

## An application form

You want to go on this language course in London. Fill in the application form.

Hier lerne ich ...



- einen Antrag auszufüllen,
- über mich selbst schriftliche Auskunft zu geben.

### ENGLISH IN LONDON APPLICATION FORM

Please write in CAPITAL letters.

Surname \_\_\_\_\_

First name \_\_\_\_\_

Date of birth \_\_\_\_\_

Nationality \_\_\_\_\_

Address (street/number) \_\_\_\_\_

(post code/town) \_\_\_\_\_

(country) \_\_\_\_\_

Telephone number (home) \_\_\_\_\_

(mobile) \_\_\_\_\_

Email address (not capital letters) \_\_\_\_\_

Name and address of college \_\_\_\_\_

\_\_\_\_\_

**Please write a short text here about yourself (in 50–70 words). You can write about your town, your course, your college, your hobbies, your job plans etc.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### English in London!

Do you want to practise your English? Our course from 15–19 August is for students at vocational colleges around Europe.

For an application form,  
call Ken Richards on  
++ 44 020 714 3000 NOW!

## At the doctor's

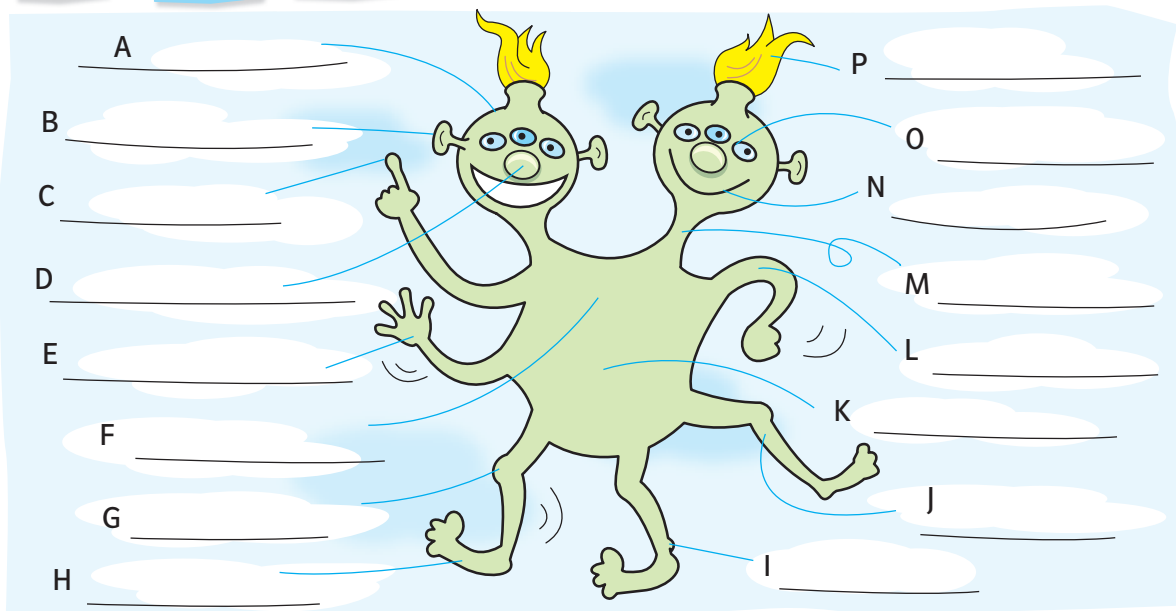
- 1** Can you match the words and the parts of the alien's body A-I? Write in the words.

neck stomach head ear hair hand  
 arm ankle foot leg nose chest  
 knee finger mouth eye

Hier lerne ich ...

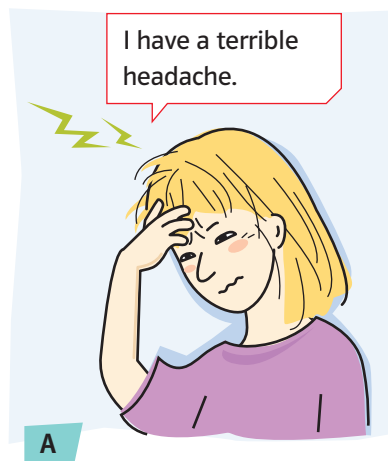


- Körperteile zu benennen,
- zu sagen, was mir weh tut.



- 2** Teresa is a doctor's receptionist. She is talking to a patient on the phone. Read the conversation with a partner, then use the pictures to make new conversations.

**Teresa** Dr Smith's surgery. How can I help you?  
**Patient** I'd like to make an appointment with the doctor, please.  
**Teresa** Certainly. What's your name, please?  
**Patient** It's Martin Cumber.  
**Teresa** And what's the problem, Mr Cumber?  
**Patient** I think my finger is broken.  
**Teresa** You can see Dr Smith at 4.30 - that's in just 15 minutes.  
**Patient** Great. Thanks very much.  
**Teresa** You're welcome. Bye now.



## A company website

Hier lerne ich ...




→ mit dem Internetangebot einer Firma professionell zu arbeiten.

- 1** You work in a hair and beauty salon in Germany. This is the home page of a company in Britain. It sells hair and beauty products online. Match the buttons 1–6 and the web pages A–F below. Write in the number of the button.

✕

### Beautiful World – everything for hair and beauty!

- About us 1
- Our products 2
- Shop online 3
- Contact 4
- Careers 5
- News 6



keyword search  GO!

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[Home](#) | [About us](#) | [Our products](#) | [Shop online](#) | [Contact](#) | [Careers](#) | [News](#)

**Email:**  
info@beautiworld.co.uk  
**Phone:**  
(+44) 020 713 9114

**A**



Are you interested in a job with Beautiful World? For more information email: careers@beautiworld.co.uk

**B**



Beautiful World is the UK's biggest and best online store for all hair and beauty products. The company started in 1995. Today we have customers around the world.

**C**



shampoos [more ...](#)  
creams [more ...](#)  
scissors [more ...](#)  
nails [more ...](#)  
hair dryers [more ...](#)  
make-up [more ...](#)

**D**



**£1479**  
**£10.00**  
[Add to basket](#)



**E**



Beautiful World wins an award for the year's best e-commerce business!  
[Read more ...](#)

**F**



- 2** Work with a partner. Take it in turns to ask about the website.

How can I ...

- find out about the company? – You click on the '...' button.
- get information about the company's products? – Go to the '...' page.
- buy products online?
- contact the company direct?
- find out about jobs with the company?
- get news about the company?

- 3** Do you buy many things online? What? When? Why? Ask a partner.

## A day at work

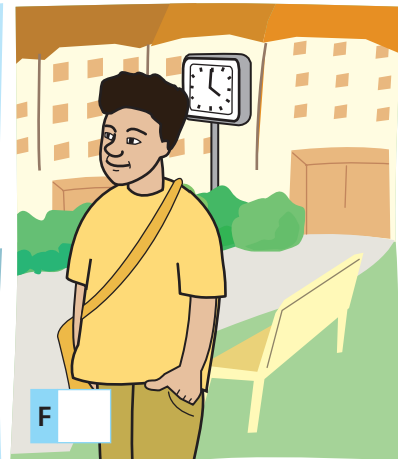
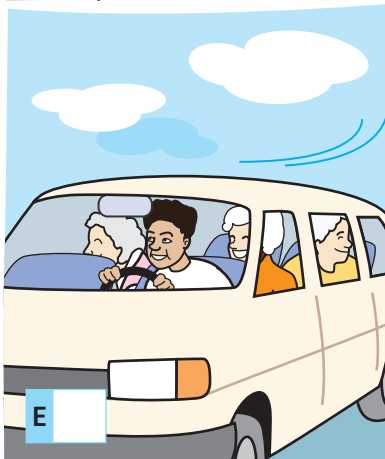
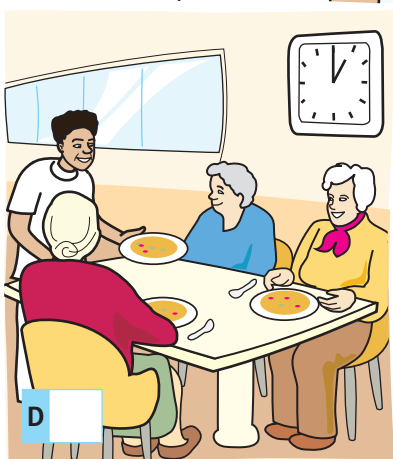
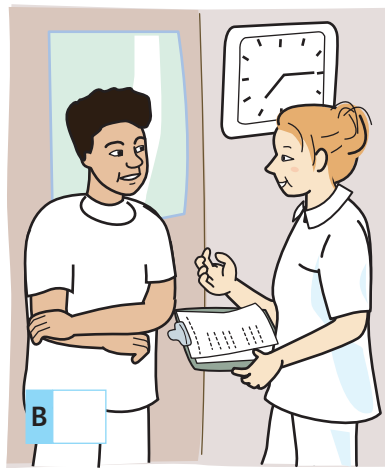
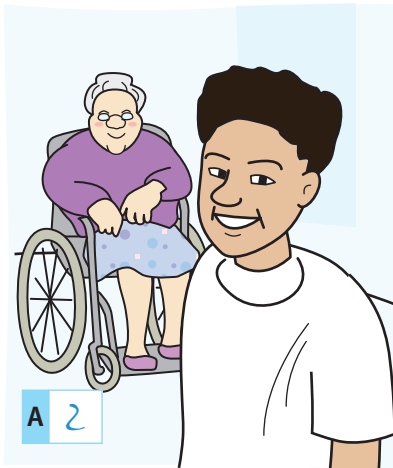


Hier lerne ich ...

→ den Tagesablauf am Arbeitsplatz zu beschreiben und Fragen dazu zu stellen.

**1** Hasan is talking about his day at work. Match the things he says (1-6) and the pictures (A-F).

- 1 I have my lunch at 12.30 p.m. with the other care assistants and the nurses. The patients have lunch at 1 p.m. I help in the dining room.
- 2 Hi. My name's Hasan. I'm a care assistant. I work in an old people's home.
- 3 I start work every day at 7 a.m. At about 7:15 I talk to my supervisor. She's a nurse and her name is Mary.
- 4 I finish work at 4 p.m.
- 5 At about 7:30 a.m. I help the patients. I wash them and I help them to dress. After that, I talk to the patients. They often have great stories!
- 6 In the afternoons I often go out with the patients in our minibus. They like that.



**2** Work with a partner. Take it in turns to be Hasan. Ask and answer the questions below.

Where do you work?

What do you do in your job?

Who is your supervisor?

When do you start/finish work?

What do you do at lunchtime?

When do you have lunch?

## Clothes for work



Hier lerne ich ...

- Berufskleidung zu benennen,
- zu beschreiben, wie jemand angezogen ist.

- 1** Tracy is a hairdresser, George is a chef, Ella is a nurse and Greg is a waiter. They're wearing their work clothes at the moment. What are they? Write in the words below the photos (1-8).

a chef's hat

white shoes

black trousers

a hairdresser's tunic

a chef's tunic

an apron

a nurse's tunic

a polo shirt



- 1 a hairdresser's tunic      4 \_\_\_\_\_      7 \_\_\_\_\_  
 2 \_\_\_\_\_      5 \_\_\_\_\_      8 \_\_\_\_\_  
 3 \_\_\_\_\_      6 \_\_\_\_\_

- 2** Look at the colours below. Write sentences about the people.

Tracy is wearing a white hairdresser's tunic.

Greg is wearing ...

red

green

white

black

blue

- 3** Work with a partner. Partner B: close your book. Partner A: ask questions about Tracy, George, Ella and Greg.

What's Tracy wearing?

She's wearing ...

Is Tracy wearing an apron?

No, she's wearing a ...



Tips and tricks

Trousers are plural in English:  
 He's wearing **trousers**.  
 His trousers **are** black.

## On the phone (1)

- 1** Sabine Bluhm works in a hair and beauty salon in Germany. Lots of Sabine's customers are British or American business people. She's calling two customers this morning. Read her conversations and underline the English for these German phrases.

**1** Bleiben Sie am Apparat, bitte.

**2** Könnte ich bitte mit ... sprechen?

Hier lerne ich ...



- jemanden anzurufen,
- ein Gespräch weiterzuleiten.

**4** Würden Sie Ihren Namen bitte buchstabieren?

**5** Hier ist ...

**3** Wer ist am Apparat, bitte?

**6** Einen Moment, bitte. Ich stelle Sie durch.

### Conversation 1

**Receptionist** British Exports Ltd. Good morning.

**Sabine** Good morning. This is Sabine Bluhm from the hair and beauty salon in Kantstraße. Could I speak to Ms Rogers, please?

**Receptionist** One moment, please, Ms Bluhm. I'll put you through.

### Conversation 2

**Receptionist** Amtech Corporation. Good morning.

**Sabine** Good morning. Could I speak to Mr Westenburger, please?

**Receptionist** Who's calling, please?

**Sabine** It's Sabine Bluhm from the hair and beauty salon in Kantstraße.

**Receptionist** Could you spell your name for me?

**Sabine** Yes, Bluhm. B-L-U-H-M.

**Receptionist** Thank you, Ms Bluhm. Hold the line, please. I'll put you through.



- 2** Make this conversation with a partner. Partner A: you're the receptionist at Codex Software Ltd in Sabine's town. Partner B: you're YOU.

#### Partner A

Melde dich.

Bitte Partner B ihren/seinen Namen zu buchstabieren.

Bedanke dich bei deiner Partnerin/deinem Partner und bitte sie/ihn, am Apparat zu bleiben. Du stellst durch.

#### Partner B

Melde dich. Du möchtest gern mit Herrn Davis sprechen.

Buchstabiere deinen Namen.

- 3** Make another conversation with your partner. Think of names etc. yourselves.

## On the phone (2)

- 4 Simone Becker is dentist's assistant in Frankfurt, Germany. She's calling a patient in a British company in her town. Read her conversation and underline the English for the German phrases.**



### Hier lerne ich ...



- jemanden anzurufen,
- Telefonnummern auf Englisch anzugeben.

### So gibt man Telefonnummern auf Englisch an:



0 = **oh**  
 88 = **double** eight  
 069-4088 7270 = oh six nine, four oh double eight, seven two seven oh

**Receptionist** Good morning. Angloproducts Ltd. How can I help you?  
**Simone** Good morning. This is Simone Becker from Dr Schmidt's dental surgery. Could I speak to Mr Harris, please?  
**Receptionist** I'm sorry, Ms Becker. Mr Harris isn't here at the moment. Can he call you back in about 15 minutes?  
**Simone** Oh, yes, thank you.  
**Receptionist** Can I take your telephone number?  
**Simone** Yes, it's 069 for Frankfurt, then 4088 7270.  
**Receptionist** OK. I have that.  
**Simone** Great. Thanks. Goodbye.  
**Receptionist** Bye.

1 Tschüs.

2 Es tut mir leid, ... ist momentan nicht da.

3 Auf Wiederhören.

4 Wie kann ich Ihnen helfen?

5 Kann er/sie Sie zurückrufen?

6 Dürfte ich Ihre Nummer notieren?

- 5 Make this conversation with a partner. Partner A: you're the receptionist at Canada Investments in your town in Germany. Partner B: you're YOU.**

| Partner A                                                                               | Partner B                                        |
|-----------------------------------------------------------------------------------------|--------------------------------------------------|
| Melde dich.                                                                             | Melde dich. Du möchtest mit Frau Brown sprechen. |
| Frau Brown ist leider nicht da. Ob sie Partner B in etwa einer Stunde zurückrufen darf? | In Ordnung.                                      |
| Bitte Partner B um ihre/seine Telefonnummer.                                            | Gib deine Nummer durch.                          |
| Alles klar!                                                                             | Verabschiede dich.                               |
| Verabschiede dich.                                                                      |                                                  |

- 6 Make another conversation with your partner. Think of names etc. yourselves.**

## At the reception desk



Hier lerne ich ...

→ eine/n Besucher/in im Betrieb korrekt zu empfangen.

**1** Rita Hersch is a receptionist in a nursery school in Germany. She's talking to a visitor to the school at the moment – one of the parents. Read her conversation with a partner.

**Rita** Guten Tag.  
**Woman** Er. Do you speak English?  
**Rita** Yes of course. Good morning. Can I help you?  
**Woman** Oh, thanks. Good morning. I have an appointment with Mr Lazaroski at 10.30.  
**Rita** Can I take your name, please?  
**Woman** Williams. That's W-I-L-L-I-A-M-S.  
**Rita** Ah yes Mrs Williams. Could you fill in the visitors' book for me? The date, your name, your time of arrival, and your signature, please.  
**Woman** OK. Here you are.  
**Rita** Thank you. And here's your visitor's badge. Please wear it at all times.  
**Woman** Thank you.  
**Rita** Please take a seat over there. Would you like a tea or a coffee while you're waiting?  
**Woman** No thanks.  
**Rita** Fine. Mr Lazaroski will be here soon.



**2** Work with a partner. Partner A: you are the receptionist. Partner B: you are a visitor. Change the names in the dialogue in exercise 6 and make a new conversation. Write in the visitors' book below and make a name badge, too. Can you do make the dialogue with your books closed?



| Datum<br>(date) | Name<br>(name) | Ankunft<br>(time in) | Abfahrt<br>(time out) | Unterschrift<br>(signature) |
|-----------------|----------------|----------------------|-----------------------|-----------------------------|
| 12th June       | D. Williams    | 10:25                |                       | D Williams                  |
|                 |                |                      |                       |                             |
|                 |                |                      |                       |                             |
|                 |                |                      |                       |                             |
|                 |                |                      |                       |                             |



## Beauty

Hier lerne ich ...



→ über Körperpflege und  
Haarpflege zu sprechen.

- 1 Match the words in the box and the beauty products. Then finish the sentences below.





|                                                |                                     |                                      |
|------------------------------------------------|-------------------------------------|--------------------------------------|
| <input checked="" type="checkbox"/> skin cream | <input type="checkbox"/> lipstick   | <input type="checkbox"/> powder      |
| <input type="checkbox"/> nail clippers         | <input type="checkbox"/> wax        | <input type="checkbox"/> eye shadow  |
| <input type="checkbox"/> comb                  | <input type="checkbox"/> shampoo    | <input type="checkbox"/> bath salts  |
| <input type="checkbox"/> eyeliner              | <input type="checkbox"/> hair dryer | <input type="checkbox"/> nail polish |



- You use skin cream for your skin.
- Bath salts are also good for your \_\_\_\_\_.
- You can use \_\_\_\_\_ for beautiful legs.
- You use nail polish for beautiful \_\_\_\_\_.
- You use lipstick for your \_\_\_\_\_.

- 2 Make three more sentences about the products. Write on a separate piece of paper.

- 3** The page below is from a website for American teenagers called TeenWorld. It's an online chat with an American beauty expert, Bobbi Baker. Read the chat and answer the questions below.

|                                                                                                    |                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TeenWorld                                                                                          | OK, Bobbi. Here's our first question.                                                                                                                                                                                                                                                                                              |
| Carrie                                                                                             | Hi Bobbi. I'm an African American. What are the best make-up colors for me?                                                                                                                                                                                                                                                        |
| Bobbi Baker<br>   | Hi Carrie. The rule for colors is: the darker your skin, the darker your colors. For darker skins use plum and chocolate colors. For a medium skin, use rose and pale brown colors. And for a white skin, the best colors are pale pink and sand colors. Pastel colors are great on a very white skin.                             |
| Sugargirl                                                                                          | Hi Bobbi. What do you think is the one most important thing for teenagers when they think about beauty and make-up?                                                                                                                                                                                                                |
| Bobbi Baker<br>   | Skin care is the most important thing when you're 16-18. Teenagers don't need a lot of foundation or face powder. Use simple, bright colors on your lips and eyes. Eyeliner is OK for parties, but not for school! And don't use dark eye shadow or dark red lipstick. That's for much older people and you'll look like your mom! |
| 123me                                                                                              | There are lots of beauty fashions and trends. Is it a good idea to follow them?                                                                                                                                                                                                                                                    |
| Bobbi Baker<br>   | It's a good idea to experiment, to try new things, sure. But if the new style doesn't suit you, then wash it off! Don't follow the fashion, follow your instinct!                                                                                                                                                                  |
| Barnie                                                                                             | Hi, Bobbi. I'm a boy. There's no way I want to wear make-up - but do you have tips for boys, too?                                                                                                                                                                                                                                  |
| Bobbi Baker<br> | Hey, Barnie, great to see you in the chat room! Sure, boys should be interested in these things, too. The most important rules for you are: look after your skin - particularly when you start shaving - your teeth and your hair. Girls like natural, clean guys! Your hair is very important. Wash it regularly.                 |
| bigapple                                                                                           | A girl again, Bobbi. Hi. You talked about boys' hair. What do you think about hairstyles generally?                                                                                                                                                                                                                                |
| Bobbi Baker<br> | I think nice hair makes every girl or woman feel good. For me, the best hair is our natural hair - straight, curly, blond, black, whatever. New styles and sometimes a new color can be fun, but I think your natural hair looks best. And just like for boys, wash and comb your hair regularly. It'll look great!                |

**Three sentences are false. Find the false sentences and write them again so that they are correct.**

- Bobbi says that dark plum and chocolate colours look good on white skin.
- She doesn't think that girls should wear eyeliner at school.
- She doesn't think that dark red lipstick is a good idea for teenage girls.
- She says that fashions are more important than people's instincts about beauty.
- Bobbi says nice skin and teeth and clean hair are all important for teenage boys.
- She thinks girls and women should have a different hairstyle and hair colour every week.

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## Communication

- 1** Nils Bochmann works as a hairdresser in Dusseldorf in Germany. He often has customers who speak English. Today he's cutting and styling Josie's hair. She's from England and she's on holiday in the city. Read the conversation with a partner.



- Nils** OK, Josie. Would you like to come and sit down now?
- Josie** Thanks.
- Nils** I'll just put this gown round you. OK?
- Josie** Yes, fine, thanks.
- Nils** Now, how would you like your hair today? Do you have an idea for a style?
- Josie** Well, I'd like my hair shorter, but not too short. Medium length.
- Nils** So, about to here?
- Josie** Mmm, yes, that would be great.
- Nils** Would you like it straight or curled under?
- Josie** Perhaps a bit curled under.
- Nils** Like this?
- Josie** Yes, that's nice.
- Nils** What about a colour?
- Josie** Mmm, I'm not sure.
- Nils** I think your natural colour is very nice. I wouldn't change it.
- Josie** OK. No colour, then.
- Nils** Fine. Now, I'll wash your hair before I cut it. Would you put your head back? Thanks.
- 20 minutes later*
- Nils** There, Josie, I think that's done. Would you like to see the back in the mirror?
- Josie** Yes, please.
- Nils** What do you think?
- Josie** It's lovely. Just right. Thanks.
- Nils** Good. I'll just take off the gown ...

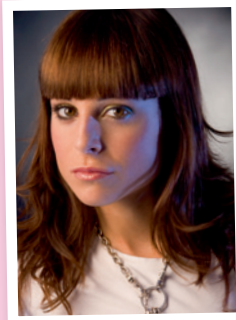
- 2** Now YOU. Work with your partner again. Use the words and phrases in the box to make a new conversation.

### How would you like your hair?

- I'd like my hair ...  
 long • short • shorter • medium length • straight • curly • curled under • layered • flicked out at the ends

### What about a colour?

- I'd like a (red/brown/black) tint.  
 – I'd like highlights.



a fringe



flicked out



curled under/layered

## Food and diet



Hier lerne ich ...

- über gesundes Essen zu sprechen,
- eine Bestellung im Restaurant anzunehmen.

**1** Write the food words under the correct pictures.

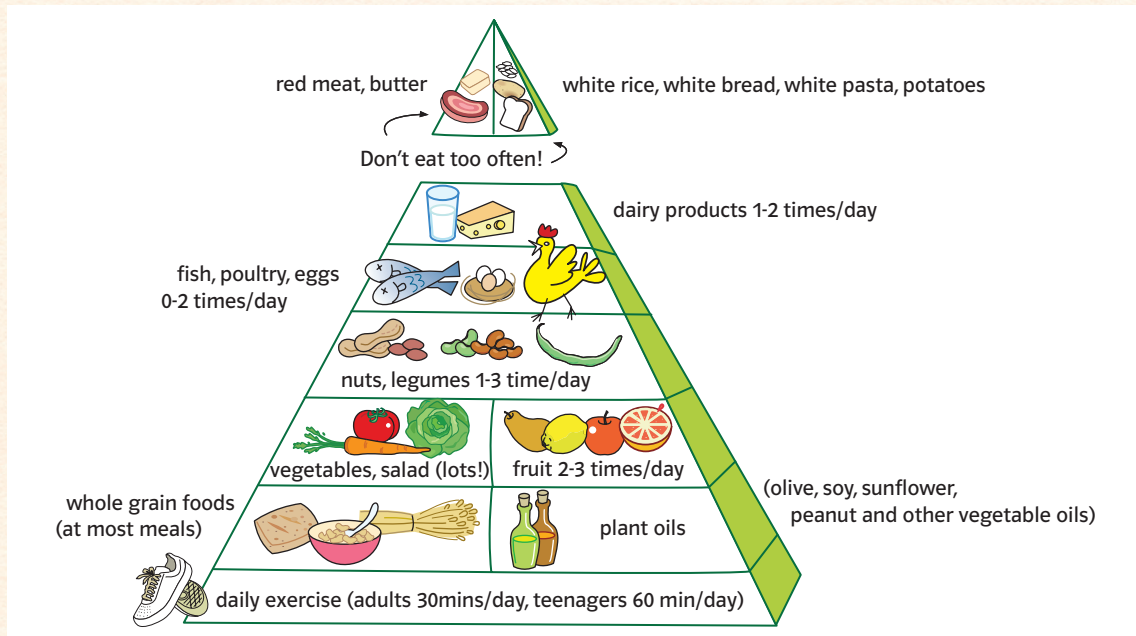
asparagus • bananas • beans • beef • bread • butter •  
 carrots • cereal • cheese • chicken • chips (US fries) • eggs •  
 fish • garlic • herbs • ice cream • lamb • lentils • onions •  
 pear • peas • pork • potatoes • salad • sausages • soup •  
 strawberries • tomatoes

|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|    |    |    |    |
| 1 _____                                                                             | 2 _____                                                                             | 3 _____                                                                              | 4 _____                                                                               |
|    |    |    |    |
| 5 _____                                                                             | 6 _____                                                                             | 7 _____                                                                              | 8 _____                                                                               |
|   |   |   |   |
| 9 _____                                                                             | 10 _____                                                                            | 11 _____                                                                             | 12 _____                                                                              |
|  |  |  |  |
| 13 _____                                                                            | 14 _____                                                                            | 15 _____                                                                             | 16 _____                                                                              |
|  |  |  |  |
| 17 _____                                                                            | 18 _____                                                                            | 19 _____                                                                             | 20 _____                                                                              |
|  |  |  |  |
| 21 _____                                                                            | 22 _____                                                                            | 23 _____                                                                             | 24 _____                                                                              |
|  |  |  |  |
| 25 _____                                                                            | 26 _____                                                                            | 27 _____                                                                             | 28 _____                                                                              |

12.1 shutterstock.com (Jan Gottwald), New York, NY; 12.2 shutterstock.com (Georgy Markov), New York, NY; 12.3 shutterstock.com (Michal Kolosowski), New York, NY; 12.4 shutterstock.com (Lurii Konoval), New York, NY; 12.5 shutterstock.com (Robyn Mackenzie), New York, NY; 12.6 Shutterstock (bora usak), Calgary, Alberta; 12.7 Shutterstock (eva serrabassa), Calgary, Alberta; 12.8 shutterstock.com (Andriy Dory), New York, NY; 12.9 shutterstock.com (sunny), New York, NY; 12.10 shutterstock.com (Sergei Starus), New York, NY; 12.11 shutterstock.com (Sandra Caldwell), New York, NY; 12.12 shutterstock.com (Valentin Mochichev), New York, NY; 12.13 shutterstock.com (Tomasz Trojanowski), New York, NY; 12.14 shutterstock.com (Adam Gokko), New York, NY; 12.15 shutterstock.com (Raisa Kanareva), New York, NY; 12.16 Shutterstock (KMITU), Calgary, Alberta; 12.18 shutterstock.com (Lulian Rovagnati), New York, NY; 12.21 shutterstock.com (Aleksandar Joci), Brentwood, TN; 12.22 dreamstime.com (Magda Zurawska), New York, NY; 12.23 shutterstock.com (Anton Gvozdkov), Calgary, Alberta; 12.24 Shutterstock (esemelwe), Calgary, Alberta; 12.24 Shutterstock (BF), Calgary, Alberta; 12.26 dreamstime.com (Monika Adamczyk), Brentwood, TN; 12.27 Shutterstock (Bill Grove), Calgary, Alberta; 12.28 Thinkstock (iStock), München; 14 Alamy Images (LUPITERIMAGES/Brand X), Abingdon, Oxon; Sollte es in einem Einzelfall nicht gelingen sein, den korrekten Rechteinhaber ausfindig zu machen, so werden berechnigte Ansprüche selbstverständlich im Rahmen der üblichen Regelungen abgegolten.

**2** Read about the food pyramid and answer the questions below.

- . The US government invented the first food pyramid in 1992. Here is today's modern pyramid. It shows the foods we should eat – and how often – to be healthy.
- 5 The foods in the pyramid are in groups. And some food groups are healthier than others. At the top of the pyramid are the foods which we *shouldn't* eat too often: red meat, butter, and white bread or potatoes, for example.
- 10 Next down the pyramid are foods which are OK, but only one or two times a day: dairy products (like milk and cheese), fish, poultry (chicken etc.) and eggs. The pyramid shows
  - . that nuts, legumes (lentils and beans, for example) are very good. You should eat these two to three times a day. Even better are vegetables, salads and fruit. Eat vegetables and fruit one to three times a day. The most important foods are at the bottom of the pyramid. They're whole grain foods (whole grain bread and cereals, for example) and plant oils.
  - . There's one more very important thing in the pyramid. Eating the right foods is important, but without daily exercise like walking, cycling or sport you can't be 100 per cent healthy.



**3** Finish the sentences with information from the text and the pyramid.

- 1 You shouldn't eat red meat, butter, white rice (or bread or pasta) or \_\_\_\_\_ too often.
- 2 Dairy products are foods like \_\_\_\_\_ and \_\_\_\_\_.
- 3 Chicken is a kind of \_\_\_\_\_.
- 4 Nuts and legumes are very good for you but \_\_\_\_\_, salads and \_\_\_\_\_ are even better.
- 5 Whole grain bread and cereals are examples of \_\_\_\_\_.
- 6 \_\_\_\_\_ like olive, soy, sunflower or peanut are very important.
- 7 The right foods are very important for your health, but without \_\_\_\_\_ you can't be 100 per cent healthy.

## Communication

- 1** Jennifer Rieth is an apprentice hotel worker in a hotel in Germany. This evening she's working in the restaurant as a waitress. She has two English-speaking guests. Read the conversation with a partner.



**Jennifer** Good evening. Would you like to see the menu?

**Man** Thanks. Oh good – it's in German and English! I'm afraid we can't speak German.

**Jennifer** No problem. Would you like to order drinks while you're deciding?

**Woman** Yes, please. A red wine for me.

**Man** I'll have a small beer, please.

**Jennifer** Fine.  
(ten minutes later)

**Jennifer** Are you ready to order?

**Woman** Yes. I'd like the trout and mixed salad, please.

**Man** And I'll have the rump steak.

**Jennifer** How would you like the steak? Rare, medium or well-done?

**Man** Medium, please.

**Jennifer** And with the steak?

**Man** Baked potato, please.

**Jennifer** Great. Thanks.

*(Jennifer brings the food. About ten minutes later she comes back to the table)*

**Jennifer** Is everything OK?

**Woman** Yes, it's delicious, thank you.

*(at the end of the meal)*

**Man** Could we have the bill, please?

**Jennifer** Certainly, sir.

## SPEISEKARTE MENU

### Suppen und Vorspeisen Soups and starters

\* Tomatensuppe

\* Hausgemachte

Kartoffelsuppe

\* Gebackene Champignons  
mit Knoblauch-Dip

\* Tomato soup

\* Homemade potato  
soup

\* Baked mushrooms  
with garlic dip

### Hauptgerichte

\* Rumpsteak (200g) mit  
Backkartoffel oder  
Pommes Frites dazu  
gemischter Salat

\* Forelle mit Salzkartoffeln  
dazu Erbsen oder kleiner  
Salatteller

### Main courses

\* Rump steak (200g)  
with baked potato or  
chips and mixed salad

\* Trout with boiled  
potatoes and peas or  
small salad

\* Schweinekotelett  
paniert mit Pommes  
Frites und Gemüse

\* Gebratenes  
Hähnchenbrustfilet  
mit Curryreis und  
Salatteller

### Vegetarisches

\* Nudel-Broccoli Auflauf

### Nachspeisen

\* Eisbecher mit Früchten  
und Sahne

\* Warmer Apfelstrudel  
mit Vanillesauce

\* Schokoladenkuchen mit  
Sahne

\* Breaded pork chop with  
chips and vegetables

\* Roast chicken breast  
with curried rice and  
salad

### Vegetarian

\* Broccoli and pasta  
casserole

### Desserts

\* Ice cream sundae with  
fruit and cream

\* Warm apple strudel  
with vanilla sauce

\* Chocolate cake with  
cream

- 2** Now YOU. Make a restaurant dialogue with a partner. One of you is a waiter/waitress, the other an English-speaking guest. Use the menu on this page.

## Looking after people

- 1** Read about Jill and Debbie. Find the English words 1–12 in the text for these German words.

|                                       |               |                          |              |                          |                      |
|---------------------------------------|---------------|--------------------------|--------------|--------------------------|----------------------|
| <input checked="" type="checkbox"/> 3 | ältere        | <input type="checkbox"/> | Fähigkeiten  | <input type="checkbox"/> | Kontrolluntersuchung |
| <input type="checkbox"/>              | Arbeitsgeräte | <input type="checkbox"/> | Pfleger/in   | <input type="checkbox"/> | Wartezimmer          |
| <input type="checkbox"/>              | Aufgaben      | <input type="checkbox"/> | Praxis       | <input type="checkbox"/> | Zahnarztassistent/in |
| <input type="checkbox"/>              | behinderte    | <input type="checkbox"/> | Seniorenheim | <input type="checkbox"/> | Zahnärzte            |



### Jill Peters: care worker

- . My name's Jill Peters and I'm a **(1) care worker**. All care
- . workers look after people but they can work with
- . different sorts of people and in different places. They
- . work with young children, with teenagers, with
- 5 **(2) disabled** people and with **(3) elderly** people. And
- . they can visit people at home in their houses and
- . flats or they can work in a 'home' – a place where
- . people live full-time. I work with elderly people in an
- . **(4) old people's home**.
- 10 So what are my **(5) duties**? What sorts of things must I
- . do in my job? Well, I wash and dress the elderly people.
- . I help them with their food. I talk to them. And I often
- . go out with them to the town or on trips.
- . Care works must have the right **(6) skills**. They have to
- 15 like people, of course. They must like working hard.
- . They must also like working in a team – I work all the
- . time with other care workers, doctors and nurses. But
- . most important of all, I think, in my job, is that you
- . have to understand elderly people. Many of the people
- 20 in my home are very old and sometimes they can't
- . eat or wash themselves. But they are still people. That's
- . really important. I often think: "How would I feel if
- . I was that person?" That helps me a lot in my work.

### Debbie Mayfield: dental assistant

- . I'm Debbie and I'm a **(7) dental assistant**. I work in a dental
- 25 **(8) practice** in England. I work with all the **(9) dentists** in the
- . practice but most often I work with Mr Richardson (in England
- . we don't call dentists 'Dr' but 'Mr' or 'Ms')
- . I have lots of different duties. I bring the patients from the
- . **(10) waiting room** into the dentist's room. I give the dentist the
- 30 **(11) tools** which he needs. I use a tool myself to keep the
- . patients' mouth dry when the dentist is working. And when the
- . dentist does a **(12) check-up** with a patient, I write down what the
- . dentist says.

. So what skills do I need as a dental  
 35 assistant? Well, of course, I have to know all  
 . the dentist's tools, and the names of teeth.  
 . But I think the most important thing is that  
 . a dental assistant must like and understand  
 . people. They're often nervous when they  
 40 come to the dentist. I have to be friendly and  
 . talk to them. Children are the most  
 . important. If a young person starts hating  
 . dentists, then they won't come when they're  
 . older. I like the kids very much and  
 45 Mr Richardson is great. I think the kids who  
 . are his patients love coming to the dentist!



**2 True or false? Tick (✓) the correct box. Then correct the false sentences.**

- |                                                                                                                   | true                     | false                    |
|-------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1 Jill works with disabled people.                                                                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 She often goes out with them to town or on trips.                                                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Jill thinks that the most important thing is to like working in a team.                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 A dental tool is something which dentists use when they work.                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 It's important that Debbie is friendly with patients because many people are nervous when they visit a dentist. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Debbie says that children always hate going to the dentist.                                                     | <input type="checkbox"/> | <input type="checkbox"/> |

**3 Fill in the chart below about Jill, Debbie and their jobs. (You needn't write full sentences.)**

|                                       | Jill                                               | Debbie                                             |
|---------------------------------------|----------------------------------------------------|----------------------------------------------------|
| <b>Job title</b>                      | care worker                                        |                                                    |
| <b>Place of work</b>                  | old people's home                                  |                                                    |
| <b>Duties</b>                         | _____<br>_____<br>_____<br>_____<br>_____<br>_____ | _____<br>_____<br>_____<br>_____<br>_____<br>_____ |
| <b>Skills for the job</b>             | _____<br>_____<br>_____                            | _____<br>_____<br>_____                            |
| <b>Most important part of the job</b> | _____<br>_____<br>_____                            | _____<br>_____<br>_____                            |



## Communication

Felix Lutz is a doctor's receptionist in a city in Germany. Today he has a telephone call from an English-speaking patient. Read the dialogue and complete the phrases below. Then make a new dialogue with your partner. Think of names, times etc. yourselves.

- Felix** Praxis Doktor Neubarth. Guten Tag.  
**Patient** I'm sorry, I don't speak German very well. Can you speak English, please?  
**Felix** Certainly. This is Dr Neubarth's surgery. How can I help you?  
**Patient** Oh, great. Thanks very much. I'd like to make an appointment with Dr Neubarth.  
**Felix** Can I take your name, please?  
**Patient** Yes, it's Harris. That's H-A-R-R-I-S. Paul Harris.  
**Felix** What medical insurance do you have, Mr Harris?  
**Patient** I'm privately insured with the Allianz.  
**Felix** Thank you. I have an appointment at 3 o'clock this afternoon with Dr Neubarth.  
**Patient** I'm afraid I can't make that, sorry.  
**Felix** How about 9 o'clock tomorrow morning?  
**Patient** Yes, that would be fine.  
**Felix** So that's Friday the first of February at 9 a.m.  
**Patient** Thanks. Bye now.  
**Felix** Goodbye Mr Harris.



This is Dr Neubarth's \_\_\_\_\_.

I'd like to make an \_\_\_\_\_ with Dr Neubarth, please.

Can I \_\_\_\_\_ your name, please?

What medical \_\_\_\_\_ do you have?

I'm (privately) \_\_\_\_\_ with ...

I'm afraid I can't \_\_\_\_\_ that, sorry.

\_\_\_\_\_ 9 o'clock tomorrow?

### Hier und dort



Die große Mehrzahl der Patienten in Großbritannien werden über die staatliche NHS (National Health Service) versichert. Dort wird man nicht gefragt, welche Versicherung man hat.

#### Useful words and phrases:

Krankenversicherung **medical insurance**  
 Krankenkasse **medical insurance company**  
 Überweisung **referral**  
 Rezept **prescription**  
 Medikament **drug**  
 Apotheke **chemist (GB), pharmacy (US)**

## Looking after children



### Hier lerne ich ...

- über die Arbeit an einem Kindergarten zu sprechen,
- die Rollen Kindergärtnerin/Eltern zu spielen.

**1** The *First Steps* nursery is a typical British nursery school. This is a page from its brochure. Tick (✓) the correct box – true, false or not in the text.

|                                                                                 | true                     | false                    | not in the text          |
|---------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1 The youngest children in the school are one year old and the oldest are five. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The school is not open at the weekends.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Most children go only in the mornings.                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 There are about ten children for each teacher.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 There are rabbits and other animals in the garden.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The children's food at lunchtime comes from a restaurant near the school.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Parents can only meet teachers at parents' evenings.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 The school's newsletter is called <i>Stepping Stone</i> .                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



- *First Steps* is a state nursery school for children from 6 months to 5 years old. There are 94 children in the school this term.
- The school is open from 8.30 a.m. to 6 p.m. five days a week. Morning only and afternoon only are also possible.
- The school aims to give all children a warm, caring environment where they can grow and learn. All our staff are fully qualified in teaching very young children. The number of teachers to children is about 1 to 10.
- Outdoor activities are an important part of our curriculum and the school has a large garden with play and sports facilities and a vegetable garden.
- Children can eat a full meal at lunchtime. We cook the meals every day in the school with fresh, healthy ingredients.
- We welcome contact with parents at all times – at our regular parents' evenings or just for an informal chat at the end of the day when you pick your child up.

#### Opening times:

Monday to Friday 8:30 a.m. – 6 p.m.

#### Headteacher:

Mrs Jackie Sullivan

#### Contact information:

Telephone: (01245) 473522

Email: [admin@firststeps.sch.uk](mailto:admin@firststeps.sch.uk)

#### Newsletter:

Download our monthly newsletter at:  
[www.firststeps.sch.uk/newsletter](http://www.firststeps.sch.uk/newsletter)

**2** Jemma Johnson is a teacher at the *First Steps* nursery. Read what she says and finish the sentences below with information from the text.

I've been a teacher here for five years and I love the school. The staff are nice – especially the headteacher, Jackie – and the kids and parents are great.

At *First Steps* the children are in three groups: the Blue Group, the Yellow Group or the Green Group. The Blue Group are the youngest. They're babies between six months and two years. The Yellow Group are toddlers, two to three years old. And the Green Group are the pre-school children from three to five. I work in the Yellow Group with the toddlers.

The work we do with the children is different in different groups. For the babies, the school is a 'home from home' and the teachers are like parents. In the Green Group, the pre-school children, the children are getting ready for school – in England we start primary school at five – and they start learning to read, write and do maths. In my toddlers'



group, we try to stimulate the children with play, stories, music, sport and other activities. At this age they are also learning social skills – how to be with other children, how to be tidy with their toys, how to behave at mealtimes and so on. I'm always tired when I go home at the end of the day, but I wouldn't want another job.

For me, being a nursery teacher is perfect.

- 1 Jemma has been a teacher at the nursery \_\_\_\_\_.
- 2 The children in the first group are \_\_\_\_\_, in the second group they're \_\_\_\_\_ and in the third group they're pre-school children.
- 3 Jemma works in the \_\_\_\_\_ Group. Most of all she tries to \_\_\_\_\_ her children with play, stories and other activities.
- 4 'How to be with other children' and 'how to be tidy with toys' are two examples of \_\_\_\_\_.

**3** Find the English words in the two texts on these pages.

- |                                 |                         |
|---------------------------------|-------------------------|
| 1 staatliche <u>state</u> _____ | 9 Zutaten _____         |
| 2 Schulhalbjahr _____           | 10 Elternabend _____    |
| 3 fürsorglich _____             | 11 abholen _____        |
| 4 wachsen _____                 | 12 Kleinkind _____      |
| 5 Personal _____                | 13 Vorschul(kind) _____ |
| 6 voll ausgebildet _____        | 14 Grundschule _____    |
| 7 ungefähr _____                | 15 anregen _____        |
| 8 Einrichtungen _____           | 16 sich benehmen _____  |

## Communication

### 1 Read about Clara and then read the dialogue below with a partner.



Clara Hollweg works in a kindergarten in Germany. There's a new child in her group this week: Sarah, age 3. Sarah has an English father. Today, he's picking her up from the kindergarten and he's chatting to Clara.

- Dad** So how is Sarah getting on?  
**Clara** She's doing very well. She was a bit shy at first, but now she's mixing well with the other children.  
**Dad** Good. This is Sarah's first time at a kindergarten, and my wife and I were worried that it would be difficult for her.  
**Clara** No, she seems very happy. She likes all the activities. Her favourite thing is painting, I think.  
**Dad** Yes, she loves painting and drawing at home, too.  
**Clara** And she's very good with the computers. Does she have a computer at home?  
**Dad** Well, I have one and I sometimes do things on it with her – like games and so on.  
**Clara** I think she has a talent for computers.
- Dad** Great. I'll work with her more at home. So everything is OK, then. No problems at all?  
**Clara** There's only one small problem perhaps. She's a bit untidy. Yesterday, she left some toys in the playground and last week she lost her coat.  
**Dad** Mm. I'm afraid that sounds like Sarah. What do you think we should do?  
**Clara** Well, we'll help her here and if you and your wife can talk to Sarah about this at home, too, that would be good.  
**Dad** We'll do that. Well, we must go now, but thanks very much for this chat.  
**Clara** You're very welcome. We have a parents' evening next month, so perhaps we can talk again then.  
**Dad** Sure. My wife and I will be there.  
**Clara** Good. Ah, here's Sarah now.

### 2 Now YOU. Work with your partner again and make a new conversation. One of you is a nursery teacher, the other is a parent. The phrases below will help you.

#### Talking about children

- How is ... doing / How is ... getting on?
- (S)he's doing well / getting on well.
- (S)he is/was a bit shy/unhappy/nervous/disruptive (at first).
- (S)he's mixing well with the other children / finds it difficult to mix with the other children.
- Her/his favourite activities are painting/stories/singing/playing/building things/using computers/sport/being outside.
- (S)he's good at / has a talent for painting/building things/sport/using computers.
- There's only one (small) problem.
- (S)he's a bit untidy / doesn't like many different foods / can't concentrate well.

## Shopping for clothes



Hier lerne ich ...

- die unterschiedliche Kleidungsgröße in der USA und Großbritannien,
- ein Verkaufsgespräch auf Englisch.

1 Write the letters of the clothes A-O.



- 1 belt   G
- 2 blouse
- 3 cardigan
- 4 (over)coat
- 5 dress

- 6 jacket
- 7 scarf
- 8 shirt
- 9 shoes
- 10 skirt

- 11 socks
- 12 suit
- 13 sweater
- 14 tie
- 15 trousers

- 2** The table below shows the sizes of men's and women's clothes in the USA, Britain and continental Europe (Germany, for example). Use the table to finish the sentences below.

| MEN                 |    |      |     |      |      |      |    |
|---------------------|----|------|-----|------|------|------|----|
| SUITS AND OVERCOATS |    |      |     |      |      |      |    |
| American            | 36 | 38   | 40  | 42   | 44   | 46   | 48 |
| British             | 36 | 36   | 40  | 42   | 44   | 46   | 48 |
| Continental         | 46 | 48   | 50  | 52   | 54   | 56   | 58 |
| SHIRTS              |    |      |     |      |      |      |    |
| American            | 14 | 14.5 | 15  | 15.5 | 16   | 16.5 | 17 |
| British             | 14 | 14.5 | 15  | 15.5 | 16   | 16.5 | 17 |
| Continental         | 36 | 37   | 38  | 39   | 41   | 42   | 43 |
| SHOES               |    |      |     |      |      |      |    |
| American            | 8  | 8.5  | 9.5 | 10.5 | 11.5 | 12   |    |
| British             | 7  | 7.5  | 8.5 | 9.5  | 10.5 | 11   |    |
| Continental         | 41 | 42   | 43  | 44   | 45   | 46   |    |

| WOMEN             |     |     |     |     |     |     |  |
|-------------------|-----|-----|-----|-----|-----|-----|--|
| DRESSES AND SUITS |     |     |     |     |     |     |  |
| American          | 6   | 8   | 10  | 12  | 14  | 16  |  |
| British           | 8   | 10  | 12  | 14  | 16  | 18  |  |
| Continental       | 36  | 38  | 40  | 42  | 44  | 46  |  |
| SHOES             |     |     |     |     |     |     |  |
| American          | 6   | 6.5 | 7   | 7.5 | 8   | 8.5 |  |
| British           | 4.5 | 5   | 5.5 | 6   | 6.5 | 7   |  |
| Continental       | 38  | 38  | 39  | 39  | 40  | 41  |  |

- Kelly from Britain is in Germany. She wants to buy some shoes. In Britain she's size 7. In Germany, she would need shoes size \_\_\_\_\_.
- Anja from Germany is shopping in New York. She likes a dress in one of the shops on 5th Avenue. In Germany she's size 38. In the New York shop she'll need size \_\_\_\_\_.
- Will is American. He wants to buy a shirt in a shop in Berlin. He's size 15 at home. The size he needs in the German shop is \_\_\_\_\_.
- Oliver is from Berlin but he's on holiday in London. He bought some shoes size 9½ in a shop in Oxford Street in London yesterday. At home he wears size 45. Did Oliver buy the right size? (yes/no) \_\_\_\_\_.
- And YOU? You want to buy a suit and pair of shoes in America. What size do you need?  
\_\_\_\_\_.

## Communication

- 1** Rezzan (the girl on the right in the picture) works as a sales assistant in a shop in Germany. Today she's serving an English customer. Read the conversation below with a partner.



**Rezzan** Benötigen Sie Hilfe?

**Customer** Oh, erm, do you speak English?

**Rezzan** Sure. Do you need any help?

**Customer** Oh, great, thanks. I'm on holiday and I'm afraid I don't speak German.

**Rezzan** No problem.

**Customer** I like these blouses very much but I don't understand the size. Does 'mittel' mean 'medium'?

**Rezzan** That's right. 'Klein' is 'small', 'mittel' is 'medium' and 'groß' is 'large'.

**Customer** Thanks. And I like this dress, too. In England I'm size 10. Do you know what that is in a continental size?

**Rezzan** That's size 40 in Germany. Yes, the dress is very nice. It suits you.

**Customer** Can I try it on, please?

**Rezzan** Of course. The changing rooms are over there.

*Five minutes later, the customer comes out of the changing room. She is wearing the dress.*

**Customer** What do you think?

**Rezzan** It looks lovely. And it fits you perfectly.

**Customer** I'll take it. And the blouse too, please.

**Rezzan** Fine. When you have changed, would you like to come this way?

*They go to the till and the customer pays with a credit card. Rezzan wraps the clothes and gives them to the customer.*

**Customer** Thanks very much for your help.

**Rezzan** You're welcome. Enjoy your holiday.

**Customer** Thanks. Bye.

**Rezzan** Bye.

- 2** Now YOU. Work with a partner. Make new conversations in a clothes shop. Take it in turns to be a British (or American) customer and a German sales assistant.

Kopiervorlage 1

**Kopiervorlage 1**

**An application form**

You want to go on this language course in London. Fill in the application form.

**English in London!**  
Do you want to practise your English? Our course from 15-19 August is for students at vocational colleges around Europe.  
For an application form, call Ken Richards on ++ 44 020 714 3000 NOW!

**ENGLISH IN LONDON APPLICATION FORM**

Please write in CAPITAL letters.

Surname \_\_\_\_\_  
First name \_\_\_\_\_  
Date of birth \_\_\_\_\_  
Nationality \_\_\_\_\_  
Address (street/number) \_\_\_\_\_  
(post code/town) \_\_\_\_\_  
(country) \_\_\_\_\_  
Telephone number (home) \_\_\_\_\_  
(mobile) \_\_\_\_\_  
Email address (not capital letters) \_\_\_\_\_  
Name and address of college \_\_\_\_\_

Please write a short text here about yourself (in 50-70 words). You can write about your town, your course, your college, your hobbies, your job plans etc.

1

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Kopiervorlage 2

**Kopiervorlage 2**

**At the doctor's**

1 Can you match the words and the parts of the alien's body A-I? Write in the words.

neck stomach head ear hair hand  
arm arkle foot leg nose chest  
knee finger mouth eye

A head P hair  
B ear O eye  
C finger N mouth  
D nose M neck  
E hand L arm  
F chest K stomach  
G knee J leg  
H foot I ankle

2 Teresa is a doctor's receptionist. She is talking to a patient on the phone. Read the conversation with a partner, then use the pictures to make new conversations.

Teresa Dr Smith's surgery. How can I help you?  
Patient I'd like to make an appointment with the doctor, please.  
Teresa Certainly. What's your name, please?  
Patient It's Martin Cumber.  
Teresa And what's the problem, Mr Cumber?  
Patient I think my finger is broken.  
Teresa You can see Dr Smith at 4.30 - that's in just 15 minutes.  
Patient Great. Thanks very much.  
Teresa You're welcome. Bye now.

I have a terrible headache.  
I have a terrible stomach ache.  
My ear hurts.  
My knee hurts. I can't walk.

2

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Kopiervorlage 3

**Kopiervorlage 3**

**A company website**

1 You work in a hair and beauty salon in Germany. This is the home page of a company in Britain. It sells hair and beauty products online. Match the buttons 1-6 and the web pages A-F below. Write in the number of the button.

**Beautiful World - everything for hair and beauty!**

About us 1  
Our products 2  
Shop online 3  
Contact 4  
Careers 5  
News 6

keyword search

Home | About us | Our products | Shop online | Contact | Careers | News

Email: info@beautifulworld.co.uk  
Phone: (+44) 020 713 9114

Are you interested in a job with Beautiful World? For more information email: careers@beautifulworld.co.uk

Beautiful World is the UK's biggest and best online store for all hair and beauty products. The company started in 1995. Today we have customers around the world.

shampoos more ...  
creams more ...  
scissors more ...  
hair driers more ...  
make-up more ...

\$1479  
£10.00  
Add to basket

Beautiful World wins an award for the year's best e-commerce business! Read more ...

2 Work with a partner. Take it in turns to ask about the website.

How can I ...  
• find out about the company? - You click on the '...' button.  
• get information about the company's products? - Go to the '...' page.  
• buy products online?  
• contact the company direct?  
• find out about jobs with the company?  
• get news about the company?

3 Do you buy many things online? What? When? Why? Ask a partner.

3

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Kopiervorlage 4

**Kopiervorlage 4**

**A day at work**

1 Hasan is talking about his day at work. Match the things he says (1-6) and the pictures (A-F).

1 I have my lunch at 12.30 p.m. with the other care assistants and the nurses. The patients have lunch at 1 p.m. I help in the dining room.  
2 Hi. My name's Hasan. I'm a care assistant. I work in an old people's home.  
3 I start work every day at 7 a.m. At about 7.15 I talk to my supervisor. She's a nurse and her name is Mary.  
4 I finish work at 4 p.m.  
5 At about 7.30 a.m. I help the patients. I wash them and I help them to dress. After that, I talk to the patients. They often have great stories!  
6 In the afternoons I often go out with the patients in our minibus. They like that.

A 2  
B 3  
C 5  
D 1  
E 6  
F 4

2 Work with a partner. Take it in turns to be Hasan. Ask and answer the questions below.

Where do you work? What do you do in your job? Who is your supervisor?  
When do you start/finish work? What do you do at lunchtime? When do you have lunch?

4

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### Kopiervorlage 5

Kopiervorlage 5

#### Clothes for work

1 Tracy is a hairdresser, George is a chef, Ella is a nurse and Greg is a waiter. They're wearing their work clothes at the moment. What are they? Write in the words below the photos (1-8).

- a chef's hat
- white shoes
- black trousers
- a hairdresser's tunic
- a chef's tunic
- an apron
- a nurse's tunic
- a polo shirt



- 1 a hairdresser's tunic
- 4 a chef's tunic
- 7 a polo shirt
- 2 black trousers
- 5 a nurse's tunic
- 8 an apron
- 3 a chef's hat
- 6 white shoes

2 Look at the colours below. Write sentences about the people. Tracy is wearing a white hairdresser's tunic. Greg is wearing ...

- red
- green
- white
- black
- blue

3 Work with a partner. Partner B: close your book. Partner A: ask questions about Tracy, George, Ella and Greg.

- What's Tracy wearing? She's wearing ...
- Is Tracy wearing an apron? No, she's wearing a ...

Hier lerne ich ...  
→ Berufskleidung zu benennen,  
→ zu beschreiben, wie jemand  
angezogen ist.

Tips and tricks  
Trousers are plural in English:  
He's wearing **trousers**.  
His trousers **are** black.

5

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### Kopiervorlage 6a

Kopiervorlage 6a

#### On the phone (1)

1 Sabine Bluhm works in a hair and beauty salon in Germany. Lots of Sabine's customers are British or American business people. She's calling two customers this morning. Read her conversations and underline the English for these German phrases.

- 1 Bleiben Sie am Apparat, bitte.
- 2 Könnte ich bitte mit ... sprechen?
- 3 Wer ist am Apparat, bitte?
- 4 Würden Sie Ihren Namen bitte buchstabieren?
- 5 Hier ist ...
- 6 Einen Moment, bitte. Ich stelle Sie durch.

Conversation 1  
Receptionist British Exports Ltd. Good morning.  
Sabine Good morning. This is Sabine Bluhm from the hair and beauty salon in Kantstraße. Could I speak to Ms Rogers, please?  
Receptionist One moment, please, Ms Bluhm. I'll put you through.

Conversation 2  
Receptionist Amtech Corporation. Good morning.  
Sabine Good morning. Could I speak to Mr Westenburger, please?  
Receptionist Who's calling, please?  
Sabine It's Sabine Bluhm from the hair and beauty salon in Kantstraße.  
Receptionist Could you spell your name for me?  
Sabine Yes, Bluhm. B-L-U-H-M.  
Receptionist Thank you, Ms Bluhm. Hold the line, please. I'll put you through.

Hier lerne ich ...  
→ jemanden anzurufen,  
→ ein Gespräch weiterzuleiten.



2 Make this conversation with a partner. Partner A: you're the receptionist at Codex Software Ltd in Sabine's town. Partner B: you're YOU.

| Partner A                                                                                              | Partner B                                              |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Melde dich.                                                                                            | Melde dich. Du möchtest gern mit Herrn Davis sprechen. |
| Bitte Partner B ihren/seinen Namen zu buchstabieren.                                                   | Buchstabiere deinen Namen.                             |
| Bedenke dich bei deiner Partnerin/deinem Partner und sie/ihn, am Apparat zu bleiben. Du stellst durch. |                                                        |

3 Make another conversation with your partner. Think of names etc. yourselves.

6

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### Kopiervorlage 6b

Kopiervorlage 6b

#### On the phone (2)

4 Simone Becker is dentist's assistant in Frankfurt, Germany. She's calling a patient in a British company in her town. Read her conversation and underline the English for the German phrases.



Receptionist Good morning. Angloproducts Ltd. How can I help you?  
Simone Good morning. This is Simone Becker from Dr Schmidt's dental surgery. Could I speak to Mr Harris, please?  
Receptionist I'm sorry, Ms Becker. Mr Harris isn't here at the moment. Can he call you back in about 15 minutes?  
Simone Oh, yes, thank you.  
Receptionist Can I take your telephone number?  
Simone Yes, it's 069 for Frankfurt, then 4088 7270.  
Receptionist OK, I have that.  
Simone Great. Thanks. Goodbye.  
Receptionist Bye.

So gibt man Telefonnummern auf Englisch an:  
0 = oh  
88 = double eight  
069-4088 7270 = oh six nine, four oh double eight, seven two seven oh

Hier lerne ich ...  
→ jemanden anzurufen,  
→ Telefonnummern auf Englisch anzugeben.

- 1 Tschüs.
- 2 Es tut mir leid, ... ist momentan nicht da.
- 3 Auf Wiederhören.
- 4 Wie kann ich Ihnen helfen?
- 5 Kann er/Sie Sie zurückrufen?
- 6 Dürfte ich Ihre Nummer notieren?

5 Make this conversation with a partner. Partner A: you're the receptionist at Canada Investments in your town in Germany. Partner B: you're YOU.

| Partner A                                                                               | Partner B                                        |
|-----------------------------------------------------------------------------------------|--------------------------------------------------|
| Melde dich.                                                                             | Melde dich. Du möchtest mit Frau Brown sprechen. |
| Frau Brown ist leider nicht da. Ob sie Partner B in etwa einer Stunde zurückrufen darf? | In Ordnung.                                      |
| Bitte Partner B um ihre/seine Telefonnummer.                                            | Gib deine Nummer durch.                          |
| Alles klar!                                                                             | Verabschiede dich.                               |
| Verabschiede dich.                                                                      |                                                  |

6 Make another conversation with your partner. Think of names etc. yourselves.

7

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### Kopiervorlage 7

Kopiervorlage 7

#### At the reception desk

1 Rita Hersch is a receptionist in a nursery school in Germany. She's talking to a visitor to the school at the moment - one of the parents. Read her conversation with a partner.

Rita Guten Tag.  
Woman Er. Do you speak English?  
Rita Yes of course. Good morning. Can I help you?  
Woman Oh, thanks. Good morning. I have an appointment with Mr Lazaroski at 10.30.  
Rita Can I take your name, please?  
Woman Williams. That's W-I-L-L-I-A-M-S.  
Rita Ah yes Mrs Williams. Could you fill in the visitors' book for me? The date, your name, your time of arrival, and your signature, please.  
Woman OK. Here you are.  
Rita Thank you. And here's your visitor's badge. Please wear it at all times.  
Woman Thank you.  
Rita Please take a seat over there. Would you like a tea or a coffee while you're waiting?  
Woman No thanks.  
Rita Fine. Mr Lazaroski will be here soon.

Hier lerne ich ...  
→ eine/n Besucher/in im Betrieb korrekt zu empfangen.



2 Work with a partner. Partner A: you are the receptionist. Partner B: you are a visitor. Change the names in the dialogue in exercise 1 and make a new conversation. Write in the visitors' book below and make a name badge, too. Can you do make the dialogue with your books closed?

VISITOR  
Mrs D. Williams

| Datum (date) | Name (name) | Ankunft (time in) | Abfahrt (time out) | Unterschrift (signature) |
|--------------|-------------|-------------------|--------------------|--------------------------|
| 12th June    | D. Williams | 10:25             |                    | D. Williams              |
|              |             |                   |                    |                          |
|              |             |                   |                    |                          |
|              |             |                   |                    |                          |
|              |             |                   |                    |                          |

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## Kopiervorlage 8a

### Kopiervorlage 8a

#### Beauty

1 Match the words in the box and the beauty products. Then finish the sentences below.

- |                 |              |               |
|-----------------|--------------|---------------|
| E skin cream    | A lipstick   | G powder      |
| H nail clippers | I wax        | F eye shadow  |
| K comb          | C shampoo    | J bath salts  |
| L eyeliner      | D hair dryer | B nail polish |

Hier lerne ich ...  
→ über Körperpflege und Haarpflege zu sprechen.



- You use skin cream for your skin.
- Bath salts are also good for your skin.
- You can use wax for beautiful legs.
- You use nail polish for beautiful nails.
- You use lipstick for your lips.

2 Make three more sentences about the products. Write on a separate piece of paper.

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## Kopiervorlage 8b

### Kopiervorlage 8b

3 The page below is from a website for American teenagers called TeenWorld. It's an online chat with an American beauty expert, Bobbi Baker. Read the chat and answer the questions below.

|             |                                                                                                                                                                                                                                                                                                                                    |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TeenWorld   | OK, Bobbi. Here's our first question.                                                                                                                                                                                                                                                                                              |
| Carrie      | Hi Bobbi. I'm an African American. What are the best make-up colors for me?                                                                                                                                                                                                                                                        |
| Bobbi Baker | Hi Carrie. The rule for colors is: the darker your skin, the darker your colors. For darker skins use plum and chocolate colors. For a medium skin, use rose and pale brown colors. And for a white skin, the best colors are pale pink and sand colors. Pastel colors are great on a very white skin.                             |
| Sugargirl   | Hi Bobbi. What do you think is the one most important thing for teenagers when they think about beauty and make-up?                                                                                                                                                                                                                |
| Bobbi Baker | Skin care is the most important thing when you're 16-18. Teenagers don't need a lot of foundation or face powder. Use simple, bright colors on your lips and eyes. Eyeliner is OK for parties, but not for school! And don't use dark eye shadow or dark red lipstick. That's for much older people and you'll look like your mom! |
| 123me       | There are lots of beauty fashions and trends. Is it a good idea to follow them?                                                                                                                                                                                                                                                    |
| Bobbi Baker | It's a good idea to experiment, to try new things, sure. But if the new style doesn't suit you, then wash it off! Don't follow the fashion, follow your instinct!                                                                                                                                                                  |
| Barnie      | Hi, Bobbi. I'm a boy. There's no way I want to wear make-up - but do you have tips for boys, too?                                                                                                                                                                                                                                  |
| Bobbi Baker | Hey, Barnie, great to see you in the chat room! Sure, boys should be interested in these things, too. The most important rules for you are: look after your skin - particularly when you start shaving - your teeth and your hair. Girls like natural, clean guys! Your hair is very important. Wash it regularly.                 |
| bigapple    | A girl again, Bobbi. Hi. You talked about boys' hair. What do you think about hairstyles generally?                                                                                                                                                                                                                                |
| Bobbi Baker | I think nice hair makes every girl or woman feel good. For me, the best hair is our natural hair - straight, curly, blond, black, whatever. New styles and sometimes a new color can be fun, but I think your natural hair looks best. And just like for boys, wash and comb your hair regularly. It'll look great!                |

Three sentences are false. Find the false sentences and write them again so that they are correct.

- Bobbi says that dark plum and chocolate colours look good on white skin.
- She doesn't think that girls should wear eyeliner at school.
- She doesn't think that dark red lipstick is a good idea for teenage girls.
- She says that fashions are more important than people's instincts about beauty.
- Bobbi says nice skin and teeth and clean hair are all important for teenage boys.
- She thinks girls and women should have a different hairstyle and hair colour every week.

- 1 Bobbi thinks pale pink, sand colours and pastel colours look good on a white skin.  
4 She says that people's instincts about beauty are more important than fashions.  
6 She thinks that natural hair looks best.

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## Kopiervorlage 9

### Kopiervorlage 9

#### Communication

1 Nils Bochmann works as a hairdresser in Dusseldorf in Germany. He often has customers who speak English. Today he's cutting and styling Josie's hair. She's from England and she's on holiday in the city. Read the conversation with a partner.



Nils OK, Josie. Would you like to come and sit down now?  
Josie Thanks.  
Nils I'll just put this gown round you. OK?  
Josie Yes, fine, thanks.  
Nils Now, how would you like your hair today? Do you have an idea for a style?  
Josie Well, I'd like my hair shorter, but not too short. Medium length.  
Nils So, about to here?  
Josie Mmm, yes, that would be great.  
Nils Would you like it straight or curled under?  
Josie Perhaps a bit curled under.  
Nils Like this?  
Josie Yes, that's nice.  
Nils What about a colour?  
Josie Mmm, I'm not sure.  
Nils I think your natural colour is very nice. I wouldn't change it.  
Josie OK. No colour, then.  
Nils Fine. Now, I'll wash your hair before I cut it. Would you put your head back? Thanks.  
20 minutes later  
Nils There, Josie, I think that's done. Would you like to see the back in the mirror?  
Josie Yes, please.  
Nils What do you think?  
Josie It's lovely. Just right. Thanks.  
Nils Good. I'll just take off the gown ...

2 Now YOU. Work with your partner again. Use the words and phrases in the box to make a new conversation.

How would you like your hair?  
- I'd like my hair ...  
long • short • shorter • medium length • straight • curly • curled under • layered • flicked out at the ends

What about a colour?  
- I'd like a (red/brown/black) tint.  
- I'd like highlights.



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## Kopiervorlage 10a

### Kopiervorlage 10a

#### Food and diet

1 Write the food words under the correct pictures.

asparagus • bananas • beans • beef • bread • butter • carrots • cereal • cheese • chicken • chips (US fries) • eggs • fish • garlic • herbs • ice cream • lamb • lentils • onions • pear • peas • pork • potatoes • salad • sausages • soup • strawberries • tomatoes

|           |         |              |          |
|-----------|---------|--------------|----------|
| potatoes  | carrots | bananas      | chicken  |
| salad     | chips   | fish         | eggs     |
| beef      | soup    | asparagus    | onions   |
| butter    | peas    | strawberries | beans    |
| herbs     | garlic  | pear         | tomatoes |
| bread     | pork    | lamb         | sausages |
| ice cream | cheese  | cereal       | lentils  |

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Kopiervorlage 10b

Kopiervorlage 10b

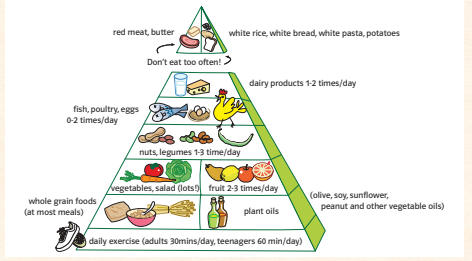
2 Read about the food pyramid and answer the questions below.

The US government invented the first food pyramid in 1992. Here is today's modern pyramid. It shows the foods we should eat – and how often – to be healthy.

- The foods in the pyramid are in groups. And some food groups are healthier than others. At the top of the pyramid are the foods which we shouldn't eat too often: red meat, butter, and white bread or potatoes, for example.
- Next down the pyramid are foods which are OK, but only one or two times a day: dairy products (like milk and cheese), fish, poultry (chicken etc.) and eggs. The pyramid shows

that nuts, legumes (lentils and beans, for example) are very good. You should eat these two to three times a day. Even better are vegetables, salads and fruit. Eat vegetables and fruit one to three times a day. The most important foods are at the bottom of the pyramid. They're whole grain foods (whole grain bread and cereals, for example) and plant oils.

There's one more very important thing in the pyramid. Eating the right foods is important, but without daily exercise like walking, cycling or sport you can't be 100 per cent healthy.



3 Finish the sentences with information from the text and the pyramid.

- You shouldn't eat red meat, butter, white rice (or bread or pasta) or potatoes too often.
- Dairy products are foods like milk and cheese.
- Chicken is a kind of poultry.
- Nuts and legumes are very good for you but vegetables, salads and fruit are even better.
- Whole grain bread and cereals are examples of whole grain foods.
- Plant oils like olive, soy, sunflower or peanut are very important.
- The right foods are very important for your health, but without daily exercise you can't be 100 per cent healthy.

Kopiervorlage 11

Kopiervorlage 11

Communication

1 Jennifer Rieth is an apprentice hotel worker in a hotel in Germany. This evening she's working in the restaurant as a waitress. She has two English-speaking guests. Read the conversation with a partner.



Jennifer Good evening. Would you like to see the menu?  
 Man Thanks. Oh good – it's in German and English! I'm afraid we can't speak German.  
 Jennifer No problem. Would you like to order drinks while you're deciding?  
 Woman Yes, please. A red wine for me.  
 Man I'll have a small beer, please.  
 Jennifer Fine.  
 (ten minutes later)  
 Jennifer Are you ready to order?  
 Woman Yes. I'd like the trout and mixed salad, please.  
 Man And I'll have the rump steak.

Jennifer How would you like the steak? Rare, medium or well-done?  
 Man Medium, please.  
 Jennifer And with the steak?  
 Man Baked potato, please.  
 Jennifer Great. Thanks.  
 (Jennifer brings the food. About ten minutes later she comes back to the table)  
 Jennifer Is everything OK?  
 Woman Yes, it's delicious, thank you. (at the end of the meal)  
 Man Could we have the bill, please?  
 Jennifer Certainly, sir.

SPEISEKARTE MENU

|                                                                                                                                                                                                                                   |                                                                                                                                                                                                       |                                                                                                                                                                                                   |                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Suppen und Vorspeisen</b><br><ul style="list-style-type: none"> <li>* Tomatensuppe</li> <li>* Hausschafte Kartoffelsuppe</li> <li>* Gebackene Champignons mit Knoblauch-Dip</li> </ul>                                         | <b>Soups and starters</b><br><ul style="list-style-type: none"> <li>* Tomato soup</li> <li>* Homemade potato soup</li> <li>* Baked mushrooms with garlic dip</li> </ul>                               | * Schweinekeule paniert mit Pommes Frites und Gemüse                                                                                                                                              | * Breaded pork chop with chips and vegetables                                                                                                                                                      |
| <b>Hauptgerichte</b><br><ul style="list-style-type: none"> <li>* Rumpsteak (200g) mit Backkartoffel oder Pommes Frites dazu gemischter Salat</li> <li>* Forelle mit Safekartoffeln dazu Erbsen oder kleiner Salateller</li> </ul> | <b>Main courses</b><br><ul style="list-style-type: none"> <li>* Rump steak (200g) with baked potato or chips and mixed salad</li> <li>* Trout with boiled potatoes and peas or small salad</li> </ul> | * Gebratenes Hähnchenbrustfilet mit Curryreis und Salateller                                                                                                                                      | * Roast chicken breast with curried rice and salad                                                                                                                                                 |
|                                                                                                                                                                                                                                   |                                                                                                                                                                                                       | <b>Vegetarisches</b><br><ul style="list-style-type: none"> <li>* Nudel-Brocetti Auflauf</li> </ul>                                                                                                | * Vegetarian<br><ul style="list-style-type: none"> <li>* Broccoli and pasta casserole</li> </ul>                                                                                                   |
|                                                                                                                                                                                                                                   |                                                                                                                                                                                                       | <b>Nachspeisen</b><br><ul style="list-style-type: none"> <li>* Eisbecher mit Früchten und Sahne</li> <li>* Warmer Apfelstrudel mit Vanillesauce</li> <li>* Schokoladenkuchen mit Sahne</li> </ul> | <b>Desserts</b><br><ul style="list-style-type: none"> <li>* Ice cream sundae with fruit and cream</li> <li>* Warm apple strudel with vanilla sauce</li> <li>* Chocolate cake with cream</li> </ul> |

2 Now YOU. Make a restaurant dialogue with a partner. One of you is a waiter/waitress, the other an English-speaking guest. Use the menu on this page.

Kopiervorlage 12a

Kopiervorlage 12a

Looking after people

1 Read about Jill and Debbie. Find the English words 1–12 in the text for these German words.

- |                  |                |                         |
|------------------|----------------|-------------------------|
| 3 ältere         | 6 Fähigkeiten  | 12 Kontrolluntersuchung |
| 11 Arbeitsgeräte | 7 Pfleger/in   | 10 Wartezimmer          |
| 5 Aufgaben       | 8 Praxis       | 9 Zahnarztassistent/in  |
| 2 behinderte     | 4 Seniorenheim | 9 Zahnärzte             |



Jill Peters: care worker

My name's Jill Peters and I'm a (1) care worker. All care workers look after people but they can work with different sorts of people and in different places. They work with young children, with teenagers, with (2) disabled people and with (3) elderly people. And they can visit people at home in their houses and flats or they can work in a 'home' – a place where people live full-time. I work with elderly people in an (4) old people's home.

So what are my (5) duties? What sorts of things must I do in my job? Well, I wash and dress the elderly people. I help them with their food. I talk to them. And I often go out with them to the town or on trips.

Care workers must have the right (6) skills. They have to like people, of course. They must like working hard. They must also like working in a team – I work all the time with other care workers, doctors and nurses. But most important of all, I think, in my job, is that you have to understand elderly people. Many of the people in my home are very old and sometimes they can't eat or wash themselves. But they are still people. That's really important. I often think: "How would I feel if I was that person?" That helps me a lot in my work.

Debbie Mayfield: dental assistant

I'm Debbie and I'm a (7) dental assistant. I work in a dental (8) practice in England. I work with all the (9) dentists in the practice but most often I work with Mr Richardson (in England we don't call dentists 'Dr' but 'Mr' or 'Ms').

I have lots of different duties. I bring the patients from the (10) waiting room into the dentist's room. I give the dentist the (11) tools which he needs. I use a tool myself to keep the patients' mouth dry when the dentist is working. And when the dentist does a (12) check-up with a patient, I write down what the dentist says.

Kopiervorlage 12b

Kopiervorlage 12b

- So what skills do I need as a dental assistant? Well, of course, I have to know all the dentist's tools, and the names of teeth. But I think the most important thing is that a dental assistant must like and understand people. They're often nervous when they come to the dentist. I have to be friendly and talk to them. Children are the most important. If a young person starts hating dentists, then they won't come when they're older. I like the kids very much and Mr Richardson is great. I think the kids who are his patients love coming to the dentist!



2 True or false? Tick (✓) the correct box. Then correct the false sentences.

- |                                                                                                                   |                          |                          |
|-------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
|                                                                                                                   | true                     | false                    |
| 1 Jill works with disabled people.                                                                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 She often goes out with them to town or on trips.                                                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Jill thinks that the most important thing is to like working in a team.                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 A dental tool is something which dentists use when they work.                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 It's important that Debbie is friendly with patients because many people are nervous when they visit a dentist. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Debbie says that children always hate going to the dentist.                                                     | <input type="checkbox"/> | <input type="checkbox"/> |

3 Fill in the chart below about Jill, Debbie and their jobs. (You needn't write full sentences.)

|                                       | Jill                                                                                                         | Debbie                                                                                                                                                                                                   |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Job title</b>                      | care worker                                                                                                  | dental assistant                                                                                                                                                                                         |
| <b>Place of work</b>                  | old people's home                                                                                            | dental practice                                                                                                                                                                                          |
| <b>Duties</b>                         | - wash/dress elderly people<br>- help them with their food<br>- talk to them<br>- go out to town or on trips | - bring the patients from the waiting room into dentist's room<br>- give the dentist tools he needs.<br>- use a tool to keep the patients' mouth dry<br>- write down what the dentist says at a check-up |
| <b>Skills for the job</b>             | - like people<br>- like working in a team                                                                    | know all the dentist's tools, and the names of teeth                                                                                                                                                     |
| <b>Most important part of the job</b> | understand elderly people                                                                                    | like and understand people; children are very important                                                                                                                                                  |

Kopiervorlage 13

Kopiervorlage 13

Communication

Felix Lutz is a doctor's receptionist in a city in Germany. Today he has a telephone call from an English-speaking patient. Read the dialogue and complete the phrases below. Then make a new dialogue with your partner. Think of names, times etc. yourselves.

Felix Praxis Doktor Neubarth. Guten Tag.  
Patient I'm sorry, I don't speak German very well. Can you speak English, please?  
Felix Certainly. This is Dr Neubarth's surgery. How can I help you?  
Patient Oh, great. Thanks very much. I'd like to make an appointment with Dr Neubarth.  
Felix Can I take your name, please?  
Patient Yes, it's Harris. That's H-A-R-R-I-S. Paul Harris.  
Felix What medical insurance do you have, Mr Harris?  
Patient I'm privately insured with the Allianz.  
Felix Thank you. I have an appointment at 3 o'clock this afternoon with Dr Neubarth.  
Patient I'm afraid I can't make that, sorry.  
Felix How about 9 o'clock tomorrow morning?  
Patient Yes, that would be fine.  
Felix So that's Friday the first of February at 9 a.m.  
Patient Thanks. Bye now.  
Felix Goodbye Mr Harris.



This is Dr Neubarth's surgery.

I'd like to make an appointment with Dr Neubarth, please.

Can I take your name, please?

What medical insurance do you have?

I'm (privately) insured with ...

I'm afraid I can't make that, sorry.

How about 9 o'clock tomorrow?

**Hier und dort**

Die große Mehrzahl der Patienten in Großbritannien werden über die staatliche NHS (National Health Service) versichert. Dort wird man nicht gefragt, welche Versicherung man hat.

**Useful words and phrases:**  
Krankenversicherung **medical insurance**  
Krankenkasse **medical insurance company**  
Überweisung **referral**  
Rezept **prescription**  
Medikament **drug**  
Apotheke **chemist** (GB), **pharmacy** (US)

Kopiervorlage 14a

Kopiervorlage 14a

Looking after children

Hier lerne ich ...

→ über die Arbeit an einem Kindergarten zu sprechen  
→ die Rollen Kindergarten/Eltern zu spielen.

1 The First Steps nursery is a typical British nursery school. This is a page from its brochure. Tick (✓) the correct box – true, false or not in the text.

- |                                                                                 |                          |                          |                          |
|---------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1 The youngest children in the school are one year old and the oldest are five. | True                     | False                    | Not in the text          |
| 2 The school is not open at the weekends.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Most children go only in the mornings.                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 There are about ten children for each teacher.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 There are rabbits and other animals in the garden.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The children's food at lunchtime comes from a restaurant near the school.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Parents can only meet teachers at parents' evenings.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 The school's newsletter is called Stepping Stone.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



- First Steps is a state nursery school for children from 6 months to 5 years old. There are 94 children in the school this term.
- The school is open from 8.30 a.m. to 6 p.m. five days a week. Morning only and afternoon only are also possible.
- The school aims to give all children a warm, caring environment where they can grow and learn. All our staff are fully qualified in teaching very young children. The number of teachers to children is about 1 to 10.
- Outdoor activities are an important part of our curriculum and the school has a large garden with play and sports facilities and a vegetable garden.
- Children can eat a full meal at lunchtime. We cook the meals every day in the school with fresh, healthy ingredients.
- We welcome contact with parents at all times – at our regular parents' evenings or just for an informal chat at the end of the day when you pick your child up.

**Opening times:**  
Monday to Friday 8.30 a.m. – 6 p.m.  
**Headteacher:**  
Mrs Jackie Sullivan

**Contact information:**  
Telephone: (01245) 473522  
Email: admin@firststeps.sch.uk  
**Newsletter:**  
Download our monthly newsletter at: www.firststeps.sch.uk/newsletter

Kopiervorlage 14b

Kopiervorlage 14b

2 Jemma Johnson is a teacher at the First Steps nursery. Read what she says and finish the sentences below with information from the text.

I've been a teacher here for five years and I love the school. The staff are nice – especially the headteacher, Jackie – and the kids and parents are great.

At First Steps the children are in three groups: the Blue Group, the Yellow Group or the Green Group. The Blue Group are the youngest. They're babies between six months and two years. The Yellow Group are toddlers, two to three years old. And the Green Group are the pre-school children from three to five. I work in the Yellow Group with the toddlers.

The work we do with the children is different in different groups. For the babies, the school is a 'home from home' and the teachers are like parents. In the Green Group, the pre-school children, the children are getting ready for school – in England we start primary school at five – and they start learning to read, write and do maths. In my toddlers'



group, we try to stimulate the children with play, stories, music, sport and other activities. At this age they are also learning social skills – how to be with other children, how to be tidy with their toys, how to behave at mealtimes and so on. I'm always tired when I go home at the end of the day, but I wouldn't want another job.

For me, being a nursery teacher is perfect.

- Jemma has been a teacher at the nursery for five years.
- The children in the first group are babies, in the second group they're toddlers and in the third group they're pre-school children.
- Jemma works in the Yellow Group. Most of all she tries to stimulate her children with play, stories and other activities.
- 'How to be with other children' and 'how to be tidy with toys' are two examples of social skills.

3 Find the English words in the two texts on these pages.

- |                                           |                                             |
|-------------------------------------------|---------------------------------------------|
| 1 staatliche <u>state</u>                 | 9 Zutaten <u>ingredients</u>                |
| 2 Schulhalbjahr <u>term</u>               | 10 Elternabend <u>parents' evening</u>      |
| 3 fürsorglich <u>caring</u>               | 11 abholen <u>to pick up</u>                |
| 4 wachsen <u>to grow</u>                  | 12 Kleinkind <u>toddler</u>                 |
| 5 Personal <u>staff</u>                   | 13 Vorschul(kind) <u>pre-school (child)</u> |
| 6 voll ausgebildet <u>fully qualified</u> | 14 Grundschule <u>primary school</u>        |
| 7 ungefähr <u>about</u>                   | 15 anregen <u>to stimulate</u>              |
| 8 Einrichtungen <u>facilities</u>         | 16 sich benehmen <u>to behave</u>           |

Kopiervorlage 15

Kopiervorlage 15

Communication

1 Read about Clara and then read the dialogue below with a partner.



Clara Hollweg works in a kindergarten in Germany. There's a new child in her group this week – Sarah, age 3. Sarah has an English father. Today, he's picking her up from the kindergarten and he's chatting to Clara.

Dad So how is Sarah getting on?  
Clara She's doing very well. She was a bit shy at first, but now she's mixing well with the other children.  
Dad Good. This is Sarah's first time at a kindergarten, and my wife and I were worried that it would be difficult for her.  
Clara No, she seems very happy. She likes all the activities. Her favourite thing is painting, I think.  
Dad Yes, she loves painting and drawing at home, too.  
Clara And she's very good with the computers. Does she have a computer at home?  
Dad Well, I have one and I sometimes do things on it with her – like games and so on.  
Clara I think she has a talent for computers.

Dad Great. I'll work with her more at home. So everything is OK, then. No problems at all?  
Clara There's only one small problem perhaps. She's a bit untidy. Yesterday, she left some toys in the playground and last week she lost her coat.  
Dad Mm. I'm afraid that sounds like Sarah. What do you think we should do?  
Clara Well, we'll help her here and if you and your wife can talk to Sarah about this at home, too, that would be good.  
Dad We'll do that. Well, we must go now, but thanks very much for this chat.  
Clara You're very welcome. We have a parents' evening next month, so perhaps we can talk again then.  
Dad Sure. My wife and I will be there.  
Clara Good. Ah, here's Sarah now.

2 Now YOU. Work with your partner again and make a new conversation. One of you is a nursery teacher, the other is a parent. The phrases below will help you.

- Talking about children**
- How is ... doing / How is ... getting on?
  - (S)he's doing well / getting on well.
  - (S)he is/was a bit shy/unhappy/nervous/disruptive (at first).
  - (S)he's mixing well with the other children / finds it difficult to mix with the other children.
  - Her/his favourite activities are painting/stories/singing/playing/building things/using computers/sport/being outside.
  - (S)he's good at / has a talent for painting/building things/sport/using computers.
  - There's only one (small) problem.
  - (S)he's a bit untidy / doesn't like many different foods / can't concentrate well.

Kopiervorlage 16a

Kopiervorlage 16a

Shopping for clothes

1 Write the letters of the clothes A-O.

Hier lerne ich ...

- die unterschiedliche Kleidungsgröße in der USA und Großbritannien,
- ein Verkaufsgespräch auf Englisch.



- |                       |                   |                      |
|-----------------------|-------------------|----------------------|
| 1 belt <u>G</u>       | 6 jacket <u>O</u> | 11 socks <u>H</u>    |
| 2 blouse <u>B</u>     | 7 scarf <u>F</u>  | 12 suit <u>L</u>     |
| 3 cardigan <u>E</u>   | 8 shirt <u>N</u>  | 13 sweater <u>J</u>  |
| 4 (over)coat <u>K</u> | 9 shoes <u>I</u>  | 14 tie <u>H</u>      |
| 5 dress <u>A</u>      | 10 skirt <u>C</u> | 15 trousers <u>D</u> |

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Kopiervorlage 16b

Kopiervorlage 16b

2 The table below shows the sizes of men's and women's clothes in the USA, Britain and continental Europe (Germany, for example). Use the table to finish the sentences below.

| MEN                 |    |      |     |      |      |      |    |
|---------------------|----|------|-----|------|------|------|----|
| SUITS AND OVERCOATS |    |      |     |      |      |      |    |
| American            | 36 | 38   | 40  | 42   | 44   | 46   | 48 |
| British             | 36 | 36   | 40  | 42   | 44   | 46   | 48 |
| Continental         | 46 | 48   | 50  | 52   | 54   | 56   | 58 |
| SHIRTS              |    |      |     |      |      |      |    |
| American            | 14 | 14.5 | 15  | 15.5 | 16   | 16.5 | 17 |
| British             | 14 | 14.5 | 15  | 15.5 | 16   | 16.5 | 17 |
| Continental         | 36 | 37   | 38  | 39   | 41   | 42   | 43 |
| SHOES               |    |      |     |      |      |      |    |
| American            | 8  | 8.5  | 9.5 | 10.5 | 11.5 | 12   |    |
| British             | 7  | 7.5  | 8.5 | 9.5  | 10.5 | 11   |    |
| Continental         | 41 | 42   | 43  | 44   | 45   | 46   |    |

| WOMEN             |     |     |     |     |     |     |  |
|-------------------|-----|-----|-----|-----|-----|-----|--|
| DRESSES AND SUITS |     |     |     |     |     |     |  |
| American          | 6   | 8   | 10  | 12  | 14  | 16  |  |
| British           | 8   | 10  | 12  | 14  | 16  | 18  |  |
| Continental       | 36  | 38  | 40  | 42  | 44  | 46  |  |
| SHOES             |     |     |     |     |     |     |  |
| American          | 6   | 6.5 | 7   | 7.5 | 8   | 8.5 |  |
| British           | 4.5 | 5   | 5.5 | 6   | 6.5 | 7   |  |
| Continental       | 38  | 39  | 39  | 39  | 40  | 41  |  |

- Kelly from Britain is in Germany. She wants to buy some shoes. In Britain she's size 7. In Germany, she would need shoes size 4.7.
- Anja from Germany is shopping in New York. She likes a dress in one of the shops on 5th Avenue. In Germany she's size 38. In the New York shop she'll need size 8.
- Will is American. He wants to buy a shirt in a shop in Berlin. He's size 15 at home. The size he needs in the German shop is 38.
- Oliver is from Berlin but he's on holiday in London. He bought some shoes size 9½ in a shop in Oxford Street in London yesterday. At home he wears size 45. Did Oliver buy the right size? (yes/no) no.
- And YOU? You want to buy a suit and pair of shoes in America. What size do you need?  
\_\_\_\_\_

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Kopiervorlage 17

Kopiervorlage 17

Communication

1 Rezzan (the girl on the right in the picture) works as a sales assistant in a shop in Germany. Today she's serving an English customer. Read the conversation below with a partner.



Rezzan Benötigen Sie Hilfe?  
Customer Oh, erm, do you speak English?  
Rezzan Sure. Do you need any help?  
Customer Oh, great, thanks. I'm on holiday and I'm afraid I don't speak German.  
Rezzan No problem.  
Customer I like these blouses very much but I don't understand the size. Does 'mittel' mean 'medium'?  
Rezzan That's right. 'Klein' is 'small', 'mittel' is 'medium' and 'groß' is 'large'.  
Customer Thanks. And I like this dress, too. In England I'm size 10. Do you know what that is in a continental size? That's size 40 in Germany. Yes, the dress is very nice. It suits you.  
Customer Can I try it on, please?  
Rezzan Of course. The changing rooms are over there.

Five minutes later, the customer comes out of the changing room. She is wearing the dress.  
Customer What do you think?  
Rezzan It looks lovely. And it fits you perfectly.  
Customer I'll take it. And the blouse too, please.  
Rezzan Fine. When you have changed, would you like to come this way?  
They go to the till and the customer pays with a credit card. Rezzan wraps the clothes and gives them to the customer.  
Customer Thanks very much for your help.  
Rezzan You're welcome. Enjoy your holiday.  
Customer Thanks. Bye.  
Rezzan Bye.

2 Now YOU. Work with a partner. Make new conversations in a clothes shop. Take it in turns to be a British (or American) customer and a German sales assistant.

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