



telekolleg

# Fast Track English Part One



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# Fast Track English

Part One

Lower Intermediate

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## VORWORT

FAST TRACK ENGLISH, PART ONE bietet Ihnen die Möglichkeit, Ihre Englischkenntnisse aufzufrischen und zu vertiefen. Die Fernsehsendungen, zu denen dieses Begleitbuch entstand, wurden mit *native speakers* an Originalschauplätzen gedreht, vornehmlich in der englischen Grafschaft Kent.

Die Sendungen sind nach der Modul-Technik aufgebaut. Das heißt, jede der insgesamt 13 *units* ist einem bestimmten Thema gewidmet – z.B. Reisen (OUT AND ABOUT, 2), Familie (A FAMILY HOME, 3), Sport (SPORT IN WINTER, 7) – das dann in fünf Abschnitten unter einem jeweils anderen Blickwinkel präsentiert wird.

Die Module A und B zeigen Alltagssituationen, meist in Form von kurzen Dialogen oder *statements*, zunächst – was Wortschatz und Thematik betrifft – eher allgemein (*Everyday English*) und dann spezifischer (*Specialised English*). Im Modul C (*A Personal View*) berichten Einzelpersonen, die zu dem jeweiligen Thema eine besondere Beziehung haben, aus ihrem beruflichen oder privaten Erfahrungsbereich. So lernen Sie z.B. Liz Roberts kennen, die in einem *tourist information centre* arbeitet, Tony Pulis, der sein Leben dem Fußball gewidmet hat, oder John und Jean, die *landlords* eines typisch englischen *bed and breakfast*. Für Entspannung sorgt Meterman in Modul D, der mit skurrilem Witz und englischem Humor seinen Beitrag zum Thema liefert. Und zum Ausklang Modul E, *Use Your Eyes*, im wahrsten Sinne des Wortes etwas zum Anschauen – kurze Tips und Informationen zur Vorbereitung auf einen Besuch in Großbritannien.

Die Sendungen sind rein englischsprachig. Individuelle Akzente und Sprechtempo der *native speakers* wurden bewusst nicht beeinflusst. So ist es ganz natürlich, wenn Sie nicht alles auf Anhieb verstehen. Lassen Sie sich davon auf keinen Fall entmutigen. Ziel dieses Kurses ist es u.a. auch, Ihre kommunikativen Fertigkeiten zu trainieren, und dazu gehört in erster Linie das sogenannte *gist listening*, d.h. die Fähigkeit, das Wesentliche, den Kern einer Aussage zu erfassen. Haben Sie etwas Geduld und Sie werden feststellen, wie gut Sie sich mit der Zeit einhören und wieviel an Wortschatz und Wendungen Sie zugleich aufnehmen.

Das Begleitbuch orientiert sich am Modul-Aufbau der Sendungen. Die Abschnitte A und B geben die Dialoge und *statements* im Wortlaut, in Ausschnitten oder in Zusammenfassungen wieder. Da es sich bei FAST TRACK ENGLISH nicht um einen Anfänger-, sondern um einen Auffrischkurs handelt, wird natürlich ein gewisser Grundwortschatz vorausgesetzt. So haben wir die *wordlist* zu den einzelnen Texten auf Wörter und Wendungen (im Text selbst durch Kursivdruck hervorgehoben) beschränkt, die zumeist dem sogenannten Aufbauwortschatz zuzuordnen sind. Und dabei wurden selbstverständlich nicht alle Bedeutungen eines Wortes, sondern nur die jeweils kontextbezogene angegeben. In diesem Zusammenhang möchten wir Sie auch ausdrücklich darauf hinweisen, dass nicht zu knapp gehaltene Wörterbücher (zweispachig und einsprachig) zum „Handwerkszeug“ des Fremdsprachenlernens gehören.

Da Sie die Module A und B in besonderer Weise auf die Prüfung vorbereiten sollen, ist es wichtig, dass Sie die Texte nicht nur lesen, sondern auch mit ihnen arbeiten, d.h. die unter der Überschrift „*Understanding the text*“ bzw. „*And what about you?*“ gestellten Fragen beant-

worten. Und da zur Beherrschung einer Sprache immer auch ein solides grammatikalisches Fundament gehört, wurden in die Module A und B *Helping Hands* (HH) eingebaut, die wichtige Strukturen und Besonderheiten des Englischen auf Deutsch erklären. In den meisten Fällen orientieren sich die *Helping Hands* an den Sendungen. Für eine optimale Prüfungsvorbereitung wurden im Buch jedoch Erweiterungen vorgenommen. Aber auch hier gilt, wie zuvor beim Wortschatz erwähnt, dass Grundkenntnisse vorausgesetzt werden und zudem nicht jedes Thema bereits mit allen Besonderheiten behandelt werden kann und soll. Der abwechslungsreiche Übungsteil gibt Ihnen Gelegenheit, das (Wieder-)Gelernte zu trainieren und aktiv anzuwenden.

Die im Inhaltsverzeichnis als *communicative functions* bezeichneten Sprechabsichten ziehen sich im Prinzip wie ein roter Faden durch die Module A bis D. Besonders intensiv werden sie jedoch in A und B thematisiert und zwar sowohl in den Texten, als auch in den *Helping Hands* bzw. den Übungen.

Modul C ist eine ausgesprochene Hörverständnisübung, mit der Sie Ihr *gist listening* testen können. Dazu wäre es natürlich günstig, wenn Sie sich das betreffende Modul der Sendung (wie übrigens auch die anderen Teile der Sendung) mehrmals ansehen bzw. anhören könnten. Wer aber die Aussagen von Liz Roberts, Tony Pulis und all den anderen lieber noch einmal schwarz auf weiß nachlesen möchte, kann dies im Abschnitt "*Module C Tapescripts*" tun. Auch hier gibt es nach jedem Text wieder eine *wordlist*, eine Serviceleistung, um Ihnen zu häufiges Nachschlagen im Wörterbuch zu ersparen. Im Modul D haben wir Metermans humorvolle Auseinandersetzung mit dem jeweiligen Thema noch einmal mit eher spielerischen Übungen nachvollzogen. Modul E rundet das Ganze, analog zur Sendung, mit primär optischen Elementen ab.

Im Abschnitt "*Key to Exercises*" finden Sie zu jeder Übung eine Lösung bzw. einen Lösungsvorschlag, z.T. mit Zeilenangaben, die auf die in Frage kommenden Textstellen in den Modulen A und B bzw. den *tapescripts* zu C verweisen. In diesem Zusammenhang noch ein letzter Tip: Machen Sie es anders als wir, notieren Sie nicht nur Satzfragmente bzw. Nummern oder Buchstaben, sondern schreiben Sie immer ganze Sätze. Sie werden erstaunt sein, wie viele Wendungen und Strukturen Sie sich durch häufiges Schreiben ganz unbewusst einprägen.

Wir wünschen Ihnen viel Spaß und vor allem Erfolg mit FAST TRACK ENGLISH

Robert Parr, Günther Albrecht und Keith Jones

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## GETTING STARTED

## UNIT 1

## 1A

## A year in England

In this *module* we get to know three young people who are staying in England to learn English.

“Hello, I’m Jana. I come from Slovakia. I’m living with an English family and I’m  
5 working as an au pair. I help the mother with the children and the housework.”

“Hello, my name is Manuela. I come from *France*. I’m staying with an English family. This is Pam and she helped me with the *accommodation*. She’s my friend. And she’s very helpful with my English.”



Jean-Charles outside the Plough

“My name is Jean-Charles. I’m *French*. I come from Annecy. I’m staying in  
10 England because it is the best way to learn the language. This is really important for me because I want to travel all around the world and of course English is the international language. I work at the ‘*Plough*’. I’m a *waiter*.”

module	Modul, Baustein, Einheit	accommodation	Unterkunft, Unterbringung, Quartier
France	Frankreich	plough	Pflug ( <i>hier: Name eines Restaurants</i> )
French	Franzose, Französin; französisch	waiter	Ober
(the French)	(die Franzosen)		

Understanding the text. True or false? Tick the correct box.

1. Jana and Manuela are living with English families.
2. Jean-Charles and Manuela come from the same country.
3. Jana and Jean-Charles do the same sort of work.
4. Jean-Charles probably earns more money than Jana does.

True	False

Find the English for these German words and expressions.

5. jemanden kennenlernen
6. Hausarbeit
7. die beste Methode, die Sprache zu lernen



Jana helps with the housework



Manuela has lunch in the pub

And what about you? Answer in full sentences.

8. Which of the three people do you think will learn the most English in the year they are away? Give a reason.
9. Which of the three do you think will earn the most money?
10. Which of the three has the most interesting job? Why?

## H

### The present continuous

#### Die Verlaufsform der Gegenwart

Are you **doing** anything at the moment, Pam?

Machst du gerade etwas, Pam?

Yes, I **am reading**.

Ja, ich lese.

Is Jana **living** in England?

Lebt Jana in England?

Yes, she's **working** there as an au pair.

Ja, sie arbeitet dort als Au-pair.

- ◆ Die **Verlaufsform der Gegenwart** beschreibt eine **zum Zeitpunkt des Sprechens ablaufende Handlung**. Auch für **zeitlich begrenzte Situationen und Ereignisse** wird diese Form benutzt.
- ◆ Die Verlaufsform wird mit einer **Form von to be + -ing Form des Verbs** gebildet, z.B. *He is talking*.
- ◆ Im gesprochenen Englisch werden gerne **zusammengezogene Formen (contracted forms)** verwendet (*She's working = She is working; We're eating = We are eating*).
- ◆ Die **Frageform** wird durch das **Umstellen von Subjekt** (Satzgegenstand) und der jeweiligen Form von **to be** gebildet (*Are you listening?*).
- ◆ Zur Bildung der **Verneinung** verwendet man **not** (*They are not coming. They aren't coming.*).

#### Exercises

1. Complete the sentences by using the words in brackets. Use contracted forms of the verbs. ●●

Example:

I'm sorry. He's not at home. He (work)

I'm sorry. He's not at home. He's working.

1. Hurry up! Our train (come)!
2. Could you be quiet, please. I (try) to read.
3. We can go out now. It (not, rain) anymore.

4. The film begins soon. We (leave) now.
5. Jana is not tired. She (not, go) home yet.
6. Look! It's Manuela and Pam, isn't it? They (cross) the road.

II. Form questions using the words in brackets. ●●

*Example:*

Why (you, wear) shorts today?

Why are you wearing shorts today?

1. Why (you, feel) so tired this morning?
2. (David, stay) with his brother this week?
3. (the other students, enjoy) this exercise?
4. (Stephen, look for) a new job?
5. Why (Karl, work) in the USA at the moment?
6. We're doing English this year. What (you, study)?

III. Use the prompts (Stichwörter) below to form complete sentences.

Use contracted forms of the verb. You will also need to add some words. ●●

*Example:*

Jana / Slovakia

live / with an English family

work / as an au pair / a year

at the moment / shop / for the family

This is Jana. She's from Slovakia. She's living with an English family. She's working as an au pair for a year. At the moment she's shopping for the family.

1. Manuela / France
  - stay / with / friend Pam
  - work / at a home for elderly residents
  - today / shop / at the local market
  - buy / some fruit and vegetables
2. Erich / Germany
  - student
  - live / on a university campus
  - stay / in England / learn the language
3. I / Lazlo / Hungary
  - live / in a friend's flat
  - work / as a waiter in a restaurant
  - at the moment / set up / the tables

4. Tadziu / Poland  
stay / at a guesthouse near Victoria Station  
tourist  
today / visit / the British Museum
5. Sven and Mara / Sweden  
stay / at a campsite / Wales  
have / a two-week holiday / Britain  
today / travel / to Scotland
6. My name / Guido / Switzerland  
ride around Britain / on / motorbike / ten days  
stay / at bed and breakfasts

IV. *Manuela and Pam have gone to Brighton for the weekend. While she is there, Manuela writes a postcard to her English friend, Sally. Complete it by using the following verbs in the continuous form. (Be careful. There are ten verbs in the box, but you only need eight!)* ●●

begin ● buy ● do ● drink ● earn ● have ● learn ● shop ● watch ● write

Dear Sally,

The English south coast is lovely. Pam and I ... a great time. We ... a lot of sightseeing and I ... a lot about England. By the way, the weather is fine: sunny but quite cold.

I ... this card in a little café in Brighton. I ... tea and ... the people outside. Pam ... at the moment. She ... the stamps for our postcards.

See you next week.

Love

Manuela

V. *Use words from text 1A (see page 9) to complete these sentences. The first letter is given.* ●●

1. A dictionary is very h... when you are studying a language.
2. It is i... to understand that English is not an easy language to learn.
3. If you stay in another country for a year it is nice to have your own a... .
4. Working abroad is a good w... to learn the language quickly.
5. You can speak English in England and in many other countries all over the w... .
6. English is an i... language.

VI. Countries and nationalities. Complete the table below.

Use a dictionary if you wish.

	The country is:	The people are:
1.	England	the English
2.	France	...
3.	...	the Germans
4.	...	the Portuguese
5.	...	the Scottish
6.	Wales	...
7.	...	the Dutch
8.	...	the Spanish
9.	Italy	...
10.	...	the Greeks

VII. Don't mix them up. Which words are missing?

Great Britain is three countries: England, ... and ... . Together with Northern Ireland these four countries form the ... ..

VIII. Write a short paragraph about yourself in English.

Use the questions and words in brackets to help you.

What is your name? (My name is ... .)

Where are you from? (I'm from ... .)

Where do you live? (I live ... .)

What's your job? (I work ... .)

Add any other information you would like.

## 1B

## An English lesson in England ●●

Deborah is an English teacher at an *adult education centre*. Lots of her students have studied English before in their home countries, maybe at school. When they come to England, however, they find it very difficult because English people speak very quickly. Deborah knows how important it is that students learn how to *ask for* repetition and for people to speak more slowly.

Deborah gives her class some useful *expressions* such as “Could you repeat that, please?”, “Could you say that again, please?” and “Could you speak more slowly, please?”.

Deborah is not *surprised* that her students do not always understand an English word or phrase. There are millions of words in the English language. Deborah teaches her class some useful phrases so that they can *ask about* the meaning of words: “I don’t understand ‘breakfast’.” “What does ‘breakfast’ mean?”, “How do you say ‘Frühstück’ in English?”.

Deborah’s students come from many different countries so the English class is an *opportunity* for them to make friends. Questions like, “Excuse me. Can I *join* you?”, “Is it all right if I join you?” and “Do you *mind* if I join you?” are very useful when you first arrive in a *strange* country.

adult education centre	Bildungszentrum für Erwachsene ( <i>entspricht in etwa einer Volkshochschule</i> )	ask about opportunity	fragen nach Möglichkeit, Gelegenheit
ask for expression	bitten um Ausdruck	join	sich anschließen
surprise (a surprise)	überraschen (eine Überraschung)	mind	etwas ausmachen, dagegen haben
		strange	fremd

*Understanding the text.*

Choose a suitable ending (a–c) for the statements (1–3) below.

- An adult education centre is a place where ...
  - children do their homework.
  - grown-ups learn new things.
  - old people live.
- Learners of English often find it difficult in England because many English people speak ...
  - too unclearly.
  - too fast.
  - with a foreign accent.





Deborah teaches her class some useful phrases

3. The correct translation of „Was heißt ‘Pause’ auf Englisch?“ is ...
- “What means ‘Pause’ in English?”
  - “What does ‘Pause’ mean in English?”
  - “What is in English ‘Pause’?”

*Which expression comes closest to the meaning of the underlined word(s)?*

- Deborah is not surprised that the students don't understand everything.
  - shocked
  - worried
  - astonished
  - angry
- The English class is an opportunity for them to make friends.
  - good luck
  - an event
  - an occasion
  - a chance
- England is a strange country for them.
  - an alien
  - an odd
  - an exotic
  - a foreign
- The students have studied English in their home countries, maybe at school.
  - as well as
  - perhaps
  - or
  - never
- “Excuse me. Can I join you?”
  - Hello.
  - Please.
  - Oh dear.
  - Really.

*And what about you?*

- Where did you learn English?
- How often do you need English in your job?



## The present simple (I)

### Die einfache Form der Gegenwart (I)

Deborah **teaches** English.

Deborah unterrichtet Englisch.

**Does** she **speak** any foreign languages?

Spricht sie irgendwelche Fremdsprachen?

She **doesn't work** with children.

Sie arbeitet nicht mit Kindern.

- ◆ Die **einfache Form der Gegenwart** bezeichnet eine **allgemein gültige Tatsache** oder **Gewohnheit**.
- ◆ In der **dritten Person Einzahl** (*he, she, it*) erhält das Verb die **Endung -s** (*He speaks English.*) oder **-es** (*He watches football.*).
- ◆ Mit dem **Hilfsverb do** bzw. **does, don't** bzw. **doesn't** werden **Fragen** (*Do you come from Germany?*) und **Verneinungen** (*They don't eat meat.*) gebildet.
- ◆ Zu den wichtigsten **Ausnahmen** gehört das Verb **to be**:  
Hier werden **Fragen** durch das **Umstellen** von **Subjekt** und **Verb** gebildet (*Is Jana from Slovakia or from France?*), **Verneinungen** durch **not** (*The students aren't from England.*).

### Exercises

I. Ask questions to get the information which is missing.

The question words are given in brackets. ●●

Example:

Deborah lives in .?. , not far from Sevenoaks. (Where?)

Where does Deborah live?

1. Deborah gets up at .?. every morning. (When?)
2. She goes to the adult education centre by .?. . (How?)
3. She teaches English every .?. and on some evenings. (How often?)
4. She likes teaching because .?. . (Why?)
5. She speaks .?. , .?. and a bit of .?. . (Which?)
6. In the afternoon she does some .?. . (What?)

II. Make these sentences about Jana negative. (Be careful. In two sentences you don't need a form of "do".) ●●

*Example:*

I have many English friends.

I don't have many English friends.

1. I go to bed late.
2. I can get up late.
3. I have a lot of free time.
4. The children always do what I say.
5. School is easy.
6. Deborah, my teacher, corrects my English all the time.

III. Interview Simon, another English teacher at the adult education centre.

Use the prompts to form questions. ●●

1. What time / you / get up in the morning?
2. you / go to work by car?
3. When / lessons / begin at the centre?
4. you / work in the evening?
5. you / earn enough money?
6. you / like your job?

IV. Find Simon's answers to the questions in exercise III. (Be careful. There are more answers than questions!) ●●

- a. Yes, twice a week – on Mondays and Wednesdays.
- b. It's not a lot but it's enough.
- c. Quite early. I always go jogging before breakfast.
- d. I don't like the winter when it gets dark early.
- e. The train is often late.
- f. Yes, very much. I don't want to do anything else.
- g. No, by bike. I live only a mile away.
- h. We stay at school for lunch.
- i. At eight-thirty, and nine o'clock on Saturdays.

# H

## Two forms of the present tense

### Zwei Gegenwartsformen

She **is coming** now.

Sie kommt jetzt.

She **comes** from Scotland.

Sie kommt (stammt) aus Schottland.

Die Module 1A und 1B haben gezeigt, dass es im Englischen sowohl eine **Verlaufsform** als auch eine **einfache Form der Gegenwart** gibt.

Vor allem die im Deutschen nicht vorhandene Verlaufsform des Verbs bereitet Lernenden Schwierigkeiten. Wörter wie *now*, *just*, *at the moment* sind oft ein **Signal** für den Gebrauch der **Verlaufsform**. In diesen Fällen geht es, wie oben im ersten Beispielsatz, um eine **zum Zeitpunkt des Sprechens** ablaufende Handlung.

Aber auch bei einer für den Sprecher **zeitlich begrenzten Handlung** wird die **Verlaufsform** verwendet (*She's staying in England for a year.*).

#### V. Present simple or present continuous?

Put the verbs in brackets into the correct form. ●●

1. Hello. My name's John. I ... (come) from Texas.
2. Why ... (you, go) now? The party has only just started!
3. Emma is in Italy for a week. She ... (live) with her sister.
4. Where ... (you, live)? In London?
5. ... (you, go) to school on Saturdays as well?
6. Please wait for us. We ... (come) now.

#### VI. An English visitor.

What questions do you ask him? The words in brackets will help you. ●●

Fragen Sie ihn,

- |  |                      |
|--|----------------------|
| 1. wo er herkommt;                     | (Where ... from?)    |
| 2. wie lange er in Deutschland bleibt; | (How long ... ?)     |
| 3. wie gut sein Deutsch ist;           | (How ... German?)    |
| 4. was er beruflich macht;             | (What ... do?)       |
| 5. was er in seiner Freizeit macht;    | (What ... freetime?) |
| 6. wie ihm Deutschland gefällt.        | (Do you ...?)        |

## 1C

## Vos van Ginneken – a student of English in England



Vos with her son, Deurn, and the family dog, Pooh

Listen to the interview with Vos van Ginneken carefully and answer the questions below.

*I. Choose one of the alternatives (a–c) to complete the three sentences.*

1. Vos lives in ...
  - a) the USA.
  - b) England.
  - c) Germany.
2. Vos comes from ...
  - a) England.
  - b) Holland.
  - c) France.
3. In the interview Vos talks about ...
  - a) her job.
  - b) her parents.
  - c) the English language.

*II. Now try and answer these questions.*

*The lines show you how long the words are.*

1. Which country does Vos come from? \_\_\_\_\_
2. How old was Vos when her family moved to America? \_\_\_\_\_
3. How many words of English did Vos speak when she arrived in America? \_ \_ \_

4. Which type of English does Vos find easier to understand – British English or American English? \_\_\_\_\_
5. In Britain people say “autumn”. What word do Americans use? \_\_\_\_\_
6. What country does Vos’s husband come from? \_\_\_\_\_
7. How many children does the couple have? \_\_\_\_\_
8. What is the family dog’s name? \_\_\_\_\_
9. Which language do the van Ginneken’s speak at home? \_\_\_\_\_
10. Which man does Vos speak to in the garage? \_\_\_\_\_

*III. Complete the sentences by using a word (or a word from the same family as that word) in the interview. The first letter has been given.*

1. If a person can speak two languages very well we say that he or she is b... .
2. The way you say a word, especially in a foreign language, is your p... .
3. There is a d... between the way the British and the Americans say the word “tomato”.
4. A person who was born in, and grew up in, the East End of London is called a C... .
5. It can be very c... when someone speaks English to you very quickly.
6. One problem for learners of English is the e... vocabulary the language has.

## 1D

### Meterman the language teacher

- 1. The six lines of Meterman’s song have been mixed up.  
Can you put them into the correct order?*

“Meterman is my name  
Everyone knows me  
Have a cup of tea”  
I know everyone  
Read your meter and  
Reading meters is my game



II. These six sentences (a–e) are the first sentences from the paragraphs in the text below. Which sentence goes where in the text?

- At that moment Meterman remembers the problem with the bell.
- Finally Meterman looks into the camera again.
- Meterman looks into the camera and speaks to the viewers.
- Obviously Meterman is very impressed.
- She is a German student learning English.
- Suddenly Meterman notices the language learning materials.

---

1. "Oh hello. It's you. My name's Meterman. And today I've come to read the meter at Mr and Mrs Brown's house." He presses the doorbell but the bell doesn't *work*. He looks through the window. In the lounge he sees a young woman with her back towards him.

---

2. "Hello, hello, hello," shouts Meterman. "Would you mind? Hello. Hello. Meterman. Can you open the door?" Eventually the woman hears him and lets him in. She understands meters and helps him by reading out the numbers.

---

3. "You can read meters?" he says. "Excuse me. I'm Meterman. You can't read meters, can you? You can read meters! You could become a Metermaid and work with me." The student reacts with horror. "No thank you. No!"

---

4. "I think we'd better *fix* the doorbell. We'll have this fixed *in no time at all*. That's one of our little sayings – in no time at all."

---

5. "What's all this? This is no way to learn English. Books. Dictionaries. Cassettes. You don't need those. I learnt English once and I was only three. And look at me. Meterman! No. If you want to learn English you come right along with me in my *van* and meet real English people. Give me those." He *gathers* the woman's books and cassettes. She protests: "Hey, come back. My books." "This is where these books should be," says Meterman and *drops* them in a *wastepaper basket*.

---

6. "You come with Meterman," he says. "And we'll meet lots of English people and I'll show you England by the back door."

---

work	funktionieren, gehen	van	Last-, Lieferwagen
fix	reparieren, instand setzen	gather	einsammeln
in no time	im Nu,	drop in	(hinein)werfen
at all	im Handumdrehen	wastepaper basket	Papierkorb

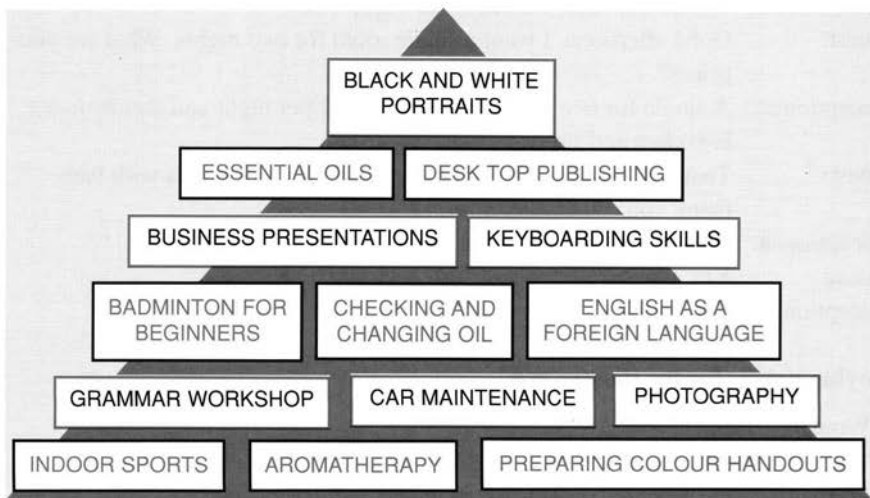
III. Match the idioms (1–5) with their meanings (a–e).

1. to be ahead of the game
  2. to play games
  3. the game is up
  4. a game plan
  5. to play a waiting game
- a. You're not being serious enough about the problem.
  - b. You need to look at new technologies to keep ahead.
  - c. We can't carry on. The police have found out.
  - d. Let's wait and see how things develop.
  - e. This is what we need to do to meet our objectives.

## 1E

### Adult education

Match the course descriptions to the correct course titles. There are seven pairs.





## OUT AND ABOUT

## UNIT 2

## 2A

## Staying in Britain

What are some of the things tourists do when they are in Britain?

## Changing money ●●

Clerk: Hello. How can I help you?

5 Tourist: I would like to change these *travellers' cheques* into English money, please.

Clerk: Do you have a passport?

Tourist: Yes, I do.

Clerk: Thank you. One hundred pounds?

10 Tourist: Yes, please.

Clerk: You just need to *sign* your cheques *at the top* for me, please.

Tourist: There you are.

Clerk: Thank you. How would you like the money?

15 Tourist: I would like some tens and twenties, please. And five pounds in one-pound *coins*.

## Finding a hotel ●●

Receptionist: Good afternoon, sir. How can I help you?

Guest: Good afternoon. I want a single room for two nights. What are your prices?

10 Receptionist: A single for two nights, sir. That's £52 per night and that *includes* breakfast and *VAT*.

Guest: That will be all right. I'll have a single for two nights with bath, thank you.

Receptionist: Would you like to see the room, sir?

5 Guest: Yes, please.

Receptionist: Follow me.

## Buying tickets for the theatre ●●

1 Woman: Hello.

Clerk: Hello.

0 1 Woman: Can I have two tickets for *Amadeus* tonight, please?

Clerk: OK. I have two seats in *Row E* at ten pounds each.

1 Woman: Ten pounds. What do you think?

2 Woman: No, that's too *expensive*.

Clerk: *I can do* two in Row B and they're eight pounds each.

35 1 Woman: Eight pounds?

2 Woman: Yes, that's all right.



Asking about a room for the night



Paying for theatre tickets

change money	Geld wechseln	VAT	Mehrwertsteuer
clerk	Angestellte, r	(value added tax)	
travellers' cheques	Reiseschecks	<i>Amadeus</i>	<i>Theaterstück nach</i>
sign	unterschreiben		<i>Mnouchkine über</i>
at the top	am oberen Rand, oben		<i>das Leben Mozarts</i>
coins	Münzen	row	(Sitz-)Reihe
receptionist	Empfangsdame bzw. Herr am Empfang	expensive	teuer
include	beinhalten, umfassen	I can do	<i>hier: ich habe</i>

*Understanding the text.*

*Identify the correct sentence (a–c) to complete the statements (1–3).*

- The woman in the bank wants to change ...
  - travellers' cheques into English money.
  - one hundred German Marks into English money.
  - one hundred pounds into tens and twenties.
- The man at the hotel wants ...
  - two rooms for one night.
  - a single room for two nights with shower.
  - a single room for two nights with bath.
- The two ladies at the theatre would like ...
  - to buy two seats in Row E at ten pounds each.
  - to have two tickets in Row B for eight pounds each.
  - to buy no tickets at all because they are too expensive.

*Which word best completes the sentence?*

- The woman at the bank ... her cheques .
  - signifies
  - signs
  - alters
  - underlines
- The hotel receptionist ... to the guest which services the hotel offers.
  - teaches
  - explains
  - illustrates
  - informs
- The hotel guest, Mr. Morrow, seems to be very ... with the hotel.
  - grateful
  - joyful
  - pleased
  - lucky
- The two ladies at the theatre think that £10 is too ... for one ticket.
  - valuable
  - much
  - cheap
  - little

*And what about you?*

- Do you think it is advisable to take travellers' cheques instead of cash when you go abroad (*ins Ausland*)? Why?
- When was the last time you stayed in a hotel?
- What do you think the play *Amadeus* is about?

## H

**Helping verbs (I): would like – can – will****Hilfsverben (I)**

I'd (would) like to change these travellers' cheques, please.

Can we have two tickets, please?

I'll take a single room.

Ich möchte bitte diese Reiseschecks einlösen.

Können wir bitte zwei Karten haben?

Ich nehme ein Einzelzimmer.

- ◆ Im Englischen gibt es eine Reihe von **unvollständigen Hilfsverben**. Dazu gehören *can, could, may, might, must, shall, should, will* und *would*. Sie sind unvollständig, weil sie u.a. die **dritte Person Einzahl ohne -s** bilden und nur **in Verbindung mit einem Vollverb** verwendet werden können (*Can she use your telephone?*).
- ◆ Der Aussage eines Vollverbs wird durch Hilfsverben eine weitere Bedeutung hinzugefügt (z.B. ein **Angebot**, eine **Bitte**, eine **Fähigkeit**, eine **Aufforderung**, ein **Versprechen**, eine **Absicht**, eine **Möglichkeit**, eine **Erlaubnis**).
- ◆ Die **Frageform** dieser Hilfsverben wird durch **Umstellen** von **Subjekt** (Satzgegenstand) und **Hilfsverb** gebildet (*Can you speak English?*). Zur Bildung der **Verneinung** verwendet man *not* (*I will not be there.*).
- ◆ Nach *would like* folgt der **Infinitiv mit to** oder ein **Objekt**. Nach *can* und *will* kommt, wie nach den anderen unvollständigen Hilfsverben, ein **Infinitiv ohne to**.

*Exercises*

I. Match sentences 1–5 with replies a–e to form mini-dialogues. ●●

- |   |   |  |
|---|---|--|
| <ol style="list-style-type: none"> <li>1. Can we use your dictionary?</li> <li>2. Would you like something to drink?</li> <li>3. I'll ring you later.</li> <li>4. I can learn the new words later.</li> <li>5. I'd like a cheese sandwich, please.</li> </ol> | } | <ol style="list-style-type: none"> <li>a. A cup of coffee, please.</li> <li>b. OK. Anything else?</li> <li>c. But the test is tomorrow.</li> <li>d. Yes, of course.</li> <li>e. Have you got my number?</li> </ol> |
|---|---|--|

II. Which meaning do the helping verbs in sentences 1–5 in exercise I express? Choose from the list below.

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| 1. promise ( <i>Versprechen</i> )     | 4. offer ( <i>Angebot</i> )        |
| 2. request ( <i>Bitte</i> )           | 5. permission ( <i>Erlaubnis</i> ) |
| 3. possibility ( <i>Möglichkeit</i> ) |                                    |