life (*Berthold Auerbach*).

9. I have my own particular sorrows, loves, delights; and you have yours. But sorrow, gladness, yearning, hope, love, belong to all of us, in all times and in all places. Music is the only means whereby we feel these emotions in their universality (*H. A. Overstreet*).

10. Music is your own experience, your thoughts, your wisdom. If you don't live it, it won't come out of your horn (*Charlie Parker*).

@ 10. What is the 'portrait' of XXI century music? Literature? Cinema? Comment on your point of view in a 250-word composition.

MODULE 4 / MODUL 4  
 LOOKING AROUND / DIE WELT UM UNS HERUM

▼ Step 1 / Schritt 1

4.1 Vocabulary Focus: Appearance / Brennpunkt Wortschatz: Das Äußere

<b>R</b>	What does he/she look like? / Wie sieht er/sie aus? Do you think much about your appearance? Is other people's appearance important to you? Why (not)?
----------	--

1. Read and study the words given. Make sure you understand all of them?

1. Lesen Sie die folgenden Wörter und behalten Sie sie. Verstehen Sie alle Wörter gut?

**Adjectives / Adjektive**

attractive / *attraktiv*  
 pretty/beautiful — handsome / *hübsch*  
 ugly / *häßlich*  
 queer / *sonderbar, komisch, verschoben*

good-looking / *gutaussehend*  
 unattractive / *unattraktiv*  
 plain / *einfach, wenig attraktiv*  
 charming / *charmant*  
 showy / *protzig, großartig*

**Face / Gesicht, n**

complexion / *Gesichtsfarbe, f*  
 round / *rund*  
 ruddy / *rosig*  
 wrinkled / *runzlig*

hatchet-face / *mit scharfen Gesichtszügen*  
 broad / *breit*  
 freckled / *sommersprossig*  
 radiant/sweet / *strahlend*

**Height / Größe, f**

tall / *groß*  
 short / *klein*

(to be of the) medium-height / *von mittlerer Größe sein*

**Build / Körperbau, m**

thin/slim/slender / *schlank*  
 stocky/stout / *stämmig*  
 portly/fat / *beleibt*

well-built / *gut gebaut*  
 angular/bony / *knocking*  
 plump / *üppig*

**Hairstyle / Haarstil, m**

medium-length / *von mittlerer Länge*  
 straight / *gerade*  
 curly / *lockig*

long / *lang*  
 short / *kurz*  
 wavy / *wellig*  
 scalp lock / —

**Hair colour / Haarfarbe, f**

Black / *schwarz*  
 grayish/grizzly / *angegrauf*  
 dark — fair / *dunkel — hell*  
 Brown / *braun*

grey / *grau*  
 red / *rot*  
 blond / *blond*

**Eyes / Augen**

blue / *blau*  
 blue-green / *blau-grün*

brown / *braun*  
 green / *grün*



### Other features / andere Zügen

eyelids / *Augenlide, pl*

ears / *Ohren, pl*

teeth / *Zähne, pl*

jaw / *Kiefer, m*

flat nose / *eine platte Nase*

big/large eyes / *große Augen, pl*

broad shoulders / *breite Schulter, pl*

sunken cheeks — chubby cheeks / *eingefallene*

*Wangen, pl — Pausbacken, pl*

beard / *Bart, m*

thick/thin eyelashes / *dicke, dünne Wimpern, pl*

eyebrows (straight, bushy, thin) / *(gerade, dicke, dünne) Augenbrauen, pl*

mouth / *Mund, m*

cheekbones (high, wide) / *(hoche, breite) Backenknochen, pl*

straight nose / *eine gerade Nase*

thick/thin lips / *dicke, dünne Lippen, pl*

moustache / *Schnurrbart, f*

high forehead / *eine hohe Stirn*

dimples / *Grübchen, pl*

### Expressions / Redewendungen

look like smb (v) / *jmdn. ähnlich sein*

look young for one's age (v) / *jmdm. sein Alter nicht sehen*

look one's age (v) / *jmdm. sein Alter sehen*

seem young, old (v) / *jung, alt aussehen*

2. Look at the pictures given below and describe the appearance of the people presented. In your opinion, what do these people do?

2. Sehen Sie unten die Bilder und beschreiben Sie das Äußere dieser Personen. Wie meinen Sie, was machen sie beruflich?



**Example: / Beispiel:** The woman in picture 1 is \_\_\_\_\_.  
She has a \_\_\_\_\_ and \_\_\_\_\_.  
To my mind, she is \_\_\_\_\_.  
The man in picture 2 is \_\_\_\_\_.  
He's got \_\_\_\_\_ and \_\_\_\_\_. It seems to me, he is \_\_\_\_\_.

3. Work together with your partner. Ask each other about your family members' and friends' appearance. For the descriptions use the clichés given above.

3. Arbeiten Sie mit Ihrem Partner. Stellen Sie an einander Fragen über das Äußere Ihrer Familienmitglieder, Freunde, usw. Dafür benutzen Sie die Clischees unter den Bildern.

### F PRACTICE / PRAXIS

1. Roleplay the dialogues. Use your active vocabulary and the material under study. Using the examples given, make up dialogues of your own.

1. Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.

A.

— Hello! You are Helen's sister, aren't you?

— Yes, and you must be Ann, right?

— Yah, right. You know, you look so much like your sister!

— I know! They say we're like twins. But Helen is a little bit taller and not as thin as I am.

Besides, her eyes are blue-grey, and mine are blue.

## B.

- How does your friend look like?
- Fred is a man of the middle height, broad-shouldered, with dark complexion, brown eyes and brown hair.
- Does he have any specific features?
- Well, he has quite a peculiar haircut, a scalp lock — so, don't get surprised.
- A scalp lock? How old is he?!
- 43. I told you, don't get surprised!

## C.

- Are you satisfied with your appearance?
- Not quite. I'd like to be a bit taller and I'd like to be at least as slender as my elder sister Veronica is. What about you? Would you like to be more attractive?
- Well, appearance doesn't seem to be so important to me. But I'd like to do something about my glasses. They say that my spectacles make me look older.
- May be you should wear contact lenses?
- Good idea, thanks!

2. What makes a person handsome/pretty, do you think? Is beauty something rare, granted to a selected few, or something anyone can possess?

### ≈ LISTENING COMPREHENSION / H RVERSTEHEN

1. What associations do you have with the notion of "beauty"? You are going to listen to one of the most popular tunes related to the topic. While listening to the song for the first time, fill in the blanks with the words you hear. But first look through the list of the words that can help you understand the author's idea.

1. Welche Assoziationen haben Sie mit dem Begriff "Schönheit"? Hören Sie eines der berühmtesten Lieder, das Ihrem Thema inhaltlich entspricht. Hören Sie das Lied zum ersten Mal und füllen Sie die Lücken mit den Wörtern aus, die Sie hören. Aber zuerst sehen Sie die Wortliste durch, die Ihnen helfen kann, den Hauptgedanken des Autors zu verstehen.

### Pay attention! / Beachten Sie!

The missing words are taken from your active vocabulary.

Die fehlenden Wörter sind aus Ihrem Wortschatz.

English	German
walk, v	<i>schreiten</i>
street	<i>Straße, f</i>
kind, n	<i>Typ, m</i>
mercy	<i>Gnade, f</i>
pardon, v	<i>verzeihen</i>
a while	<i>ein wenig, etwa</i>
treat, v	<i>sich mit jmdm. umgehen</i>
late	<i>spät</i>
must, v	<i>müssen</i>
wait, v	<i>warten</i>
guess, v	<i>denken</i>

\_\_\_\_\_  
\_\_\_\_\_, the kind I like to meet

\_\_\_\_\_  
I don't believe you, you're not the truth  
No one could look \_\_\_\_\_  
Mercy

\_\_\_\_\_, won't you pardon me  
\_\_\_\_\_, I couldn't help see

\_\_\_\_\_  
That you look \_\_\_\_\_ as can be  
Are you \_\_\_\_\_ just like me  
Wow

\_\_\_\_\_, stop a while  
\_\_\_\_\_, talk a while  
\_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, yeah yeah yeah  
\_\_\_\_\_, look my way  
\_\_\_\_\_, say you'll stay with me  
'Cause I need you, I'll treat you right  
Come to me baby, be mine \_\_\_\_\_

\_\_\_\_\_, don't walk on by  
\_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, don't walk away, hey... \_\_\_\_\_  
If that's the way it must be, \_\_\_\_\_  
I guess I'll go on home, it's late  
There'll be tomorrow night, but wait

\_\_\_\_\_  
Is she \_\_\_\_\_ back to me  
Yeah, she's \_\_\_\_\_ back to me  
Oh, oh, \_\_\_\_\_ .

*Roy Orbison*

2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

3. Join in the singing. While doing so, follow the performer's pronunciation and intonation patterns. Can you see any peculiarities of the latter in the singer's performance? Any peculiarities of the English used? What are these?

2. Hören Sie das Lied zum zweiten Mal. Beachten Sie die Intonation des Textes. Was ist der Hauptgedanke des Liedes? Welcher Titel passt hier?

3. Singen Sie das Lied mit. Beim Singen folgen Sie der Aussprache und Intonation des Sängers. Haben Sie irgendwelche sprachlichen Besonderheiten des Sängers oder lexikalischen Besonderheiten des gebrauchten Englischen bemerkt? Welche?

#### H Home assignment / Hausaufgabe

Translate the lyrics up to the end. Be ready to sing it.

Übersetzen Sie das Lied bis zum Ende. Seien Sie bereit, das Lied allein zu singen.

## 1.2 Grammar Focus: Adjectives and Adverbs. Degrees of comparison / Brennpunkt Grammatik: Adjektive und Adverbien. Die Steigerung der Adjektive und Adverbien

### 1.2.1 The Adjective / Das Adjektiv

- My father is a very **tall and portly** man.
- I think he's rather **handsome**.



#### Rules: / Regeln:

1. Short adjectives in English form the comparative degree with the help of the suffix **-er**, and the superlative degree with the help of the suffix **-est**:

1. Einsilbige Adjektive werden im Englischen mit Hilfe der Suffixe **-er** für den Komparativ und **-est** für den Superlativ gesteigert:

Positive degree / Positiv	Comparative degree / Komparativ	Superlative degree / Superlativ
close	closer	the closest
round	rounder	the roundest

#### Pay attention! / Beachten Sie!

1. After short vowels the endings **b, d, g, m, n, p, t** are doubled:

Big — bigger — the biggest  
Hot — hotter — the hottest

1. Hierbei wird ein auslautendes **b, d, g, m, n, p, t** nach kurzem Vokal verdoppelt:

2. The ending **-e** falls out:

large — larger — the largest  
wide — wider — the widest

2. Ein auslautendes **-e** fällt aus:

3. The ending **-y** following a consonant transforms into **-i**:

dry — drier — the driest

3. Ein auf einen Konsonanten folgendes auslautendes **-y** wird zu **-i**:

#### But! / Aber!

shy — shyer/shier — the shyest/shiest

2. Two-syllable adjectives ending in **-y** and those that carry their stress on the last syllable form the degrees of comparison with the final **-y** transforming into **-i** and the ending **-e** falling out:

2. Zweisilbige Adjektive auf **-y** und die mit der Betonung auf der letzten Silbe bilden ihre Steigerungsstufen mit der Änderung des **-y** zu **-i** und dabei fällt das auslautende **-e** aus:

narrow — narrower — the narrowest  
easy — easier — the easiest  
polite — politer — the politest

3. All two-syllable adjectives can form their comparative degree with the help of **more** and their superlative degree with the help of **the most**:

3. Alle zweisilbigen Adjektive können aber auch durch ein vorangestelltes **more** für den Komparativ und **the most** für den Superlativ gesteigert werden:

Positive degree / Positiv	Comparative degree / Komparativ	Superlative degree / Superlativ
attractive	more attractive	the most attractive
handsome	more handsome	the most handsome

**Pay attention!** / Beachten Sie!

**R** the (more), the (better)... = je (mehr), desto (besser)...

### 1.2.2 The Adverb / Das Adverb

— Is your friend a fast driver?  
— Yes, he is. He **drives very fast**.



#### Rules: / Regeln:

Adverbs formed from the adjectives ending in **-ly** form their comparatives with the help of **more** und **most**:

Von Adjektiven abgeleitete Adverbien auf **-ly** werden mit vorangestelltem **more** und **most** gesteigert:

carefully — more/most carefully  
easily — more/most easily

Ordinary adverbs, unless they have irregular forms of comparison, are formed with the help of the suffixes **-er** and **-est**:

Die übrigen Adverbien werden soweit sie keine unregelmäßigen Steigerungsformen haben mit Hilfe der Suffixe **-er** und **-est** gesteigert:

fast — faster — the fastest  
hard — harder — the hardest

**Note!** / Anmerkung!

Some adjectives and adverbs have irregular forms of comparison:

Einige Adjektive und Adverbien haben unregelmäßige Steigerungsformen:

Positive degree / Positiv	Comparative degree / Komparativ	Superlative degree / Superlativ
good	better	the best
bad	worse	the worst
little	less	the least
much/many	more	the most

We compare things with the help of the following words:

Wir vergleichen Dingen mit Hilfe der folgenden Wörter:

**R** ... as (strong/big) as ... / ... so(wie) (stark/groß) wie... (My sister is **as tall as** I am)  
... bigger than... / ... größer als... (My father is taller **than** me)

### F PRACTICE / PRAXIS

1. Form the comparative and the superlative forms.

1. Bilden Sie den Komparativ und den Superlativ.

1. Clean — \_\_\_\_\_ — \_\_\_\_\_ .
2. Cold — \_\_\_\_\_ — \_\_\_\_\_ .
3. Dark — \_\_\_\_\_ — \_\_\_\_\_ .
4. Long — \_\_\_\_\_ — \_\_\_\_\_ .
5. Fast — \_\_\_\_\_ — \_\_\_\_\_ .
6. Small — \_\_\_\_\_ — \_\_\_\_\_ .
7. Bad — \_\_\_\_\_ — \_\_\_\_\_ .
8. Little — \_\_\_\_\_ — \_\_\_\_\_ .
9. Good — \_\_\_\_\_ — \_\_\_\_\_ .
10. Many — \_\_\_\_\_ — \_\_\_\_\_ .
11. Beautiful — \_\_\_\_\_ — \_\_\_\_\_ .
12. Careful — \_\_\_\_\_ — \_\_\_\_\_ .
13. Famous — \_\_\_\_\_ — \_\_\_\_\_ .
14. Expensive — \_\_\_\_\_ — \_\_\_\_\_ .
15. Important — \_\_\_\_\_ — \_\_\_\_\_ .

2. Put the adjectives in the correct form.

2. Setzen Sie die Adjektive in die richtige Form ein.

cold bad realistic old serious good slow long fast

**A.**

- November is **colder than** September.
- Well, I don't know. The weather, I think, is as \_\_\_\_\_ as in September.

**B.**

- Hurry up! We are going to be late!
- But I can't! After all, I'm much \_\_\_\_\_ .

**C.**

- I don't think this is his work. It's much \_\_\_\_\_ .
- Don't say so. He's not as \_\_\_\_\_ as you think.

**D.**

- What are you going to do about your marks?  
— I'm not going to worry about such trifles. I have \_\_\_\_\_ problems.

**E.**

- I believe this film is \_\_\_\_\_ realistic than the films you usually watch.  
— This is not mine. I don't like documentaries.

**F.**

- Your hair is \_\_\_\_\_ than mine. Does it grow slowly?  
— It doesn't grow \_\_\_\_\_. I simply never cut it.

**G.**

- Where are you? Come here, quick!  
— I can't catch up with you. You are \_\_\_\_\_.

**3. Translate into English.**

**3. Übersetzen Sie ins Englische:**

1. Meine Mutti ist so klein wie ich.
2. Unsere Freundin ist mehr attraktiv als ihre Schwester.
3. Wer ist da? Es ist so dunkel wie in der Nacht.
4. Kannst du schneller gehen? Warum bist du immer so langweilig?
5. Mein Onkel ist viel größer als alle anderen meine Verwandten.

**✓ Step 2 / Schritt 2**

**2.1 Vocabulary Focus: CHARACTER / Brennpunkt Wortschatz: Charakter**

**R** What is he/she like? / Wie ist er/sie dem Charakter nach?

**1.** They say all people are different. Do you agree? Read the given words. Make sure you understand all of them.

**1.** Lesen Sie die folgenden Wörter. Übersetzen Sie sie.

**Positive features / positive Charakterzüge**

friendly / freundlich  
composed, reserved / zurückhaltend  
neat / gepflegt  
proud / stolz  
bright (smart, clever) / klug  
gifted / begabt  
flexible / flexibel  
strong-willed / willensstark  
faithful / treu  
reliable / zuverlässig

active / aktiv  
obedient / gehorsam  
open-hearted / offen  
quick-witted / scharfsinnig  
educated / ausgebildet  
bold, courageous, brave / mutig, brav  
resolute / entschlossen  
independent / unabhängig  
honest / ehrlich  
gentle, polite, tactful / höflich, taktvoll

just / gerecht  
 generous / großzügig  
 responsible / verantwortlich  
 punctual / pünktlich  
 to be in high spirits / gut gelaunt sein

well-mannered / gut erzogen  
 economical / sparsam  
 hard-working / fleißig

**Negative features / negative Charakterzüge**

angry / böse  
 irritable, hot-tempered / reizbar, heißblütig  
 sloppy / schlampig  
 shy / schüchtern  
 stupid, foolish / dumm  
 shallow / flach  
 stubborn / eigensinnig  
 weak-willed / willensschwach  
 disloyal / treulos  
 unreliable / unzuverlässig  
 unjust / ungerecht  
 tight-fisted, mean, greedy / geizig  
 irresponsible / verantwortungslos  
 tough / hart  
 to be in low spirits / schlecht gelaunt sein  
 snobbish / snobistisch  
 arrogant / arrogant

passive/slow / passiv, langsam  
 disobedient / ungehorsam  
 touchy / empfindlich  
 to be a bore / Langweiler sein  
 ignorant / unausgebildet  
 to be a coward / feig sein  
 irresolute / unentschlossen  
 timid / scheu  
 dishonest / unehrlich  
 rude, impolite, tactless / grob, unhöflich  
 ill-mannered / schlecht erzogen  
 capricious / launisch  
 lazy / faul  
 sly / schlau  
 jealous / eifersüchtig  
 self-centred / egozentrisch

2. Read the text given. Try to figure out the meaning of the words underlined.

2. Lesen Sie den Text. Versuchen Sie die Bedeutung der unterstrichenen Wörter zu erraten.

The new teacher seems very strict and confident in himself. He is certainly ambitious but at the same time respectful of his colleagues and students. At times he can even appear to be casual, open-hearted and gentle. However, people often see him in low spirits, especially after his weekly meetings with the dean.

No one actually knows how much he works, but Mark Stain has the reputation of a very educated and hard-working man.

**Discuss the following issues / Besprechen Sie die folgenden Fragen:**

1. What is the teacher from the text like? In your opinion, what should any teacher be like? What is your "portrait" of a good teacher?
2. Do you remember any of your school teachers? What were they like?
3. Remember your childhood and school years. What were you like then? What were you like as a pupil?
4. What are you like now, do you think?
5. What features of character should any good student possess? Do you think you possess these features?

3. Working together with your partner, ask each other questions on your family members' and friends' features of character. To fulfill the task, use the clichés given below:

3. Arbeiten Sie mit Ihrem Partner und stellen Sie Fragen an einander über die Charakterzüge eurer Freunde und Mitglieder eurer Familien. Um diese Aufgabe zu erfüllen, gebrauchen Sie die folgenden Clischees:

<b>R</b>	In my opinion, ... / Meiner Meinung nach, ...
	Usually she's very ..., but sometimes she can be ... / Gewöhnlich ist sie ..., aber manchmal kann sie ... sein
	I think ... / Ich denke ...
	I consider ... / Ich finde ...
	I reckon ... / Ich schätze ...
	To my mind ... / Ich meine ...



## F PRACTICE / PRAXIS

1. Roleplay the dialogues. Use your active vocabulary and the material under study. Using the examples given, make up dialogues of your own.

1. Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.

### A.

- What's the matter with your brother? Can't he control himself?
- Sorry! I know sometimes he seems to be hot-tempered and even rude, but deep within he is very gentle and caring. It's just because he worries so much about everything.
- Well, it's clear, but he gets so nervous all the time — even because of the trifles!
- I know. It's a pity we can't do anything about that.

### B.

- Your friend is quite a character, isn't she?
- What do you mean?
- Well, you saw her at the party — at first she was sort of angry or irritated and then she started to laugh like crazy. You think it's normal?
- Anabel was always a bit odd. They say, she resembles her mother a lot.
- Really? What was her mother like?
- She was an actress. A very talented one, though sometimes rather unpredictable.

### C.

- Do you like your new teacher?
- It's difficult to say. On the one hand yes. She is very intelligent, energetic and helpful.
- But?
- But sometimes she loses her temper. I don't think she is rude or ill-mannered by nature, no, but I do believe that teachers should be more patient to their students.
- Is it so unbearable to work with her?
- At times it is, I'm afraid.

## 2.2 Grammar Focus: The Use of Articles / Brennpunkt Grammatik: Der Gebrauch des Artikels

### Rules: / Regeln:

#### 1 The Indefinite Article *a* or *an* / Der unbestimmte Artikel *a* oder *an*

The indefinite article is used: / Der unbestimmte Artikel wird gebraucht:

1) with countable singular nouns mentioned for the first time:

1) vor zählbaren Substantiven Singular, die zum ersten Mal erwähnt werden:

She lives in *a* house not far from the river.

2) with countable nouns in the singular to show that the noun belongs to a certain class (has the meaning of “any”):

Give me a pen, please.

3) to talk about someone’s job:

He’s a journalist.

4) after the constructions: **There is.../was...**, and after: **It is.../This is...**:

This is *a* friend of mine.

5) in the construction: ...**a most...**(in the meaning “very”):

It is a most interesting novel.

6) after the words: **such, rather, quite. What...!** (in exclamations):

He is such a bore!

7) with the words: **a dozen, a hundred, a thousand, a million, a pound, a week, an hour, a mile**, in the meaning “one”:

Wait a minute, please.

8) with a noun modified by the adjective in the positive degree:

They need a secretary with **a good knowledge** of computers.

9) in some expressions: **a lot of, as a result, as a matter of fact, as a rule, it’s a pity, it’s a pleasure, in a hurry, to go for a walk, to have a good time/rest, to take a shower, to catch a cold, in a week, what a shame, for a while, to tell a lie**, etc.

Let’s go for a walk! The weather is lovely.

10) with ordinal numerals (in the meaning “one more”):

Can I have a second cup of tea, please?

11) with some numerals and fractions:

a hundred, a thousand, a million

½ — one-half or a half

¼ — one-fourth or a fourth

2) mit zählbaren Substantiven Singular, um zu zeigen, dass ein Substantiv zu einer bestimmten Klasse gehört (wird im Sinne “jeder, irgendeiner” gebraucht):

3) wenn man den Beruf nennt:

4) nach den Konstruktionen: **There is.../was...**, and after: **It is.../This is...**:

5) in der Konstruktion ...**a most...** (in der Bedeutung «sehr»):

6) nach den Wörtern **such, rather, quite. What...!** (in Ausrufen):

7) mit den Wörtern **a dozen, a hundred, a thousand, a million, a pound, a week, an hour, a mile**, in der «Bedeutung noch ein(e):»

8) mit einem Substantiv vor dem Adjektivmodifikator im Positiv:

9) in einigen Wortverbindungen: **a lot of, as a result, as a matter of fact, as a rule, it’s a pity, it’s a pleasure, in a hurry, to go for a walk, to have a good time/rest, to take a shower, to catch a cold, in a week, what a shame, for a while, to tell a lie**, etc.

10) mit Ordinalzahlen (im Sinne «noch ein(e)»):

11) mit einigen Zahlen und Brüchen:

## 2 The Definite Article (the) / Der bestimmte Artikel (the)

The definite article is used: / Der bestimmte Artikel wird gebraucht:

1) when it's clear what the speech is about  
or when something was mentioned earlier:

1) wenn es klar ist, wovon die Rede geht  
oder wenn etw. früher erwähnt wurde:

We stopped at **a** village. **The** village was very old but nice.

2) with adjectives in the superlative:

2) mit Adjektiven, die im Superlativ stehen:

This is the best day in my life.

3) with the following word combinations:  
*the following, the next, the last, the same, the very, the only:*

3) mit den folgenden Wortverbindungen: *the following, the next, the last, the same, the very, the only:*

I'll take this for the next time.

**But!** / *Aber!*

Next year/time, last time/week/year:

Next year I'll go to Belgium with my parents.

4) with the names of nationalities:

4) mit der Bezeichnung der Nationalität:

the English, the Scots, the Irish, etc.

5) with family names if the whole group  
of family members is meant:

5) vor Namen der Menschen, wenn es um  
alle Mitglieder einer Familie geht:

The Simons are coming to us tonight.

6) with dates, but only in speech:

6) mit Daten aber nur beim Sprechen:

May, 5 (on the fifth of May);

7) in some set expressions: *at the same time, in the middle of, on the whole, at/in the end/beginning, at the weekend, in the 1990s, in the past, by the way, to tell the truth, in the sun, in the morning/evening/afternoon, on the train, in the original, the day after tomorrow, the day before yesterday, at the seaside, just the same, out of the question, etc.*

7) in einigen Redewendungen: *at the same time, in the middle of, on the whole, at/in the end/beginning, at the weekend, in the 1990s, in the past, by the way, to tell the truth, in the sun, in the morning/evening/afternoon, on the train, in the original, the day after tomorrow, the day before yesterday, at the seaside, just the same, out of the question, etc.*

## 3 The Use of Articles with Geographical Names / Der Gebrauch des Artikels mit geographischen Namen

Pay attention: / Beachten Sie:

1) the names of oceans, seas, rivers,  
channels, waterfalls and lakes are used with  
**-the**:

1) die Namen von Ozeanen, Meeren, Flüssen,  
Kanälen, Wasserefällen und Seen werden mit **-the**  
gebraucht:

the Atlantic ocean, the Black sea, the English Channel, The Thames, the Panama Canal, the Niagara Falls, the Ontario

**But! / Aber!**

Lake Ontario, the Loch Ness, Hudson Bay.

2) the names of mountain chains and groups of islands are used with **-the**:

the Urals, the Alps, the Bahamas, etc.  
Every winter they go to the Alps.

**But! / Aber!**

The names of separate mountain peaks and islands are used without any article:

Last year he reached Everest.

3) the names of continents, countries and cities are used without any article:

America, South Africa, Asia, etc.  
Next summer I would like to go to South Africa.

**Exceptions! / Ausnahmen!**

The Hague, the Argentine, the Netherlands, the Senegal, the Transvaal, the Crimea, the Caucasus, the West India, the Lebanon, the Arctic, the Antarctic, the Sudan.

4) the names of the deserts are used with **-the**:

the Sahara, the Kara-Kum

5) the names of peninsuli are used without any article:

I wouldn't like to live on Kamchatka.

**But! / Aber!**

the Balkan peninsula

6) the parts of the world are used with **-the**:

the south, the north, the west, the east

**But! / Aber!**

From north to south, from east to west.  
The Middle East, the Far East.

Their business partners often go on business to the Middle East.

2) die Namen von Gebirgen und Inselgruppen werden mit **-the** gebraucht:

Die Namen von Einzelbergen und Einzelinseln werden ohne Artikel gebraucht:

3) die Namen von Kontinenten, Ländern und Städten werden ohne Artikel gebraucht:

4) die Namen von Wüsten werden mit **-the** gebraucht:

5) die Namen von Halbinseln werden ohne Artikel gebraucht:

6) die Namen von Erdteilen werden mit **-the** gebraucht:

## F PRACTICE / PRAXIS

1. Fill in the gaps with the necessary articles. Explain your choice.

1. Füllen Sie die Lücken mit den nötigen Artikeln aus. Erklären Sie Ihre Wahl.

1. \_\_\_\_\_ fool may ask more questions than \_\_\_\_\_ wise man can answer.
2. My uncle is \_\_\_\_\_ shopkeeper.
3. I'll pay you one hundred \_\_\_\_\_ week. It's not \_\_\_\_\_ enormous salary but after all, you are ... completely unskilled man.
4. We've just bought \_\_\_\_\_ car. — Well, congratulations! It's \_\_\_\_\_ good purchase.
5. They had quite \_\_\_\_\_ comfortable journey.
6. Would you like \_\_\_\_\_ cigarette? — No, thanks. I've given up smoking. It's \_\_\_\_\_ bad habit.
7. She's heard \_\_\_\_\_ dozen of such stories before.
8. I'm so glad that I met such \_\_\_\_\_ lovely person like you.
9. If you like, you can leave me \_\_\_\_\_ message.
10. What's the difference between \_\_\_\_\_ newspaper and \_\_\_\_\_ magazine?

2. Fill in the gaps with the necessary article. Explain your choice.

2. Füllen Sie die Lücken mit den notwendigen Artikeln aus. Erklären Sie Ihre Wahl.

1. \_\_\_\_\_ magazine is \_\_\_\_\_ paper-covered publication that comes out regularly, with articles or stories.
2. We had \_\_\_\_\_ awful time finding \_\_\_\_\_ room to stay in.
3. She is \_\_\_\_\_ chief editor in one of the local newspapers.
4. \_\_\_\_\_ drowning man will catch at a straw.
5. There is \_\_\_\_\_ letter for you on the table.
6. Thank you! You're such \_\_\_\_\_ good friend!
7. Have you got \_\_\_\_\_ computer? — Never.
8. What \_\_\_\_\_ boring article! Who wrote it?
9. As \_\_\_\_\_ matter of fact, he's right.
10. She gave me \_\_\_\_\_ second cup of coffee.
11. I have English classes twice \_\_\_\_\_ week.
12. It's \_\_\_\_\_ most interesting column!

3. Put *a/an* or *the* into each gap.

3. Füllen Sie jede Lücke mit *a/an* oder *the* aus.

1. Beethoven whose music you have just listened to was one of \_\_\_\_\_ world's greatest composers.

2. This morning I bought \_\_\_\_\_ newspaper and \_\_\_\_\_ magazine. \_\_\_\_\_ newspaper is in my bag, but I don't know where \_\_\_\_\_ magazine is.

3. I saw \_\_\_\_\_ accident this morning. \_\_\_\_\_ car crashed into \_\_\_\_\_ wall, \_\_\_\_\_ driver of \_\_\_\_\_ car was not hurt, but \_\_\_\_\_ car was badly damaged.

4. We live in \_\_\_\_\_ old house in \_\_\_\_\_ middle of the village. There is \_\_\_\_\_ beautiful garden behind \_\_\_\_\_ house. \_\_\_\_\_ roof of \_\_\_\_\_ house is in \_\_\_\_\_ bad condition.

5. I'm looking for \_\_\_\_\_ job. Did you get \_\_\_\_\_ job you applied for?

6. This morning I had \_\_\_\_\_ boiled egg and toast for breakfast.

7. Most of \_\_\_\_\_ roads in this district are not suitable for motor cars.

4. Fill in the gaps with the necessary articles (*a/an, the* or —):

4. Füllen Sie die Lücken mit den notwendigen Artikeln aus (*a/an, the* oder —):

1. \_\_\_\_\_ Barcelona is \_\_\_\_\_ capital of \_\_\_\_\_ Catalonia, but \_\_\_\_\_ Madrid is \_\_\_\_\_ capital of \_\_\_\_\_ Spain.
2. Once I went to \_\_\_\_\_ holiday camp on \_\_\_\_\_ Black Sea coast.
3. Would you like to cross \_\_\_\_\_ Pacific ocean?
4. He's going to spend \_\_\_\_\_ few days in \_\_\_\_\_ Alps with \_\_\_\_\_ friend and then go to \_\_\_\_\_ Lake Balaton.
5. I want to see \_\_\_\_\_ Highlands.
6. He had visited many countries in \_\_\_\_\_ East.
7. \_\_\_\_\_ last year we were on holiday near \_\_\_\_\_ Lake Michigan.
8. I remember his stories about \_\_\_\_\_ adventure he had in \_\_\_\_\_ Himalayas.
9. Yesterday I met \_\_\_\_\_ old friend of mine. We chattered for \_\_\_\_\_ moment and then went to \_\_\_\_\_ bar which was downstairs.
10. There was \_\_\_\_\_ article in "\_\_\_\_\_ Guardian" about young Oxford students.

5. Fill in the gaps with the necessary articles (*a/an, the* or —):

5. Füllen Sie die Lücken mit den notwendigen Artikeln aus (*a/an, the* oder —):

1. Last year she decided to cross \_\_\_\_\_ Pacific ocean.
2. He spent all his life in \_\_\_\_\_ North America.
3. In \_\_\_\_\_ Britain, children from the age of 5 have to go to school.
4. On their honeymoon they went to \_\_\_\_\_ Niagara Falls.
5. Some people in \_\_\_\_\_ Argentine are very poor.
6. Is it \_\_\_\_\_ map of \_\_\_\_\_ Ukraine?
7. Recently in \_\_\_\_\_ Crimea I've met \_\_\_\_\_ very interesting man.
8. Would you like to go to \_\_\_\_\_ Lake Ontario?
9. He's going to \_\_\_\_\_ Far East this year.
10. It was such \_\_\_\_\_ wonderful trip!

### ✓ Step 3 / Schritt 3

#### 3.1 Vocabulary Focus: Clothes and Fashions / Brennpunkt Wortschatz: Kleidung und Mode

**R** Are you interested in fashion? What is fashion for you?

1. Read the words given. Make sure you understand all of them.

1. Lesen Sie die angegebenen Wörter. Übersetzen Sie sie.

**Clothes are made of / die Kleidung wird aus...gemacht**

cotton / Baumwolle, f  
silk / Seide, f  
tweed / Tweed, m

wool / Wolle, f  
nylon / Nylon, n  
satin / Satin, m

**Textile / Textilien**

flowered / geblümt  
striped / gestreift  
dotted / gepunktet

plain / ohne Muster  
chequered / kariert

**Ready-made clothes / Konfektionsware, f**

dress / Kleid, n  
blouse / Bluse, f

dressing-gown / Schlafrock, m  
skirt / Rock, m

shirt / Hemd, n  
jeans / Jeans, pl  
cardigan / Strickjacke, f  
jacket / Jacke, f; Jackett, n  
wind jacket / Windjacke, f

trousers (slacks, pants) / Hose, f  
suit (for men) — costume (for women) / Anzug, m (für Männer) — Kostüm, n (für Frauen)  
sweater, pull-over / Rollkragenpullover, m  
tuxedo / Smoking, m  
coat, raincoat, fur-coat / Mantel, Regenmantel, Pelzmantel, m

#### Underwear / Unterwäsche, f

vest / Unterhemd, n  
bra / BH, m

panties — briefs, trunks / Schlüpfer, m

#### Hosiery / Strumpfwaren

tights / Strumpfhosen, pl  
socks / Socken, pl

stockings / Strümpfe, pl

#### Footwear / Schuhwerk, n

shoes / Schuhe, pl  
high-heeled / mit hohen Absätzen  
flat-heeled / ohne Absätze  
wellingtons / Gummistiefel, pl  
sandals / Sandalen, pl

pattern shoes / Modellschuhe, pl  
boots / Stiefel, pl  
laced (shoes, boots) / Schnürstiefel, pl  
slippers / Hausschuhe, pl  
shoe polish / Schuhglanz, m

#### Expressions / Redewendungen

How much is it? How much does it cost? /  
Wieviel ist es? Wieviel kostet es?  
try smth. on (v) / etw. anprobieren  
wear shoes size ... (v) / Schuhe Größe ... tragen  
fit (v) / passen  
match, go with (v) / passen zu ...  
fashion / Mode, f  
It's all the vogue! / Das ist große Mode!  
It suits you! / Das steht dir (Ihnen) gut!  
afford (v) (I can't afford it) / sich D. leisten

wear a hat (v) / einen Hut, eine Münze anhaben  
fitting room / Anprobekabine, f  
be dress size ... (v) / Größe ... sein  
put smth. on (v) / etw. anziehen  
a nice cut / ein guter Schnitt  
come into-, go out of fashion (v) / in Mode (aus der Mode) kommen  
stylish / modisch  
be waterproof (v) / wasserdicht sein

2. Read the dialogue. Try to guess the meaning of the underlined words and grammar constructions.

2. Lesen Sie den Dialog. Versuchen Sie, die Bedeutung der unterstrichenen Wörter und grammatischen Konstruktionen zu verstehen.

- What are you wearing?!  
— Why? You don't like it?  
— It's awful! The skirt is too lousy and, besides, the jacket is too short for you!  
— Well, short jackets are in fashion now. Don't you know it?  
— No, I don't. Anyway, we still have time if you want to change.  
— No, I don't want to change. If you don't like my outfit, it's your problem. Tastes differ, you know.

#### F PRACTICE / PRAXIS

1. Roleplay the dialogues. Use your active vocabulary and the material under study. Using the examples given, make up dialogues of your own.

2. Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.

A.

(in a shop)

- Can I help you?  
— Yes, please. I'm after a size 46 sweater in red.

- Sorry, but we're sold out. The best I can do is a 44.
- Are you likely to be getting any more in?
- I think so, yes. If you leave your phone number, we'll call you.
- Thank you.

## B.

- Excuse me, Miss, I'm looking for a rain coat, size 44.
- Sure. I can suggest you a grey and a yellow ones. Which one would you prefer?
- I think the grey one will be more useful. It's more practical.
- Would you like to try it on?
- I think yes. Where can I ...?
- The fitting room is over there.
- Oh, thank you.

## C.

- Well, what do you think?
- I think it's great! This blouse is simply gorgeous! And the colour suits you perfectly. You look chic!
- Yes, I think I'll take it. Miss ...?
- (the shop assistant)*
- Yes, can I help you?
- How much is this blouse?
- It's 75000 rubles/\$ 25/ £17/ €20.
- Wrap it for me, please. I'll take it.
- (at the counter)*
- 75000 (\$ 25/ £17/ €20), please.
- Here you are.
- Here's your change. Thank you!
- Thank you!

### 3.2 Grammar Focus: The Present/Past/Future Continuous Tenses / Brennpunkt Grammatik: — (Verlaufsform des Präsens/Präteritums/Futurs I)

#### 3.2.1 The Present Continuous Tense / — (Die Verlaufsform des Präsens)

- Don't touch him now. *He's doing* his homework.

#### Rules: / Regeln:

Together with the simple grammar tense forms, similar to those in German, in English there are special so-called Continuous tense forms. These are formed with the help of the verb **to be** together with the Participle (the form of the verb with ending **-ing**) of the main verb:

Neben den vom Deutschen her vertrauten einfachen Verbformen gibt es im Englischen die sogenannten Verlaufsformen (Continuous tenses). Diese werden aus den Formen vom Verb **be** und dem 1. Partizip (der mit der Endung **-ing** gebildete Verbform) des Vollverbs gebildet:



Pronouns / Pronomen	Affirmative form / bejahende Form	Negative form / verneinende Form	Question / Frage
I	am reading	am not (I'm not) reading	Am I reading?
you	are reading	are not (aren't) reading	Are you reading?
he/she/it	is reading	is not (isn't) reading	Is he/she reading?
we	are reading	are not (aren't) reading	Are we reading?
you	are reading	are not (aren't) reading	Are you reading?
they	are reading	are not (aren't) reading	Are they reading?

The continuous form is employed to show that some action is not yet fulfilled or some state is still in progress:

The old house is still standing there.

**Note! / Anmerkung!**

Present Continuous is not normally used with the verbs denoting feelings or sense perception (*to love, to like, to hate; to feel, to hear, to see, to remember, etc.*).

Die Verlaufsform wird verwendet, um auszudrücken, dass ein Vorgang noch nicht beendet ist oder ein Zustand dauert noch an:

Die Verlaufsform des Präsens wird gewöhnlich mit den Verben, die Gefühle oder das Gespür ausdrücken, nicht gebraucht (*to love, to like, to hate; to feel, to hear, to see, to remember, etc.*).

The Present Continuous Tense is used: / Die Verlaufsform des Präsens wird gebraucht:

1) to express something that is happening at the moment of speaking (with the words *now, this moment, this morning, this evening, today*):

1) um die Handlung, die beim Sprechen noch im Vorgang ist, auszudrücken (mit den Wörtern *now, this moment, this morning, this evening, today*):

Are you *reading* now? No, I *am not*.  
I *am not reading*. I *am playing* tennis now.  
Ann and Victoria *are reading*.

2) to say about fixed plans in the future.

2) um eine Absicht auszudrücken.

In July Sage *is visiting* her Granny in the USA.

**3.2.2 The Past Continuous Tense / — (Die Verlaufsform des Präteritums)**

— Where were you *watching* yesterday at 6?  
— I *was watching* "The Mirror Has Two Faces".

 **Rules: / Regeln:**

Pronouns / Pronomen	Affirmative form / bejahende Form	Negative form / verneinende Form	Question / Frage
I	was reading	was not (wasn't) reading	Was I reading?
you	were reading	were not (weren't) reading	Were you reading?
he/she/it	was reading	was not (wasn't) reading	Was he/she reading?
we	were reading	were not (weren't) reading	Were we reading?

The table termination / Die Fortsetzung der Tabelle

Pronouns / Pronomen	Affirmative form / bejahende Form	Negative form / verneinende Form	Question / Frage
you	were reading	were not (weren't) reading	Were you reading?
they	were reading	were not (weren't) reading	Were they reading?

1. We use the Past Continuous Tense for an action that was happening during some time in the past. We always indicate time or events related with the action:

At that moment Mum **was sewing a gown**. Dad **was reading** a newspaper, Grandma **was talking** on the phone. **Were** you **watching** television last night? — No, I **wasn't** (Yes, I **was**).

1. Mit der Verlaufsform des Präteritums kann etwas ausgedrückt werden, was in der Vergangenheit eine Weile dauerte. Die Zeit der Handlung wird immer angezeigt:

2. In the complex sentences we use the Past Continuous Tense for the longer action and the Past Simple Tense for the shorter action:

When Tor **came** home. Dad **was reading** a newspaper, Mum **was cooking**. Grandma **was talking** on the phone.

2. In Satzgefügen wird die Verlaufsform des Präteritums für eine länger dauernde Handlung und das Präteritum für eine kürzer dauernde Handlung gebraucht:

**Note! / Anmerkung!**

With the help of the Past Continuous Tense one can express that something was planned but didn't happen. In such cases the word '**but**' is often used:

Die Verlaufsform des Präteritums wird gebraucht, wenn etwas geplant oder beabsichtigt war, jedoch nicht geschehen ist. In solchen Fällen wird oft das Wort '**but**' gebraucht:

I **was going** to phone you, **but** I forgot.  
On Sunday Ben **was going** to visit his aunt Susan, **but** he couldn't do that because he got sick.

**3.2.3 The Future Continuous Tense / — (Die Verlaufsform des Futurs I)**

- How will I recognize you at the party?
- I **will be wearing** a red skirt and a blue jacket.



**Rules: / Regeln:**

Pronouns / Pronomen	Affirmative form / bejahende Form	Negative form / verneinende Form	Question / Frage
I	will be ('ll be) reading	will not be (won't be) reading	Will I be reading?
you	will be ('ll be) reading	will not be (won't be) reading	Will you be reading?
he/she/it	will be ('ll be) reading	will not be (won't be) reading	Will he/she be reading?
we	will be ('ll be) reading	will not be (won't be) reading	Will we be reading?
you	will be ('ll be) reading	will not be (won't be) reading	Will you be reading?
they	will be ('ll be) reading	will not be (won't be) reading	Will they be reading?

We use the Future Continuous Tense for an action that will be continuing for a period of time in the future:

Die Verlaufsform des Futurs I wird gebraucht, wenn etwas eine Weile in der Zukunft dauern wird:

Will Tom **be working** with his brother at that time? No, he **won't** be working.  
**He'll be playing** basketball at school at 10.

## F PRACTICE / PRAXIS

1. Make up affirmative/negative sentences with Present Continuous.

1. Bilden Sie bejahende/verneinende Verlaufsformen des Präsens.

1. I (*read*) a magazine this moment.
2. I (*prepare*) for my exam today.
3. I (*write*) an exercise now.
4. We (*discuss*) our home task now.
5. My groupmates (*sleep*) right now.
6. I (*practice*) my English in Norway.
7. My parents (*work*) at the moment.
8. Our teacher (*explain*) new rules right now.
9. Somebody (*call*) me.
10. I still (*listen*) to the teacher.

2. Look around and write down what your groupmates are doing (are not doing) at the moment. Use the Present Continuous affirmative, negative and question forms.

2. Sehen Sie mal herum und schreiben Sie, was Ihre Kollegen zur Zeit machen. Gebrauchen Sie die affirmativen, negativen Formen und Fragen der Verlaufsform des Präsens.

3. Ask your partner what he/she is going to do next weekend.

3. Fragen Sie Ihre(n) Partner(in), was er/sie für das nächste Wochenende geplant hat.

4. Remember what your family was doing yesterday evening. Choose the phrases and write about every person.

4. Erinnern Sie sich daran, was Ihre Familie gestern getan hat. Suchen Sie passende Ausdrücke und schreiben Sie von jemandem.

5. Complete the sentences choosing the correct tense forms. Continuous or Simple?

5. Ergänzen Sie die Sätze. Eine einfache- oder Verlaufsform?

**Example:** *M u s t e r*: I *will go* to the concert tomorrow.  
I *will be listening* to the music tomorrow evening.

- (*To have*) you any plans for Sunday?
- Why?
- Guys (*to invite*) us to the cinema. May be (*to come*) you with us?
- Sorry, I can't. On Sunday we (*to go*) to the Botanic Gardens.
- Really? But I (*to think*) you (*not to like*) flowers.
- I don't. But first we (*to have*) a shopping round. Last week I (*to see*) a lovely skirt at our supermarket. I (*to buy*) it but I (*not to have*) enough money.
- Why do you think you (*to buy*) it on Sunday?
- Well, may be my mum (*to lend*) me some.

## ▼ Step 4 / Schritt 4

### 4.1 Vocabulary Focus: Address and Places of Residence (part 1) / Brennpunkt Wortschatz: Adresse und Wohnsitze (Teil 1)

**R** Where are you from? Where do you live at present?

1. Read and study the given words.

permanent residence / *ständiger Wohnsitz, m*  
dwelling house / *Wohnhaus, n*  
storey / *Geschoß, n*  
a well-situated house / *ein günstig gelegenes Haus*  
to live on the second floor (AmE) / *im ersten Stock wohnen*  
to move (move out — move in) / *sich umziehen (sich einziehen — sich ausziehen)*

1. Lesen Sie die angegebenen Wörter. Behalten Sie sie!

building / *Gebäude, n*  
flat/apartment / *Wohnung, f*  
three-storeyed house / *dreigeschossiges Haus, n*  
to live on the first floor (BrE) / *im Erdgeschoß wohnen*  
on the top floor / *im obersten Stock*  
housewarming party / *Einzugsfeier, f*

#### Types of dwellings / Typen der Wohnhäuser

detached house / *Einzelhaus, n*  
semidetached house (UK) / *Doppelhaushälfte, f*  
country house / *Landhaus, n*  
bungalow / *Bungalow, m*  
block of flats (AmE: apartment building) / *Wohnblock, m*  
palace / *Schloß, n*

studio / *Studio, n*  
duplex house (US) / *Zweifamilienhaus, n*  
cottage / *Cottage, n*  
weekend house / *Wochenendhaus, n*  
sky-scraper / *Wolkenkratzer, m*  
penthouse / *Penthouse, n*

#### House parts and etc. / Hausteile usw.

roof (tiled, slate) / *Dach, n (Ziegeldach, Schieferdach)*  
chimney / *Schornstein, m*  
shed, barn / *Schuppen, Scheune, m/f*  
window frame / *Fensterrahmen, m*  
porch / *(offene) Veranda, f*  
stair light / *Treppenlicht, n*  
patio / *Terrasse, f*  
summer house / *Gartenlaube, f*  
green-house / *Gewächshaus, n*  
vegetable plot / *Gemüsebeet, n*

kennel / *Hundehütte, f*  
loft / *Dachboden, m*  
balcony / *Balkon, m*  
window / *Fenster, n*  
spyhole / *Guckloch, n*  
staircase / *Treppenhaus, n*  
handrail / *Geländer, n*  
fence / *Zaun, m*  
flower box / *Blumentopf, m*  
hedge / *Hecke, f*  
orchard / *Obstgarten, m*

2. Read the text. Try to guess the meaning of the underlined words.

2. Lesen Sie den Text. Versuchen Sie, die Bedeutung der unterstrichenen Wörter zu verstehen.

#### BRITISH AND AMERICAN HOUSES

Many families in Britain and America live in flats (apartments), but most people live in their own houses. They say: "There is no place like home" or "My house is my castle".

British houses are not large. Americans like to live in large houses. Most British and American houses are of two storeys. They are comfortable and well-planned.

Downstairs there is a dining-room, a sitting-room, a kitchen and a hall. Upstairs there are bed-rooms, a nursery for the children and a bathroom. There are often two doors in a house: a front door and a back door. Britons traditionally have a fireplace in the house. They like to sit by the fire in cold winter evenings. In the American houses next to the kitchen is the laundry room. This is where Americans wash and dry clothes. They like to have a recreation room and a work-out room in the basement.

Britons and Americans like grass lawns at the back and in front of the houses. In front of the houses they like to grow flowers: roses, tulips, and so on.

At the side of the house is a garage, where they keep their cars.

3. Answer the following questions:

3. Antworten Sie auf die Fragen:

1. What does a private house in America and Britain look like?
2. What rooms are there downstairs?
3. What rooms are there upstairs?
4. How do the English call the first floor?
5. Do American buildings have a laundry room?
6. What is there in front of the house?
7. What do the British traditionally have in their houses?
8. Are the Belarusian houses in any way different from the British ones? How?

## F PRACTICE / PRAXIS

1. Roleplay the dialogues. Use your active vocabulary and the material under study. Using the examples given, make up dialogues of your own.

1. Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.

A.

- Where does your friend live?
- Kate is from Brest, but while she is here, in Baranovichi, she rents a flat.
- Does she live there alone?
- No, she lives with a landlady.
- And? Is it comfortable?
- Well, she seems to be satisfied. She has the room with the best view on the park and, besides it's a very light room with a large balcony where Kate keeps her flowers.
- Oh, I see.

B.

- Where are you going to spend your summer?
- Well, my parents and I are planning to go to Grodno to my grandma.
- For the whole summer?
- Not exactly. We have a weekend house not far from Grodno, so, in a few weeks we'll be living there.
- Do you have a garden there?
- Yes, we have an orchard nearby. And my mum surrounded the house with flower beds. In spring and summer the house looks lovely.

## 4.2 Grammar Focus: Prepositions (Part 1) / Brennpunkt Grammatik: Präpositionen (Teil 1)



### Rules: / Regeln:

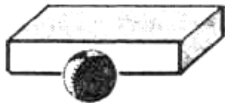
While talking about places of residence, prepositions of place are most commonly used. The most frequent are the following prepositions:

Beim Sprechen von Wohnsitzen werden meistens Platzpräpositionen verwendet. Die folgenden Präpositionen werden meistens gebraucht:

## 1 Prepositions of Place / Präpositionen mit lokaler Bedeutung



**in** (The ball is *in* the box).



**in front of** (the ball is *in front of* the box).



**behind** (The ball is *behind* the box).



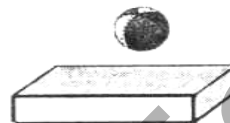
**On**

The ball is *on* the box.



**Under**

The ball is *under* the box.



**above**

The ball is *above* the box.



**on the left**

The ball is *on the left* of the box.



**between**

The ball is *between* the boxes.



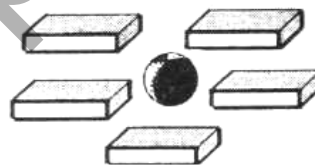
**on the right**

The ball is *on the right* of the box.



**near**

The ball is *near* the box.



**among**

The ball is *among* the boxes.

## 2 Prepositions *in, on, at* with geographical and other locations / Präpositionen *in, on, at* mit geographischen Namen

**in / in**

(a continent, a country, a city, a town, a village, a specific place inside a building)

*in* Europe, *in* Ukraine, *in* Paris, *in* Moscow,  
*in* the dining room, *in* the kitchen,  
*in* the wardrobe, *in* the corner

**on / an**

(a coast, a shore, a beach, a bank of the river, a side, a street, a floor)

*on* the Black Sea coast, *on* both banks of Don River,  
*on* the north side, *on* the Green Street,  
*on* the fifth floor

**at / bei**

(a building — near, inside, outside)

*at* the institute, *at* my parents' house, *at* home, *at* school

### 3 Prepositions that indicate Direction / Richtungspräpositionen

**into / hinein— out of / hinaus**

*into* the vase — *out of* the vase

**from / aus, von — back to / zurück**

*from* the house — *back to* the house

**across / über — through / durch**

*across* the road — *through* the hole

**along / entlang — around / ringsherum, herum**

*along* the fence — *around* the tree

**to, toward / zu — up, down / nach oben, nach unten**

*toward* the staircase — *up (down)* the stairs

### 4.3 Vocabulary Focus: Address and Places of Residence (Part 2) / Brennpunkt Wortschatz: Adresse und Wohnsitze (Teil 2)

#### Furniture / Möbel, f

#### Hall / Flur, m

coat hanger / Kleiderhaken, m

hall mirror / Garderospiegel, m

telephone / Telefon, n

chest of drawers / Kommode, f

#### Living room / Wohnzimmer, n

wall unit / Schrankwand, f

bookshelf / Bücherregal, n

TV set / Fernseher, m

stereo system / Stereoanlage, f

armchair / Sessel, m

chair / Stuhl, m

sofa / Sofa, n

cushion / Kissen, n

hanging / Gardine, f

curtain / Store, m

carpet / Teppich, m

coffee table / Couchtisch, m

tablecloth / Tischdecke, f

desk / Schreibtisch, m

#### Bedroom / Schlafzimmer, n

wardrobe / Kleiderschrank, m

bed / Bett, n

bedclothes (bedsheet, blanket, blanket cover, pillow-case) / Bettwäsche, f (Bettuch, n, Schlafdecke, f, Bettbezug, m, Kissenbezug, m)

lamp / Lampe, f

alarm clock / Wecker, m

bedside cabinet / Bettisch, m

picture / Bild, n

#### Bathroom / Badezimmer, n

showers / Duschkabine, f

towel / Badetuch, n

soap / Seife, f

soap dish / Seifenschale, f

wall cabinet / Wandschrank, m

drawer / Regal, n

### Kitchen / Küche, f

refrigerator (fridge, AmE: icebox) / *Kühlschrank, m*  
freezer / *Froster, m*  
kitchen cupboard / *Küchenschrank, m*  
gas cooker / *Gasherd, m*  
oven / *Ofen, n*  
sink / *Spüle, f*

dish drainer / *Trockner, m*  
pot plant / *Topfblume, f*  
dishwasher / *Geschirrspülmaschine, f*  
kitchen table / *Küchentisch, m*  
kitchen cupboard / *Geschirrschrank, m*

### 1. Using the given speech patterns try to describe the interior of the rooms pictured below:

To my mind, the room in picture 1 is ...  
There is a ... (on the floor, on the ceiling, on the walls, etc).  
There are ... in the room, etc.  
We can see ... (at the window, at the door, etc).  
In general, the room looks ... (lovely, comfortable, cosy, etc).



1



2



3

### 2. Using the speech patterns above, describe the interior of your:

- living room;
- bedroom;
- kitchen;
- bathroom;
- hall.

### F PRACTICE / PRAXIS

1. Complete the sentences. Put in the right prepositions.

1. Beenden Sie die Sätze. Setzen Sie die richtigen Präpositionen ein.

1. We are invited to the theatre. The tickets are on the table.
2. The theatre was \_\_\_\_\_ the park, so they walked a little before the show.
3. They stood \_\_\_\_\_ the other people waiting for the beginning of the show.
4. Tom was sitting \_\_\_\_\_ his mother and father. Ted was sitting \_\_\_\_\_ him.
5. They all were sitting just \_\_\_\_\_ the stage and could see the actors very well.
6. They stood \_\_\_\_\_ the crowd in the theatre hall waiting for the rain to stop.
7. Nora's clothes were in a suitcase and the present for her aunt was \_\_\_\_\_ her handbag.



8. She lived \_\_\_\_\_ from the village, so she arrived there only early in the morning.
9. The house stood in the park \_\_\_\_\_ the long branches of the old oaks.
10. The beautiful flowers grow \_\_\_\_\_ the front entrance to the house.
11. Nora opened the window and sat \_\_\_\_\_ it looking at the sky.
12. The sun rose \_\_\_\_\_ the horizon. The birds sang \_\_\_\_\_ the trees.

2. Complete the sentences. Put in the right prepositions.

2. Ergänzen Sie die Sätze. Setzen Sie die richtigen Präpositionen ein.

1. The hospital was \_\_\_\_\_ the north bank of the river. Don worked \_\_\_\_\_ the third floor.
2. Larissa was born \_\_\_\_\_ Paris, but she has been living \_\_\_\_\_ the Crimea all her life.
3. My sister studies \_\_\_\_\_ the Moscow State University.
4. The car stopped \_\_\_\_\_ the Lawrence Street, after a long way I was \_\_\_\_\_ home at last.
5. London is situated not far from the seaside, \_\_\_\_\_ the both sides of the River Thames.
6. Susan has found a nice pink blouse and a velvet skirt \_\_\_\_\_ Grandma's old wardrobe.
7. Alexander has got a nice house \_\_\_\_\_ the Azov coast.
8. The team spent \_\_\_\_\_ Australia some exciting weeks.
9. The big old clock stands \_\_\_\_\_ the corner of the kitchen.
10. All gathered \_\_\_\_\_ the first floor, \_\_\_\_\_ the dining-room.
11. I spent morning hours \_\_\_\_\_ the beach, and then I went home and met my friends.
12. It was a great idea to camp \_\_\_\_\_ the lake shore.
13. My brother Edward is \_\_\_\_\_ college now, he will come back home \_\_\_\_\_ a month.

## ✓ Step 5 / Schritt 5

### 5.1 Vocabulary Focus: Telling the Time / Brennpunkt Wortschatz: Benachrichtigung der Uhrzeit

**R** How much time do you spend daily at university? Do you have free time?



**Rules: / Regeln:**

#### 1 Saying what time it is / Wie man die Uhrzeit bezeichnet

There are two common ways of saying what time it is:

*Es gibt zwei Varianten von der Zeitbezeichnung:*

**It's:**

- 8.05 — eight (oh) five or five past eight
- 8.10 — eight ten or ten past eight
- 8.15 — eight fifteen or a quarter past eight
- 8.25 — eight twenty-five or twenty-five past eight
- 8.30 — eight thirty or half past eight
- 8.35 — eight thirty-five or twenty-five to nine
- 8.45 — eight forty-five or a quarter to nine
- 8.50 — eight fifty or ten to nine
- 9.00 — nine o'clock

**Pay attention! / Achten Sie!**

12.00 — It's midday.  
00.00 — It's midnight.

**Note! / Anmerkung!**

Americans prefer to write a colon between the hours and the minutes: 8:50.

Die Amerikaner ziehen es vor, das Kolon zwischen den Uhren und Minuten zu schreiben: 8:50.

**2 Asking what time it is / Wie man nach der Uhrzeit fragt**

Common ways of asking about time are the following:

Gewöhnlich fragt man so:

What time is it?  
Have you got the time? (informal)  
What's the time?  
Could you tell me the time? (more formal)

**3 The twenty-four hour clock / Die 24-Uhrzeit**

The twenty-four hour clock is used mainly in timetables, programmes and official announcements. In ordinary speech, people usually use the twelve-hour clock. Compare:

Die 24-Uhrzeit wird meistens bei den Planmachungen und offiziellen Bekanntmachungen gebraucht. Im Alltagsleben gebraucht man gewöhnlich die 12-Uhrzeit. Vergleichen Sie:

**A.**

Last check-in time is 20.15.  
We have to check in by a quarter past eight in the evening.

**B.**

The next train from platform 5 is the 17.53 departure for Carlisle.  
What time does the next train leave? — Five fifty-three.

**C.**

The meeting will begin at fourteen hundred.  
We're meeting at two o'clock.

If necessary, time can be distinguished by using the word combinations *in the morning/afternoon/ evening*. In a more formal style, we can use *a.m* (Latin *ante meridiem* — 'before midday') and *p.m* (*post meridiem* — 'after midday').

Wenn nötig ist, kann sich die Zeit durch den Gebrauch der Wortverbindungen *in the morning/ afternoon/ evening* unterscheiden. Bei einem formellen Gespräch kann man *a.m* und *p.m* verwenden (aus dem Lateinischen *ante meridiem* — 'vor mittags') und *p.m* (*post meridiem* — 'nach mittags').

**R**

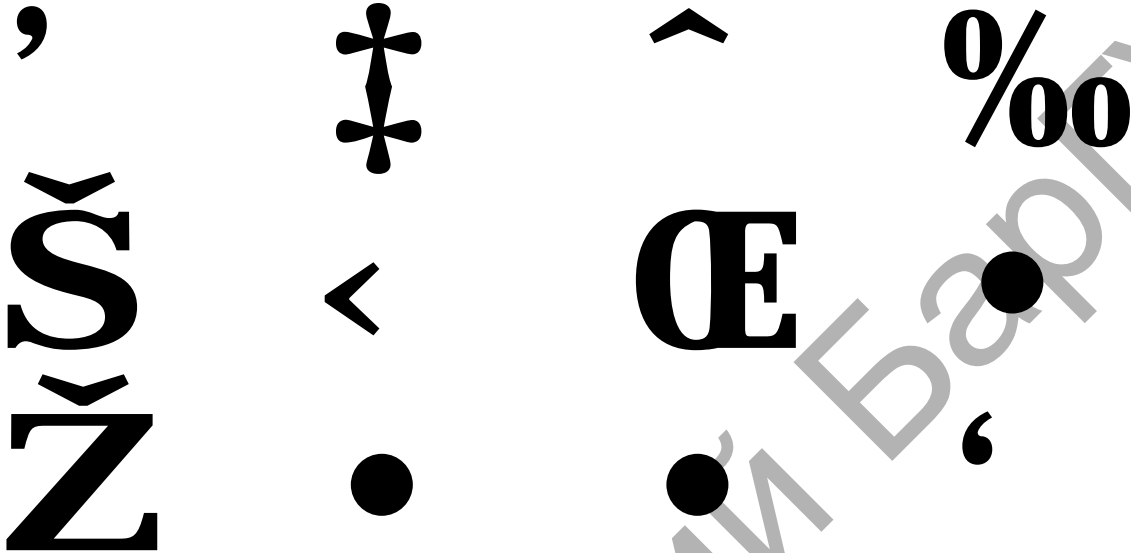
09.00 — nine o'clock in the morning (or nine a.m)

21.00 — nine o'clock in the evening (or nine p.m)

**F PRACTICE / PRAXIS**

1. Tell what time it is:

1. Nennen Sie die Uhrzeit:



2. Work together with your partner. Ask each other the following questions:

2. Arbeiten Sie zusammen mit Ihrem Partner. Stellen Sie an einander die folgenden Fragen:

1. At what time do you usually get up in the morning?
2. At what time do you usually go to university?
3. How long do your studies last?
4. When do you usually have dinner?
5. When do you normally do your homework?
6. When do you watch TV?
7. When do you come home?
8. When do you meet with your friends?
9. When do you have supper?
10. When do you usually go to bed?

3. Ask your partner about his/her everyday time routine. Use your active vocabulary and the material under study.

3. Stellen Sie die Fragen an Ihren Partner/Ihre Partnerin von seinem/ihrem Alltag. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema.

4 Do you cope with your daily routine? Don't you ever have the feeling that time is your boss? Why (not)?

2 LISTENING COMPREHENSION / H RVERSTEHEN

1. What associations do you have with the notion of 'time'? You are going to listen to one of the most popular tunes related to the topic. While listening to the song for the first time, fill in the blanks with the words you hear. But first look through the list of the words that can help you understand the author's idea.

1. Welche Assoziationen haben Sie mit dem Begriff «Zeit»? Hören Sie eines der berühmtesten Lieder, das Ihrem Thema inhaltlich entspricht. Hören Sie das Lied zum ersten Mal und füllen Sie die Lücken mit den Wörtern aus, die Sie hören. Aber zuerst sehen Sie die Wortliste durch, die Ihnen helfen kann, den Hauptgedanken des Autors zu verstehen.

**Pay attention!** / Beachten Sie!

The missing words are taken from your active vocabulary.

Die fehlenden Wörter sind aus Ihrem Wortschatz.

English	German
bed	Bett, n
confusion	Verwirrung, f
almost	fast
left (leave, v) behind	hinter lassen
suitcase	Koffer, m
ahead	voran
fall behind, v	zurückbleiben
unwind, v	sich drehen
darkness	Dunkelheit, f
windows	Fenster, pl
drum	Trommel, f

\_\_\_\_\_ AFTER TIME

Lying in my bed, I hear the \_\_\_\_\_ tick, and think of you

Caught up in \_\_\_\_\_, confusion is nothing new

\_\_\_\_\_ : warm nights, almost left behind

Suitcase of memories...

\_\_\_\_\_ after...

Sometimes you picture me, I'm walking too \_\_\_\_\_

You're calling to me, I can't hear what you've said

Then you say, "\_\_\_\_\_, I fall behind"

The \_\_\_\_\_ unwinds...

*Refrain*

\_\_\_\_\_ ,

\_\_\_\_\_ , I will be waiting,

\_\_\_\_\_

After my picture fades, and darkness has turned to \_\_\_\_\_  
Watching through windows, you're wondering \_\_\_\_\_  
Secrets stolen from deep inside  
The drum \_\_\_\_\_ out of time...

*Refrain*

Then you say, "\_\_\_\_\_, I fall behind"  
The \_\_\_\_\_ unwinds...

*Refrain*

*Mark Williams & Tara Morice*

2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

2. Hören Sie das Lied zum zweiten Mal. Beachten Sie die Intonation des Textes. Was ist der Hauptgedanke des Liedes? Welcher Titel passt hier?

3. Join in the singing. While doing so, follow the performer's pronunciation and intonation patterns. Can you see any peculiarities of the latter in the singer's performance? Any peculiarities of the English used? What are these?

3. Singen Sie das Lied mit. Beim Singen folgen Sie der Aussprache und Intonation des Sängers. Haben Sie irgendwelche sprachlichen Besonderheiten des Sängers oder lexikalischen Besonderheiten des gebrauchten Englischen bemerkt? Welche?

**H Home assignment:** / *Hausaufgabe:*

Translate the lyrics up to the end. Be ready to sing it.

Übersetzen Sie das Lied bis zum Ende. Seien Sie bereit, das Lied allein zu singen.

**5.2 Grammar Focus: Prepositions (Part 2) / Brennpunkt Grammatik: Präpositionen (Teil 2)**

**Prepositions of Time:** / *Zeitpräpositionen:*

1) **about:** / *gegen:*

Mr. Brown comes to his office **about** 8 o'clock in the morning.

2) **after:** / *nach:*

Ann will be at school **after** her English classes.

3) **at:** / *um:*

The Cathedral bell called **at** midnight.

4) **at present:** / *zur Zeit:*

**At present** we are talking about prepositions.

5) **before:** / *vor:*

Leo told me his story **before** the last lesson.

6) **by:** / *um, gegen:*

Please finish your essay *by* tomorrow lesson.

7) **during:** / *während:*

Don't talk *during* the show.

8) **for:** / *im Laufe von:*

I have been waiting *for* two hours.

9) **from:** / *seit:*

All students are on holidays *from* the middle of July.

10) **in:** / *an:*

I'll call you *in* the evening.

11) **on:** / *an:*

We will visit Trafalgar Square *on* Sunday.

12) **through:** / *hindurch:*

The fox lived in the cave *through* the winter.

**Pay attention:** / *Beachten Sie:*

at	in	on
<i>at</i> seven o'clock	<i>in</i> the morning	<i>on</i> Sunday
<i>at</i> 10.30	<i>in</i> the evening	<i>on</i> the 7 <sup>th</sup> of May
<i>at</i> night	<i>in</i> the afternoon	<i>on</i> weekends
<i>at/on</i> the weekend	<i>in</i> September	<i>on</i> the next day
<i>at</i> Christmas	<i>in</i> spring	<i>on</i> New Year's day
<i>at</i> Easter	<i>in</i> 1894	<i>on</i> my birthday
<i>at</i> noon	<i>in</i> the 1990s	<i>on</i> holidays
<i>at</i> midnight	<i>in/on</i> time	

Usually I get up at 7 o'clock in the morning, but on weekends I sleep as much as I wish to.

My brother plays tennis on Sundays.

I'll come to you in the evening.

## F PRACTICE / PRAXIS

1. Insert the correct prepositions:

1. Setzen Sie die richtigen Präpositionen ein:

Father works \_\_\_\_\_ 9 a.m \_\_\_\_\_ weekends.

Susan knew a lot of interesting things about the universe \_\_\_\_\_ the lesson.

Where will you drive \_\_\_\_\_ the last lecture?

Andrew hasn't been in the city \_\_\_\_\_ September 10<sup>th</sup>.

I haven't seen him \_\_\_\_\_ five years.

Victoria was born \_\_\_\_\_ 1974, \_\_\_\_\_ December, \_\_\_\_\_ the ninth.

2. Read the text and complete the sentences with the necessary prepositions.

2. Lesen Sie den Text und ergänzen Sie die Sätze mit notwendigen Präpositionen.

Professor Alexander Dunstan gets up \_\_\_\_\_ six o'clock \_\_\_\_\_ the morning. He has got his breakfast \_\_\_\_\_ seven-thirty. \_\_\_\_\_ eight o'clock he is \_\_\_\_\_ his office. \_\_\_\_\_ weekends he usually goes \_\_\_\_\_ the woods. He loves hiking and walking. \_\_\_\_\_ April he is going to visit London to take part in a scientific conference. The scientific conferences are held \_\_\_\_\_ London every year \_\_\_\_\_ spring. \_\_\_\_\_ the conference he will meet many colleagues \_\_\_\_\_ different countries. What is he going to do \_\_\_\_\_ his summer holidays? He is going to work \_\_\_\_\_ the Crimea \_\_\_\_\_ a fortnight, beginning \_\_\_\_\_ July 1<sup>st</sup>. Later he'll visit his elder brother, who lives \_\_\_\_\_ Saki. Mikhail lives there \_\_\_\_\_ 1975. Professor is going to be in Saki \_\_\_\_\_ Mikhail's birthday. It will be \_\_\_\_\_ August, 7<sup>th</sup>. What is Professor doing now? — He is working \_\_\_\_\_ his study.

3. Work with your partner. Interview each other using the following questions:

3. Arbeiten Sie mit Ihrem Partner. Stellen Sie an einander die folgenden Fragen:

1. When and where were you born?
2. When did you finish school?
3. What did you do after finishing school?
4. Where do you live at present?
5. Where do you study?
6. How do you usually spend your free time?
7. When do you watch TV? What do you watch mostly?
8. When do you normally come home?
9. Do you need much time to do your homework? At what time do you usually get ready for your studies?
10. When and where are you going to spend your summer vacations?

#### Module 4: Round-Up

1. Match the features on the left with their antonyms on the right:

- |                 |                 |
|-----------------|-----------------|
| 1) flexible     | a) sloppy       |
| 2) composed     | b) tight-fisted |
| 3) neat         | c) stubborn     |
| 4) educated     | d) lazy         |
| 5) gentle       | e) stupid       |
| 6) generous     | f) shallow      |
| 7) bright       | g) disloyal     |
| 8) faithful     | h) hot-tempered |
| 9) hard-working | j) rude         |
| 10) gifted      | k) ignorant     |

2. Interview your partner on the following issues:

- a) his/her family members' appearance and character;
- b) his/her best friend's appearance and character;
- c) his/her ideas on fashion and its latest trends;
- d) his/her preferences in clothes;
- e) his/her permanent place of residence (location, type, etc).

3. Tell the time indicated below:

8.35	00.15	6 p.m	21.45	7.30 a.m
10.40	16.30	6 a.m	14.00	12.00

4. Match the English proverbs given with their German equivalents. Comment on the sayings presented. In what situations do they use them?

English	German
Patience is a virtue	<i>Dem Hahn, der zu früh kräht, dreht man den Hals um</i>
First impression is the last impression	<i>Das sitzt wie angegossen</i>
It fits like a glove	<i>Der erste Eindruck zählt</i>

5. Define the notion of 'fashion'. What is fashion for you?

6. Do you believe fashion to be something 'age-limited'? Prepare and be ready to present your ideas on:

- children's fashion;
- teenagers' fashion;
- fashion under 30;
- fashion over 30;
- fashion over 50.

7. What types of dwellings do you know? What types of dwellings are typical of:

- Great Britain and US?
- Belarus?
- Germany?

8. Where were you born? Describe your native city/town/village. What are the major advantages/disadvantages of living there?

9. Comment on the following statements:

1. It is only when the mind and character slumber that the dress can be seen (*Ralph Waldo Emerson*).
2. Things do not pass for what they are, but for what they seem. Most things are judged by their jackets (*Baltasar Gracian*).
3. Let us be grateful to the mirror for revealing to us our appearance only (*Samuel Butler*).
4. Wisdom is knowing what to do next; virtue is doing it (*David Star Jordan*).
5. Selfishness is not living as one wishes to live, it is asking others to live as one wishes to live (*Oscar Wilde*).
6. Character is higher than intellect (*Ralph Waldo Emerson*).
7. Any man may be in good spirits and good temper when he's well dressed. There ain't much credit in that (*Charles Dickens*).
8. Every uniform corrupts one's character (*Max Frisch*).
9. Who forces time is pushed back by time; who yields to time finds time on his side (*The Talmud*).
10. Time is a dressmaker specializing in alterations (*Faith Baldwin*).

@ 10. What's your idea of a perfect home? Present your ideas on the issue.



▼ Step 1 / Schritt 1

1.1 Vocabulary Focus: Transport Facilities / Brennpunkt Wortschatz: Verkehrsmittel

**R** Do you travel? Where do you usually go to?

1. Read and study the given words.

1. Lesen Sie die angegebenen Wörter.  
Behalten Sie sie.

**Roads and places / Straßen und Plätze**

street / *Straße, f*  
lane / *Gasse, f*  
alley / *Allee, f*  
dead-end / *Sackgasse, f*  
pavement / *Bürgersteig, m*

bridge / *Brücke, f*  
avenue / *Avenue, f*  
square / *Platz, m*  
highway / *Autobahn, f*  
airport / *Flughafen, m*  
bus-stop / *Bushaltestelle, f*

**Means of transport / Verkehrsmittel**

car / *Auto, n*  
double-decker / *Doppeldeckerbus, m*  
sports car / *Sportwagen, m*  
underground, metro, subway (AmE) / *U-Bahn, f*  
trolleybus / *Trolleybus, m*  
bicycle / *Fahrrad, m*  
plane / *Flugzeug, m*

bus / *Bus, m*  
coach, railway carriage / *Wagen, m*  
delivery van / *Lieferwagen, m*  
ship / *Schiff, n*  
tram / *Straßenbahn, f*  
lorry / *Lkw, Lastwagen, m*

**Problems / Probleme**

traffic jam(s) / *Verkehrsstau, m*  
rush hours (the time of the day when the traffic is especially dense) / *Stoßzeit, f*

overcrowding (to be overcrowded) / *Überfüllung (überfüllt sein)*

**Kinds of tickets / Fahrkarten**

single — a ticket for a journey going one way / *einfache Fahrkarte, f*  
day return — both journeys on the same day / *Tagesrückfahrkarte, f*  
economy return — for/or at certain times / —

first-class, second-class, economy / *Fahrkarte erster Klasse, zweiter Klasse, Touristenklasse, f*  
return — a ticket for a journey to a place and back again / *Rückfahrkarte, f*  
saver ticket — traveling only on certain times / —;  
shuttle ticket — a ticket you buy immediately before you fly / *Pendelfahrkarte, f*

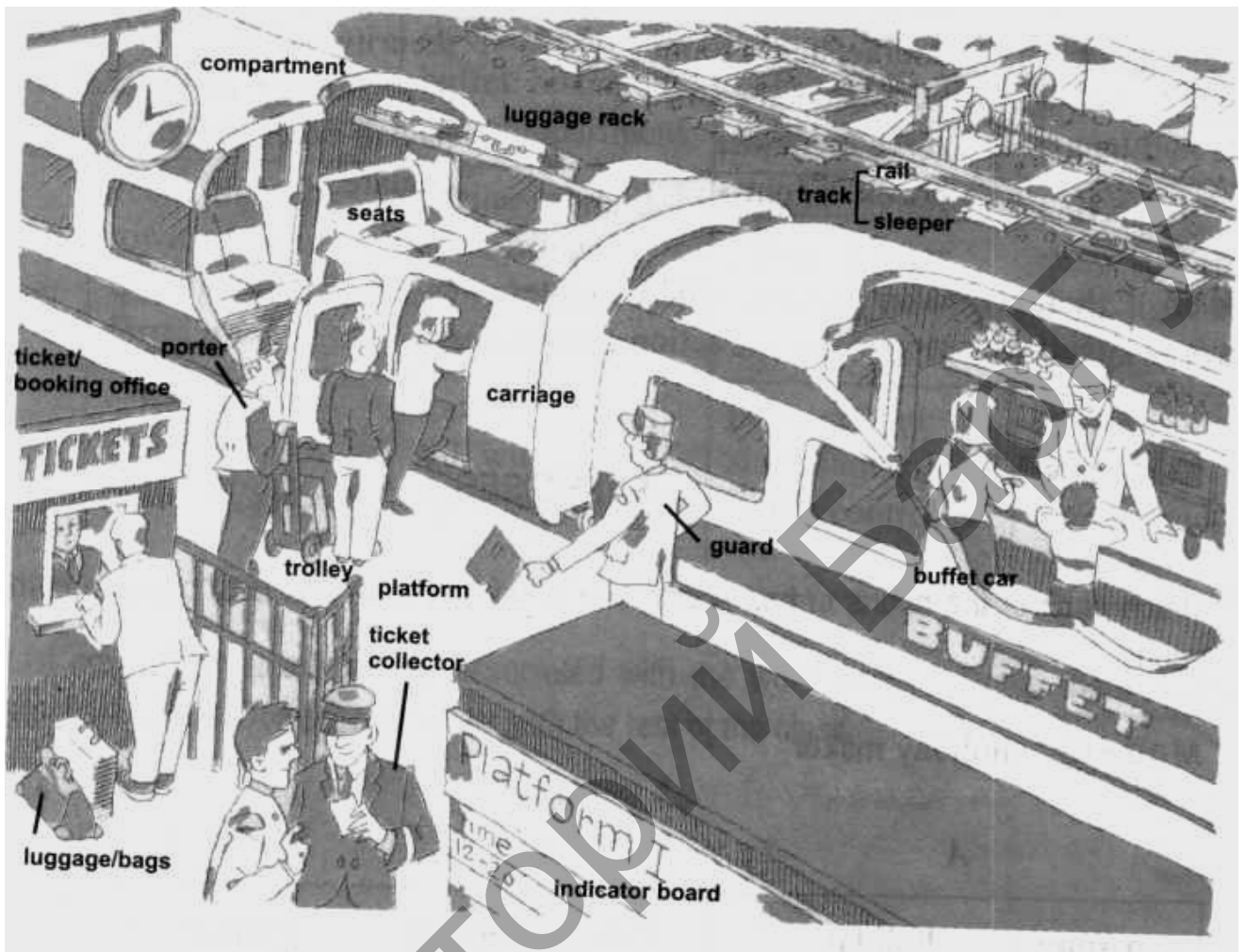
**Expressions / Redewendungen**

turn right, left (v) / *nach rechts, links gehen*  
cross (the road) (v) / *eine Straße durchkreuzen*  
get into/out of (a car, a taxi) (v) / *in Akk. ein(aus)steigen*  
drive (a car, a taxi, a motorbike) (v) / *mit dem (Auto, Taxi, Motorrad) fahren*  
ride a horse (v) / *reiten*  
fasten, unfasten one's belts (v) / *sich an-/ausschnallen*  
conductor / *Schaffner, m*  
luggage / *Gepäck, n*  
book, reserve a ticket (v) / *eine Fahrkarte reservieren*

... is (are) situated / *liegt (liegen)*  
go down (the street) (v) / *die Straße hinuntergehen*  
go fast (slow) (v) / *schnell (langsam) gehen*  
get on (off) (v) / *auf-(aus)steigen*  
catch/miss (a train, a bus) (v) / *(einen Zug, Bus) kriegen/verpassen*  
take a taxi (v) / *ein Taxi ausrollen*  
go through the customs (v) / *durch die Zollkontrolle gehen*  
ticket collector / *Fahrkartenkontrolleur, m*  
see smb. off (v) / *jmdn. begleiten*  
be on board ... (v) / *an Bord ... sein*

2. Have a look at the picture. Try to figure out the meaning of the given words.

2. Sehen Sie sich das Bild an. Versuchen Sie, die Bedeutung der Wörter herauszufinden.



**F PRACTICE / PRAXIS**

1. Roleplay the dialogues. Use your active vocabulary and the material under study. Using the examples given, make up dialogues of your own.

1. Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.

A.

Asking the way	Showing the way
<ul style="list-style-type: none"> <li>— Excuse me, could you tell me the way...</li> <li>— show me the way...</li> <li>— tell me how to get...</li> <li>— direct me to...</li> <li>— What is the fastest way to get to...?</li> <li>— Am I going in the right direction?</li> <li>— Should I go this way?</li> <li>— What line do I take to...?</li> <li>— In which street is the town hall?</li> <li>— Where is the entrance to...?</li> </ul>	<ul style="list-style-type: none"> <li>— Yes, certainly, follow this road for 100 yards, turn sharp left, then second right, go down the street. It's on the right.</li> <li>— It's round (on) the corner / next to / at the end of the street / over there.</li> <li>— Go up / down / along this street.</li> <li>— Take a second turn on the left.</li> <li>— Go straight ahead for ... blocks.</li> <li>— The last stop but one.</li> <li>— It's about ten minutes' walk from here.</li> <li>— First right, then left.</li> </ul>

(finding the way)

- Excuse me, can you tell me the way to the Opera and Ballet House, please?
- Have you got a map?
- Oh, yes.
- Right. You are here in Kupala street. Go straight ahead for two blocks. You'll pass the bridge over the Svisloch, cross Kuibyshev street and there on the right you'll see a magnificent building in the park. There is a monument to M. Bogdanovich in front of it. You can't miss it.

**B.**

- Excuse me, where is the underground station?
- It's in front of you, miss! Next to the department store.
- Oh. And how many stops are there to the Central station and what's the fare?
- Four stops, I think. The fare depends on the length of the journey.

**C.**

(taking a taxi)

- Where is the nearest taxi-rank? ... Are you free?
- Yes, I am. Get in, please. I'll take care of the luggage.
- The Belarussian Embassy, please. I've to be there by 10.30. Drive as fast as you can. Do you think you can get in time?
- I can't promise, the traffic is heavy, but I'll do my best. We'll be all right if the lights are with us.
- Could you tell me how much it may cost?
- I think about €5. The meter will indicate the exact fare to be paid.
- Thank you. Here's the fare and you may keep the change.
- Thanks.

**1.2 Grammar Focus: The Present/Past/Future Perfect Tenses / Brennpunkt Grammatik: Das Perfekt/Plusquamperfekt/Futur II**

**1.1.1 The Present Perfect Tense / Das Perfekt**

- Look! The *bus has already arrived*. And you *haven't* even *packed yet*!



**Rules: / Regeln:**

In English the Present Perfect Tense is formed with the help of the verb **have** in Present Simple and the second Participle of the main verb.

*Im Englischen wird das Perfekt aus dem Präsens vom Verb **have** und dem 2. Partizip gebildet:*

Pronouns / Pronomen	Affirmative form / bejahende Form	Negative form / verneinende Form	Question / Frage
I	have driven	have not (haven't) driven	Have I driven?
you	have driven	have not (haven't) driven	Have you driven?

The table termination / Das Ende der Tabelle

Pronouns / Pronomen	Affirmative form / bejahende Form	Negative form / verneinende Form	Question / Frage
he/she/it	has driven	has not (hasn't) driven	Has he/she driven?
we	have driven	have not (haven't) driven	Have we driven?
you	have driven	have not (haven't) driven	Have you driven?
they	have driven	have not (haven't) driven	Have they driven?

With the help of the Present Perfect Tense one expresses:

Durch das Perfekt wird ausgedrückt:

a) a completed action which has a result in the present. We use **just** for a recent action, **already** in positive sentences, **yet** in questions and negative sentences:

a) eine vergangene Handlung, die das Resultat in der Gegenwart hat. Wir gebrauchen **just** (eben) für die Handlung, die eben geschehen ist, **already** (schon) in bejahenden Sätzen und **yet** (noch nicht) in Fragen und negativen Sätzen:

I **have** just **finished** my homework.

And I **have** already **written** my essay; it's on the table, but I **haven't checked** it yet.

b) an action which started in the past and is continuing now. We use **for** to talk about a period of time, **since** when we talk about a point in time.

b) die Handlung, die in der Vergangenheit angefangen hat und bis jetzt weitergeht. Wir gebrauchen **for** (im Laufe von), um von einem Zeitraum und **since** (seit) von einem Zeitpunkt zu sprechen.

Kate's family **has lived** in Minsk **since** 1994. Her mother **has worked** in the hospital for ten years.

c) past experiences of our life where the time or date in the past is not specified. We often use **ever** and **never** in these sentences:

c) ehemalige Erfahrungen unseres Lebens, wenn die Zeit in der Vergangenheit nicht angeführt ist. Oft gebrauchen wir **ever** (irgendwann) und **never** (nie) in solchen Sätzen:

— **Have** Mat and Pat ever **been** to the USA? — Yes, they **have**.

— Has Ann ever **seen** kangaroos? No, she **hasn't**. She **has** never **seen** kangaroos. Ann **has** never **been** to Australia.

### 1.1.2 The Past Perfect Tense / Das Plusquamperfekt

— Have you got the luggage?

— Dad **had taken** it 10 min before we came.



#### Rules: / Regeln:

The Past Perfect Tense is formed from the Past Simple of the verb **to have** and the second Participle of the main verb:

Das Plusquamperfekt wird aus dem Präteritum vom Verb **to have** und dem 2. Partizip gebildet:

Pronouns / Pronomen	Affirmative form / Bejahende Form	Negative form / Verneinende Form	Question / Frage
I	have driven	have not (haven't) driven	Have I driven?
you	have driven	have not (haven't) driven	Have you driven?
he/she/it	has driven	has not (hasn't) driven	Has he/she driven?

Pronouns / Pronomen	Affirmative form / Bejahende Form	Negative form / Verneinende Form	Question / Frage
we	have driven	have not (haven't) driven	Have we driven?
you	have driven	have not (haven't) driven	Have you driven?
they	have driven	have not (haven't) driven	Have they driven?

We use the Past Perfect Tense for a past action which happened before another past action. We use the Past Perfect with the words **already, before, by then, ever, finally, for, just, never, once, since**:

Wir gebrauchen das Plusquamperfekt, um eine Handlung, die vor kurzem vor einer anderen Handlung in der Vergangenheit geschehen war, auszudrücken. Hierbei werden die Wörter **already, before, by then, ever, finally, for, just, never, once, since** gebraucht.

Michael **had gone** to Germany five times before the last year trip.

### 1.1.3 The Future Perfect Tense / Das Futur II

- Have you booked the tickets?
- Not yet. But I **will have booked** them by noon, I promise!



#### Rules: / Regeln:

The Future Perfect Tense is formed from the Future Simple of the verb **to have** and the second Participle of the main verb:

Das Futur II wird aus dem Futur I vom Verb **to have** und dem 2. Partizip gebildet:

Pronouns / Pronomen	Affirmative form / Bejahende Form	Negative form / Verneinende Form	Question / Frage
I	will/shall ('ll) have gone	will not (won't) have gone	Will I have gone?
you	will ('ll) have gone	will not (won't) have gone	Will you have gone?
he/she/it	will ('ll) have gone	will not (won't) have gone	Will he/she have gone?
we	will ('ll) have gone	will not (won't) have gone	Will we have gone?
you	will ('ll) have gone	will not (won't) have gone	Will you have gone?
they	will ('ll) have gone	will not (won't) have gone	Will they have gone?

We use the Future Perfect Tense for an action which will be finished at a specific time in the future. The word **by** is commonly used here:

Wir gebrauchen das Futur II, um eine Handlung auszudrücken, die in der Zukunft um einen bestimmten Zeitpunkt geschehen wird. Hierbei wird das Wort **by** meist gebraucht:

She will have done her work **by** tomorrow morning.  
 Will the plane have landed **by** 4 o'clock in the evening?

#### F PRACTICE / PRAXIS

1. Write the present perfect form of the verbs in the following sentences. Put in **since** or **for**.

1. Bilden Sie das Perfekt in den folgenden Sätzen. Setzen Sie **since** oder **for** ein.

1. We have (*to be*) at the airport \_\_\_\_\_ three hours.
2. His sister (*not to go*) to London \_\_\_\_\_ the last autumn.
3. Andrew (*to study*) transport communications \_\_\_\_\_ the first term.

4. Alexander has (*not to be*) in the city \_\_\_\_\_ 1991.
5. The Browns (*to use*) their garage \_\_\_\_\_ many years.
6. I (*not to drive*) a car \_\_\_\_\_ a long time.
7. Grandma (*not to travel*) by train \_\_\_\_\_ the beginning of her illness.
8. Felix (*to know*) Ann \_\_\_\_\_ 2002.
9. The boys (*not to come*) home \_\_\_\_\_ September.
10. We (*to live*) here \_\_\_\_\_ a month.
11. I (*not to ride*) a horse \_\_\_\_\_ eternity.

2. Put in the correct present perfect verb form:

2. Bilden Sie die richtige Form des Perfekts:

**Example:** / *Muste r:* We (*see/never*) such a van before.  
We *have never seen* such a van before.

1. They (*travel*) for ten years.
2. She (*work*) in our office for ten years.
3. The children (*go/not*) yet.
4. His parents (*help*) him for a long time.
5. Lily (*be*) in Australia three times.
6. Tom (*travel/never*) by plane before.
7. I (*buy/not*) the tickets yet.
8. Ann (*finish/not*) her training yet.
9. Mary (*be/never*) to Austria.

3. Combine each pair of sentences into one sentence. Use the past perfect tense:

3. Bilden Sie einen Satz aus zwei angegebenen Sätzen. Gebrauchen Sie das Plusquamperfekt:

**Example:** / *Muste r:* The conference started at 10 o'clock. We arrived at 11 o'clock.  
When we arrived the conference *had (already) started*.

1. At 3 o'clock Tom finished his work. At 4 grandfather came to help.
2. Fred went to play football at 4. Parents came home at 6 o'clock in the evening.
3. It began to rain. Children came to school.
4. Sam made his photos for Ann's article last week. Ann finished her article yesterday.
5. The Smiths moved to Boston in June. We arrived here in August.
6. The students came to the theatre at 5. The performance began at 3.
7. We finished repairing Bob's car in the evening. Our parents came back home next morning.

4. Write questions and negative sentences for each sentence:

4. Bilden Sie Fragen und Negativsätze:

**Example:** / *Muste r:* The students will have gone to Austria by the end of May.  
a) *Will the students have gone to Austria by the end of May?*  
b) *The students will not (won't) have gone to Austria by the end of May.*

1. The railway station will have closed by the time you come there.
2. You will have gone through the customs in half an hour.
3. The tourists will have arrived by 9 o'clock in the evening.
4. By next Tuesday we'll have bought our new car.
5. The pier will be closed by the middle of January.
6. The forecast says that the rains will have ended by the end of May. By that time they will have booked all the tickets.

5. Read the dialogue and put the correct tense forms in the following sentences:

5. Lesen Sie den Dialog und setzen Sie die richtigen Zeitformen in die folgenden Sätze ein:

*(talking on the phone)*

- Hi, this is Ann Walley, Keiley School principal. Can I talk to Mrs. Jennings, Helen's mother?  
— Speaking.  
— Mrs. Jennings, I (*call*) to ask whether your daughter (*go*) with her group to Cambridge next month. She (*want*) to go but we (*need*) the parents' preliminary agreement as well.  
— Helen (*not to tell*) me anything. Perhaps, she (*forget*). And what it (*be*)?  
— Well, the group (*leave*) for Cambridge early in the morning, spend the whole day visiting public museums and come back somewhere at 9 p.m.  
— And how they (*get*) there?  
— They (*go*) by train. We already (*book*) economy class tickets for 25 students, including your daughter.  
— Well, it (*be*) OK with me, but my husband (*be*) right now on a business trip. He (*come back*) by the end of the week. I'm sure he (*be against/not*). He (*call*) you himself.  
— Oh good. I (*put*) Helen on the list right away.  
— All right. Bye, then.  
— Bye!

## ✓ Step 2 / Schritt 2

### 2.1 Vocabulary Focus: City/Town Facilities / Brennpunkt Wortschatz: Einrichtungen und Dienstleitungen der Stadt

**R** Do you like your native city/town?  
Is it comfortable to live in?  
Do you have there everything you need?

1. Read the given words. Make sure you understand all of them.

1. Lesen Sie die angegebenen Wörter. Achten Sie darauf, ob Sie alle Wörter verstehen.

#### At the tailor's / Beim Schneider

alter (v) / ändern  
lengthen (v) / länger machen  
sew on buttons (v) (*the button has come off. Sew it on, please*) / Knöpfe annähen  
let out (in the seams) (v) / in den Nächten auslassen

mend (v) (*the suit wants mending/altering*) / reparieren, stopfen  
shorten (v) (sleeves, cuffs) / abkürzen  
take in (v) (at the waist) / abnähen, enger machen  
be tight (v) / eng sein

#### At the hairdresser's (barber's) / Beim Friseur

hairdo / Frisur, f  
get a shave (v) / sich rasieren lassen

haircut / Haarschnitt, m  
get a wave (v) / sich wellen lassen  
dye (from one colour to another) (v) / sich färben (lassen)

#### At the shoemaker's / Beim Schuhmacher

be worn down (through) (v) / durchgelaufen sein  
have one's shoes repaired (v) (soled, heeled) / Schuhe reparieren lassen

leather (rubber) sole / eine Leder-(Gummi)sohle

#### At the watchmaker's / Beim Uhrmacher

be gaining 10 minutes (v) (*my watch gains and I took it to the watchmaker's*) / 10 Minuten vorgehen  
set (v) / stellen  
put a new glass in (v) / ein Glas einsetzen

be (10 minutes) slow (v) / 10 Minuten nachgehen  
keep perfect time (v) / genaue Zeit angeben  
clean a watch (v) / die Uhr reinigen  
regulate (v) / richtig einstellen

**At the photographer's / Beim Fotograf**

film / Film, m

have one's photo taken (v) / sich fotografieren lassen

camera / Kamera, f

frame / Rahmen, m

photo (I need some photos to renew the passport) / Foto, n

**At the launderette / In der Wäscherei:**

have the suit laundered (v) / einen Anzug reinigen lassen

a laundry slip / Wäschereizettel, m

washing powder / Waschpulver, n

have one's clothes cleaned (v) / (seine) Kleidung gereinigt werden lassen

self-service laundry / Selbstbedienungswäscherei, f

bleach (v) / bleichen

2. Read the text. Try to guess the meaning of the underlined words.

2. Lesen Sie den Text. Versuchen Sie die Bedeutung der unterstrichenen Wörter herauszufinden.

In many cities in Britain they have what we call multiple service establishments. They are tailor shops, shoemaker's, barber shops, dyer's, dry cleaner's, watch repair and other service shops combined in one. Such service establishments are an excellent arrangement for the busy man, especially when all the little things (minor services) are done while you wait.

The tailor shop will take care of major and minor alterations and repairs: lengthen or shorten the sleeves, patch trousers and set them right for you, press clothing and even sew on buttons. A busy place is the shoemaker's. They have a wide choice of leather and rubber soles and heels. And they don't charge much, prices are quite reasonable.

At these service establishments they also have a dyer's and cleaner's shop (dyeing and cleaning service). If you have any stains you want removed, the dry cleaners will take care of them. Nowadays they have ways of removing stains without leaving any traces. The dyer's will make a neat job of dyeing material from one colour to another.

One of the services available is the photographer's. You can have your photo taken there, and if it's urgent they'll do it in a few hours. They will also develop and print snapshots taken by amateur photographers.

Then you will find a watchmaker at your service. He will set your watch, if it is slow or fast, put a new glass in, or clean it, if it needs cleaning. As a rule a watch keeps perfect time after the watchmaker's hands.

Another service establishment that people frequently visit is the barber's shop for men or the hairdresser's (or beauty parlour) for women. At the barber's you can get a shave, haircut and shampoo. The services you would expect to find at the hairdresser's are: permanent wave, manicure, skin treatment (massages both hand and electric) with all sorts of creams. They will do your hair to the latest fashion.

**Answer the following questions: / Antworten Sie auf die folgenden Fragen:**

1. What multiple service establishments do they have in Great Britain? Do we have such establishments in our country?
2. What do they do at the tailor's? How often do you go to the tailor's?
3. Are there any dyer's and cleaner's services in your home city/town? Do you use such services?
4. When do you go to the shoemaker's?
5. How often do you go to the hairdresser's? What services of the kind do you need regularly?

**F PRACTICE / PRAXIS**

1. Roleplay the dialogues. Use your active vocabulary and the material under study. Using the examples given, make up dialogues of your own.

1. Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.

A.

(at the shoemaker's)

- I'd like to have these shoes repaired, could I? The heels are worn down.
- Yes, new heels are to be put on here.



- Will you repair the shoes while I wait?
- Sorry, I'm very busy now. You can pick up your shoes tomorrow.
- At what time?
- Any time.
- How much will it cost?
- 6 thousand. What's your name, please?
- Trosh.
- How do you spell it?
- **T-R-O-S-H**
- All right. Here's your slip. You'll pay tomorrow when getting the shoes.
- Thank you.

**B.**

*(at the tailor's)*

- Do you do alterations?
- Yes, we do.
- I'd like to have these trousers shortened.
- All right. How many inches?
- Not more than two.
- Okay, but I'd like to see trousers on you. Could you try them on?
- Sure. Just a minute. And when can I take them back?
- They will be ready on Monday.

**C.**

*(at the photographer's)*

- Good morning. May I help you?
- Yes. Can I have this film developed and printed?
- Sure. Anything else?
- Please, give me two films for this camera.
- Here you are. 4 dollars and 55 cents.
- When will my pictures be ready?
- It will take us five days. Here's your receipt.

**D.**

*(at the hairdresser's)*

- Good morning. I have an appointment with the hairdresser for a re-style, shampoo and a set.
- ...
- It was for 11 o'clock. I'm afraid I'm a bit late.
- ...
- I'm not sure what I want, but I'd like something completely different. My hair is out of condition.
- ...
- Will you trim it at the back and sides?
- ...

- Yes, lovely. Thank you. And I want services of a manicurist.  
 — ...  
 — Booked up? Can she fit me in tomorrow then?  
 — ...  
 — OK, thanks a lot. Bye!

## 2.2 Grammar Focus: the construction *to have smth. done* / Brennpunkt Grammatik: die Konstruktion *to have smth. done*

Are you going to fix the car yourself?  
 No, I'm going *to have it fixed*.



### Rules: / Regeln:

The construction *to have smth. done* is used to say that we arrange for somebody else to do something for us. The verb *have* shows the tense of the sentence.

Die Konstruktion *to have smth. done* wird in dem Fall gebraucht, wenn wir damit rechnen, dass etwas für uns von jemandem getan wird. Das Verb *have* zeigt in diesem Fall die Zeitform der Handlung an.

Pay attention to the way the construction is formed:

Achten Sie auf die Bildung der Konstruktion:

*to have smth* + participle II / *to have smth* + 2. Partizip

**Example: / Muster:** **I'd like to have:**  
**my watch regulated** / Ich möchte meine Uhr richtig einstellen lassen.

- My suit mended;
- my clothing pressed;
- my hair done;
- my nails manicured;
- this letter typed;
- my shoes repaired;
- my photo taken;
- my dress cleaned;
- my beard trimmed;
- my hairdo sprayed;
- the cake made for my birthday.

### **F** PRACTICE / PRAXIS

1. Complete the following sentences using the words below:

1. Ergänzen Sie die folgenden Sätze. Gebrauchen Sie die Wörter im Rahmen:

1. Short sleeves have to be \_\_\_\_\_ .
2. Buttons that come loose need \_\_\_\_\_ .

3. Long sleeves need to be \_\_\_\_\_ .
4. Your shoes have to be \_\_\_\_\_ .
5. My watch wants \_\_\_\_\_ .
6. Your pencil has to be \_\_\_\_\_ .
7. This dress should be \_\_\_\_\_ .
8. A faded blouse can be \_\_\_\_\_ .
9. The stains need to be \_\_\_\_\_ .
10. Your film must be \_\_\_\_\_ .
11. My furniture has to be \_\_\_\_\_ .
12. Tight shoes must be \_\_\_\_\_ .
13. At the barber's you can \_\_\_\_\_ .
14. His moustache wants \_\_\_\_\_ .
15. I usually have my clothes \_\_\_\_\_ for me.
16. Your passports need \_\_\_\_\_ .

lengthened	shortened	cleaned	repairing	removed	made to measure
stretched	trimming	renewing	sewing on	heeled	removed
	dyed	developed	to get shaved	get a shave	reshed

2. What do you do or say if:

2. Was machen oder sagen Sie wenn:

1. Your soles are worn through.
2. The sleeves of your jacket are frayed.
3. Your coat button has come off.
4. You want to have your hair lacquered at the hairdresser's.
5. You want to have your dress dyed black.
6. You want to know how much the cleaning will cost.
7. You want to know if your coat can be altered.
8. You want to have a close shave.
9. you want to have the washing done quickly.

3. Give a piece of advice to a person who has some everyday problems. Use combinations expressing the necessity of doing something.

3. Raten Sie etwas dem Menschen, der einige Alltagsprobleme hat. Gebrauchen Sie die Redewendungen, die eine Empfehlung ausdrücken.

**Example:** / *Muster:* My jacket has creased. — *It really has. It needs pressing. You must take it to the tailor's.*

1. My hair looks untidy.
2. My coat has faded.
3. My blazer fits me badly.
4. My soles are coming off.
5. My watch glass has got cracked.
6. My watch is fast.
7. My shoes are tight.
8. My room is untidy.
9. I have some butter stains on my new frock.
10. I've taken some snapshots but I have no time to develop and print them.

### ▼ Step 3 / Schritt 3

#### 3.1 Vocabulary Focus: Household Chores. Pets / Brennpunkt Wortschatz: Übliche Hausarbeiten. Haustiere

**R** Do you have a pet (pets)?  
What is/are its/their nickname(s)?

1. Read the given words. Make sure you understand all of them.

1. Lesen Sie die angegebenen Wörter. Übersetzen Sie sie.

##### Household chores / Übliche Hausarbeiten, pl

be a good housewife (v) / *eine gute Hausfrau sein*  
do the household chores (v) / *die üblichen Hausarbeiten erledigen*  
polish (v) / *bohnern, polieren*  
sweep the floor (with a broom) (v) / *den Boden (mit einem Besen) fegen*  
vacuum (v) / *staubsaugen*  
do the washing (v) / *die Wäsche waschen*  
go shopping (v) / *einkaufen gehen*  
air the rooms (v) / *die Zimmer lüften*  
water the flowers (v) / *die Blumen gießen*  
empty the garbage pail (v) / *den Müll abwerfen*  
fix smth. (v) / *etw. reparieren*

screw in/out a bulb (v) / *die Birne ein-/ausschrauben*  
clean the house (v) / *das Haus aufräumen*  
dust smth. (v) / *etw. abstauben*  
wash, wipe the floor (v) / *den Fußboden aufwischen*  
scrub (v) / *schrubben*  
do the ironing (v) / *bügeln*  
beat the carpets (v) / *Teppiche klopfen*  
change the linen (v) / *die Bettwäsche wechseln*  
walk the dog (v) / *den Hund ausführen*  
cook (v) / *kochen*  
wash the dishes (v) / *abwaschen, Geschirr spülen*

##### Pets / Haustiere, pl:

a dog (a mongrel, sheep-dog, boxer, bulldog, poodle, dachshund) / *Hund, m (Hofhund, Schäferhund, Boxer, Bulldogge — f, Pudel, Dachshund)*  
a cat (a Persian, a Siamese) / *Katze, f (Perzerkatze, Siamkatze)*  
a canary / *Kanarienvogel, m*  
a fish (fish- pl.) / *Fisch, m*

a guinea-pig / *Meerschweinchen, n*  
a parrot / *Papagei, m*  
a hamster / *Hamster, m*

2. Read the text. Try to guess the meaning of the underlined words.

2. Lesen Sie den Text. Versuchen Sie die Bedeutung der unterstrichenen Wörter zu erraten.

<...> How do I spend my days? I get the breakfast ready for everyone, because Manny has to be out of the house early, and we, the girls and I, have a look at the papers if they're on time, otherwise we listen to the *Today* programme, because it's important for them to be informed. And sometimes they do a bit of violin before we leave the house, if they've got a lesson that day.

Next it's a school run, that's nearly an hour by the time you've parked up, and probably someone'll want to discuss the PTA with me or something, a cake sale or second-hand uniform. Two mornings a week I do a stint at the hospice shop and the days I'm not doing that, I'm either being a taxi for Age Concern or catching up on housework.

In the afternoons I'll often have a drive out to the farm shop to pick up supplies. A lot of people don't realize how much time it takes to source and prepare good-quality food. I'm not fanatical about it but I do try to see that we eat organic when we can. <...>

(From *Queen Mum* by Kate Long, 2006)

**Answer the following questions:** / *Antworten Sie auf die folgenden Fragen:*

1. In your opinion, who retells about his/her daily routine?
2. What is the everyday morning run in the family presented in the extract? When you were a child, did you have the same school run every morning?
3. What, do you think, is the 'PTA' mentioned in the text? What German equivalents would you give to the notion?

4. Who picks up supplies in your family? How much time does it usually take?
5. Do you have time to prepare good-quality food and eat organic?
6. In general, do you manage to catch up on housework? How?

## F PRACTICE / PRAXIS

1. Roleplay the dialogues. Use your active vocabulary and the material under study. Using the examples given, make up dialogues of your own.

1. Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.

### A.

- Jane, you've recently moved to a new flat, haven't you?
- Yes, I have.
- And how do you find it?
- Well, it's quite convenient and large, but it needs cleaning badly. The mess is unbelievable!
- We're working really hard on it these days.
- Yeh? And what do you usually do about the house?
- Well, as a rule, I wash the floor, do the ironing and water mum's flowers. She's really busy now with the cleaning and washing.

### B.

- I've heard Lily has bought a new pet. Is it true?
- Don't know exactly. She's crazy about animals and buys them all the time.
- How many does she have, do you know?
- No idea. But I do know that she has two hamsters, three parrots and a poodle — Nicky, if I'm not mistaken.
- And who walks Nicky? I've never seen Lily with a dog!
- Her mum does it regularly.

### C.

- Have you got a pet?
- Yes, even two — a dog and a cat. Buck, the dog, is very friendly and loving. And Lora, the cat, is a real lady.
- What's Buck's breed?
- Oh, Buck's a usual mongrel. But I love him dearly.
- And what about Lora? What's her breed?
- Lora's a beautiful smoke-coloured Persian cat.

## 3.2 Grammar Focus: The Passive Voice / Brennpunkt Grammatik: Das Passiv

- That's strange...
- What?
- I see the house *has been cleaned*.
- May be your sister came back earlier?
- Dunno.



## Rules: / Regeln:

In English — as well as in German — one uses the passive voice if the focus of one's attention is on the person or thing the action is aimed at. The Passive Voice is also used when the doer of the action is unknown or not important. In this case the **receiver** becomes the subject of the sentence:

My mum changes the linen every Friday morning.  
The linen **is changed** every Friday morning.

**All the tenses in English have their passive forms.**

Das Passiv wird im Englischen wie im Deutschen meist gebraucht, wenn im Satz nicht die handelnde Person bezeichnet werden soll, sondern das Objekt der Handlung. Einen Hinweis auf den Urheber der Handlung enthält ein Satz nicht. Man benutzt das Passiv auch, wenn die handelnde Person nicht bekannt oder unwichtig ist:

Alle Zeitformen des Englischen haben auch eine Passivform.

**Pay attention! / Beachten Sie!**

### 1 Simple Passive Tenses / Präsens/Präteritum/Futur I Passiv:

Forms / Formen	Present / Präsens	Past / Präteritum	Future / Futur I
Affirmative form / Bejahende Form	The house <i>is cleaned</i>	The house <i>was cleaned</i>	The house <i>will be cleaned</i>
Negative form / Verneinende Form	The house <i>is not (isn't) cleaned</i>	The house <i>was not (wasn't) cleaned</i>	The house <i>will not (won't) be cleaned</i>
Question / Frage	<i>Is the house cleaned?</i>	<i>Was the house cleaned?</i>	<i>Will the house be cleaned?</i>

Present Simple Passive / Das Präsens Passiv (*be* im Präsens + Partizip II).

Past Simple Passive / Das Präteritum Passiv (*be* im Präteritum + Partizip II).

Future Simple Passive / Das Futur I Passiv (*be* im Futur I + Partizip II).

### 2 Continuous Passive Tenses / - (Die Verlaufsformen im Passiv):

Forms / Formen	Present Continuous/ — (Die Verlaufsform des Präsens)	Past Continuous / — (Die Verlaufsform des Präteritums)	Future Continuous / — (Die Verlaufsform des Futur I)
Affirmative form / Bejahende Form	The house <i>is being cleaned</i>	The house <i>was being cleaned</i>	—
Negative form / Verneinende Form	The house <i>is not (isn't) being cleaned</i>	The house <i>was not (wasn't) being cleaned</i>	—
Question / Frage	<i>Is the house being cleaned?</i>	<i>Was the house being cleaned?</i>	—

Das Passiv der Verlaufsformen: *be* im Präsens/Präteritum/Futur I + *being* + Partizip II.

### 3 Perfect Passive Tenses / Perfekt/Plusquamperfekt/Futur II Passiv:

Forms / Formen	Present / Perfekt	Past / Plusquamperfekt	Future / Futur II
Affirmative form / Bejahende Form	The house <i>has been cleaned</i>	The house <i>had been cleaned</i>	The house <i>will have been cleaned</i>
Negative form / Verneinende Form	The house <i>has not (hasn't) been cleaned</i>	The house <i>had not (hadn't) been cleaned</i>	The house <i>will not (won't) have been cleaned</i>
Question / Frage	<i>Has the house been cleaned?</i>	<i>Had the house been cleaned?</i>	<i>Will the house have been cleaned?</i>

Present Perfect Passive / *Das Perfekt Passiv* (*have* im Präsens + *been* + Partizip II).  
Past Perfect Passive / *Das Plusquamperfekt Passiv* (*have* im Präteritum + *been* + Partizip II).  
Future Perfect Passive / *Das Futur I Passiv* (*have* im Futur I + *been* + Partizip II).

## F PRACTICE / PRAXIS

### Active or passive voice? / Aktiv oder Passiv?

1. Change the sentences into the present simple passive:

1. Mum does the shopping twice every Sunday.
2. Dad beats the carpets twice a year: in winter and in late summer.
3. I walk the dog every evening from 6 to 7.30 p.m.
4. Granny waters her flowers every single day.
5. Who washes the dishes in your family? — Mable does. She's usually late for dinner.
6. My aunt Kate never sweeps the floor in her office.
7. She vacuums the carpets and airs the rooms every morning.
8. In our house we do the washing twice a month.
9. Once a year my granny polishes her old furniture.
10. Alex does the ironing on Tuesday.

1. Bilden Sie das Präsens Passiv:

2. Using the passive constructions you know, change the following sentences:

2. Verwenden Sie das Passiv und verwandeln Sie die folgenden Sätze:

1. You can't imagine what happened to me last night in the hotel.
2. Why?
3. Well, you see, yesterday I came back late from work. We finally finished that project for our German partners. So, in the evening somebody did the bed, opened the windows and washed the floor. When I came into the room, I saw an old maid with a vacuum cleaner.
4. And?
5. She informed me that the room was not vacant any more. Somebody made a mistake. They thought I checked out two hours before.

3. Complete the sentences. Use the future simple passive:

3. Ergänzen Sie die Sätze. Gebrauchen Sie das Passiv im Futur I:

1. Visitors (*admit*) will be admitted to the park upon presentation of a valid ticket.
2. Students' parents (*send*) their children's test results.
3. This project (*do*) with the help of new computer technologies.
4. Your application (*check*) by the secretary in a moment.
5. Everything (*put away*) in a minute.
6. Leave the dishes. They (*wash*) later.
7. The tickets (*give*) to you by our clerk.
8. The sofa (*fix*) in a couple of days.
9. Your pictures (*collect*) in 20 min.

4. Complete the sentences. Use the continuous passive tenses you know:

1. The new carpets (*hang*) *are being hanged* by my uncle.
2. The old television set (*repair*) by Dad.
3. All these new dresses (*sew*) by grandma.
4. The traffic in our city (*not improve*).
5. Too much electricity (*waste*).
6. The quality of food in this cafe (*not get better*).
7. Yesterday at 9 a.m I (interview) by my employer.
8. The roof (*fix*) when we arrived.
9. But his English (*improve*).
10. He (*involve*) in several extra class activities.

4. Verwenden Sie die Verlaufsformen des Passivs, die Sie kennen und ergänzen Sie die Sätze:

5. Change the sentences. Use the present perfect passive tense:

5. Verwandeln Sie die Sätze und gebrauchen Sie das Passiv im Perfekt:

**Example / Muster:** Somebody has robbed the new toy-shop.  
*The new toy-shop has been robbed.*

1. They have sent the boys to a sport camp.
2. They have not found the missing dog yet.
3. Somebody has stolen my mobile phone.
4. We haven't closed our animals in the shed.
5. Somebody forgot to lock the door.
6. Has anyone fixed the chair yet?

6. What holiday is almost knocking on one's door?  
 How do you in your family usually get ready for such occasions?  
 Ask your partner what will be done soon in his/her family to get ready for the occasion.

✓ **Step 4 / Schritt 4**

**4.1 Vocabulary Focus: ETIQUETTE / Brennpunkt Wortschatz: Etikette**

**R** Are you always polite to other people?  
 Do you always know what to say and what words/phrases to use?  
 Why is it important to know the rules of the etiquette of other cultures?

Get acquainted with the polite clichés of the English etiquette:

Nehmen Sie Einsicht in die höflichen Klischees des Englischen:

Making an invitation / <i>Einladung</i>	Accepting an invitation / <i>Annehmen</i>	Refusing an invitation / <i>Ablehnen</i>
<b>Formal / Formel</b>		
— I wonder whether you'd like to ... — I'm wondering whether you'd care to ...	— That would be very nice/ lovely. Thank you. — Yes, I'd like/love it very much.	— I wish I could, but... — I'm afraid I can't. — Sorry, I can't.



The table termination / Das Ende der Tabelle

Making an invitation / Einladung	Accepting an invitation / Annehmen	Refusing an invitation / Ablehnen
<b>Neutral / Neutral</b>		
— Would you like to...? — Would you care to...? — Do you feel like ...ing?	— Yes, very much. — Thank you, with pleasure.	— I'd like to, but... — I'd better not. — I'd rather not.
<b>Informal / Informel</b>		
— What /How about ...ing? — Fancy going ...	— Thanks a lot.	— No, thanks. — No, I wouldn't/don't.

**Good Wishes / Wünsche**

**Formal/Formel**

I'd like to wish you every success in/with ...  
 May I wish you every success in/with ...  
 I wish you success.  
 Please accept my best/warmest/heartiest/sincerest wishes!

**Neutral/Neutral**

All the best!  
 Every success in your new job/in the competition/contest/match, etc.  
 Every success with ...  
 All the (very) best in/with ...  
 The best of luck (in/with).  
 I hope everything goes well (in/with) ...

**Informal/Informel**

Good luck (in/with) I wish luck! OK with ...  
 Enjoy yourself!  
 Have a good/nice time/party, etc.  
 Have fun!  
 May you win.

**Congratulations / Gratulationen**

**Formal/Formel**

I must congratulate you on your victory/success/promotion, etc.  
 Let me/May I congratulate you.  
 Please accept my warmest/heartiest congratulations on...  
 I'd like to congratulate you.  
 May I offer/express my congratulations.  
 Allow me to offer my warmest / heartiest congratulations, (*very formal*)

**Neutral/Neutral**

Congratulations on winning the contest!  
 Congratulations on your lucky win/on your good luck!  
 I'd like to be the first to congratulate you on ...

**Informal/Informel**

I hear you have won. Congratulations!  
 It was great to hear that you won / about your victory.  
 Well done, Tom! Nice one, Jean!  
 Good, old Mike! Good job, Jimmy! Fantastic! / Terrific! / Fab!

## Responding to Congratulations / Erwidern auf Gratulationen

### Formal/Formel

How (very, extremely) nice/kind/good, etc. of you to say so.

### Neutral/Neutral

Thank you (very much) for saying so.

It's very nice of you to say so.

Oh, it was nothing special actually/really.

Oh, thanks.

### Informal/Informel

Oh, there's nothing to it, actually.

## F PRACTICE / PRAXIS

1. Roleplay the dialogues. Use your active vocabulary and the material under study. Using the given examples, make up dialogues of your own.

1. Inszenieren Sie die Dialoge. Gebrauchen Sie den aktiven Wortschatz und den Lehrstoff zum Thema. Bilden Sie Dialoge nach dem Muster.

### A.

- Do you feel like going for a walk this afternoon?
- Yes, I'd love to. It's a beautiful day.
- I thought we might go to the South Downs. You get a wonderful view from there.
- That's a good idea!
- Well, I'll call for you at about two, then. Or is that too early?
- No, that's fine. I'll be ready.

### B.

- Charles, what about going to the movies?
- Certainly, Jack. When do you have in mind?
- Well, when it be convenient for you?
- Eh, let me think ... Saturday. Do you have anything arranged for Saturday evening?
- Yes, I'm afraid I do. That leaves Sunday. But you say you're busy.
- Well, I was going to see John, but I could put it off.
- I'd appreciate it if you would.
- Very well, see you on Sunday then!

### C.

- Is that David?
- Yes.
- David, it's me, Jane! I've heard your team won the game last Friday. My congratulations!
- Oh, thank you, Jane. Where are you now? May be, you'll call on me sometime?
- Oh, I'm afraid it's not possible. I'm moving all the time. These days I'm in Vegas, it's a business trip.
- I see. Thanks for the call, Jane. Really appreciate it.

2. They say there is an international 'politeness code'. Do you agree? What words, in your opinion, could be included into the international 'politeness dictionary'?

2 LISTENING COMPREHENSION / H RVERSTEHEN

1. What associations do you have with the notion of "politeness"? You are going to listen to one of the most popular tunes related to the topic. While listening to the song for the first time, fill in the blanks with the words you hear. But first look through the list of the words that can help you understand the author's idea.

1. Welche Assoziationen haben Sie mit dem Begriff «Höflichkeit»? Hören Sie eines der berühmtesten Lieder, das Ihrem Thema inhaltlich entspricht. Hören Sie das Lied zum ersten Mal und füllen Sie die Lücken mit den Wörtern aus, die Sie hören. Aber zuerst sehen Sie die Wortliste durch, die Ihnen helfen kann, den Hauptgedanken des Autors zu verstehen.

**Pay attention!** / Beachten Sie!

The missing words are taken from your active vocabulary.

Die fehlenden Wörter sind aus Ihrem Wortschatz.

English	German
care, v	sich sorgen
strike, v	schlagen
seem, v	scheinen

\_\_\_\_\_ to make you love me  
 \_\_\_\_\_ do to make you care  
 What do I do when \_\_\_\_\_ strikes me  
 And I wake \_\_\_\_\_ that you're not there

\_\_\_\_\_ do to make you want me  
 \_\_\_\_\_ to \_\_\_\_\_  
 What do I say when it's all over  
 \_\_\_\_\_ seems to be \_\_\_\_\_

*Refrain*

It's \_\_\_\_\_, so \_\_\_\_\_  
 It's a \_\_\_\_\_, \_\_\_\_\_ situation  
 And it's getting more and more \_\_\_\_\_  
 It's \_\_\_\_\_, so \_\_\_\_\_  
 Why can't we \_\_\_\_\_  
 Oh it seems to me  
 That \_\_\_\_\_ seems to be \_\_\_\_\_  
 \_\_\_\_\_ to make you want me  
 \_\_\_\_\_ to be \_\_\_\_\_  
 What do I say when it's all over  
 \_\_\_\_\_ seems to be \_\_\_\_\_

*Refrain*

What do I do to make you love me  
\_\_\_\_\_ do to be \_\_\_\_\_  
What do I do when \_\_\_\_\_ strikes me  
What have I got to do  
What have I got to do  
When \_\_\_\_\_ seems to be \_\_\_\_\_

*Blue & Elton John*

2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

2. Hören Sie das Lied zum zweiten Mal. Beachten Sie die Intonation des Textes. Was ist der Hauptgedanke des Liedes? Welcher Titel passt hier?

3. Join in the singing. While doing so, follow the performer's pronunciation and intonation patterns. Can you see any peculiarities of the latter in the singer's performance? Any peculiarities of the English used? What are these?

3. Singen Sie das Lied mit. Beim Singen folgen Sie der Aussprache und Intonation des Sängers. Haben Sie irgendwelche sprachlichen Besonderheiten des Sängers oder lexikalischen Besonderheiten des gebrauchten Englischen bemerkt? Welche?

**H Home assignment / Hausaufgabe:**

Translate the lyrics up to the end. Be ready to sing it.

Übersetzen Sie das Lied bis zum Ende. Seien Sie bereit, das Lied allein zu singen.

#### 4.2 Grammar Focus: Modal Verbs / Brennpunkt Grammatik: Modalverben

— *Can* you *speak* English?  
— Yes, *I can!*



#### Rules: / Regeln:

Modal verbs are mostly auxiliary verbs. The modals in English have the same form for all persons. They express ability, possibility, necessity, obligation, requirement, and desire.

Modalverben werden meistens als Hilfsverben verwendet. Im Englischen haben Modalverben in allen Personen gleichlautende Formen. Mit ihrer Hilfe werden Können, Möglichkeit, Not, Verpflichtung, Bedarf und Wille ausgedrückt.

#### 1 **Can** (Präsens), **could** (Präteritum) = **be able to** /können:

I can play the guitar. — I *am able to* play the guitar.  
My little brother *is not* yet *able* to read and to write.  
*Will* you *be able to* visit us next week?

The verb *can* expresses ability:

Das Verb drückt das Können oder die Fähigkeit aus:

We can read and write in English and French. *Can* you play chess? — Yes, I can. (No, I can't).

**Can, could** ask for assistance or for requests:

**Can** you please open the door? — I'll be glad to.

**Could** you please buy me some food? — Sure! **Could** I use your umbrella, Liz? — Yes, of course.

**Can, cannot (can't)** are used to give or refuse permission:

Can I drive your car, Dennis? — **No, you can't.**

**Can, could** werden zum Ausdruck einer Bitte gebraucht:

**Can, cannot (can't)** werden gebraucht, um die Erlaubnis erteilen oder verweigern:

## 2 May (Präsens), might (Präteritum) = be allowed to:

— **May** I go out?

— Yes, you may.

— Were the others **allowed to** go out? No, they were not.

The verb **may** expresses:

A polite formal way of asking for or giving permission (**may = dürfen**):

You may go now = *Du darfst jetzt gehen.*

Possibility (**may, might = können**):

It may be true = *Das kann stimmen.*

It might be true though I doubt it = *Das könnte stimmen, obwohl ich es bezweifle.*

Wishes and hopes (**may = mögen**):

May you be happy together! = *Ich hoffe, ihr werdet glücklich miteinander!*

Das Verb **may** bezeichnet:

Eine höfliche Anweisung, um eine Erlaubnis erteilen oder verweigern (**may = dürfen**):

Eine Möglichkeit/Vermutung (**may, might = können**):

Wünsche und Hoffnungen (**may = mögen**):

## 3 Must, have to:

— Come with us!

— Sorry, I can't. I **must** finish my work here.

— You'll have time tomorrow!

— No, sorry, I **have to** finish today — otherwise I'll be fired.

The verb **must/have to** expresses:

Necessity or requirement (**must/have to = müssen**):

I must leave at 6 o'clock = *Ich muss um 6 Uhr weg/los.*

Prohibition (**must = dürfen**):

You must not smoke here = *Du darfst hier nicht rauchen.*

**Have to** in the meaning of **must** is used in the past and future tenses:

I **had to** be at school by nine. (*past*)

When will your brother **have to** be at school tomorrow? (*future*)

Das Verb **must/have to** bezeichnet:

Notwendigkeit oder Bedarf (**must/have to = müssen**):

Verbot (**must = dürfen**):

**Have to** wird im Sinne von **must** im Präteritum und Futur gebraucht:

#### 4 **Should** = *sollen*:

You should work in the morning and walk in the evening!

**Should** is used to express **obligation, need, advice**. After **should** use the base form of the verb without **to**:

— What should we do? = *Was sollen wir tun?*

**Should** wird verwendet, um die Verpflichtung, Not oder Rat auszudrücken. Nach **should** wird die Grundform des Vollverbs ohne **to** gebraucht:

#### 5 **ought to** = *sollen*:

You have a bad cough. You **ought to** go to the doctor.

**Ought to** is used to express advice, recommendation. **Ought** is used with **to**. **Ought to** can also express moral duty:

I ought to do this = *Ich müsste es tun*.

**Ought to** wird verwendet, um den Rat oder Empfehlung auszudrücken. **Ought to** kann man auch für die Bezeichnung einer Pflicht gebrauchen:

#### 6 **Need** = *brauchen*:

You **needn't** do this right now.

**Need** is used to express **obligation**. **Need** is used in negative sentences and questions, often after **if**:

— You need only ask = *Du brauchst nur zu fragen*.

**Need** wird verwendet, um die Verpflichtung auszudrücken. **Need** wird oft nach **if** in verneinenden und fragenden Formen gebraucht:

#### 7 **Will, would** = *bitte ...*:

— Excuse me, would you help me?  
— Would you open the window, please?

**Will, would** is often used to ask **assistance**. **Would** is used for more polite requests:

Will you please tidy up? = *Würdest du bitte aufräumen?*  
Would you pass the salt, please? = *Geben Sie bitte mal das Salz rüber*.

**Will, would** werden oft zum Ausdruck einer höflichen Bitte gebraucht:

#### 8 **Would like to** = *mögen*:

— **Would** you like a cup of coffee?  
— No, thank you. I **wouldn't**.

**Would like** is used to express **desire**. We usually use the short forms: **I'd / you'd / he'd / she'd / we'd / they'd like / wouldn't like, etc.**

**Would like** wird gebraucht, um einen Wunsch auszudrücken. Gewöhnlich gebrauchen wir kurze Formen: **I'd / you'd / he'd / she'd / we'd / they'd like / wouldn't like, u.sw.:**

I'd like to visit London and Oxford = *Ich möchte London und Oxford besuchen*.

## 9 Would rather = eher / lieber:

*Would* you **rather** read a detective story or watch TV? — *I would rather* read.

**Would rather** is used for preference:

**Would rather** wird gebraucht, um einen Vorzug auszudrücken:

I'd rather die than do it = *Eher will ich sterben als es tun.*

## F PRACTICE / PRAXIS

1. Complete the sentences. Use **can, could, may, might**:

1. Ergänzen Sie die Sätze. Gebrauchen Sie **can, could, may, might**:

1. \_\_\_\_\_ you call to Ann today?
2. It's a pity, I \_\_\_\_\_ (*not*) play the piano.
3. There was no post office there, so we \_\_\_\_\_ (*not*) send you a letter.
4. Dad, \_\_\_\_\_ we go to the cinema on Sunday? Yes, you \_\_\_\_\_.
5. \_\_\_\_\_ I borrow your textbook?
6. That \_\_\_\_\_ (*not*) be true.
7. \_\_\_\_\_ I leave the classroom? No, you \_\_\_\_\_ not.
8. Is that true, that he's the best student in your group? \_\_\_\_\_, I'm not sure. \_\_\_\_\_ he is really the best student in our group, \_\_\_\_\_ he is not.
9. \_\_\_\_\_ I have the day off? No, you \_\_\_\_\_ (*not*), we have a lot of things to do.
10. You \_\_\_\_\_ have the day off tomorrow if you wish.
11. \_\_\_\_\_ I'll do that.
12. All the stars we \_\_\_\_\_ see in the sky are in the Milky Way galaxy.
13. He said that you \_\_\_\_\_ use your textbook.
14. \_\_\_\_\_ I use your phone?
15. I thought we \_\_\_\_\_ go to the cinema on Sunday.

2. Complete the sentences. Use **should/shouldn't/will/would/need/needn't/would like/wouldn't like/would rather**.

2. Ergänzen Sie die Sätze. Gebrauchen **should/shouldn't/will/would/need/needn't/would like/wouldn't like/would rather**.

1. You \_\_\_\_\_ eat more fruit and vegetables.
2. \_\_\_\_\_ you pass me the sugar, please?
3. I \_\_\_\_\_ a motorbike Harley Davidson.
4. \_\_\_\_\_ you \_\_\_\_\_ dance or sing for us?
5. I \_\_\_\_\_ to go to Africa.
6. You \_\_\_\_\_ worry. It's going to be all right.
7. She \_\_\_\_\_ eat too much sweets and drink cola every day.
8. \_\_\_\_\_ help me?
9. They \_\_\_\_\_ clean the room. I've already cleaned it.
10. I \_\_\_\_\_ to buy a new computer. My old one is out of order.

3. Work with a partner. Think over and make the list of things you are allowed within your a) university building, b) university campus; c) at the double period. Be ready to present your ideas to the group.

3. Arbeiten Sie zusammen mit Ihrem Partner. Denken Sie nach und zählen Sie auf, was Sie im Raum a) an Ihrer Uni; b) im Studentenwohnheim; c) im Unterricht machen dürfen. Besprechen Sie dann diese Information in der Gruppe.

## Module 5: Round-Up

1. Explain the meaning of the following items: *a single/return/economy/saver/shuttle ticket, rush hours, a double-decker.*

2. Interview your partner on the following issues:

- a) what transport facilities he/she uses when going to university/work;
- b) what tickets he/she usually buys when travelling by train;
- c) what city/town facilities he/she uses most frequently;
- d) what household chores he/she performs at home;
- e) what pet(s) he/she has (if any).

3. Say what one has done at:

At the tailor's	
At the shoemaker's	
At the watchmaker's	
At the photographer's	
At the hairdresser's	
At the launderette	

4. What services can one do without applying to any city/town facilities? What are the advantages/disadvantages of the approach? Give your examples and arguments on the matter.

5. What are the advantages/disadvantages of different transport facilities in:

- a) winter
- b) autumn
- c) summer
- d) spring

Explain your viewpoint.

Transport facilities	Advantages	Disadvantages
Bus		
Train		
Car		
Ship		
Tram		
Trolleybus		
Bike		
Subway		

6. In your opinion, what is the better place to live in? A busy city/town or a village? Enlist the possible advantages and disadvantages of the former and the latter.

7. What place do pets occupy in people's hearts? Why? Give your thoughts on the issue.

8. Can you recall any books/films in which the action takes place on a bus/train/ship/plane? What role does the setting perform in such cases?



**9.** Comment on the following statements:

1. Life is like riding a bicycle — in order to keep your balance, you must keep moving (*Albert Einstein*).

2. I feel about airplanes the way I feel about diets. It seems to me that they are wonderful things for other people to go on (*Jean Kerr*).

3. A city that outdistances man's walking powers is a trap for man (*Arnold Toynbee*).

4. The car has become the carapace, the protective and aggressive shell, of urban and suburban man (*Marshall McLuhan*).

5. The civilized man has built a coach, but has lost the use of his feet (*Ralph Waldo Emerson*).

6. Manners are a sensitive awareness of the feelings of others. If you have that awareness, you have good manners, no matter which fork you use (*Emily Post*).

7. Good manners are made up of petty sacrifices (*Ralph Waldo Emerson*).

8. A man that should call everything by its right name would hardly pass the streets without being knocked down as a common enemy (*Lord Halifax*).

9. I think housework is the reason most women go to the office (*Heloise Cruse*).

10. The difference between friends and pets is that friends we allow into our company, pets we allow into our solitude (*Robert Brault*).

**10. @** Imagine your birthday party is approaching.

**A.** Write invitations to:

- a) your best friend;
- b) your aunt;
- c) your former school teacher.

**B.** Write the imaginary answers to your invitation:

- a) your best friend's (accepting the invitation);
- b) your aunt's (refusing the invitation);
- c) your former teacher's (refusing the invitation).

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