


## Vorwort


**Living Together** ist ein Lehrwerk für das Unterrichtsfach Englisch. Es ermöglicht Schülerinnen und Schülern der Hauswirtschaft und Sozialpflege, in zwei Jahren vom Grundlagenbereich bis hin zum Erwerb des erweiterten Sekundarabschlusses I zu kommen. Es entspricht den Lehrplänen des Faches Englisch in den beruflichen Schulen.

Die Themenbereiche in Living Together wurden so zusammengestellt, dass sie zum einen hauswirtschaftliche und sozialpflegerische Kenntnisse vermitteln, zum anderen die Lebensprobleme der Jugendlichen in diesem Alter ansprechen. Die bereits vorhandenen englischen Grundkenntnisse der Schüler werden durch integrierte **Übungen zur Grammatik** (grün hinterlegt) wiederholt.

Weitere Elemente von Living Together

- **Zahlreiche Aufgaben** und Impulse ermöglichen eine Binnendifferenzierung durch die Lehrkraft.
- **Listening Comprehensions**  
 bieten Aufgaben zum Hörverstehen an. Die Audio-Tracks dazu befinden sich auf der Audio-CD, die Transkripte als Texte im Lösungsheft. Alle Audio-Tracks können auch per TING-Stift abgespielt werden (→ CD-Symbol).
- **Kompetenzen:** Es werden Aufgaben zur Rezeption, Produktion und Interaktion

ausgewiesen. Die Mediation (die Fähigkeit, durch Übersetzung/Umschreibung mündlich oder schriftlich zwischen zwei Kommunikationspartnern zu vermitteln) wird im Anschluss an Unit 3, 6 und 9 gesondert aufgegriffen.

- **Tipp-Kasten:** Tipps und Hinweise zum fachlichen oder sprachlichen Unterricht
- **Die Methodenseiten/Activities** im Anhang ermöglichen kommunikationsfördernde Unterrichtsformen wie Planung von Quizveranstaltungen, Feiern oder Diskussionen.
-  **Verweise auf die Methodenseiten** schaffen Impulse zur Verknüpfung von Kapiteln und "Activities".
- Nach jedem Kapitel folgt ein **Vokabelverzeichnis** der neuen Wörter inklusive englischsprachiger Umschreibung und Lautschrift. Alle Vokabeln sind im Anhang noch einmal alphabetisch zusammengefasst.
- Ein **grammatikalischer Anhang** stellt grundlegende Regeln der englischen Grammatik zum Nachlesen in deutscher Sprache zusammen.
- Spezielle Kommunikationsspiele ("**Talking Game**") für die Partnerarbeit wiederholen spielerisch Wortschatz und Inhalt.

Das Autorenteam und der Verlag wünschen allen Lernenden und Lehrenden viel Spaß und Erfolg mit Living Together. Learning English is fun!

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Lösungsheft (HT 1622)

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## The Simple Present

Peter, Sue and Liz are interviewing Sally. She is lucky as she has got a job in an old people's home. As all of them are interested in the job, they visit the home and interview Sally about what she usually does. They do not want to know what Sue is doing right now (→ for present progressive see Unit 1), but they want to know what Sally does **every day**. To ask such questions they use the simple present. → See page 166 for rules



### A Fill in the gaps, using the simple present.

Peter When **do you start** (you, start) work in the morning?

Sally Well, when I **am** (be) on day shift, my working day starts (start) at 6 a.m.

Liz **Do you have** (you, have) more shifts than the day shift?

Sally Yes, of course. We **have** (have) the late shift and the night shift, too.

Sue 1. From when to when \_\_\_\_\_ (be) the shifts?

Sally 2. Well, the day shift \_\_\_\_\_ (be) from 6 a.m. to 3 p.m.

3. The late shift \_\_\_\_\_ (start) at 2 p.m. and \_\_\_\_\_ (end) at 11 p.m.

4. Finally, the night shift \_\_\_\_\_ (last) from 10 p.m. to 6 a.m.

Liz 5. Why \_\_\_\_\_ (the working hours overlap)?

Sally 6. Well, if an old person \_\_\_\_\_ (have) health problems, my colleague \_\_\_\_\_ (tell) me about those.

7. And he or she \_\_\_\_\_ (inform) me about the medicine I \_\_\_\_\_ (have) to give that person.

Peter 8. What \_\_\_\_\_ (you like) most about your job?

Sally 9. Well, I \_\_\_\_\_ (love) playing games with the old people.

10. And I \_\_\_\_\_ (sometimes, go) for a walk with them and \_\_\_\_\_ (push) their wheel chair.

Liz 11. And \_\_\_\_\_ (be) there anything you \_\_\_\_\_ (not like)?

Sally 12. Yes, I \_\_\_\_\_ (hate) when an old person \_\_\_\_\_ (die).

13. All of us \_\_\_\_\_ (be) very sad then.

14. But we \_\_\_\_\_ (not forget) that none of us \_\_\_\_\_ (live) forever.

#### Tip

Use do

- for questions (Does she work?)
- for negations (She doesn't work.)

#### Tip

Do not use do

- with must, can, may (Can you help me?)
- with forms of the verb to be (Is she ill?)
- with have/has got (Have you got a minute?)

### Present Progressive or Simple Present?

When do you use present progressive and when do you use simple present?

The progressive form of the present tense is used to express an activity which is happening *at the time of speaking*.

- **Signal words:** at the moment - now - today - just - these days - Look!

The simple form of the present tense is used to express what always occurs or to express what happens again and again.

- **Signal words:** always - never - normally - regularly - sometimes usually - every day - every month - every year on Saturdays/on Sundays/on ...

#### A

Put the verb in brackets in the present progressive or the simple present.

→ For rules see page 166

#### Examples:

*At the moment I (look) for some bargains.*

- *At the moment I'm **looking** for some bargains.*

*Mark usually (work) in the evening.*

- *Mark usually **works** in the evening.*

1. At the moment I (shop) in a department store.
2. Mark (help) students with their personal problems.
3. The pullover I (wear) now is only size L.
4. The signs on the label (give) you some information about the cleaning and the drying of the pullover.
5. Look! Mark and Laura (leave) the department store.
6. Mr Kelly, what are you doing this afternoon?  
- I (interview) the customers.
7. Laura (have) a shower every morning.
8. Mark: "I (work) every day from 4 o'clock in the afternoon to 10:30 p.m."



## Mediation

- A** Situation: You heard the interview "Sacrifices for an Odd Job?" on the radio. Now report about the interview in German for your German school magazine and comment the interview. (If that is too difficult, have your teacher copy the audio transcript\* for you.)



### Tip

Look for question words on page 20.

### INTERACTION

- B** Here are the answers another student gave to questions he was asked. Work out the questions.

1. I work at a garage.
2. Oh, I wash cars or I work on the till.
3. I only work on Saturdays and Sundays when I have no lessons.
4. No, I don't need to work every weekend. When we have exams, I can stay at home and revise.
5. I get £3.50 per hour.
6. No, of course that's not enough money, but it's better than nothing.
7. I need the money for my hobbies. I love cooking and need to buy cooking equipment.
8. The garage is only a ten-minutes' walk from my home.
9. I always do my homework right after school.
10. Because I need good grades to get the job as a cook in the Sheraton Hotel.

[\*Transcript available in HT 1622 Lösungsheft Living Together]



A

Choose three of these competences which you think are important for you personally. Tell your classmates why they are important for the work you do or would like to do.



## 4.1 Professional Experiences

**A** Before listening to or reading the following text: What should a young trainee who works in a hospital do when a patient dies? What advice would you give him or her? Talk to your classmate next to you about it and present at least two ideas.

**INTERACTION**

Mary has had a very hard day today. She has been working as a trainee in a hospital for three weeks and today an old patient has passed away. After work she goes to her favourite ice-cream parlour and talks to her boyfriend John and some other friends about her working day.



**Mary:** Hi, thank God I'm here now. Nice to see you all. I've got to tell you something straightaway. Today a patient died on the ward where I am doing my practical training at the moment. I really feel terrible.

**John:** Oh, dear, I'm sorry about that.

**Eileen:** Poor Mary, tell us about it.

**Marvin:** Yes, tell us everything. Maybe that will help you a bit.

**Jill:** Oh no, you're talking about problems? About death? Not with me, I'll have to go. Sorry ...

**Jane:** Tell us about your patient, Mary. Was it a man or a woman? How old?

**Mary:** It was an old lady, she died of old age, I think.

**Jane:** But why was she in hospital then?

**Mary:** I do not really know, but I heard someone say that she had problems with her heart or something. I did not really get what they said.

**John:** How do you feel, Mary?

**Mary:** It was so awful, I just came into the room and there she was just lying there, not moving a muscle. I have never seen a dead body before.

**Ben:** How do you feel, Mary? How did you cope with all that?

**Mary:** I left the room and yelled for help. I felt so helpless and now I feel sad, really, really sad.

**Marvin:** Do not be too sad, Mary, you said she was an old lady. She had a long life. We all have to die one day.

**John:** I can understand your feelings. I lost my grandfather one year ago. But there is a difference between you and me.

**Mary:** What difference, what do you mean?

**John:** You are doing an internship in a hospital, aren't you? You said you want to work with people, didn't you?

**Mary:** So, what?

**John:** I think you've just got to learn to cope with situations like this. You should learn to be a bit more professional, try to accept that old people might die on the ward where you work.

**Marvin:** It's good that you told us about it. It's always better to talk than to bottle up your emotions. Why don't you talk with the ward nurse? Maybe she can comfort you better than we can. Maybe she can give you some professional advice.

**RECEPTION**

**B** What did Mary do to handle her problems? What advice did she get? Make a list. Compare this list with your ideas. Did you have the same ideas or were your ideas different?

**C** 1. Do you think Mary felt better after she had talked to her friends? Give reasons for your opinion.

2. What do you think about Jill's reaction?

**D**

Activity - Instead of saying someone 'died', you can also say someone 'has passed away'. Have a look at the obituaries in your local newspaper. Cut out five of them which you consider are interesting and bring them into class. Find out

- how the word 'death' is paraphrased in your obituaries,
- what might have been the reason for the person's death,
- the English expressions for your German findings. Use the Internet or a dictionary for help.

**PRODUCTION****E**

Match the expressions from the text (1-6) to the German translations (A-F).

1	trainee	A	schrecklich
2	to cope	B	professionell
3	awful	C	fertig werden mit
4	advice	D	Gefühle
5	emotions	E	Ratschlag
6	professional	F	Praktikant/in, Auszubildende/r

**F**

One of the social competences you will have to learn is the prevention of burn-out and stress. Here are some ideas about what people can do when they have a lot of stress.

go for a walk - sleep on it - talk to friends - talk to parents/colleagues  
 autogenic training - dance it off - go to a pub - cry - eat a lot  
 go out with friends - play computer games - watch TV

Make a ranking list of all these 12 ideas and say which one you consider the best in order to cope with stress. What you would rather not do? Compare your list with a classmate. Do you have other ideas? Add them to your list.

**INTERACTION****G**

Another social competence is motivation. What is your motivation to learn the profession you want to do later? What is good about this job? Are there disadvantages? Make a list and find at least six positive and three negative aspects about your future job.

Vocabulary

responsibility [rɪˌspɒnt .sɪˈbɪl.ɪ.ti]	to be in charge of something	Verantwortung
knowledge ['nɒl.ɪdʒ]	when you know much you have a good knowledge	Wissen
self-awareness [ˌself.ə'weə.nəs]	a person's sense of his/her own qualities, skills, behaviour	Selbstwahrnehmung
self-esteem [ˌself.i'sti:m]	the respect you have for yourself	Selbstwertgefühl, Selbstachtung
ability [ə'bil.ɪ.ti]	to be able to do something	Fähigkeit
prevention [prɪ'vent .fən]	to take care that something does not happen	Verhütung, Vermeidung
(to) solve a problem	to know what to do with a problem	ein Problem lösen
[sɒlv ə 'prɒb.ləm]		
confidence ['kɒn.fɪ.dənt s]	belief in yourself and your abilities	Selbstvertrauen
<b>4.1 Professional Experiences</b>		
advice [əd'vaɪs]	to tell someone what to do	Rat, Ratschlag
(to) pass away [pɑ:s ə'weɪ]	to die	sterben, dahinscheiden
(to) paraphrase ['pær.ə'freɪz]	to say it in other words	umschreiben
straightaway [streɪt.ə'weɪ]	right now	sofort
awful ['ɔ:.fəl]	something that is really bad	furchtbar, entsetzlich
(to) cope with sth. [kəʊp]	to be able to handle a problem	mit etwas fertig werden
(to) yell [jel]	to cry out	schreien
(to) feel helpless ['hel.pləs]	not to know what to do	sich hilflos fühlen
difference ['dɪf.ər.ənt s]	the quality of being unlike	Unterschied
(to) bottle up emotions (ugs.)	not to tell anybody how you feel	Gefühle in sich hineinfressen
['bɒt.l əp]		
(to) comfort ['kʌm.fət]	a child that cries wants to be comforted	trösten
(to) handle a problem	to be able to live with a problem	mit einem Problem umgehen
['hæn.dl ə 'prɒb.ləm]		
instead of [ɪn'sted]		anstelle von
obituary [əʊ'brɪf.ʊə.ri]	to announce that someone has died, e.g. in a newspaper	Todesanzeige
(to) consider [kən'sɪd.ər]	to think, to believe	betrachten, ansehen als
rather ['rɑ:.ər]	preferably	eher, lieber
disadvantage [ˌdɪs.əd'vɑ:n.tɪdʒ]	the opposite of advantage	Nachteil
<b>4.2 A Night at the Disco</b>		
(to) be overweight [bɪ 'əʊvəweɪt]	to weigh more than normal	übergewichtig sein
once [wʌns]	one time	einmal
twice [twɑ:s]	two times	zweimal
carpenter ['kɑ:pəntə]	someone who works with wood	Zimmermann
classmate [klɑ:s meɪt]	a pupil who goes in the same class as you	Klassenkamerad
not to care about	to ignore	sich nicht kümmern um
[nɒt tʊ keə ə'baʊt]		
(to) be disappointed	not be able to fulfill hopes	enttäuscht sein
[bɪ dɪsə'pɔɪntɪd]		
<b>4.3 The Night after the Disco</b>		
(to) be upset [bɪ ʌpset]	to be angry and disappointed	bestürzt sein
(to) make a promise	to say that something will be done	ein Versprechen machen
[meɪk ə 'prɒmɪs]		
for ages [fɔ: eɪdʒɪz]	since a long time	seit Ewigkeiten
(to) get a divorce [get ə dɪ'vɔ:s]	to end a marriage	sich scheiden lassen
finally ['faɪnəli]	at last	schließlich, endlich
sorrow ['sɒrəʊ]	unhappiness, sadness	Traurigkeit
senseless [sensləs]	without sense, without meaning	sinnlos
probably ['prɒbəbli]	almost sure	wahrscheinlich
definitely ['defɪnɪtli]	without doubt, clearly	ganz bestimmt
gap [gæp]	an empty space	Lücke
(to) be curious [bɪ 'kjʊəriəs]	to want to know everything	neugierig sein
<b>4.4 What happened to Mary?</b>		
maths [mæθs]	a subject in school	Mathematik
(to) deserve something/someone		jemand oder etwas verdienen
[dɪ'zɜ:v]		
brave [breɪv]	a brave soldier	tapfer (nicht: brav)
narrow ['nærəʊ]	a small street is very narrow	eng
secure [sɪ'kjʊə]	safe	sicher



## 8.1 Carol's Second Practical Training

Carol attends the vocational school in Manchester. In her first year she did some practical training in the kitchen of St. George's hospital. She is in her second year now and has to do a second training. This time she has the chance to work in a nursery school.

Carol is always well supported by the nursery nurse. This is what her typical day looks like.

1. (get) up at 6:30 a.m.
2. (arrive) at the nursery school at 7:30 a.m.
3. (prepare) breakfast
4. (help) the children to brush their teeth
5. (go) for a walk
6. (put) the children in a circle and (study) a new song
7. (help) them to draw pictures
8. the mothers (come) at 1 p.m. and (take) their children home
9. Carol (go) home. She (be) very tired and (take) a nap.

**A** Describe her day in complete sentences. Use the expressions from the right. Use the *simple present* and start like this: *Carol gets up at 6:30 a.m.*



**B** In the evening her mother wants to know what Carol did during her working day. Give Carol's mother a full report. Use the *simple past* and start like this: *I got up at 6:30 a.m.*

**C** Would you like to be in Carol's place? Give reasons why or why not. The words from the box below might help you. Discuss it with your classmates.

**PRODUCTION**

interesting - boring - fascinating - like to work with children - useful job - monsters - good / bad working hours - work with people - colleagues - help children - hate children - low income - dangerous - mothers know everything better - responsible work - a lot of different activities - stay young myself - see world new



"The NOVOTOWN Hotel in Birmingham belongs to the ACCOR Hotel Group with 150,525 employees in 4,065 Hotels in almost 100 countries. "For many years, the Group has been committed to facilitating the professional integration of disabled workers." (Website of Accor Group)



**Did you know?**  
All London BLACK CABS are wheel-chair accessible and include additional aids.



### A

What is Integration?

An example (look at picture 1): Integration is, when disabled and other employees work together in the kitchen of a hotel. Now it is your turn. Give more examples for 'integration'. "Integration is, when all taxis in a town ..."

### 9.1 Harry Lives in a Hotel



Joan and Thomas Baker are on the way to visit their son Harry. They meet their friend Mary Miller at the bus stop.

Joan: Good morning, Mary.  
 Mary: Good morning to you, Joan.  
 How are you?  
 Thomas: Thanks, very well. We are just on the way to visit Harry.  
 Mary: Harry? Why? Doesn't he live with you anymore?  
 Joan: Oh, my goodness. I haven't told you, I'm sorry. Yes, Harry has moved out about six weeks ago. He's now 19 years of age, you know, and he wants to lead an independent life. He feels that my husband and I are patronising him too much. We usually visit him once a week.  
 Mary: Hm, I'm really astonished. Can Harry cope properly with his disability on his own? Where does he live now?  
 Joan: He lives at the NOVOTOWN Hotel.  
 Mary: Isn't that quite expensive for you?  
 Joan: Fortunately not. Harry isn't a guest in the hotel. He works there as an employee. Have you ever heard anything about the NOVOTOWN Hotel in New Street?  
 Mary: Isn't that a hotel for disabled people?



Thomas: That's right. It is a hotel for disabled guests. Non-disabled guests can stay there of course as well. The hotel belongs to a well-known Hotel Group. It is mainly run by people with disabilities. The employees there have their own room in the hotel. Harry receives a salary from which he can pay for his board and lodging and the other cost of living as well.  
 Mary: Very interesting. I've heard that there's a similar hotel in Germany - in Hamburg, I think.  
 Thomas: I think you mean the "Stadthaushotel". It is the most famous integration hotel in Europe. Ah, there's the bus. We're going to see the new film "The King's Speech". Goodbye.  
 Mary: Give Harry my best regards. Have a nice day.

**A** Which of the following statements are true, which are false?

**RECEPTION**

1. Harry moved out of his parents' home about six weeks ago.
2. Harry is 21 years old.
3. Harry felt being patronised by his parents.
4. The NOVOTOWN Hotel is especially suitable for customers with disabilities.
5. People without disabilities can stay at the NOVOTOWN Hotel.
6. Since Harry has lived at the NOVOTOWN Hotel his parents have had to pay a lot of money for his cost of living.
7. Harry gets paid for his work.
8. Joan and Harry would like to see the movie "My Left Foot".

True	False
✓	

## How to Work with an English-English Dictionary

A dictionary can be a real friend. It can for example help you

1. to pronounce a word correctly,
2. to spell a word correctly or find irregularities,
3. to find out what type of word or word class it is,
4. to find out what meaning(s) a word has,
5. to find the right preposition,
6. to find the noun if you have the verb.

These are just some examples. For more information, consult the first pages of a good dictionary.

### Pronunciation

The pronunciation is given behind the word. If you understand the special signs, called "Received Pronunciation" or "RP" in short, then you know how to pronounce a word correctly. To find out, look at this pronunciation table.

Consonants	
Symbol	Keywords
p	pen
b	back
t	ten
d	day
k	key
g	get
f	fat
v	view
θ	thing
	then
s	soon
z	zero
ʃ	ship
ʒ	pleasure
h	hot
x	loch
tʃ	cheer
dʒ	jump
m	sum
n	sun
ŋ	sung
w	wet
l	let
r	red
j	yet

Vowels		
	Symbol	Keywords
short	ɪ	bit
	e	bed
	æ	cat
	ɒ	dog (BrE)
	ʌ	but
	ʊ	put
	ə	about
	i	happy
	u	actuality
	long	i:
ɑ:		father
ɒ:		dog (AmE)
ɔ:		four
u:		boot
ɜ:		bird
diphthongs	eɪ	make
	aɪ	lie
	ɔɪ	boy
	əʊ	note (BrE)
	oʊ	note (AmE)
	aʊ	now
	ɪə	real
	eə	hair (BrE)
	ʊə	sure (BrE)
	uə	actual
iə	peculiar	



**A** Read the words on the left and train the consonants and the vowels.

**B** Now get dictionaries from the school library and try to find out how you spell these words correctly:

1. domestic
2. bursar
3. apron
4. recipe
5. alternative

**C** Look at the balloon. The signs there are RP. Can you read what the policeman says?

### Special signs

- ɪ| separates British and American pronunciations, British on the left, American on the right
- /'/ shows main stress
- /,/' shows secondary stress
- divides syllables

## Talking Games

### Talking Games

This game is an exercise in talking to people and using the English language by speaking as much as possible.

Two students form a team, one student is partner A, the other is partner B. Partner A reads his own part A out loud, while partner B looks up his B-part on page 159ff.

Together they answer the questions and work on the exercise given in the game.

#### Partner A

##### Game 1A (partner B takes Game 1B)

###### On the Phone

Who is that speaking, please? – This is ...  
Dictate these names to partner B.

1. Carol
2. Mary
3. Jason
4. Jim
5. Maureen
6. Laura

Sometimes it is hard to understand people's surnames and write them correctly.

In that case you may ask: "How do you spell that, please?"

Dictate the following surnames to partner B. Spell the names if he or she asks you to do so.

→ For spelling, refer to page 165

1. Hartnett
2. Kelly
3. Gordon
4. Meyrick
5. Pembroke
6. Crown
7. Brown
8. Marsh

Now write down what partner A dictates you. If you do not know how to write the name or surname, you can ask him or her to spell it.

##### Game 2A (partner B takes Game 2B)

###### Asking for Information about People

You need some information about these people – ask partner B to give it to you. Do that in full sentences.

- Stephen Miller:
  - a) age?
  - b) job?
  - c) hobbies?
  - d) address?
  - e) phone number?
  - f) e-mail address?
- Sara Cheltenham:
  - a) age?
  - b) job?
  - c) hobbies?
  - d) address?
  - e) phone number?
  - f) e-mail address?
- Jodie Baker:
  - a) age?
  - b) school she goes to?
  - c) future plans?
  - d) part-time job?
  - e) wage?

Now partner B asks you to give him/her information about the following people. Always answer in full sentences.

- Jack Smart:
  - a) 22,
  - b) cook,
  - c) go-cart racing, chess, cinema,
  - d) 14 Cheltenham Road, Norwich
  - e) 832770,
  - f) smart.jack@att.uk (@ = at) (. = dot)
- Liz Hornsby:
  - a) 19,
  - b) hotel clerk,
  - c) riding, parties, books,
  - d) 27 St David's Road, Bristol,
  - e) 7321113
  - f) none
- Use the information of yourself/  
of a friend/of someone you know.

## Past Progressive (Verlaufsform der Vergangenheit)

Aussagen und Verneinungen				
I	was (wasn't)	frying	meatballs	at that time.
You	were (weren't)			
He/She/It	was (wasn't)			
We/You/They	were (weren't)			

Das Past Progressive wird mit der zweiten Form von *to be* (= *was/were*) bzw. bei der Verneinung mit *wasn't/weren't* gebildet. An das Verb wird ein *-ing* angehängt.

Past Progressive wird immer dann benutzt, wenn es sich um eine Handlung handelt, die in der Vergangenheit im Verlauf war. Das Ergebnis ist unwichtig.

Ja-/Nein-Fragen		Kurzantworten			
Was	I he/she/it	frying	meatballs	at that time?	Yes, I was. No I wasn't.
Were	you				Yes, you were. No you weren't.
Were	we/you/they				Yes, we were. No we weren't.

Bei Ja-/Nein-Fragen wird *was* bzw. *were* an den Satzanfang gestellt.

## Present Perfect (Das Perfekt)

Aussagen und Verneinungen				
I	have	(not)	been	to Ireland yet.
You				
He/She/It	has			
We/You/They	have			

Das Present Perfect wird mit *have* (*have not*) bzw. *has* (*has not*) und der dritten Verbform gebildet. Bei regelmäßigen Verben wird dazu ein *-ed* an das Verb gehängt. *work* → *worked*  
Bei unregelmäßigen Verben wird die dritte Form des Verbs genommen. *go* → *gone*  
→ Vgl. hierzu die Liste der unregelmäßigen Verben auf S. 164.

Das Present Perfect wird benutzt, um auszudrücken, dass eine Handlung oder ein Zustand in der Vergangenheit begonnen wurde und nun bis in die Gegenwart oder darüber hinaus andauert oder Auswirkungen auf die Gegenwart hat.

So kann z. B. ein sichtbares Ergebnis vorliegen: *I have painted my fence. Now it is blue.*

Das Present Perfect wird auch verwendet, um auszudrücken, dass sich etwas einmal, mehrmals oder nie bis zum Zeitpunkt des Sprechens ereignet hat: *I haven't been to Ireland yet.*

Signalwörter: *so far, up to now*

Ja-/Nein-Fragen		Kurzantworten			
Have	I you	worked	on the projekt?	Yes, I have.	No, I haven't.
Has	he/she/it			Yes, you have.	No, you haven't.
Have	we/you/they			Yes, he/she/it has.	No, he/she/it hasn't.
				Yes, we/you/they have.	No, we/you/they haven't.

Diese Liste enthält zirka 750 Grundwörter, die in Living Together als bekannt vorausgesetzt werden. Nicht aufgeführt, jedoch vorausgesetzt sind internationale Wörter (Taxi, Fax, TV usw.) und einige sehr elementare Wörter, wie Pronomen, Zahlen und Tage.

a lot	viel/e, sehr
a. m.	vor 12:00 Uhr mittags
about	über, etwa, circa
above	über, oben, obenstehend
accident	Unfall
address	Adresse
advantage	Vorteil
adventure	Abenteuer
after	nach
afternoon	Nachmittag
again	wieder
against	gegen, an
age	Alter
air	Luft
airport	Flughafen
all	alle
alone	alleine
along	entlang, weiter, vorwärts
also	auch, außerdem
always	immer
America	Amerika
American	Amerikaner/-in, amerikanisch
angry	verärgert
animal	Tier
(to) answer	beantworten, auch als Substantiv: Antwort
any	irgendwas, irgendwelche
anyone	jemand, jeder
anything	etwas
apple	Apfel
arm	Arm
(to) arrive	ankommen
(to) ask	fragen, bitten
at	in, an, bei, auf, zu ... hin
at home	zu Hause
at once	sofort

at the moment	im Augenblick
aunt	Tante
Austria	Österreich
Austrian	Österreicher/-in
autumn, auch: fall	Herbst
away	weg
awful	schrecklich
back	Rücken, auch: zurück
bacon	Schinkenspeck
bad(ly)	schlecht, schlimm
bag	Sack, Packung, Tasche
baker	Bäcker/-in
banana	Banane
bank	Bank, auch: Ufer
bath	Bad, auch: Badewanne
bathroom	Badezimmer
(to) be	sein
(to) be able to	können
(to) be right	Recht haben
beach	Strand
beautiful	schön
because	weil
bed	Bett
bedroom	Schlafzimmer
beef	Rindfleisch
beer	Bier
before	bevor, zuvor
(to) begin	anfangen, beginnen
beginning	Anfang
behind	hinter, hinten
below	unter, unten
between	zwischen
bicycle	Fahrrad
bike	Fahrrad (Kurzform)
bird	Vogel
birthday	Geburtstag
black	schwarz

blood	Blut
boat	Boot, Schiff
body	Körper
book	Buch
both	beide
bottle	Flasche
box	Kästchen
boy	Junge
boyfriend	fester Freund
branch	Ast
bread	Brot
(to) break	brechen, kaputt machen
breakfast	Frühstück
bridge	Brücke
(to) bring	bringen, mitbringen, holen
Britain	Großbritannien
British	britisch
brother	Bruder
brown	braun
(to) build	bauen
bus	(Linien-)Bus
but	aber, sondern, als
butcher	Fleischer/-in
(to) buy	kaufen
by	bis, durch, per, von, an ... vorbei
cake	Kuchen, Torte, Gebäckstück
calculator	Taschenrechner
can	können
cannot = can not	nicht können
car	Auto
careful	vorsichtig, sorgfältig
(to) carry	tragen
book	Buch
both	beide
bottle	Flasche
box	Kästchen
boy	Junge

sth. = something    s.o. = someone, somebody  
 AmE = American English    BrE = British English

Vokabel	Erstes Vorkommen	Übersetzung
abbreviation	(unit 6)	Abkürzung
ability	(unit 4)	Fähigkeit
(to) abolish	(activity)	abschaffen
absorbency	(unit 3)	Aufnahmefähigkeit
acomodation	(unit 6)	Unterkunft
(to) account	(activity)	klären
acrylic	(unit 3)	Acryl
actor (male), actress (female)	(activity)	Schauspieler/-in
(to) adapt	(unit 9)	anpassen
adjoining	(unit 9)	angrenzend
admiration	(activity)	Bewunderung
(to) admit	(unit 13)	zugeben
advantageous	(unit 6)	nützlich
advice	(unit 4)	Rat
(to) agree	(unit 3)	zustimmen
aim	(activity)	Ziel
algae	(unit 13)	Algen
almonds	(unit 11)	Mandeln
ambulance	(unit 12)	Notarztwagen
amount of washing	(talking games)	Wäschemenge
anorexia nervosa	(unit 12)	Magersucht
apartment (AmE); flat (BrE)	(unit 6)	Wohnung
(to) apologize	(unit 13)	entschuldigen
appearance	(unit 11)	Aussehen, auch: Auftreten
appendicitis	(unit 12)	Blinddarm- entzündung
application	(unit 5)	Bewerbung- schreiben
(to) apply	(activity)	anwenden
appointment	(unit 10)	Verabredung
apprenticeship	(unit 8)	Ausbildung
(to) arrange	(unit 9)	für etwas sorgen
assistance	(unit 9)	Hilfe

assorted	(activity)	verschiedene, eine Auswahl von
at least	(unit 6)	wenigstens
at my expense	(unit 12)	zu meinen Lasten
at once	(unit 12)	sofort
(to) attend	(unit 1)	etwas besuchen, an etwas teil- nehmen
attic	(talking games)	Bodenkammer, Dachboden
autism	(unit 9)	Autismus
awful	(unit 4)	furchtbar, entsetzlich
(to) ban	(unit 12)	verbannen
bar	(unit 3)	Strich, Balken
bargain	(unit 3)	Gelegenheitskauf
basil leaves	(talking games)	Basilikumblätter
bath salts	(unit 7)	Badezusatz, Ba- desalz
(to) be ambitious	(unit 5)	ehrgeizig sein
(to) be awake	(unit 12)	wach sein
(to) be confused	(unit 6)	verwirrt sein
(to) be confused	(unit 1)	verwirrt sein
(to) be curious	(unit 4)	neugierig sein
(to) be disabled	(unit 8)	behindert sein
(to) be disappoint- ed	(unit 4)	enttäuscht sein
(to) be divorced	(unit 2)	geschieden sein
(to) be excited	(unit 8)	aufgeregt sein
(to) be hygienic	(unit 8)	hygienisch sein
(to) be in charge of s.o.	(unit 1)	verantwortlich sein für jmd.
(to) be lucky	(unit 2)	Glück haben
(to) be off sick	(unit 1)	krankgeschrieben sein
(to) be over	(unit 5)	vorbei sein
(to) be over- weight	(unit 4)	übergewichtig sein
(to) be paralysed	(unit 8)	gelähmt sein
(to) be patient	(unit 8)	geduldig sein