



Learning
English
A2



Britain and the Commonwealth





the Commonwealth



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Learning E

Ausgabe A

Teil 2

Bearbeitet von
Karl Beilhardt, Hans
und Willy Piert
Unter Mitwirkung von Ver



Ernst Klett Stu

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Unter Mitwirkung von Vera Dale und Kenneth L. Warner



Ernst Klett Stuttgart

Learning English, Ausgabe A

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Inhalt

Alle Gedichte, Reime und Lieder sowie Klammern < > stehen, sind unverbindlich. Die angegebenen Paare sind obligatorisch. Die angegebenen Paare sind obligatorisch. Die Übungen mit weißen Kästchen werden.

Lektion

Bildkapitel: Pictures from Britain

Bildkapitel: A Visit to London

1 A. An Unwelcome Visitor

B. A Visit—Useful Phrases

< Leisure >

Exercises

2 A. A Day in the Life of a New Penny

B. English Money

< Sale! Sale! Sale! >

< No Rise in Salary? >

Exercises

3 A. Three on an Exchange Visit ...

B. The United Kingdom

< Song: The Animals Went in Two by

Two, Hurrah! >

Exercises

Inhalt

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Alle Gedichte, Reime und Lieder sowie alle Abschnitte, deren Überschriften in Winkelklammern < > stehen, sind unverbindlich. Ihr Wortschatz wird für die folgenden Lektionen nicht als bekannt vorausgesetzt. – Die Übungen mit blau unterlegten Kästchen sind obligatorisch. Die angegebenen Paragraphen beziehen sich auf das grammatische Beiheft. Die Übungen mit weißen Kästchen sind fakultativ und können übersprungen werden.

Lektion	Seite	Grammatik	§§
Bildkapitel: Pictures from Britain	9		
Bildkapitel: A Visit to London	13		
1 A. An Unwelcome Visitor	25	Kurzfragen	1
B. A Visit—Useful Phrases	27	Kurzfrage beim Imperativ	2
< Leisure >	28	<i>so—nor—neither</i>	3
Exercises	106		
2 A. A Day in the Life of a New Penny 29		Das Pronomen mit <i>-self</i>	4–5
B. English Money	31	Englische Verben ohne Reflexiv-	
< Sale! Sale! Sale! >	32	pronomen	6
< No Rise in Salary? >	32	Pronomen der Gegenseitigkeit	7
Exercises	109		
3 A. Three on an Exchange Visit ...	33	Der Plural zusammengesetzter	
B. The United Kingdom	36	Substantive	8
< Song: The Animals Went in Two by		Substantive, nur im Plural	9
Two, Hurrah! >	37	Substantive, nur im Singular	10
Exercises	112	Verschiedene Bedeutung im Singular	
		und Plural	11
		Das Geschlecht der Substantive ...	12
		Singular und Plural bei Zahlen-	
		angaben	13
		Possessiver Plural	14

Lektion	Seite	Grammatik	§§
4 A. Dangerous Medicine	38	Das Passiv: einfache Form und	
B. Landing at Dover	40	Verlaufsform	15
<A Limerick>	40	Der Passivsatz bei Verben mit	
<Poor Mrs Thompson>	41	einem und mit zwei Objekten ..	16-17
Exercises	116	Der Infinitiv im Passiv	18
5 A. An Unusual Fire Drill	42	Die unvollständigen Hilfsverben	
<B. After the Show>	43	und ihre Ersatzverben	19
<The Pretty Maid>	44	Der Infinitiv ohne <i>to</i>	20
Exercises	121	Der Infinitiv mit <i>to</i>	21
6 A. Caractacus	45	Das Adjektiv als Substantiv	22
<B. Roman Traces in Britain>	47	Das Adjektiv mit Stützwort	23
Exercises	126	Zahlwörter	24
		Grund- und Ordnungszahlen	25
		Maße und Gewichte	26
7 A. Beowulf and Grendel	48	Notwendige und ausmalende Relativ-	
<B. On an Ocean Liner>	50	sätze	27
<The Farmer and the Sailor>	50	<i>that</i> als Relativpronomen	28
<Sea-fever>	51	Der notwendige Relativsatz ohne	
<Song: What Shall We Do with the		Relativpronomen	29
Drunken Sailor?>	51	Die Nachstellung der Präposition ..	30
Exercises	130	Das Komma	31
8 A. The Children of Lir	52	<i>all</i>	32
<B. Christianity in England>	54	<i>much, many, a lot of</i>	33
<Song: Cockles and Mussels>	55	<i>little, a little - few, a few</i>	34
<Irish Logic>	55	<i>no</i> und seine Zusammensetzungen ..	35
Exercises	136	<i>some</i> und <i>any</i> und ihre Zusammen-	
		setzungen	36
		<i>every - each</i>	37
		Unbestimmte Pronomen (Zusam-	
		menfassung)	38
		<i>what - which</i>	39

9 A. Ten Sixty-six	
<B. The Norman Conquest and the	
English Language>	
<Big Steamers>	
Exercises	
10 A. The First Step to Freedom ...	
B. The Houses of Parliament ...	
<Anecdotes>	
Exercises	
11 A. I Sailed with Sir Francis	
Drake	
B. The Commonwealth	
Exercises	
12 A. The Pilgrim Fathers	
<B. A Sunday in Harlech>	
<The Lord's Prayer>	
Exercises	
13 A. Prisoner in the Tower	
<B. London Through the Ages> ...	
<Song: Charlie is my Darling>	
Exercises	
14 A. The Boston Tea Party	
<B. The Stars and Stripes>	
<The Star-spangled Banner>	
Exercises	

Lektion	Seite	Grammatik	SS
9 A. Ten Sixty-six	56	Das Gerundium	40
< B. The Norman Conquest and the English Language >	58	Das Gerundium im Satzzusammen- hang	41
< Big Steamers >	59	Das Gerundium nach Präpositionen	42
Exercises	141	Präposition + Gerundium in der Bedeutung eines Nebensatzes ...	43
10 A. The First Step to Freedom ...	60	Das Partizip Präsens	44
B. The Houses of Parliament	62	Das Partizip Perfekt mit passivem Sinn	45
< Anecdotes >	63	Das Partizip in der Bedeutung eines Nebensatzes	46
Exercises	146	Die <i>ing</i> -Form im Englischen (Über- blick)	47
11 A. I Sailed with Sir Francis Drake	64	Der bestimmte Artikel	48-51
B. The Commonwealth	66		
Exercises	151		
12 A. The Pilgrim Fathers	67	Der unbestimmte Artikel	52-53
< B. A Sunday in Harlech >	69		
< The Lord's Prayer >	69		
Exercises	156		
13 A. Prisoner in the Tower	70	Die einfache Form und die Verlaufs- form des Perfekts	54
< B. London Through the Ages >	72	Das deutsche ‚seit‘	55
< Song: Charlie is my Darling >	73	Die einfache Form und die Ver- laufsform des Plusquamperfekts .	56
Exercises	160		
14 A. The Boston Tea Party	74	Das Konditional II der Hilfsverben .	57
< B. The Stars and Stripes >	76	Englische Entsprechungen deut- scher modaler Hilfsverben	58-62
< The Star-spangled Banner >	76		
Exercises	165		

Lektion	Seite	Grammatik	§§
15 A. The Man who Saved a Million		Das adjektivische und substantivi-	
Lives	77	sche Possessivpronomen	63-65
B. At the Doctor's	79	Das verstärkende <i>own</i>	66
< Parts of the Body in Everyday			
Expressions >	80		
< The King's Doctor >	80		
Exercises	170		
16 A. The Gold Rush	81	Die Verlaufsform des Präsens mit	
< B. The American Indians >	83	futurischer Bedeutung	67
< Song: Clementine >	84	Das deutsche ‚man‘	68
Exercises	173		
17 A. Follow the North Star	85	Verben ohne und mit Objekt	69
B. The USA	87	Passiv bei Verben mit präpositio-	
< Fog >	87	nalem Objekt	70
Exercises	177		
18 A. The Railway Story	88	Die prädikative Ergänzung zum Sub-	
B. Going by Train	90	jekt und Objekt	71-73
< Night Mail >	91	Das Partizip als prädikative Er-	
Exercises	182	gänzung	74
		Das deutsche ‚lassen‘	75
19 A. Death of a President	92	Adverbiale Bestimmungen beim	
< B. What is New York >	94	Present Perfect	76
< Song: John Brown's Body >	95	Stellung von <i>so</i>	77
Exercises	188		
20 A. Florence Nightingale	96	Die indirekte Rede	78
< Proverbs >	97	Zeitenfolge in der indirekten Rede	79
< B. Women in Modern Life >	98	Der Fragesatz in der indirekten	
< A Gentleman >	98	Rede	80
Exercises	193	Der Imperativ in der indirekten	
		Rede	81

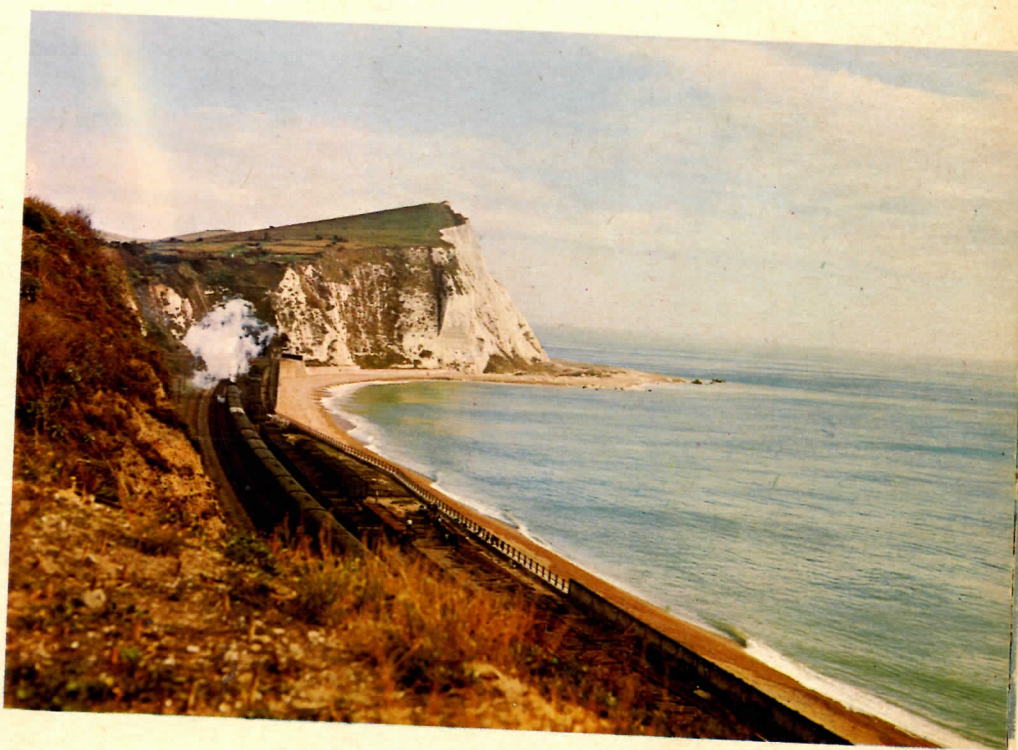
Lektion	Seite
21 A. The March to the South Pole ..	
< B. Sport in English Life >	10
< A Fight with a Shark >	10
Exercises	19
22 A. 'Chief Scout of the World'	10
< B. English Schools >	10
Exercises	20
< Let's tell stories >	20
Wörterverzeichnis	20
Liste der unregelmäßigen Verben	20

Lektion	Seite	Grammatik	SS
21 A. The March to the South Pole	99	Besonderheiten beim Adverb	82-84
< B. Sport in English Life >	101	Englisches Verb statt deutschem	
< A Fight with a Shark >	102	Adverb	85
Exercises	198		
22 A. 'Chief Scout of the World'	103	Der Infinitiv ohne <i>to</i> als Teil des di-	
< B. English Schools >	105	rekten Objekts (AcI)	86
Exercises	202	Der Infinitiv mit <i>to</i> als Teil des di-	
		rekten Objekts (AcI)	87
		Passiver Infinitiv des AcI	88
		Infinitiv nach passivem Prädikat	
		(NcI)	89
< Let's tell stories >	207		
Wörterverzeichnis	208		
Liste der unregelmäßigen Verben	262		

Pictures from Britain

Every year thousands of visitors from the Continent come to England by boat from Ostend or Calais. They arrive at Dover, the Gateway to England and the nearest English town to the European mainland.

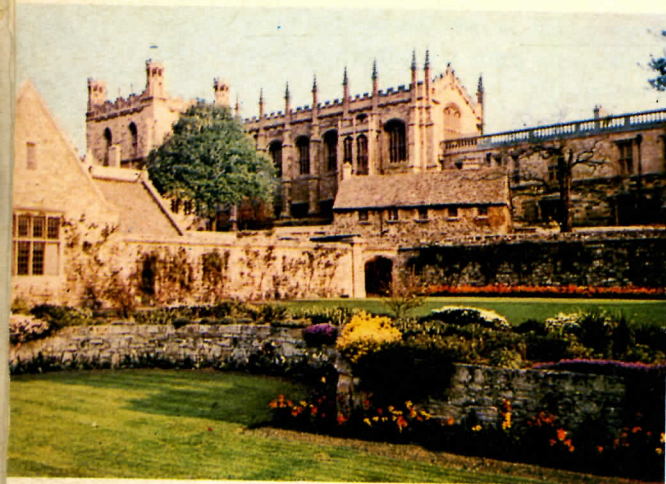
Long before the ship enters Dover harbour, the passengers have their first sight of the English coast—the famous white cliffs. Here, nearly 2000 years ago, the Romans landed in Britain. To guide their ships safely to 'Portus Dubris' (Dover), they built a lighthouse, which can still be seen in Dover today. In the picture below we see Shakespeare's Cliff, a well-known landmark on the Channel coast near Dover. The boat train from London with passengers for the Continent is just entering the tunnel.





Windsor Castle

Founded by William the Conqueror, Windsor Castle stands on the Thames, 22 miles west of London. Many English sovereigns are buried here. Today it is a royal palace, the residence of Queen Elizabeth II.



Oxford University

This is the oldest of Britain's universities and was founded in the 12th century. Here we see the beautiful garden of Christ Church College with the old College buildings in the background.



The Lake District

Springtime on the banks of Rydal Water in the Lake District, one of the most beautiful parts of England.

The Seaside

No town in England is farther than 80 miles from the sea, and millions of English people look forward to a seaside holiday every summer. Here is Bournemouth, one of the largest seaside resorts on the South Coast.

Scotland

These Scottish pipers are playing at the opening of a Highland games meeting. Flying above them is a blue flag with the white cross of St. Andrew, the patron saint of Scotland.

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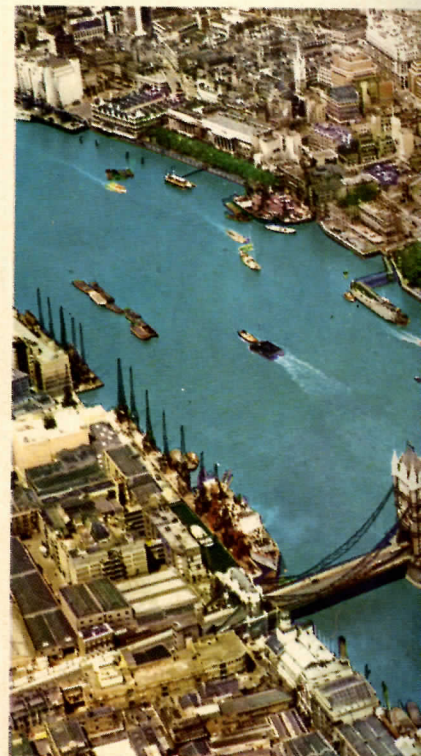


Wales

The Welsh are a musical people. Here is the opening scene at their annual festival of song and poetry. All the poems and songs must be in Welsh.

Northern Ireland

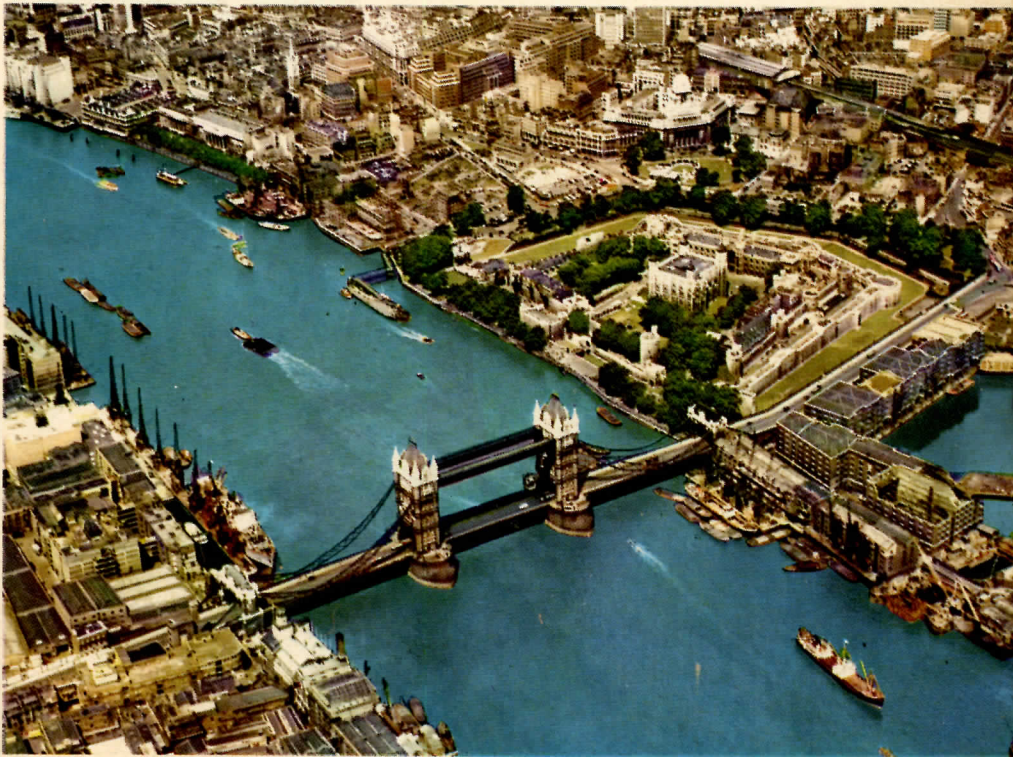
Ireland is a beautiful but not a rich country. Farming is one of the main occupations.



Tower Bridge (1), one of London's most famous landmarks, stands on the bank of the River Thames, is a suspension bridge built by William the Conqueror, nine hundred years ago, in order and to protect the city against the French. It is a royal palace, a prison and a museum. The city of London grew from a small town to one of the largest in the world.

A Visit to London

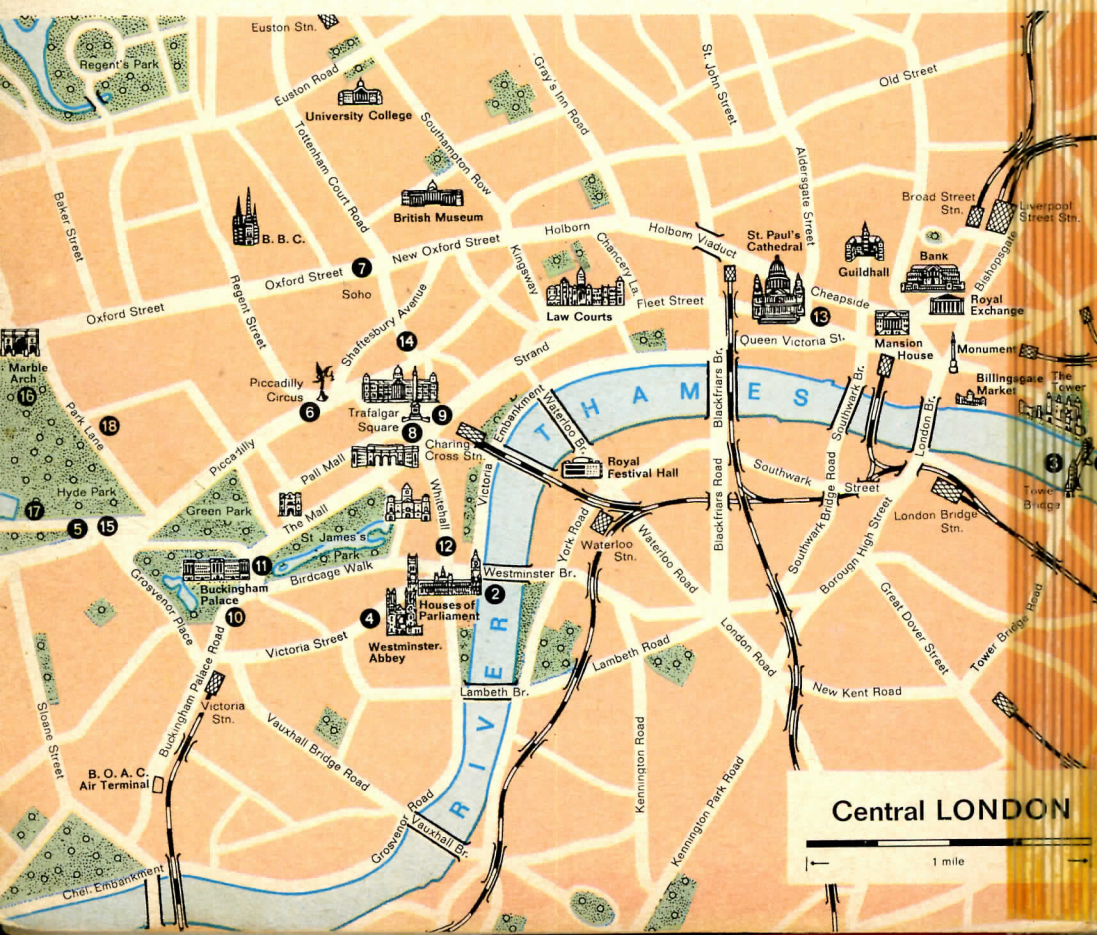
Tower Bridge (1), one of London's most famous sights, stands at the entrance to this great city of eight and a half million people. Just above Tower Bridge, on the bank of the River Thames, is the Tower of London, built as a fortress by William the Conqueror, nine hundred years ago, to keep the Londoners in order and to protect the city against attack. Since that time it has been a royal palace, a prison and a museum, and through the centuries it has seen London grow from a small town to one of the largest and richest cities in the world.



In the following pages we shall see some of the main sights of this historic city and meet some of the people who live there. Let us first take a look at the map of Central London below, which will show us how to find our way from place to place.

Central London

The following map shows us the main streets, buildings and parks of Central London. Let us study it before we begin our tour. On the left you can see Victoria Station, where the boat trains from Dover arrive. Can you find Tower Bridge and the Tower? The numbers from 1 to 18 refer to the pictures in this chapter, so that you can see exactly where each photograph was taken.



Father Thames

Many of London's most famous buildings are on or near the Thames. Above are the *Houses of Parliament* (2) with the famous clock tower, Big Ben, on the right.

Every week nearly 1000 ships go up and down the Thames to the *Port of London* (3), the largest port in the world.



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16

Westminster Abbey (4)

This famous church is over 900 years old. All the kings and queens of England since the time of William the Conqueror have been crowned there.

London Schoolgirls

A group of schoolgirls (5) are waiting for a bus. They are wearing school uniforms and scarves in their school colours.

Wozu Schallplatten und Tonbänder?

Eine fremde Sprache verstehen wir nur, wenn wir den Klang gewöhnt hat. Das erreichen wir durch Zuhören.

Der Ausländer versteht uns nur, wenn wir die Formen und vor allem die richtige Satzstruktur verwenden, wenn wir das Gehörte so oft nachhaken, wenn wir zwischen seinem und unserem Sprachgebrauch unterscheiden. Ein Gespräch mit Ausländern wird erleichtert, wenn wir die Wendungen verfügen. Diesen erwirbt man durch sorgfältig ausgewähltem Sprachmaterial. Schallplatten und Tonbänder geben uns die Möglichkeit zu üben, bis wir die Fremdsprache fließend sprechen können.

Hiermit bestelle ich (für meinen Sohn, meine Tochter) zur sofortigen Lieferung per Nachnahme (Gewünschtes bitte ankreuzen)

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Eine fremde Sprache verstehen wir erst, wenn sich unser Gehör an ihren Klang gewöhnt hat. Das erreichen wir durch wiederholtes aufmerksames Zuhören.

Der Ausländer versteht uns nur, wenn wir die Laute seiner Sprache richtig formen und vor allem die richtige Satzmelodie treffen. Das gelingt uns, wenn wir das Gehörte so oft nachahmen, bis fast kein Unterschied mehr zwischen seinem und unserem Sprechen zu hören ist.

Ein Gespräch mit Ausländern wird erst möglich, wenn wir – statt Wörter zu suchen und Sätze zu konstruieren – über einen Vorrat vorgeformter Wendungen verfügen. Diesen erwirbt man durch Hören und Nachsprechen von sorgfältig ausgewähltem Sprachmaterial.

Schallplatten und Tonbänder geben uns Gelegenheit, so oft und so lange zu üben, bis wir die Fremdsprache fließend (und richtig) sprechen.

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Verzeichnis der Texte

- | | |
|---------------------------------|--|
| L 1A An Unwelcome Visitor | L 7B On an Ocean Liner* |
| L 1B A Visit* | What Shall We Do with the Drunken Sailor ☒ |
| L 3A Three on an Exchange Visit | L 15A The Man who Saved a Million Lives |
| L 4A Dangerous Medicine | L 15B At the Doctors* |
| Poor Mrs Thompson ☒ | L 17A Follow the North Star |
| L 4B Landing at Dover* | L 18B Going by Train* |
| L 5A An Unusual Fire Drill | L 20A Florence Nightingale |
| The Pretty Maid ☒ | |

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Piccadilly Circus (6)

Day and night the traffic flows round Piccadilly Circus, sometimes called the 'Heart of London'.

"Please can you tell me ...?"
Foreign visitors to London know how helpful the advice of a friendly 'bobby' (7) can be.



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Commonwealth Visitors (8)

Visitors from Ghana, India and other parts of the Commonwealth mix with the crowds in Trafalgar Square.



Nelson's Column (9)

High above Trafalgar Square stands the statue of Admiral Lord Nelson, one of Britain's greatest seamen, who saved his country from invasion when he defeated the French fleet in 1805.

Bowler Hat and Umbrella (10)

Dressed in London tradition, these businessmen are on their way to their offices in the City, the business centre of London.







Pomp . . . (11)

A band of the Guards passes Buckingham Palace, the London home of Queen Elizabeth.

. . . and Tradition (12)

In his colourful uniform, a soldier of the Horse Guards keeps watch in Whitehall.

St. Paul's (13)

This great cathedral stands in the heart of the City.

Pavement Artists (14)

These men are also among the sights of London. They draw their pictures with coloured chalks.



St. Paul's (13)

This great cathedral stands in the heart of the City.

Pavement Artists (14)

These men are also among the sights of London. They draw their pictures with coloured chalks.





A London Park (17)

A morning ride in Hyde Park, only a few minutes from Piccadilly.

Old and New (18)

The Hilton Hotel, a modern skyscraper, towers above older buildings near Hyde Park Corner.



Discipline ... (15)

A familiar London sight—the bus queue. No one would ‘break’ the queue, not even in the rush hour.

... and Freedom (16)

At Speakers’ Corner in Hyde Park anyone can speak freely on any subject under the sun.



A London Park (17)

A morning ride in Hyde Park, only a few minutes from Piccadilly.



Old and New (18)

The Hilton Hotel, a modern skyscraper, towers above older buildings near Hyde Park Corner.



The shield of the **City of London** with the cross of St. George and the sword of St. Paul.



A lion-tamer at work in a London circus.



What Do You Know About London?

A London Quiz

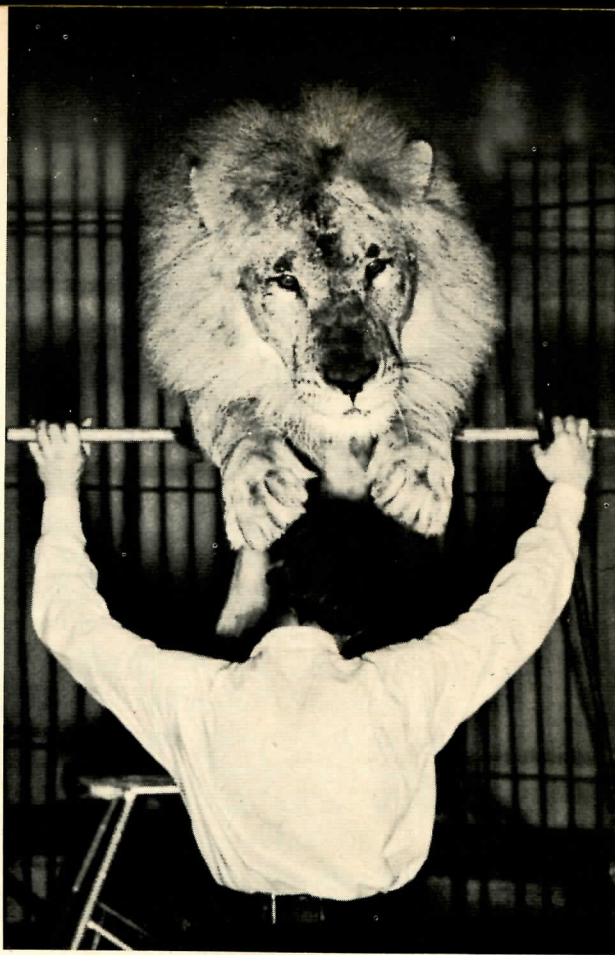
1. Where does Queen Elizabeth live when she is in London?
2. Where is 'Speakers' Corner'?
3. Every year thousands of visitors of different races come to London. In which picture can you see people of different races? From which countries do they come?
4. London has many parks which bring the country almost into the centre of the great city. Which picture shows you this? What other parks can you see on the map?
5. What does a pavement artist do?
6. Where can you see Nelson's statue in London?
7. What is a 'bobby'?
8. Name two famous buildings which stand on the banks of the Thames.
9. What is 'Big Ben'?
10. In 1953 Queen Elizabeth II was crowned in a famous London church. What is its name?

A Day in London. You are one of a group of boys and girls on your way to spend a day in London. You will arrive at Victoria Station. You want to see the Houses of Parliament, Westminster Abbey, the Horse Guards in Whitehall, Trafalgar Square and Piccadilly Circus. Then you want to have a picnic in Hyde Park. On your way back to Victoria Station in the afternoon you want to see Buckingham Palace. Look at the map on p. 14 and write down the best way to reach all these places. Use the pictures to say what you will see and do at each place. Start like this: 'When we leave Victoria Station we shall turn right into Victoria Street. Then . . . ' *Go on.*

1 A. An Unwelcome Visitor

1. On the evening of September 2 inhabitants of the seaside town shows how the Brown family, in
5 through hours of suspense.
The Browns were sitting at the quiet evening. Suddenly the music the announcer filled the room: "The police warning for the county of
10 King, escaped from a circus at S asked to inform the police at once."

A lion-tamer at work
in a London circus.



I A. An Unwelcome Visitor

1. On the evening of September 21st, 1965, terror came to the 190,000 inhabitants of the seaside town of Southend. The following story shows how the Brown family, in their house in Rochford Road, lived through hours of suspense.

The Browns were sitting at the supper table and looking forward to a quiet evening. Suddenly the music of the radio stopped and the voice of the announcer filled the room: "This is the BBC Home Service. Here is a police warning for the county of Essex. At 6.30 tonight a lion, called King, escaped from a circus at Southend. People who see the lion are asked to inform the police at once."

"The doors are shut, aren't they?" asked Mrs Brown. "One can't be too careful, can one?"

"You don't think a lion would walk into our house and sit at the supper table with us, do you?" said thirteen-year-old Doris and laughed.

5 "Now that would be funny, wouldn't it?" said Eric, who was fifteen. "But I'll close the windows all the same."

An hour later the radio programme was interrupted again: "It is reported that the lion which escaped from a Southend circus has been seen near Southend Airport. People in that area are warned not to leave
10 their houses. The animal is dangerous."

2. At that moment there was a terrific roar. They all listened.

"What was that?" asked Mrs Brown. "I don't like the sound of it."

"Nor do I," said Doris in a low voice. She looked frightened.

"The lion!" said Mr Brown.

15 "It sounds quite close, doesn't it?" said Eric.

"About five hundred yards," remarked his father.

While they all sat and listened, the lion roared again. This time it sounded much nearer than before.

"It couldn't break through the window, could it?" asked Mrs Brown.

20 "I'm afraid it could," answered her husband. He went upstairs in a hurry and opened a cupboard. He took out a big torch and a gun, and went downstairs again.

"Oh, John," said his wife, "you're not going out, are you?"

25 "Of course, I am," said Mr Brown. "You haven't forgotten that I was a gamekeeper in Africa, have you?"

"But you will be careful, dear, won't you?" his wife begged him. Just then the lion roared again. The roar was so loud that it seemed to shake the house.

"It's in the garden," said Mr Brown, "no more than 20 yards away."

30 "Dad, please, don't go outside," cried Doris. She was trembling from head to foot.

"Now keep quiet, will you?" said Mr Brown. "Mother! Doris! Please go upstairs. Don't switch the lights on. Eric will stay with me. This is a man's job."

35 "You aren't afraid, are you?" Mr Brown asked his son as soon as they were alone in the room.

"Of course not," answered Eric, holding the torch which his father handed him.

"Switch off the light in the room behind me."

5 3. Then he went to the window and closed it.

"Switch on the torch," whispered Mrs Brown. They saw the lion. It was in the middle of the garden. The animal looked at them and growled. It raised its paw and aimed. At that moment they heard a shout.

10 "For God's sake, don't shoot!"

It was the lion-tamer from the circus. He had calmed the animal calmly by its name. He ran to the garden where there were three cages. One of them was full with meat in it. The lion jumped into it. He ran into the van, which was driven back to the house.

15 "I'm glad you didn't shoot King Kong," said the lion-tamer later.

"So am I," answered Mr Brown.

20 "I'll send you some free tickets for the circus," said the lion-tamer. "I suppose you would like to go, wouldn't you? How many tickets would you like?"

"Four, please," said Mr Brown. "I don't want to see that shock."

"So do I, sir," said the lion-tamer.

B. A Visit—Useful Phrases

Is Mr Gordon at home?—May I see him?

My name is Karl Gundermann. My surname is G.

Oh, yes. Please come in.

5 I hope I'm not intruding.

Not at all. We are very pleased to see you.

May I introduce my brother Dick?

This is Karl Gundermann. Karl, this is my brother Dick.

How do you do?—How do you do?

10 How are you?—We're glad to see you.

"Of course not," answered Eric, but his hand was trembling as he took the torch which his father handed him.

"Switch off the light in the room," said Mr Brown. "And keep close behind me."

5 3. Then he went to the window and quietly opened it.

"Switch on the torch," whispered Mr Brown. In the light of the torch they saw the lion. It was in the middle of the lawn. When it saw the light, the animal looked at them and growled angrily. Mr Brown raised his gun and aimed. At that moment they heard a voice: "Don't shoot, for heaven's

10 sake, don't shoot!"

It was the lion-tamer from the circus, who then came forward and called the animal calmly by its name. King quietly followed him outside the garden where there were three circus men, four policemen and a cage with meat in it. The lion jumped in. Quickly the cage was shut and put

15 into the van, which was driven back to the circus.

"I'm glad you didn't shoot King," said the lion-tamer to Mr Brown later.

"So am I," answered Mr Brown. "He's a beautiful animal, isn't he?"

20 "I'll send you some free tickets for Saturday evening, sir," said the lion-tamer. "I suppose you would like to see King at the circus, wouldn't you? How many tickets would you like?"

"Four, please," said Mr Brown. "I think we have deserved them after that shock."

"So do I, sir," said the lion-tamer. "Good night, sir."

B. A Visit—Useful Phrases

Is Mr Gordon at home?—May I see Mrs Gordon?

My name is Karl Gundermann. My sister Doris asked me to call.

Oh, yes. Please come in.

5 I hope I'm not intruding.

Not at all. We are very pleased to see you.

May I introduce my brother Dick?

This is Karl Gundermann. Karl, this is my sister Joan.

How do you do?—How do you do?

10 How are you?—We're glad to see you.

Please sit down. Would you like a cigarette?

No, thank you. I don't smoke.

Tea is just ready. Would you like some?—Yes, please.

How do you like London?—I love it. It's fascinating.

5 Oh, I'm glad to hear that. Is this your first visit to England?

Yes, it is, but I hope it won't be my last.

I hope so, too. Would you care to see the garden?

I'd love to. May I just wash my hands, please?

Yes, the first door at the top of the stairs.

10 I'm afraid I must go now.

Come again whenever you like. You must come and see us again.

Good-bye and thank you.

Remember us to Doris when you write home.—Yes, I will. Good-bye.

< Leisure >

What is this life if, full of care,
We have no time to stand and stare?

No time to stand beneath the boughs
5 And stare as long as sheep or cows.

No time to see, when woods we pass,
Where squirrels hide their nuts in grass.

No time to see, in broad daylight,
Streams full of stars like skies at night.

10 No time to turn at Beauty's glance,
And watch her feet, how they can dance.

No time to wait till her mouth can
Enrich that smile her eyes began.

A poor life this if, full of care,
15 We have no time to stand and stare.

W. H. Davies

2 A. A Day in the Life of a Ne

1. May I introduce myself? I am a
make a pound sterling. With some
a nice quiet week-end in the drawer

5 On Monday morning, work began
newspaper and gave the shopkeeper
drawer. With a fifty-penny piece, a
some fivepenny pieces, I wandered
minutes later we found ourselves

10 the gentleman gave me to the condu

"Good-bye, Bob," called the hal
name, and he hates it. Halfpennies
halfpennies make one pound. So he d

The shilling is not very happy. Mo
15 there are more and more fivepenny
value as the shilling. So the shilling is

I did not stay long in the conduct

There I lay down and made my
20 coins, a mirror, a small hairbrush,
coins were talking to one another.

penny coin made of nickel. I myself
all the other new coins, I have a won
it is? Yes—it is Queen Elizabeth hers

25 2. It was nice and cosy in the hand
much. We told each other about o
worrying about some friends.

"We were so happy in our money-

he was very proud of us, because h
30 he wanted to go to the fair, so he br
half an hour we were all spent on
wonder what has happened to the oth

"Never!" said a twopenny piece.
must part. We move from hand to h

35 You're old enough to know that yours

2 A. A Day in the Life of a New Penny

1. May I introduce myself? I am a new penny. A hundred of my kind make a pound sterling. With some other coins and bank-notes I spent a nice quiet week-end in the drawer of a stationer's shop.

5 On Monday morning, work began again. A gentleman bought himself a newspaper and gave the shopkeeper a pound note which was put into the drawer. With a fifty-penny piece, a tenpenny piece, an old shilling, and some fivepenny pieces, I wandered into the gentleman's pocket. Five minutes later we found ourselves on a bus. Together with the shilling
10 the gentleman gave me to the conductor.

"Good-bye, Bob," called the halfpennies. Bob is the shilling's nickname, and he hates it. Halfpennies are vulgar! Just fancy! Two-hundred halfpennies make one pound. So he did not lower himself to answer.

The shilling is not very happy. Most of the old shillings have died, and
15 there are more and more fivepenny pieces. They have the same size and value as the shilling. So the shilling is worrying about his future.

I did not stay long in the conductor's bag. A young lady gave the conductor a tenpenny piece and put me into her handbag.

There I lay down and made myself comfortable among some other
20 coins, a mirror, a small hairbrush, a comb, a lipstick and a letter. The coins were talking to one another. "It's nice in here," said a new fifty-penny coin made of nickel. I myself am made of bronze. I'm new, and, like all the other new coins, I have a woman's head on me. Can you guess who it is? Yes—it is Queen Elizabeth herself.

25 2. It was nice and cosy in the handbag and we enjoyed ourselves very much. We told each other about our adventures. A new halfpenny was worrying about some friends.

"We were so happy in our money-box. We belonged to a little boy, and he was very proud of us, because he had saved us all himself. One day
30 he wanted to go to the fair, so he broke open the money-box and within half an hour we were all spent on roundabouts and the ghost train. I wonder what has happened to the others. When shall we meet again?"

"Never!" said a twopenny piece. "Remember that the best of friends must part. We move from hand to hand. No need for me to tell you that.
35 You're old enough to know that yourself."

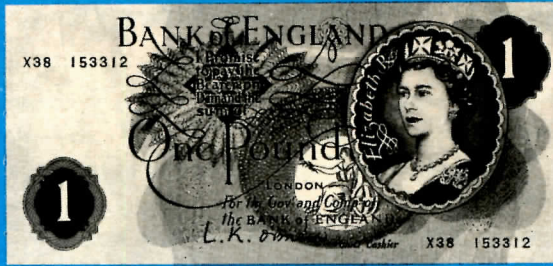
English Money of Today

Britain's decimal currency came into force on 15 February 1971. The pound (£), which still keeps its old value, is divided into 100 pence (p).

There are six coins in the new pence system.

The decimal point is used to separate pounds from pence, e.g. £5.10 = five pounds, ten pence. The halfpenny is written $\frac{1}{2}$ p, e.g. £0.07 $\frac{1}{2}$ or 7 $\frac{1}{2}$ p = seven and a half pence.

The obverse of each coin shows the head of the Queen with D. G. Reg. (Dei gratia Regina = by the grace of God, Queen) and F. D. (Fidei defensor = Defender of the Faith).



Pound note (£1) = 100 new pence



Five pounds (£5)



All the coins are shown in their proper size whereas the notes are slightly less than half their natural size.

The $\frac{1}{2}$ p, 1 p and 2 p coins are made of bronze.

The 5p, 10p and 50p coins are made of cupro-nickel.

At that moment the handbag opened and I saw an ice-cream man. A little later I was in his pocket. There was a hole in the lining and I lay in the street, and big buses, lorries, and cars that somebody would pick me up, because I was a

"Don't worry!" I said to myself, but I was wrong.

Night came and the street was quiet. I saw a man, who was crossing the street, and I saw him put a coin into his pocket. I was glad to find a coin

B. English Money

	Coins and Notes:	We write:	We write:
	a halfpenny	$\frac{1}{2}$ p	ha
5	a penny	1p	'pe
	a twopenny piece	2p	tuz
	a fivepenny piece	5p	fa
	a tenpenny piece	10p	te
	a fifty-penny piece	50p	'fif
10	a pound note	£1	pa
	a five-pound note	£5	
	a ten-pound note	£10	

What You Can Buy with English Money

For a *halfpenny* or a *penny* you can buy a

For *threepence* you can ride for about

15 For *fourpence* you can send a postcard

For *fivepence* you can buy a pound of sugar or a cup of tea in a café for fivepence.

For *tenpence* you can buy $\frac{1}{2}$ lb. of soap or a

20 For *twenty pence* you can buy a tin of tooth-paste.

For *fifty pence* you can buy 1 lb. of chocolate or a ticket to the theatre.

25 For a *pound* you can buy a boy's school bag or a long-playing record for



are shown in their
 whereas the notes
 ss than half
 size.
 and 2 p coins are
 ze.
 and 50 p coins are
 o-nickel.



Fifty pence
 (obverse)

At that moment the handbag opened, and the young lady gave me to an ice-cream man. A little later I was handed to a boy, who put me into his pocket. There was a hole in the boy's pocket, and I fell to the ground. I lay in the street, and big buses, lorries, cars, all passed over me. I wished
 5 that somebody would pick me up, because I felt lonely.

"Don't worry!" I said to myself, but nevertheless I was afraid.

Night came and the street was quiet. I lay in the moonlight. A policeman, who was crossing the street, saw me, picked me up, and put me into his pocket. I was glad to find a comfortable place for the night.

B. English Money

	Coins and Notes:	We write:	We say:	It is as much as:
	a halfpenny	$\frac{1}{2}$ p	ha:f 'peni	half a penny
5	a penny	1p	'peni	one penny
	a twopenny piece	2p	tu: pens	two pennies (pence)
	a fivepenny piece	5p	faiv pens	five pennies (pence)
	a tenpenny piece	10p	ten pens	ten pennies (pence)
	a fifty-penny piece	50p	'fifti pens	fifty pennies (pence)
10	a pound note	£1	paund	one pound (100p)
	a five-pound note	£5		five pounds
	a ten-pound note	£10		ten pounds

What You Can Buy with English Money

For a *halfpenny* or a *penny* you can buy stamps but not much else.

For *threepence* you can ride for about a mile on a bus.

15 For *fourpence* you can send a postcard to anywhere in Great Britain.

For *fivepence* you can buy a pound (1 lb.) of potatoes. You can also get a cup of tea in a café for fivepence.

For *tenpence* you can buy $\frac{1}{2}$ lb. of sausages or $\frac{1}{4}$ lb. of the best tea or a cake of soap.

20 For *twenty pence* you can buy a ticket for the cinema or a large tube of tooth-paste.

For *fifty pence* you can buy 1 lb. of very good coffee or a ticket for the theatre.

25 For a *pound* you can buy a boy's shirt or a pair of children's shoes. You can also buy a long-playing record for about £1.

< Sale! Sale! Sale! >

	<i>Sale price:</i>	<i>Reduced from:</i>
Ladies' dressing gowns	£4.75	£5.95
Men's pyjamas	£2.80	£3.25
5 Nylon shirts (non-iron)	£1.48	£2.15
Blankets	£3.96	£4.55

Special offer: Sheets (regular price £3.80) now only £2.40 per pair.

Exercises:

1. Compare the sale prices with the normal prices and say how much cheaper the different articles in the sale are.
2. I buy a dressing gown, two nylon shirts, a blanket, and three pairs of sheets.
 - a) What do they cost altogether? b) How much money have I saved?

< No Rise in Salary? >

A young clerk asked for a rise in salary.

"Impossible!" said his chief. "You don't deserve it. Listen—there are 365 days in a year. You work only 8 hours a day, which is a third of 5 24 hours, so in a year you work only 122 days altogether. Right?"

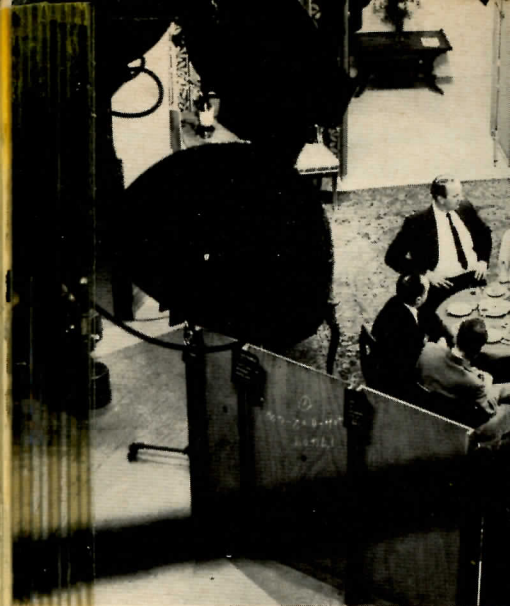
"Yes, sir," said the clerk, "but ..."

"All right," his employer went on. "You don't work on Saturdays or Sundays. That makes a further 104 free days. Take them from 122, and there are 18 left. I give you a holiday of 12 days every year. 12 from 18 10 leaves 6. There are 6 Bank Holidays in the year. Take them away, and there's nothing left. How dare you ask me for a rise in salary! As far as I can see, you don't work at all!"

"But I work as long as the others, sir," protested the clerk. "There must be a mistake."

15 "Really?" said the employer. "You must prove that. If you can give me the proof in five minutes, you can have your rise in salary."

20 *Did the employer really make a mistake? Do you know what it was? And do you know what the six English Bank Holidays are? They are Good Friday, Easter Monday, Spring Holiday, the last Monday in August (Summer Holiday), Christmas Day and Boxing Day.*



Guests and interviewers in a BBC television studio. Some of the most popular TV programmes of the day are among the most popular TV programmes.

3 A. Three on an Exchange

A London television studio. Two people are sitting at a table. With them is a young woman wearing glasses. The programme begins.

5 *Interviewer:* Good afternoon. Do you have any German boys and girls who come to your visits? They want to know about you. We have asked three of them to tell us some information about themselves. They are—Inge Roloff, from Düsseldorf, and Frieda, from Frankfurt.

10 *Inge:* I'm staying with a family in London. I have got three children. They are all in Germany last year. I was in Birmingham—

15 *Interviewer:* Birmingham—the largest city in the busiest parts of the country.



Guests and interviewers in a BBC television studio. Discussions on important questions of the day are among the most popular TV programmes in Britain.

3 A. Three on an Exchange Visit

A London television studio. Two pretty girls and a fair-haired boy are sitting at a table. With them is a young man with dark hair. He is wearing glasses. The programme begins.

5 *Interviewer:* Good afternoon. Do you know that every year thousands of
German boys and girls come to this country on exchange
visits? They want to improve their knowledge of English.
We have asked three young Germans to our studio to give
us some information about their stay in England. Here
10 they are—Inge Rohde from Frankfurt, Gitta Weiss from
Düsseldorf, and Fritz Minz from Hamburg. Inge, will you
tell us where you are staying?

Inge: I'm staying with a teacher's family in Birmingham. They
15 have got three children. The eldest, Sheila, stayed with
us in Germany last year.

Interviewer: Birmingham—the heart of the Black Country. It's one of
the busiest parts of England, but not one of her prettiest.

Inge: No, it's rather dark and sooty. But the surroundings are beautiful. The family took me to the old town of Warwick with its wonderful castle and to Stratford-on-Avon only a fortnight ago.

5 *Interviewer:* Did you see the house where Shakespeare was born?

Inge: Yes, there were some lovely pieces of furniture in it. In the evening we saw a play—Shakespeare's 'Romeo and Juliet,' but I didn't understand all of it.

Interviewer: I'm not surprised. May I give you a good piece of advice? Read the play before you go to the theatre.

10 Now, Gitta, where are you staying?

Gitta: I'm staying in Brighton with a doctor's family. My exchange partner is sixteen-year-old Jane, but there are also her brother David, who is fourteen, a tom-cat, two she-cats, and Fluffy, the dog.

15 *Interviewer (smiling):* A large family! Do you like Brighton? Many people call it London-on-Sea. It's only a sixty-minute journey by train from Victoria Station.

Gitta: Yes, I like it very much. There's always plenty to do. You can bathe in the sea, play miniature golf or table tennis or go to a dance. It's a pity that the beach has no sand. I prefer sand to pebbles.

Interviewer: We also have beautiful sands on our coast. What do you do in the evenings?

20 *Gitta:* We often watch TV. I've made good progress in English that way.

Interviewer: Thank you, Gitta. Fritz, it's your turn now. Where are you living?

Fritz: In Oxford with a bank clerk's family. John, my exchange partner, is their only son.

30 *Interviewer:* Oxford—our oldest university. It was founded in the Middle Ages. There are 8,000 students in Oxford of whom 1,000 are girls. They live in twenty-six colleges.

Fritz: I heard that most male students have two rooms in the college, and for every ten students there are two men-servants who clean the rooms, do the washing-up and polish the shoes. It must be nice to be a student at Oxford.

Interviewer (smiling): It must be they have to clean their wives to do the washing your time?

5 *Fritz:* John and I often play. I'm very interested.

Interviewer: I have two more questions like in England.

Inge: The draughts! The doors and windows are a cold all the time.

Interviewer: Poor girl! And you complain?

Gitta: I like everything, but not the others. For example, I don't like to be cooked. They are full of it.

15 *Interviewer (smiling):* Our food is good, Fritz! Is there anything you don't like?

Fritz: No, everything is fine.

Interviewer: That is good news. Most people like it.

20 *Inge:* Your policemen. I think they are too many.

Interviewer: Many people from other countries carry no weapons? Are you sure?

Gitta: The early morning rush. They only make up their minds in the evening.

Interviewer (smiling): Why don't you tell your mother would be interested. Fritz, your turn again.

30 *Fritz:* What has impressed me here. Everyone says they are. They make me feel like a European people, but they know how to live.

Interviewer: Well, it's nice to hear that. Stop now. Thank you for the rest of your stay.

35 *Interviewer:* Well, it's nice to hear that. Stop now. Thank you for the rest of your stay.

Interviewer (smiling): It must be hard for them in their later lives when they have to clean their shoes themselves and help their wives to do the washing-up, mustn't it? How do you spend your time?

5 *Fritz*: John and I often play tennis or go on the Thames in a boat. I'm very interested in sport.

Interviewer: I have two more questions. First, tell me what you don't like in England.

10 *Inge*: The draughts! The English love fresh air. They have all the doors and windows open. I'm not used to that, so I've a cold all the time.

Interviewer: Poor girl! And you Gitta? What do you dislike?

15 *Gitta*: I like everything, but there are things that I like less than others. For example the way in which your vegetables are cooked. They are full of water and taste of nothing.

Interviewer (smiling): Our food is good for our slim figures. Now to Fritz! Is there anything you don't like here?

Fritz: No, everything is fine.

20 *Interviewer*: That is good news. Inge, tell me now what impressed you most.

Inge: Your policemen. I think your police are wonderful.

Interviewer: Many people from abroad say that. Is it because our police carry no weapons? And you, Gitta, what impressed you most?

25 *Gitta*: The early morning cup of tea in bed. If the Germans could only make up their minds to introduce that custom in Germany!

Interviewer (smiling): Why don't you start it? Think how pleased your mother would be if you woke her up with a cup of tea. Fritz, your turn again!

30 *Fritz*: What has impressed me most is how friendly people are here. Everyone says the English are cold, but I don't think they are. They may be quieter than some of the other European peoples, and they don't lose their heads easily, but they know how to enjoy themselves.

35 *Interviewer*: Well, it's nice to hear you say that. But I'm afraid we must stop now. Thank you all very much, and I hope you'll enjoy the rest of your stay in England.



B. The United Kingdom

The United Kingdom is really a group of four countries: England,

5 Scotland, Wales and Northern Ireland. Sometimes it is also called Great Britain or just Britain, and
10 the people who live in it are the British. Southern Ireland, which is called Eire, does not belong to
15 the U.K.

Parliament in London makes laws for all the countries in the U.K. On the map
20 you can see some of the bigger cities. Edinburgh and Belfast are the capitals of Scotland and Northern
25 Ireland, and Dublin is the capital of Eire. Birmingham and Manchester are important industrial cities, and
30 Glasgow, Newcastle and Southampton are ports.

If you go to the United Kingdom, do
35 not forget that 'England' is not the same

as 'Britain'. The Scots, Welsh and
call them British, but they do not live
is only a part of the United Kingdom
of countries called the Commonwealth

< The Animals Went in Two by Two

1. The a - ni - mals went in
rah! The e - le -
rah! Hur - rah!
two by two, The e - le - ph
all went in - to the Ark F
all went in - to the Ark F

2. The animals went in three by three
The wasp, the ant, and the bumble
3. ... four by four—The great hippo
4. ... five by five—And old Father N
5. ... six by six—They turned out th
6. ... seven by seven—The little pig
7. ... eight by eight—Some were ear
8. ... nine by nine—They made a qu
9. ... ten by ten—If you want any mo

as 'Britain'. The Scots, Welsh and Northern Irish are pleased if you call them British, but they do not like it if you call them English. England is only a part of the United Kingdom, which itself is a part of a big group of countries called the Commonwealth.

<The Animals Went in Two by Two, Hurrah!>

1. The a - ni - mals went in two by two, Hur - rah! Hur -
rah! The e - le - phant and the kan - ga - roo, Hur -
rah! Hur - rah! The a - ni - mals went in
two by two, The e - le - phant and the kan - ga - roo, And they
all went in - to the Ark For to get out of the rain, And they
all went in - to the Ark For to get out of the rain.

2. The animals went in three by three, hurrah!
The wasp, the ant, and the bumble-bee.
3. ... four by four—The great hippopotamus stuck in the door.
4. ... five by five—And old Father Noah he watched them arrive.
5. ... six by six—They turned out the monkey because of his tricks.
6. ... seven by seven—The little pig thought it was going to heaven.
7. ... eight by eight—Some were early and some were late.
8. ... nine by nine—They made a queue and marched in a line.
9. ... ten by ten—If you want any more you must sing it again.



The boat train platforms at Victoria Station, London, sometimes called the 'Gateway to the Continent'.

4 A. Dangerous Medicine

1. Mike and ten other boys from his class had spent a wonderful holiday in Germany. They had been shown the Rhine valley by their teacher, Mr Benson, and now it was their last day. At about eight o'clock in the morning they had been taken by coach from the Youth Hostel, where they had spent the night, to Cologne Station. They were waiting on the platform for the train to Ostend.

Mr Benson had just gone to buy a newspaper, when Mike, who was standing a few steps from the others, was approached by a tall man:

10 "On your way to London, son?"

"Yes," he said. "We've been on holiday in Germany."

"Will you do me a little favour?" asked the man and looked at Mike with a friendly smile. He took a small package out of his pocket. "This must be taken to London as quickly as possible. It contains my brother's medicine. He was told to take it regularly, but he forgot to put it in his suitcase when he left Cologne this morning by an earlier train. It's most urgent."

"But I don't know your brother, sir."
 "That difficulty can be overcome," said Mr Benson, and he wrote a telegram to let him know that the boys were waiting for you at Victoria Station. He will have a chief in his right hand. When you see this package. Will you do that for me? He took it out of his pocket and pressed them together. "There's a little present for you, too." He turned round and disappeared in the distance.

2. Mike went back to his friends, and was joined by Mr Benson. "Keep together, the train's just coming."

In the train Mike told his friends about the stranger.

15 "I wonder what kind of medicine it is," said Mr Benson. Mr Benson remained silent for a moment. "All right," he said at last. "It may be quite dangerous. Those people may be smugglers."

The boys looked at one another.

20 "Shall we open the package?" asked Mike. "No, no," said Mr Benson. "I have no right to say so. Behave as if nothing unusual is going on."

3. On the boat from Ostend to Dover, Mike and his friends went and made a telephone call to Scotland Yard. They went through the customs. While they were waiting, Mike felt as if the package were burning. Later they arrived at Victoria.

"There he is, Mike!" Mr Benson pointed to a man who could be seen on the platform. He was holding a white handkerchief in his right hand.

Mike got out of the train and went to meet his brother in Cologne, sir." He handed the package to him.

35 At once two policemen appeared. "Excuse me, sir," said one of them. "I saw you forgot to declare it at the customs in Cologne."



Gateway

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"But I don't know your brother, sir," said Mike.

"That difficulty can be overcome," said the man. "I'll send my brother a telegram to let him know that the medicine is being sent. He'll meet you at Victoria Station. He will have dark glasses and a white handkerchief in his right hand. When you see him, go up to him and give him this package. Will you do that for me?" The man took two pound notes out of his pocket and pressed them with the package into Mike's hand. "There's a little present for you, too. Thank you very much. Good-bye." He turned round and disappeared in the crowd.

10 2. Mike went back to his friends, and a few moments later they were joined by Mr Benson. "Keep together, boys!" he said. "The Ostend train's just coming."

In the train Mike told his friends and Mr Benson about the friendly stranger.

15 "I wonder what kind of medicine it is," said Mike.

Mr Benson remained silent for a moment. "I doubt if it is medicine at all," he said at last. "It may be quite harmless. But you never know. Those people may be smugglers."

The boys looked at one another.

20 "Shall we open the package?" asked Mike.

"No, no," said Mr Benson. "I have an idea. Do exactly what the man said. Behave as if nothing unusual were happening. Leave the rest to me."

3. On the boat from Ostend to Dover Mr Benson spoke to the captain and made a telephone call to Scotland Yard. At Dover the group of boys went through the customs. While their luggage was being examined, poor Mike felt as if the package were burning a hole in his pocket. Two hours later they arrived at Victoria.

30 "There he is, Mike!" Mr Benson pointed out of the window. A tall man could be seen on the platform. He had dark glasses on, and he was holding a white handkerchief in his right hand.

Mike got out of the train and went to the man. "This is from your brother in Cologne, sir." He handed him the package.

At once two policemen appeared.

35 "Excuse me, sir," said one of them. "May I see that package? This boy forgot to declare it at the customs in Dover."

The man turned round as quick as lightning, but the policemen caught and overpowered him. The package was opened and Mike was shown the contents. Inside there were ten large diamonds, wrapped in cloth.

5 "Ah," said the policeman. "I thought so. We've had our eye on this man for months. At last he has been caught."

Mike took the two pound notes out of his pocket. "I was given these, too, sir," he said. "The man in Cologne gave them to me."

10 The two policemen looked at each other and smiled. "You can keep those, son," said the policeman with the diamonds. "You've earned them. Without your help that man wouldn't have been caught."

B. Landing at Dover

The boat from Ostend enters Dover harbour. The railway porters come on board. One of them goes up to Mr Benson.

Porter: Do you want a porter, sir?

5 *Mr Benson:* Yes. Please take our suitcases to the boat train.

Porter: Yes, sir. I'll see you at the customs.

Mr Benson: Come along, boys.

Customs Officer: Is this your luggage, sir? Have you anything to declare? Any jewelry, spirits or tobacco?

10 *Mr Benson:* No, nothing. The boys and I are returning from a holiday. They have a few small presents for their friends.

Customs Officer: Right, sir. (*He puts his chalk-mark on the suitcases.*)

Mr Benson: Straight on for the boat train, boys. Platform three.

Porter: There's plenty of room in this carriage, sir. I'll put your suitcases on the rack.

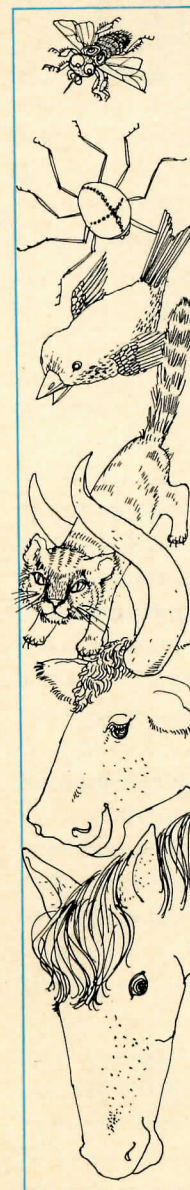
15 *Mr Benson:* Thank you. Here is fifty pence.

Porter: Thank you very much, sir.

< A Limerick >

There was a young man at the Zoo
Who wanted to catch the 2:02
When he came to the gate
They said: "You must wait—
It's a minute or two to 2:02".

< Poor Mrs Thompson >



Poor Mrs Thom
I don't know wh
Poor old woman

5 Poor Mrs Thom
That wriggled a
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Poor old woman

10 Poor Mrs Thom
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15 I don't know wh
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Poor Mrs Thom
Fancy that, she
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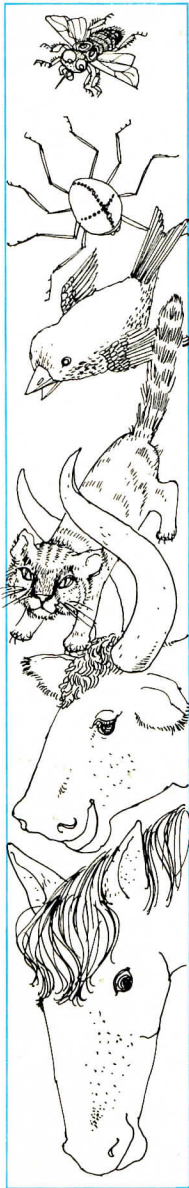
20 She swallowed t
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25 Poor Mrs Thom
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30 That wriggled a
She swallowed
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Poor old woman

Poor Mrs Thom
35 She died, of co

< Poor Mrs Thompson >



Poor Mrs Thompson swallowed a fly.
I don't know why she swallowed a fly;
Poor old woman, I think she'll die.

5 Poor Mrs Thompson swallowed a spider
That wriggled and wriggled and wriggled inside her.
She swallowed the spider to catch the fly,
I don't know why she swallowed a fly;
Poor old woman, I think she'll die.

10 Poor Mrs Thompson swallowed a bird.
How absurd, she swallowed a bird!
She swallowed the bird to catch the spider
That wriggled and wriggled and wriggled inside her.
She swallowed the spider to catch the fly,
15 I don't know why she swallowed a fly;
Poor old woman, I think she'll die.

Poor Mrs Thompson swallowed a cat.
Fancy that, she swallowed a cat!
She swallowed the cat to catch the bird,
20 She swallowed the bird to catch the spider
That wriggled and wriggled and wriggled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed a fly;
Poor old woman, I think she'll die.

25 Poor Mrs Thompson swallowed a cow.
I don't know how she swallowed a cow!
She swallowed the cow to catch the cat,
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider
30 That wriggled and wriggled and wriggled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed a fly;
Poor old woman, I think she'll die.

Poor Mrs Thompson swallowed a horse.
35 She died, of course.

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The fire-brigade in action at a big fire in Liverpool. Soon after this picture was taken the roof collapsed, and two people lost their lives.

5 A. An Unusual Fire Drill

1. When we lived in London, my friend Stella and I used to go to the pictures every week-end. One Saturday we took a bus to the 'Palace' to see a film called 'Three Men in a Boat'. We arrived a few minutes late.
5 The performance had already begun. The cinema was full of young people. They were laughing so loud that we wondered whether to stay or to leave the place. But soon we were laughing as loud as the others. We were terribly disappointed when suddenly the film stopped and the lights went on. Then a young man climbed onto the stage in front of the screen.
10 There were a few whistles, but the young man held up his hand for silence and smiled in a friendly way.

"Ladies and Gentlemen! I'm afraid I'll have to interrupt the performance. As you may have heard, a new law has recently been made that fire drill has to be practised in every cinema once a month. It is the first
15 to take place in this house. Could you please help me?"

"Why should we?" someone shouted. "We've paid to see 'Three Men in a Boat', but not to see you." Everybody laughed.

"You may be right," answered the young man quietly. "But you ought to know that the law must be respected. You have got to leave the cinema.
20 When I count to three go out as quickly as you can. The first rows will be the last to leave. The film is to be continued immediately after the drill. Please hurry, will you?"

2. The young man counted to three and then he said, "Now please think of it all. We were moving with the film. I suddenly saw smoke. It came from the room upstairs. I looked at Stella and she
5 stood the reason for the 'fire drill' was to get you to rush outside, but then I realized that the young man was still calmly giving his instructions."

"Please, don't run."—"You mustn't run."—"You might get a different seat when you get outside. The drill shouldn't last longer than ten minutes."
10

In less than five minutes everybody was outside. The young man himself. As soon as he said "Now" a loud crash. We looked up in horror. The roof had fallen and flames were filling the sky. By the time we had reached the whole building was burning. There was no time to save the cinema. It was impossible to save the cinema. We tried to watch the fire, but the following morning the newspaper. The young projectionist had said that the people in the cinema shouldn't be in the cinema and not a single person was left.
20 we had had!

< B. After the Show >

What was the play like you saw last night?
It was jolly good.

What was on?

5 'Pygmalion' by Shaw. It was the first I had seen.
The show was super. So were the costumes.
The stage scenery was excellent.
The play will have a long run.

When did you book your seats?

10 I phoned the box office two days before the show.
Where did you sit?

We had a seat in the upper circle.

The dress circle was too expensive for me.
People were queueing for the gallery.

2. The young man counted to three. Stella and I did not know what to think of it all. We were moving with the other people to the exit when I suddenly saw smoke. It came from the door which led to the projection room upstairs. I looked at Stella and Stella looked at me. Now we understood the reason for the 'fire drill'. I wanted to shout a warning and rush outside, but then I realized that I had better keep quiet. The young man was still calmly giving his instructions.

5 "Please, don't run."—"You mustn't leave your coats behind, you might get a different seat when you come back.—You needn't worry, the drill shouldn't last longer than ten minutes."

10 In less than five minutes everybody was outside. The last to leave was the young man himself. As soon as he had left the cinema, there was a loud crash. We looked up in horror. The roof had collapsed and smoke and flames were filling the sky. By the time the fire brigade had arrived, the whole building was burning. The firemen did what they could, but it was impossible to save the cinema. We weren't allowed to stay and watch the fire, but the following Monday we read about it in the newspaper. The young projectionist had arranged that 'fire drill' so that the people in the cinema shouldn't panic. Two hundred people had been in the cinema and not a single person had been hurt. What an escape we had had!

< B. After the Show >

What was the play like you saw last night?

It was jolly good.

What was on?

5 'Pygmalion' by Shaw. It was the first night.

The show was super. So were the costumes.

The stage scenery was excellent.

The play will have a long run.

When did you book your seats?

10 I phoned the box office two days before the performance.

Where did you sit?

We had a seat in the upper circle.

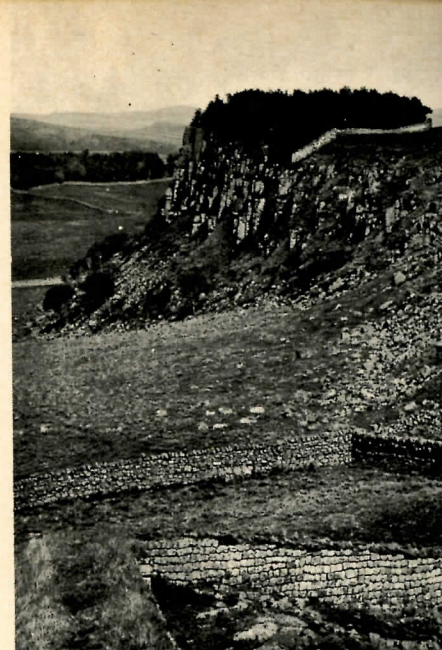
The dress circle was too expensive and the pit was sold out.

People were queueing for the gallery.

During the interval we went to the refreshment bar.
The national anthem was played before the performance began.
The audience enjoyed the play thoroughly.
There was a lot of applause after each act.
5 At the end the actors had several calls in front of the curtain.
A crowd of fans waited at the stage door for the actors and actresses.
A number of schoolgirls asked for autographs.

< The Pretty Maid >

“Where are you going to, my pretty maid,
With your rosy cheeks and golden hair?”
“I’m going a-milking, sir,” she said;
5 The strawberry-leaves make maidens fair.
“Shall I go with you, my pretty maid,
With your rosy cheeks and golden hair?”
“Yes, if you please, kind sir,” she said;
The strawberry-leaves make maidens fair.
10 “What is your father, my pretty maid,
With your rosy cheeks and golden hair?”
“My father’s a farmer, sir,” she said;
The strawberry-leaves make maidens fair.
“Say, will you marry me, my pretty maid?
15 With your rosy cheeks and golden hair?”
“Yes, if you please, kind sir,” she said;
The strawberry-leaves make maidens fair.
“What is your fortune, my pretty maid,
With your rosy cheeks and golden hair?”
20 “My face is my fortune, sir,” she said;
The strawberry-leaves make maidens fair.
“Then I won’t marry you, my pretty maid,
With your rosy cheeks and golden hair.”
“Nobody asked you, sir,” she said;
25 The strawberry-leaves make maidens fair.



Hadrian's Wall, built by the Romans in Britain today. It marked the northern boundary of the Roman Empire from the North Sea to the Irish Sea.

6 A. Caractacus

1. The year was 43 A.D. Camp fire
summer night. An army lay sleeping
man did not sleep. Wrapped in his
5 walked up and down by the camp fires
He was Caradoc, a chief of the Britons.
The Romans called him Caractacus,
thinking of a plan to beat the Roman
across the sea from the Continent to
10 the right bank of the river, the Britons
shouts and cries in the darkness, “V
here!”
The enemy, who had swum across
from all sides. The Britons were
15 fought bravely, they were beaten. They
and left behind them thousands of wounded.



Hadrian's Wall, built by the Romans in Britain nearly 2,000 years ago, can still be seen today. It marked the northern boundary of Roman Britain and stretched for 73 miles from the North Sea to the Irish Sea.

6 A. Caractacus

1. The year was 43 A.D. Camp fires were burning in the darkness of a summer night. An army lay sleeping on the banks of a wide river. But one man did not sleep. Wrapped in his coat, for the night was cold, he
5 walked up and down by the camp fires.

He was Caradoc, a chief of the Britons, the bravest they ever had. The Romans called him Caractacus. As he walked up and down, he was thinking of a plan to beat the Roman army. The Romans had just come across the sea from the Continent to conquer his country. They were on
10 the right bank of the river, the Britons on the left. Suddenly he heard shouts and cries in the darkness, "Wake up, wake up! The Romans are here!"

The enemy, who had swum across the river in the darkness, attacked from all sides. The Britons were taken by surprise and, though they
15 fought bravely, they were beaten. They were forced to flee to the woods and left behind them thousands of wounded and dead warriors.

Soon after this battle, the Roman Emperor Claudius came to Britain. He brought another army and a number of elephants. On the River Thames the Britons were beaten a second time. Claudius took thousands of prisoners; the old ones were given their freedom, the young ones were sent to Rome as slaves.

Many British chiefs made peace and promised to be friends with the Romans. But Caractacus would not make peace with them, though he had been beaten twice. He escaped to the mountains of Wales and for eight years he fought the Romans. They followed him from place to place, but did not catch him.

At last, a Roman army met him in the Welsh mountains.

"If the Romans beat us today, we shall be slaves for ever," cried Caractacus to his men. "It is better to die as free men than to live as slaves."

When Caractacus tried to beat the well-trained Roman army, he tried the impossible. In that battle, most of the Britons were killed or captured. Caractacus was caught soon afterwards. Together with his wife, his daughter, and his brothers, he was sent in chains to Rome, far across the sea in Italy.

2. The people of Rome, men, women, and children came to look at the tall, fair-haired chief and his people, who had fought so long against their armies, the best in the world. But Caractacus was not afraid. He held his head high and looked about him. He was astonished to see the wide streets of Rome, the beautiful buildings and marble temples on every side. He called out to those who were following him in chains, "Why did the Romans take our poor huts in Britain when they possess houses like these? The rich shouldn't rob the poor."

3. At last, he and his family were brought to the high seat of the Emperor Claudius. Some of the Britons fell upon their knees, but Caractacus looked up boldly at the Emperor.

"Do you know that you will be a dead man soon?" asked Claudius.

"I do not fear to die," replied Caractacus. "I did not fear death in battle, so why should I fear it here, when you have robbed me of my home and freedom? Put me to death, Emperor, and I shall soon be forgotten. But if you spare my life, your mercy will be remembered for ever."

The Emperor was surprised. He proud words from the mouth of a prisoner times and remained silent for a moment. "You are a braver one."

At once Caractacus and his family were sent to live in Rome. The Romans continued to rule Britain for over a hundred years.

< B. Roman Traces in Britain >

Streets

The Romans built paved roads all over Britain from the Latin 'strata'. The modern London was built along the Roman road from Dover to Chester.

Hadrian's Wall

In 123 A.D. the Roman Emperor Hadrian built a high and eight feet thick wall to protect Roman Britain from Scotland. It still runs for 73 1/2 miles from Bowness on the Irish Sea.

Towns

The Latin word for a fortified camp ends in -chester, -cester or -caster, and these towns were originally Roman settlements.

Buildings

A Roman lighthouse, the oldest building in Britain, stands at Dover.

There are amphitheatres at Dorchester and Bath. Parts of a Roman temple were found at Bath. The Roman wall was destroyed after the Second World War.

Religion

The Romans brought Christianity to Britain. The Emperor, Constantine the Great, was converted to Christianity. Roman Legions at York in 306 A.D.

The Emperor was surprised. He was not accustomed to hear such proud words from the mouth of a prisoner. He looked at the chief several times and remained silent for a moment. Then he cried, "Take off his chains! Rome knows how to pardon a brave enemy, and I don't know a
5 braver one."

At once Caractacus and his family were set free. They were allowed to live in Rome. The Romans continued to rule Britain for nearly four hundred years.

< B. Roman Traces in Britain >

Streets

The Romans built paved roads all over Britain. Our word 'street' comes from the Latin 'strata'. The modern M 1 Motorway from London to Bir-
5 mingham was built along the Roman road 'Watling Street', which ran from Dover to Chester.

Hadrian's Wall

In 123 A.D. the Roman Emperor Hadrian built a wall which was 20 feet high and eight feet thick to protect Roman Britain from the wild tribes of
10 Scotland. It still runs for 73½ miles between Wallsend on the North Sea and Bowness on the Irish Sea. schützen

Towns

The Latin word for a fortified camp is 'castra'. The towns whose names end in -chester, -cester or -caster, such as Winchester, Worcester, Lan-
15 caster were originally Roman settlements. Siedlung

Buildings

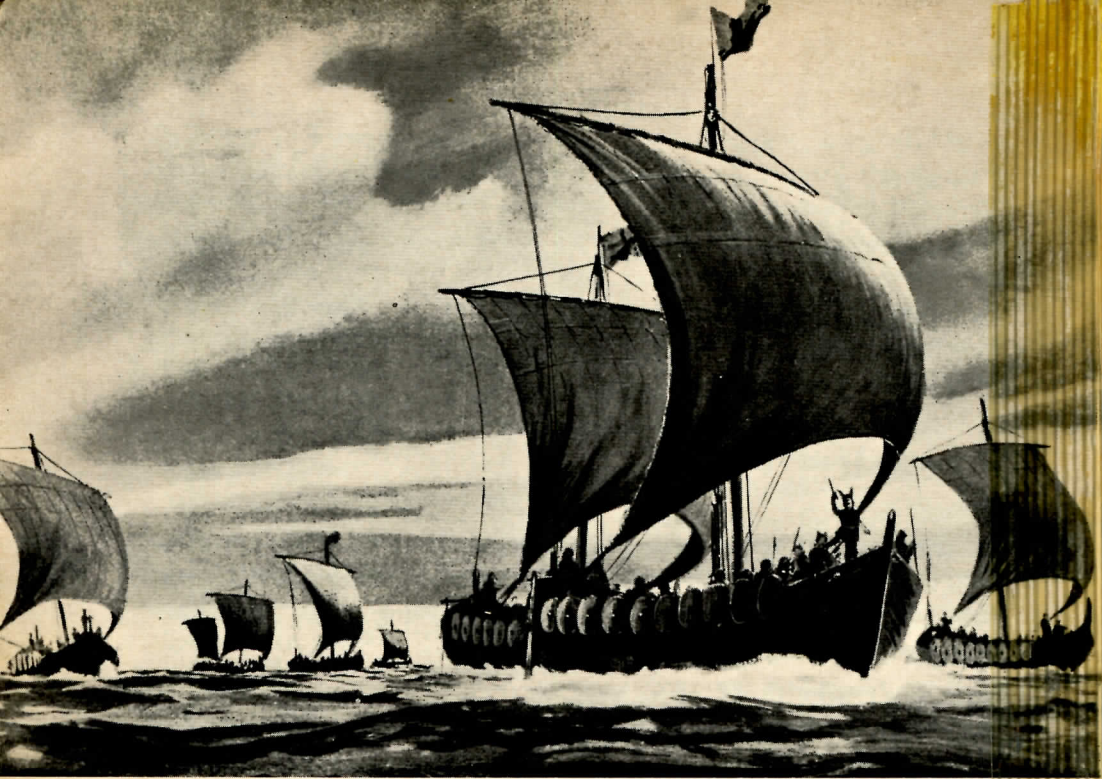
A Roman lighthouse, the oldest building in England, can still be seen at Dover.

There are amphitheatres at Dorchester and Silchester.

20 Parts of a Roman temple were found in London near St. Paul's Cathedral after the Second World War.

Religion

The Romans brought Christianity to Britain. The first Christian Roman Emperor, Constantine the Great, was proclaimed Emperor by the Roman
25 Legions at York in 306 A.D. ausrufen



Viking ships of the eighth century. In ships like these Beowulf and his men sailed across the sea from Sweden to Denmark.

7 A. Beowulf and Grendel

1. Many hundreds of years ago when the Danes landed in England, they brought with them the story of King Hrothgar, a former king of their country. King Hrothgar had built a great hall, called 'Heorot', where he ate and drank with his men every night and listened to the songs which praised the brave deeds of the Danish heroes. But there was one night which ended all their joy.

10 In a deep, dark lake not far from Heorot there lived a dangerous creature, a monster in human form, called Grendel. He lay in a lonely part of the country and waited for those whom he could kill.

One day he discovered Heorot. King Hrothgar, with many of his friends, sat at a long table, which stretched from one end of the room to the other. They had finished their evening meal, and the time for drink and

song had come. Nobody knew of the t
them. Laughter and singing shook th
when the music ended. The men lay do
was fast asleep. That was the momen
5 into the hall where the young Dane
were nearest to the door and carried th

10 There was bitter sorrow in the hea
but there was nothing that could be
ected by a charm and, therefore, no v
Danes attacked him but they were u
For twelve long years the Danes lived
gar's great hall was left empty, for no

15 2. To the east of Hrothgar's kingd
the Geats, which now forms part of
noble named Beowulf. Beowulf hea
decided to sail across the sea to th
monster.

When Beowulf and his men arriv
King Hrothgar, and Beowulf told him

20 "You are not the first person tha
said the King. "But those men who
know that neither spear nor sword ca

Beowulf, tall and strong in his
weapons I shall use will be my two a

25 That night Beowulf and his frier
watch. In the dark Grendel came to
which opened immediately. When
were lying on the floor of the hall
nearest to the entrance and killed hi

30 Beowulf rose to the full height of
and held him in a terrible grip. A
hall was filled with the noise of
and Grendel's screams and howls.
round the creature that no weapo
35 with his teeth and claws. But Be
with blood, did not loosen his grip.

song had come. Nobody knew of the terrible danger that was waiting for them. Laughter and singing shook the hall, and it was late in the night when the music ended. The men lay down on the floor, and soon everybody was fast asleep. That was the moment Grendel had waited for. He burst
5 into the hall where the young Danes were sleeping, seized those who were nearest to the door and carried them away.

There was bitter sorrow in the hearts of King Hrothgar and his men, but there was nothing that could be done against Grendel. He was protected by a charm and, therefore, no weapon could hurt him. Many young
10 Danes attacked him but they were unable to kill him and lost their lives. For twelve long years the Danes lived in fear of Grendel. At night Hrothgar's great hall was left empty, for nobody dared to sleep there.

2. To the east of Hrothgar's kingdom, across the sea, lay the land of the Geats, which now forms part of Sweden. In that land lived a young noble named Beowulf. Beowulf heard of Grendel's terrible deeds, and decided to sail across the sea to the land of the Danes and to fight the
15 monster.

When Beowulf and his men arrived in Denmark, they were taken to King Hrothgar, and Beowulf told him why he had come.

20 "You are not the first person that wanted to destroy the monster," said the King. "But those men who tried before are dead. Do you not know that neither spear nor sword can hurt him?"

Beowulf, tall and strong in his shining armour, replied: "The only weapons I shall use will be my two arms, and with them I shall kill him."

25 That night Beowulf and his friends stayed in the great hall to keep watch. In the dark Grendel came to Heorot. He struck the heavy doors, which opened immediately. When he saw the rows of young men who were lying on the floor of the hall, he jumped upon the one that was nearest to the entrance and killed him.

30 Beowulf rose to the full height of his strong body, seized the monster, and held him in a terrible grip. A desperate fight began, and the great hall was filled with the noise of falling drinking-cups, stamping feet and Grendel's screams and howls. Beowulf locked his arms more firmly round the creature that no weapon could hurt, while Grendel attacked
35 with his teeth and claws. But Beowulf, whose wounds were streaming with blood, did not loosen his grip. Grendel felt the danger he was in. He



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could hardly breathe. In a last great effort he tried to tear himself away from Beowulf's deadly embrace. As Grendel turned to flee, the young hero seized the monster's right arm and tore it from his shoulder. Beowulf stood there with the bleeding arm in his hands, while the monster
5 stumbled out into the night. A trail of red blood showed the way he had taken. In the dark lake which was his home he died from the terrible injury he had received in his fight with Beowulf.

< B. On an Ocean Liner >

1st passenger: Hallo! Nice to see you again. Aren't we cabin neighbours?

2nd passenger: I believe we are.

1st passenger: I didn't see you in the dining-saloon at all.

5 *2nd passenger:* No, I couldn't touch a thing. I stayed below deck—spent three days in my berth.

1st passenger: The ship rolled and pitched a lot after we left port.

2nd passenger: It was terrible! I'm a bad sailor. Are you never seasick?

1st passenger: No, never. I always take pills against seasickness.

10 *2nd passenger:* I get seasick whether the passage is rough or smooth.

1st passenger: I'm sorry to hear that.

2nd passenger: I'll have to eat double portions for the rest of the voyage to get my money's worth of food.

1st passenger: I'm glad to see you've got back the old fighting spirit.
15 Will you join me for a drink at the bar below the bridge?

2nd passenger: With pleasure. But first I want to walk a few rounds from bow to stern for my constitution.

< The Farmer and the Sailor >

A farmer asked a sailor, "Where did your father die?"

"At sea," replied the sailor.

"And your grandfather?"—"He was drowned in a shipwreck."

5 "How dreadful!" cried the farmer. "If I were you, I should never go to sea again."

"Well, where did your father die?" asked the sailor.—"In bed."

"And your grandfather?"—"He died in bed, too."

"Then if I were you," said the sailor, "I should never go to bed again."

< Sea-fever >

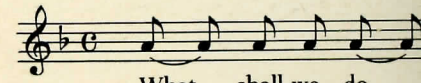
I must down to the seas again, to the
And all I ask is a tall ship and a star
And the wheel's kick and the wind's

5 And a grey mist on the sea's face, and

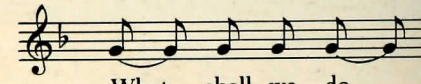
I must down to the seas again, for the
Is a wild call and a clear call that ma
And all I ask is a windy day with the
And the flung spray and the blown s

10 I must down to the seas again, to the
To the gull's way and the whale's w
And all I ask is a merry yarn from a
And quiet sleep and a sweet dream

< What Shall We Do with the Drums >



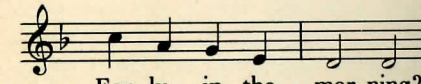
What shall we do



What shall we do



What shall we do



Ear-ly in the mor-ning?



Hoo-ray and up s



up she ri-ses, E

Put him in the long-bo

< Sea-fever >

I must down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by;
And the wheel's kick and the wind's song and the white sail's shaking,
5 And a grey mist on the sea's face, and a grey dawn breaking.

I must down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying.

10 I must down to the seas again, to the vagrant gipsy life, [knife;
To the gull's way and the whale's way where the wind's like a whetted
And all I ask is a merry yarn from a laughing fellow-rover,
And quiet sleep and a sweet dream when the long trick's over.

John Masefield

< What Shall We Do with the Drunken Sailor? >

The musical score consists of seven staves of music in G major and 4/4 time. The melody is simple and repetitive. The lyrics are written below the notes.

What shall we do with the drun-ken sai - lor,
 What shall we do with the drun - ken sai - lor,
 What shall we do with the drun - ken sai - lor,
 Ear - ly in the mor - ning? Hoo - ray, and up she ri - ses,
 Hoo - ray and up she ri - ses, Hoo - ray and
 up she ri - ses, Ear - ly in the mor - ning.

Put him in the long-boat until he's sober (*thrice*).



Early Christian remains in Ireland. This church, almost perfectly preserved, was built more than fourteen hundred years ago.

8 A. The Children of Lir (An Old Irish Tale)

1. Lir, a mighty Irish chief, had married the eldest of three beautiful sisters. His wife had borne him four children, a daughter and three sons. Each of these children was as fair as the morning sun. Both parents
5 loved them deeply. Then their mother died and their father married again. His new wife, Eva, was also very beautiful, but neither Lir nor his children had any idea that she was a very cruel witch. If there was anything she hated, it was to see how fond her husband was of his children. At last she decided to kill them.

10 One day she took them to a lovely place in the mountains near a calm lake, but when she saw how happy they were in their play she had not

the heart to do the evil deed. So she hid in the forest near by and asked his help. On his advice she called them to her. They were all hot and tired with your play. G
5 lake.”

All the four children rushed at once. When they were in it, the magic of Eva and the swans.

10 “Birds you are and birds you shall be. Until you hear the sound of a Christian bell, you shall not be able to leave the bank, “until some day your hour will come when you will hear of a Christian bell.”

So the four beautiful, milk-white swans swam in the smooth water. When Eva saw this she was angry. She would have given anything to have them back, but it was
15 too late. All she could do was to give them the power to sing sad, sweet music, and the power to sing sad, sweet music. Lir was comforted in his sorrows.

2. A great number of years passed and the children never heard the sound of a Christian bell. They were still worshipping the gods of the Druids. It was a rough sea between Ireland and England, and the children had hardships. And both the restless swans and the children were on for three hundred years.

One spring morning, when the swans were on the lake, they reached the lake again where they had been. Everything was quiet and peaceful. The children were both disappeared. As they were flying, they suddenly heard the sound of a Christian bell. St. Patrick had brought Christian churches to Ireland.
25 churches were calling the Christians to God.

The children of Lir looked at each other. The evil spell was broken and they were free. But they had lived so long that none of them was any longer. All they wanted was to be Christians as soon as they had become Christians
35 for ever.

the heart to do the evil deed. So she visited an old Druid who was living in the forest near by and asked him to use his magic on the children. On his advice she called them to her and said, "My darlings, you are all hot and tired with your play. Go and bathe in the cool water of the lake."

All the four children rushed at once into the clear water, but as soon as they were in it, the magic of Eva and the old Druid changed them into swans.

"Birds you are and birds you shall remain," sang the Druid from the bank, "until some day your hour will come and you will hear the sound of a Christian bell."

So the four beautiful, milk-white swans swam sadly away over the smooth water. When Eva saw this she was sorry for what she had done. She would have given anything to have her evil deed undone, but it was too late. All she could do was to give the birds the use of human speech and the power to sing sad, sweet music. Anybody who heard them sing was comforted in his sorrows.

2. A great number of years passed by. Every day the swans listened for the sound of a Christian bell. They listened in vain, for the Irish still worshipped the gods of the Druids. Then a storm drove them into the rough sea between Ireland and England, where they suffered a lot of hardships. And both the restless waves and the cold winds drove them on for three hundred years.

One spring morning, when the wind blew softly over the hills, they reached the lake again where they had been changed into swans. Everything was quiet and peaceful. The cruel witch and the old Druid had both disappeared. As they were floating on the smooth waters they suddenly heard the sound of a Christian bell somewhere in the distance. St. Patrick had brought Christianity to Ireland and everywhere the churches were calling the Christians to come and worship God.

The children of Lir looked at each other. They were no longer swans. The evil spell was broken and they had returned to their human shapes. But they had lived so long that none of them had the wish to live much longer. All they wanted was to learn the Christian faith and die. As soon as they had become Christians they were glad to lie down and rest for ever.

< B. Christianity in England >

The End of Roman Rule

Towards the end of the fourth century the Roman soldiers, who had protected the Britons for more than 300 years, left the island and returned to Italy to defend Rome. Under Roman rule the Britons had had a peaceful time. They had become Christians.

The Angles and Saxons in Britain

Soon after the Romans had left, heathen tribes from North Germany, the Angles and the Saxons, landed in Britain. The Angles and the Saxons had never heard of Christ. They worshipped their own gods, Woden and Thor. We find their names in the words Wednesday, which is Woden's day, and Thursday, which is Thor's day. The Angles and the Saxons destroyed the Christian towns and churches. Many of the Britons were killed, others fled westwards into the mountains of Wales.

Christianity in Wales and Ireland

As the Angles and Saxons did not conquer Wales, the Welsh remained Christians. It was a Welshman, St. Patrick, who brought Christianity to Ireland (432—461 A.D.). In the course of time there were so many churches and monasteries in Ireland that it was called the Isle of Saints.

From Ireland, a hundred years later, St. Columba made his way to a little island off the coast of Scotland, where he founded a monastery. From here he carried the teaching of Jesus to Scotland.

St. Augustine in England

At the same time Pope Gregory in Rome sent a missionary called Augustine to the south of England. In 597 Augustine landed in Kent with some monks. They went to Canterbury and converted the south. Four years later another missionary, Paulinus, went to the north of England and converted the Anglo-Saxon chiefs of Northumbria. The old heathen feasts gradually changed into Christian festivals. The feast of Eastr, a Germanic goddess, became Easter; and the Yuletide celebrations became the Christ Mass or Christmas.

Slowly but steadily, from the north and from the south, Christianity returned to the place where it had been before the Romans left.

< Cockles and Mussels >

1. In Dublin's fair cit-y, where
 eyes on sweet Mol-ly Ma-lone, As
 streets broad and nar-row, Cryi
 live, a-live oh!" "A-li
 oh!" Crying: "Cockles and

Chorus

2. She was a fishmonger,
 For so were her father and
 And they each wheeled their
 Through streets broad and
 5 Crying: "Cockles and mussels"
 3. She died of a fever, and
 And that was the end of her
 But her ghost wheels the
 Through streets broad and
 10 Crying: "Cockles and mussels"

< Irish Logic >

An Irishman once said: "I'd give five pounds to die." "Why do you want to know that if you know no better if you knew." "Oh yes, I would, but where it was, I'd never go near the place."

< Cockles and Mussels >

Old Irish melody



1. In Dublin's fair cit-y, where girls are so pretty, I first set my



eyes on sweet Mol-ly Ma-lone, As she wheeled her wheelbarrow Through



streets broad and nar-row, Crying: "Cock-les and Mussels, a -



Chorus

live, a-live oh!" "A - live, a-live oh! A - live, a-live



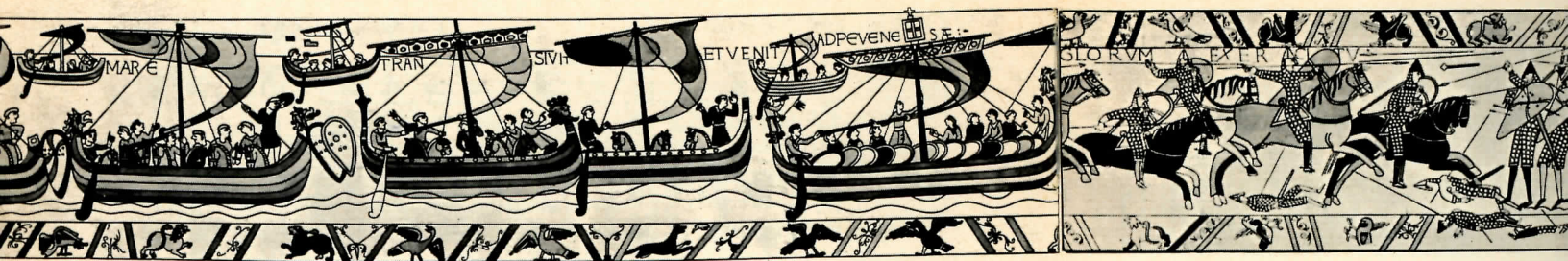
oh!" Crying: "Cockles and Mussels, a - live, a-live oh!"

2. She was a fishmonger, but sure 'twas no wonder,
For so were her father and mother before;
And they each wheeled their barrow
Through streets broad and narrow,
5 Crying: "Cockles and mussels, alive, alive oh!" Chorus:

3. She died of a fever, and no one could save her,
And that was the end of sweet Molly Malone;
But her ghost wheels the barrow
Through streets broad and narrow,
10 Crying: "Cockles and mussels, alive, alive oh!" Chorus:

< Irish Logic >

An Irishman once said: "I'd give fifty pounds to know where I'm going to die." "Why do you want to know that?" asked his friend. "You'd be no better if you knew." "Oh yes, I would," said the Irishman. "If I knew
5 where it was, I'd never go near the place!"



The Normans on their way to England: a scene from the Bayeux Tapestry. The Latin words mean 'He crossed the sea and came to Pevensey' (a small village near Hastings).

Bayeux Tapestry: the attack of the Normans. The tapestry was made in Normandy soon after the battle.

9 A. Ten Sixty-six

1. At the beginning of the year 1066 A.D., the English people chose a handsome nobleman for their king. He was Harold Godwin, Earl of Wessex. When the crown of England was placed on his head, his people, with joy in their hearts, cried, "Long live the King! Long live the King!" and Westminster Abbey rang with their shouts. Harold rose from his knees, no longer Earl of Wessex but King of England. Although he was proud of being king, he could not help feeling sad, for he knew that England was in danger. Fighting was soon to be expected. There were two mighty men who lived over the seas, and each of them wanted the throne of England for himself. One of these men was William, Duke of Normandy, and the other Harald Hardrada, the King of Norway. Which of them would strike first?

Months passed while Harold was ruling England quietly and well. Suddenly the first blow fell. The King of Norway crossed the North Sea and landed in Yorkshire. Without losing any time Harold and his army marched northward to meet the enemy. On September 25th the English and Norwegian armies faced each other at a place called Stamford Bridge, near York. The fight was fierce and long, but at last the King of Norway was killed, and only a few Norwegian ships succeeded in escaping to Norway.

2. While King Harold was busy fighting in the north, the second blow fell in the south. After six weeks of waiting for a favourable wind, William of Normandy, who had his ships ready on the coast of France, gave the order to sail to England. They sailed across the Channel. Most

of the crossing was made in the night. William's ship led the way through the sea, the white cliffs of England were in sight. An English army was there to prevent them from landing.

Only a few fishermen noticed the crossing. Duke William was the first to see the English army as it fell.

"A bad sign!" said the soldiers as they saw the English army full of stones, sprang up with a laugh.

"Look," he said, "I have England!"

3. After the battle of Stamford Bridge, Harold Godwinson was at York. Suddenly a knight rode in from the south to bring the news.

"My lord," he cried when he entered the king's hall, "William of Normandy has landed."

This was terrible news. Harold Godwinson was at York, but before an hour had passed, the news reached the head of his army.

At last, from the top of a small hill, Harold Godwinson saw the army of William near Hastings. The English army was in the Norman camp, and Harold's army was in the English camp. The horsemen and bowmen were on the flanks. The English were about equal in number, but the English



Bayeux Tapestry: the attack of the Norman horsemen at the Battle of Hastings. The tapestry was made in Normandy soon after the Norman invasion.

of the crossing was made in the night. The great lamp on the mast of William's ship led the way through the darkness. When the sun rose over the sea, the white cliffs of England were in front of them. No English army was there to prevent them from landing on the coast near Hastings.

5 Only a few fishermen noticed the coming of the Norman fleet.

Duke William was the first to jump onto the beach, but as he did so he fell.

"A bad sign!" said the soldiers around him, but William, his hands full of stones, sprang up with a laugh.

10 "Look," he said, "I have England already in my hands."

3. After the battle of Stamford Bridge, Harold and his men were resting at York. Suddenly a knight rode into the castle yard. He had come all the way from the south to bring the news of William's landing.

15 "My lord," he cried when he entered the hall where Harold was sitting, "William of Normandy has landed near Hastings. London is in danger!"

This was terrible news. Harold's men were exhausted with fighting, but before an hour had passed, the King was hurrying southward at the head of his army.

20 At last, from the top of a small hill, they saw the banners and tents of William's army near Hastings. There was a lot of coming and going in the Norman camp, and Harold had the opportunity of seeing how many horsemen and bowmen were on the Norman side. The two armies were about equal in number, but the English had no soldiers on horseback.

Harold decided to stay on the hill so that the Normans should not have the chance of making full use of their horsemen.

On October 14th the battle began. The Normans kept on storming up the hill. Again and again the English threw them back. Three of William's horses were killed under him. At last William saw that it was no use attacking the English on the hill. He used a trick to bring them down from their strong position. He ordered his men to retreat.

There was a joyful shout from King Harold's soldiers: "The Normans are running away!"

The English rushed down the hill after the retreating Normans. Then the Normans turned, and fighting began again. The trick had succeeded. Now the Norman horsemen could attack the English foot-soldiers, now the arrows of the Norman bowmen fell like rain on the heads of the English. As the sun set in the west, Harold was killed by an arrow in the eye. When night came, all the best and bravest men of England had stopped fighting. They lay with their King, dead on the field. The banner of Harold, torn and bloodstained, was in the dust. William's banner waved proudly in the cold autumn wind.

On Christmas Day, 1066, William the Conqueror was crowned King of England in Westminster Abbey.

< B. The Norman Conquest and the English Language >

Before William the Conqueror came to England, her inhabitants spoke Anglo-Saxon, a Germanic language.

The Normans, however, spoke French.

After the conquest more and more French-speaking people settled in England. They filled the best positions in the country. French was spoken by the King, his barons and the high clergy. It became the official language of the country. And so it is that today most words which deal with court life, administration and religion are of French origin.

But also in everyday life we find French words such as *table* and *chair*. Under Norman rule meat was reserved for the table of the master who was Norman. When the Norman baron sat down at the table, he told his Anglo-Saxon servants what he wanted to eat, and he said it in French. Thus the English servant learned the French word for the kind of meat the Norman lord wanted to eat. But the living animal in the field kept its Germanic word.

German	English (animals and)
Ochse	ox
Kalb	calf
Schwein	pig, swine
Schaf	sheep

When, three hundred years after being the official language of the country, Germanic and French words, and h

< Big Steamers >

"Oh, where are you going
With England's own coal

"We are going to fetch y
Your beef, pork, and mu

"And where will you fet
And where shall I write

"We fetch it from Melb
Address us at Hobart, H

"But if anything happen
And suppose you were

"Why, you'd have no co
And you'd have no muff

"Then I'll pray for fine
For little blue billows an

"Oh, billows and breeze
We're iron below and st

<i>German</i>	<i>English</i> (<i>animals and meat</i>)		<i>French</i>
Ochse	ox	beef	bœuf
Kalb	calf	veal	veau
Schwein	pig, swine.	pork	porc
Schaf	sheep	mutton	mouton

When, three hundred years after the Norman conquest, French stopped being the official language of the country, English had become a mixture of Germanic and French words, and has remained so until the present day.

< Big Steamers >

"Oh, where are you going to, all you big steamers,
With England's own coal, up and down the salt seas?"

"We are going to fetch you your bread and your butter,
5 Your beef, pork, and mutton, eggs, apples, and cheese."

"And where will you fetch it from, all you big steamers,
And where shall I write you when you are away?"

"We fetch it from Melbourne, Quebec, and Vancouver.
Address us at Hobart, Hong Kong, and Bombay."

10 "But if anything happened to all you big steamers,
And suppose you were wrecked, up and down the salt seas?"

"Why, you'd have no coffee or bacon for breakfast,
And you'd have no muffins or toast for your tea."

"Then I'll pray for fine weather for all you big steamers,
15 For little blue billows and breezes so soft."

"Oh, billows and breezes don't bother big steamers:
We're iron below and steel rigging aloft."

Rudyard Kipling



Queen Elizabeth at the opening of Parliament in London. Magna Carta laid the foundation for England's Parliament, which is the oldest in the world.

10 A. The First Step to Freedom

1. Nobody had a good word to say for King John. Before he came to the throne, he had tried to steal the crown from his brother, Richard the Lionheart, who was on a crusade at that time. Now that he was king, things had become worse.

Fearing for his crown, he murdered his young nephew, a boy of fifteen. He made the barons angry, taking their land away and forcing them to pay large sums of money to him.

He made the townspeople and merchants angry, seizing their goods and preventing them from trading in peace.

He made everybody else angry because he had men thrown into prison without a fair trial.

At last some of the great barons, wishing to put an end to it all, came together. Helped by the Archbishop of Canterbury, Stephen Langton, they drew up a long list of what the King should not do in future. It was so long that they called it Magna Carta or the Great Charter. They

sent it to John and told him that the barons would not agree to it.

John listened, frowning while the barons spoke. He knew that he had to promise not to ask for more money from the barons and bishops. He had to promise to give them a fair trial without a fair trial. He had to promise to give them peace.

Having heard all the promises, the barons said, "Why don't they make me a slave of my kingdom?" He flew into a temper and promised nothing.

2. The date was June 15th, 1215. The king rode on horseback, accompanied by a great army. He left London early in the morning, driven by a cool wind. He was to meet King John at Runnymede, a flat meadow. The day being fine, they made good progress. The king's army approached Runnymede. In the distance, the king's flag was flying in the wind. The barons had gathered there. "The Charter? And having done so, would you trust him? It was doubtful.

King John had already arrived. His face was pale but did not show any sign of anger. He was either delighted to meet so many of his barons or he was afraid.

Stephen Langton, the Archbishop of Canterbury, stood up. "Would Your Majesty please sign the Charter?" King John sat there looking round. The men were many and armed to the teeth. They were ready to seal to the parchment.

3. But John did not keep the promise. He gathered a large army to punish the barons. He was sweeping down the Thames Valley when he was defeated. He was winning the war when death came. He died after a meal, and many believed that he was poisoned.

When mounting the throne of England, King John signed the Great Charter which has remained in force until today. It is to be seen at Westminster.

sent it to John and told him that they would seize his castles if he would not agree to it.

John listened, frowning while the Charter was read to him. He heard that he had to promise not to ask for money without the consent of the barons and bishops. He had to promise not to put a freeman into prison without a fair trial. He had to promise to let the merchants travel in peace.

Having heard all the promises he had to make, John turned pale. "Why don't they make me a slave?" he cried. "Why don't they ask for my kingdom?" He flew into a terrible rage, shouting that he would promise nothing.

2. The date was June 15th, 1215. Barons, bishops and wealthy merchants on horseback, accompanied by a great number of soldiers, had left London early in the morning, driven by a common aim. They were on their way to meet King John at Runnymede, a field on the River Thames. The weather being fine, they made good progress. After a couple of hours they approached Runnymede. In the distance they could see the royal banner flying in the wind. The barons had one thought: would John sign the Charter? And having done so, would he keep his promises? Could they trust him? It was doubtful.

King John had already arrived. He was sitting in a large tent. His face was pale but did not show any anger. He even managed to smile, as if delighted to meet so many of his barons.

Stephen Langton, the Archbishop, unrolled the parchment on the table. "Would Your Majesty please fix the seal to the Charter?" he asked. John sat there looking round. The men in the field were his enemies. They were many and armed to the teeth. He had no choice. He had to put his seal to the parchment.

3. But John did not keep the promises given in Magna Carta. Instead, he gathered a large army to punish his barons. Like a whirlwind he came sweeping down the Thames Valley with his soldiers, and then went north. He was winning the war when death struck him down. He died suddenly after a meal, and many believed that he had been poisoned.

When mounting the throne of England, his son, Henry III, confirmed the Great Charter which has remained a living document of English liberty until today. It is to be seen at the British Museum in London.

B. The Houses of Parliament

What is the origin of the word 'Parliament'?

It comes from the French verb 'parler'—to talk. In the England of the 13th century Parliament did not make laws. It met to discuss questions of common interest with the king.

When did the first Parliament meet?

Fifty years after the Great Charter had been signed the knights of the shires and two citizens of every town were chosen to join the Great Council of the barons and bishops. For the first time representatives of the people sat in Parliament (1265).

Why are there two Houses of Parliament today—the House of Commons and the House of Lords?

The representatives of the people felt uncomfortable when they had to speak before the King and the mighty barons. In the beginning of the 14th century they retired to a wing of Westminster Abbey to talk freely among themselves and they chose a 'Speaker' to speak for them before the King and the lords. Thus the House of Commons was born. Since those days there have been two separate assemblies: the House of Lords and the House of Commons. Thus we speak of the Houses of Parliament. Today there are women in both Houses.

Who are the members of the House of Lords?

The House of Lords is composed of the peers of the United Kingdom, the bishops of the Church of England, and the High Court judges. The influence of the House of Lords has become very small. No lord may become a member of the House of Commons. But a lord can give up his title and become a simple 'Mr' if he wants to join the House of Commons as a member of Parliament.

Who are the members of the House of Commons?

The House of Commons is composed of the elected representatives of the British people. They make the laws of the country. The party which has the majority in the House of Commons forms the Government. There are three main parties. They are the Labour Party or Socialists, the Conservatives and the Liberals.

< Anecdotes >

Politeness. On a narrow country road from opposite directions. The road was so both cars stopped. Neither of them said a word.

After a few minutes' silence one driver took out a book from his pocket and began to read. Half an hour later, the other driver put his hand to his forehead and said, "When you've finished—perhaps you can give me a piece of paper."

A Difficult Choice.

1st Voter: Did you see the candidate?

2nd Voter: Yes.

1st Voter: And what did you think?

2nd Voter: Well—I thought what a difficult choice it was. I don't know how I can get into the House of Commons.

A Question of Conscience. A man was selling his vote to both the Conservative and the Liberal parties.

"Do you admit having received a bribe?" asked the judge.—"Yes, my lord."

"And do you also admit having received a bribe?"—"Yes, my lord."

"But how on earth did you vote, then?"

"According to my conscience, my lord."

A Compromise. Once there were two islands, one British and one French. They were disputing the island. At the end the Englishman said to the Frenchman:

"Let's make a compromise," he said. "I will give you the island, and I will say that it doesn't belong to either of us."

The Dismissal. The head of a store said to a clerk: "A week do you get?" he asked. "A week's money—now clear out."

The boy went. "When did we have a mental manager?" he asked. "Never," answered the head of the store. "Never," answered the boy in reply to a message.

< Anecdotes >

Politeness. On a narrow country road two cars approached each other from opposite directions. The road was not wide enough for them to pass, so both cars stopped. Neither of the drivers would give way to the other.

5 Neither of them said a word.

After a few minutes' silence one driver took a newspaper from his pocket and began to read. Half an hour later, with the silence still unbroken, the other driver put his head out of the car window and said: "When you've finished—perhaps you'd be kind enough to lend me your paper."

10

A Difficult Choice.

1st Voter: Did you see the candidates?

2nd Voter: Yes.

1st Voter: And what did you think of them?

15 2nd Voter: Well—I thought what a blessing it is that only one of them can get into the House of Commons!

A Question of Conscience. A man appeared in court, charged with selling his vote to both the Conservative and Labour candidates.

20 "Do you admit having received five pounds from the Conservative candidate?" asked the judge.—"Yes, my lord."

"And do you also admit having received five pounds from the Labour candidate?"—"Yes, my lord."

"But how on earth did you vote, then?" asked the astonished judge.

"According to my conscience, my lord."

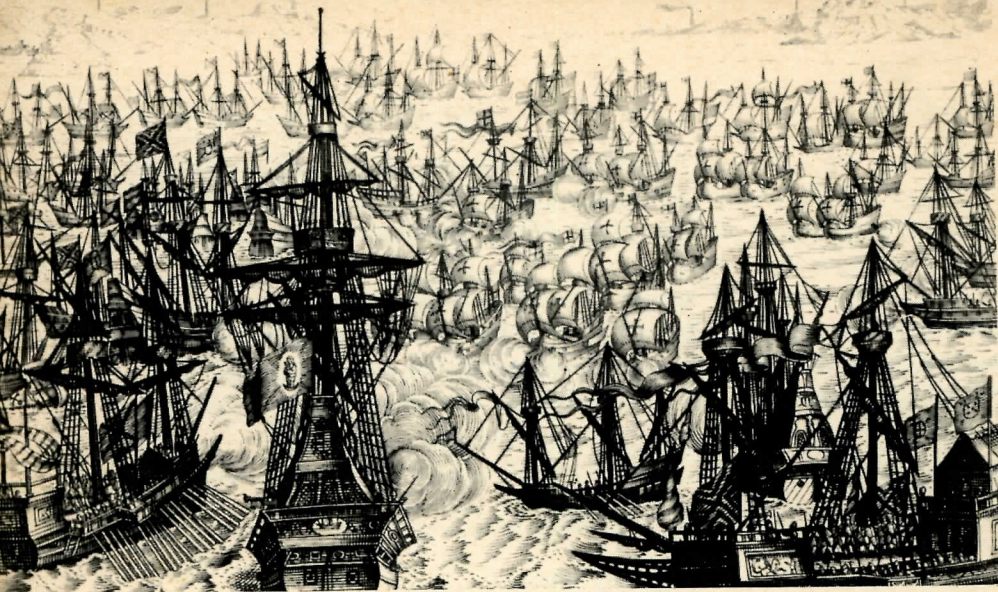
25 *A Compromise.* Once there were three diplomats, one of whom was British. They were disputing the possession of a recently discovered island. At the end the Englishman took one of his two colleagues aside.

"Let's make a compromise," he said. "You say that the island is mine, and I will say that it doesn't belong to him."

30 *The Dismissal.* The head of a store noticed a boy whistling. "How much a week do you get?" he asked. "£2," replied the boy.—"Here's a week's money—now clear out."

The boy went. "When did we hire that boy?" the boss asked a departmental manager. "Never," answered the manager. "He was waiting for a reply to a message."

35



English ships attack the Spanish Armada as it sails past the English coast. On land fires are burning to warn the people that danger threatens.

11 A. I Sailed with Sir Francis Drake

1. I remember it as if it were yesterday, that hot evening in July, 1588. All was quiet in Plymouth harbour, where the English fleet lay at anchor, but we all knew that it was only the calm before the storm. Everyone in England had heard that the Spaniards were planning to attack us with the greatest fleet the world had ever seen—the Great Armada, as they called it. The only question was—when would they come? In the Netherlands a large Spanish army was waiting to be taken to England. Our ships had been ready for weeks, and we only needed the order to set sail.

On that evening Sir Francis Drake and a few other officers had gone to play bowls on a hill above the town, and I, as the officer of the watch, was responsible for his ship in his absence. I was just making my last round of the ship when I heard excited shouts on the quay.

I ran to the side of the ship and looked down. “What is it?” I shouted. “What’s the matter?”

“The Spaniards, sir,” shouted a sailor. “Their ships have been seen in the Channel. Over a hundred!”

Over a hundred! There was only one way to run all the way through the town to the coast. Lord Howard, the commander of the fleet, and his officers. I ran straight up to them.

“My Lord Howard!” I said. “The Armada is in sight!”

Lord Howard threw down his hat. He, like the rest of the fleet, with the exception of Drake, looked very nervous.

“Back to your ships, gentlemen. There is no time to lose.”

“One moment, my lord,” said Lord Howard. “We will finish the game and beat the Spaniards. With the help of God we shall win the game first.”

That was typical of Drake. He was a man who, the greater the danger, the calmer he became.

2. When we left harbour we soon found the English Channel in the shape of a great harbour. I had never seen so many ships in my life. I heard later that there were over a hundred men on board.

Our little ships were less than the Spanish galleons. But we had one advantage. As Drake had planned, we attacked them from the rear, and turning away before they could turn to attack us.

In this way we followed the Armada as it turned towards the French coast and then back to the English coast to attack them there, but Drake, with the help of his six of our oldest ships with pitch-burners, we set fire to them and let them drift away.

It was a terrible sight to see the Spanish ships at night. We could hear the shouting and the firing of the cables and sailed off in confusion.

That was the chance we had been waiting for. One of the largest ships and sank there in the English Sea. We followed them until we were close to the coast and turned back.



Over a hundred! There was only one thing to do. I left the ship and ran all the way through the town to the bowling-green. Drake and Lord Howard, the commander of the fleet, were standing among a group of officers. I ran straight up to them.

5 "My Lord Howard!" I said. "The Spaniards are coming up the Channel. The Armada is in sight!"

Lord Howard threw down his bowl, and all the other officers, with the exception of Drake, looked very alarmed.

10 "Back to your ships, gentlemen," said Lord Howard. "There is no time to lose."

"One moment, my lord," said Drake. "There is plenty of time to finish the game and beat the Spaniards, too. Let the Spaniards go by, and with the help of God we shall follow and defeat them. We'll finish the game first."

15 That was typical of Drake. He never became upset or excited. The greater the danger, the calmer he seemed to be.

2. When we left harbour we soon sighted the Armada, sailing up the Channel in the shape of a great half moon. I had never seen so many ships in my life. I heard later that there were 130 of them, with 30,000 men on board.

Our little ships were less than half the size of the huge Spanish galleons. But we had one advantage—we could sail much faster. As Drake had planned, we attacked them from the rear, firing off our cannons, and turning away before they could return our fire.

25 In this way we followed the Armada up the Channel, until the Spaniards turned towards the French coast and cast anchor off Calais. It was difficult to attack them there, but Drake, as always, knew what to do. We filled six of our oldest ships with pitch and tar. Then, when it grew dark, we set fire to them and let them drift towards the Spaniards.

30 It was a terrible sight to see the flames from those burning ships in the night. We could hear the shouts of the Spaniards as they cut their cables and sailed off in confusion.

35 That was the chance we had been waiting for. We surrounded several of the largest ships and sank them. The rest sailed out into the North Sea. We followed them until we had no more ammunition. Then we turned back.

3. Meanwhile a great storm had come up, and the ships of the Armada were driven farther and farther to the north. We heard no more about them for a long time, until the news came that they had sailed round the north of Scotland. Most of the Spanish ships had been lost on the coast, and only fifty-four returned to Spain.

There was great joy all over England. When we returned to Plymouth, bonfires were burning, church bells were ringing, and all the people were dancing in the streets to celebrate the greatest victory in English history.

B. The Commonwealth

The victory over the Spanish Armada made England a sea-power. From then on, by discovery, by trade, and by conquest England began to build up a great Empire overseas. Australia, Canada, New Zealand, India, and many other countries became British possessions, and the Empire reached the height of its power when South Africa became a member in 1902.

Up to this time the British Empire had suffered only one setback. That was the loss of the American colonies, which broke away in 1776 and became the United States. It was a lesson which the British never forgot.

One by one, the larger countries of the Empire became independent. The name of the British Empire was changed to the 'British Commonwealth of Nations'. Today it is simply called the 'Commonwealth'. More and more of the former colonies have become independent states, a large family of nations with Great Britain as an equal partner and with Queen Elizabeth II as the recognized 'Head of the Commonwealth'.

Aptitude for building empires



Refusal to admit defeat



The first Thanksgiving Day. The Pilgrims gave thanks to God for His mercy.

12 A. The Pilgrim Fathers

1. The ship 'Mayflower' lay at anchor. There were 50 men, 20 women and 34 children on board. One of the men was a Puritan, a member of a religious sect. They were leaving England because they had a different way of thinking. In England they had to be members of the Church of England.

The people on the 'Mayflower' had come to America to begin a new life in a new country. On September 6th, 1620, the ship set sail westward across the Atlantic Ocean. The men and women lived on board the ship. The women cooked the food three times a day.

After a week the weather changed. The little ship was tossed about like a cork in the sea. The captain ordered that the passengers should be put on land. A fifteen-year-old boy climbed the mast to see what was happening.

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The first Thanksgiving Day. The Pilgrims and their Indian friends are gathering to thank God for His mercy.

12 A. The Pilgrim Fathers

1. The ship 'Mayflower' lay at anchor in Plymouth harbour. On board were 50 men, 20 women and 34 children. Their leader, William Bradford, was a Puritan, a member of a religious sect. So were his friends, who were leaving England because they wanted to worship God in their own way. In England they had to be members of the Church of England.

The people on the 'Mayflower' called themselves Pilgrims. They intended to begin a new life in a new world, North America.

On September 6th, 1620, the 'Mayflower' set sail for her voyage westward across the Atlantic Ocean. The Pilgrims settled down to the life on board the ship. The women had the task of preparing meals for 104 passengers three times a day.

After a week the weather changed. The wind rose to such a gale that the little ship was tossed about like a nutshell on the waves. The captain ordered that the passengers should remain below deck. In spite of his orders a fifteen-year-old boy climbed up to the main deck. A great

wave struck the ship and threw the boy overboard. As he fell, his hand grasped a rope that hung over the ship's side. There was a shout, "Man overboard!" A moment later a boat-hook was thrust through his leather jacket and he was pulled back to safety.

5 "It was the hand of God that saved him," said the Pilgrims.

2. As their voyage drew towards its end, a young servant, whose master was a doctor, fell ill. He had a headache and a temperature for several days. In spite of the doctor's efforts, the young man died.

10 One night a shrill cry came from the women's cabin. A baby had been born in the raging storm.

"What a fine boy!" said his proud father. "We'll call him Oceanus."

At last, after 67 days on the sea, they saw Cape Cod on the North American coast. The 'Mayflower' had covered 3,000 miles at an average speed of two miles an hour.

15 In December, after half a month of looking for a good place to settle, the Pilgrims founded their first colony. They called it Plymouth after the last English town they had seen.

3. The Pilgrims were strangers in an unknown country. Their aim had been Virginia, where an English colony had been founded in 1607. But the storms had driven the 'Mayflower' northward, and it had been so long a journey that the Pilgrims were glad to set foot on firm land.

20 William Bradford became governor of the little colony. At once the Pilgrims began to build huts and a fence to protect them against their neighbours, the Indians. That first winter was long and hard, and half the Pilgrims died of cold and hunger. They were quite a small community when finally spring came, bringing warmer days again. The Indians, who at first had been unfriendly, now offered their friendship and taught the Pilgrims how to grow maize. One Indian especially, his name was Quanto, gave the new settlers some valuable advice.

30 That summer another ship arrived with 65 new settlers, bringing with them letters and some interesting news from England. Autumn came and rewarded them with a good harvest. The worst was now past, and the settlers decided to thank God by a special day of thanksgiving. Together with the Indians who had helped them, they held a great festival. They ate turkey and wild goose, corn and fruit.

35 It was the first Thanksgiving Day in American history.

< B. A Sunday in Harlech >

Harlech in North Wales has been a town which faces the Irish Sea, to the west. It is a very small town of 5 donia. It has seven different religious churches for seven different religions. The Anglicans with 300 members.

10 It is Sunday morning. The inhabitants are walking in different directions. So the bell is calling insistently. Opposite the Baptist church has its door wide open. To the right the Methodist minister welcomes the congregation in front of the steps leading to his church. In the row of houses along the street the Congregational church is last in the row is the white St. David's church. 15 The Presbyterian church is a little to the left. The Baptists have their own church above the street.

The Anglican church reminds one of a Gothic Catholic church. It has coloured glass windows. The Bible, the eternal light burns above the door. In the 15th century, a time when all British churches in Harlech, except the Congregational church, had no decoration, no cross, no statue, no glass windows. There is no altar either. There is only a table with the Bible on it, an organ. 20 The organ plays an important part in the service. The Methodist Hymn Book contains more than 1,000 hymns.

25 The religious activity in Harlech is very high. There is worship all over Britain.

< The Lord's Prayer >

Our Father which art in heaven, hallowed be thy name. Thy will be done in earth, as in heaven. Give us this day our daily bread. And forgive us our trespasses, as we forgive those who trespass against us. And lead us not into temptation, but deliver us from the evil one. Thine is the Kingdom, and the Power, and the Glory, forever and ever. Amen. 5

< B. A Sunday in Harlech >

Harlech in North Wales has been a town since the 13th century. To the west it faces the Irish Sea, to the north the blue mountains of Snowdonia. It is a very small town of about 1,100 souls. Yet it has seven churches for seven different religious communities, the largest being the Anglicans with 300 members.

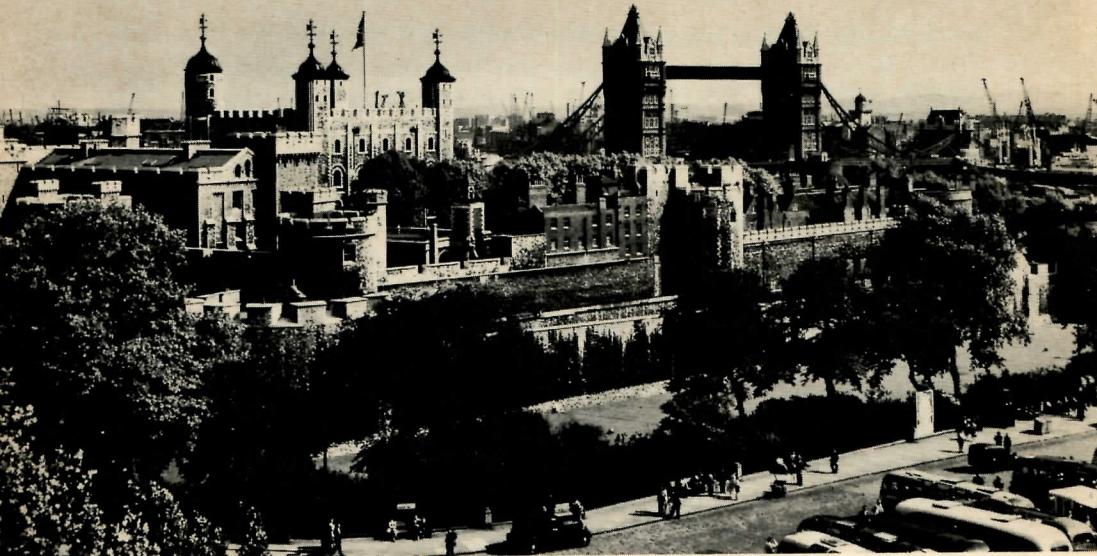
It is Sunday morning. The inhabitants leave their grey stone houses and walk in different directions. Some go to the Anglican church whose bell is calling insistently. Opposite, on the other side of High Street, the Baptist church has its door wide open. A little further down to the right the Methodist minister welcomes the members of his congregation in front of the steps leading to his church. No further than two hundred yards along the street the Congregationalists have their church, and the last in the row is the white St. David's chapel of the Roman Catholics. The Presbyterian church is a little down the hill, while the Scottish Baptists have their own church above the town.

The Anglican church reminds one very much in decoration of a Roman Catholic church. It has coloured glass windows depicting scenes from the Bible, the eternal light burns above the altar, the font dates from the 15th century, a time when all Britain was Roman Catholic. The other churches in Harlech, except the Catholic church, are very plain. No decoration, no cross, no statue, no pictures on the walls, no coloured glass windows. There is no altar either. Just a platform for the minister, a table with the Bible on it, an organ. Music and community singing play an important part in the services of the 'Free Churches'. The Methodist Hymn Book contains more than a thousand hymns.

The religious activity in Harlech is typical of the diversity of Christian worship all over Britain.

< The Lord's Prayer >

Our Father which art in heaven, hallowed be Thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven. Give us this day our daily bread. And forgive us our trespasses as we forgive them that trespass against us. And lead us not into temptation, but deliver us from evil. For Thine is the Kingdom, and the Power, and the Glory, for ever. Amen.



Two of the most famous landmarks of London—the Tower and Tower Bridge. Built in the eleventh century, the Tower is still sometimes used as a prison.

13 A. Prisoner in the Tower

1. One day, at the beginning of February 1716, a young woman was waiting in the royal palace for King George I of England. When the King appeared, she threw herself at his feet.

5 “Your Majesty,” she cried, “I’ve been waiting for this moment since my husband was caught by your soldiers. He has been in prison now for nearly a year. Have mercy on Lord Nithsdale!”

10 But the King brushed her away and would not listen. The woman was Lady Nithsdale. Her husband, a Scottish nobleman, had taken part in a rebellion against the King. He had been caught, put into the Tower, and was to be executed a fortnight later.

On February 23rd, Lady Nithsdale was allowed to see her husband for the last time.

15 “I’ll try to save him,” said Lady Nithsdale to her friends, Mrs Fanny Morgan and Mrs Betsy Mills. “But I must have your help.”

“But what can we do?” asked Betsy Mills. “The Tower is a fortress and strictly guarded.”

“I’ve been thinking of a plan for
visitor besides myself is allowed to
Betsy is waiting outside at the To
me to his room. Underneath your coa
5 You’ll leave them on my husband’s
Tower gate and fetch you in, Betsy
hide your face in a handkerchief.
husband’s room you’ll take off your
clothes which Fanny left on the bed.
10 you back to the Tower gate. This t
will be no tears in your eyes when yo

“Have you thought of the danger v

“There won’t be any danger for

15 “You’ll walk home in perfect safety.
nobody will know that you’ve ever
away. Will you come with me this aft

2. It was getting dark when the thre
plan was carried out exactly as La
friends in the morning.

20 “Fanny has come to say good-bye
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Ten minutes later she took Mrs

returned with Betsy Mills, who put o

25 “Hide Betsy’s clothes under the bla
dale told her husband as she left th
a minute.” At the Tower gate Lady

friends and went back alone to her h
her plan to him.

30 “You’ll leave the Tower in Betsy
face with her handkerchief and pret

when she came up to your room. T
lady coming up to see you and will t

as you are wearing her clothes.”

35 Under the eyes of the guards, his
Lord Nithsdale, dressed in Betsy’s
stairs and through the courtyard.



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Lesson 13

“I’ve been thinking of a plan for some time. You know that only one visitor besides myself is allowed to see my husband at a time. While Betsy is waiting outside at the Tower gate, you, Fanny, will go with me to his room. Underneath your coat you’ll carry some women’s clothes. 5 You’ll leave them on my husband’s bed. Then I’ll take you back to the Tower gate and fetch you in, Betsy. You’ll pretend to be weeping and hide your face in a handkerchief. The guards will notice that. In my husband’s room you’ll take off your hood, coat and dress, and put on the clothes which Fanny left on the bed. As soon as you’ve changed, I’ll take 10 you back to the Tower gate. This time you’ll show your face and there will be no tears in your eyes when you pass the guards.”

“Have you thought of the danger we shall be in?” asked Fanny Morgan.

“There won’t be any danger for any of you,” replied Lady Nithsdale. “You’ll walk home in perfect safety. Leave the rest to me. If I’m caught, 15 nobody will know that you’ve ever helped me, and I’ll never give you away. Will you come with me this afternoon?”

2. It was getting dark when the three women arrived at the Tower. The plan was carried out exactly as Lady Nithsdale had explained it to her friends in the morning.

20 “Fanny has come to say good-bye to you, William,” she told her husband as she entered the prisoner’s room with Mrs Morgan.

Ten minutes later she took Mrs Morgan back to the Tower gate and returned with Betsy Mills, who put on the clothes brought by Mrs Morgan. “Hide Betsy’s clothes under the blanket until I come back,” Lady Nithsdale told her husband as she left the room with Mrs Mills. “I won’t be 25 a minute.” At the Tower gate Lady Nithsdale said good-bye to her two friends and went back alone to her husband’s room. Quickly she unfolded her plan to him.

30 “You’ll leave the Tower in Betsy’s clothes, William. You’ll cover your face with her handkerchief and pretend to be weeping, just as Betsy did when she came up to your room. The guards will remember a weeping lady coming up to see you and will think that you are that lady, especially as you are wearing her clothes.”

35 Under the eyes of the guards, his face hidden in a large handkerchief, Lord Nithsdale, dressed in Betsy’s clothes, was led by his wife down the stairs and through the courtyard. The guards remembered the woman

who had been weeping when she came in and opened the gate for the 'two ladies'. Outside the Tower a faithful servant was waiting.

3. While Lord Nithsdale was being taken to a safe place, his wife once more returned to the empty room so that the escape should not be noticed too soon. There she began a loud conversation as if she were talking to her husband, walking up and down with heavy steps. At last, she opened the door and stood half in and half out of the room.

10 "Good-bye, William," she said. "I'll leave you now, but I'll soon be back with good news. The King has been asked to have mercy on you. Our friends at court are trying to save you."

Then she closed the door and walked past the guards giving them all a present of money.

"Leave my husband alone for a while," she told them. "My visit has upset him, and he doesn't want a light."

15 Outside, she went to her husband's hiding-place. A coach was waiting for them. The same night they travelled to Dover from where they escaped to the Continent. They never returned to England or their home in Scotland, for George I never forgave them.

< B. London Through the Ages >

Before the Romans came to Britain there was a small Celtic village near a ford across the Thames. The Romans built four roads which met at this point and fortified the place, calling it Londinium.

5 London remained a small fortified town during the Anglo-Saxon age and gradually developed into a busy trading port. It finally became the capital of England after the Norman conquest in 1066.

In the 16th century there were two different cities a few miles apart from each other on the left bank of the Thames. One was the walled city of London, the other, to the south-west of it, the royal city of Westminster, where Parliament used to meet. Comparatively small, it contained the royal palace of Whitehall, Westminster Abbey and its famous school, government offices and the houses of some courtiers. The city of London with its massive fortress, the Tower, already had about 100,000 inhabitants. People going from Westminster to London went past green fields and, perhaps, stopped half-way at the village of Charing Cross, near which the church of St. Martin's-in-the-Fields stands today.

Today Charing Cross is one of the most famous streets in Greater London, which has not only the capital of the United Kingdom but also the Commonwealth. Its ancient heart has a day population of over half a million people and a population of 15,000.

London is not only the centre of the British Empire but also the biggest industrial town in the world. 21 per cent of Britain's exports are made in London. The docks stretch 36 miles along the River Thames.

< Charlie is my Darling >

Allegro con spirito



O! Charlie is my dar -



Char - lie is my dar -



'Twas on a Monday morn -



Char - lie came to our town

As he cam' marching up the street,
The pipes play'd loud and clear;
And a' the folk cam' rinnin' out,
To meet the chevalier.

Oh, there were
And mony hop
And mony wer
For the young

Today Charing Cross is one of the busiest parts of this huge ant-hill called Greater London, which has a population of 8½ million and is not only the capital of the United Kingdom but also the centre of the Commonwealth. Its ancient heart, the City, the business centre, has a day population of over half a million and a night population of only 15,000.

London is not only the centre of the nation's commerce and trade, but also the biggest industrial town in England and the largest port. 21 per cent of Britain's exports are sent from the Port of London; its docks stretch 36 miles along the River Thames.

< Charlie is my Darling >

Allegro con spirito



O! Charlie is my dar-ling, my dar - ling, my dar - ling!



Char - lie is my dar - ling, the young chev - a - lier.



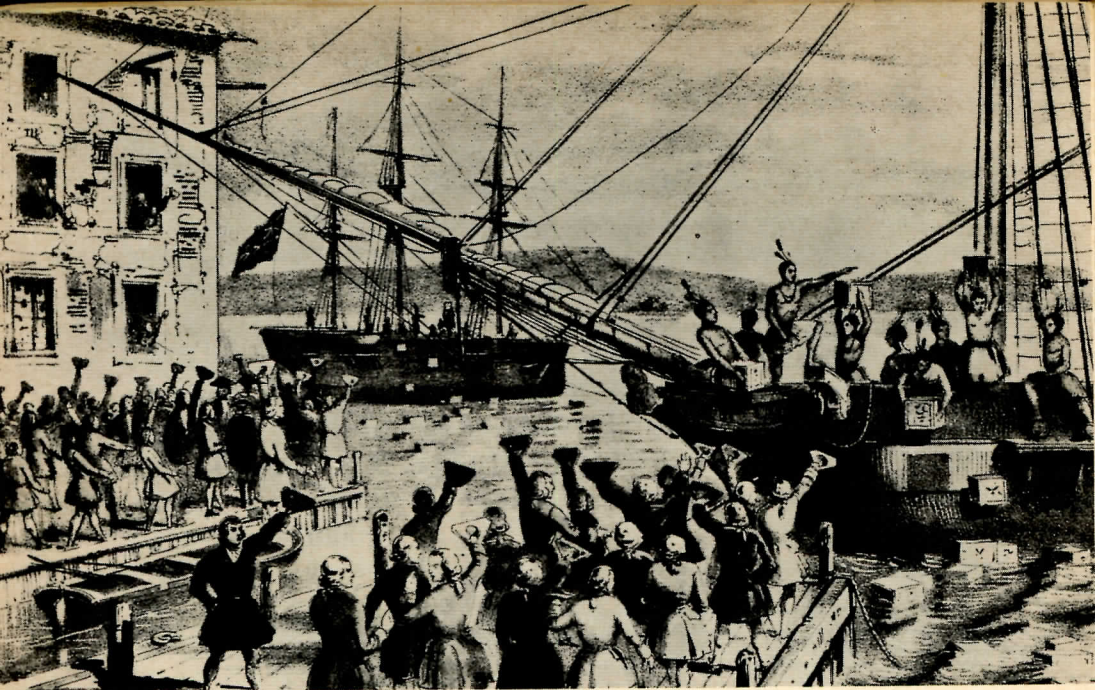
'Twas on a Monday morn-ing Right ear - ly in the year, That



Char-lie came to our town, The young chev-a - lier. O!

As he cam' marching up the street, Wi' Hieland bonnets on their heads,
The pipes play'd loud and clear; And claymores bright and clear,
And a' the folk cam' rinnin out, They cam' to fight for Scotland's right,
To meet the chevalier. And the young chevalier.

Oh, there were many beating hearts,
And mony hopes and fears;
And mony were the pray'rs put up
For the young chevalier.



Boston, 1773. American colonists, disguised as Red Indians, are throwing chests of tea into the harbour as a protest against the tea tax.

14 A. The Boston Tea Party

1. It was the year 1773. Three ships with a cargo of China tea were crossing the ocean. They were bound for Massachusetts, one of the English colonies in North America, and they hoped to land the tea at Boston harbour.

Everybody on board was uneasy. The British Parliament in London had passed a law that the American colonists were to pay a tax on every pound of tea taken into the country. They also knew that the colonists had said, "We won't pay a penny tax on tea."

"There might be trouble when we arrive at Boston," said the captain of one of the ships to his friend, the first officer. "The colonists are getting too independent."

"Well, I can't blame them. Why should they be taxed by a British Parliament three thousand miles away?" asked the first officer.

"Don't forget that they are British subjects, after all," replied the captain.

"I know. But not one single colony was represented in the British Parliament. There is no one to represent us who has ever been represented long ago."

"That's nonsense. If they want to protect the colonies, they have to protect them against the British. Ten years ago we had to protect them against the British. Her colonies if the colonists are not w

2. A few weeks later the tea-ships arrived. The town posters appeared like magic. *No Taxation without Representation*. *Down with the Tea Tax!* *Nobody shall Buy Tea until we're free!* *Throw the Tea into the Sea!*

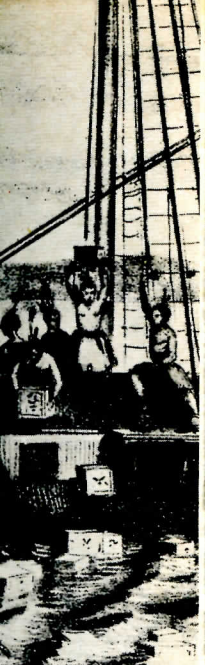
At nine o'clock that evening, the citizens went to a meeting. Many speeches were brought that three hundred and forty

"Gentlemen," said one of the speakers, "I am not permitted to force their will upon us. Let's protest with all our energy. We

At that moment, there was a loud cry. Outside the meeting-house were six hundred men in war-paint. Uttering war-cries and shouting, they went on board the ships and threw the tea into the water.

3. The Boston Tea Party, as this incident was called, was no storm in a tea-cup. The British government in Boston and sent soldiers. But the British general. The North American general. The help of the inhabitants of Boston. On July 4th, 1776, the colonists declared their Independence, saying:

"We ... do solemnly publish and declare that the thirteen united States of America, with their own government and their own flag, the Stars and



“I know. But not one single colonist is allowed to sit in the British Parliament. There is no one to represent them, and they ought to have been represented long ago.”

“That’s nonsense. If they want our help, they ought to pay for it.
5 Ten years ago we had to protect them against the French, and we still have to protect them against the Red Indians. How can England protect her colonies if the colonists are not willing to pay for that protection?”

2. A few weeks later the tea-ships sailed into Boston harbour. All over the town posters appeared like magic:

10 *No Taxation without Representation!*
Down with the Tea Tax!
Nobody shall Buy Tea until we’re Free!
Throw the Tea into the Sea!

15 At nine o’clock that evening, the church bells rang, calling the citizens to a meeting. Many speeches were made, and, in the end, news was brought that three hundred and forty chests of tea were to be landed.

“Gentlemen,” said one of the speakers. “Shall Parliament in London be permitted to force their will upon us? Aren’t we able to govern ourselves? Let’s protest with all our energy. We should have resisted long ago.”

20 At that moment, there was a loud cry, a war-whoop, in the street. Outside the meeting-house were sixty colonists disguised as Red Indians in war-paint. Uttering war-cries and waving hatchets they raced down to the harbour and went on board the tea ships. They broke the chests and threw the tea into the water.

25 3. The Boston Tea Party, as this incident was to be called in later years, was no storm in a tea-cup. The British Government closed the port of Boston and sent soldiers. But the people of Boston would not obey the English general. The North American colonies, thirteen in all, came to the help of the inhabitants of Boston. The War of Independence began.
30 On July 4th, 1776, the colonists drew up their famous Declaration of Independence, saying:

“We ... do solemnly publish and declare that these colonies are, and of right ought to be free and independent States ...”

35 After long fighting England was beaten. The colonies became the United States of America, with their own president, their own government and their own flag, the Stars and Stripes.

sts of tea

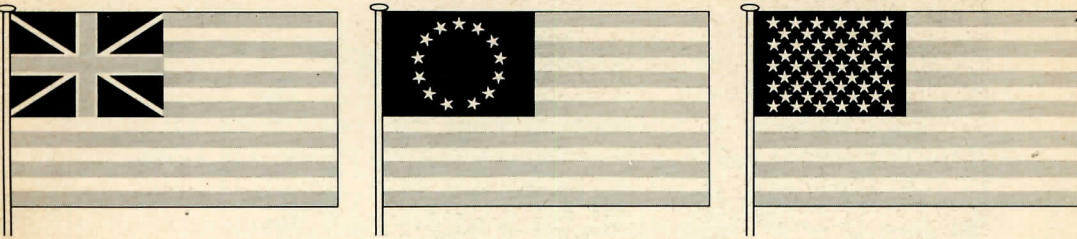
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< B. The Stars and Stripes >

When the 13 American colonies began their struggle against the British, they still called themselves the 'United Colonies', and they still hoped to reach an understanding with the mother country. Their flag carried the Union Jack in one corner.

On 4th July, 1776, however, the colonies proclaimed their independence, calling themselves the United States, and in the next year Congress passed the following resolution:

'Resolved that the flag of the United States be 13 red and white stripes with 13 white stars in a blue field.'

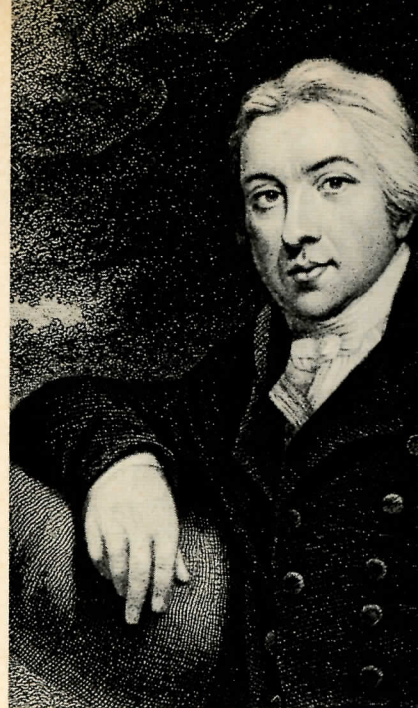
Congress also decided that a new star should be added every time when a new state joined the Union. By 1912 there were 48 stars, and today, after the addition of Alaska and Hawaii, there are 50.

The Americans have never forgotten their struggle for freedom. Every year, on 4th July, the Stars and Stripes flies from public buildings, shops and private houses all over the United States, as the Americans celebrate their national holiday, 'Independence Day'.

< The Star-spangled Banner > (American national anthem)

Oh say, can you see by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars thro' the perilous fight,
O'er the ramparts we watched, were so gallantly streaming.
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
Oh say! does the star-spangled banner yet wave
O'er the land of the free and the home of the brave?

F. Scott Key



15 A. The Man who Saved a M

1. One morning in 1768 Dr Daniel Ludlow was in his room. "Next, please," he called, but only one woman was sitting there. Only one woman was sitting there of people ten minutes before.

"What's happened?" Dr Ludlow asked. "All gone?"

"It's probably because of that," said Dr Ludlow, pointing to the red marks on her hands. They were red and swollen, like those patients of yours saw me cure. The devil."

"No wonder," said Dr Ludlow. "Smallpox. He turned to his assistant, Edward J. Ludlow."

"Excuse me, sir," replied the woman. "I got that disease, because I've had contact with you."

"Nonsense!" answered Dr Ludlow. "Go to bed at once. Nobody else is to see you."



Edward Jenner (1749–1823), a pioneer of modern medicine. Dr Jenner devoted his whole life to the fight against the terrible disease of smallpox.

15 A. The Man who Saved a Million Lives

1. One morning in 1768 Dr Daniel Ludlow opened the door of his waiting-room. "Next, please," he called, but then looked round in astonishment. Only one woman was sitting there, although the room had been full
5 of people ten minutes before:

"What's happened?" Dr Ludlow asked the woman. "Why have they all gone?"

"It's probably because of that," said the young woman and showed him her hands. They were red and covered with watery spots. "As soon
10 as those patients of yours saw me come in, they ran off as if they'd seen the devil."

"No wonder," said Dr Ludlow looking at the woman's hands in horror. He turned to his assistant, Edward Jenner. "She's got smallpox."

"Excuse me, sir," replied the woman, "I am a dairymaid and I can't
15 get that disease, because I've had cow-pox."

"Nonsense!" answered Dr Ludlow. "You've got a slight attack of smallpox. Go to bed at once. Nobody must come near you."

A few days later Dr Ludlow came back to his surgery and said to his assistant Edward Jenner, "You remember that woman with the spots on her hands, don't you? Well, she is all right again now. No trace of smallpox on her. Must have been chicken-pox or something like that."

5 "Don't you think there might be some truth in what she said? Those who have had cow-pox can't catch smallpox?"

"Nonsense," said Dr Ludlow. "What can an ignorant countrywoman know about such things?"

10 2. Smallpox, which caused 80,000 deaths a year in England alone, was the scourge of the 18th century. Those who did not die were disfigured by deep scars on their faces. No remedy had been found so far.

15 Dr Jenner, who had become a country doctor in Gloucestershire, remembered what the dairymaid had said at Dr Ludlow's. Was it possible that people who had had cow-pox could not catch smallpox? He had to see if that was true. During the following years he went through Gloucestershire, asking about people who had had cow-pox. And he made an astonishing discovery: none of the people who had had cow-pox had been ill with smallpox afterwards. As cow-pox was not dangerous for human beings, Dr Jenner drew a conclusion of his own: If he made a person ill with cow-pox, he or she would be immune against smallpox.

3. One day Dr Jenner spoke to Farmer Phipps, a friend of his. There had been some cases of smallpox in the neighbourhood, and Farmer Phipps was worried about his family.

25 "It just drives me crazy when I think that my children might catch it," he said. "Can't you doctors do anything against it?"

"Well, I've a theory of my own," said Dr Jenner and told his friend the observation he had made about people with cow-pox. "If I could only find a person willing to trust me, I might save millions of lives, but I doubt that I'll ever find one."

30 Phipps had been listening carefully to Jenner's words. Some of the farmer's cows were ill with cow-pox, and a dairymaid of his had caught the disease. Phipps was sure that Dr Jenner was right. Here was the chance to protect his own son, James, against smallpox. Without hesitation he offered the eight-year-old boy for the experiment.

35 On May 14th, 1796, the world's first vaccination against smallpox took place. First Jenner made small scratches on the arm of little James

Phipps. Then he took some fluid from and put it on the scratches. Some cow-pox, but was soon well again.

Two months after the vaccination James with smallpox. When people in general. "I think Farmer Phipps must have done it on his own son," said the landlord. "I never take such a risk with mine. I'll have St. Andrew's."

10 "If the boy dies, Dr Jenner will be responsible for the boy's father," said the butcher angrily.

Dr Jenner did not sleep the night. His friends of his had warned him. Could he do it?

15 The next day Dr Jenner actually vaccinated the boy. The following weeks passed in suspense. Did the boy get out? The boy did not become ill. He was found.

4. Years passed before Dr Jenner's discovery was recognized. In 1803 the Royal Jennerian Society was founded. The Government acknowledged Dr Jenner's services with £30,000. That year 12,000 people died of smallpox. Deaths declined sharply. A few years later smallpox came law in England and the terrible

B. At the Doctor's

Doctor: Next, please.

Patient: Good afternoon, doctor.

Doctor: Good afternoon. You are not well, are you?

5 *Patient:* No, I'm in England on an errand.

Doctor: I'll have to have some particulars about your present address?

(Patient gives particulars)

Now, what's the trouble, you say?

10 *Patient:* I've got a bad cold and a sore throat.

Doctor: Have you taken your temperature?

Phipps. Then he took some fluid from the spots on the dairymaid's hands and put it on the scratches. Some days later the boy became ill with cow-pox, but was soon well again.

Two months after the vaccination, Jenner decided to infect little James with smallpox. When people heard about this, indignation was general. "I think Farmer Phipps must be crazy to allow such experiments on his own son," said the landlord of 'The White Horse Inn'. "I should never take such a risk with mine. The boy will find an early grave at St. Andrew's."

"If the boy dies, Dr Jenner will be hanged for murder, and so will the boy's father," said the butcher angrily.

Dr Jenner did not sleep the night before the experiment. Even good friends of his had warned him. Could he risk the life of a boy?

The next day Dr Jenner actually infected the boy with smallpox. The following weeks passed in suspense. Would the terrible disease break out? The boy did not become ill. The remedy for smallpox had been found.

4. Years passed before Dr Jenner's discovery was generally recognized. In 1803 the Royal Jennerian Society was founded in London. The British Government acknowledged Dr Jenner's great deed by rewarding him with £30,000. That year 12,000 people were vaccinated and the number of deaths declined sharply. A few years later compulsory vaccination became law in England and the terrible disease almost disappeared.

B. At the Doctor's

Doctor: Next, please.

Patient: Good afternoon, doctor.

Doctor: Good afternoon. You are not a patient of mine, are you?

5 *Patient:* No, I'm in England on an exchange visit. I come from Berlin.

Doctor: I'll have to have some particulars. What's your name, age and present address?

(Patient gives particulars)

Now, what's the trouble, young lady?

10 *Patient:* I've got a bad cold and a sore throat.

Doctor: Have you taken your temperature?



Gold-diggers at work in the Californian gold-fields. The American River can be seen in the background.

16 A. The Gold Rush

1. One November morning in 1848 Jim Roberts ran into the barber shop of his parents in New York. He was waving a newspaper.

“Listen to this, Pa!” shouted Jim unfolding the paper.

5 “Gold in the American River!

10 This year in January, somebody building a sawmill on the American River discovered gold when deepening the river bed. That was the beginning of the biggest gold rush the world has ever seen. In San Francisco carpenters dropped their hammers, bakers their loaves, clerks their pens to rush to the American River. And now the gold fever has reached New York and other towns in the East. Shops are being abandoned and families are being deserted, while the men are hurrying westward. Anybody who can afford it sails round South America to San Francisco. Most, however, are going overland. The Gold Rush is on!”

15 Mr Roberts had stopped shaving his customer. “While fortunes are being made in California,” he said, “I’m shaving people at two cents a beard in New York. If I were twenty years younger, I know what I’d do.”

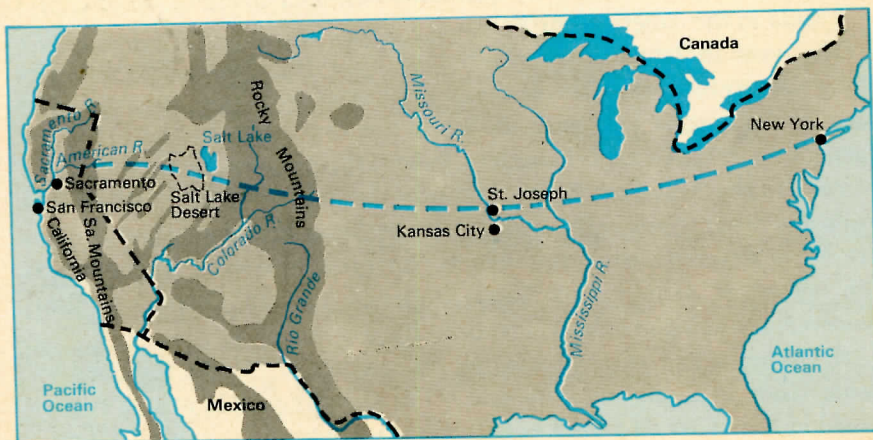
"And that is exactly what I'm going to do," said Jim. "I'm leaving New York next week."

"What will Sally say to that?" asked Mrs Roberts, who was standing behind the counter. "You were going to be married next Christmas, weren't you?"

"She'll marry a millionaire a few months later," replied Jim with a smile.

2. Jim left St. Joseph on the Missouri early in March, 1849. He joined one of the first waggon trains leaving for the West that spring. On the prairie there was plenty of grass for the horses, and the buffalo provided sufficient meat. Those were the easy days. After a few weeks the weather changed. It rained cats and dogs for days. Drenched to the skin, people had to sleep in wet blankets. With the rain came disease. Cholera broke out, sweeping through waggon after waggon. The graves of the dead along the route were landmarks for those who were following. After the rain a new danger came in the shape of Red Indians. For a few days Jim and his party had been watching their smoke signals on the hills. They could well imagine what these signals meant. The train was being followed by an unseen enemy. One night by full moon the Indians attacked, but a few well aimed shots chased them away.

Jim's train crossed the Rocky Mountains, then they had to sweat in the heat of the Great Salt Lake Desert, the trap in which so many pioneers



were caught. But they struggled waggon wheels sinking deep in the

It was snowing when they crossed waggons broke down. On leaving in Jim's train, 120 reached California of terrible hardship.

3.

Dear Sally,

I seem to be born lucky you. I had been digging for several field. Though my claim was only \$17,000 in one week. Now I want is ideal for cattle, for fruit growing

However, people lead The hills of California are filled with who don't shrink from murder. I to ask you something else. Do you thought of you day and night since you can. I'll send you the money boat to San Francisco round Cape

Three months later Jim and Sally left the gold-fields, bought a piece started to build up a new life on the

< B. The American Indians >

More than a million Indians were living of the 17th century, when the World. By 1900, in the whole of the than 300,000. What happened to 'the Vanishing American'?

During the 18th and 19th centuries spread westwards across the United culture was based on hunting, fishing

were caught. But they struggled on in the terrible sand-storms, their waggon wheels sinking deep in the dust.

It was snowing when they crossed the Sierra Mountains. A third of the waggons broke down. On leaving St. Joseph there had been 300 men in Jim's train, 120 reached California two months later after 2,000 miles of terrible hardship.

3.

San Francisco, Sept. 1849

Dear Sally,

I seem to be born lucky and have some wonderful news for you. I had been digging for several days when I suddenly struck a gold-field. Though my claim was only a hundred feet long, it brought me \$17,000 in one week. Now I want to settle here as a farmer. The land is ideal for cattle, for fruit growing and for corn.

However, people lead a wild life here in the Golden West. The hills of California are filled with adventurers digging for gold, men who don't shrink from murder. I must tell you this, because I'm going to ask you something else. Do you still want to marry me, Sally? I've thought of you day and night since I left home. Please come as soon as you can. I'll send you the money in a few days so that you can take the boat to San Francisco round Cape Horn.

Your loving

Jim

Three months later Jim and Sally were married in San Francisco. Jim left the gold-fields, bought a piece of land, and together he and Sally started to build up a new life on the rich farmland of California.

< B. The American Indians >

More than a million Indians were living in North America at the beginning of the 17th century, when the first white settlers came to the New World. By 1900, in the whole of the United States, there were no more than 300,000. What happened to them? Why has the Indian been called 'the Vanishing American'?

During the 18th and 19th centuries a stream of European immigrants spread westwards across the United States. The Indians, whose simple culture was based on hunting, fishing and a little farming, could neither



understand nor adapt themselves to the white man's civilization. Driven from their hunting and farming-lands, tricked by false promises, they turned in desperation to war.

The Indians fought with great bravery, but their cause was hopeless.

5 There was no unity among the tribes, who often could not even understand each other's languages. One by one they were defeated and enclosed in reservations—land given to them by the American government. Thus an ancient but backward culture was overwhelmed by modern civilization.

10 Today most Indians still live in reservations. Others work in the white man's towns. Many of them still have a low standard of living, but they are no longer vanishing; they are increasing. In the last 50 years the Indian population has doubled, and today it stands at about 600,000.

< Clementine >



1. In a cav-ern, by a can-yon, Ex-ca-vat-ing for a mine,



Dwelt a min-er, fort-y-nin-er, And his daughter Clemen-tine.

Chorus



Oh, my dar-ling, oh, my dar-ling, Oh, my dar-ling Clemen-tine,



Thou art lost and gone for ev-er, Dreadful sor-ry, Clemen-tine.

2. Light she was, and like a fairy,
And her shoes were number nine,
Herring boxes without topses,
Sandals were for Clementine.

4. Rosy lips above the water,
Blowing bubbles mighty fine,
But, alas, I was no swimmer,
So I lost my Clementine.

3. Drove she ducklings to the water
Every morning just at nine,
Struck her foot against a splinter,
Fell into the foaming brine.

5. How I missed her! How I missed
How I missed my Clementine! [her!
But I kissed her little sister,
And forgot my Clementine.

17 A. Follow the North Star

1. The year is 1840; the place some
America.

5 Through the dark forest there
silence. From time to time they
Where do they come from? What
reason to be afraid, for they are
from their masters.

10 One of them is a young woman, w
ago. Another is an old Negro with
The third is a young field-worker
sold. He will never see her again,

A slave market in the South. The auction
In the background is the banner of the fi



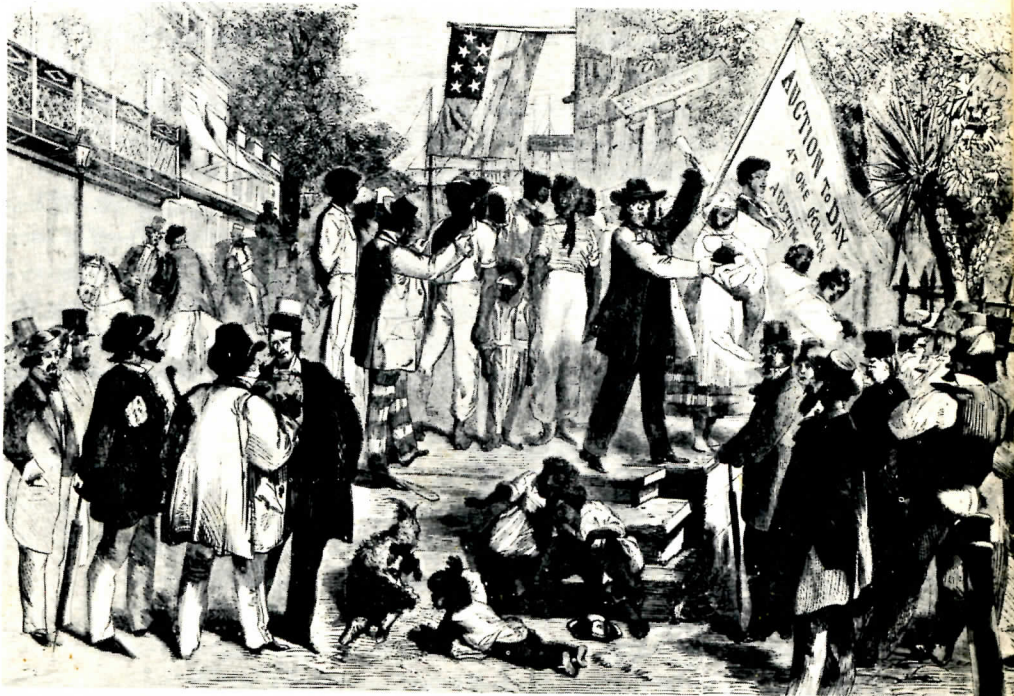
17 A. Follow the North Star

1. The year is 1840; the place somewhere in the Southern States of North America.

Through the dark forest three Negroes are moving slowly and in
5 silence. From time to time they glance fearfully over their shoulders.
Where do they come from? What are they afraid of? They have good
reason to be afraid, for they are all slaves—and they have all run away
from their masters.

10 One of them is a young woman, whose husband escaped to Canada a year
ago. Another is an old Negro with the scars of many beatings on his back.
The third is a young field-worker, whose wife was taken from him and
sold. He will never see her again, and in despair he has run away.

A slave market in the South. The auctioneer is offering a mother and her child for sale.
In the background is the banner of the first seven states that tried to leave the Union.



The secret instruction all three are depending on is to go to the woodcutter's hut in the forest at midnight where they will be met by a friend.

They walk on. They must be very near the place they have been told of. Suddenly the leading Negro stops. There is a rustle in the bushes. He sees the shadowy figure of a man and hears a low voice, "Which star do you follow?"

"The North Star," answers the Negro. It is the password which has been agreed upon.

"Come," says the stranger and turns. The three fugitives follow him through the forest. They have never seen their guide, but they know that he can be relied on. He is a 'Conductor' on the Underground Railroad, the secret organization which helps runaway slaves to escape to the free northern states.

2. For two days and nights the three Negroes and their white guide make their way northwards, moving only by night. They dare not show themselves by day. In every newspaper notices have been printed: '\$ 500 reward ...' The woods and fields they go through are being searched by the slave-catchers and their dogs. Capture will mean prison for the white man and something far worse will happen to the Negroes.

Near dawn on the second night they feel a cool wind in their faces.

"We're approaching the river," says their guide. He need not explain to the three fugitives the meaning of his words. A few minutes later they see the Ohio gleaming in the moonlight—the frontier between slavery and freedom. This is the moment they have been waiting for since they ran away. Cautiously they move along the bank. Then they see the blue light of the boatman and hear his voice: "Which star do you follow?"

The guide gives the password: "The North Star. There are three passengers this time."

"Right," says the boatman. "Get in."

Soon the boat swings out into the river, and half an hour later the little group lands on the northern bank.

The 'Conductor' leads the fugitives to a farm which belongs to a Quaker and his wife. Here they will be well taken care of. They are offered warm food and given dry beds in the barn. They have reached

another station of the Underground will join them on the next stage of the

Such was the dangerous work of 1810 and 1850 about 100,000 slave Negro woman alone made nineteen and led more than 300 slaves to free

B. The USA

With the War of Independence (1776) the colonies on the east coast of North America broke away from their mother country, and formed the United States.

Today the United States is a federal republic with its capital of which is Washington, D.C.

The people of the USA are a mixture of many races. The majority of them are of European origin. In the 19th century more than 10 million slaves were brought to make a new home in America. There are now over 180 million. 19 million of these are the former slaves. It is more than 100 years since the Negroes' struggle for equal rights began.

The USA is the richest country in the world's wheat, 45% of its cotton, and 75% of its oil. At the same time it is the most industrialized country in the world. One of its chief industries is the car industry—produces more cars than Britain and France together.

The largest cities are New York (10 million), Chicago (6½ million), Philadelphia (4 million), and Los Angeles (4 million).

< Fog >

The fog comes
on little cat feet.
It sits looking

over harbour and city
on silent haunches
and then moves on.

another station of the Underground Railroad, and tomorrow a new guide will join them on the next stage of their journey.

Such was the dangerous work of the Underground Railroad. Between 1810 and 1850 about 100,000 slaves were helped in this way. One brave
5 Negro woman alone made nineteen trips on the Underground Railroad and led more than 300 slaves to freedom.

B. The USA

With the War of Independence (1775—1783) the thirteen English colonies on the east coast of North America separated from England, the mother country, and formed the United States of America.

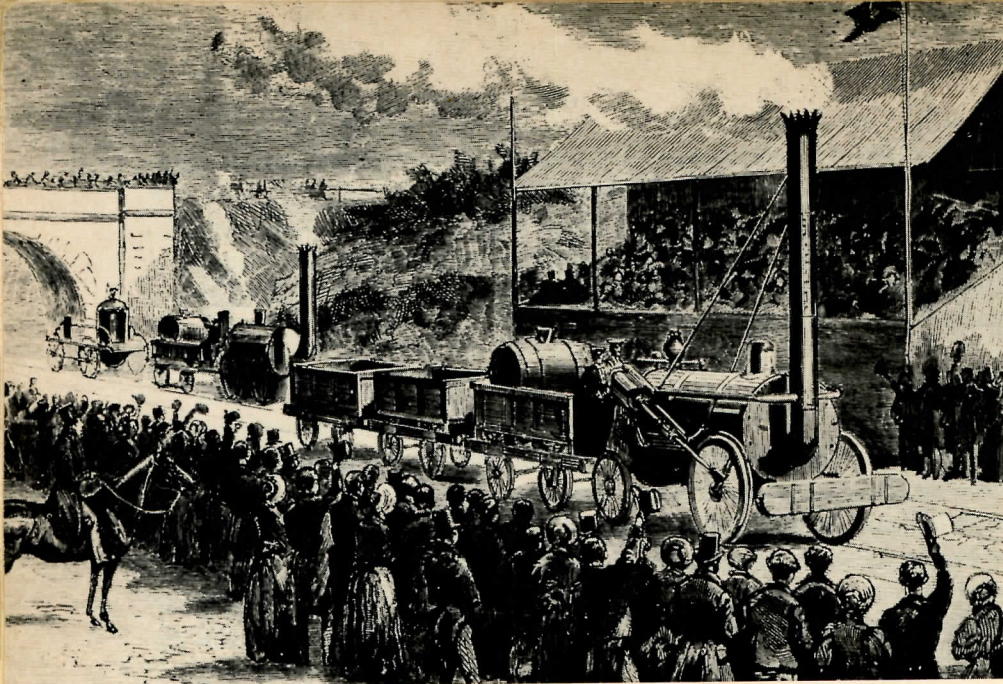
5 Today the United States is a federal republic of 50 states, the capital of which is Washington, D.C.

The people of the USA are a mixture of many different races, and the majority of them are of European origin. During the two main immigration waves in the 19th century more than 35 million people left Europe to
10 make a new home in America. The total population of America today is over 180 million. 19 million of these are Negroes, the descendants of the former slaves. It is more than 100 years since the slaves were freed, but the Negroes' struggle for equal rights still goes on.

The USA is the richest country in the world. It produces 20% of the
15 world's wheat, 45% of its cotton, 25% of its milk, 30% of its butter, and 75% of its oil. At the same time the USA is the most highly-industrialized country in the world. One city alone—Detroit, the centre of the car industry—produces more cars in a year than the car industries of Britain and France together.

20 The largest cities are New York (8 million), Los Angeles (7 million), Chicago (6½ million), Philadelphia (4½ million).

<Fog> The fog comes
 on little cat feet.
 It sits looking
5 over harbour and city
 on silent haunches
 and then moves on. *Carl Sandburg*



A turning-point in the history of the railway: George Stephenson's 'Rocket' winning the locomotive race at Rainhill, Lancashire, in 1829.

18 A. The Railway Story

1. "Can anything," asked the 'Quarterly Review', "be more ridiculous than the idea that locomotives might safely travel twice as fast as horse-coaches ...? We think that Parliament will fix the speed at eight miles an hour, which is looked upon as the safety limit."

That was in 1825. Four years later, at Rainhill in Lancashire, directors and engineers of the new Liverpool and Manchester Railway anxiously watched three locomotives race side by side in their attempts to win the £500 prize offered for the best engine.

The winner, painted in black, white and yellow, had a tall funnel. Her name was 'Rocket'. Her fastest speed had been 20 miles an hour.

A week later her builder, George Stephenson, was appointed chief engineer of the Liverpool and Manchester Railway.

2. But the public still remained suspicious of the railway until in 1842 Queen Victoria decided to have a ride in a train. There was at once an outcry in the newspapers, "Don't let the Queen risk her life!"—"We

declare the proposed train journey. The Railways want to make the Queen's poses?"

The Queen, however, was a determined woman and she refused to change her plans.

"We consider this journey by train," she returned to Paddington Station.

This made the public change its mind. Railway mania or railway fever began. Railway companies covering the country with rails, on one side along the same routes. When the old stagecoach companies disappeared and thousands of coal mines were ruined.

At last, only a few great companies remained in the country. They were divided into regions. That is why every great railway belonged to different companies, the Great Northern Railway, the Southern Railway, Paddington to Manchester. The traveller coming from the Continent could not use a bus or taxi to reach another station in the east or west of England.

The race for the fastest train continued.

A hundred miles an hour was not possible until the Great Western Railway thundered. Its record speed of 102.3 m.p.h. was not broken for 25 years until the London—Newcastle Railway. Three years later 14 miles were covered in 14 minutes. The fastest engine in Britain has gone faster.

3. Then the Diesel locomotives took the record when a Diesel train ran at 125 m.p.h. in Berlin in 1938.

Then war broke out. When peace came, it was to modernize her railways. She had many new engines built, and one of these broke the record. A year later two more French engines were built. One was regarded as unbeatable, but a new record of 207 m.p.h. was set.

declare the proposed train journey a dangerous enterprise!"—"Do the Railways want to make the Queen a victim of ruthless business purposes?"

The Queen, however, was a determined woman and she refused to change her plans.

"We consider this journey by train a very pleasant one," she said as she returned to Paddington Station.

This made the public change its attitude towards the railways. The railway fever began. Railway companies shot up overnight and began covering the country with rails, sometimes even laying them side by side along the same routes. When the fever died down, the smaller companies disappeared and thousands who had taken the railways for gold mines were ruined.

At last, only a few great companies remained, dividing up the country into regions. That is why every great London station is a terminus. They belonged to different companies, for example Victoria Station to the Southern Railway, Paddington to the Great Western. Even today a traveller coming from the Continent has to cross London by underground, bus or taxi to reach another station if he wants to go to the north, east or west of England.

The race for the fastest train continued between these companies.

A hundred miles an hour was not reached until 1904 when an engine of the Great Western Railway thundered through Somerset at the world record speed of 102.3 m.p.h. That record remained safe for over thirty years until the London—Newcastle express reached 112 m.p.h. in 1935. Three years later 14 miles were added to the record. No other steam engine in Britain has gone faster.

3. Then the Diesel locomotives took over. The Germans seized the record when a Diesel train ran at over 133 m.p.h. between Hamburg and Berlin in 1938.

Then war broke out. When peace came, France began to rebuild and modernize her railways. She had powerful new electric locomotives built, and one of these broke the record with the speed of 151 m.p.h. A year later two more French engines reached 205 m.p.h. This record was regarded as unbeatable, but in 1965 a Japanese locomotive set up a new record of 207 m.p.h.

Now Britain, too, has joined the countries which have had their main lines electrified. The rivalry of the different railway companies does not exist any more. After the war they were nationalized by the Government under the name of 'British Railways'.

5 However, the railways have found new competitors on the road and in the air. Cars and aeroplanes have become serious rivals and have made the railways offer ever improving services to all their customers.

B. Going by Train

1st traveller: Excuse me, is this anybody's seat?

2nd traveller: I'm afraid so, but the corner seat is vacant.

1st traveller: Thank you. I nearly missed the train.

5 *2nd traveller:* I caught it in the nick of time myself.

1st traveller: We are off. The train is bound for Birmingham, isn't it?

2nd traveller: Yes, it is a non-stop train.

1st traveller: A non-stop train? But I want to get off at Leamington Spa. I must change at Leamington for Stratford-on-Avon.

10 *2nd traveller:* You'll have to travel back from Birmingham to Leamington.

1st traveller: Is there a good connection from Birmingham?

2nd traveller: You may look at my time-table if you like.

1st traveller: Oh, thank you (*consults the time-table*). There is an express train at 11 a.m. I'll have an hour's wait at Leamington to get the connection to Stratford.

15 *2nd traveller:* Are you going to see a play of Shakespeare's?

1st traveller: Yes, I've booked a seat for the matinée at the Royal Theatre. I'm going back to London tonight. The train is due back at Paddington at 10.25 p.m.

20 *2nd traveller:* Do you mind if I open the window? The air is rather stuffy in this compartment.

1st traveller: Yes, it is quite close in here. Do you know if the buffet car is in the front or in the rear?

2nd traveller: It's in the rear. I'm afraid you are not allowed to smoke in here. This is a non-smoker and the penalty is nearly as heavy as if you pulled the communication cord.

25 *1st traveller:* Thank you for drawing my attention to it. I think I'll look for a smoker.

<Night Mail> (an extract)

This is the night mail crossing the border
Bringing the cheque and the postal order
Letters for the rich, letters for the poor
5 The shop at the corner and the girl in the
Pulling up Beattock, a steady climb-
The gradient's against her, but she's

Dawn freshens, the climb is done.
Down toward Glasgow she descends
10 Towards the steam tugs yelping down
Towards the fields of apparatus, the
Set on the dark plain like gigantic clouds
All Scotland waits for her:
In the dark glens, beside the pale-green
15 Men long for news.

Letters of thanks, letters from banks
Letters of joy from girl and boy,
Received bills and invitations
To inspect new stock or visit relations
20 And applications for situations
And timid lovers' declarations,
Letters from uncles, cousins, and aunts
Letters to Scotland from the South
Written on paper of every hue,
25 The pink, the violet, the white and blue
Clever, stupid, short and long,
The typed and the printed and the
Thousands are still asleep,
Asleep in working Glasgow, asleep
30 Asleep in granite Aberdeen,
They continue their dreams,
But shall wake soon and long for letters
And none will hear the postman's knock
Without a quickening of heart;
35 For who can hear and feel himself

< **Night Mail** > (an extract)

- This is the night mail crossing the border,
Bringing the cheque and the postal order,
Letters for the rich, letters for the poor,
5 The shop at the corner and the girl next door.
Pulling up Beattock, a steady climb—
The gradient's against her, but she's on time.
- Dawn freshens, the climb is done.
Down toward Glasgow she descends
10 Towards the steam tugs yelping down the glade of cranes,
Towards the fields of apparatus, the furnaces
Set on the dark plain like gigantic chessmen.
All Scotland waits for her:
In the dark glens, beside the pale-green lochs
15 Men long for news.
- Letters of thanks, letters from banks,
Letters of joy from girl and boy,
Receipted bills and invitations
To inspect new stock or visit relations,
20 And applications for situations
And timid lovers' declarations,
Letters from uncles, cousins, and aunts,
Letters to Scotland from the South of France,
Written on paper of every hue,
25 The pink, the violet, the white and the blue,
Clever, stupid, short and long,
The typed and the printed and the spelt all wrong.
- Thousands are still asleep,
Asleep in working Glasgow, asleep in well-set Edinburgh,
30 Asleep in granite Aberdeen,
They continue their dreams,
But shall wake soon and long for letters,
And none will hear the postman's knock
Without a quickening of heart;
35 For who can hear and feel himself forgotten?

Wystan Hugh Auden



The moment before the assassination of Abraham Lincoln in Ford's Theatre, Washington, on April 14th, 1865. The President is sitting in a rocking-chair with Mrs Lincoln at his side.

19 A. Death of a President

1. On November 10th, 1860, the news reached the States of the South that Abraham Lincoln had been elected President of the United States. For the first time in the history of the United States an anti-slavery president was to enter the White House in Washington.

For a long time the quarrel between the North and the South about the holding of slaves had been going on. The Northern States were against slavery, those of the South wanted to preserve it. After the election of Lincoln the Southern States acted quickly. The South proclaimed her secession from the Union, and formed the Confederate States. Richmond in Virginia became their capital.

Abraham Lincoln's first aim was to hold the United States together. He was prepared to tolerate slavery in the South if the Union could be saved. However, the South wanted to separate from the North and the Civil War began.

At first the Confederate armies point only 30 miles from the capital the war came with the battle of Gettysburg. Northern armies suffered a heavy defeat.

5 In January of the same year, Lincoln freed all the slaves in the South, thus abolishing slavery in the United States. But still the war went on.

2. Washington City awakened one night with a burst of cannon-fire. Lee, the commander of the Confederate army, had ordered to Grant, the general of the Union army. Grant was going on for four years, was at the hands of the Union army. The people gathered in the House, where President Lincoln spoke.

15 "I have been waiting for this moment," he said. "For a long time I've had to abolish slavery. Both aims have been achieved, of helping to put the South on a basis of unification, of helping to put the South on a basis of unification," he said, "must be given the right to live as we live."

In the crowd, John Wilkes Booth heard the President's speech. As the President spoke, a friend, "That's the last speech he will ever make," a supporter of the South. He believed in the white man's slave. For months he had been waiting to murder the President.

25 3. A few days later, on the morning of April 14th, Booth went to Ford's Theatre to fetch his mail. He had just received a message he had just received of a message he had just received to attend the evening performance. No other business had come.

30 At 10 o'clock in the evening Booth went up the stairs to the State Box. He had just received a message he had just received. He turned the door knob. The door was sitting in a rocking-chair next to Mrs Lincoln. They were the President and his fiancée. All were listening. Booth moved along the wall, a pistol in his hand.

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At first the Confederate armies were successful and they reached a point only 30 miles from the capital, Washington. The turning-point of the war came with the battle of Gettysburg in July 1863, when the Southern armies suffered a heavy defeat.

5 In January of the same year, Lincoln had proclaimed the freedom of all the slaves in the South, thus abolishing slavery in the whole of the United States. But still the war went on.

2. Washington City awakened one April morning in 1865 to the noise of cannon-fire. Lee, the commander of the Southern armies, had surren-
10 dered to Grant, the general of the North. The Civil War, which had been going on for four years, was at an end. Richmond had fallen into the hands of the Union army. The people of Washington rushed to the White House, where President Lincoln spoke to the cheering crowd.

15 "I have been waiting for this moment since the beginning of the war," he said. "For a long time I've had two aims—to preserve the Union and to abolish slavery. Both aims have now been achieved." He spoke of re-unification, of helping to put the South on her feet again. "The Negroes," he said, "must be given the right to vote."

20 In the crowd, John Wilkes Booth, an actor, had been listening to the President's speech. As the President stopped speaking, Booth said to a friend, "That's the last speech he has made." Booth was a fanatical supporter of the South. He believed that the Negro was born to be the white man's slave. For months he had been carrying a plan in his mind to murder the President.

25 3. A few days later, on the morning of Friday 14th, 1865, Booth went to Ford's Theatre to fetch his mail. The owner of the theatre told Booth of a message he had just received: the President and his wife would attend the evening performance. Now the chance Booth had been waiting for had come.

30 At 10 o'clock in the evening Booth arrived at the theatre and went up the stairs to the State Box. He could hear the actors on the stage. He turned the door knob. The door opened. Lincoln, facing the stage, was sitting in a rocking-chair next to his wife. Two other persons were sitting in the box. They were the President's bodyguard, Major Rathbone, and his fiancée. All were listening to the jokes on the stage. Booth
35 moved along the wall, a pistol in his hand. The pistol was behind the

President's head. Booth pulled the trigger. There was a sound as if someone had blown up and broken a paper bag. It came in the midst of loud laughter, so that some people heard it, and some did not. The President's head had dropped towards his chest and he had stopped rocking. A small cloud of blue smoke hung in the air. Major Rathbone jumped up and tried to grapple with Booth, who dropped his pistol, drew a knife, and hit the major in the arm. Shouting "Revenge for the South!" Booth jumped over the edge of the box onto the stage. He ran across the stage into the wings. Somebody tried to stop him, but in the general confusion he succeeded in escaping.—A piercing scream came from Mrs Lincoln in the State Box. Someone shouted, "The President has been shot!"

The lights went on and showed hundreds of faces filled with fear and anger. A young doctor, who was in the theatre, examined the President. "His wound is mortal," he said. "It is impossible for him to recover."

A few hours later Lincoln died. Thus died one of the greatest Presidents the United States has ever seen. Booth was cornered a few weeks later in a Virginian barn and shot.

Lincoln's work, however, was carried on in spite of resistance in the South. The Negroes not only remained free but were also given the right to vote. As they belonged to the lowest class of the population, poor and uneducated, their struggle to gain full rights as American citizens has been long and difficult, and it still continues today.

< B. What is New York? >

One of the oldest cities in the States. In 1614, the Dutch founded a trading post on the Island of Manhattan and called it New Amsterdam. Later in the seventeenth century it was taken over by the English, who renamed it New York.

The second largest city in the world, with a population of over eight million; the most important city in the United States, ten times as big as the Federal Capital, Washington.

A cosmopolitan city, whose population includes more than 50 different nationalities. Among the most numerous are Italians, Germans, Irishmen, Russians and Poles. Here you can eat the food of almost every country in the world and read daily newspapers published in fifteen languages.

A powerful financial centre. Wall Exchange and many great banking money markets of the world.

An important manufacturing centre worn by American women are mass-

The home of the United Nations designed by Le Corbusier, stand on tory overlooking the East River.

< John Brown's Body >

In march time

1. John Brown's bod - y lies

John Brown's bod - y lies

John Brown's bod - y lies

soul goes marching on.

Glo - ry! Glo - ry! Hal - le - l

lu - jah! But his soul

2. He's gone to be a soldier in the a
And his soul goes marching on. Ch

A powerful financial centre. Wall Street, where the New York Stock Exchange and many great banking houses are situated, dominates the money markets of the world.

An important manufacturing centre. Three out of five of the garments worn by American women are mass-produced in New York.

The home of the United Nations, whose permanent headquarters, designed by Le Corbusier, stand on eighteen acres of international territory overlooking the East River.

Wendy Hall

< John Brown's Body >

In march time

March song of the American Civil War



1. John Brown's bod - y lies a - mould'ring in the grave,



John Brown's bod - y lies a - mould'ring in the grave,



John Brown's bod - y lies a - mould'ring in the grave, But his



soul goes marching on.

Chorus

Glo - ry! Glo-ry! Hal-le - lu - jah!



Glo - ry! Glo-ry! Hal-le - lu - jah! Glo - ry! Glo-ry! Hal-le -



lu - jah! But his soul goes march - ing on.

2. He's gone to be a soldier in the army of the Lord,
And his soul goes marching on. *Chorus*



20 A. Florence Nightingale

1. Nowadays no one will deny that women have the right to take up a profession. It was not so in the 1830s when Florence Nightingale was a girl. The Nightingales were wealthy people, and Florence led a sheltered life. She was educated at home by private teachers, she learnt to sing and play the piano, she lived in London during the Season, and accompanied her parents on holidays to France and Italy.

It was a pleasant and easy life, but Florence was not happy.

"If only I could do something useful!" she said to her mother one day. "How I hate this silly life!"

Mrs Nightingale was astonished. "But what do you want to do?"

"I should like to work in a hospital, Mother," said Florence. "There is so much sickness and suffering in the world."

"Impossible!" said Mrs Nightingale. "You in a hospital—among all those dirty slum patients and ignorant nurses! All our friends would look down on us."

Later Florence spoke to her father. He was very angry. "What nonsense!" he said. "I have educated you to be a lady—not to work like a servant. It would be a family disgrace!"

2. In spite of her parents' opposition, Florence did not give up. During her next holiday she visited a number of hospitals on the Continent, and one day she heard of a school of nursing which had been opened at Kaiserswerth on the Rhine. At first her parents refused to let her go, but at last Florence managed to persuade them.

At Kaiserswerth Florence found what she was looking for. "Now I know," she wrote to her parents, "what it means to live." For her the old life of balls and parties was now completely impossible. Her parents realized that they must allow Florence to lead her own life, although they still did not take her ideals quite seriously.

Alw. 1
P 194

Florence took a post as superintendent she helped at a London hospital during

In 1853 the Crimean War broke out to capture Constantinople, was opposed by British troops. For the first time Britain sent troops to the front. Their news caused a public outcry. There were few doctors, no hospitals, no ambulances. Sick and wounded were dying like flies.

Mr Sidney Herbert, a member of the British government, was willing to go to the Crimea with Florence. She would make preparations at home in England with 34 nurses and a store of supplies.

3. At first the army authorities gave Florence no work. The army had never needed female nurses. But Florence worked day and night. The barracks were crowded together in an indescribable state. Florence had transformed the barracks into large hospitals. The death rate fell. Florence asked Mr Herbert to send more nurses.

Hard work and her struggle with the army authorities. Her friends told her that she should stay at home. That she would stay with the wounded. The war ended in 1856, and Florence returned home.

In England she was received as a heroine. A pension was collected as a present for her, but she refused to accept the money for herself. Instead she used it to found a school for nurses. For more than 40 years she worked for the good of mankind until her death.

< Proverbs >

Where there's a will, there's a way.

Well begun is half done.

Rome was not built in a day.

5 While there is life there is hope.

HW. 1 P 195 [5] 9)

Florence took a post as superintendent of a women's hospital. Later she helped at a London hospital during an epidemic of cholera.

In 1853 the Crimean War broke out. The Russian army, whose plan was to capture Constantinople, was opposed by Turkish, French, and British troops. For the first time Britain sent newspaper correspondents to the front. Their news caused a public scandal. They reported that there were few doctors, no hospitals, no nurses, not even bandages, and the sick and wounded were dying like flies.

Mr Sidney Herbert, a member of the Cabinet, asked Florence if she was willing to go to the Crimea with a group of nurses. She replied that she would make preparations at once, and a fortnight later she left England with 34 nurses and a store of medical supplies.

3. At first the army authorities gave 'the ladies' no help. They said that the army had never needed female nurses and did not need them now. But Florence worked day and night among the wounded, whom she found crowded together in an indescribably dirty barracks. Within six months she had transformed the barracks into a hospital and opened four other large hospitals. The death rate fell from 42 per cent to 11 per cent. Florence asked Mr Herbert to send more nurses from England.

Hard work and her struggle with the authorities made Florence ill. Her friends told her that she should return to England, but she replied that she would stay with the wounded soldiers as long as they needed her. The war ended in 1856, and four months later Florence returned home.

In England she was received as a national heroine. £50,000 had been collected as a present for her, but Florence said that she could not accept the money for herself. Instead, she used it to found a training-school for nurses. For more than fifty years she continued working for the good of mankind until her death at the great age of 90 in 1910.

< Proverbs >

Where there's a will, there's a way. A good name is better than riches.
Well begun is half done. Misfortunes never come singly.
Rome was not built in a day. One swallow does not make a summer.
5 While there is life there is hope. Too many cooks spoil the broth.

polite = höflich

< B. Women in Modern Life >

From shop-assistants, typists and factory workers to teachers, doctors and Members of Parliament, women play an important and varied role in modern society.

5 The following advertisements show a small selection of the vast number of careers open to women today:

<p>10 Are you interested in becoming a salesman or saleswoman in London's finest store? Write to Personnel Manager, Harrods.</p>	<p>Young women with good knowledge of foreign languages join our Interpreters' Department, Imperial Chemicals, London</p>
<p>Experienced book-keeper, lady, wanted for The Frosted Foods Co., Birmingham.</p>	<p>Why not join Britain's biggest Exporters? If you want to know more write to Ford Motor Company, Ltd., Dagenham. We shall train you to become fully qualified secretaries, receptionists, telephone operators, shorthand typists.</p>
<p>15 We need a woman-doctor for the Children's Department. Apply to Welsh Hospital, Cardiff.</p>	<p>Air Stewardesses, Age 21—26, one foreign language. Further details from the Staff Manager, British Overseas Airways Corporation, London.</p>

< A Gentleman >

In a certain regiment of the British Army there was a young officer who thought that a tradesman could not possibly be a 'gentleman'. In the same regiment was another young officer whose father had made a large fortune as a tradesman.

5 These two officers met one day. The former, who wished to offend the other, asked, "What was your father?"

"A tradesman," was the reply.

"Oh, what a pity he did not make you one, too," said the other.

10 The tradesman's son, however, was not at a loss for an answer. "May I ask what your father is?" he asked.

"My father, sir, is a gentleman," said the young man.

"Then it is a great pity," replied the other calmly, "that he did not make you one, too."

98 to pick of girls
to make fun of them
It is a pity

Lesson 20



Captain Scott, the famous explorer, writing a report on his expedition to the South Pole.

21 A. The March to the South

1. On January 4th, 1911, the British expedition led by Captain R. F. Scott and the member of the expedition, Ernest Shackleton, were the first to reach the South Pole. Were they the first to reach the South Pole? but in Scott's pocket there was a telegram from Amundsen. So the Norwegian Amundsen, an expedition leader, had already gone straight for the South Pole. The race was over.

5 Eight hundred miles from the Pole, the expedition was stopped by the polar winter, which is one long and dark. In October, the journey into the frozen continent began. Nine depots, full of food and oil for the expedition, were placed along the route. The expedition was m

Lesson 21



Captain Scott, the famous explorer, writing his diary before starting on his last expedition to the South Pole.

21 A. The March to the South Pole

1. On January 4th, 1911, the British ship 'Terra Nova' cast anchor at the Great Ice Barrier, landing a group of British explorers. They were Captain R. F. Scott and the members of an expedition who planned to be the first at the South Pole. Were they likely to succeed? They all hoped so; but in Scott's pocket there was a telegram: 'Am going south. Amundsen.' So the Norwegian Amundsen, an expert of the Arctic, was also heading straight for the South Pole. The race had begun.

Eight hundred miles from the Pole, Scott built his camp, where he spent the polar winter, which is one long night. When the sun reappeared in October, the journey into the frozen desert of the Antarctic started. Nine depots, full of food and oil for the return journey, were set up along the route. The expedition was much delayed by the weakness of the

ponies which could hardly stand the cold and had to be killed. After six weeks Scott reached the foot of the Beardmore Glacier. It is 126 miles long and ten thousand feet high. At its foot he sent back the teams with the dogs. For eleven days three teams of men pulled hard to get the heavy sledges up the glacier. They reached the top pretty late: it was the 21st of December, the very day they had wanted to be at the Pole. There were still 372 miles to go.

2. 150 miles from the Pole, Scott sent back all his men except Bowers, Evans, Oates and Wilson.

10 On January 16th, the Pole was only 25 miles away. Could they reach it before Amundsen? They did not know, but their hopes were flying high. It was just then that they happened to discover marks in the snow. They were the traces of dogs' paws, and they could mean only one thing—Amundsen had beaten them. The shock was terrible.

15 Two days later, at the Pole, they found in a tent a letter from Amundsen to Scott. Deeply disappointed the five men put the Union Jack at a small distance from the Norwegian flag. After a quick meal the return journey began. Terrible snow storms, frostbite and hunger forced them to go slow. Three weeks after they had left the Pole, food began to run short. Then Evans fell and injured himself. His health was sinking fast and he died on February 17th.

The others marched slowly on, their sledge sinking deep into the snow. They still had 450 miles to go.

3. To add to their troubles the temperature fell to 40.5° C below zero. Their chances of returning alive were very small indeed. Oates's frozen feet would not carry him any further. He suggested that the others should leave him in his sleeping-bag and continue without him. They refused. He struggled on and made a few miles, the others stopping and waiting for him. Oates knew that he was delaying them, that his friends were risking their last chance of saving their own lives by going slow for his sake. Next morning Oates got up early. A blizzard was blowing. "I'm just going outside, and may be some time," he said. He disappeared in the blizzard and was never seen again.

35 "We knew that Oates was going to his death," Scott wrote in his diary. "It was the act of a brave man and an English gentleman. We all hope to meet the end in a similar spirit, and I'm sure the end is not far."

4. On March 21st the three men were left. If the weather improved, they could have gone on. But the weather was very weak, they determined to try to catch a terrible blizzard kept them from going. They trapped the animals in a trap.

5 On March 29th, while snow was falling, Scott wrote the following words in his diary:

"Since the 21st we have had only two cups of tea apiece and food for two days. We could not have been ready to start for our destination. The interior of the tent it remains a scene of wretchedness. There is no hope for better things now. We shall continue to get weaker of course, and the weather will be worse, but I do not think I can write more."

15 For God's sake look after our people. Scott's dying hand crossed out the words: 'to my widow'.

20 Then came the long polar night. The men discovered the tent, and inside it was a scene of wretchedness. It was a long day, a march which is right for a man has ever made.

< B. Sport in English Life >

Sometimes you hear English people say "sport". You know that this has two meanings. It means a man who plays games well, or a character, who will never do anything but his duty.

5 English people believe that sport is a very important part of life. In conversation, too, we often use the word. For example, does not only mean a group of scientists or even a group of people. Good team-work is very important. It is not cricket to play *play fair*. It is not cricket to play *is very unsporting*. If you do not play well, you are a *bad sport*.

4. On March 21st the three men were eleven miles from the next depot. If the weather improved, they could reach it the next day. Although very weak, they determined to try. The following morning, however, a terrible blizzard kept them prisoners in their tent. They were like
5 animals in a trap.

On March 29th, while snow was covering their tent, Scott wrote his last words in his diary:

“Since the 21st we have had continuous gale. We had fuel to make two cups of tea apiece and food for two days on the 20th. Every day we
10 have been ready to start for our depot 11 miles away, but outside the door of the tent it remains a scene of whirling drift. I do not think we can hope for better things now. We shall stick it out to the end, but we are getting weaker of course, and the end cannot be far. It seems a pity, but I do not think I can write more.

15 For God’s sake look after our people. Send this diary to my wife.”

Scott’s dying hand crossed out the words ‘to my wife’ and wrote above them the words: ‘to my widow’.

Then came the long polar night. Eight months later a search team discovered the tent, and inside the bodies. Thus had ended, after 93
20 long days, a march which is rightly considered one of the greatest that man has ever made.

< B. Sport in English Life >

Sometimes you hear English people say that someone is *a good sport*. Do you know that this has two meanings in English? *A good sport* often means a man who plays games well, but it can also mean a man of good
5 character, who will never do anything which is dishonest or unjust.

English people believe that sport helps to build character. That is why it plays such an important part in English schools. In everyday conversation, too, we often use expressions taken from sport. A *team*, for example, does not only mean a group of football players. It can also
10 mean a group of scientists or even politicians who work together towards the same *goal*. Good team-workers always try *to play the game* and *to play fair*. *It is not cricket* to play an unfair trick on someone—in fact, it is very *unsporting*. If you do not play fair in life, people will say that you are *a bad sport*.

< A Fight with a Shark >

Santiago, an old fisherman, has caught a giant fish after a terrific struggle. Exhausted, the old man ties the fish to the side of his boat and turns towards the land. But he soon has worse enemies to fight—sharks.

5 When the old man saw him coming he knew that this was a shark that had no fear at all and would do exactly what he wished. He prepared the harpoon and made the rope fast while he watched the shark come on.

10 The shark closed fast astern and when he hit the fish the old man saw his mouth open and his strange eyes as he drove forward in the meat just above the tail. The shark's head was out of water and his back was coming out and the old man could hear the noise of skin and flesh ripping on the big fish when he rammed the harpoon down on to the shark's head. He hit it with his blood-mushed hands driving a good harpoon with all his strength. He hit it without hope but with resolution and complete
15 malignancy.

The shark swung over and the old man saw his eye was not alive and then he swung over once again, wrapping himself in two loops of the rope. Three-quarters of his body was clear above the water when the rope came taut, shivered, and then snapped. The shark lay quietly for a little while
20 on the surface and the old man watched him. Then he went down very slowly.

'He took about forty pounds,' the old man said aloud. He took my harpoon too and all the rope, he thought, and now my fish bleeds again and there will be others.

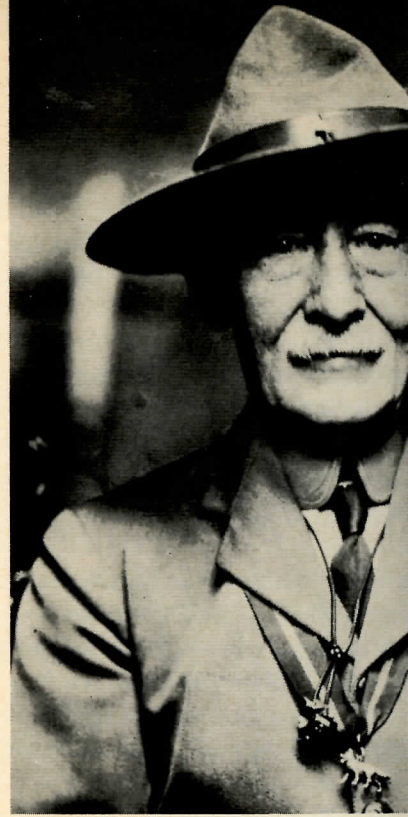
25 He did not like to look at the fish any more since he had been mutilated. When the fish had been hit it was as though he himself were hit.

But I killed the shark that hit my fish, he thought. And he was the biggest shark that I have ever seen. And God knows that I have seen big ones.

30 It was too good to last, he thought. I wish it had been a dream now and that I had never hooked the fish and was alone in bed on the newspapers.

'But man is not made for defeat,' he said. 'A man can be destroyed but not defeated.' I am sorry that I killed the fish though, he thought. Now the bad time is coming and I do not even have the harpoon. The shark is
35 cruel and able and strong and intelligent. But I was more intelligent than he was. Perhaps not, he thought. Perhaps I was only better armed.

Ernest Hemingway: The Old Man and the Sea (abridged)



22 A. 'Chief Scout of the World'

1. Every Boy Scout knows 'B.-P.' who for 30 years held the proud title of Chief Scout of the World.

5 At the age of thirteen B.-P. entered the great public schools. In his school he was 'only average', but he was very good at the sports he liked best. When he left Charterhouse he had good judgment and intelligence and was a leader of boys.

10 B.-P. intended to continue his education. Dr Jowett of Balliol gave him an interview. 'Baden-Powell has not reached the age for admission to Balliol.'

Failed! B.-P. was terribly disappointed. He decided to take the examination for the Sandhurst Military Academy.

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(abridged)



Robert Baden-Powell
(1857—1941), the
founder of the Boy
Scout movement.

22 A. 'Chief Scout of the World'

1. Every Boy Scout knows 'B.-P.' to stand for Baden-Powell—the man who for 30 years held the proud title of 'Chief Scout of the World'.

At the age of thirteen B.-P. entered Charterhouse, one of England's
5 great public schools. In his school subjects he was said to have been
'only average', but he was very good at sport, football being the game
he liked best. When he left Charterhouse his headmaster reported that
he had good judgment and intelligence and declared him to be a born
leader of boys.

10 B.-P. intended to continue his education at Balliol College, Oxford.
Dr Jowett of Balliol gave him an interview and announced his judgment:
'Baden-Powell has not reached the necessary standard for Balliol.'

Failed! B.-P. was terribly disappointed. But it was no use losing heart.
He decided to take the examination for the Military Academy. He knew

the examination to contain a difficult test in mathematics, his worst subject, and he only had two months to prepare himself.

"You'll never do it," said his friends. "It's no good trying."

"We shall see," said B.-P. and for the next two months he worked day and night. At the end of July the results were announced. B.-P. had won the second place out of more than 700 candidates.

2. In the army B.-P. found a career after his own heart. He liked travelling, sport and adventure, and the army offered him all these. First he spent some years in India, where he saw more than 300 million people governed by a handful of British civil servants and some thousand British troops. The British Empire was at the height of its power. Then he went to South Africa.

War clouds were gathering over South Africa. The Boers, the descendants of early Dutch settlers, were farmers and objected to the flood of British gold-seekers in their country. "If necessary we shall fight for our independence," said their leader, Paul Kruger. In 1899 war broke out.

At first very few people in England took the war seriously. What could a 'handful of farmers' do to the mighty British Empire? "It will be all over at Christmas," was the general opinion in England.

But the 'handful of farmers' in South Africa proved to be a well-disciplined army of 40,000 men. In the first months the Boers were seen to win one battle after another, and Britain seemed to be in danger of losing the war. To the world it seemed unbelievable that the Boers could give such blows to the greatest Empire in history. But Queen Victoria and most of her people would not hear of defeat. The war went on.

B.-P., now a colonel with 1,200 men under him, was besieged by 9,000 Boers in the small town of Mafeking. His position looked hopeless. But B.-P. had no thought of surrender. He ordered forts to be built around the town, trenches to be dug, he had ammunition made. The activity in the town caused the enemy to believe his forces to be much stronger than they really were. A team of boys was formed to carry messages and to take over the men's work, so that every man would be available to defend the town. Two months, three months, six months passed, and still the little town held out. Slowly the tide of war changed, and one day, after seven months, the newspaper boys in London were heard shouting: "Mafeking relieved! Mafeking relieved!"

London went mad with joy. People discuss the news, strangers spoke to each other. The name of Baden-Powell was on every

3. B.-P. did not forget the boys in war, other boys could learn in peace. He chose a group of boys and went to Africa. He wanted them to be resourceful and to overcome difficulties. B.-P. called it 'Scouting' and it was an adventure.

The news of B.-P.'s camp spread. Groups of boys were seen forming an organization for girls, known as Girl Scouts. A few years the Scout movement spread all over the world. When B.-P. died in 1941, millions of people mourned their Chief Scout.

There is a memorial to B.-P. in London. The memorial is the Scout movement. There are 10 million Scouts in 70 different countries.

< B. English Schools >

English children start school when they are five years old. They go to a primary school until they are eleven. At eleven they go to a secondary school which is a test in English, arithmetic and science.

The children who do very well in the primary school, which prepares them for the secondary school, go to a secondary modern school or a secondary grammar school. They are fifteen or sixteen. Secondary schools teach English, mathematics, science, history, civics, citizenship, and the technical subjects like technical drawing, engineering, bookbinding, etc.

There are also a growing number of private schools. These give all kinds of secondary education. They are very big schools and have many pupils.

London went mad with joy. People gathered on street corners to discuss the news, strangers spoke to each other on the pavements, and the name of Baden-Powell was on every man's lips.

3. B.-P. did not forget the boys of Mafeking. What they had learned in war, other boys could learn in peacetime. When he returned to England he chose a group of boys and went camping with them for several weeks. He wanted them to be resourceful and ready to help each other under all difficulties. B.-P. called it 'Scouting', and to the boys it was a great adventure.

10 The news of B.-P.'s camp spread fast, and soon, all over the country, groups of boys were seen forming their own Scout troops. A similar organization for girls, known as Girl Guides, was also formed. Within a few years the Scout movement spread to many other countries, and, when B.-P. died in 1941, millions of boys all over the world mourned their Chief Scout.

15 There is a memorial to B.-P. in Westminster Abbey, but his best memorial is the Scout movement itself. Today there are no less than 10 million Scouts in 70 different countries.

< **B. English Schools** >

English children start school when they are five years old. First they go to a primary school until they are eleven. Then they take an examination, which is a test in English, arithmetic and general knowledge.

5 The children who do very well in this test then go to a secondary grammar school, which prepares them for a university. The others go either to a secondary modern school or a secondary technical school until they are fifteen or sixteen. Secondary modern schools place great importance on citizenship, and the technical schools give special instruction in technical drawing, engineering, book-keeping, typing and shorthand.

10 There are also a growing number of comprehensive schools in England. These give all kinds of secondary education for all the children of a district. They are very big schools and sometimes have as many as 2,000 pupils.

1 Exercises

1 Tell me ...

- a) what the Browns heard on the radio one night,
- b) about the conversation after the warning,
- c) what they did after the second warning,
- d) what happened in the Browns' garden,
- e) about the conversation between Mr Brown and the lion-tamer.

2 Different people tell the story

a) *The next day Eric tells his friend about the lion:*
 "Last night when we were sitting at the supper table ..."
Go on.

b) *The lion-tamer reports at the circus:* "Suddenly we saw the lion in a garden near Queen's Park. A man was coming ..."
Go on.

A radio reporter speaks to people in the street § 1

Fill in the question tags and give short affirmative answers.

Ex.: It was a surprise when you saw the lion,
wasn't it? – Yes, it was.

- | | |
|---|----------|
| 1. You were afraid, ...? | Yes, ... |
| 2. Your children were playing in the street, ...? | Yes, ... |
| 3. You took the children home, ...? | Yes, ... |
| 4. Your wife was frightened when she saw the lion, ...? | Yes, ... |
| 5. The lion sat down in the street, ...? | Yes, ... |
| 6. It stopped the traffic, ...? | Yes, ... |

A radio reporter at the circus § 1

Ex.: King will be in the performance again soon,
won't he? – Certainly he will.

- | | |
|--|---------------|
| 1. He will do all his tricks, ...? | Yes, ... |
| 2. King will ride on a horse, ...? | Yes, ... |
| 3. You will put your head into King's mouth, ...? | Of course ... |
| 4. The other lions will also be in the performance, ...? | Yes, ... |
| 5. We can be sure that King won't escape again, ...? | ... |
| 6. The cage is locked again, ...? | ... |

5 A boy asks the lion-tamer § 1

Ex.: King hasn't had his food today, **has he? – No, he hasn't.**

- | | |
|---|---------|
| 1. King hasn't been punished, ...? | No, ... |
| 2. King can't be in the performance tonight, ...? | No, ... |
| 3. King can't run away again, ...? | No, ... |
| 4. People don't trust lions, ...? | No, ... |
| 5. The police won't shoot King, ...? | No, ... |

6 The police and the lion-tamer §§ 1, 2

A police inspector asks the correct questions.

You didn't shut the lion's cage yesterday.
 That was a terrible mistake, ...?
 The lion could have killed somebody.
 You must be more careful in future, ...
 You won't leave the cage door open again, ...?
 All right. Let's have a cup of tea, ...?

It will do us good, ...?

German 'auch' – English 'so' § 3

Mr Brown:

I was a game-keeper in Africa.
 I had my family with me there.
 We could hear the lions roar at night.
 My children liked it very much in Africa.
 I was very happy there.
 We had a large house there.
 We could see the elephants near our house.
 My daughter had a pony.
 I shot many lions.
 I often dream of Africa.
 We should like to go back to Africa one day.

German 'auch nicht' – English 'nor' or 'neither' § 3

Mr Brown:

I can't forget Africa.
 My son doesn't like it so much here.
 We didn't recognize England when we first came.
 My children hadn't seen trains before.
 They didn't know what an English winter was.
 They had never seen a real winter before.
 We haven't so many friends here as in Africa.
 The days are not so hot here as in Africa.

6 The police and the lion-tamer §§ 1, 2

A police inspector asks the lion-tamer questions. Add the correct question tag.

You didn't shut the lion's cage yesterday, ...?	No, sir, I ...
That was a terrible mistake, ...?	Yes, sir, ...
The lion could have killed somebody, ...?	Yes, sir, ...
You must be more careful in future, ...?	Yes, sir, ...
You won't leave the cage door open again, ...?	No, sir, ...
All right. Let's have a cup of tea, ...?	Thank you, sir. It's very kind of you.
It will do us good, ...?	Yes, ...

X German 'auch' - English 'so' § 3

<i>Mr Brown:</i>	<i>A guest:</i>
I was a game-keeper in Africa.	So was I.
I had my family with me there.	So had I.
We could hear the lions roar at night.	So could we.
My children liked it very much in Africa.	So did my wife.
I was very happy there.	... I.
We had a large house there.	... we.
We could see the elephants near our house.	... we.
My daughter had a pony.	... my son.
I shot many lions.	... I.
I often dream of Africa.	... I.
We should like to go back to Africa one day.	... we.

X German 'auch nicht' - English 'nor' or 'neither' § 3

<i>Mr Brown:</i>	<i>A guest:</i>
I can't forget Africa.	Nor can I. (Neither can I.)
My son doesn't like it so much here.	Nor does my daughter.
We didn't recognize England when we came back.	Nor did we.
My children hadn't seen trains before.	... my family.
They didn't know what an English winter was.	... my family.
They had never seen a real winter before.	... my children.
We haven't so many friends here as in Africa.	... we.
The days are not so hot here as in Africa.	... the nights.

9 Put in 'nor' ('neither'), 'so'

§ 3

1. Mr Brown heard the lion roar. . . his wife. 2. Mrs Brown looked frightened. . . her daughter. 3. Mr Brown was not afraid. . . his son. 4. "I have never seen a more beautiful lion," said Mr Brown. ". . . I," said the lion-tamer. 5. "We shall go to the circus next Saturday," said Mrs Brown. ". . . my children," said Mrs White. 6. "We can't go on Friday," said Mrs Brown. ". . . we," said Mrs White. 7. "My husband doesn't like the circus very much," said Mrs Brown. ". . . my son," said Mrs White.

10 Translation

Frau Brown geht einkaufen und trifft Frau Gordon, die auch in der Rochford Road wohnt.

Frau Brown: Schönes Wetter, nicht wahr?

Frau Gordon: O ja. Haben Sie gestern abend Radio gehört?

* Frau Brown: Ja. Als wir die Polizeiwarnung hörten, wußten wir nicht, daß der Löwe so nahe bei unserem Hause war.

Frau Gordon: Wir auch nicht. Aber wir haben alle Türen und Fenster geschlossen.

Frau Brown: Wir auch. Man kann nicht vorsichtig genug (*too careful*) sein, nicht wahr? Ich war ziemlich erschrocken, als ich das Brüllen des Löwen so nahe hörte. Aber mein Mann war gar nicht erschrocken.

Frau Gordon: Ihr Mann war Wildhüter in Afrika, nicht wahr?

Frau Brown: Ja. Er hätte den Löwen getötet. Es war ein Glück, daß der Löwenbändiger in diesem Augenblick kam.

Frau Gordon: Wir konnten nicht alles genau sehen, weil es ziemlich dunkel war. Die Arbeit eines Löwenbändigers muß ziemlich gefährlich sein.

Frau Brown: Oh, es ist 11 Uhr! Ich muß mich beeilen. Es gibt immer so viel (*such a lot of*) Hausarbeit zu tun, nicht wahr?

Frau Gordon: Ja natürlich. Guten Morgen, Frau Brown.

Let's prepare lesson 2

1. Mr Barton doesn't know me, **I** must introduce **myself**.
Mr Barton doesn't know you, **you** must introduce **yourself**.
Mr Barton doesn't know Eric, **he** must introduce **himself**.
Mr Barton doesn't know Doris, **she** must introduce **herself**.
Mr Barton doesn't know us, **we** must introduce **ourselves**.
Mr Barton doesn't know you, **you** must introduce **yourselves**.
Mr Barton doesn't know them, **they** must introduce **themselves**.
2. When Mother is at home she washes Father's shirts and Doris's dresses. Every morning she prepares their breakfast.
- When Mother is in hospital Father must wash his shirts **himself**, Doris must wash her dresses **herself** and they must prepare breakfast **themselves**.

108

Lesson 1

2

1 Answer the following questions

1. How many pennies are there in a pound?
2. How many pence are there in a shilling?
3. Which other English coins are there?
4. How many coins are made of bronze?
5. How many banknotes are there in the pound?
6. Whose head do you find on new English coins?
7. Is there a smaller coin than a penny?
8. What can you buy for twopence, for five pence, for a shilling?

2 Conversation in the young lady's handbag §§ 4, 5

Put in the reflexive pronouns

The comb: We should introduce . . .

The mirror: Must I introduce . . .? I must introduce . . .
She takes me out of her handbag at . . .

The lipstick: Oh, how the mirror looks! People can buy . . . a mirror.

The pennies (to the lipstick): We don't think of you. You are getting smaller every day and soon you will be gone.

The letter: Let's be friends. I don't want that the young lady was vexed.

The brush: Let's make . . . comfortable.

3 The letter §§ 4, 5

Put in the reflexive pronouns

Dear Diana,

I feel so angry with . . . when I really hate . . . for it, and I have to be strict. As usual I washed . . . in the bathroom kitchen to make some tea. When I looked at the cat drinking the last of it. I was so angry that I forgot . . . and punished the cat with the animal has kept hidden. I'm very unhappy. The cat and I had always enjoyed . . . often punish . . . when they punish others.

Lesson 2

1 Answer the following questions

1. How many pence make a pound?
2. How many pence are there in two pounds?
3. Which other English coins do you know?
4. How many coins are made of bronze?
5. How many banknotes are there in the English money-system?
6. Whose head do you find on new English coins?
7. Is there a smaller coin than a penny?
8. What can you buy for twopence, for fivepence, for a pound?

2 Conversation in the young lady's handbag
§§ 4, 5

Put in the reflexive pronouns.

- The comb:* We should introduce ...
- The mirror:* Must I introduce ...? I'm the young lady's favourite article. She takes me out of her handbag twenty times a day to look at ...
- The lipstick:* Oh, how the mirror loves ... You are a cheap little article. People can buy ... a mirror for tenpence. I cost thirty pence.
- The pennies (to the lipstick):* We don't want to lower ... and tell you what we think of you. You are not worth the money. You become smaller every day and soon you will be gone.
- The letter:* Let's be friends. I don't love ... as you do, but I can tell you that the young lady was very happy when she received me.
- The brush:* Let's make ... comfortable and listen to the letter's story.

3 The letter §§ 4, 5

Put in the reflexive pronouns.

Dear Diana,

I feel so angry with ... when I think of what I did to my cat. I really hate ... for it, and I have to tell ... again and again that I had to be strict. As usual I washed ... in the bathroom, dressed ... and went to the kitchen to make some tea. When I looked for the milk I saw that the cat was just drinking the last of it. I was so angry that there was no milk for my tea that I forgot ... and punished the cat with the tennis racket. Since that morning the animal has kept hidden. I'm very unhappy, but I have only ... to blame for it. The cat and I had always enjoyed ... together. Now I can see that people often punish ... when they punish others.

Yours,
John

In the handbag §§ 4, 5

Put in the reflexive pronouns.

The articles in the handbag enjoyed ... very much. They looked at ... in the mirror. They introduced ... to each other. The penny looked at ... in the mirror and said to the old shilling: "When I look at ... in the mirror and see you at my side I know that I am young and beautiful." The old shilling was very angry and replied: "You can look at ... as much as you like, but you will never be as beautiful as the shillings of sixty years ago. They could be proud of ..., because they were made of silver. Of course, in those days people could buy more with a shilling than they can today. We old shillings can be proud of ... We have seen great days in England."

A sentence switchboard §§ 4, 5

The young man Doris and Eric The young lady We	(to enjoy oneself)	in Germany. on the beach. in his (her, our ...) holidays. on the cycling tour.
---	--------------------	---

Put the above switchboard a) into the past tense, b) into the negative form of the past tense.

On the ice §§ 4-7

Put in 'each other', 'one another', or a reflexive pronoun.

There was ice on the pond and Jack and Jane were running on it when they both suddenly slipped. Jack was still lying on the ice when Jane got up. "You pushed me!" he shouted. "No, I didn't," said Jane. They got very angry with ... "Look at my finger. I've cut ...," Jack said. "What a silly boy!" said Jane. She was dancing round Jack to warm ... Then Jack held on to one of Jane's legs. She fell and the next moment they were fighting with ... on the ice. Suddenly they heard a noise. They looked at ... in surprise. The ice was breaking! Very slowly they moved to the edge of the pond. "That was lucky," they both said and smiled at ...

7 At the fair §§ 4-6

Reflexive pronoun or not?

Jack took his money and hurried to the fair. A lot of people were enjoying ... at the fair. Jack first bought a ticket for the ghost-train. Slowly the train began to move ... The doors opened ..., the train went in, the doors closed ... again, and Jack found ... in a dark room. Suddenly the train

stopped. Jack was wondering ... how long a strong wind shook the train from one was heard and a ghost in a long white boy lay ... down on the floor of his compartment. A ghost went from compartment to compartment ... again. More ghosts announced ... began to turn ... round faster and faster. Jack found ... in the daylight. He was alone and helpless.

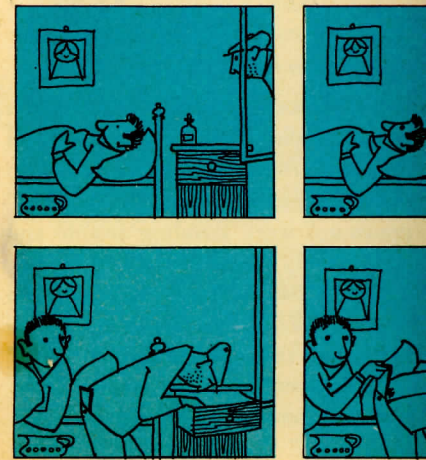
8 Form sentences §§ 4, 5

When Mother is cleaning herself.
(to clean shoes, to clean the beds, to clean ...)

1. Tom: "I have to clean my shoes myself."
 2. What does Father have to do now? - morning. He has to ... Go on.
 3. Tell your brother what he has to do for himself now. You have to ... Go on.
 4. Tell your sisters what they have to do for yourselves now. You have to ... Go on.
- What must you do yourself when your mother is cleaning?*

9 The robber robbed

Look at the pictures.
"One night Mr Brown was sleeping in his bedroom."



stopped. Jack was wondering ... how long he would have to wait, when suddenly a strong wind shook the train from one end to the other. Then a terrible shout was heard and a ghost in a long white night-shirt sat down beside Jack. The boy lay ... down on the floor of his compartment and tried to hide ... The ghost went from compartment to compartment. Then the train began to move ... again. More ghosts announced ... by flashes of lightning while the train began to turn ... round faster and faster. Suddenly the doors opened ... and Jack found ... in the daylight. He was quite pale, but had enjoyed ... nevertheless.

8 Form sentences §§ 4, 5

When Mother is ill, we have to do a lot of things ourselves.

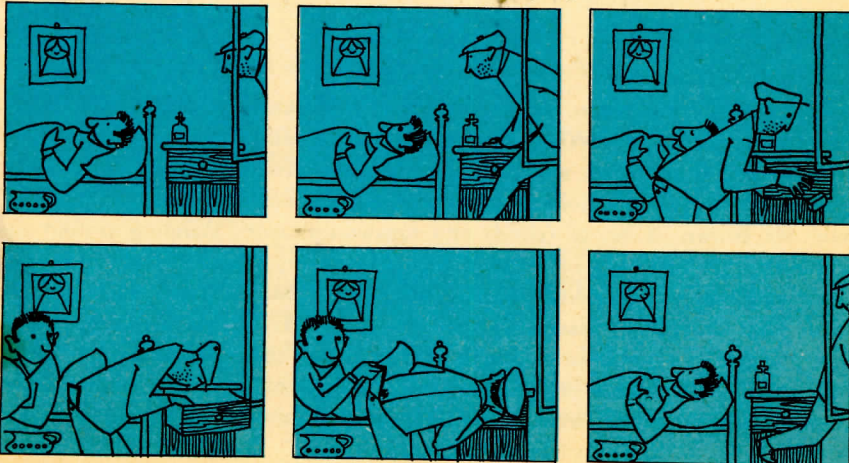
(to clean shoes, to lay the table, to make toast, to make the beds, to clean the windows, etc.)

1. Tom: "I have to clean my shoes myself now. I have to ..." *Go on.*
2. *What does Father have to do now?*—He has to make tea himself now in the morning. He has to ... *Go on.*
3. *Tell your brother what he has to do now.* "You have to make your toast yourself now. You have to ..." *Go on.*
4. *Tell your sisters what they have to do now.* "You have to comb your hair yourselves now. You have to ..." *Go on.*

What must you do yourself when your mother is ill?

9 The robber robbed

Look at the pictures and say what happened. Begin with "One night Mr Brown was lying in bed ..."



10 Translation

1. Doris wachte plötzlich in der Nacht auf. 2. Sie drehte sich im Bett um und schaute zum Fenster, das sich langsam öffnete. 3. Etwas bewegte sich am Fenster.

4. Im Lichte der Straßenlampe (*street lamp*) sah sie einen Geist, der hereinkam und [es] sich auf dem Stuhl in ihrem Schlafzimmer bequem machte. 5. „Wir dürfen einander nicht anschauen“, dachte das Mädchen. 6. Sie stand auf und versteckte sich zwischen dem Kleiderschrank und der Wand. 7. Das Mädchen zitterte von Kopf bis Fuß. 8. Zwei grüne Augen bewegten sich auf sie zu (*towards her*). 9. Dann blieb das Ding stehen. 10. Es war eine Katze. Sie begann sich zu putzen (*to wash*). 11. Das Mädchen lachte über sich selbst. 12. Sie hatte sich vor einer Katze gefürchtet. 13. „Wie dumm von mir“, sagte sie zu sich. 14. Sie ging zurück ins Bett und legte sich hin. 15. Bald schlief sie wieder.

b) *Translate the story again, but now use a boy's name.*

3**X Do you remember?**

1. What did the interviewer look like?
2. Why do some German boys and girls go to England?
3. What did Inge say about Birmingham?

4. What did Inge like about the house where Shakespeare was born?
5. Who were the people in Jane's family and what animals did they have?
6. When was Oxford University founded?
7. What things did Gitta like less than others in England?
8. What did Fritz think of the English?

2 Looking at London

§ 8

a) *Form plurals of the words in brackets.*

After their TV interview, Mr Brown of the BBC wanted to show the town to Inge, Gitta and Fritz. When they arrived at Trafalgar Square they noticed that all the (motor-car) and (motor-cycle) went round the square one way. "Look, that's Nelson's Column in the middle. It's more than 180 (foot) high," said Mr Brown. A lot of (child) and (grown-up) were standing around and watching the hundreds of birds which were sitting round Nelson's Column. Then suddenly two (good-for-nothing) threw their balls at the birds and all the birds flew away. The (passer-by) who wanted to take photos of the birds were angry with those (good-for-nothing). "What are all those people doing there?" Inge asked. "Oh, that's just a crowd of (looker-on). They are standing round some (pavement artist) who are drawing pictures on the pavement with coloured chalks. Would you like to go and see them?" "Yes, I'd love to." "How

lovely," said Gitta when they saw the pictures. "But now let's go and buy some (picture postcard) of Trafalgar Square at the corner, shall we? Then we can send them home." "When will our cards reach our (hometown)?" Fritz asked. "In about 2 or 3 days, I think," Mr Brown replied.

b) *What did the three German visitors write home about Trafalgar Square? Write their cards for them.*

3 Shopping § 9

a) *Fill in the blanks. Look out for singular and plural forms.*

The visitors enter one of the largest shops in London. There they find all kinds of goods.

Fritz: How much are these swimming-trunks?

Shop assistant: They are one pound a . . .

Fritz: They are rather nice. I'll take two . . . , please.

Shop assistant: Yes. Anything else, sir?

Fritz: No, thank you.

Shop assistant: That will be . . . Thank you.

b) *Say it and play it.*

Here are some more things which the visitors buy:

pyjamas (£1.75 a pair)

scissors (50 p a pair)

gloves (90 p a pair)

hair ribbon (10 p a yard)

socks (35 p a pair)

peaches (13 p a pound)

shorts (£2 a pair)

apples (9 p a pound)

sun-glasses (65 p a pair)

tea (18 p half a pound)

How much do they spend?

4 Lunch in town § 11

Waitress: What would you like, sir?

Mr Brown: Have you any steaks?

Waitress: Certainly.

Mr Brown: Good. I'll have a steak with some vegetables, please.

Waitress: Yes, sir. Would you like anything to drink?

Mr Brown: A cup of tea afterwards, please.

Waitress: Very well, sir.

Now the three German visitors order their lunches. Can you do it for them?

Here are the things that they want to have: fish, potatoes, tomatoes, tea, coffee, fruit.

5 A visit to the zoo
§§ 8, 10–14

Fill in the blanks. Look out for singular and plural forms with the words in brackets.

1. Mr Brown bought four twenty-(penny) tickets at one of the (ticket-office) at the main entrance and also a little book with some (information) about the zoo.
2. "I want to see the bears first," Inge said. "Look, there's a ...-bear with her two (baby bear); they are playing with their mother." 3. "I only hope they can't jump over the water here," Gitta said and they all laughed. People (was/were) pushing, so they moved on.
4. "This is the Aquarium. There are about 3000 (fish) in all. There is also a five-(foot)-long salamander," Mr Brown said.
5. At the Lion House the old lion was lying on his back and two (baby lion) were running round him while their mother, the ..., tried to catch them by their (tail).
6. Afterwards Mr Brown and the visitors sat in a café and a girl, a ..., brought them four (ice-cream).

6 At a travel agency
§§ 10, 14

Singular or plural?

1. The three German visitors are at a travel agency to ask for some (information) about their tickets to Germany.
2. They have to wait a little because the clerk is talking to a man who wants to have some (advice) about a holiday in Ireland.
3. Gitta looks at the many (picture) of ships and trains on the walls.
4. Fritz is standing in front of a map; he has a lot of (knowledge) about far-away countries.
5. At last the clerk tells them that there (to be) good news for them: Their (seat) on the train have been booked and they can take their (ticket) with them.

7 A game § 12

A boy gets up and says:
"If I give a party, I am a **host**."

Then a girl gets up and says:
"If I give a party, I am a **hostess**."

Go on.

(to serve people at a hotel; to serve people on a plane; to teach at a school; to be the son/daughter of a king; to live in a big palace; to have a nephew/niece; to have a wife/husband)

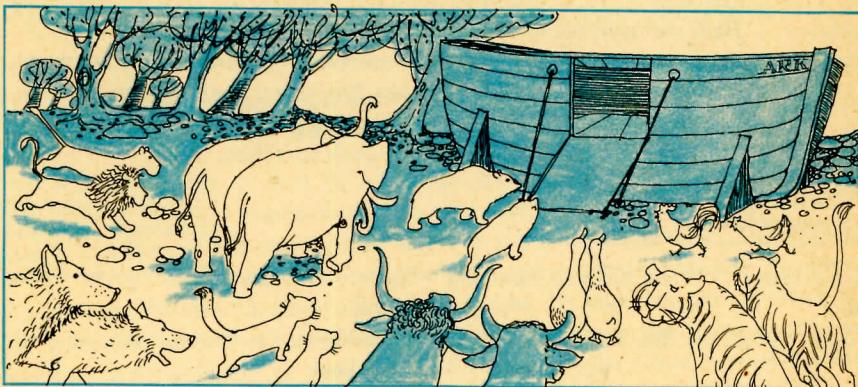
8 Can you guess? § 14

1. My father says that she is 10 years old but she is still as good as new.
 2. She has a queen's name but she is not a queen.
 3. They are sisters but they never speak to each other.
- (For solutions see page 206.)

9 Noah's Ark § 12

Noah's Ark was a big ship which Noah built for the animals. He took two of each—one male and one female.

Give the male and female names of the animals in the picture. If you don't know them all, look up their names in your grammar § 12.



10 Translation

Tom und Catherine haben ihre Sommerferien in Stuttgart in Süddeutschland verbracht. Am ersten Schultag nach den Ferien geben sie ihrer Klasse einen Bericht [davon]. Die Jungen und Mädchen fragen sie vieles (*viele Dinge*):

Mary: Gibt es in deutschen Häusern auch Kamine (*open fire*)?

Catherine: Nein; nur wenige reiche Leute haben einen Kamin.

John: Gibt es in Stuttgart einen Zoo?

Tom: O ja. Es gibt dort sogar Elefanten, Löwen, Bären und viele Fische. Eine Wölfin hatte ihre Kleinen bei sich. Wir haben einige hübsche Fotos von ihnen gemacht.

Maud: Ist die Familie, bei der ihr euch aufgehalten habt, in eine andere Stadt mit euch gefahren?

Tom: Ja. Wir sind einmal nach Marbach gefahren, wo Schiller geboren wurde. Wir haben die kleine Stadt nach einer 2½stündigen Fahrt (*trip*) mit dem Schiff den Neckar hinab erreicht.

Catherine: An dem Tag haben wir beide unsere Sonnenbrille verloren, nicht wahr, Tom? Wir hatten das Schiff gerade rechtzeitig erreicht; gleich darauf (*immediately afterwards*) fuhr es los. Dann kam die Sonne heraus, und wir suchten unsere Sonnenbrillen. Wir bemerkten (*to notice*), daß wir beide unsere Sonnenbrille im Bus hatten liegenlassen.

Tom: Später wurde es sehr heiß; und abends hatten wir beide eine rote Nase.

Peter: Was hat euch in Deutschland am meisten beeindruckt?
Tom: Das Essen; überall bekommt man (*you*) so viel zu essen. Das hat mir gefallen.
Catherine: Mir haben die deutschen Jungen gefallen – sie sprechen so gut Englisch.
Lehrer: Habt ihr nicht versucht, eure Deutschkenntnisse zu verbessern?
Tom: Doch; ich glaube [sogar], wir haben gute Fortschritte gemacht. Aber ich möchte euch allen einen Rat geben: wenn ihr in Deutschland seid, sagt niemandem, daß ihr Engländer seid – die Leute wollen dann alle [gleich] englisch mit euch sprechen.

Let's prepare lesson 4

Interviewer: "What did you like best here?"

Gitta: "Well, the first morning, I think.

They **gave me** a cup of tea in bed. Then they **handed me** a newspaper. And after breakfast they **showed me** the town."

Later the interviewer spoke about Gitta:

"She liked the first morning in England best.

She was given a cup of tea in bed. Then **she was handed** a newspaper. And after breakfast **she was shown** the town."

4

1 Mike gives an interview to a newspaper reporter § 16

Give Mike's answers in full sentences.

Reporter:

Mike:

Tell me, what were you and your class shown in Germany?

We were shown ...

When were you approached by the friendly stranger?

I was approached ...

What were you asked to do?

...

What were you paid for your help?

...

What else were you offered?

...

Were your friends given packages?

...

What were you told to do when you arrived at Victoria Station?

...

When the package was opened, what were you shown?

...

Were you allowed to keep the £2?

...

2 A switchboard § 16

a) Turn these sentences into questions.
Ex.: The glasses

Somebody
 People
 They

found the glasses in the room.
 left the package on the table.
 saw the stranger at Victoria Station.

b) Now ask questions with 'where' and 'when'.

Ex.: **Where were** the glasses found?

When were the glasses found ...

3 With Mike and his class on the Ostend train §§ 16, 17

It is 1.30 a.m. somebody throws a loud noise and the

master runs to the package. Inside it he finds a lot of newspapers. He shows the train and shows it to Mr Benson at the window. We think one of your boys must read them carefully. Next time we

At home John writes a report for the school. Use the past tense of the passive where necessary.

"It was 1.30 a.m. The train stopped and a package was thrown ..."

X What the railway regulations say § 16

The boys of Mike's class say ... regulations which ...

"Listen," says John, "they ask you to keep your shoes in the compartments."

(You are asked not to put your shoes in the compartments.)

"They ask the passengers to keep their seats free for the disabled."

(Passengers are ...)

"They warn you not to open the doors of the train."

(You ...)

"It says here that you must not put cases on the seats."

(Cases ...)

"They say that you must not throw things on the floor."

(Things ...)

"They ask you to switch the lights off when you get into the train."

"They ask you to make further suggestions if you have any."

2 A switchboard § 16

a) Turn these sentences into the passive.

Ex.: The glasses **were found** in the bus yesterday.

Somebody	found the glasses in the bus	yesterday.
People	left the package on the table	a week ago.
They	saw the stranger at Victoria Station	last Monday.

b) Now ask questions with 'where' and 'when'.

Ex.: **Where were** the glasses **found**?

When were the glasses **found** ...?

3 With Mike and his class on the Ostend train §§ 16, 17

It is 1.30 a.m. The train stops at a station. Suddenly somebody throws a big package out of the window. We hear a loud noise and everybody is astonished. The station master runs to the place where the package lies. He opens the package. Inside it he finds a lot of empty tins. He takes the package back to the train and shows it to Mr Benson. "Somebody threw these tins out of the window. We think one of your boys did it. Here, take these regulations for passengers on trains and give them to your boys. Tell them that everybody must read them carefully. Next time we'll have to be stricter."

At home John writes a report for the school magazine.

Use the past tense of the passive where possible.

"It was 1.30 a.m. The train stopped at a station. Suddenly a big package **was thrown** ..."

X What the railway regulations say § 16

The boys of Mr Benson's class are looking at the regulations which were given to them by the station master.

"Listen," says John, "they ask you not to put your shoes on the seats of the compartments."

(**You are asked** not to put your shoes on the seats.)

"They ask the passengers to keep the compartments clean."

(Passengers are ...)

"They warn you not to open the doors while the train is moving."

(You ...)

"It says here that you must not put cases on the seats."

(Cases ...)

"They say that you must not throw things out of the window." ...

(Things ...)

"They ask you to switch the lights off if you do not need them." ...

"They ask you to make further suggestions to the railway office." ...

5 At Ostend § 15

~~a~~ Use the present continuous of the passive.

When Mike and the class arrive at Ostend, everybody gets off the train and stands in the queue for the boat. While the boys are waiting they look at what is happening in the harbour:

Ex.: (lorries—to be driven up)—Lorries **are being driven up**.

- (a heavy case—to be lifted into a boat)
- (boxes—to be carried over from the train)
- (parcels—to be weighed)
- (packages—to be put in vans)
- (passengers' luggage—to be taken to the boat)

~~b~~ Use the present ordinary of the passive.

An elephant is being lifted into a boat. Suddenly two ropes break.

Ex.: First (the elephant—to be let down slowly).
First the elephant **is let down** slowly.

- Then (the old ropes—to be cut off quickly).
- Then (new ropes—to be tied round the elephant).
- At last (the elephant—to be lifted and to be let down into the boat).

c) Two weeks later Bob writes an article about Ostend for the school magazine. "While we were standing in the queue, lorries **were being driven up**. A heavy case . . ."

Go on. Use the past continuous of the passive.

6 At a German youth hostel § 17

Use the objects of these sentences as subjects.

Ex.: In the evening **the boys** of Mike's class **were shown the bedrooms**.
In the evening **the bedrooms** were shown to the **boys** of Mike's class.

1. Two blankets were handed to each boy.
2. Those who needed them were offered more blankets.
3. A door-key was given to Mr Benson.
4. After supper ice-cream was sold to the boys.
5. A visit to an old castle on Sunday was promised to Mike and his friends.
6. In the morning a few German sentences were taught to the class before they went shopping.
7. Later a German song was taught to the boys.

7 The next holidays §§ 16, 17

Mr Benson's class have just heard the land for their holidays.

Mike: **Will you be asked** to go with Mr Benson: I don't know yet.

One of you is Mr Benson. The others will go to Scotland, whether **they will be** . . . (to show the castles there; to take on or to a hostel; to give any pocket money).
Go on. Make up your own questions.

8 If . . . § 15

Ex.: If the diamonds (to be found) in the garden were handed to the customs officer?
If the diamonds **had been found** in the garden, what would he have said to the customs officer?

If Mr Benson (not to be told) about the diamonds, what would he have said then?
If Mr Benson (not to be allowed) to go to the garden, what would he have informed the police?
If Mike (to be taken to the police), what would he have said?

9 A dead dog

This story is well known.

The boys had been shown a little village in the garden of a small café when they were walking down the street. He was followed by an old man who had round the corner and killed the dog. The boys saw that the old man was off to the dog which was lying in the street. Then the car drove off. Some people in the café went out. The old man was brought into the café. A cup of beer was lifted to his lips, the boys heard him say: "Nur gehört?"

Can you translate this story into German?

7 The next holidays
§§ 16, 17

Mr Benson's class have just heard that next year they will be taken to Scotland for their holidays.

Mike: Will you be asked to go with us again, Mr Benson?

Mr Benson: I don't know yet.

One of you is Mr Benson. The others ask him whether they will be flown to Scotland, whether they will be ...

(to show the castles there; to take on a tour into the country; to take to a hotel or to a hostel; to give any pocket money; to allow to swim in a lake)

Go on. Make up your own questions.

8 If... § 15

Ex.: If the diamonds (to be found) in Mike's pocket, what would he have said to the customs officer?

*If the diamonds **had been found** in Mike's pocket, what would he have said to the customs officer?*

If Mr Benson (not to be told) about the package, what would have happened then?

If Mr Benson (not to be allowed) to telephone from the boat, how could they have informed the police?

If Mike (to be taken to the police), what would have happened to him?

9 A dead dog

This story is well remembered by Mike's friends:

The boys had been shown a little village on the Rhine. They were sitting in the garden of a small café when they saw an old man who was slowly crossing the street. He was followed by an old dog. Suddenly a sportscar came quickly round the corner and killed the dog. The car stopped and a woman got out. The boys saw that the old man was offered a 50-mark note. He looked so sadly at the dog which was lying in the street that he was given another 10 marks. Then the car drove off.

Some people in the café went out. The old man was helped to cross the street and brought into the café. A cup of hot coffee was handed to him and as he lifted it to his lips, the boys heard him sadly say: „Der arme Hund. Wem der nur gehört?“

Can you translate this story into German?

10 A sentence switchboard § 18

Ex.: Only five cases **are to be cleaned**.
Only some old houses **remain to be sold**.

Make more sentences and translate them into German.

Only	the car five cases some old houses the old castle	(to remain) (to be)	to be sold. to be cleaned.
------	--	------------------------	-------------------------------

11 Translation

Ein Zeitungsbericht: Von Schmugglern gefangen

1. Gestern nacht kletterten zwei Jungen die Klippen hinunter zum Strand. 2. Am Fuß der Klippen sahen sie ein großes Loch. 3. Viele Flaschen und Kisten waren darin; sie waren offensichtlich von einigen Schmugglern hier versteckt worden. 4. Plötzlich hörten sie Schritte. 5. Ein Boot wurde an den Strand (*up the beach*) gezogen und eine Taschenlampe eingeschaltet. 6. Die Jungen beobachteten, wie schwere Kisten in das Loch getragen wurden. 7. Dann sah einer der Schmuggler die Jungen. 8. Sie wurden rasch überwältigt, und ihre Arme und Beine wurden zusammengebunden. 9. Die Kisten wurden zum Boot zurückgetragen; dann fuhren die Männer wieder ab. 10. Einer der Jungen bemerkte (*to notice*), daß eine Taschenlampe liegengelassen (*to leave behind*) worden war. 11. Es gelang ihm, sich zu befreien (*to free o.s.*); dann schaltete er die Taschenlampe ein und aus, um [die] Aufmerksamkeit auf sich zu lenken. 12. Als die Jungen gefunden wurden, erzählten sie der Polizei, was sie gesehen hatten. 13. Einige Stunden später wurden die Männer in einem Hotel verhaftet (*to arrest*).

Let's prepare lesson 5

1. Take an umbrella if you go out in this weather, it **may** rain.
(= perhaps it will rain)

2. The last boy who went through the customs was Mike.

Mr Benson was the first who saw the man with the dark glasses.

Mike did not know ...

... what he could say to the man;

... where he could hide the package;

... how he could tell the police.

The last boy to go through the customs was Mike.

Mr Benson was **the first to see** the man with the dark glasses.

He did not know ...

... **what to say** to the man;

... **where to hide** the package;

... **how to tell** the police.

1 Police Inspector Green is asking the young projectionist questions

1. What film were you watching?
2. Were there any people in the cinema?
3. What did you do when the fire started?
4. Did everybody leave the cinema?
5. Could the fire be seen in the cinema?
6. Did anybody panic?
7. Who was the last to leave?
8. Where did the fire start?
9. What might have started the fire?
10. Was anybody hurt?

2 A visitor from Germany §§ 19, 21

a) Barbara is a visitor from Germany. She has come to England to see her mother in London.

Stella's mother asks her: "Can you make English food?" Barbara answers: "No, I can't."

Go on with: to cook English food; to make porridge; ...

b) Barbara couldn't make English food. She asks Stella how to make it at home.

Go on. Use the sentences under a).

c) Stella says to Barbara: "If we want to have a cow, we can milk a cow?" "Yes, certainly," Barbara answers. "Could you show me how to ...?" (to look after the hens; cut the corn; ...)

3 A visit to the theatre §§ 19, 20

a) Stella and Barbara are going to see a play. They are talking about it.

Stella: Mother, I can't find my comb.

Mother: **It may be** in the cupboard in the kitchen.

Stella: No, it isn't. **May I have** your bag, pullover, jacket.

Here are other things which the girl has: a hat, a sweater, a bag, pullover, jacket.

Make up similar conversations.

1 Police Inspector Green is asking the young projectionist questions

1. What film were you showing when the fire started?
2. Were there many old people in the cinema?
3. What did you tell the people when you asked them to leave the cinema?
4. Did everybody go out quietly?
5. Could the fire be seen in the cinema?
6. Did anybody panic?
7. Who was the last to leave?
8. Where did the fire start?
9. What might have started the fire?
10. Was anybody hurt?

2 A visitor from Germany §§ 19, 21

- a) *Barbara is a German girl from the country. She has come to England and she is staying with Stella's family in London.*

Stella's mother asks her: "Can you make English tea?"

Barbara answers: "No, I can't."

Go on with: to cook English food; to make a fire in the fireplace; to play tennis; to make porridge; ...

- b) Barbara couldn't make English tea, because she hadn't been able to learn how to make it at home.

Go on. Use the sentences under a).

- c) Stella says to Barbara: "If we went to your farm, could you show me how to milk a cow?"—"Yes, certainly," Barbara replies.

"Could you show me how to ..." (to ride a horse; clean a stable; feed the pigs; look after the hens; cut the corn; ...) *Go on.*

3 A visit to the theatre §§ 19, 20

- a) *Stella and Barbara want to go to the theatre to see a play. They are dressing.*

Stella: Mother, I can't find my comb.

Mother: **It may be** in the cupboard in the bathroom, dear.

Stella: No, it isn't. **May I have** your comb, Mother?

Here are other things which the girls can't find: soap, brush, pocket mirror, bag, pullover, jacket.

Make up similar conversations.

b) Before the girls leave for the theatre, Stella's mother says:

"You had better take a key, **I might** not be at home when you come back."

Then she gives them some more advice: to take some money—to get hungry; to take your hats—to rain; to catch a bus—to be late; to take your glasses—to get a back seat; to drink your tea—to be cold on the bus.

Go on and make similar sentences.

c) On the way to the theatre.

Barbara: **Shall we be allowed** to keep our coats on in the theatre?

Stella: **Yes, we shall.**

Go on with: to smoke during the performance; to eat ice-cream during the play; to talk to the players before the play starts; to go behind the stage; to look at the players' dressing rooms; to leave the theatre before 'God save the Queen' has been played.

d) The next morning Barbara tells Stella's mother:

"**We were allowed** to keep our coats on. **We were not allowed** to ..."

Go on. Use the sentences under c).

4 When there is a fire § 19

a) Ex.: When there is a fire in your house, **you must** telephone the fire brigade.

Go on with: to throw a wet blanket on the fire; to shut the windows; to tear down the curtains; to take all the expensive things out of the house; ...

b) Five days ago there was a fire in our street.

Ex.: The people **had to** telephone the fire brigade. They ...

c) Ex.: When the firemen come, **you mustn't** leave big things in their way.

Go on with: to keep any doors locked; to let children run into the house; to stand in the way; to forget to get your expensive things out; ...

5 Right or wrong? § 19

1. When there is a fire you must tell the fire brigade at once, but you needn't tell your baker. *right/wrong.*
2. When you eat at a hotel, you must be nice to the waiter, but you needn't pay. *right/wrong.*
3. You needn't jump from the diving-board, but you must learn to swim. *right/wrong.*
4. In winter you needn't make a fire, but you must make a fire in summer. *right/wrong.*
5. When you take a taxi, you must tell the driver where you want to go, but you needn't pay him before you get there. *right/wrong.*

Tell us what you must do and what you needn't do when ...

6 A game with pennies

Pyramid A has 10 pennies. Now change into pyramid B, but you may move only three pennies.

7 Barbara and Stella are planning the next day § 19

a) On Sunday Barbara and Stella asks Barbara. But Barbara

asks her some more questions: to have tea in town; to go to the of London; to go to the seaside. At last Barbara says, "Let's go to the

b) Stella's mother gives the girls some bathing costumes."

Go on with: to ask some friends to sandwiches; to take an old blanket you come back.

For 'you should' you can also use 'you

8 The tea party § 19

a) Stella and Barbara asks Stella table?"

There is more work to be done: to the cake; to look for the sugar-basin to make the tea.

b) When the guests have arrived, Stella "Would you put these flowers on the (to fetch some more cream cakes Stella; to put some more sugar in hand Stella a teaspoon)

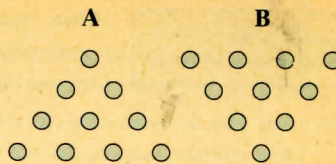
What else must Barbara do?

c) Then Stella's mother asks the guests "Would you like to come and look at (to sit in the sun; to look at our cherries; to have an ice-cream)

What else does Stella's mother ask

6 A game with pennies

Pyramid A has 10 pennies. Now change it into pyramid B, but you may move only three pennies.



7 Barbara and Stella are planning the next day § 19

a) On Sunday after dinner Stella's mother says to Barbara and Stella, "What will you do tomorrow?" Stella asks Barbara, "**Shall we go** to the zoo?"— But Barbara does not want to go to the zoo. So Stella

asks her some more questions: to go to Hyde Park; to visit some friends; to have tea in town; to go to the theatre; to play tennis; to take photos of London; to go to the seaside.

At last Barbara says, "Let's go to the seaside."

b) Stella's mother gives the girls some advice: "I think you should buy new bathing costumes."

Go on with: to ask some friends to go with you; to order some ham for your sandwiches; to take an old blanket to lie on; to go to the hairdresser's when you come back.

For 'you should' you can also use 'you ought to'.

8 The tea party § 19

a) Stella and Barbara are expecting some friends for tea. Stella asks Barbara: "**Will you put** the plates on the table?"

There is more work to be done: to take the cake into the living-room; to cut the cake; to look for the sugar-basin; to get some more chairs from upstairs; to make the tea.

b) When the guests have arrived, Stella's mother says to Barbara: "**Would you put** these flowers on the table, please?"

(to fetch some more cream cakes from the kitchen; to pass the cups to Stella; to put some more sugar in the sugar-basin; to shut the window; to hand Stella a teaspoon)

What else must Barbara do?

c) Then Stella's mother asks the guests:

"**Would you like** to come and look at the garden?"

(to sit in the sun; to look at our photos; to play tennis; to pick some cherries; to have an ice-cream)

What else does Stella's mother ask the guests?

9 Notices in the newspaper §§ 21

When you want to put a notice in the 'Times', you have to pay about twenty pence for every word.

Can you make these notices shorter and save some money?

Ex.: Are you the man who will do the work in my garden? Then write to Box 479.

Are you the man **to do** the work in my garden? Then ...

1. If you want to know what you can do in London today, telephone 246 8041.
2. If you don't know what you should eat for breakfast, try our Super Farm Eggs, 3 p each.
3. Have we shown you how you can build your own garage? Give us a chance. Write to Box 984.
4. If people ask what they should do with their old furniture, BURN-IT-ALL & Co. will tell them.
5. If you have forgotten what you must do when there is a fire, then telephone 999.
6. Can you always remember when you have to get up in the morning? Give us your telephone number, 100 is never late!

How much money have you saved?

10 What we do with things

Ex.: A pen is something to write with.

Go on with: a spoon, a camera, toothpaste, soap, glasses, a key, a knife, a bag, a tray, a chair, ...

11 Wolf, sheep and cabbage §§ 20, 21

A man wants to take a wolf, a sheep and a cabbage across a river. His boat is so small that he cannot take more than one of them at the same time.

If he leaves the wolf and the sheep together, the wolf will eat the sheep. If he leaves the sheep and the cabbage together, the sheep will eat the cabbage. Which is the first to be taken across the river, which the second ... and which is the last to be taken across?

12 A newspaper reporter at the Palace §§ 18, 19

After the fire at the 'Palace', Stella and her friend told a reporter:

"We couldn't smell any smoke during the performance. When the lights were put on, some of us could see smoke upstairs where the projection room was. We understood that we had to leave the cinema quickly. First we couldn't open the doors, but then somebody opened them from outside.

From the street we could see flames on the roof. Men had to carry chairs from the entrance hall. Other people had to break open a back door to let out the owner's dog. They will have to cut his hair—it looked burnt."

Here is the newspaper report:

Our reporter spoke to some of the people who started. They said that no smoke came out of the windows. When the lights ...

Go on. Use the passive voice.

13 Translation

Das große Feuer

Samuel Pepys [ˈsæmjʊəl pi:pz] schreibt: Um 7 Uhr morgens ging ich zum Tower. Die Häuser nahe bei [der] London Bridge wußte nicht, was ich tun sollte. Die Bäckerei begonnen hatte. Viele Bodeleute versuchten, ihre Sachen aus dem Tower zu retten. Ich fragte mich, ob ich den armen Leuten helfen sollte.

Schließlich fand ich ein Boot, das mich zum Tower brachte. „Die City darf nicht abbrennen (to blow up), um das Feuer aufzuhalten.“ Ich muß etwas getan werden, um den Brand zu stoppen. Der erste, der es versuchte, war der König, der einen Bericht über das Feuer abgab. Die Häuser um das Tower herum wurden zerstört. London hat 130 Jahre lang kein so großes Feuer erlebt. Wir werden eine neue Stadt bauen.

Let's prepare lesson 6

1. When there is a fire in school, the younger pupils must leave the building at once, and the older pupils must shut the windows before they leave their classrooms.
2. The oldest and the strongest pupils must do their best to put the fire out.
3. A doctor must be called for the injured pupils.

Here is the newspaper report:

Our reporter spoke to some of the people who were in the cinema when the fire started. They said that no smoke **could be smelt** during the performance. When the lights ...

Go on. Use the passive voice.

13 Translation

Das große Feuer von London

Samuel Pepys ['sæmjʊəl pi:ps] schreibt im September 1666 in sein Tagebuch: Um 7 Uhr morgens ging ich zum Tower. Von dort [aus] konnte ich sehen, daß die Häuser nahe bei [der] London Bridge alle brannten. Es war schrecklich; ich wußte nicht, was ich tun sollte. Jemand sagte mir, daß das Feuer in einer Bäckerei begonnen hatte. Viele Boote waren auf der Themse zu sehen. Die Leute versuchten, ihre Sachen aus den brennenden Häusern zu retten. Ich fragte mich, ob ich den armen Leuten helfen oder ob ich sofort zum König gehen sollte.

Schließlich fand ich ein Boot, das mich nach Whitehall bringen sollte (*infinitive*). „Die City darf nicht abbrennen (*to burn down*)“, sagte ich zu mir selbst. „Es muß etwas getan werden, um den Menschen zu helfen.“ Ich war einer der ersten, die dem König einen Bericht über das Feuer gaben. Der König sagte uns, was zu tun war: die Häuser um das Feuer herum mußten gesprengt werden (*to blow up*), um das Feuer aufzuhalten (*to stop*). Nach fünf Tagen konnten wir das Feuer aufhalten. London hat 13 000 Häuser verloren. Viel (*a lot of*) Arbeit ist nun zu tun. Wir werden eine neue City bauen.

Let's prepare lesson 6

1. When there is a fire in school, the younger pupils must leave the building at once, and the older pupils must shut the windows before they leave their classrooms.
2. The oldest and the strongest pupils do their best to put the fire out.
3. A doctor must be called for the injured pupils.

When there is a fire in school, the younger pupils must leave the building at once, and **the older ones** must shut the windows before they leave their classrooms.

The oldest and the strongest do their best to put the fire out.

A doctor must be called for **the injured**.

A seriously **injured pupil** should at once be taken to hospital by ambulance.

X A Roman soldier asks Caractacus ...

1. Why were your soldiers beaten?
2. What happened to your soldiers after they had been beaten a second time?
3. Where did you go when you had lost your kingdom?
4. What did you tell your men before we caught you?
5. What things were you astonished to see when you came to Rome?
6. What did you call out to your friends when you were brought to the palace?
7. Why are you not afraid to die?

Say it and play it. One of you is the Roman soldier, another one is Caractacus.

2 A Roman Week § 23

- a) *The boys of Dover Grammar School are having a Roman Week. Mr Grey, the English teacher of the third form, reads the class a report of Caesar's first landing in Britain.*

Use 'one' or 'ones' with the words in brackets.

"In August 55 B.C. Caesar sailed from the Continent to Britain with 80 ships, 60 (big) and 20 (small). He wanted to land near Dover, but when he saw thousands of Britons on the white cliffs, he went $7\frac{1}{2}$ miles further north. There, however, the sea was not deep enough along the coast for the big ships, so the soldiers had to jump into the water. The (small) even had to swim to land, and some of the (older) who could not swim died in the sea.

The (stronger) who reached the coast fought bravely against the enemy. But soon a terrible storm broke many of Caesar's ships. He told his soldiers to use the wood of the (broken) to mend the others. A fortnight later Caesar and his soldiers went back to the Continent."

b) *In their drawing-lesson the boys of the third form are drawing a big wall picture of Caesar's landing.*

Use 'one' or 'ones' where needed.

David: Look, on the left are the Roman ships. The (long) is Caesar's, these (big) are the ships with the soldiers.

Bob: And here the soldiers are swimming in the sea. The (first) to reach land is killed by the Britons, the (second) and (third) are fighting bravely.

Peter: The (dead) are being carried away. Look, (another) is being lifted out of the water.

David: I've drawn another (wounded). Is there any more red chalk? I need some.

Peter: How many (wounded) are there now? (Ten)? That's enough, David.

Bob: Look, everybody, here we have first, then the (old) and behind. The (bravest) are still fighting.

David: Very good, Bob. I'll just colour 2 (blue), 3 (green) and 5 (which have finished). Excellent—don't you think?

3 The Roman wall in Britain §§ 24, 26

Mr Grey tells the class: "In the second century between Roman

to the Irish Sea. It was $73\frac{1}{2}$ English miles long. The wall was 10 feet wide and about 20 feet thick and about 15 feet high. Its highest part. In every Roman mile there was a small castle. There were 10 parts of this wall.

Now, can you give the feet and miles to our German visitor, can understand the

1 foot = 30 centimetres;

1 English mile = 1 609 metres;

1 Roman mile = $\frac{1}{12}$ of an English mile.

4 Distances §§ 24, 26

a) Mr Grey says to Peter, their German visitor: "Tell us, Peter, how far is it from Hamburg to Berlin?"

"It's 100 km by car, sir."

"I see. My book says that's 62.136 miles. How far is Berlin?"

"300 km, sir."

"Now, can anybody tell me exactly how far it is from Hamburg to Kiel?"

All the boys in the class take pencil and paper and write immediately.

"Yes, sir, I can. It's three times as far as from Hamburg to Kiel."

b) *Here is the distance between other towns. Make comparisons. Say, "It's four times as far from London to Birmingham."*

London - Carlisle = 300 miles;

London - Perth = 400 miles;

London - Aberdeen = 500 miles;

Bob: Look, everybody, here we have some Britons in chains—the (young) first, then the (old) and behind them the less seriously (wounded). The (bravest) are still fighting up there on the hills.

David: Very good, Bob. I'll just colour these ships. Let me see, we have 2 (blue), 3 (green) and 5 (white). And these are the (broken). Now we have finished. Excellent—don't you think so?

3 The Roman wall
in Britain §§ 24, 26

Mr Grey tells the boys in the third form:

“In the second century A.D. the Romans built a wall between Roman Britain and Scotland from the North Sea to the Irish Sea. It was $73\frac{1}{2}$ English miles long and made of stone. In the east the wall was 10 feet wide and about 20 feet high; in the west it was 20 feet wide and about 15 feet high. Its highest part was 1230 feet above the sea. Every Roman mile there was a small castle for the soldiers. Today you can still see parts of this wall.

Now, can you give the feet and miles in metres and kilometres so that Peter, our German visitor, can understand them? Remember:

1 foot = 30 centimetres;

1 English mile = 1 609 metres;

1 Roman mile = $1\frac{1}{12}$ of an English mile.”

4 Distances §§ 24, 26

a) Mr Grey says to Peter, their German visitor:

“Tell us, Peter, how far is it from Hamburg to Kiel?”

“It's 100 km by car, sir.”

“I see. My book says that's 62.136 miles. And how far is it from Hamburg to Berlin?”

“300 km, sir.”

“Now, can anybody tell me exactly how far that is for an Englishman?”

All the boys in the class take pencils and paper. Only David lifts his hand immediately.

“Yes, sir, I can. It's three times as far from Hamburg to Berlin as it is from Hamburg to Kiel.”

b) *Here is the distance between other towns in Britain.*

Make comparisons. Say, “It's four times as far from London to Perth as it is from London to Birmingham.”

London – Carlisle = 300 miles;

London – Leeds = 200 miles

London – Perth = 400 miles;

London – Sheffield = 150 miles

London – Aberdeen = 500 miles;

London – Birmingham = 100 miles

- a) Caractacus did not win against the Romans:
 firstly because his soldiers were taken by surprise;
 secondly because ...
 thirdly because ...
Go on.
- b) It was not easy for Caesar to land in Britain:
 firstly because the sea was rough;
 secondly because ...
 thirdly because ...
Go on.
- c) *Say why you can't go to the football match next Sunday; why you can't go to see your friend this afternoon; why you can't go to the cinema tonight. Try and find as many reasons as you can.*

6 Let's tell stories

Ex.: Boy – green apples – to feel sick – doctor.

There was a boy, who ate too many green apples. After some hours he said to his mother, "Mummy, I feel sick, I have a stomach-ache." His mother said, "Then I must telephone the doctor." When the doctor came, he examined the boy and said, "Your stomach is not in order. You must stay in bed for two days. Here is some medicine for you."

Now tell the following stories:

- A girl – to find – keys – police – present from the owner.
- Spring day – bicycle race – town – winner – prize.
- Mike – birthday – many guests – next morning – late – school.
- Bob – cinema – film – to forget – money – no ticket.
- Good weather – cycling tour – puncture – home – very late.

7 An interpreting exercise

David's first German Breakfast

The Wagners in Tübingen are having David from Birmingham as their guest for six weeks. As Frau Wagner does not know any English, Günter has to be the family's interpreter.

Fill in what Günter says.

1. *Frau Wagner:* Guten Morgen, David! Hast du gut geschlafen? (*past tense*)
Günter: Mother wants to know whether you ...

2. *David:* Very well, thank you for my long journey.
Günter: ...
3. *Frau Wagner:* Das Frühstück ist fertig. Bitte, Günter.
Günter: ...
4. *Frau Wagner:* David, willst du während deiner Reise etwas Deutsch lernen?
Günter: ...
5. *David:* Yes, I do. I know a little German and I think I will improve. I think you will speak it very well.
Günter: ...
6. *Frau Wagner:* Wir können dir kein Englisch beibringen.
Günter: ...
7. *David:* Don't worry about that. I will learn how the Germans live.
Günter: ...
8. *Frau Wagner:* David, magst du [den] Marmelade?
Günter: ...
9. *David:* Everything is excellent. I will make the jam myself.
Günter: ...
10. *Frau Wagner:* Ja. Aber vielleicht hast du lieber.
Günter: ...
11. *David:* Oh no. I like the German ...

8 Translation

Peter schreibt vor
 Liebe Mutter, liebe

An der Dover Grammar School hatten wir eine Zeichnung gezeichnet. Ich zählte uns während dieser 8 Tage viel (aus) und erzählte Ihnen, daß Cäsar seine erste Landung in England im Jahre 54 v.Chr.? In unserem Zeichenunterricht haben wir von der ersten Landung bei Dover. Es gab große und kleine; Römer und Briten kämpften. Verwundeten liegen am Strand. Im Vordergrund sind einige Jüngere in Ketten stehen neben den gefangengenommen. David zeichnete sie

2. *David*: Very well, thank you. Of course I was very tired after the long journey.
- Günter*: ...
3. *Frau Wagner*: Das Frühstück ist fertig. Nehmt bitte Platz. David, setz dich bitte neben Günter.
- Günter*: ...
4. *Frau Wagner*: David, willst du während deines Aufenthaltes in Deutschland etwas Deutsch lernen?
- Günter*: ...
5. *David*: Yes, I do. I know a little German, and I hope my knowledge of German will improve. I can understand a little, but I can't speak it very well.
- Günter*: ...
6. *Frau Wagner*: Wir können dir kein englisches Frühstück anbieten.
- Günter*: ...
7. *David*: Don't worry about that. When I am in Germany I want to see how the Germans live, and what they eat.
- Günter*: ...
8. *Frau Wagner*: David, magst du [den] deutschen Kaffee? Und Brot mit Butter und Marmelade?
- Günter*: ...
9. *David*: Everything is excellent. Your coffee is very good. Did you make the jam yourself, Mrs Wagner?
- Günter*: ...
10. *Frau Wagner*: Ja. Aber vielleicht hast du Schinken und Eier zum Frühstück lieber.
- Günter*: ...
11. *David*: Oh no. I like the German breakfast very much.

8 Translation

Peter schreibt von Dover an seine Eltern:
Liebe Mutter, lieber Vater!

An der Dover Grammar School hatten wir eine Römische Woche. Mr Grey erzählte uns während dieser 8 Tage viel (*a lot*) über die Römer in Britannien. Wußtet Ihr, daß Cäsar seine erste Landung hier 55 v. Chr. machte, seine zweite 54 v. Chr.? In unserem Zeichenunterricht machten wir ein großes Wandbild von der ersten Landung bei Dover. Es ist ein riesiges Bild. Da gibt es Schiffe, große und kleine; Römer und Briten kämpfen gegeneinander, und die Toten und Verwundeten liegen am Strand. Im Vordergrund bietet ein Alter Cäsar Geschenke an. Einige Jüngere in Ketten stehen neben ihm (*next to him*); die Römer haben sie gefangengenommen. David zeichnete sie sehr schön mit langen Haaren.

Nächstes Mal wollen die Jungen ein Stück aufführen. Bob, ein Faulpelz, sagte, er möchte dann gern einen Toten spielen.
 In 14 Tagen fahre ich mit David und seinem Vater mit dem Auto nach Schottland. Ich hoffe nur, daß ich die Schotten (*Scotsmen*) verstehen kann.

Mit herzlichen Grüßen
 Euer Peter

Let's prepare lesson 7

- | | |
|--|--|
| <p>1. a) The man who was sent to Rome was called Caractacus.
 In Rome Caractacus saw many houses which were big and beautiful.</p> <p>b) The soldiers whom Caractacus saw near the river were Romans.
 The bravest chief that Britain had at that time was Caractacus.</p> <p>2. Caractacus fought against the Romans. He came from Britain.
 Later he was sent to Rome.</p> | <p>The man that was sent to Rome was called Caractacus.
 In Rome Caractacus saw many houses that were big and beautiful.</p> <p>The soldiers Caractacus saw near the river were Romans.
 The bravest chief Britain had at that time was Caractacus.</p> <p>Who did he fight against?
 Where did he come from?
 Where was he sent to?</p> |
|--|--|

7

1 Questions about Beowulf and Grendel §§ 27-30

1. Who was King Hrothgar?—He was the Danish King who ...
2. Who was Grendel?—... a monster that ...
3. Whom did Grendel seize when he came into Heorot?—... those who ...
4. Where was Beowulf's home?—... in a land which ...
5. What did King Hrothgar say to Beowulf when he arrived?—... not the first person that ...
6. What did Beowulf reply?—The only weapons I ...
7. What did the red trail show?—... the way Grendel ...
8. What did Grendel die from?—... the terrible injury he ...

2 Beowulf's arrival at the Danish coast §§ 27, 28

Connect the sentences (if needed).

From a hill one of King Hrothgar's guards. Very excitedly he reports to his officer:

- Ex.: Guard: The boat has arrived!*
Officer: The boat? Which boat?
Guard: The boat (to carry the warriors). The boat that carries the warriors.
Officer: The warriors? Which warriors?
Guard: The warriors (to come from the north).
Officer: Which country across the sea?
Guard: The country (to form part of Sweden).
Officer: Did you see anything else?
Guard: Not much. But I heard this loud noise.
Officer: Which noise?
Guard: The noise (to be made by a lot of warriors).
Officer: Which weapons and armour?
Guard: The weapons and armour (to be used by the warriors).
Officer: Which wood?
Guard: The wood (to be near the landing-place).
Officer: Which landing-place?
Guard: The landing-place (to belong to the Danes).
Officer: Which village?
Guard: The village (to catch the fish for the warriors).
Officer: All right, soldier. I'll come with you.
Guard: Yes, sir.

3 Three ways to do it §§ 27-29

The man	(whom)	we saw
The boys	(that)	they brought
The horses	(which)	the soldiers
The thief		they sent

- Ex.: 1. The man whom the soldiers caught.*
 2. The man that ...
 3. The man the soldiers ...

2 Beowulf's arrival at the Danish coast §§ 27, 28

Connect the sentences. Use 'that' (or 'who' where needed).

From a hill one of King Hrothgar's guards has seen Beowulf's boat arrive. Very excitedly he reports to his officer:

Ex.: Guard: The boat has arrived!

Officer: The boat? Which boat?

Guard: The boat (to carry the warriors).

The boat that carries the warriors.

Officer: The warriors? Which warriors?

Guard: The warriors (to come from the country across the sea).

Officer: Which country across the sea?

Guard: The country (to form part of Sweden).

Officer: Did you see anything else?

Guard: Not much. But I heard this loud noise.

Officer: Which noise?

Guard: The noise (to be made by a lot of weapons and armour).

Officer: Which weapons and armour?

Guard: The weapons and armour (to be carried off the boat to the wood).

Officer: Which wood?

Guard: The wood (to be near the landing-place).

Officer: Which landing-place?

Guard: The landing-place (to belong to the people in the village).

Officer: Which village?

Guard: The village (to catch the fish for our army).

Officer: All right, soldier. I'll come with you and see who these warriors are.

3 Three ways to do it §§ 27-29

The man	(whom)	we saw	came from Sweden.
The boys	(that)	they brought here	came from Denmark.
The horses	(which)	the soldiers caught	came from England.
The thief		they sent here	came from Germany.

- Ex.: 1. The man whom the soldiers caught came from Sweden.
 2. The man that ...
 3. The man the soldiers ...

4 The officer and the guard on top of the cliffs § 29

Connect the sentences without the help of a relative pronoun.

Ex.: There was a big boat. They could see it through the rain.
There was a big boat they could see through the rain.

1. Among the warriors there was a tall man. The officer recognized him as their leader.
2. A Danish soldier gave an order. The officer and the guard could not hear it from where they were standing.
3. Then the warriors walked along the road. The soldier had obviously shown it to them.—When the warriors had reached the top of the cliffs, their leader told the officer that they wanted to see King Hrothgar. The officer said:
4. “Our King lives in the great hall. You can see it on the hill.
5. We are keeping watch because of a terrible monster. Nobody has been able to kill it yet.”
6. Beowulf replied: “Look at the armour and weapons. We have brought them across the sea to use against that monster.”
7. And then the officer said: “There will be great joy in the hearts of all our men. You will meet them tonight in our great hall.—Go in peace, brave warriors.”

5 Three ways to do it §§ 29, 30

- Ex.: a) The horse **about which we talked to you** yesterday morning has won the race.
b) The horse **that we talked to you about** has won the race.
c) The horse **we talked to you about** has won the race.
1. a) The thief about whom I talked to you yesterday morning has already been caught.
b) The thief that ...
c) The thief I ...
 2. a) The horses about ...
b) The horses that we talked to you about could not win the race.
c) The horses we ...
 3. a) The cars about ...
b) The cars that ...
c) The cars we talked about yesterday are very expensive.

6 Questions § 30

- a) What are books made of?
Here are some more things you could find in a book: a chair; windows; watches; doors.
- b) *Hold something up to the class—a pen.*
“What do you need a pen for?”
Then somebody else in the class answers.
“You need a pen when you want to write.”
- c) *What we do with things.—A toothbrush.*
Go on with: a breadknife, a clothes-line, a money-box, a tea-spoon, a bicycle bell.

Beowulf's swimming-race §§ 27-30

- a) *Leave out the relative pronoun which and the end.*

There was great joy among the Danes that Beowulf had killed Grendel. One Dane, however, did not like Beowulf.
“In the country *from which* you come, there is a man you used to do things *that* only for a man *who* swam across the sea with Breca, a man *of whom* people have ever heard of a swimming-race *which* you started in the sea. Beowulf got up and answered:


“In the country *from which* I come, there is a man you used to do things *that* I once had with Breca. But you told only the beginning. We swam in a storm that threw Breca up on the coast. I was *that* pulled me down under the water. I did a deed *of which* I am still proud.”

- b) There was a lot of noise in the great hall. Beowulf was not able to hear what Beowulf said. Some of the Danes asked: “**What did Beowulf talk about?**”

Go on and ask questions with 'what' and 'what' (to have a swimming-race with s.b.; to fight with s.b.; to be attacked by s.b.; to kill the sea-monsters with s.th.)

6 Questions § 30

- a) What are books made of?
Here are some more things you can ask questions about: a table; rings; a chair; windows; watches; doors.
- b) *Hold something up to the class—a pen, a knife, etc.—and ask:*
“What do you need a pen for?”
Then somebody else in the class answers:
“You need a pen when you want to write something.”
- c) *What we do with things.*—A toothbrush is a brush we clean our teeth with.
Go on with: a breadknife, a clothes-brush, a hairbrush, a suitcase, a handbag, a money-box, a tea-spoon, a bicycle pump, a football.

 **Beowulf's swimming-race** §§ 27–30

- a) *Leave out the relative pronoun where possible and put the preposition at the end.*

There was great joy among the Danes that Beowulf had come to help them against Grendel. One Dane, however, did not like Beowulf. After their meal he said:

“In the country *from which* you come people say that when you were a young man you used to do things *that* only fools would do. Aren't you the same Beowulf *who* swam across the sea with Breca, a young noble? They call you the strongest man *of whom* people have ever heard, but let me ask you: Didn't you lose that swimming-race *which* you started in the middle of winter?”

Beowulf got up and answered:

“In the country *from which* I come people still tell the story of the swimming-race *that* I once had with Breca. But they remember a story *of which* you have told only the beginning. We swam in the cold sea for five days. Then a terrible storm threw Breca up on the coast. I myself was attacked by many sea-monsters *that* pulled me down under the water. With my own hands I killed nine of them—a deed *of which* I am still proud.”

- b) There was a lot of noise in the great hall after the meal; not everybody was able to hear what Beowulf said. Some of the men asked questions:

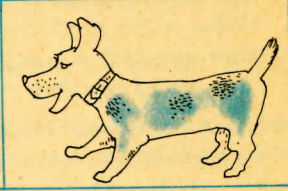
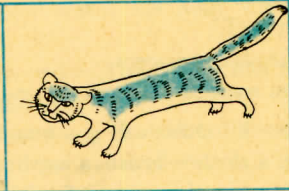
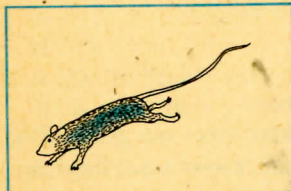
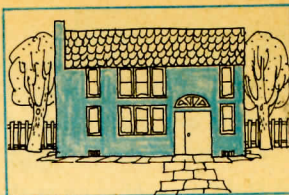
“**What did Beowulf talk about?**”

Go on and ask questions with 'what' and 'who'.

(to have a swimming-race with s.b.; to be in the sea for five days with s.b.; to fight with s.b.; to be attacked by s.b.; to be pulled under the water by s.b.; to kill the sea-monsters with s.th.)

8 This is the house
that Jack built § 28

This is the house
that Jack built.



This is the rat
that ate the fat
that lay in the house
that Jack built.

This is the cat
that killed the rat
that ate the fat
that lay in the house
that Jack built.

This is the dog,
that bad, bad dog,
that chased the cat
that killed the rat
that ate the fat
that lay in the house
that Jack built.

9 England in 1000 A.D.
§ 29

Put in the relative pronoun where it is needed.
We know much ... is interesting about the Danes of that time. Many women had gold and silver rings ... they put round their arms or on their fingers. Their long skirts reached the ground and the coats ... they wore in winter were held together by chains. At meal times they personally served the guests ... they had in their houses. The free men and nobles were the only people ... were allowed to carry weapons. No man ... was not free could do that. The slaves had to do all the hard work and there were many ... ran away from their masters. But sometimes the masters ... liked their slaves set them free. That was often done where two roads crossed; afterwards the men were allowed to go where they wanted.

10 In Petticoat Lane
§§ 28, 29

Put in the right pronoun. Leave it out where possible.

1. "All ... glitters is not gold," said Gitta as she looked at the watches on the stand in the market.
2. "Everything ... shines here is gold and silver," answered the stand-owner. "Look! The silver chain which is right under your nose is something ... will make you happy. All ... I'm asking for it is five pounds."

3. "There's nothing ... is cheap enough."
4. "Listen, young lady. I'm not selling it for three pounds. Three pounds and the chain is your price."
5. "I want a present for my mother. My mother said Gitta."
6. "Think of your mother, young lady. I'll give you home this silver chain. Is there anything else you want? I'll tell you something about the chain. I'm giving you the chain for your mother myself."
7. "Two pounds is all ... I have," said Gitta.
8. "There's not much ... can be bought for two pounds."
9. "Think of your dear old mother, young lady."
10. "You break my heart! I can't sell it for two pounds. Here's the chain. Run away before I change my mind."

11 At the circus
§§ 27, 28

Mr Brown had gone to the circus with his class from King's School.

The boys and girls at the circus had blue school uniforms; the girls had white blouses. Which of the boys and girls had white blouses?
Ex.: The boy who is eating some ice cream.



3. "There's nothing . . . is cheap enough for me here," said Gitta.
4. "Listen, young lady. I'm not selling you that chain, I'm giving it to you. Three pounds and the chain is yours."
5. "I want a present for my mother, but all . . . I can spend is two pounds," said Gitta.
6. "Think of your mother, young lady! How happy she will be when you take home this silver chain. Is there anything . . . is nicer than a nice silver chain? I'll tell you something . . . will make my wife angry when she hears of it. I'm giving you the chain for two pound fifty because I have a dear old mother myself."
7. "Two pounds is all . . . I have," said Gitta.
8. "There's not much . . . can be bought for two pounds, young lady."
9. "Think of your dear old mother," said Gitta.
10. "You break my heart! I can't say 'no' to a woman. Where is your money? Here's the chain. Run away before I change my mind."

11 At the circus §§ 27, 28

Mr Brown has gone to the circus with the third form of King's School. Mr Grey of Dover Grammar School has gone to the circus, too, with his form. The boys of King's School have blue school uniforms; the boys of Dover Grammar School have blue and white ones. Which of the boys are in Mr Brown's class, which in Mr Grey's?

Ex.: The boy who is eating some ice-cream is in Mr Grey's class.



12 Translation**Grendels Mutter**

1. Eine Nacht nach dem Kampf, den Beowulf mit Grendel hatte, wurde die Tür von König Hrothgars Halle wieder aufgebrochen. 2. Das Ungeheuer, das hereinkam, war Grendels Mutter. 3. Sie sah Grendels Arm, den die Männer an der Wand befestigt hatten, und riß ihn los. 4. Mit der anderen Hand ergriff sie einen Dänen, tötete ihn, und dann verschwand sie wieder im Dunkeln. 5. Der Däne, den sie getötet hatte, war König Hrothgars Freund. 6. Am nächsten Tag ging Beowulf mit dem König zu dem See, in dem Grendels Mutter lebte. 7. Dort legte er die schwere (*strong*) Rüstung an, die ihm im Kampf mit Grendel viel (*a lot*) geholfen hatte. Dann sprang er in den See. 8. Am Grund des Sees war ein Haus aus großen Steinen (*made of stones*), in dem er Grendels Mutter sah. 9. Als er sie mit seinem Schwert angriff, zerbrach es. 10. Glücklicherweise sah er ein anderes Schwert, das an der Wand befestigt war. 11. Er nahm es und schlug den Kopf des Ungeheuers ab. 12. Der See färbte sich (*to become*) rot mit Blut, aber bald tauchte Beowulf mit dem Kopf des Ungeheuers auf (*to appear*), und König Hrothgar und seine Leute waren voller Freude. 13. Beowulf erhielt viele Geschenke, die er nach Schweden mit sich zurücknahm, um sie seinem König zu geben.

8**1 Answer Shirley's questions**

The Whites are going to Ireland for their holidays. John has told his sister Shirley the story about the Children of Lir. She asks:

1. Who was Lir?
2. What was it Lir did not know about his second wife?
3. Why did Eva want to do the evil deed?
4. Where did Eva send the children when they were in the mountains together?
5. What did the Druid say when he used his magic on the children?
6. How do we know that Eva was sorry for what she had done?
7. Where did the swans return to, 300 years later?
8. What happened when the swans heard the church bells?

2 What they say about Ireland §§ 32, 37

Put in 'all' or 'every'.

When Mr White has told the children about their holiday plans, John says:

"People say that in Ireland ... boys are called Paddy;

... men drink whisky out of tea-cups;
 ... fifteen minutes it rains for a quarter
 ... schoolboys drink a glass of beer a day
 ... girls are called Bridget;
 ... man over 20 wears glasses;
 ... women smoke pipes;
 ... the time people are telling stories about
 ... summer people talk of the bad winter
 ... Paddy wants a pony."

Mr White only says, "Wait and see, you get there."

3 Some - any § 36

Ex.: Yesterday I didn't get

Go on with: tea, fish, apples, meat

Fill in 'every', 'all'

Dear Grandma,

4 Shirley's letter from Ireland §§ 36, 37

For three hours

land, and John felt sick ... minute of sitting in the bar and having ... whisky say ... in the bar seemed to enjoy ... whisky for me?" But Daddy said "When I went on deck ... told me to change into sea birds in a storm. I had ... like that here. But Mother said

P.S. We've found a new friend, his name

5 A lot of - many - much a few - a little §§ 33, 34

a) Two days ago (writing-paper) didn't buy (cakes).

b) I didn't buy many glasses, because whisky (postcards - friends; ice-creams - vitamins)
Go on.

c) A little coffee can be nice, but too much
Go on with: tea, whisky, salt, beer, coffee

... men drink whisky out of tea-cups;
 ... fifteen minutes it rains for a quarter of an hour;
 ... schoolboys drink a glass of beer a day;
 ... girls are called Bridget;
 ... man over 20 wears glasses;
 ... women smoke pipes;
 ... the time people are telling stories about ghosts;
 ... summer people talk of the bad winter they are expecting;
 ... Paddy wants a pony."

Mr White only says, "Wait and see, John. Things may be quite different when you get there."

3 Some - any § 36

Ex.: Yesterday I went shopping and **got some bread**, but **I didn't get any milk**.

Go on with: tea, coffee, socks, shirts, sugar, salt, oranges, fish, apples, meat, ...

4 Shirley's letter from Ireland §§ 36, 37

Fill in 'every', 'some', or 'any' (or their compounds).

Dear Grandma,

Last night we arrived at our guest-house. For three hours we were on the boat from Wales to Ireland, and John felt sick ... minute of it. The sea was quite rough and ... was sitting in the bar and having ... whisky to forget about the weather. I must say ... in the bar seemed to enjoy the weather.—I asked Daddy, "Isn't there ... whisky for me?" But Daddy said, "If you drink whisky you will be sick." When I went on deck ... told me to be careful because little girls often got changed into sea birds in a storm. I haven't talked to ... yet who does not tell me ... like that here. But Mother said ... was just trying to be nice.

Love,
 Shirley

P.S. We've found a new friend, his name is Paddy—just fancy!

5 A lot of - many - much a few - a little §§ 33, 34

a) Two days ago we went into town and bought a lot of (writing-paper, books, pens, tea, plates), but we didn't buy many (postcards, pencils, maps, cups, cakes).

b) I didn't buy many glasses, because we only have a few guests.
 (postcards - friends; ice-creams - visitors; books - pupils; pictures - rooms).
Go on.

c) A little coffee can be nice, but too much of it is bad for you.
Go on with: tea, whisky, salt, beer, cream, etc.

6 John's letter to his friend § 37

Put in 'each' or 'every'.

Dear Tom,

I must tell you that the milk here is first-class. ... evening ... of us has a glass of it. I think it is doing me a lot of good after that storm on the boat. (Boy, the waves were house-high—I enjoyed ... minute of it!) They are giving us wonderful meals at this guest-house: we get three eggs ... for breakfast, burning-hot toast and bacon. We have a big meal ... 3½ hours.

... day we go swimming. There is a fine beach here with sand for miles and miles, and Shirley and I have a small beach hut ... Our father has bought things to fish with for ... of us. Tomorrow we'll go out in a boat and see if we're lucky.

Yours,
John

7 Funny questions § 39

Put in 'what' or 'which'.

John and Shirley are talking to Paddy, their Irish friend. He asks them some funny questions:

1. ... has three feet and cannot run?
2. ... weighs heavier—a pound of feathers or a pound of stones?
3. ... is always coming but never arrives?
4. ... is heavier, the half moon or the full moon?
5. ... is the longest of all English words?
6. ... animal has eyes and cannot see, legs and cannot walk, but can jump as high as Big Ben?

For solutions see page 206.

Ask your friends some more funny questions like these.

8 Shirley's diary § 33

Fill in 'much', 'many' or 'a lot of'.

14th August

Today we went fishing. We had ... fun. At first I didn't catch ... fish, only two small ones, but John caught ... nice ones. He told everybody that he caught so ... because he sang an Irish song while we were sitting in the boat and he thought the fish liked that. What ... nonsense! I wonder how ... the fish understood of that song. Not ..., I'm sure. But it is Paddy who tells him such silly things all the time. How ... times have I told John not to listen to that boy! So after dinner I went down to the sea again all alone. I was lucky. I caught eight really big fish. When I showed them to John, I didn't say ..., I only said, "You know, John, I just sang 'God save the Queen' and the fish seemed to like it very ..."

9 John's diary § 34

Fill in 'little' or

Yesterday afternoon we walked a ... said it was a ... hundred years old. A body lived in them any more. We found. On our way back we saw a ... pigs. they could only make a ... jumps. So a ... way down a field to a basket of potatoes. It was getting dark. We looked back up on the hill. A ... birds were flying. "I don't see a place for a ... ghosts," I thought.

10 How much do you take? §§ 33, 34

- a) When we have eggs for breakfast, my father takes little salt, my mother takes less salt, and my sister takes the least salt of us all.
- b) When the Whites have meat for dinner Mrs White takes a lot of pepper, Mr White takes more pepper, and John takes most pepper.

Say how much salt or pepper the people take.

11 No rain - no school §§ 35, 36

Put 'not ... any

- Ex.: If we have no rain, then we get no school.
If we **haven't any rain**, then we get no school.
- a) If we have no corn, then we get no bread.
If we have no bread, then we get no butter.
If we have no bread and butter, then we can't make a cake.
If we have no breakfast, we can't go to school.
 - b) If you have no money, you can buy no pens.
If you have no pens, you can do no exercises.
If you do no exercises, you can do no tests.
If you have no tests, you can play a lot of games.

Make up similar sentences and use other words.

9 John's diary § 34

Fill in 'little' or 'few'.

21st August

Yesterday afternoon we walked a ... miles to a small church on a hill. Paddy said it was a ... hundred years old. A ... way away were a ... houses, but nobody lived in them any more. We found a pond and drank a ... water from it. On our way back we saw a ... pigs. They had their legs tied together so that they could only make a ... jumps. Some of the clever ones rolled themselves a ... way down a field to a basket of potatoes.

It was getting dark. We looked back: a ... light still fell on the old church up on the hill. A ... birds were flying through the broken windows. "A good place for a ... ghosts," I thought.

10 How much do you take? §§ 33, 34

- a) When we have eggs for breakfast,
my father takes little salt,
my mother takes less salt, and
my sister takes the least salt of us all.
- b) When the Whites have meat for dinner,
Mrs White takes a lot of pepper,
Mr White takes more pepper, and
John takes most pepper.

Say how much salt or pepper the people in your family take.

11 No rain - no school §§ 35, 36

Put 'not ... any' for 'no'.

Ex.: If we have no rain, then we get no corn.

If we **haven't any rain**, then we **don't get any corn**.

- a) If we have no corn, then we get no bread.
If we have no bread, then we get no bread and butter.
If we have no bread and butter, then we get no breakfast.
If we have no breakfast, we can't go to school.
- b) If you have no money, you can buy no pens.
If you have no pens, you can do no exercises.
If you do no exercises, you can do no tests.
If you have no tests, you can play a lot of games.

Make up similar sentences and use other persons, too.

12 John has lost something §§ 35-37

Put in the right indefinite pronoun.

Mrs White (to her husband): "John has lost ..., I don't know what. He has lost it ... in the house. He has looked for it ... in our rooms, but he can't find it ... He won't tell ... what it is. Don't you think he should tell ..., so that we could help him to find it? No! ... is to know about it. He's so difficult sometimes. Shirley, what's that in your hand?"

Shirley: "That's, oh—that's the pig's tooth John is looking for. Paddy said you can catch a hundred fish if you keep it in your pocket. Do you believe it?"

Mr White: "Yes, I do, Shirley—a hundred fish in a hundred years."

13 Translate as quickly as you can §§ 33-36

- | | |
|---|--------------------------|
| 1. Ich habe ... | 2. Er versteht ... |
| ... wenig Geld und wenige Freunde. | ... etwas Englisch. |
| ... etwas Geld und einige Freunde. | ... Englisch. |
| ... ein wenig Geld und einige (wenige) Freunde. | ... kein Englisch. |
| ... kein Geld und keine Freunde. | ... wenig Englisch. |
| ... viel Geld und viele Freunde. | ... nicht viel Englisch. |
| ... nicht viel Geld und nicht viele Freunde. | ... ein wenig Englisch. |
| ... einige Pfunde und einige Freunde. | ... einige Wörter. |
| 3. Da ist ... | 4. Hörst du ... |
| ... jemand an der Tür. | ... jemanden? |
| ... niemand an der Tür. | ... nichts? |
| ... etwas in meinem Auge. | ... etwas? |
| ... nichts in meiner Tasche. | |

14 Translation

This is a story Paddy told John and Shirley on the last day of their holiday in Ireland.

Fin und Cucullin [ku'kulin]

1. Vor vielen Jahren lebten in Irland zwei Riesen (*giants* ['dʒaɪənts]), Fin und Cucullin. 2. Jeder lebte in einem anderen (*different*) Teil des Landes. 3. So wußte niemand, welcher von beiden der stärkere war. 4. Cucullin aber wollte [es] wissen. 5. Eines Morgens, als er auf einem Spaziergang durch Irland war, entschloß er sich, zu Fins Haus auf einem hohen Berg hinaufzuklettern. 6. Glücklicherweise sah Fins Frau ihn rechtzeitig. 7. „Um Himmels willen“, sagte sie zu ihrem Mann, „Cucullin ist viel größer und stärker als du. 8. Schnell, geh ins Bett und laß mich mit ihm sprechen.“ 9. Ein paar Sekunden später kam

Cucullin durch die Tür. 10. Die Tür verfast den Kopf verletzte. 11. „Hat jemals mit ihm kämpften!“ – 12. „Nicht so laut im Tal. 14. Er sucht dort nach dem Milch für Fins Baby. 16. Könntest du (*round*), damit (*so that*) ich etwas mehr vergaß es zu tun, bevor er wegging.“ Baby?! 19. Und sein Vater kann Berge morgen sehr wenig Zeit. Guten Tag. (*knock*) [mit] dem Kopf gegen die Tür und

Let's prepare lesson 9

- John **likes to drink** milk. Shirley **started to write** a diary.
- Mr White **collects stamps**. The children **laughed** a lot.
- Shirley was **proud that she had caught** eight big fish.

9

1 Do you know your history?

Tom has given a in his class ask hi

- What was Harold Godwin proud of in doing at Stamford Bridge? 3. Did an landing? 4. What did William of Norma and fell? 5. What opportunity did King near Hastings? 6. What did he decide o the English down from the hill? 8. How William the Conqueror crowned?

2 What is ...?

Ex.: What is a someone wh bag?—A trav **travelling**.

What is (are) a swimming-lesson, a boat, a walking-stick, drinking-water, p

Cucullin durch die Tür. 10. Die Tür war aber viel zu niedrig, so daß er [sich] fast den Kopf verletzte. 11. „Hat jemand Fin gesehen“, schrie er, „ich will mit ihm kämpfen!“ – 12. „Nicht so laut“, sagte Fins Frau. 13. „Fin ist irgendwo im Tal. 14. Er sucht dort nach dem kleinen Cucullin. 15. Ich koche gerade Milch für Fins Baby. 16. Könntest du bitte den Berg etwas drehen (*to turn round*), damit (*so that*) ich etwas mehr Wind für mein Feuer bekomme? 17. Fin vergaß es zu tun, bevor er wegging.“ 18. „Was? Ist das dort in dem Bett Fins Baby?! 19. Und sein Vater kann Berge drehen? 20. Es tut mir leid, ich habe heute morgen sehr wenig Zeit. Guten Tag.“ 21. Er rannte rasch hinaus, schlug (*to knock*) [mit] dem Kopf gegen die Tür und fiel tot um.

Let's prepare lesson 9

1. John **likes to drink** milk.
Shirley **started to write** a diary.
2. Mr White **collects stamps**.
The children **laughed** a lot.
3. Shirley was **proud that she had caught** eight big fish.

- John **likes drinking** milk.
Shirley **started writing** a diary.
Mr White's hobby is **stamp collecting**.
There was a lot of **laughing**.
Shirley was **proud of having caught** eight big fish.

9

1 Do you know your history?

Tom has given a report on the year 1066. Now the boys in his class ask him some questions.

1. What was Harold Godwin proud of in 1066?
2. What did King Harold succeed in doing at Stamford Bridge?
3. Did anyone try to prevent the Normans from landing?
4. What did William of Normandy say when he jumped onto the beach and fell?
5. What opportunity did King Harold have when he stood on the hill near Hastings?
6. What did he decide on then?
7. What did William do to bring the English down from the hill?
8. How was King Harold killed?
9. Where was William the Conqueror crowned?

2 What is ...?

*Ex.: What is a singing-teacher?—A singing-teacher is someone who teaches **singing**. What is a travelling-bag?—A travelling-bag is a bag which we use for **travelling**.*

What is (are) a swimming-lesson, a sailing-ship, a dining-room, a fishing-boat, a walking-stick, drinking-water, playing-cards, a swimming-pool?

3 Planning a trip § 43

Tom's class want to go on a trip.
Here are some of the things the boys suggest doing:

Ex.: (to go to London)— **What about** } going to London?
How about }

(to walk to the next village; to go to the seaside; to travel to London; to visit the zoo; to go on a bicycle tour; to go mountain climbing in Wales; to visit Hastings). The class decide that they want to go to Hastings.

4 Looking for a driver § 40

In their lunch hour Tom is trying to find a boy whose father could drive them to Hastings.

Here are the answers of the boys Tom asks.

Ex.: (hairdresser — to cut people's hair)

1st boy: "My father is a hairdresser. His job is **cutting** people's hair. Sorry, I can't help you."

2nd boy: (milkman — to bring people milk); 3rd boy: (baker — to make bread); 4th boy: (shopkeeper — to sell things); 5th boy: (butcher — to sell meat); 6th boy: (postman — to bring people letters); 7th boy: (fireman — to put out fires); 8th boy: (porter — to carry people's luggage); 9th boy: (teacher — to teach children); 10th boy: (driver — to drive a coach)

"Wonderful," Tom says. "Can I talk to your father tonight, Bob?"—"Yes, I'll tell him about your plan," Bob answers.

5 Tom is talking to Bob's father § 41

Ex.: Tom: Mr Carter, can you drive the boys and girls of my class to Hastings on Tuesday?

Mr Carter: I'm sorry, I can't. On Tuesday (*to be busy* — to drive a group of Germans to Oxford). I'm sorry, I can't. On Tuesday **I'll be busy driving** a group of Germans to Oxford.

Go on with this dialogue. Use gerunds after the expressions in italics.

Wednesday: (*to be busy* — to drive a group of Americans through London)

Thursday: (*to continue* — to show London to the American group)

Friday: (*to be busy* — to drive a group of children from Bournemouth)

Saturday: (some men — *to be busy* — to clean the coach)

Sunday: (*it is no good* — to be on the roads on Sundays — too much traffic)

Monday: (*not to mind* — to drive you to Hastings)

Tom: Thank you very much, Mr Carter. We'll enjoy (to go) with you to Hastings.

Mr Carter: I hope that everything will be all right and that the coach won't need (to mend) on the way to Hastings.

6 Hobbies §§ 41, 42

While they are t
Mr Carter about

Ex.: Tom: I enjoy (to cycle), but I don't
I enjoy **cycling**, but I don't e

Bob: I love (to play tennis), but I

David: My brother is very fond
music).

John: I like (to ride) and my sister

Mike: I enjoy (to swim), but I'm
ball).

Mr Carter: Let me tell you this, boys:
I enjoy (to smoke a pipe).

Now say what you like doing and what

7 Notices § 42

Put in the right p

a) The coach is passing through a tou
houses and shops.

1. Interested ... buying a radio? Giv
latest models.

2. Are you fond ... cooking? Our 'Sup
your fingers.

3. Buy our latest car. You will be proud

4. Have you decided ... not doing you
We'll do it for you.

5. Tired ... doing your own garden?
enjoying your garden again without w

b> Fill in the missing words.

Ex.: R ... a bicycle is easy, but d ... a ca
Riding a bicycle is easy, but **driving**

1. S ... a song is easy, but p ... the pian

2. R ... a horse can be wonderful, but f

3. M ... cakes can be nice, but e ... cake

4. C ... a hill is quite good for you,
better.

5. P ... a trip is fun, but g ... on a trip is

Make up more sentences like these.

6 Hobbies §§ 41, 42

While they are travelling down to Hastings the boys tell Mr Carter about their hobbies.

Ex.: Tom: I enjoy (to cycle), but I don't enjoy (to run).
I enjoy **cycling**, but I don't enjoy **running**.

Bob: I love (to play tennis), but I hate (to swim).

David: My brother is very fond of (to read), but I prefer (to listen to music).

John: I like (to ride) and my sisters love (to go to the races).

Mike: I enjoy (to swim), but I'm not very interested in (to play football).

Mr Carter: Let me tell you this, boys: I like (to drive a coach), but most of all I enjoy (to smoke a pipe).

Now say what you like doing and what you don't.

7 Notices § 42

Put in the right preposition.

a) *The coach is passing through a town. There are big notices outside some houses and shops.*

1. Interested ... buying a radio? Give us the chance ... showing you the latest models.
2. Are you fond ... cooking? Our 'Super gloves' will prevent you ... burning your fingers.
3. Buy our latest car. You will be proud ... being a driver.
4. Have you decided ... not doing your own spring-cleaning this year? Good. We'll do it for you.
5. Tired ... doing your own garden? Let us give you the opportunity ... enjoying your garden again without working in it!

<b)> *Fill in the missing words.*

Ex.: R ... a bicycle is easy, but d ... a car is difficult.

Riding a bicycle is easy, but **driving** a car is difficult.

1. S ... a song is easy, but p ... the piano [pi'ænou] is difficult.
2. R ... a horse can be wonderful, but f ... a plane can be even more wonderful.
3. M ... cakes can be nice, but e ... cakes can be even nicer.
4. C ... a hill is quite good for you, but c ... a mountain would be much better.
5. P ... a trip is fun, but g ... on a trip is even more fun.

Make up more sentences like these.

8 A switchboard § 43

Ex.: We heard from her before leaving town.

We heard from her He was seen You can do it	after on before	getting home. arriving here. leaving town.
They escaped We discovered the danger	without by	opening the case. moving the cupboard. breaking the window.
You thanked her They paid him	for	sending the clothes. bringing the books.

Now ask questions and answer them:

1. When was he seen?
2. How did they escape?
3. Why did they pay him? (What did they pay him for?)

9 The Norman masters § 43

Connect the sentences with the help of a preposition and a gerund. Use 'after, for, by, without'.

Ex.: When the Normans had won the battle against Harold's army, they became the new masters of England.

After winning the battle against Harold's army, the Normans became the new masters of England.

1. They took all the land. They did not ask anybody.
2. The English hated the Normans, because they were so cruel.
3. The peasants had to work hard. They did not get paid much.
4. They hid in the woods. They tried to escape William's soldiers.
5. Only a few were able to run away. They fled to Scotland.
6. Later they were caught and punished very hard, because they had broken the King's peace.
7. Soon William was master of the whole country. He built strong castles everywhere.

10 Domesday Book §§ 41, 42

Use the expressions in brackets.

Ex.: After some time the English were able to understand a little Norman French (to succeed in).

After some time the English **succeeded in understanding** a little Norman French.

1. A lot of people said that they would...
2. When King William needed money all over the country (to decide on... village was (to be interested in)).
3. People soon saw that it was useless (no use), because the King's office... look for the animals (to be afraid of).
4. The peasants could not escape these...
5. When the officers had written everything (finished), every village had to pay...

11 Stopping in Hastings § 41

Before the boys... orders.

Use 'stop, stand, ... expressions.

Ex.: Stop shouting...

to eat; to sing a song; to pack up; to... to push; to throw apples. Go on.

12 Headings § 40

Look at the following... good German:

- 'Looking for a Job', 'Letter-writing', 'Tour', 'Painting a Picture', 'Waiting First Time', 'Beginning a New Life', 'Living in London', 'Climbing a Mountain', 'Attacking the Enemy'.

13 Translation

Put the words in...

William und Robert

1. Während William damit beschäftigt... sein ältester Sohn Robert, ihm [die]... Freunde sprachen oft von einer Rück... ihres Königs zurückzugewinnen, aber... länger zu bleiben.
3. Die Furcht jedes... ihn nie.
4. Schließlich war er es müde... und er beschloß, in [die] Normandie... Vater nicht begegnen und floh auf (te... gehörte.
6. Aber William folgte ihm an... mit seinen Leuten an.
8. Nach ihrer...

1. A lot of people said that they would not work for the Normans (to think of).
2. When King William needed money, he made up his mind to send his officers all over the country (to decide on). He wanted to find out how rich every village was (to be interested in).
3. People soon saw that it was useless to hide their horses and cows (to be no use), because the King's officers did not fear to go into the woods to look for the animals (to be afraid of).
4. The peasants could not escape these officers (to have no chance of).
5. When the officers had written everything down in 'Domesday Book' (to have finished), every village had to pay some money to the King.

11 Stopping in Hastings § 41

Before the boys get off the coach, Tom gives them some orders.

Use 'stop, start, finish, begin' with these verbs and expressions.

Ex.: Stop shouting, boys.

to eat; to sing a song; to pack up; to play cards; to put on your coats and caps; to push; to throw apples. *Go on.*

12 Headings § 40

Look at the following headings and translate them into good German:

'Looking for a Job', 'Letter-writing', 'Learning English', 'Going on a Bicycle Tour', 'Painting a Picture', 'Waiting for Visitors', 'Leaving Home for the First Time', 'Beginning a New Life', 'Watching Animals', 'Buying a Car', 'Visiting London', 'Climbing a Mountain', 'Meeting People', 'Travelling in England', 'Attacking the Enemy'.

13 Translation

Put the words in italics into the gerund.

William und Robert

1. Während William damit beschäftigt war, in England *zu kämpfen*, versuchte sein ältester Sohn Robert, ihm [die] Normandie wegzunehmen. 2. Williams Freunde sprachen oft von *einer Rückkehr* in [die] Normandie, um das Land ihres Königs zurückzugewinnen, aber William bestand darauf, [noch] etwas länger *zu bleiben*. 3. Die Furcht jedoch, [die] Normandie *zu verlieren*, verließ ihn nie. 4. Schließlich war er es müde, die Berichte über seinen Sohn *anzuhören*, und er beschloß, in [die] Normandie *zurückzukehren*. 5. Robert wollte seinem Vater nicht begegnen und floh auf (*to*) eine Burg, die dem französischen König gehörte. 6. Aber William folgte ihm auf (*to*) die Burg. 7. Am Abend kam er dort mit seinen Leuten an. 8. Nach ihrer Ankunft wurden sie angegriffen. 9. William

wurde vom Pferd geworfen und hatte wenig Hoffnung (*hope*), mit dem Leben *davonzukommen* (*to escape with one's life*). 10. In diesem Augenblick nahm der Mann, der ihn vom Pferd geworfen hatte, den Helm (*helmet* ['helmit]) ab. 11. William sah, daß es sein Sohn Robert war. 12. Robert rief seinen Leuten zu, *den Kampf einzustellen* (*to stop*). 13. Er half seinem Vater aufzustehen, und dann hielten sich die beiden Männer in den Armen. 14. Jahre später, als König William starb, gab er [die] Normandie an Robert; England gab er seinem zweiten Sohn, William.

Let's prepare lesson 10

- | | |
|---|---|
| 1. We stood and watched the trains.
A little boy sat on a suitcase and waited for his father.
A man came along the platform and called a porter. | We stood watching the trains.
A little boy sat on a suitcase, waiting for his father.
A man came along the platform, calling a porter. |
| 2. We watched people who bought their tickets.
We saw a woman who was looking for her little boy.
We heard men who shouted at each other. | We watched people buying their tickets.
We saw a woman looking for her little boy.
We heard men shouting at each other. |
| 3. Mike's hair was rather long.
Mother needed a new dress. | So he had it cut .
So she had one made . |
| 4. At home I found a letter, which was written by my best friend.
When I saw the letter I quickly opened it. | At home I found a letter written by my best friend.
Seeing the letter , I quickly opened it. |

10

1 Answer the following questions

- Who were those people that went to Runnymede?
- How did King John make the barons angry?
- How did he make the merchants angry?
- What did the barons do with the long list they had drawn up?
- What were the promises King John had to make?
- What did the barons hope for when they arrived at Runnymede?
- What did King John look like when he saw so many of his barons?
- What did Stephen Langton ask the King to do?

2 A peasant at Runnymede § 44

a) *A peasant's w...*

Ex.: Did you see the Queen when she a
Did you **see the Queen arriving?**

- Did you hear the Archbishop while h
- Did you watch the King when he sign
- Did you notice that anybody laughed

b) *Her husband tells her:* When I was

- I saw a great number of barons and
- I heard hundreds of soldiers who car
- I noticed the royal banner which was
- I watched the lords who went into th
- I suddenly felt a cold wind that was

3 At Henry of Dover's castle §§ 44, 46

Connect the sent...

a) *Henry's son says:*

Ex.: I was standing at the entrance. Su
Standing at the entrance, I sudd

- I ran round the stables. I saw my fat
- He was sitting on his horse. He held
- He was trying to get off his horse.
in their arms.
- He walked slowly across the yard. H
- They helped him up the stairs. They

b) *Later Henry tells his family:*

Ex.: At the edge of the wood we saw
food in a field.

... we saw a lot of **wild pigs dig**

- First we just watched the animals.
- Then we noticed a big bird. It was f
- Some of our horses moved and th
the wood.
- The biggest pig rushed towards me
- I fell off my horse and felt a terrifi
down my left arm.

2 A peasant at Runnymede § 44

a) *A peasant's wife asks her husband in the evening:*

Ex.: Did you see the Queen when she arrived?

Did you **see the Queen arriving**?

1. Did you hear the Archbishop while he was talking to the King?
2. Did you watch the King when he signed the Charter?
3. Did you notice that anybody laughed at the King?

b) *Her husband tells her:* When I was working in our field ...

1. I saw a great number of barons and bishops who rode past on horseback.
2. I heard hundreds of soldiers who came down the road.
3. I noticed the royal banner which was flying in the distance.
4. I watched the lords who went into the King's tent.
5. I suddenly felt a cold wind that was blowing from the Thames.

3 At Henry of Dover's castle §§ 44, 46

Connect the sentences using a present participle.

a) *Henry's son says:*

Ex.: I was standing at the entrance. Suddenly I heard a lot of shouting.

Standing at the entrance, I suddenly heard a lot of shouting.

1. I ran round the stables. I saw my father in the yard.
2. He was sitting on his horse. He held his hand against his shoulder.
3. He was trying to get off his horse. He slipped and two servants caught him in their arms.
4. He walked slowly across the yard. He looked very pale and tired.
5. They helped him up the stairs. They took him to his room.

b) *Later Henry tells his family:*

Ex.: At the edge of the wood we saw a lot of wild pigs. They were digging for food in a field.

... we saw a lot of **wild pigs digging** for food in a field.

1. First we just watched the animals. They were enjoying their food.
2. Then we noticed a big bird. It was flying high above us.
3. Some of our horses moved and the pigs heard us. We were coming out of the wood.
4. The biggest pig rushed towards me. It attacked me fiercely.
5. I fell off my horse and felt a terrible pain. It was running from my shoulder down my left arm.

4 Henry is getting better §§ 44, 46

Connect the sentences using a present participle.

A servant tells us:

1. The night after the accident I stayed with my master. I gave him something to drink now and then and I read a book to him.
2. For two weeks he lay in bed. He dictated letters and gave orders to the servants.
3. Then he sat in a chair for another week. He looked out of the window and watched his men at work.
4. Soon he could climb to the top of our tower again. He held on to the wall.
5. In another week he was out again in the woods. He shot birds with his bow and arrows.

5 A friend comes to Dover § 45

From a friend Henry hears about the bad things King John is doing:

“Last week the King had three men arrested in my village.

- | | | |
|-------------|---|--|
| Then he had | } | the three men (to put in prison without a trial). |
| | | their cows and oxen (to take away). |
| | | their horses (to give to his soldiers). |
| | | their servants (to send away). |
| | | their wives and children (to drive off their farms). |
| | | their farmhouses (to burn down). |

Why did he do it? Because these three men had not wanted to help the King with his war in France. Let's be careful!”

6 Orders from the King § 46

Change the adverbial and the relative clauses into participle constructions.

Henry of Dover was also told to help the King in France.

a) Ex.: As Henry had a weak arm, he told the King in a letter that he could not join him.

Having a weak arm, Henry told the King ...

1. The letter that gave Henry's reasons for not joining the army was handed to the King in his tent.
2. As the King urgently needed help, he got very angry when he read the letter.
3. In another letter that contained the King's answer Henry was told to send some money at once.
4. As Henry was not rich, he had to sell some of his horses so that he could give the King some money.

b) Ex.: Some of the servants that had leave their master now because Some of the servants **having** so

1. As Henry had lost all his money, he ...
2. His son, who had given his own h ... woods any more.
3. In a letter, which had been written b ...
4. As the family had lost so much thro ... hard now.

7 Participles with conjunctions § 46

Use participle co

Ex.: Until Henry was told to send the **Until told** to send the King some

1. Though his friends tried to help him ...
2. Henry's family lived simply; thus th ...
3. They all worked in the fields as har ... gold out of them.
4. When they were given a good price ... family found that they could live com ...
5. If Henry were offered as much for ... another horse.

8 Henry's thoughts about the times § 46

a) Use participle constructions, leaving

1. Although we do not know exactly y ... to the King, we all hope things will s ...
2. While we are waiting for news fro ... about the King and the barons.
3. One evening when King John was ... some nobles. Truly, these are terrib ...
4. If people are ruled wisely, they do n ...
5. As long as we are frightened, how ... country?
6. Until we are told that the King and ... we shall all live in fear.

b) Now try and translate your sentenc

b) *Ex.*: Some of the servants that had served Henry for many years had to leave their master now because he could not pay them any longer. Some of the servants **having served** Henry . . .

1. As Henry had lost all his money, he had to live very simply now.
2. His son, who had given his own horse to his father, could not ride to the woods any more.
3. In a letter, which had been written by the King, Henry was told to pay.
4. As the family had lost so much through the King's orders, they had to work hard now.

7 Participles with conjunctions § 46

Use participle constructions, keeping the conjunctions.

Ex.: Until Henry was told to send the King some money, he was a happy man.
Until told to send the King some money, Henry was a happy man.

1. Though his friends tried to help him, they could not give him any money.
2. Henry's family lived simply; thus they saved a little money.
3. They all worked in the fields as hard as they could, as if they wanted to dig gold out of them.
4. When they were given a good price for their corn by a London merchant, the family found that they could live comfortably through the winter.
5. If Henry were offered as much for next year's harvest, he would buy his son another horse.

8 Henry's thoughts about the times § 46

a) *Use participle constructions, leaving out the conjunctions if possible.*

1. Although we do not know exactly what the barons put on the list they sent to the King, we all hope things will soon be better in this country.
2. While we are waiting for news from the castle, we hear all kinds of stories about the King and the barons.
3. One evening when King John was sitting in his tent, he was attacked by some nobles. Truly, these are terrible times.
4. If people are ruled wisely, they do not try to kill their king.
5. As long as we are frightened, how can we expect peace and order in this country?
6. Until we are told that the King and the great barons have made their peace, we shall all live in fear.

b) *Now try and translate your sentences.*

9 After Magna Carta

§ 45

Change the infinitives in brackets into past participles.

Even after Magna Carta ...

Ex.: ... many people still remained (to frighten) all over the country.... many people still **remained frightened** all over the country.

- ... many people still saw their friends (to arrest) by the King's soldiers.
- ... many people still heard terrible stories (to tell) of King John's deeds.
- ... many people still looked (to worry) when a soldier came to their house.
- ... many people still became (to frighten) when the King's army rode through their village.
- ... many people still felt (to disappoint) about the rights they had been given.

10 What do you call ...?

§ 47

Ex.: ... a suit that fits you well?It is called a **well-fitting** suit.

- ... a book that interests you?
- ... an answer that surprises you?
- ... some news that worries you?
- ... a girl who looks beautiful?
- ... a door that is painted green?
- ... a girl who is dressed nicely?
- ... a case that is locked safely?

11 John's new penny

§§ 44-46

Put in the right participle.

- (to fight) in England and France, King John needed a big army.
- Under John's father a soldier got 8 pennies a day; (to ask for) 2 shillings a day now, the soldiers cost John a lot of money.
- People had found a clever way of making money, (to cut off) silver from the edges of the old silver pennies (to use) since John's father's time.
- John, (to make angry) by this, had new pennies (to make).
- (to try) to put an end to these tricks, he had a line (to stamp) round the new pennies.
- John's officers went to all the towns (to tell people) that a penny with its line (to cut off) could not be used as money any more.
- (to hear) that they would be thrown into prison, people soon gave up cutting silver off the King's coins.

12 Translation**Wie König John**

1. Nachdem John bekam er auch [1] der Normandie. 2. Das zeigte, daß er ihm die Lanze reichte, ließ er sie zu ist ein Zeichen, das Johann von Gott [die] Normandie seinem jungen Neffen der französische König und viele nor zu helfen. 6. Als sich Johann eines Ta daß Arthur sich in einer nahegelegenen Morgen kam er mit seinen Leuten dort kommen überrascht worden war, wur oner). 9. Als die normannischen und den Befehl gegeben hatte, Arthur zu t war against). 10. Ein Jahr später ver 140 Jahre lang Land auf beiden Seiten

11**X After the Armada had been defeated**

1. What was the ...
2. What had peo ...
3. What were D the news of th ...
4. What did Drake answer when he h ...
5. What size were the English ships c ...
6. What advantage did the English ha ...
7. How did the English attack the Sp ...
8. What happened when the Spaniaro ...
9. How did some of the Spanish ships ...
10. Why did people dance in the street ...

2 What people ate

§§ 48-51

Put in the defini

- In ... 16th c ... was often very very well; ... beef and mutton of country ... people usually had bread preferred ... brown bread to white bread into ... fashion. At ... table poor peo used silver ones.

Lesson 10/11

12 Translation**Wie König Johann [die] Normandie verlor**

1. Nachdem Johann die englische Krone empfangen hatte, bekam er auch [noch] die Lanze (*lance* [la:ns]) der Herzöge der Normandie. 2. Das zeigte, daß er nun Herr beider Länder war. 3. Als man ihm die Lanze reichte, ließ er sie zu Boden fallen. 4. Viele Leute sagten: „Dies ist ein Zeichen, das Johann von Gott gegeben worden ist, damit (*infinitive*) er [die] Normandie seinem jungen Neffen Arthur überläßt.“ 5. Daher beschlossen der französische König und viele normannische Adlige, Arthur gegen Johann zu helfen. 6. Als sich Johann eines Tages in [der] Normandie aufhielt, hörte er, daß Arthur sich in einer nahegelegenen (*nearby*) Burg befand. 7. Am frühen Morgen kam er mit seinen Leuten dort an. 8. Arthur, der von seinem Onkel vollkommen überrascht worden war, wurde gefangen genommen (*to take s.o. prisoner*). 9. Als die normannischen und französischen Adligen hörten, daß Johann den Befehl gegeben hatte, Arthur zu töten, zogen sie gegen ihn zu Feld (*to go to war against*). 10. Ein Jahr später verlor England [die] Normandie, nachdem es 140 Jahre lang Land auf beiden Seiten des Kanals besessen (*to own*) hatte.

11**X After the Armada had been defeated**

1. What was the English fleet doing in Plymouth harbour?
2. What had people heard about the Spaniards?
3. What were Drake and some other officers doing when the news of the Armada came?
4. What did Drake answer when he heard the news?
5. What size were the English ships compared with the Spanish ships?
6. What advantage did the English have?
7. How did the English attack the Spanish ships?
8. What happened when the Spaniards cast anchor off Calais?
9. How did some of the Spanish ships succeed in escaping?
10. Why did people dance in the street when the English fleet returned?

2 What people ate

§§ 48–51

Put in the definite article where needed.

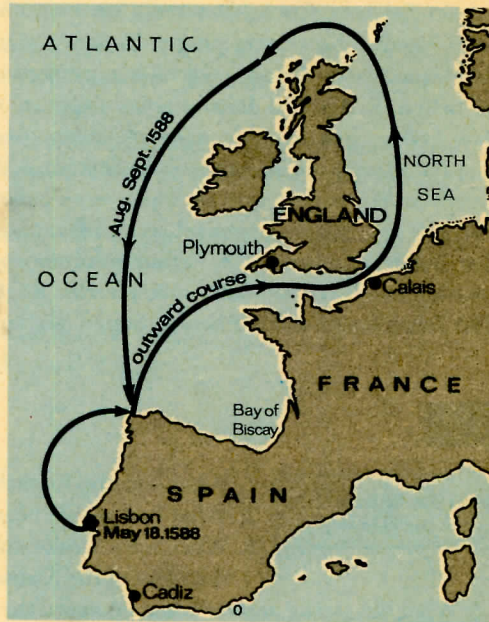
a) In ... 16th century people ate large meals. ... dinner was often very long. ... English people cooked ... meat very well; ... beef and mutton of England were the best in Europe. In ... country ... people usually had bread and meat for their meals, and they preferred ... brown bread to white bread. In ... towns ... fish was beginning to come into ... fashion. At ... table poor people used wooden plates and ... rich people used silver ones.

b) Few towns had all ... food they needed in their own fields; often they had to buy food from outside. Some counties, however, had a lot of corn and even sent some to ... Netherlands. It was ... custom to eat apples and other fruit after ... dinner, and ... apples of Kent were famous. At that time ... people of England worked a lot and enjoyed ... good food.

3 The route of the Spanish Armada

Look at the map. It shows the route of the Spanish Armada. One of the Spanish seamen, who at last returned to Spain, described the route his ship took.

What did he say?



4 England's greatest sailor §§ 48-51

Put in the definite article where needed.

a) When ... Queen Elizabeth came to ... throne the English crown was very poor. ... money was a big problem for ... young Queen, and so her captains were allowed to attack rich Spanish ships. Once ... English captured a Spanish ship that had all ... money on board for ... Spanish soldiers in ... Netherlands. This happened in ... Channel.

England's greatest sailor, Francis Drake, went all round the world to bring back ... gold and silver.

b) ... young Francis Drake had become a sailor under his cousin, ... Captain Hawkins. Hawkins took ... Negroes from Africa to South America and sold them there. In this way ... Negroes from ... West African coast became ... slaves of the white men in the Spanish colonies.

In 1577 Drake attacked Spanish ships on the coast, taking all ... silver and gold home. He went to ... Pacific Ocean and ... After 3 years he arrived again in ... brought back was worth £500,000. ... ship and made him a knight. He was ... King called him ... master thief of the ...

<c)> Say in which countries gold or sugar grows.

5 Fire! §§ 48-51

Definite article o

Sir Walter Raleigh was a favorite of ... Queen Elizabeth I. ... tobacco plant and ... potatoes from ... One day, as he was sitting at his desk to bring him ... water he had called ... who smoked ... tobacco. Seeing ... snuff and nose, he quickly threw all ... water. "Fire! Sir Walter is burning! Help!"

6 The time of Queen Elizabeth §§ 48-51

Definite article o

People were very fond of ... music that people ... supper ... r ... body joined in the ... Queen had given ... peace and ... without ... fear of suddenly losing the ... and ... overseas trade made many people ... own groups of players that performed long wars before Elizabeth's time, ... Armada had been defeated, ... fear of the nation and everybody had ... high

7 Days, weeks and months §§ 48-51

a) Write a short

Say what you did ... and in winter.

b) Write about a week in your last holiday, when you had breakfast, what you did after dinner, what you did in the afternoon

In 1577 Drake attacked Spanish ships and towns along the South American coast, taking all ... silver and gold he could get. Then he sailed round Cape Horn, through ... Pacific Ocean and finally round ... Cape of Good Hope. After 3 years he arrived again in ... Plymouth harbour. ... gold and silver he brought back was worth £500,000. ... Queen Elizabeth came on board his ship and made him a knight. He was now Sir Francis Drake, but ... Spanish King called him ... master thief of the New World.

<c)> Say in which countries gold or silver is found and where coffee, tea or sugar grows.

5 Fire! §§ 48-51

Definite article or not?

Sir Walter Raleigh was a famous sea-captain in ... time of ... Queen Elizabeth. He was the first to bring back ... tobacco plant and ... potatoes from America.

One day, as he was sitting at his desk, smoking a pipe, his servant came in to bring him ... water he had called for. This man had never known anyone who smoked ... tobacco. Seeing ... smoke that came out of Sir Walter's mouth and nose, he quickly threw all ... water into his master's face and shouted, "Fire! Sir Walter is burning! Help!"

6 The time of Queen Elizabeth §§ 48-51

Definite article or not?

People were very fond of ... music at that time. ... music that people liked best was singing, and often after ... supper ... music-books were brought in and everybody joined in the songs.

... Queen had given ... peace and ... order to the country and people lived without ... fear of suddenly losing their money and possessions. ... discoveries and ... overseas trade made many people rich. ... wealthy lords often had their own groups of players that performed at their castles or in ... towns. After the long wars before Elizabeth's time, ... life was becoming happier. When the Armada had been defeated, ... fear and ... horror disappeared from ... life of the nation and everybody had ... high hopes for the future.

7 Days, weeks and months §§ 48-51

a) *Write a short composition about the four seasons.*

Say what you can do in spring, in summer, in autumn and in winter.

b) *Write about a week in your last holidays.* Say where you were, when you got up, when you had breakfast, what you did in the morning, where you went after dinner, what you did in the afternoon, what you did in the evening.

8 Telling someone the way

Look at the map of Central London on page 14.

a) You are standing in Trafalgar Square and somebody asks you the way to the Tower. He wants to walk there.

Can you tell him how to get there?

(Say: "Go down the Strand until you get to the Law Courts. Then keep straight on down Fleet Street till you reach...")

b) Somebody else asks you how he can get to the British Museum; the Houses of Parliament; London Bridge Station; the University; Buckingham Palace; the Royal Festival Hall.

9 An interpreting exercise

In Father's Car through the Black Forest

One Sunday the Wagners want to drive to the Black Forest with their English guest David. Günter is again the family's interpreter.

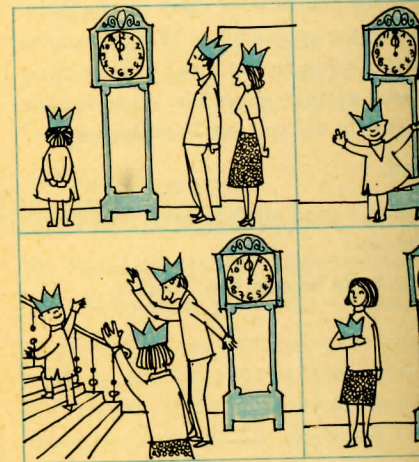
Fill in what he says.

- Herr Wagner: Wo würdest du gern sitzen, David?
Günter: Father wants to know where you ...
- David: May I sit beside you, Mr Wagner?
Günter: ...
- Herr Wagner: Wollen wir zuerst die Autobahn (motorway) benutzen oder den nächsten (nearest) Weg nehmen?
Günter: ...
- David: I should prefer to see your famous 'Autobahn'.
Günter: ...
- Herr Wagner: Wie gefällt dir die Fahrt?
Günter: ...
- David: Very much, Mr Wagner. Your 'Volkswagen' runs very well. Is it better than a Ford?
Günter: ...
- Herr Wagner: Für mich ist der Volkswagen gerade richtig. Er ist billiger als ein Ford und braucht weniger Benzin (petrol ['petrəl]).
Günter: ...
- David: How fast can you go and how fast are you allowed to go on the 'Autobahn'?
Günter: ...
- Herr Wagner: Ich kann nicht schneller als 120 km in (per) [der] Stunde fahren. Aber wenn man einen schnelleren Wagen hat, kann man auf der Autobahn so schnell fahren wie man will.
Günter: ...

- Herr Wagner: Kannst du fahren, David?
Günter: ...
- David: No, I can't. I'm not.
I am 18.
Günter: ...
- Herr Wagner: Wenn du mit einem Auto fährst, ist es etwas schwierig für dich, auf der rechten Seite zu fahren?
Günter: ...
- David: I think I can get used to it.
Günter: ...

10 A story in pictures

New Year's Eve
Look at the following pictures.
(New Year's Eve)



11 Translation

Die ersten Kartoffeln

- Sir Walter Raleigh war der erste, der Kartoffeln nach England brachte.
- Nachdem er aus Amerika zurückgekehrt war, brachte er Kartoffeln mit.
- „Kartoffeln sind ein sehr gutes Essen“, schrieb er an seinen Freund. „Man kann sie bis abends essen.“
- Als im Sommer 1586 einige Kartoffeln in England an die Öffentlichkeit kamen, schrieb er: „Man sollte sie anpflanzen.“
- Als im Sommer 1586 einige Kartoffeln in England an die Öffentlichkeit kamen, schrieb er: „Man sollte sie anpflanzen.“

10. Herr Wagner: Kannst du fahren, David?

Günter: ...

11. David: No, I can't. I'm not allowed to yet. I have to wait until I am 18.

Günter: ...

12. Herr Wagner: Wenn du mit einem Wagen nach Deutschland kommst, wird es etwas schwierig für dich sein, weil hier alle Autos auf der rechten Seite fahren.

Günter: ...

13. David: I think I can get used to that.

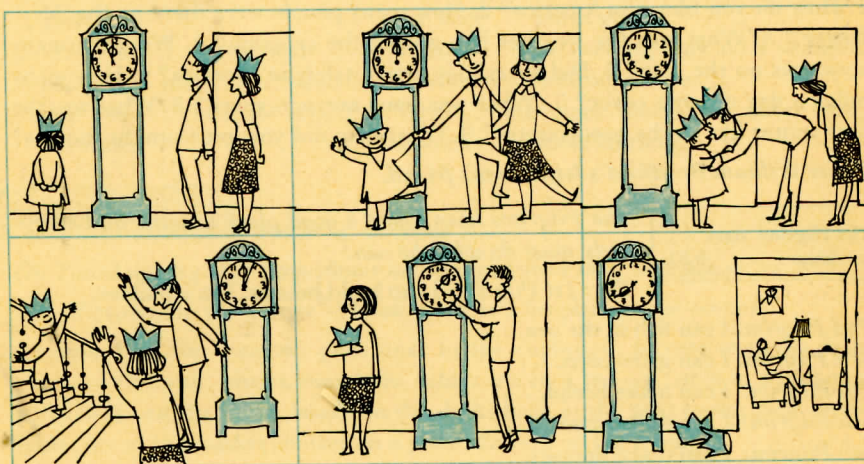
Günter: ...

10 A story in pictures

New Year's Eve at the Bakers'

Look at the following pictures and tell the story.

(New Year's Eve = the night before the 1st of January)



Translation

Die ersten Kartoffeln

1. Sir Walter Raleigh war der erste, der Kartoffeln von Amerika nach England brachte. 2. Nachdem er aus Amerika zurückgekehrt war, schickte er einige Kartoffeln an einen Freund. 3. „Kartoffeln sind sehr gut, ich könnte sie von morgens bis abends essen“, schrieb er an seinen Freund. „Pflanze sie nächstes Frühjahr an.“ (to plant) 4. Als im Sommer die Kartoffeln reif waren, gab der Freund einige seinem Koch (cook). 5. Der Koch briet (to fry) die rohen (raw [rɔ:]) Kartoffeln, ohne sie zu schneiden, und tat dann Zucker darauf. 6. Beim Mittagessen

sagten alle Leute, daß sie die harten Bälle nicht möchten (*past tense*). 7. Der Koch mußte am Nachmittag alle Kartoffelpflanzen verbrennen. 8. Am Abend, als die Familie das Abendessen einnahm, kam der Koch mit einem Korb hereingestürzt. 9. „Als ich das Feuer im Garten ausmachte (*to put out*), trat (*to step*) ich auf einige Kartoffeln, und ich sah, daß sie nicht mehr hart waren, schauen Sie!“ 10. Als das Abendessen beendet war, war [auch] der Korb leer: die Familie hatte alle Kartoffeln gegessen. 11. Bald wußte man überall, wie man Kartoffeln kocht.

12

1 A letter from England

The second group of Pilgrims brought a letter with them for William Bradford. In this letter Bradford's friend asked:

1. How do you like it in America?
2. How many people were there on the 'Mayflower'?
3. What was the weather like during the crossing?
4. Were there any accidents on the ship?
5. Did everybody arrive safely in America?
6. How many miles a day did you cover?
7. What was your average speed?
8. What was the first winter like in the new country?
9. What help did you get from the Indians?

Write William Bradford's letter to his friend.

2 The Pilgrims start working § 52

The Pilgrims have found a good place to settle and everybody must do what he can:

Ex.: 1st Pilgrim: I can build houses. I'm a builder.

2nd Pilgrim: I can fish in the sea. ...

3rd Pilgrim: I can grow corn. ...

4th Pilgrim: I can make bread. ...

5th Pilgrim: I can make shoes. ...

6th Pilgrim: I can make dresses. ...

7th Pilgrim: I can look after sick people. ...

3 Do you remember? § 52

a) *Do you remember these people? What were they?*

Ex.: Mr Fog – He was a teacher.

Mr Dent; Jack Quick; Mr Honk; Mr Jackson; Mr Benson; Sir Francis Drake.

b) A game:

You say, "I want to work for a newspaper. What do I want to be?"

One of your friends answers, "You want to be a newspaper reporter."

Now your friend may ask the next question.

4 White people's customs §§ 52, 53

Put in the indefinite article.

Sam, a Pilgrim's son, tells an Indian boy:

Sam:

1. We eat ... meat with ... fork.
2. My mother often puts ... fruit on cakes.
3. We make ... butter and ... cheese from ... milk.
4. ... handkerchief is made of ... piece of cloth.
5. In winter I wear ... pair of gloves.
6. We write ... letter with ... pen on ... piece of ... paper.
7. We use ... clock for telling the time.

5 The new house

Put in 'a' or 'some'.

On Thanksgiving Day Sam shows his new house to an Indian boy.

Ex.: Fireplace in the corner. – "Look, there is a fireplace."

(cupboard by the window; guns next to the door; a clock on the wall; chairs round the table; books on the table; and glasses on the table; books on the table; bread in a basket; butter on a plate.)

Indian boy: "What is that?"

Sam: "That is a clock. It tells the time."

Indian boy: "What is that?"

Sam: "That is a cupboard. It is for the dishes."

Indian boy: "What is that?"

Sam: "That is a gun. It is for shooting."

Indian boy: "What is that?"

Sam: "That is a chair. It is for sitting on."

Indian boy: "What is that?"

Sam: "That is a table. It is for eating at."

Indian boy: "What is that?"

Sam: "That is a book. It is for reading."

Indian boy: "What is that?"

Sam: "That is a glass. It is for drinking from."

Indian boy: "What is that?"

Sam: "That is a basket. It is for carrying things in."

Indian boy: "What is that?"

Sam: "That is a butter. It is for eating with bread."

Indian boy: "What is that?"

Sam: "That is a clock. It tells the time."

Indian boy: "What is that?"

Sam: "That is a cupboard. It is for the dishes."

Indian boy: "What is that?"

Sam: "That is a gun. It is for shooting."

Indian boy: "What is that?"

Sam: "That is a chair. It is for sitting on."

Indian boy: "What is that?"

Sam: "That is a table. It is for eating at."

Indian boy: "What is that?"

Sam: "That is a book. It is for reading."

Indian boy: "What is that?"

Sam: "That is a glass. It is for drinking from."

6 Comparing § 52

Road journey – B
Sea journey – B
Cost of building – B
Cost of sailing to – B

Now say:

In the 17th century the journey from London to New York by sea takes ten hours.

In the 17th century the journey was 24 days.

Now say:

In the 17th century the journey from London to New York by road takes 24 days.

In the 17th century the journey was 24 days.

Now say:

In the 17th century the journey from London to New York by sea costs 100 pounds.

In the 17th century the journey was 100 pounds.

Now say:

In the 17th century the journey from London to New York by road costs 2400 pounds.

In the 17th century the journey was 2400 pounds.

Now say:

In the 17th century the journey from London to New York by sea costs 100 pounds.

In the 17th century the journey was 100 pounds.

Now say:

In the 17th century the journey from London to New York by road costs 2400 pounds.

In the 17th century the journey was 2400 pounds.

Now say:

In the 17th century the journey from London to New York by sea costs 100 pounds.

In the 17th century the journey was 100 pounds.

Now say:

In the 17th century the journey from London to New York by road costs 2400 pounds.

In the 17th century the journey was 2400 pounds.

Now say:

4 White people's customs §§ 52, 53

Put in the indefinite article where needed.

Sam, a Pilgrim's son, tells an Indian boy about their customs.

- | | |
|--|--|
| <i>Sam:</i> | <i>The Indian boy:</i> |
| 1. We eat ... meat with ... fork. | What ... clever people you are! I've never used such ... thing as a fork before. |
| 2. My mother often puts ... fruit on cakes. | What ... sweet cake this is! I've never tried such ... good cake before. |
| 3. We make ... butter and ... cheese from ... milk. | What ... wonderful things you have! I've never eaten such ... wonderful butter and cheese. |
| 4. ... handkerchief is made of ... piece of cloth. | What ... pretty handkerchief you have! I've never seen such ... thin cloth. |
| 5. In winter I wear ... pair of gloves. | What ... warm gloves these are! I've never had such ... warm gloves. |
| 6. We write ... letter with ... pen on ... piece of ... paper. | What ... nice writing this is! I've never seen such ... writing before. |
| 7. We use ... clock for telling the time. | What ... fine clock that is! I've never heard of such ... wonderful thing. |

5 The new house

Put in 'a' or 'some'.

On Thanksgiving Day Sam shows his Indian friend their new house.

Ex.: Fireplace in the corner.—“Look, there is a fireplace in the corner.”

(cupboard by the window; guns next to the cupboard; picture over the desk; clock on the wall; chairs round the table; tea in a tea-pot; milk in a jug; cups and glasses on the table; books on the desk; beds in the next room; meat on the table; bread in a basket; butter on a plate; flowers on the table).

6 Comparing § 52

	<i>17th century today</i>	
Road journey – London–Edinburgh	10 days	10 hours
Sea journey – Britain–America	60 days	5 days
Cost of building a house	£200	£9.000
Cost of sailing to America	£5	£80

Now say:

In the 17th century the journey from London to Edinburgh took ten days; today it takes ten hours.

In the 17th century the journey was 24 times as long as it is today.

7 A snake bite § 52*Put in the indefinite article where needed.*

Sam's father was lying in ... bed with ... high temperature. When walking in the forest he had been bitten by a snake and soon he had got ... bad headache and could hardly walk home. Sam was not allowed to make ... noise in the house. When his Indian friend came he told him in ... low voice that his father's life was in ... danger. Everybody was at ... loss what to do. In ... great hurry Sam's friend ran to the woods. Soon he returned with some plants. He told Sam's mother to make tea from these plants for her husband.

The next day Sam's father already felt much better. "In ... future I must take your Indian friend with me on my walks in the forest," he said to Sam, "he certainly is ... good doctor."

8 The old knife § 53*Put in the indefinite article where needed.*

It was (... quite ... hot ...) morning when a settler walking to a friend's farm on the other side of the hill with his little son Tom saw an old knife lying on the ground. He told his son to pick it up. "What! Such (... old ...) knife? We can't use that for anything," Tom said and left it lying there. His father, (... rather ... quiet ...) man, said nothing but picked it up himself. Before they left the farm again in the afternoon, the settler offered his friend the old knife and the friend gave him a little basket of plums for it. After about (... half ...) hour, Tom said that it was (... too ... long ...) walk for him on such (... hot ...) day and that his mouth felt very dry. Then his father dropped a plum and Tom, who was walking (... quite ...) distance behind, quickly picked it up and ate it. After another (... half ...) mile the settler dropped another plum, and so on until Tom had picked up and eaten all the plums in the basket. At last the father turned to his son and said with a smile: "(... however ... great ...) effort it might have been for you to pick up the old knife, it would have been much easier than to pick up fifty-two plums, wouldn't it, son? And remember: In this New World old things count."

9 Speeds §§ 26, 52*Remember: 1760 yards = 1 mile = 1609 metres*

1. A boy walked 2 miles an hour. How many yards did he walk a minute?
2. A horse ran 3 yards a second. How many yards did it run a minute? How many miles an hour?
3. A sailing boat sailed 15 miles an hour. How many miles did it sail a day?
4. A man swam 3 miles an hour. How many yards did he swim a minute?
5. How many words can you read a minute? How many pages an hour?

10 Picture story**Two Children in****11 A word puzzle**

Did you know that American and English use the same thing? 'Baggage', for example, has the same meaning as 'luggage' in British English. The following sentences contain some words that have the same meaning in British English. You have to find them.

1. When Mother had finished mending the shoes, she packed the *baggage*.
2. The trains on the New York *subway* are very fast.
3. Cars drive in the street. Pedestrians walk on the *sidewalk*.
4. Men go to a *barber shop* for a haircut.
5. This year we are planning to spend our vacation in the *mountains*.
6. In the *fall* the days become shorter and the nights longer.

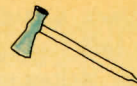
12 Translation**Der erste Winter**

1. Nach ihrer Landung lebten die Pilger in Zelten.
2. In der Regel (*as a rule*) gingen die Pilger in die Berge, um zu jagen.
3. In großer Eile bauten sie Häuser, die sie mit dickem Ölpapier (*oiled*) überzogen.
4. Die Häuser waren sehr einfach.
5. Auf einem Hügel errichteten sie einen Turm.

10 Picture story

Two Children in Danger

tomahawk ['tɒməhɔ:k]



11 A word puzzle

Did you know that American and English people often use different words for the same thing? 'Baggage', for example, is an American word and has the same meaning as 'luggage' in British English.

The following sentences contain some American words. Can you guess what they mean in British English? You have already learnt the British words.

1. When Mother had finished mending the clothes, she put them away in a *closet*.
2. The trains on the New York *subway* run under the ground.
3. Cars drive in the street. Pedestrians use the *sidewalk*.
4. Men go to a *barber shop* for a haircut.
5. This year we are planning to spend our *vacation* at the seaside.
6. In the *fall* the days become shorter and cooler.

12 Translation

Der erste Winter

1. Nach ihrer Landung lebten die Pilger einige Wochen auf der 'Mayflower'.
2. In der Regel (*as a rule*) gingen die Männer morgens an Land, um Bäume zu fällen.
3. In großer Eile bauten sie Häuser für den kalten Winter.
4. Löcher, die sie mit dickem Ölpapier (*oiled paper*) bedeckten, dienten als Fenster.
5. Auf einem Hügel errichteten sie ein ziemlich großes Gebäude mit einem star-

ken Dach. 6. Auf diesem Dach waren sechs Kanonen, aus denen eiserne Kugeln (*iron balls* ['aɪən]), die vier oder fünf Pfund wogen, abgefeuert werden konnten. 7. Hier hielten einige Siedler während der Woche Wache; sonntags diente [ein] Teil des Gebäudes als Kirche. 8. Die Pilger hatten noch nie zuvor einen so harten Winter erlebt (*to know*). 9. Keines der Kinder jedoch starb, aber viele Erwachsene. 10. Im Frühjahr, als die ‚Mayflower‘ wieder zurücksegelte, [da] war es eine ziemlich kleine Gruppe Pilger, die zurückblieb.

Let's prepare lesson 13

From America one of the settlers writes:

“We **have been staying** here with friends **for about two months**.
 We **have been building** a house **for the last six weeks**.
 My sons **have been cutting down trees** and I **have been working** on the house.
 We are lucky because we **have been having** sunny weather ever **since our arrival**.
 If the fine weather continues, we'll soon finish our work.
 That will be a great day when we move into our house here.
 You know that we **have been dreaming** about this **since we decided to leave England**.”

13

1 After the escape

After Lord Nithsdale's escape the wife of a guard at the Tower asks her husband:

1. Why was Lord Nithsdale put in prison?
2. Why did Lady Nithsdale want to speak to the King?
3. When did Lady Nithsdale visit her husband for the last time?
4. Who else visited him on that day?
5. Why can't you remember the face of one of the women who visited Lord Nithsdale?
6. What might these women have done to help Lord Nithsdale to escape?
7. Why didn't any of the guards look into Lord Nithsdale's room after Lady Nithsdale had left?
8. Does anybody know where Lord Nithsdale has fled to?

2 The beggar in the park

§ 54

Put the verbs in brackets into the present or past tense. Use the continuous form where possible.

A rich lady lived in a big hotel in London. One day when she (to look) out of the window, she (to see) a beggar in the park. He (to sit) on a chair and

(to look) up at the windows of the hotel. The man (to be) still there. So she (to feel) surprised and ask him why he (to sit) there. “Madam, I (to know) that some day I'll sleep here (to be) the days before she (to become) rich. I (to give) the man a room. The next morning she (to want) to say good-bye,” the man (to be) surprised and the lady asked. “No, I (to think) my chair is comfortable. I (to dream) I was in a soft warm bed in the hotel. I (to sit) on the cold hard chair. So I (to think) I'll

3 Uncle Robert is coming

Put the verbs in brackets into the present or past tense. Tom and Joyce are talking to Mrs Benson. Tom comes in with a letter.

*Ex.: Mrs Benson: Uncle Robert (to arrive) tomorrow.
 Uncle Robert will arrive tomorrow.*

Joyce: Oh, how nice. I hope he (to be) here tomorrow.
Mrs Benson: Oh dear, it (to be) the 21st of the month. It's his birthday. I'm sure he has (to be) here tomorrow.

Joyce: His birthday comes once a year, won't he, and I (to be) here tomorrow.
Tom: Listen, I know what we (to do) tomorrow. We (to meet) him at the station. We (not to say) anything about it. We (to take) him to a shop. We (to let) him choose a nice present. I (to tell) him it's for Daddy. Before we all sign it, we (to do) it.

Joyce: And if he still doesn't remember it?
Mrs Benson: Then I (to give) him my present.

Joyce: After that we (to sing) ‘Happy Birthday’.

4 A cup of tea at 11 o'clock §§ 54, 55

Use the present or past tense. Put the verbs in brackets into the present or past tense. Use the continuous form where possible.

It is 11 o'clock. The Bensons have been waiting for each other. The cup of tea of the car is finished, for it is nice and

(to look) up at the windows of the hotel. The next day she (to notice) that the man (to be) still there. So she (to feel) she had better go down into the park and ask him why he (to sit) there. "Madam," he (to say), "I (to sit) here every day because I (to know) that some day I'll sleep in that hotel." The lady well (to remember) the days before she (to become) rich and so she (to tell) the owner of the hotel to give the man a room. The next morning the lady (to hear) a knock at her door. "I just (to want) to say good-bye," the man said. "What? (not to like) your bed?" the lady asked. "No, I (to think) my chair in the park is better. In the park I used to dream I was in a soft warm bed in the hotel. But last night I (to dream) I was back on the cold hard chair. So I (to think) I'll go back to my chair in the park tonight."

3 Uncle Robert is coming

Put the verbs in brackets into the future tense.

Tom and Joyce are doing their homework. Their mother comes in with a letter.

Ex.: Mrs Benson: Uncle Robert (to arrive) here on Saturday.

Uncle Robert **will arrive** here on Saturday.

Joyce: Oh, how nice. I hope he (to bring) us a present.

Mrs Benson: Oh dear, it (to be) the 25th on Saturday. That's Uncle Robert's birthday. I'm sure he has forgotten it again.

Joyce: His birthday comes one month before mine. He (to be) 55 this year, won't he, and I (to be) 14 on the 25th of next month.

Tom: Listen, I know what we (to do).

We (to meet) him at the station;

we (not to say) anything about his birthday;

we (to take) him to a shop;

we (to let) him choose a nice birthday card;

I (to tell) him it's for Daddy's friend.

Before we all sign it, we (to ask) him to tell us the date.

Joyce: And if he still doesn't remember?

Mrs Benson: Then I (to give) him my birthday book. He (to see) his birthday in it.

Joyce: After that we (to sing) 'Happy Birthday' for him.

4 A cup of tea at 11 o'clock §§ 54, 55

Use the present perfect continuous with the verbs in brackets.

It is 11 o'clock. The Bensons have been working all morning. Now Mrs Benson has a cup of tea waiting for each of them. Mrs Benson sees that the washing of the car is finished, for it is nice and clean now:

Ex.: Mrs Benson: Tom, the car is beginning to look nice and clean now. How long **have you been washing** it?

Tom: I (to wash – for the last two hours).
I **have been washing** it for the last two hours.

Joyce: The grass is looking much better, Daddy.

Mr Benson: I (to cut – for over an hour now). There is just the part round the trees to be done.

Tom: I say, I nearly slipped on the bathroom floor.

Joyce: I (to polish – since a quarter past ten). It isn't quite dry yet, so be careful.

Mr Benson: I can smell something nice from the kitchen, Mother.

Mrs Benson: Yes, it's the meat, dear. It (to cook – for some time); I hope it will be all right by the time Uncle Robert comes.

5 The Pringles are going on holiday § 54

Tomorrow Mr and Mrs Pringle, their son Peter and their daughters Susan and Mary are going to the seaside for their holidays. Today they have done many things:

Mr Pringle has washed the car.

Mrs Pringle has washed dresses and shirts.

Peter has taken Fluffy, the dog, to the neighbours.

Susan has ...

Mary has ...

Go on saying what the Pringles have done.

(to buy films for the camera; to prepare sandwiches; to fetch shoes from the shoemaker; to pack the suitcases). *What else might they have done?*

6 'For' and 'since' = 'seit', 'schon seit' § 55

Ask questions with 'how long?' and 'since when?' and answer them with 'for' and 'since'.

Ex.: a) Peter, **how long have you had** your new watch?
I **have had it for two months**.

b) Doris, **since when have you had** your dress?
I **have had it since my birthday**.

7 A walk through the town § 15

Use the passive continuous – present or past – with the verbs in brackets.

Uncle Robert took the children for a walk through the town.

1. "Look, Uncle Robert," Tom said, "a new bridge (to be built) across the river. The old one was pulled down last week."
2. On the river a boat (to be painted). A man with a big brush (to be let down) on one side of it. The other side of the boat was already finished.

3. "We can't go down there," Joyce said, "this way."
4. "Look at the girls in the shop-windresses (to be put) in the windows."
5. At the traffic lights an old woman stopped a policeman. "Let's cross over, too, please."
6. "This is our new cinema," Tom said, "I opened last month. A western (to be shown) to see that."
7. They wanted to go into the park but the gate (to be locked). "That's a private parking place," Tom said. "Well, we'd better go home to make," Uncle Robert said.

8 A new neighbour §§ 52, 53

Translate into German.

"You've been living here for three years now." "It's a nice little town. I've been wanting to move here for a long time, but I've always been too busy in London." "We've been hoping for a long time to see that nice house up there? It has been for sale for months." "Yes, it has been for sale for months. Well," Uncle Robert said.

"That house with the big trees in front of it? I know, I've always said people are funny. For months nobody has lived in it. What a waste of money like that for months. Well," Uncle Robert said, "I'll move my neighbour soon."

9 Past perfect ordinary or continuous? §§ 55, 56

Connect the following sentences into continuous where possible.

Ex.: We lived in London for five years when we moved in. **We had been living in London** for five years when we moved in.

1. Mr Miller taught at a grammar school for ten years when he moved to London.
2. Miss Pringle worked in an office for five years when she left the office.
3. I knew Mr F. for several months. Yes, he had been teaching twice.

3. "We can't go down there," Joyce said. "A new road (to be made). Come this way."
4. "Look at the girls in the shop-windows," Susan said. "A lot of shirts and dresses (to be put) in the windows."
5. At the traffic lights an old woman (to be helped) across the street by a policeman. "Let's cross over, too," Uncle Robert said.
6. "This is our new cinema," Tom pointed to a big white building. "It was opened last month. A western (to be shown) there at present. I'd quite like to see that."
7. They wanted to go into the park behind the cinema but just then the gate (to be locked). "That's a private park, the gate is always locked at night," Tom said.—"Well, we'd better go home and try that cake your mother wanted to make," Uncle Robert said.

8 A new neighbour
§§ 52, 53

Translate into German; be careful with the tenses.

"You've been living here for three years now, haven't you?" Uncle Robert said. "It's a nice little town. I've been wanting to buy a house down here for some time, but I've always been too busy in London."

"We've been hoping for a long time you might move here one day. Can you see that nice house up there? It has been for sale since Christmas," Mr Benson said.

"That house with the big trees in front? And nobody has bought it yet? You know, I've always said people are funny. Such a nice little house and for eight months nobody has lived in it. What a pity! I've been looking for a little house like that for months. Well," Uncle Robert said, "I think you may have a new neighbour soon."

9 Past perfect ordinary
or continuous?
§§ 55, 56

Connect the following sentences using the past perfect continuous where possible.

Ex.: We lived in the old house for 20 years. Last year we moved into a new one.

We had been living in the old house for 20 years when we moved into a new one last year.

1. Mr Miller taught at a grammar school at Oxford for 15 years. In 1965 he moved to London.
2. Miss Pringle worked in an office for eight years. Last year she married and left the office.
3. I knew Mr F. for several months. Yesterday I heard that he had been in prison twice.

4. I read for two hours. Then my mother came and noticed that I was not yet asleep.
5. Mr W. smoked for more than 20 years. Last year he gave it up.
6. I waited for Betty for hours. Five minutes ago her mother telephoned me saying that Betty was ill and could not come.
7. Mrs L. was in hospital for two months. Then the doctors told her that she could go home again.

10 Questioned by
Lord Hastings
§§ 54-55

Put in the right tense of the continuous form for the verbs in brackets.

One of the King's officers, Lord Hastings, questions a guard.

Ex.: Lord Hastings: What you (to do) when Lord Nithsdale escaped?

What **were you doing** when Lord Nithsdale escaped?

Guard: I don't know what I (to do), my lord, because I don't know when he escaped.

Lord H.: You (to try) to be funny, aren't you? He escaped yesterday afternoon and you know it. Where were you when Lord Nithsdale (to be visited) by his wife.

Guard: I (to stand) on the stairs leading to the prisoner's room.

Lord H.: Are you Scottish?

Guard: I am, my lord. I think that's why you (to question) me for hours now. Since this morning I (to tell) you that I have nothing to do with Lord Nithsdale's escape.

Lord H.: Since last Christmas your wife (to work) in Lady Nithsdale's house and she still (to stay) there, isn't she?

Guard: Guards at the Tower are not well paid. That's why my wife (to work) for Lady Nithsdale since that lady came to London.

Lord H.: I (to watch) you since this morning. You (to hide) something.

Guard: I'm not, my lord.

Lord H.: Listen! You (to stand) on the stairs leading to the prisoner's room when the three ladies (to visit) him, weren't you?

Guard: I was, my lord.

Lord H.: Did Lady Nithsdale give you any money on leaving the Tower?

Guard: She did, my lord.

Lord H.: At last you (to tell) the truth. You (to try) to make me believe that she gave you the money for nothing? I know enough to have you hanged.

X Translation

Aus Lady Niths

1. Seit Tagen warte ich [schon] auf ei
abend keine Antwort bekomme, schreib
will ich Freunde hier in London besuc
finden, um meinen Mann zu befreien (
erweist.

5. Es ist wirklich wunderbar, wie m
6. Frauen dürfen Kaffeehäuser, wo
7. Ein Diener aus dem Kaffeehaus an
gebracht, die im Augenblick nicht g
schlecht. Fast jeden Tag wird jemand
noch keine Antwort vom König.

10. Ich hatte heute früh eine halbe S
viele Menschen in den Hof kamen, u
zuschauen. 11. Sporen (spurs [spə:z]) w
12. Die Hähne griffen einander wütend
war. 13. [Die] Menschen können so gra
Mann zu retten? 14. Den ganzen Tag c

14

X A letter from England

John Hancock, one of the colonists,
England. The friend asks him:

1. When did the three tea-ships arrive i
2. Why did you not pay the tea tax?
3. What was written on the posters tha
4. What did the speakers say at the me
5. How did the colonists manage to thro
6. What did the British government do
7. Who came to your help?
8. Tell me what the Declaration of Inde

11 Translation

Aus Lady Nithsdales Tagebuch

20. Februar 1716

1. Seit Tagen warte ich [schon] auf einen Brief vom König. 2. Wenn ich heute abend keine Antwort bekomme, schreibe ich morgen nochmals. 3. Morgen mittag will ich Freunde hier in London besuchen. 4. Zusammen wollen wir einen Weg finden, um meinen Mann zu befreien (*to free*), wenn der König ihm keine Gnade erweist.

21. Februar 1716

5. Es ist wirklich wunderbar, wie mir hier von allen Leuten geholfen wird. 6. Frauen dürfen Kaffeehäuser, wo es alle Zeitungen gibt, nicht betreten. 7. Ein Diener aus dem Kaffeehaus an der Ecke hat mir eben einige Zeitungen gebracht, die im Augenblick nicht gelesen werden. 8. Die Nachrichten sind schlecht. Fast jeden Tag wird jemand im Tower hingerichtet. 9. Und [immer] noch keine Antwort vom König.

22. Februar 1716

10. Ich hatte heute früh eine halbe Stunde an meinem Fenster gesessen, als viele Menschen in den Hof kamen, um einem Hahnenkampf (*cock-fight*) zuzuschauen. 11. Sporen (*spurs* [spə:z]) wurden an den Beinen der Hähne befestigt. 12. Die Hähne griffen einander wütend an und kämpften, bis einer von ihnen tot war. 13. [Die] Menschen können so grausam sein. Wird es uns gelingen, meinen Mann zu retten? 14. Den ganzen Tag denke ich [schon] an unseren Plan.

14

A letter from England

John Hancock, one of the colonists, has received a letter from a friend in England. The friend asks him:

1. When did the three tea-ships arrive in Boston harbour?
2. Why did you not pay the tea tax?
3. What was written on the posters that appeared all over Boston?
4. What did the speakers say at the meeting of the citizens?
5. How did the colonists manage to throw the tea into the sea?
6. What did the British government do after that?
7. Who came to your help?
8. Tell me what the Declaration of Independence says.

2 The tea-ships arrive § 62

Use either 'don't' or 'will you, please' with the sentences and put in a question mark where necessary.

John Hancock talks to some of his friends after the arrival of the tea-ships.

1. ... come to the meeting tonight
2. ... tell all our friends about the meeting
3. ... tell the British soldiers about the meeting
4. ... go down to the harbour and look where the tea-ships are
5. ... help to unload the tea-ships
6. ... forget your hatchets
7. ... go to the British Governor and give him a letter from me
8. ... be at the Meeting House at 9 o'clock tonight

3 At the meeting of the colonists § 62

A lot of colonists have come to the meeting. One of them makes a speech:

Ex.: (to unload the tea-ships). Why not? (to buy British tea).
We **won't unload** the tea-ships. Why not? Because we **don't want to** buy British tea.

1. to buy British tea—to pay taxes to England
2. to pay taxes to England—to be British subjects
3. to be British subjects—to listen to orders from Parliament
4. to listen to orders from Parliament—to take orders from anybody
5. to take orders from anybody—to be slaves

4 Orders from the Governor §§ 58-61

a) An officer brings orders from the British Governor to the colonists at the Meeting House:

Ex.: You (to go home) at once.—You **are to go** home at once.
(to come to the harbour tomorrow morning; to help unload the tea-ships; to leave your weapons at home; to buy English tea; to pay threepence tax on every pound of tea; to obey all orders from the Governor)

b) A colonist gets up and says:
Tell the Governor that we are free men.
We **needn't go** home; we **can stay** here at the Meeting House if we wish.
We **needn't** ...

Go on. Use the sentences under a) and try to continue them.

c) Another speaker gets up and says:
Don't be so angry with the British. Ar
Ex.: I think we (to help unload the tea-ships)
I think we **ought to help** unload

(not to shoot at the British soldiers at the meeting; to go home; to tell our friends about the meeting with the Governor)

d) One of the colonists shouts angrily:
A man who says that we **should help**

- | | | |
|------------------|---|-----------------|
| cannot be | } | a good American |
| | | a brave man |
| | | our friend |
| | | a wise man |
| | | a good colonist |

A man who says that we **should** ...
Go on. Use the sentences under c).

5 The Governor talks to an officer §§ 57-62

Fill in 'can', 'could', 'may', 'might', 'shall', 'should', 'would'.
Governor: Go home. My men are not enough to guard the town.

Officer: Yes, sir. But I don't think there are enough men on the ships.

Governor: They ... not do it in a week. But by the end of the week. But by the end of the week ... not have enough men on the ships. I am expecting.

Officer: Right, sir. I ... do that at once.

6 Planning an attack §§ 58, 61

A colonist asks:
What can we do to stop the British from selling us their tea?

Ex.: (to burn down the Governor's house)
Shall we burn down the Governor's house?

c) *Another speaker gets up and says:*

Don't be so angry with the British. Aren't we British ourselves?

Ex.: I think we (to help unload the tea-ships).

I think we **ought to help** unload the tea-ships.

(not to shoot at the British soldiers; not to carry any weapons; to end our meeting; to go home; to tell our wives to buy English tea; to make our peace with the Governor)

d) *One of the colonists shouts angrily:*

A man who says that we **should help** unload the tea-ships ...

cannot be

{ a good American
a brave man
our friend
a wise man
a good colonist

A man who says that we **should** ...

Go on. Use the sentences under c).

5 The Governor talks to an officer §§ 57-62

Fill in 'can', 'shall', 'should', 'are to', 'need' or 'will'.

Governor: Go and talk to the captains of the tea-ships. My orders are that they ... unload the tea tomorrow. ... you do that for me, please?

Officer: Yes, sir. But I don't think they ... do it themselves. There are not enough men on the ships.

Governor: They ... not do it in a day, there is plenty of time until the end of the week. But by Saturday they ... be finished, or else we ... not have enough room in the harbour for the new ships we are expecting.

Officer: Right, sir. I ... do that at once.

6 Planning an attack §§ 58, 61

A colonist asks:

What can we do to stop the British from selling us their tea?

Ex.: (to burn down the Governor's house)

Shall we burn down the Governor's house?

Other colonists reply:

(that—to be dangerous for our own houses)

That **may be** dangerous for our own houses.

1. to capture the Governor
2. to form an army
3. to go to war against England
4. to destroy the harbour
5. to sink the tea-ships
6. to throw the tea into the sea

- he – not to be at home
 we – not to have enough weapons
 we – not to be strong enough
 that – to destroy our own ships
 that – to make the harbour useless
 that – to be a good idea

7 After the Tea Party
 §§ 57, 59, 61

a) *After the Tea Party the wife of one of the colonists asks her husband:*

Ex.: (to be more careful – to lose your life)

Shouldn't you have been more careful?

You might have lost your life.

1. to stay away from the Meeting House – to get shot at
2. to take your gun with you – to need it
3. to talk to the Governor first – he – to listen to you
4. to warn the captains of the tea-ships – they – to give you some tea
5. to bring back some of the tea – we – to save some money

b) *Some of the colonists are afraid that England will soon send more soldiers to America:*

Ex.: I think (to start a war)

I think they **will start** a war.

1. to take our farms away from us
2. to close our shops
3. to arrest a lot of our friends
4. to bring our leaders to trial
5. to punish our leaders hard

c) *Others reply:*

Ex.: Even if they should start a war, we (to be afraid)

Even **if they should start** a war, we **mustn't be** afraid.

1. ... we (to panic)
2. ... we (to buy their tea)
3. ... we (to give up hope)
4. ... we (to lose our heads)
5. ... we (to obey their orders)

Use the sentences under b).

8 Who gets the chair?
 A story in pictures

Look at the picture



Translation

Kein Tee für Mr

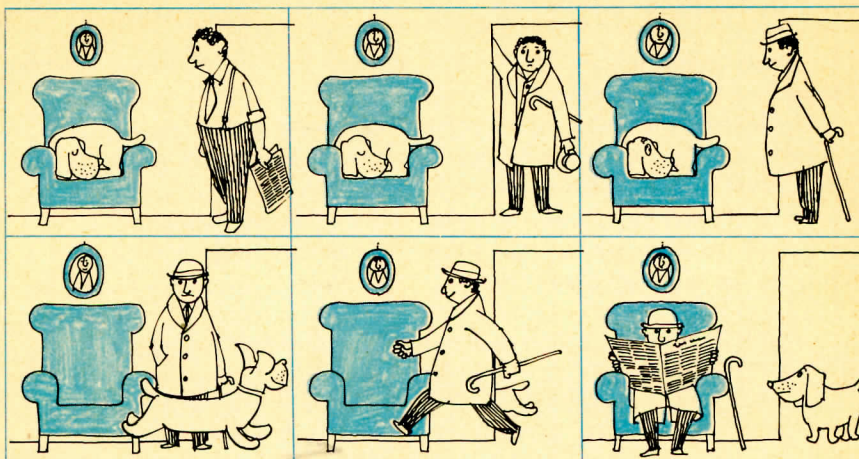
1. Die als Indianer (their) Weg zum Hafen. 2. „Haltet euch John Hancock, „aber ihr solltet nicht auf euch schießen. 3. Und vergeßt nicht: das Tees.“ 4. Im Hafen mußten die Schiffe alles ruhig war. 5. Dann konnten [damit] fertig waren, den Tee ins Wasser. 6. Einer seiner Männer sich die Jacke an. „Mr Connor, Sie sollten sich schämen bleiben können, wenn das alles war, sofort Ihre Jacke aus und werfen Sie. Die Leute davon hörten, lachten sie alle über seine Jacke durch die kalte Winternacht.“

Let's prepare lesson 15

1. Father uses his own car.
Mary sleeps in her own room.
2. “Is this your hat?” – “Yes, it's **mine**.”
“Is this Barbara's umbrella?” – “No, it's **hers**.”
“These are our keys, aren't they?” – “Yes, they are **ours**.”

**8 Who gets the chair?
A story in pictures**

Look at the pictures and tell the following story.



Translation

Kein Tee für Mr Connor

1. Die als Indianer verkleideten Siedler waren auf dem (their) Weg zum Hafen. 2. „Haltet eure Gewehre bereit“, sagte ihr Führer, John Hancock, „aber ihr solltet nicht schießen, bevor die Matrosen auf (at) euch schießen.“ 3. Und vergeßt nicht: ihr dürft nichts anrühren mit Ausnahme des Tees.“ 4. Im Hafen mußten die Männer einige Zeit warten, bis auf den Schiffen alles ruhig war. 5. Dann konnten sie an Bord gehen. 6. Als sie fast [damit] fertig waren, den Tee ins Wasser zu werfen, sah John Hancock, wie einer seiner Männer sich die Jackentaschen mit Tee vollstopfte (to fill). 7. „Mr Connor, Sie sollten sich schämen (to be ashamed). 8. Sie hätten zu Hause bleiben können, wenn das alles war, was sie tun wollten. 9. Ziehen Sie bitte sofort Ihre Jacke aus und werfen Sie sie ins Wasser.“ 10. Später, als die Leute davon hörten, lachten sie alle über den armen Mr Connor – er hatte ohne seine Jacke durch die kalte Winternacht nach Hause laufen müssen.

Let's prepare lesson 15

1. Father uses his own car.

He has a **car of his own.**

Mary sleeps in her own room.

She has a **room of her own.**

2. "Is this your hat?"—"Yes, it's **mine.**"

"Is this Barbara's umbrella?"—"No, that's not **hers**, that's Shirley's."

"These are our keys, aren't they?"—"No, they aren't **yours**, they are **ours.**"

X After the experiment

Dr Jenner is being questioned by a group of doctors:

1. Dr Jenner, what did you think when you first heard what people believed about cow-pox and smallpox?
2. How did you try to find out if it was true what people said?
3. What conclusions did you draw from what you discovered in the country?
4. What were your plans for your experiment?
5. Why did Farmer Phipps offer his own son to you for the experiment?
6. What did the other people in the village say about your experiment?
7. How do you vaccinate a person?

2 Talking to the farmers §§ 63, 65

Dr Jenner goes from village to village asking questions.

Mr Phipps	(to have)	a farm
The Browns		some cows
Mrs Green		a dairymaid
Mr Miller		some horses

- a) Dr Jenner asks Mr Phipps: "Is this farm yours?" – *Go on.*
- b) Then he asks him about the Browns: "Are those cows theirs?" – *Go on.*
- c) He asks Mr Brown about Mrs Green: "Is this dairymaid hers?" – *Go on.*
- d) Dr Jenner asks Mrs Green about Mr Miller: "Are those horses his?" – *Go on.*

3 Help for Dr Jenner §§ 65, 66

Change the expressions in italics in this way, using a possessive adjective or a possessive pronoun where needed:

Ex.: Today all children have *their own beds*.

Today all children have **beds of their own**.

In Dr Jenner's time a child ill with smallpox often did not have *his own bed* at home and so the other children who had to sleep with him nearly always caught smallpox, too. As the towns did not have *their own hospitals* yet, the disease could become very dangerous. While Dr Jenner was making his experiments, *a few of his friends* asked the government to give the doctor some money for his vaccinations. "The help I received *from some of my friends* and from the government allowed me to go on with my experiments," he said later. Dr Jenner's vaccination reports attracted a lot of attention, but they did not make him rich. None of his poor patients, however, had to pay for the vaccination.

In most cases Dr Jenner's vaccinations were successful. But a few other doctors were not careful enough with the fluid; *some of their patients* died.

4 Comparisons § 65

Ex.: My coat is **Mine** is w

Compare:

1. your shoes with your father's
 2. your dress with your mother's
 3. your sister's bicycle with your brother's
 4. your parents' bedroom with your own
 5. your garden with your cousin's
 6. your aunt's house with your family's
 7. your grandfather's car with your aunt's
 8. your holidays and your friends' with your own
- What else could you compare?*

X The do-it-yourself family § 66

The Millers have a house with her neighbors

Ex.: Mrs Miller: Who cuts your grass?
Mrs Green: (my husband – grass) **own grass cutting.**

1. Mrs Miller: Who paints your house?
Mrs Green: (my husband – house painting)
2. Mrs Miller: Who does your spring-cleaning?
Mrs Green: (we – spring-cleaning)
3. Mrs Miller: Who does your week-end shopping?
Mrs Green: (we – week-end shopping)
4. Mrs Miller: Who polishes your floor?
Mrs Green: (I – floor-polishing)
5. Mrs Miller: Who cleans your windows?
Mrs Green: (I – window-cleaning)

6 The new pupil § 66

Peter Green is a new pupil and girls ask him

Ex.: (your parents – a house)?
Have your parents a house **of their own**?

1. (your parents – a garden)?
2. (your family – a car)?
3. (your brother – a motor-cycle)?
4. (you – a room)?

Go on and ask your friends more questions.

4 Comparisons § 65

Ex. : My coat is warmer than my sister's.

Mine is warmer than **hers**.

Compare :

1. your shoes with your father's
2. your dress with your mother's
3. your sister's bicycle with your brother's
4. your parents' bedroom with your own
5. your garden with your cousin's
6. your aunt's house with your family's
7. your grandfather's car with your aunt's
8. your holidays and your friends' with your parents' holidays

What else could you compare ?

The do-it-yourself family § 66

The Millers have bought a house. Mrs Miller has a talk with her neighbour, Mrs Green.

Ex. : Mrs Miller: Who cuts your grass for you?

*Mrs Green: (my husband – grass cutting) – My husband always does **his own grass cutting**.*

1. *Mrs Miller: Who paints your house for you?*
Mrs Green: (my husband – house painting)
2. *Mrs Miller: Who does your spring-cleaning for you?*
Mrs Green: (we – spring-cleaning)
3. *Mrs Miller: Who does your week-end shopping for you?*
Mrs Green: (we – week-end shopping)
4. *Mrs Miller: Who polishes your floors for you?*
Mrs Green: (I – floor-polishing)
5. *Mrs Miller: Who cleans your windows for you?*
Mrs Green: (I – window-cleaning)

6 The new pupil § 66

Peter Green is a new pupil in the class. The other boys and girls ask him:

Ex. : (your parents – a house)?

Have your parents a house **of their own**?

1. (your parents – a garden)?
2. (your family – a car)?
3. (your brother – a motor-cycle)?
4. (you – a room)?

Go on and ask your friends more questions like these.

7 Jumping from the diving-board § 64

Put in a possessive adjective.

When there are a lot of people on the diving-board, you must stand in a queue and wait for (turn). If you change (mind) and do not want to jump, do not lose (head) and push other people; they may fall into the water. It is important to make up (mind) before you go on the diving-board. Then before you jump, hold (breath). When you are in the water quickly swim to the side. If somebody lands with (feet) on (back), he should say, "I beg (pardon)." Always look before you jump.

8 Translation

London 1665

In the middle of the 17th century the plague [pleig] (*Pest*) killed 100,000 people in London. Here is a letter from a doctor who was living there at that time.

Lieber Herr Roberts,
letzte Woche starb hier eine Schwester von mir an der Pest. Ich entschloß mich daher, meine Familie aufs Land zu schicken, wo ein Freund von uns ein großes eigenes Haus hat. Ein Bruder unseres Nachbarn hat ein Schiff auf der Themse; er bot [uns] an, uns alle nach Greenwich [ˈgrɪnɪdʒ] [mit-]zunehmen. Als Arzt muß man jedoch bei seinen Patienten bleiben. Ich koche (*to do the cooking*) mir nun selbst, aber oft finde ich kaum Zeit dazu (*for it*). Wenn ich spät in der Nacht nach Hause komme, muß ich zuerst die Kleider in den Ofen (*oven* [ˈʌvən]) legen, um die Flöhe (*fleas* [fli:z]) zu töten. Früh am Morgen werde ich von den Männern geweckt (*to waken*), die die Toten holen. „Bringt die (*your*) Toten heraus!“ rufen sie in den Straßen. Viele Leute wollen sich gegen die Pest schützen, indem sie eine Goldmünze in den Mund stecken (*to put*). Ich glaube, es wäre besser, wenn sie sich die Hände öfter wuschen. Manchmal bin (*to feel*) ich ganz verzweifelt; keine Medizin von mir scheint meinen Patienten zu helfen. Aber ich darf den Kopf nicht verlieren.

Ihr sehr ergebener
Dr. S. Harris

Let's prepare lesson 16

1. "Are you staying at home this afternoon?"
"No, we are going to the cinema later."
"And what are you doing after the cinema?"
"We are having dinner with friends of ours this evening."
2. "What are your plans for your holidays?"
"Well, I am going to fly to Spain. I am going to stay there for three weeks. Then in September I am going to visit my grandparents in London."

1 Answer the following questions

1. Why did Jim leave New York?
2. Where and when was gold discovered?
3. Who found the first gold?
4. Where did Jim join the waggon train?
5. What was the way to California if you...
6. What did the Indians do when they s...
7. What was the weather like on Jim's...
8. What did Jim write to Sally?

2 At St. Joseph §§ 15, 68

a) *Jim Roberts*
a walk round

Ex.: He sees people unloading the boats.
He sees how boats **are being unloaded**.

1. He sees people leading oxen to the water.
2. He sees men carrying wooden cases.
3. He sees people painting their waggons.
4. He sees somebody selling meat and fish.
5. He sees men buying red shirts and hats.
6. He sees everybody laughing at the people.
7. He sees people putting up tents for the night.

b) *The next day Jim writes a letter to Sally.*
"Yesterday I went for a walk through the town.
Boats **were being unloaded** down at the wharves.
Go on. Use the sentences under a).

3 Life in California § 68

a) *From some of the letters*
Jim hears all about the gold.
he tells his friends.

Ex.: People say that everybody leads a hard life.
It is said that everybody leads a hard life.

1. People say that everybody carries a heavy load.
2. People say that somebody has made a fortune showing where there is gold.

1 Answer the following questions

1. Why did Jim leave New York?
2. Where and when was gold discovered?
3. Who found the first gold?
4. Where did Jim join the waggon train?
5. What was the way to California if you went by boat in 1849?
6. What did the Indians do when they saw white people on their land?
7. What was the weather like on Jim's way to California?
8. What did Jim write to Sally?

2 At St. Joseph §§ 15, 68

a) *Jim Roberts has arrived at St. Joseph. He takes a walk round the town and sees a lot of things.*

Ex.: He sees people unloading the boats down at the river.

He sees how boats **are being unloaded** down at the river.

1. He sees people leading oxen to the water to drink.
2. He sees men carrying wooden cases to a big shop.
3. He sees people painting their waggons.
4. He sees somebody selling meat and bread in the street.
5. He sees men buying red shirts and hats everywhere.
6. He sees everybody laughing at the people from the east.
7. He sees people putting up tents for the night.

b) *The next day Jim writes a letter to Sally:*

"Yesterday I went for a walk through the town and saw a lot of things.

Boats **were being unloaded** down at the river. Oxen were ..."

Go on. Use the sentences under a).

3 Life in California § 68

a) *From some of the men who want to go to the gold-fields Jim hears all sorts of things about California. Later he tells his friends:*

Ex.: People say that everybody leads a rough life there.

It is said that everybody leads a rough life there.

1. People say that everybody carries a gun and a long knife.
2. People say that somebody has made a 'Goldometre' [goul'dɔmɪtə], which shows where there is gold.

3. They say that people have to pay high prices for their food there.
4. They say that the gold-diggers light their pipes with bank-notes.
5. They say that the real gold-digger wears a red shirt.

b) Translate these sentences into German.

c) From San Francisco Jim writes later: "Out here in California they lead a rough life; they carry . . . ; they . . ." Go on with the letter.

d) Translate Jim's letter into German.

4 The waggon train is getting ready § 67

The leader of the waggon train Jim has joined asks his men:

Ex.: (this tent) – (to mend before night)
 "What about this tent?" – "It is going to be mended before night."

1. (these oxen) – (to lead to the river to drink in a minute)
2. (these children) – (to give something to eat soon)
3. (these boxes) – (to put on the waggons now)
4. (these guns) – (to clean tonight)
5. (these water bottles) – (to fill before we leave)

5 In the desert

Use the right conjunction.

1. We were exhausted from the heat and the sand-storms, (when/if/for) at last we came to a water hole in the desert. 2. (as/though/until) we were very thirsty, we quickly jumped off our waggons and started to run, (while/because/when) everybody wanted to be first at the water. 3. (nevertheless/after/as soon as) the leader of our waggon train saw this, he rode after us on his horse and shouted, "Stop, everybody! Jim, you go and see (if/as if/when) the water is all right (so that/until/before) anybody drinks it." 4. (so/because/as) I went on to the hole alone, (while/but/until) I soon made a terrible discovery. 5. The nearer I got to the water hole the more I sank into the wet sand, (and/so/however) careful I was. 6. (if/for/when) I had sunk up to my knees in the sand, they called me back. 7. (since/though/until) I tried to go on, I quickly realized that it was too dangerous, (while/because/when) I could hardly lift my feet any more. 8. Then, (as/nevertheless/as soon as) we were standing and wondering what to do, somebody suddenly gave a shout. 9. (while/but/until) we had been talking together, our leader's horse had gone to my footprints in the wet sand (when/and/however) was now happily drinking the water that had collected in my footprints. 10. (so/so that/as) now we knew how to get our water.

6 An ox has been killed

Use words from the

Two men, John and Jim, were on a train how one of them

Last night (1) and I were sitting (2) and the oxen were lying under some trees near the river. (3) we hadn't had any (5) for (6). After some time (7) to (9) (10). (11) took a (12) with (13) and (14). Later I suddenly heard frightened noise (15) and I ran to the trees by the river. (16) were lying on the ground. There was blood (17) (18) must have (18) the ox from behind.

John's story

- | | |
|------------------|---------------------|
| 1. Jack | 11. I |
| 2. in our waggon | 12. bottle |
| 3. playing cards | 13. me |
| 4. thirsty | 14. crash |
| 5. water | 15. an ox |
| 6. two days | 16. an old tree |
| 7. I | 17. a mountain lion |
| 8. I | 18. jumped on |
| 9. fetch | 19. bitten |
| 10. some water | 20. neck |

One of you is John and one is Jack. Think which can be true? Say why.

7 Crossing a river §§ 15, 68

a) Jim's waggon was stuck but the water flowed for the crossing.

Ex.: (the oxen – to tie to the waggons)

1. (the women and children – to order to)
2. (the men on horses – to tell to ride)
3. (the bread – to wrap up in the tents)
4. (all the food – to put in the strongest)
5. (the lighter waggons – to fill with sacks)

b) In the evening Jim writes in his diary: "When we got to the river, we had to get the waggons **were being tied** to the waggons. The waggons were full of things. Go on. Use the sentences under a).

6 An ox has been killed

Use words from the lists below instead of the numbers.

Two men, John and Jack, tell the leader of the waggon train how one of the oxen got killed.

Last night (1) and I were sitting (2) and (3). Two hundred yards away from us the oxen were lying under some trees near the river. We were both very (4) because we hadn't had any (5) for (6). After some time (7) got up and said that (8) wanted to (9) (10). (11) took a (12) with (13) and went to the river. About five minutes later I suddenly heard frightened noises from the oxen. Then there was a (14) and I ran to the trees by the river. When I got there I saw (15) next to (16) lying on the ground. There was blood all over the animal's head and neck. (17) must have (18) the ox from behind and (19) it in the (20).

John's story

- | | |
|------------------|---------------------|
| 1. Jack | 11. I |
| 2. in our waggon | 12. bottle |
| 3. playing cards | 13. me |
| 4. thirsty | 14. crash |
| 5. water | 15. an ox |
| 6. two days | 16. an old tree |
| 7. I | 17. a mountain lion |
| 8. I | 18. jumped on |
| 9. fetch | 19. bitten |
| 10. some water | 20. neck |

Jack's story

- | | |
|----------------------|----------------|
| 1. John | 11. he |
| 2. round the fire | 12. gun |
| 3. cleaning our guns | 13. him |
| 4. hungry | 14. shot |
| 5. meat | 15. John |
| 6. two weeks | 16. an ox |
| 7. John | 17. John |
| 8. he | 18. approached |
| 9. look for | 19. shot |
| 10. s.th. to shoot | 20. head |

One of you is John and one is Jack. Tell your stories. Which story do you think can be true? Say why.

7 Crossing a river
§§ 15, 68

a) *Jim's waggon train has come to a river. It is not deep, but the water flows quite fast. The men are preparing for the crossing.*

Ex.: (the oxen – to tie to the waggons) The oxen **are being tied** to the waggons.

1. (the women and children – to order to stay in the waggons)
2. (the men on horses – to tell to ride next to the waggons)
3. (the bread – to wrap up in the tents)
4. (all the food – to put in the strongest waggon)
5. (the lighter waggons – to fill with sacks of sand)

b) *In the evening Jim writes in his diary:*

“When we got to the river, we had to wait for half an hour while the oxen **were being tied** to the waggons. The women and children ...”

Go on. Use the sentences under a).

8 How things are done
§§ 16, 17, 68

a) *In San Francisco an old gold-digger gives Jim some important tips for beginners:*

Ex.: You don't carry your gold around with you.—Gold **is not carried** around.

1. You keep your gold hidden in a safe place.—Gold **is kept** . . .
2. You guard your claims day and night.—Claims . . .
3. You don't talk about the gold you have found. —
4. You don't offer help to anybody. —

b) *Now translate these sentences into German.*

c) *Ex.:* When Jim asked for some help, they didn't offer him any.
... **he was not offered any.**

1. When he did not know the way to the gold-fields, they didn't tell him the way.
2. When he wanted to see other gold-diggers' finds, they didn't show them to him.
3. When he helped some gold-diggers, they didn't thank him for it.
4. When he offered to look after other people's claims on the gold-fields, they didn't trust him.

d) *Translate these sentences into German.*

9 Plans for Saturday night
§ 67

Use the present continuous with the verbs in brackets.

On Saturday afternoon Jim says:

Ex.: "I'd like to go for a walk. (anybody – to come) into town with me tonight?"

"**Is anybody coming** into town with me tonight?"

1. "I (to write) three letters tonight; I'm afraid I can't come with you," Tom says.
2. "Well, I (to have one's hair cut) tonight," Bill says. "What about John and Jack?"
3. "I (to expect) a friend to come over tonight; could he come with us?" John asks.
4. "Certainly," Jim answers. "What about you, Jack, you (not to work) tonight, are you?"
5. "No. When (you – to leave), Jim?"
"Not before seven."—"All right, I'll come, too," Jack says.

10 Translation

Wie man das er

1. An einem A
[ˈsɑtə] [sich] d
2. Plötzlich klopfte (*to knock*) jemand sah, daß es James Marshall [ˈmɑːʃəl] v Marshall gesetzt hatte, nahm er ein T einige große Steine aus dem Fluß bei d im Wasser sah“, sagte er. 6. Er zeigte St in seinem Taschentuch. 7. Während v Apotheke untersucht wurden, ging Sut sprechen. 8. Obwohl er noch mit niema schon flußauf und flußab (*up and dow*
9. Man zeigte ihm jetzt größere Stück und die [dabei] nicht gesprungen wa dachte Sutter. „Bald werde ich der r andere nahmen ihm all sein Land weg jedoch starb bettelarm (*as poor as a . . .*

Let's prepare lesson 17

*The leader of th
man.*

He looks after everybody well.
He listens to everybody.

17

1 Answer the following questions

1. What was of
states of Am
tury?—Give a
2. Was it dangerous to work for the U
3. What were the 'stations' of the Und

2 Their way to freedom
§ 16, 68

*Put the senten
where it is not n*

Ex.: At midnight a white man met so
At midnight **some Negroes were**

1. He told them that the Underground
escape from slavery.
2. The Negroes knew that they could t
3. He warned **them** not to take too ma

10 Translation

Wie man das erste Gold in Kalifornien entdeckte

1. An einem Abend im Januar 1848 sah John Sutter [ˈsʌtə] [sich] die Pläne für seine neue Sägemühle an.
2. Plötzlich klopfte (*to knock*) jemand an die Haustür.
3. Er öffnete die Tür und sah, daß es James Marshall [ˈmɑːʃəl] war, einer seiner Arbeiter.
4. Sobald sich Marshall gesetzt hatte, nahm er ein Taschentuch heraus.
5. „Man hob gerade einige große Steine aus dem Fluß bei der neuen Sägemühle, als ich etwas Gelbes im Wasser sah“, sagte er.
6. Er zeigte Sutter ein paar kleine gelbe Klumpen (*pieces*) in seinem Taschentuch.
7. Während die kleinen gelben Klumpen noch in einer Apotheke untersucht wurden, ging Sutter zum Fluß, um mit seinen Arbeitern zu sprechen.
8. Obwohl er noch mit niemandem gesprochen hatte, suchte man [doch] schon flussauf und flussab (*up and down the river*) nach den gelben Klümpchen.
9. Man zeigte ihm jetzt größere Stücke, die man platt (*flat*) gehämmert hatte und die [dabei] nicht gesprungen waren (*to break*).
10. „Es muß Gold sein“, dachte Sutter. „Bald werde ich der reichste Mann Kaliforniens sein.“
11. Aber andere nahmen ihm all sein Land weg (*away from him*); sie wurden reich, Sutter jedoch starb bettelarm (*as poor as a . . .*).

Let's prepare lesson 17

The leader of the waggon train Jim has joined is a good man.

He looks after everybody well.
He listens to everybody.

Everybody **is well looked after**.
Everybody **is listened to**.

17

1 Answer the following questions

1. What was often done to Negro slaves in the southern states of America in the first half of the 19th century?—Give a few examples.
2. Was it dangerous to work for the Underground Railroad?—Explain why.
3. What were the 'stations' of the Underground Railroad?

2 Their way to freedom § 16, 68

Put the sentences into the passive. Leave out 'by ...' where it is not needed.

- Ex.:* At midnight a white man met **some Negroes** on the edge of a wood.
At midnight **some Negroes were met by a white man** on the edge of a wood.
1. He told them that the Underground Railroad had helped **many Negroes** to escape from slavery.
 2. The Negroes knew that they could trust **their guide**.
 3. He warned **them** not to take too many things with them.

4. Two days later a boatman joined **them** on the bank of the Ohio.
5. He allowed **the Negroes** to cross the river in his boat.
6. He ordered **the men** to help with the boat on their way across the river.
7. Everybody obeyed **the boatman's orders** willingly.
8. When they reached the other side of the river, everyone in the boat thanked **the boatman** most warmly for his help.

3 Same word – different meaning § 69

Translate the following sentences:

1. Mr Green's bicycle shop **stood** at the end of the road. Every morning his assistant **stood the bicycles** against the wall outside the shop.
2. Mr Green **worked** hard but he was not rich. As he only had one assistant, he **worked him** rather hard.
3. The grass in Mr Green's garden **grew** very quickly, so his assistant had to cut it twice a week. Mr Green had a few flowers in his garden on the other side of the street. But he also **grew apples** in it.
4. In a storm a lot of apples had **dropped** from the trees. The assistant picked them all up and put them in a basket. He was carrying them into the shop when a man pushed past him. The assistant **dropped the basket** with the apples.
5. A policeman was **running** after the man shouting, "Thief!"—"Stay here and help me in the shop!" Mr Green called out to his assistant. "I can't **run my shop** alone."
6. Soon a police-car was **racing** through the streets. At that moment two boys stopped in front of the shop. "Let's see which of us will catch the thief first," one of them said to his friend. They took two of Mr Green's bicycles and **raced each other** down the road.
7. When the boys got to the market-place a group of soldiers were just **marching** round the corner. And behind them came the policeman with the thief. He was **marching him** away to the police station.
When the two boys brought back the bicycles, Mr Green said, "First I thought that you were thieves, too."

4 The old Negro remembers § 69

For the words in italics use: to run, to march, to work, to stand, to grow, to jump, to drop.

The old Negro tells the story of how he once tried to escape:

My master *had* a big farm; he *produced* a lot of corn on it. One evening I hid in a cornfield and waited until it was quite dark. I was just making my way towards the woods when two white men on horseback came through the fields.

I *let* the bag with my things *fall* and the fields and up a steep hill. I run behind me, but they *made* their horse me. The men *made* me go back to the against a wall. Then they beat me with *made* me work so hard that the wound

5 At an Underground Railroad Station § 70

a) *The three Negroes*
Quaker's farm
Put the sentences

Ex.: The Quaker and his family listen to the Negroes **are listened to** with attention.

1. Everybody speaks to them very kindly.
2. Nobody laughs at them.
3. The family send for a doctor.
4. Everybody looks after the tired guests.
5. The family think of every possible help.

b) *Later when they are in Canada the Negroes*
We **were listened to** with attention.
We **were** . . . Go on. Use the sentences

6 Slave owners § 70

On Monday,
the following
William, about
Sally, an excellent
The Negroes

Most slave owners looked after their slaves

1. They did not always take good care of their slaves.
2. They often took advantage of the slaves' rights.
3. They sometimes made fun of the Negroes.
4. They looked down upon people who were slaves.
5. They made use of every law against the slaves.

Now put the sentences into the passive.

The slaves **were not always taken good care of**.
The Negroes **were** . . . Go on.

I *let* the bag with my things *fall* and started to run. They ran after me across the fields and up a steep hill. I rushed through an open gate and locked it behind me, but they *made* their horses *jump* over the gate and they soon caught me. The men *made* me *go* back to the farm and *made* me *stand* with my face against a wall. Then they beat me with big sticks. For the next few weeks they *made* me *work* so hard that the wounds on my back could not get better.

5 At an Underground Railroad Station § 70

a) *The three Negroes and their guide have come to the Quaker's farm.*

Put the sentences into the passive.

Ex.: The Quaker and his family listen to the Negroes with attention.

The Negroes **are listened to** with attention.

1. Everybody speaks to them very kindly.
2. Nobody laughs at them.
3. The family send for a doctor.
4. Everybody looks after the tired guests very well.
5. The family think of every possible help.

b) *Later when they are in Canada the three Negroes remember:*

We **were listened to** with attention.

We **were** ... *Go on. Use the sentences under a).*

6 Slave owners § 70

On Monday, May 18th, 1828—Under the Trees

FOR SALE

the following slaves:

William, about 35 years old, a good worker

Sally, an excellent house servant and nurse

The Negroes belong to Mrs D. White; Price \$90

Most slave owners looked after their slaves well, but some did not:

1. They did not always take good care of the slaves.
2. They often took advantage of the Negroes, because as slaves they had no rights.
3. They sometimes made fun of the Negroes.
4. They looked down upon people who were kind to the Negroes.
5. They made use of every law against the Negro.

Now put the sentences into the passive:

The slaves **were not always taken good care of.**

The Negroes **were** ... *Go on.*

7 A stranger at the door § 30

a) Ask questions with 'what' and 'who(m)' where possible.

In the middle of the night another Negro arrives at the Quaker's farm. He is completely exhausted and can hardly speak. The members of the family stand around and ask questions about him.

Ex.: to talk about – **What** is he talking about?

Who(m) is he talking about?

to ask for; to look at; to point to; to look for; to speak to; to smile about; to think about

b) *Somebody answers:*

Perhaps he is talking about his escape.

Perhaps he is talking about the slave-catchers.

Go on. Try and answer the questions under a).

8 A Negro has been caught §§ 27–30

Form relative clauses.

An old man from the village talks to the Quaker.

Ex.: *Old man:* They have caught the Negro.

Quaker: The Negro? Which Negro?

Old man: The Negro (you – to talk to last night).

The Negro { **to whom you talked** last night.
who(m) you talked to last night.
you talked to last night.

Quaker: Who has caught him?

Old man: Some men here.

Quaker: Which men?

Old man: The men (he – to flee from in the wood).

Quaker: Wood? Which wood?

Old man: The wood (we – to go to in the morning).

Quaker: And where have they taken him now?

Old man: To a house in the village.

Quaker: Which house?

Old man: The house (some thieves – to steal the money from 2 weeks ago).

Quaker: The money? Which money?

Old man: The money (the farmers – to agree on as a reward for catching a run-away Negro).

Quaker: Let's go to the house in the village. Perhaps we can help the Negro to escape.

9 An interpreting exercise

At the Travel Agency

Uncle Bill, who has good relations in Germany

staying with the Neumann family in Berlin, goes to a travel agency to prepare his journey to Germany. How very well he takes Manfred with him to Berlin.

Fill in what Manfred says.

1. *Uncle Bill:* I want to travel to London.

Manfred: Mein Onkel möchte England besuchen.

2. *Clerk:* Möchten Sie fliegen oder fahren?

Manfred: ...

3. *Uncle Bill:* How long does the journey take?

Manfred: ...

4. *Clerk:* Ungefähr 12 Stunden, wenn Sie fliegen, nur 1 Tag, wenn Sie fahren.

Wenn Sie fliegen, nur 1 Tag.

Manfred: ...

5. *Uncle Bill:* I think I'll go by train. Is the crossing take?

Manfred: ...

6. *Clerk:* Ungefähr 3½ Stunden, wenn Sie nach Dover fahren.

Manfred: ...

7. *Uncle Bill:* Well, then I'll travel next week.

Manfred: ...

8. *Uncle Bill:* When will the tickets be ready?

Manfred: ...

9. *Clerk:* Morgen nachmittag.

Manfred: ...

10. *Uncle Bill:* Thank you very much. Goodbye.

10 Translation

Seien Sie unser

- Ein amerikanischer Neger, der eines Abends in ein Restaurant (restaurant) geht, wählt einen Tisch nahe der Türe und wartet, bis er einen freien Tisch bekommt. Der Kellner beachtet ihn nicht. 3. Nach einiger Zeit kommt ein anderer Neger. 4. „Worauf warten Sie?“ fragte der Kellner. 5. Der Neger, der nicht erlaubt ist (passive voice), Negro. 6. Zwei Weiße am Tisch neben (next to) dem Neger. 7. Der Neger, bei ihnen Platz zu nehmen. 7. I.

9 An interpreting exercise

At the Travel Agency

Uncle Bill, who was born in America, has come to see his relations in Germany and England. At the moment he is staying with the Neumann family in Düsseldorf. One afternoon he goes to a travel agency to prepare his journey to England. As he cannot speak German very well he takes Manfred with him to be his interpreter at the travel agency.

Fill in what Manfred says.

1. *Uncle Bill:* I want to travel to London at the end of next week.
Manfred: Mein Onkel möchte Ende nächster Woche nach London fahren.
2. *Clerk:* Möchten Sie fliegen oder mit der Bahn und dem Schiff fahren?
Manfred: ...
3. *Uncle Bill:* How long does the journey take?
Manfred: ...
4. *Clerk:* Ungefähr 12 Stunden, wenn Sie mit der Bahn und dem Schiff fahren. Wenn Sie fliegen, nur 1 Stunde. Fliegen ist natürlich teurer.
Manfred: ...
5. *Uncle Bill:* I think I'll go by train and by ship. How long does the Channel crossing take?
Manfred: ...
6. *Clerk:* Ungefähr 3½ Stunden, wenn Sie über (*via* ['vaia]) Ostende und Dover fahren.
Manfred: ...
7. *Uncle Bill:* Well, then I'll travel next Friday by the night train.
Manfred: ...
8. *Uncle Bill:* When will the tickets be ready?
Manfred: ...
9. *Clerk:* Morgen nachmittag.
Manfred: ...
10. *Uncle Bill:* Thank you very much. Good-bye.

10 Translation

Seien Sie unser Gast, Mr Bradman

1. Ein amerikanischer Neger, der ein berühmter Sänger (*singer*) war, ging eines Abends in ein Restaurant (*restaurant* ['restərɔŋ]). 2. Er setzte sich an einen Tisch nahe der Türe und wartete [darauf], bedient zu werden, aber man beachtete ihn nicht. 3. Nach einiger Zeit kam ein Kellner an seinen Tisch. 4. „Worauf warten Sie?“ fragte der Kellner. 5. „Wissen Sie nicht, daß es uns nicht erlaubt ist (*passive voice*), Neger in diesem Restaurant zu bedienen?“ 6. Zwei Weiße am Tisch neben (*next to*) dem Neger hörten dies und baten den Neger, bei ihnen Platz zu nehmen. 7. Dann schickte man nach (*for*) dem Besitzer

des Restaurants. 8. Als er kam, bestellten die beiden Weißen vier Flaschen Champagner (*champagne* [ʃæm'peɪn]). 9. „Vier Flaschen Champagner?“ 10. „Ja, vier, Mr Bradman. Der große Sänger Mr Robert King ist heute hier, und das ist eine Gelegenheit, die man ausnützen muß (*to make the most of*). 11. Nehmen Sie Platz, Mr Bradman, und seien Sie unser Gast.“ 12. Mr Bradman setzte sich, und viele Tage lang sprach man überall in der Stadt von diesem Ereignis.

Let's prepare lesson 18

1. A Negro was standing at the edge of a wood.
 He saw a group of white men; they were pointing to the wood. He saw a group of white men **pointing** to the wood.
 He watched them; they were coming up the hill. Then he suddenly saw the men **point** to him.
 He hid behind some bushes and soon he heard them **come** towards him.
 He watched them **coming** up the hill.
2. The sheriff looked angrily at the Negro his men had caught. When the Quaker heard that the sheriff had arrested a Negro, he **looked** very **angry**.
 The Negro struggled fiercely with the white men who held him. The Quaker quickly thought of a way to free the Negro. The Negro **had become** so **fierce** because they were tying his hands together. Many white people **thought these runaway slaves dangerous**.

18

1 Do you remember?

1. What speed was looked upon as the safety limit in 1825?
2. What was the locomotive called that won the Rainhill race?
3. Who was her builder and what was her highest speed?
4. What did the public say when Queen Victoria decided to have a ride in a train?
5. What did Queen Victoria think of her journey by train?
6. What was the public's attitude towards the railway after the Queen's journey?
7. Why is every great London station a terminus?
8. What happened to the British railway companies after the war?
9. What are the rivals of the railway today?

2 Stephenson's life

§§ 71-73

*Here are some i
Write a short hi
to be; to become*

- Born:* 1781, near Newcastle on Tyne
Father: a fireman in a coal-mine (= engine)
1795: assistant fireman to his father
1798: student at a night school
1802: watchmaker
1812: engineer at £100 a year
1829: winner of the Rainhill race; chester Railway
1847: President of the Institute of E
1848: died at Chesterfield

3 At the House of Commons in 1828

§ 72

*Find the right w
Many people ar
liament tells the*

“Gentlemen, people who ride on these

- Some of these trains are considered
 appear (to be)
 seem (to be)
 sound
 fall

I do not think we should allow Mr S
 between Liverpool and Manchester.”

4 Stephenson makes a speech

§ 72

*Adverb or compl
Stephenson got
Parliament. He l*

“Gentlemen, I have been on many tra
 anybody go (mad) because of a ride on
 plete) (impossible) to me.”
 When they heard this, two members
 (quick).

2 Stephenson's life §§ 71-73

Here are some important dates in Stephenson's life.

*Write a short history of his life, using these verbs:
to be; to become; to appoint; to make*

Born: 1781, near Newcastle on Tyne

Father: a fireman in a coal-mine (= a man who looks after the fire in a steam-engine)

1795: assistant fireman to his father at a shilling a day

1798: student at a night school

1802: watchmaker

1812: engineer at £100 a year

1829: winner of the Rainhill race; chief engineer of the Liverpool and Manchester Railway

1847: President of the Institute of Engineers

1848: died at Chesterfield

3 At the House of Commons in 1828 § 72

Find the right word to go with the verb.

Many people are against the railway. A Member of Parliament tells the House:

"Gentlemen, people who ride on these trains go	mad
fall	fools
are	sick
become	ill

Some of these trains are considered	terrible things
appear (to be)	unsafe
seem (to be)	frightening monsters
sound	to pieces
fall	most dangerous

I do not think we should allow Mr Stephenson to build the new railway line between Liverpool and Manchester."

4 Stephenson makes a speech § 72

Adverb or complement?

Stephenson got up (quick) to speak to the Members of Parliament. He looked (angry) about him:

"Gentlemen, I have been on many trains and I must say that I have never seen anybody go (mad) because of a ride on a train. Indeed, this seems to be (complete) (impossible) to me."

When they heard this, two members got so (angry) that they left the House (quick).

"I know I'm considered (mad) by some people. And why? Because I have built a steam-engine that can do the work of 59 horses—and can do it (safe)! They say that this seems (impossible) to them. All right, gentlemen. If this doesn't seem (right) to you, if my words sound (untrue) to you, I ask you all to come and see for yourselves if my locomotive is (safe). I'm getting (tired) of all this talk. Now is the time to act. Thank you."

5 What the public thinks §§ 70, 73

a) Make sentences, choosing a suitable complement.

A few people	recognized Stephenson looked upon trains	(as)	a great man.
Most people	regarded his locomotives took Stephenson	(for)	a madman. a great step forward. a public danger.

b) Now put your sentences into the passive.

Ex.: Trains **were looked upon** as a public danger.

6 After the Queen's journey §§ 71-73

a) Add 'as' where needed.

- After Queen Victoria's train journey, the public considered the railway ... safe.
- Members of Parliament recognized trains ... a quick way of carrying people and goods and declared them ... a great step forward.
- Those who seemed ... enemies of the railways, who still looked upon them ... dangerous, were regarded ... fools.
- It was not unusual then for a new railway company to appoint a promising young man ... chief engineer.
- Formerly people regarded the trains ... frightening monsters; now they thought them ... very useful.

b) Now translate your sentences into German.

X The cow that would not move §§ 74, 75

It happened between Liverpool and Manchester. A cow had walked onto the railway line.

a) Use the present participle of these verbs as complements: to listen; to wait; to race; to stand; to run

When the train came ... along, the cow just stood ... to the whistle of the steam-engine. The train had to stop and the passengers came ... to the front of the train to see why the train was being kept ... The engine-driver tried to push the cow back into the field but it remained ... there, taking no notice of the man.

b) Use the present participle of these verbs to pull up

There was a little grass in front of the cow quietly ... it. They saw its tail ... looked very pleased with itself. Then ... field.

c) Put in a suitable infinitive. Use to follow

Obviously the cow had noticed it, too ... its head and ... at the man in the field ... the grass only a few inches away from ... animal could not resist that. Inch by inch ... cow ... him into the field. There were clouds

8 Two ways of saying it § 74

The travellers	watched	the
They	noticed	
	saw	

- They noticed the cow **shaking** its head.
- They noticed the cow **shake** its head.

X The first time on a train § 74

After her first ride on a train a young girl

Act

First ride on a train today – we had ... start – hot day – the sun burned my ... 2 o'clock the train suddenly started ... houses, trees, fields flew by – not afraid ... my hair (what a mess it looked!) the ... (to warn people!) – little children ran ... picking flowers in her garden dropped ... (poor woman!) – on a hill our train was ... and helped to pull us up – Stephenson ... wonderful man (the most wonderful, I think)

... because I have built
 ... to it (safe)! They
 If this doesn't
 ... you all to come
 ... (tired) of all this

... complement.

... an.
 ... n.
 ... step forward.
 ... danger.

... the public con-
 ... carrying people
 ... ked upon them
 ... int a promising
 ... ters; now they

... Chester. A cow

... rbs as comple-
 ... to run

... whistle of the
 to the front
 ... ne-driver tried
 ... king no notice

b) Use the present participle of these verbs as complements: to move; to eat; to pull up

There was a little grass in front of the engine and the passengers watched the cow quietly ... it. They saw its tail ... quickly from side to side; the animal looked very pleased with itself. Then they noticed a man ... grass in the field.


c) Put in a suitable infinitive. Use these verbs: to lift; to look; to smell; to follow

Obviously the cow had noticed it, too, for the passengers saw the animal ... its head and ... at the man in the field. But it did not move until the man held the grass only a few inches away from its nose and let the cow ... it. The animal could not resist that. Inch by inch the man moved back and made the cow ... him into the field. There were cheers all around.

8 Two ways of saying it § 74

The travellers They	watched noticed saw	the cow	eating the grass. moving its tail. shaking its head. looking up.
------------------------	---------------------------	---------	---

1. They noticed the cow **shaking** its head.
2. They noticed the cow **shake** its head.

 The first time on a train § 74

After her first ride on a train a young girl writes in her note-book:

Ac1

August 26th, 1830

First ride on a train today – we had to wait for a long time before we could start – hot day – the sun burned my nose and arms (open carriages!) – after 2 o'clock the train suddenly started at a high speed (10 miles an hour!) – houses, trees, fields flew by – not afraid though – a strong wind blew through my hair (what a mess it looked!) the whistle of the engine made a loud noise (to warn people!) – little children ran away when they saw our train – a woman picking flowers in her garden dropped her basket and rushed into her house (poor woman!) – on a hill our train went backwards (!) – another engine came and helped to pull us up – Stephenson rode in the carriage in front of mine – wonderful man (the most wonderful, I think!).

In a letter to a friend she later writes:

Dear Barbara,

Yesterday I took my first ride on a train. We had to wait a long time before we could start. It was a hot day.

Ex.: I felt the sun **burning** my nose and arms.

I felt the sun **burn** my nose and arms.

Go on. Write the letter in both ways. Use 'to watch', 'to notice', 'to see', 'to hear', 'to feel' with your sentences.

10 Alone at night § 74

You are alone in the house at night. Suddenly the light goes out. "What's the matter?" you wonder.

Write a story, using the verbs: 'to hear', 'to feel', 'to see', 'to notice', 'to watch'. Begin with:

Last night I was sitting in my room when suddenly the light went out.

Ex.: I heard the door **opening** and ...

I heard the door **open** ...

Tell the story in both ways.

11 A switchboard § 75

The policeman	let made	the boy	come with him. take his cap off. telephone his parents.
	got had	the thief	photographed. put in prison. taken to Scotland Yard.

1. The policeman **made the boy take** his cap off.
2. The policeman **had the thief taken** to Scotland Yard.

12 A train is robbed § 75

A train on its way through the Wild West was stopped by a band of men on horseback.

a) The men shouted orders to the travellers:

1. "Get off that train!"
2. "Leave your bags and suitcases on the train!"
3. "All the men stand on the left; all the women on the right!"
4. "Hand over your guns!"
5. "Put up your hands!"

Now say: The men **made the travellers get** off the train. They **made** ... Go on.

- b) After some time the men allowed them ... to have their empty guns back. ... to get back on the train. ... to have their empty bags and suitcases ... to continue their journey.

Say: The men **let the travellers put** ... They **let** ... Go on.

- c) Later the travellers heard that the ... into town.

Go on. Use: to tie somebody's hands ... to the nearest town

13 Notices in the newspaper § 75

Use 'have' or 'get'

Ex.: (your teeth ... or they will ... **Have your** ... **Get your** ...

1. (the bushes in your garden - to cut)
2. (your house - to paint) or spring will
3. (your car - to wash) with SUPER SHINE
4. (your shoes - to mend). It is better to
5. Buy Safe Locks and you won't (your

14 Translation

Wie Königin Vi

1. Dichter Neben ... Zug kam durch

bequem auf (in) ihrem Eckplatz und la ... (engine-driver) eine schwarze Gestalt ... winkte (to wave one's arms). 5. Sofort ... ner (guard) nachzusehen, was los sei ... daß ungefähr 200 Meter weiter vorn ... einen Fluß eingebrochen war. 8. Die ... das ganze Gebiet nach dem Mann ab ... Zug gewarnt hatte. 9. Aber man fand ni ... der Zug London auf einem anderen W ... führer die Lichter der Lokomotive üb ... großen Nachtfalter (moth) auf eine ... Schatten (shadow) dieses Nachtfalte ... einen Mann gehalten hatte (to take for

- b) After some time the men allowed the travellers to put their hands down again.
 ... to have their empty guns back.
 ... to get back on the train.
 ... to have their empty bags and suitcases back.
 ... to continue their journey.

Say: The men **let the travellers put** their hands down again.
 They **let** ... Go on.

- c) Later the travellers heard that the sheriff **had had the horsemen brought** into town.

Go on. Use: to tie somebody's hands; to question; to put into prison; to take to the nearest town

13 Notices in the newspaper § 75

Use 'have' or 'get' with the words in brackets.

Ex.: (your teeth - to examine) by a dentist twice a year or they will go bad.

Have your teeth examined twice a year or ...

Get your teeth examined ...

1. (the bushes in your garden - to cut) before they get too high.
2. (your house - to paint) or spring will make it look dirty.
3. (your car - to wash) with SUPER SHINE so that everybody will think it new.
4. (your shoes - to mend). It is better than having to walk without shoes.
5. Buy Safe Locks and you won't (your house - to break into).

~~14~~ Translation

Wie Königin Victoria gerettet wurde

1. Dichter Nebel (*thick fog*) lag über dem Land. 2. Ein Zug kam durch die Nacht gerast. 3. Königin Victoria saß bequem auf (*in*) ihrem Eckplatz und las ein Buch. 4. Plötzlich sah der Zugführer (*engine-driver*) eine schwarze Gestalt im Nebel stehen, die mit den Armen winkte (*to wave one's arms*). 5. Sofort hielt er den Zug an. 6. Er bat den Schaffner (*guard*) nachzusehen, was los sei (*past tense*). 7. Der Schaffner entdeckte, daß ungefähr 200 Meter weiter vorn (*further on*) eine Eisenbahnbrücke über einen Fluß eingebrochen war. 8. Die Königin hielt es für ihre Pflicht (*duty*), das ganze Gebiet nach dem Mann absuchen (*to search for*) zu lassen, der den Zug gewarnt hatte. 9. Aber man fand niemanden. 10. Am frühen Morgen erreichte der Zug London auf einem anderen Weg (*on a different line*). 11. Als der Zugführer die Lichter der Lokomotive überprüfte (*to examine*), bemerkte er einen großen Nachtfalter (*moth*) auf einer der Lampen liegen. 12. Es muß der Schatten (*shadow*) dieses Nachtfalters gewesen sein, den der Zugführer für einen Mann gehalten hatte (*to take for*), der mit den Armen winkte.

X Do you remember?

- X** 1. Why did the Southern States of America want to separate from the North?
2. What were the two aims Lincoln had?
3. When was the freedom of all slaves proclaimed?
4. What happened at Gettysburg in 1863?
- X** 1. How did Booth know that Lincoln would come to the theatre?
2. Why did nobody hear Booth come into the President's box?
3. Which way did Booth take when he tried to escape?
4. What happened to Booth in the end?

X Lincoln's life § 56

Connect the sentences under a) with the sentences under b). Use the past perfect.

Ex.: Lincoln was born in 1809 in Kentucky. His parents **had come** from Virginia. His grandfather **had been killed** by Indians.

- a) 1. 1809: Born in Kentucky.
2. 1816: Lincoln's father moved to Indiana and built a simple house of wood.
3. 1818: Lincoln's mother Nancy died.
4. 1819: Lincoln's father married Sarah Johnston.
5. until 1828: Lincoln worked in the woods, cutting down trees.
6. from 1828 till 1831: He worked on a boat that carried food and other goods to and from New Orleans.
7. 1831: He left his parents' home and worked as a clerk in New Salem.
8. after 1831: For 20 years he paid back money he owed.
- b) 1. before 1809: Lincoln's parents came from Virginia. His grandfather was killed by Indians.
2. before 1816: The family spent one whole year in a hut which had walls on three sides only.
3. before 1818: Lincoln's mother sent young Abe to school for a few days every year so that he could learn to read and to write.
4. before 1819: Sarah's husband died a few years before Lincoln's mother.
5. before 1828: Lincoln often thought of doing something else.
6. before 1828: Sarah always thought that Abe should learn more than to cut trees.
7. before 1831: Lincoln read all the history and law books he could get.
8. before 1831: Lincoln opened a shop of his own. But he was not a successful businessman.

X A switchboard §§ 55, 56

They	(to talk)	for
The boys	(to work)	
We	(to sleep)	since
	(to read)	

Ex.: They **had been working** for so

X On the Mississippi

Past ordinary

Abe Lincoln and his friend Allen Gentry

1. At 8 o'clock in the evening the moon
2. Allen Gentry (to fasten) the boat with the money they had earned that day, with a net in the nearby wood.
3. As they (not to see) anybody they
4. While Allen (to cook) their supper in a note-book.
5. Suddenly seven Negroes (to rush) to the boat.
6. They (to shout) and (to throw) stones at the boat.
7. While two Negroes (to tie) Allen to the boat, the remaining two (to try) to untie him.
8. While Allen (to lie) on the ground, the other two (to look for) a safer boat.
9. Then Allen (to manage) to free himself.
10. When the Negroes (to see) Allen, they
11. While Abe (to look for) their money, the
12. Half an hour later the boat (to move) on.
13. The moon (to shine).
14. The two men (to look for) a safer boat.

X At Gettysburg §§ 54, 76

It is November 1863. The soldiers

1. Thousands of people come to hear the speech.
2. Soon it starts to rain.
3. Many people open their umbrellas.
4. Then the President arrives.

3 A switchboard §§ 55, 56

They	(to talk)	for	some time	when	the bell rang. Mary arrived. you telephoned. Father came.
The boys	(to work)		an hour		
We	(to sleep)	since	2 o'clock		
	(to read)		lunch time		

Ex.: They **had been working for some time** when Mary arrived.

4 On the Mississippi

Past ordinary or past continuous?

Abe Lincoln and his friend Allen Gentry are on a boat on the Mississippi.

1. At 8 o'clock in the evening the men (to stop) their boat.
2. Allen Gentry (to fasten) the boat to a tree and Abe Lincoln (to count) the money they had earned that day, when suddenly they (to hear) somebody shout in the nearby wood.
3. As they (not to see) anybody they (to go on) with their work.
4. While Allen (to cook) their supper on a small fire, Abe (to write) in his note-book.
5. Suddenly seven Negroes (to rush) towards them from behind the bushes.
6. They (to shout) and (to throw) stones at them.
7. While two Negroes (to tie) Allen, three others (to jump) into the boat; the remaining two (to try) to untie the boat.
8. While Allen (to lie) on the ground, Abe (to fight) with the Negroes in the boat.
9. Then Allen (to manage) to free himself.
10. When the Negroes (to see) Allen running to the boat they (to flee).
11. While Abe (to look for) their money Allen (to cut) the rope.
12. Half an hour later the boat (to move) quietly on the river again.
13. The moon (to shine).
14. The two men (to look for) a safer place for the night.

5 At Gettysburg §§ 54, 76

It is November 19th, 1863. President Lincoln is going to make a speech on a battlefield of the Civil War near Gettysburg. This is what happens:

1. Thousands of people come to hear the President.
2. Soon it starts to rain.
3. Many people open their umbrellas.
4. Then the President arrives.

5. In spite of the rain people take off their hats.
6. Then Lincoln steps onto the speaker's platform.
7. He takes a small piece of paper out of his pocket and begins his speech.

Among the people that have come to Gettysburg is a blind soldier. His friend tells him what happens:

"Thousands of people **have come** to hear the President. Now it . . ."

Go on with the sentences above. Use the present perfect and write 'now' instead of 'then' and 'soon'.

X Secretary to the President §§ 54, 76

The U.S. President's secretary is one of the busiest men in the White House.

One Monday morning the secretary finds this list of things he has to do on his desk:

1. Send a letter to the Governor of Kansas.
2. Make a list of the most important businessmen in Chicago.
3. Write a letter to Senator Brown of Ohio.
4. Telephone Boll & Co. about the chairs in my office.
5. Book three rooms at the Sheraton Hotel.
6. Order two new desk lamps.
7. Prepare a speech to the Women's Club in Washington.

At 11 o'clock when the secretary has done about half the things on the list, the telephone rings and the President asks:

1. "**Have you sent** a letter to the Governor of Kansas?"
"Yes, **I have just sent** it."
2. "**Have you . . . ?**"—"No, **I have not yet . . .**"

Go on. Use the sentences above.

X At a boys' club § 76

X *The President's private secretary talks to members of a boys' club. The boys ask him a lot of questions:*

1. "**Have you ever been** abroad?"
"Yes, **I have been** abroad several times."
2. "**Have you ever . . . ?**"—"No, **I have never . . .**"

Go on with: to talk to Queen Elizabeth; to visit Germany; to be to France; to speak before the United Nations; to play golf with the President; to stay at the President's home; to write a speech for the President

b) *Now ask your friends questions with 'ever'.*

Ex.: Have you ever been to England?—No, I haven't.—Yes, I have.

X Ordinary or continuous form of the present perfect? §§ 54, 76

1. I (to live) here of my neighbour years and (to eat) (not to try) to (to learn) English

for) his glasses all day but he (not to find) on my desk for weeks but I (not to find) to come) yet although I (to wait) for (to stand) near our house since I was yet. 8. Our neighbour says that our friend (to forget) to switch it off.

X A story in pictures

The Pilot and the Pilotess

Look at the following pictures.



X Two switchboards § 77

a)

Is the weather going to be fine?
Shall we have to stand in a queue?
Are your brothers coming tonight?
Could Peter have missed the bus?
Will they travel by train?

Ex.: Is the weather going to be fine?—

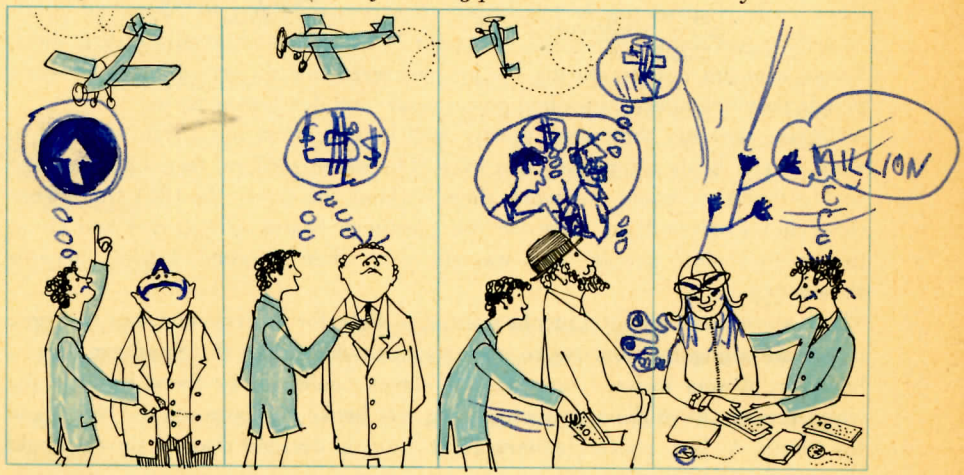
✗ Ordinary or continuous form of the present perfect?
§§ 54, 76

1. I (to live) here for three weeks, but (not to meet) any of my neighbours. 2. He (to work) at this shop for five years and (to earn) a lot of money in that time. 3. She (not to try) to read an English newspaper although she (to learn) English for several years. 4. Father (to look for) his glasses all day but he (not to find) them yet. 5. That letter (to lie) on my desk for weeks but I (not to find) the time to answer it. 6. My friend (not to come) yet although I (to wait) for him since one o'clock. 7. The big tree (to stand) near our house since I was a boy. I am glad they (not to cut) it down yet. 8. Our neighbour says that our front door light (to burn) all night. We must (to forget) to switch it off.

A story in pictures

The Pilot and his Friend

Look at the following pictures and tell the story.



10 Two switchboards
§ 77

a)

Is the weather going to be fine?	I	think	
Shall we have to stand in a queue?	We	suppose	
Are your brothers coming tonight?	My friends	expect	so.
Could Peter have missed the bus?		believe	
Will they travel by train?			

Ex.: Is the weather going to be fine?—**I think so.**



b)

Tom has won the competition. Robert has broken a cup. Your aunt has sent a telegram. Tom's friend has had an accident.	So	I notice. I see. I hear.
---	----	--------------------------------

Ex.: Your aunt has sent a telegram.—**So I hear.**

11 A summary

Write a summary of this story. Find a title for your composition.

a) In 1619 the first ship with Negroes on board arrived in Virginia. The men these Negroes were sold to were British settlers who had good use for them on their farms. The slaves were often talked about among the settlers and soon ships with Negroes on board began to arrive ^{regelmäßig} regularly at American ports. Bought or just ^{gefangen} captured in West Africa, the Negroes came in small and dirty ships. Those who did not die during the journey were sold on arrival, and the white people they belonged to now had power of life and death over them.

As house servants they were mostly well looked after, but those who had to work in the fields often had hard lives. The white settlers' farms had become so big that they could not work them without the slaves. In 1861 there were three-and-a-half million slaves in the Southern States of America and about five million white people. This was the year when Abraham Lincoln became President.

There were many things Lincoln wanted to fight for as President, but the most important thing for him was to put an end to slavery. In the Southern States, however, it was insisted on that the slaves could not be freed because the white settlers were their owners. A long war broke out between the North and the South. At last, on 1st January 1863, Lincoln decided that all slaves should become free.

Lincoln had hoped for 'a government of the people, by the people, for the people', whether white or coloured. When the war had ended, the Negro was free. But it was a bitter freedom for him: he had no house to live in, no work to go to and no money to buy food with. How could he protect himself against this new and bitter freedom?

Here is a summary of the first paragraph:

The first American Negroes came from West Africa in 1619. They were bought or captured there by white men, then brought to America by boat and sold to the settlers. Many died during the journey because of the bad treatment they received.

When you go on with your composition,

- ... how the Negroes lived as slaves.
- ... why Lincoln wanted to free the Negroes.
- ... why the white people in the South were so cruel.
- ... why at first it was difficult for the Negroes to get on.

12 Translation

Lincoln unterzeichnet

1. Es war ein langer Tag gewesen. 2. A halten, und am Nachmittag hatte er mi sprechen, die ins Weiße Haus gekommen weggegangen; nun wurde es [langsam] und sah zum Fenster hinaus, als es klo Sekretär kam herein und legte einige ist das Dokument, das die Sklaverei ab bitte unterzeichnen?" 7. Lincoln nahm in die Tinte (ink) und wollte eben das D (to stop). 8. „Meine Hand zittert. De geschüttelt. 9. Wenn ich jetzt untersch daß ich mich gefürchtet habe. 10. Las zeichne es später.“

Let's prepare lesson 20

"I like flying."

Mr A. sa

"I have never been on a plane."

Mr B. sa

"I made my first trip by plane at the age of fourteen."

Mr A. s plane at

"I shall fly to New York next month."

Mr B. s month.

20

An interview

After she returned, she gave an interview.

- What sort of life did you lead in your country?
- Why did you go to the Continent?
- What did you do at Kaiserswerth?

When you go on with your composition, do not forget to say . . .

1. . . . how the Negroes lived as slaves.
2. . . . why Lincoln wanted to free the Negroes.
3. . . . why the white people in the South were against freeing their slaves.
4. . . . why at first it was difficult for the Negroes to live in freedom.

12 Translation

Lincoln unterzeichnet (to sign one's name)

1. Es war ein langer Tag gewesen. 2. Am Morgen hatte Lincoln eine Rede gehalten, und am Nachmittag hatte er mit einer großen Zahl von Besuchern gesprochen, die ins Weiße Haus gekommen waren. 3. Soeben war der letzte Besucher weggegangen; nun wurde es [langsam] dunkel. 4. Lincoln saß am Schreibtisch und sah zum Fenster hinaus, als es klopfte (*when there was a knock*). 5. Sein Sekretär kam herein und legte einige Papiere auf den Schreibtisch. 6. „Hier ist das Dokument, das die Sklaverei abschafft, Herr Präsident. Würden Sie es bitte unterzeichnen?“ 7. Lincoln nahm den Federhalter, tauchte (*to dip*) ihn in die Tinte (*ink*) und wollte eben das Dokument unterzeichnen, als er innehielt (*to stop*). 8. „Meine Hand zittert. Den ganzen Nachmittag habe ich Hände geschüttelt. 9. Wenn ich jetzt unterschreibe, werden die Leute später sagen, daß ich mich gefürchtet habe. 10. Lassen Sie das Dokument hier. Ich unterzeichne es später.“

Let's prepare lesson 20

“I **like** flying.”

“I **have never been** on a plane.”

“I **made** my first trip by plane at the age of fourteen.”

“I **shall fly** to New York next month.”

Mr A. said that he **liked** flying.

Mr B. said that he **had never been** on a plane.

Mr A. said that he **had made** his first trip by plane at the age of fourteen.

Mr B. said that he **would fly** to New York next month.

20

An interview

After she returned from the Crimea Florence Nightingale gave an interview to newspaper reporters.

1. What sort of life did you lead in your youth?
2. Why did you go to the Continent?
3. What did you do at Kaiserswerth?

4. What did your parents think about your plans?
5. What did you do during the cholera epidemic?
6. Whom did you take with you to the Crimean front?
7. What did you do to look after the wounded?
8. What will you do with the £50,000 given to you?

Give Florence's answers.

2 Florence has a talk with her mother §§ 79, 80

Mrs N.: You look so sad, Florence. Is there anything the matter with you?

Florence: I don't feel very happy.

Mrs N.: Didn't you like your holidays in France and Italy? Don't forget, the Season is starting soon with many balls and parties.

Florence: I hate this life of balls and parties. Can't I do something useful?

Mrs N.: Is there anything special you want to do, Florence?

Florence: Mother, I want to work in a hospital—there is so much sickness and suffering everywhere.

Mrs N.: But that's impossible. You cannot work among all those slum patients and ignorant nurses.

Florence: But I've made up my mind to speak to Father about it.

Mrs N.: Father is sure to be angry. He has educated you to be a lady. There is no need for you to work like a servant. I ask you to think about it again.

In the evening Mrs Nightingale tells her husband about the conversation with her daughter:

"This morning I said to Florence that she looked so sad. I asked her if anything was the matter with her. She replied she **didn't feel** very happy. Then I asked her whether she **hadn't** ..." Go on. Use the sentences above.

3 Florence's plans § 79

Before Florence speaks to her father, she tells a friend of hers:

1. I'll try and get work in a hospital.
2. I'll train as a nurse.
3. I'll look after the patients and work with the doctors.
4. I'll help the sick people in the slums.
5. I'll ask some of my friends to do something useful, too.
6. I won't go to parties and balls any more.
7. I won't spend my holidays in France and Italy any more.

Later her friend remembers: Florence said **she would try** and get work in a hospital; ... **she would** ... Go on.

4 Florence's interview §§ 79, 80

Look at exercise 1

a) One of the reporters at the back of the Another one explains:

They are asking Miss Nightingale why ... why she ...

Go on. Use the questions of exercise 1.

b) Later a friend, who had not been at reporters' questions were.

Florence: They asked me what sort of life They asked why I ...

Go on. Use the questions of exercise 1.

c) Friend: And what did you answer the

Florence: I said that **I had led** a shelter

Go on. Use your answers to the question

5 Mr Herbert remembers §§ 78-80

After his talk with Herbert writes in

I told Miss N. that things were very bad doctors, no hospitals, no nurses. She their wounded and I had to tell her to after them, the death rate was rising Government could not build hospital willing to go to the Crimea, we would to carry out such plans. Miss N. then if a group of nurses were allowed to her how many nurses she needed and She hoped she would be able to train so there.

~~6~~ Write down the conversation between

Mr Herbert: Miss Nightingale, things are There are ...

Florence: What do the soldiers do ...

Go on. Use Mr Herbert's diary.

~~7~~ Translate Mr Herbert's diary into C

AW

4 Florence's interview
§§ 79, 80

Look at exercise 1 again.

a) One of the reporters at the back of the room couldn't hear the questions.

Another one explains:

They are asking Miss Nightingale what sort of life **she led** in her youth;
... why she ...

Go on. Use the questions of exercise 1.

b) Later a friend, who had not been at the interview, asked Florence what the reporters' questions were.

Florence: They asked me what sort of life **I had led** in my youth.

They asked why I ...

Go on. Use the questions of exercise 1.

c) Friend: And what did you answer the reporters, Florence?

Florence: I said that **I had led** a sheltered life. **I had** ...

Go on. Use your answers to the questions of exercise 1.

5 Mr Herbert remembers
§§ 78-80

After his talk with Florence Nightingale, Mr Sidney Herbert writes in his diary:

I told Miss N. that things were very bad in the Crimea. There were not enough doctors, no hospitals, no nurses. She asked me what the soldiers did with their wounded and I had to tell her that, as there was hardly anyone to look after them, the death rate was rising every day. She wanted to know if the Government could not build hospitals for them. I explained that if she was willing to go to the Crimea, we would be glad to give her any help she needed to carry out such plans. Miss N. then suggested that it might be a good thing if a group of nurses were allowed to accompany her and help her. I asked her how many nurses she needed and she thought about 35 would be enough. She hoped she would be able to train some soldiers as male nurses when she got there.

~~Write down the conversation between Mr Herbert and Florence Nightingale.~~

Mr Herbert: Miss Nightingale, things are very bad in the Crimea.

There are ...

Florence: What do the soldiers do ...?

Go on. Use Mr Herbert's diary.

~~Translate Mr Herbert's diary into German.~~

AW

6 First aid rules § 81

In the Crimea Florence Nightingale trains soldiers as male nurses. She tells them:

1. Use only clean bandages.
2. Put a bandage over a bleeding wound and press it down.
3. Wash small wounds with soap and water.
4. Do not move a broken arm or leg.
5. Do not make a soldier stand on a wounded leg.
6. Tie a broken leg to the other or to a stick.
7. Do not let the soldier stand up if his neck or back is wounded.
8. Cut a wounded man's clothes if you cannot undress him.
9. Do not give anything to eat or drink to soldiers with wounds in their heads.

When a new male nurse joins them later, the others tell him:

- a) We were told **to use** only clean bandages;
... **not to move** a broken arm or leg;
- b) We were told **we should use** only clean bandages; ... **we should not** ...

7 A letter from the Crimea § 79

a) *From the Crimea Florence writes to her parents:*

It has been very cold here and our soldiers are suffering terribly from the icy wind. Many drink spirits to keep

themselves warm, but it is dangerous to do that. Last week we were able to give the soldiers some clothes, but we need a lot more warm clothes. I have seen soldiers walking about with their feet showing through the holes in their shoes. There are dead bodies all along the roads. Horses drop exhausted on the road and die, and many men die the same way. Big birds fly over us all day and feed on the dead bodies. I have opened our first hospital here and everybody is trying to be helpful now—what a difference from when we first arrived! Soon we shall have a second hospital so that we can save many more lives.

b) *Mrs Nightingale tells her husband what Florence has written in her letter:* "She says that **it has been** very cold there and the soldiers **are** ..."

Go on.

c) *The next day Mr Nightingale tells a friend about the news they have received from Florence:* "Florence wrote and told us that **it had been** very cold there and the soldiers **were** ..." *Go on.*

8 Town or country § 78

"Is it better to live in town or to live in the country?"

Talk about this in class. For your next lesson write down what your friends thought about it.

Ex.: Some of our class believed that it **was** more interesting to live in town because there **were** more cinemas. Barbara suggested it **was** nicer to live in ... because ...

Use these verbs: to say; to believe; to explain; to agree; to suggest; to think; to feel; to doubt; to insist.

9 The alibi game §§ 78–80

A shop was broken into during the arrest, but they have an alibi.

Two pupils go outside and make up a story at the same time when the shop was broken into. by the class:

Where did you meet your friend? What did you do there? etc.

Afterwards he is sent out again and told to answer the same questions. If the second pupil's answers, the alibi breaks down.

The class now explain all the mistakes in the alibi. You had gone to a hotel, but Walter told us that ... but Walter made it clear

10 Mother does her best §§ 78–81

1. I wrote home and asked you to send me my school bag on the hand side of the road.

2. She wrote back and told me she had found a red scarf anywhere. She said she had also found my school scarf. I might need it in this weather.

3. I returned the scarf and said it was a photo I would send with the parcel. The photo had been taken in the cold.

4. Next I received two pairs of bed sheets which she said I would not catch a cold at night.

5. I wrote back and told her I was delighted to receive them at night. But would she please send me a parcel?

6. In her next letter she said she could not find the parcel. She had remembered that three weeks ago she had wrapped the cat in it. But it was blue, so it could not be the parcel. That the cat was all right again.

a) *Translate this story into German.*

b) *Now write the actual letters. Begin with: Dear Mother, will you please send me*

9 The alibi game
§§ 78-80

A shop was broken into two days ago. Two people are under arrest, but they say they have not done it and that they have an alibi [ˈælibaɪ].

Two pupils go outside and make up a story about what they were doing at the time when the shop was broken into. Then one pupil is called in and questioned by the class:

Where did you meet your friend? When did you meet him? Where did you go? What did you do there? etc.

Afterwards he is sent out again and the other pupil comes in. The class ask him the same questions. If the second pupil's answers are different from the first pupil's answers, the alibi breaks down.

The class now explain all the mistakes the pupils have made: Peter said that you had gone to a hotel, but Walter told us that you had gone to a café. Peter told us that ... but Walter made it clear that ...

10 Mother does her best
§§ 78-81

1. I wrote home and asked my mother if she would please send me my blue scarf; she would find it on the right-hand side of the second drawer in my bedside table.

2. She wrote back and told me she had looked in my wardrobe but she could not find a red scarf anywhere. She said she had found a pair of gloves instead; she had also found my school scarf which she was sending because she thought I might need it in this weather.

3. I returned the scarf and said it was not quite what I wanted. In the coloured photo I would send with the parcel she could see me wearing the scarf I meant. The photo had been taken the winter before I had had that terrible cold.

4. Next I received two pairs of bed-socks and a letter from my mother in which she said I would not catch a cold so quickly if I kept my feet warm at night.

5. I wrote back and told her I was delighted about the bed-socks and would wear them at night. But would she please send me the blue scarf nevertheless?

6. In her next letter she said she could not find a green scarf anywhere, but she had remembered that three weeks before she had found an old scarf of mine and had wrapped the cat in it as it had not seemed well, poor thing. But it was blue, so it could not be the one I meant, and she was glad to say that the cat was all right again.

a) *Translate this story into German.*

b) *Now write the actual letters. Begin like this:*

Dear Mother, will you please send me my blue scarf? You will ...

11 A newspaper report §§ 78-81

A day after the television interview with the three German visitors (Lesson 3) a London newspaper gives a report on it:

The interviewer asked people if they knew that every year thousands of German boys and girls came to this country on exchange visits. They wanted ...

Go on. Put the interview into reported speech.

IX Translation

Ihr erster Patient

1. „Ich erinnere mich gut“, sagte der Farmer. „Die Nightingales verbrachten damals ihre Ferien hier. 2. Eines Morgens fand ich Cap, meinen Hund, mit einem blutenden Bein im Gras liegen. 3. Ich glaubte nicht, daß er gerettet werden könne. 4. Als am Nachmittag Florence vorbeikam (to come past), wollte sie wissen, ob etwas mit Cap los sei. 5. Ich sagte ihr, ich würde Cap erschießen müssen, er habe so viel Blut verloren. 6. Sie fragte mich, wie es sich zugetragen habe; ob Cap vielleicht von einem anderen Hund gebissen worden sei. 7. Ich antwortete, dies sei kaum wahrscheinlich (likely), es gebe keinen anderen Hund in der Nähe des Hofes. 8. Aber es sei möglich, daß einige Jungen Steine nach ihm geworfen hätten. 9. Nun, Florence bat mich um etwas warmes Wasser, und dann wusch sie die Wunde. 10. Bis zum Abend blieb sie hier, sprach mit Cap und legte mehrere Male einen neuen Verband auf. 11. Am nächsten Tag kam sie wieder und sagte mir, es gehe Cap schon viel besser; er werde bald wieder umherlaufen können. 12. Sie hatte recht. Und als die Nightingales wieder gingen, war Cap mehrere Tage ganz traurig.“

Handwritten Japanese characters: 糸末平生 (Ito Suhei Heihei)

bandages = Verbände

21

The Government wants to know

Government officers question members of the expedition and the search party after they have returned from the South Pole:

1. What did Amundsen's telegram to Scott say?
2. Where did Scott spend the polar winter of 1911?
3. Why did he place depots along his route?
4. What happened to his ponies?
5. What did Scott and his men find near the Pole besides the black flag?
6. Why could they not go faster on their way back?
7. On March 29th, Scott wrote in his diary, "We are getting weaker." What were the reasons for this?
8. How did Oates die?

literally



2 The voyage to the Antarctic §§ 83, 84

Adverb or a

Three days after Scott's ship had ... up. The sea became very (rough) ponies suffered (terrible); they kept the whole night to put them back. A pony died and two dogs got was killed one of the men on deck, work (normal) any more. When he died down and the men found time mending the boat.

3 Finding out about the weather §§ 82-84

Which of the ... which as adv

1. In the Antarctic Scott's men wrote times even hourly.
2. These long lists of daily and hourly about the weather.
3. When taking the temperatures they had to cut holes in the hard.
4. So most men got up early every self was always among the early.
5. Besides there were enough thin journey across the ice would be for it.

4 An open switchboard §§ 83, 84

The men	were talking were singing
They	had come had stayed

Ex.: The men were **singing loud** wh
They had **come late** because the

2 The voyage to the Antarctic §§ 83, 84

Adverb or adjective?

Three days after Scott's ship had left for the Antarctic, a strong wind sprang up. The sea became very (rough) and the ship could only move (slow). The ponies suffered (terrible); they kept falling and the men worked (hard) during the whole night to put them back on their feet as (quick) as possible. Yet one pony died and two dogs got washed overboard by a (huge) wave that (near) killed one of the men on deck, too. Worst of all: the water pumps did not work (normal) any more. When the (awful) night was over, the wind (slow) died down and the men found time for a (quick) breakfast before they started mending the boat.

3 Finding out about the weather §§ 82-84

Which of the words in italics are used as adjectives, which as adverbs?

1. In the Antarctic Scott's men wrote down the temperatures *daily*, and sometimes even *hourly*.
2. These long lists of *daily* and *hourly* temperatures were needed to know more about the weather.
3. When taking the temperatures the men often had to work ~~hard~~ and *long* as they had to cut holes in the *hard* polar ice.
4. So most men got up *early* every day to get their work done, and Scott himself was always among the *early* risers in the camp.
5. Besides there were *enough* things to be done in camp; soon *enough* their journey across the ice would begin and everything had to be well prepared for it.

4 An open switchboard §§ 83, 84



The men	were talking were singing	loud fast low	when ...
They	had come had stayed	near late close	because ...

Ex.: The men were **singing loud** when we saw them.

They had **come late** because they wanted to surprise us.

5 In camp §§ 82-84

Decide if you must add '-ly' to the words in brackets.

Scott and his men spent the (long) polar winter in camp. The men worked (early) and (late) to get things ready for the march to the Pole. They were (deep) impressed when they saw how (beautiful) the world of ice around them was. Often they heard penguins crying (loud) when they came (near) their camp as if they were (high) astonished to find somebody else there. The men (quick) discovered that when they sang (loud) the penguins would run away as (fast) as they could. But (near) always there was so much to do in camp that the men had (hard) any time to play with the birds—though they would have liked to do so.

6 Their march back § 83

a) Which of the words in italics are adjectives, which are adverbs?

1. On the first day of their march back from the Pole there was a strong wind blowing which the men could *still* hear when they went to sleep in their tent.
2. The next morning they woke up suddenly because the wind had died down and everything was perfectly *still* outside.
3. Weeks later when bad blizzards surprised them they were *ill* prepared to struggle against them; they had not eaten enough for days and Evans was so *ill* he could hardly walk any more.
4. None of the men had been *well* for some time. They were all suffering from frostbite and they knew *well* that if they did not get to the depot in time they would die.
5. Scott's *only* hope was that they would be able to reach the depot in time.
6. They had *only* 11 more miles to go when a blizzard forced them to stay in their tent.

b) Translate these sentences into German.

7 What has happened to Mr White? § 84

Translate the following conversation.

A: I haven't seen Mr White *lately*, have you?

B: No, I haven't either. I think he comes home rather *late* these days.

A: He seems to have to work quite *hard* in his new job.

B: I suppose so; he *hardly* ever telephones me nowadays.

A: Somebody told me that he *nearly* had an accident last week.

B: I'll *readily* believe that. He is such a fast driver. Though I don't think he needs to drive to work now at all. His new house is so *near* his work.

A: Oh, has he moved? Last time I saw him the plans for his house weren't even *ready*. Well, I must visit him on Sunday and have a look at the house.

8 Amundsen § 85

Use these expressions to prefer to; to be used to; to be likely to

1. As a young man Amundsen *always* preferred to prefer to; to be used to; to be likely to
2. People said that he would *certainly* do that day.
3. His friends remember that he *may* have *supposedly* his aim.
4. "He'll *probably* get to the North Pole" he *always* said.
5. But Amundsen would not say much about the dark about his plans.
6. It was not until his ship was ready to start that they were going to the South Pole.

9 Waiting § 85

a) Decide which expression you would use.

A: I can't understand why he hasn't come yet. I'm sure he's forgotten that we wanted to go to the depot.

B: (I expect/I'm afraid) he'll join us later. Let's have tea together.

A: But (we are sure to/we are used to) he'll be there with a crowd.

B: He (liked to/is likely to) wait at the depot. He (used to/happened to) meet before he came.

A: All right, let's go in then.

b) Now translate your sentences into German.

~~10 Translation~~

Amundsen's Hundeschlitten

1. Scott verwendete Hunde und Ponys, Amundsen verwendete lieber nur Hunde, da er glaubte, dass Ponys nicht so gut stehen. 2. Anfangs hatte er viel Mühe (trotzdem) die Schlitten nicht kräftig genug, und kaum ein Tag voranzukommen. 3. Amundsen und Scott kämpften. 4. „Hoffentlich können wir das Ende unserer Expedition“, sagte Amundsen. 5. Amundsen ging zufällig vor den Hundeschlitten, ging tief in den Arm. 6. Nach einigen Wochen war die Arbeit so gut, daß die Männer sehr glücklich waren.

8 Amundsen § 85

Use these expressions instead of the words in italics:
to prefer to; to happen to; to keep (on); to be sure to;
used to; to be likely to; to be said to

1. As a young man Amundsen *always* read books about polar expeditions.
2. People said that he would *certainly* go on such an expedition himself one day.
3. His friends remember that he *made plan after plan*; the North Pole was *supposedly* his aim.
4. "He'll *probably* get to the North Pole before anybody else," his friends *always* said.
5. But Amundsen would not say much; he *thought it better* to keep people in the dark about his plans.
6. It was not until his ship was ready to sail that the sailors heard *by chance* that they were going to the South Pole and not to the North Pole.

9 Waiting § 85

a) *Decide which of the expressions in brackets you must use.*

- A: I can't understand why he hasn't come yet. (I hope/I suppose) he must have forgotten that we wanted to go to the cinema together.
 B: (I expect/I'm afraid) he'll join us later after the show. Then we could have tea together.
 A: But (we are sure to/we are used to) miss him after the film; there is such a crowd.
 B: He (liked to/is likely to) wait at the tea-shop at the corner; that's where we (used to/happened to) meet before he moved away from here.
 A: All right, let's go in then.
 b) *Now translate your sentences into German.*

~~**10 Translation**~~**Amundsens Hunde**

1. Scott verwendete Hunde und Ponys für seine Expedition, Amundsen jedoch verwendete lieber nur Hunde, da er glaubte, sie könnten der Kälte besser widerstehen. 2. Anfangs hatte er viel Mühe (*trouble*) mit seinen Hunden. 3. Sie zogen nicht kräftig genug, und kaum ein Tag verging, an dem die Hunde nicht miteinander kämpften. 4. „Hoffentlich können wir sie bald eingewöhnen (*to train*); ein „Hundeaufstand“ (*revolt of the dogs*) wäre (*present tense*) wahrscheinlich das Ende unserer Expedition“, sagte Amundsen. 5. Als Amundsen eines Tages zufällig vor den Hundeschlitten ging, griffen die Hunde ihn an und bissen ihn tief in den Arm. 6. Nach einigen Wochen verrichteten die Hunde jedoch ihre Arbeit so gut, daß die Männer sehr beeindruckt von ihnen waren. 7. Nicht

weit vom Südpol mußten die schwächsten Tiere getötet werden, so schwer es für die Männer auch war (*hard as it was*). 8. Amundsen erinnert sich später, wie die übriggebliebenen (*remaining*) Hunde dauernd nach ihren Gefährten (*companion*) suchten. 9. „Wir fühlten uns alle so elend (*bad*) danach; es erschien uns unfair, so etwas zu tun. 10. Ich könnte das ein zweites Mal bestimmt nicht tun.“

Let's prepare lesson 22

- | | |
|---|---|
| 1. Scott told his men that they should place nine depots along the route. | Scott told his men to place nine depots along the route. |
| 2. When the ponies became too weak, Scott ordered that they should be killed. | When the ponies became too weak, Scott ordered them to be killed . |
| 3. Everybody knew that Amundsen was an expert of the Arctic. | Amundsen was known to be an expert of the Arctic. |

22

1 A B.-P. quiz

1. What school did Baden-Powell go to when he was 13?
2. What did his teacher say about him as a pupil?
3. What was his headmaster's opinion of him when he left school?
4. Why did B.-P. not study at Oxford?
5. How did he manage to pass the examination for the Military Academy?
6. In which countries did he serve with the British army?
7. Why was there a war between the British and the Boers?
8. What did B.-P. do to defend Mafeking?
9. What do you have to do when you want to learn scouting?
10. Where is the British memorial to B.-P.?

2 Mafeking is free

§§ 74, 86

a) *A London Newspaper writes:*

At 9.30 last night it was announced that Mafeking had been relieved. Immediately the streets filled with people. Everywhere the crowds cheered and shouted. Little boys blew whistles; street-sellers offered flags with B.-P. written on them, others sold paper-hats. Soon the crowds became thicker and thicker around them; finally people just took the flags away from them without paying for them.

In the city a huge picture of Baden-Powell was shown. He was cheered and sang 'God save the Queen'. The people gathered around each other's necks shouting, "Mafeking is free!" "A man who was in the City at the time told me that he saw the streets filling with people shouting 'God save the King' and ..."

Go on. Use these verbs with the sentences given below to complete the sentences to see

- b) That evening people went mad with excitement. The crowds
- broke shop-windows
 - pushed over a horse
 - broke several street lamps
 - nearly killed a dog.
 - knocked a statue down
 - lifted some boxes off the ground
 - tore the curtains in a shop

These incidents are reported to the police.

A man: I **saw people break** some windows.

A woman: I **noticed people push** over a horse.

A boy: I ...

Go on. Use 'to see', 'to notice', 'to watch'.

3 The boys of Mafeking

§ 87

a) *In the best of the Mafeking*
The leader of the boys

1. Help the old people.
2. Look after the little children in the streets.
3. Carry messages to the soldiers.
4. See to it that the sick people get soon better.
5. Fetch medicine from the doctors.

Two boys were rather lazy. The leader of the boys

1. I **expected you to help** the old people.
2. I **told you to** ...

Go on. Use 'to ask', 'to expect', 'to tell'.

b) *The leader gave them other orders,*

1. Don't go too near the enemy lines.
2. Don't carry any weapons.
3. Don't wear brightly coloured clothes.

In the city a huge picture of Baden-Powell was put up. About 20,000 people gathered and sang 'God save the Queen'. Women wept and men threw their arms around each other's necks shouting, "Mafeking is free! Mafeking is free!"

A man who was in the City at the time later tells a friend:

"I **saw the streets filling** with people. Everywhere I **heard the crowds cheering** and . . ."

Go on. Use these verbs with the sentences under a): to watch; to notice; to hear; to see

b) That evening people went mad with joy.

The crowds	{	broke shop-windows.
		pushed over a horse-bus.
		broke several street lamps.
		nearly killed a dog.
		knocked a statue down.
		lifted some boxes off a bridge and threw them into the Thames.

tore the curtains in a café.

These incidents are reported to the police.

A man: I **saw people break** some shop-windows.

A woman: I **noticed people push** . . .

A boy: I . . .

Go on. Use 'to see', 'to notice', 'to watch' with the sentences above.

3 The boys of Mafeking
§ 87

a) *In the besieged town everybody's help was needed.
The leader of the boys told them what they should do:*

1. Help the old people.
2. Look after the little children in the streets.
3. Carry messages to the soldiers.
4. See to it that the sick people get something to eat.
5. Fetch medicine from the doctors.

Two boys were rather lazy. The leader said to them:

1. I **expected you to help** the old people. Why didn't you?
2. I **told you to** . . .

Go on. Use 'to ask', 'to expect', 'to tell', 'to want' with your sentences.

b) *The leader gave them other orders, too.*

1. Don't go too near the enemy lines.
2. Don't carry any weapons.
3. Don't wear brightly coloured clothes.

4. Don't stand around in the streets.
5. Don't drink water that has not been boiled.
6. Don't throw away any food.

Now use 'to want' and 'to warn' with the sentences:

1. I **warn you not to go** too near the enemy lines.
2. I **don't want you to** ...

4 B.-P. talks to an officer §§ 75, 88

a) Use 'to want', 'to order', 'to expect' with these sentences.

Ex.: Have the trees been cut down? I ... yesterday.

I ordered them to be cut down yesterday.

1. Have the wounded horses been shot? I ... this morning.
2. Has the captured soldier been questioned? I ... last night.
3. Has the bread been handed out to the soldiers? I ... early this morning.
4. Have the pigs been killed? I ... on Monday.
5. Has the fire on the hill been put out? I ... when I rode past it.
6. Have the old guns been cleaned? I ... the day before yesterday.

b) *The officer replies: I had the trees cut* down this morning. I had ... an hour ago. Go on. Use the sentences under a).

5 Watching the enemy §§ 74, 88

Decide if you must use the present participle or the passive infinitive of the verbs in brackets.

A Mafeking boy had hidden in a tree.—From the tree he could see a group of Boers (to come) up the hill. He watched them (to pull) something heavy behind them. When they came nearer, he saw that it was a big gun on wheels. Their leader wanted the gun (to put) on top of the hill so that he could fire into the town. The boy noticed the men (to dig) the gun into the earth. Then the officer ordered the gun (to cover) with bushes.

The men went down the hill again. The boy climbed down from the tree and as he ran away he heard the officer (to shout) behind him. He wanted the boy (to stop) by his soldiers but the young boy quickly disappeared among some bushes. He reached the town in time to warn the people.

6 Camping §§ 87, 88

Decide if you must use the active or the passive infinitive.

A group of Boy Scouts are putting up their tents in a field near a wood. Their leader tells them:

1. I want you (to put up) your tents with the entrance away from the wind.
2. I expect the ropes of your tents (to pull tight).

3. I warn you (not to make) a fire when
4. I want you (to fix) the hooks firmly in
5. I don't want any branches (to break)
6. And don't forget: I have told you lying around.

7 Infinitive constructions §§ 86, 87, 89

Decide if you must use 'to'.

1. As the roads were icy old people had
2. The policeman saw a boy (to cross) were red. The policeman told him (not to go) too dangerous.
3. Father ordered the boys (not to play) too dangerous.
4. Father expected Tom (to wash) the car
5. We heard a big van (to drive) into the
6. Father let Robert (to have) the car for
7. Mr Benson told his daughter (to order)
8. We saw our neighbour (to take) his ne
9. A Scout is expected (to help) where h

8 Visitors in camp §§ 86, 89

They	heard	the Girl Guides the Scouts	s
	saw		k
			c
			m

- Ex.: 1. **They heard the Scouts call** for help.
2. **The Scouts were heard to call** for help.

~~9~~ Translation

14 Meilen zu Fuß

1. Man erwartet von einem Pfadfinder (to go) eine 14 Meilen lange Wanderung geht Morgen ging ein Pfadfinder in Texas alle essenzeit bat die Mutter des Jungen ihre

Hansen

3. I warn you (not to make) a fire when the wind is blowing towards the tents.
4. I want you (to fix) the hooks firmly in the earth.
5. I don't want any branches (to break off) the trees.
6. And don't forget: I have told you (not to leave) pieces of paper and food lying around.

7 Infinitive constructions §§ 86, 87, 89

Decide if you must use the infinitive with or without 'to'.

1. As the roads were icy old people had been warned (not - to go out).
2. The policeman saw a boy (to cross) the street although the traffic lights were red. The policeman told him (not - to do) that again.
3. Father ordered the boys (not - to play) football in the street because it was too dangerous.
4. Father expected Tom (to wash) the car.
5. We heard a big van (to drive) into the courtyard.
6. Father let Robert (to have) the car for the week-end.
7. Mr Benson told his daughter (to order) a taxi.
8. We saw our neighbour (to take) his new car to the garage.
9. A Scout is expected (to help) where help is needed.

8 Visitors in camp §§ 86, 89

They	heard	the Girl Guides the Scouts	sing a song.
	saw		call for their leader.
			knock a tent over.
			carry some water into the kitchen tent.
			cut some branches off a tree.
			make a big bonfire.

- Ex.: 1. They heard the Scouts call for their leader.
 2. The Scouts were heard to call for their leader.

~~9~~ Translation

14 Meilen zu Fuß

1. Man erwartet von einem Pfadfinder (*passive*), daß er wenigstens einmal auf eine 14 Meilen lange Wanderung geht (*to go on a hike*).
2. An einem heißen Morgen ging ein Pfadfinder in Texas allein auf seine Wanderung.
3. Zur Mittagessenszeit bat die Mutter des Jungen ihren Mann, dem Sohn mit dem Auto nach-

Handwritten signature

zufahren, um ihm etwas zu trinken zu bringen. 4. Sie ließ eine große Flasche mit Limonade füllen und gab sie ihrem Mann. 5. Zehn Minuten später sah der Mann in der Ferne seinen Sohn, wie er sich unter einen Baum setzte. 6. Als er näher kam, bemerkte er, daß der Junge sich Staub vom Gesicht wischte. 7. „Schau, John, was ich dir gebracht habe“, sagte der Vater. 8. Er gab dem Jungen die Flasche und sah, wie ein Lächeln über das Gesicht seines Sohnes ging. 9. Aber dann sagte der Junge: „Es tut mir leid, Vater, ich muß diese Wanderung allein machen (*to do*). Niemand soll (*to be supposed to*) mir [dabei] helfen. Bitte, nimm die Flasche wieder mit nach Hause.“ 10. „Als ich wieder zurückfuhr“, [so] erinnerte sich sein Vater später, „war ich der stolzeste Mann in ganz Texas.“ (*in the whole of Texas*)

Solutions to Exercise 8 on page 114

1. Our car.
2. The 'Queen Elizabeth II' (ship).
3. The 'Queen Elizabeth II' and her sister-ship.

Solutions to Exercise 7 on page 138

1. A yard.
2. They weigh the same – a pound is a pound.
3. Tomorrow.
4. The half moon; the full moon is 'lighter'.
5. 'Smiles' – there is a 'mile' between the first letter and the last.
6. A wooden horse: it has eyes and cannot see, legs and cannot walk, and it can jump as high as Big Ben – neither Big Ben nor a wooden horse can jump at all!

< Let's tell stories >

*After four years of English you can s
stories in your own words. Don't forget*

1. Music at Night

Night – cats on the roof – loud noise –
moment – neighbour – to open the wind

2. A Spoilt Evening

Mr Barton – office – to telephone his wife
at the cinema entrance – to look for the
instead – cinema tickets in the office – to

3. A Bad Surprise

A letter for the Bensons with two th
name – after the performance bad surpr
jewelry stolen.

4. A Spoilt Birthday

Fred's birthday – to expect lots of frie
before the birthday – headache – hig
no party.

5. Better late than never

George's birthday – letter from Uncle F
not to arrive – wrong address on parcel –

6. Mr Brown's Rush Hour

Mrs Brown – hospital – Mr Brown – alo
late – no breakfast – to rush to the bus st

7. At the Customs

Mr Smith – holidays in Germany – t
spirits – to have to pay.

< Let's tell stories >

After four years of English you can speak it quite well. So tell the following stories in your own words. Don't forget to use direct and indirect speech.

1. Music at Night

Night – cats on the roof – loud noise – man – to try to chase – water – at that moment – neighbour – to open the window – water – face.

2. A Spoilt Evening

Mr Barton – office – to telephone his wife – cinema tickets – to meet Mrs Barton at the cinema entrance – to look for the cinema tickets in his pockets – bus tickets instead – cinema tickets in the office – television at home instead.

3. A Bad Surprise

A letter for the Bensons with two theatre tickets – surprise – no sender's name – after the performance bad surprise – house broken into – money and jewelry stolen.

4. A Spoilt Birthday

Fred's birthday – to expect lots of friends – to prepare a big party – the day before the birthday – headache – high temperature – doctor – measles – no party.

5. Better late than never

George's birthday – letter from Uncle Fred – to announce parcel with present – not to arrive – wrong address on parcel – back to Uncle Fred.

6. Mr Brown's Rush Hour

Mrs Brown – hospital – Mr Brown – alone at home – one morning – to wake up late – no breakfast – to rush to the bus stop – empty bus – Sunday!

7. At the Customs

Mr Smith – holidays in Germany – to return – Dover – customs – cigars, spirits – to have to pay.

Wörterverzeichnis

Dieses Wörterverzeichnis setzt den verbindlichen Wortschatz von Teil 1 als bekannt voraus. Die Wörter der verbindlichen Lesestücke und Übungen sind fett gedruckt. Sie müssen gelernt werden, denn sie werden in den folgenden Lektionen als bekannt vorausgesetzt. Dagegen sind alle normal gedruckten Wörter – vor allem die der Gedichte und Lieder – unverbindlich. Tritt ein solches Wort in einer späteren Lektion wieder auf, so ist es an dieser Stelle noch einmal ins Wörterverzeichnis aufgenommen worden.

Die unregelmäßigen Verben sind mit einem Stern gekennzeichnet.

Abkürzungen: *adj.* = adjective; *adv.* = adverb; *Am.* = American English; *o.s.* = oneself; *pp.* = past participle; *ppr.* = present participle; *pl.* = plural; *sg.* = singular; *s.o.* = someone; *s.th.* = something.

Pictures from Britain

Britain	'brɪtən	Britannien
visitor	'vɪzɪtə	Besucher
continent	'kɒntɪnənt	Kontinent
the Continent		das europäische Festland
Ostend	ɔs'tend	Ostende (<i>Hafenstadt in Belgien</i>)
Calais	'kæleɪ	(<i>frz. Hafenstadt</i>)
Dover	'dəʊvə	(<i>Hafenstadt an der Südküste Englands</i>)
gateway	'geɪtweɪ	Einfahrt
European	juərə'pi(:)ən	europäisch
mainland	'meɪnlənd	Festland
harbour	'hɑ:bə	Hafen
sight	sait	Sicht; Anblick; Sehenswürdigkeit
coast	'kəʊst	Küste
famous	'feɪməs	berühmt
Roman	'rəʊmən	Römer; römisch
to guide	gaɪd	führen, leiten
lighthouse	'laɪthaus	Leuchtturm
Shakespeare	'ʃeɪkspiə	(<i>engl. Dramatiker, 1564 bis 1616</i>)
well-known	'wel'nəʊn	bekannt
landmark	'lændmɑ:k	Wahrzeichen; Wegweiser
channel	'tʃænl	Kanal
the Channel		der Ärmelkanal

tunnel	'tʌnl	Tunnel
Windsor	'wɪnzə	(<i>Stadt an der Themse</i>)
to found	faʊnd	gründen
William the Conqueror	'wɪljəm ðə 'kɒŋkərə	Wilhelm der Eroberer (1027–1087)
Thames	'temz	Themse
on the Thames		an der Themse
west	west	Westen; westlich
sovereign	'sɔvrɪn	Herrscher, Fürst
to bury	'beri	begraben
royal	'rɔɪəl	königlich
residence	'rezɪdəns	Wohnsitz
Elizabeth	'ɪlɪzəbəθ	Elisabeth
Queen Elizabeth II	'kwɪ:n 'ɪlɪzəbəθ ðə 'sekənd	(<i>Königin von England seit 1952</i>)
university	ju(:)'nɪ'vɜ:sɪti	Universität
century	'sentʃuri	Jahrhundert
Christ	'kraɪst	Christus
college	'kɒlɪdʒ	(<i>Gemeinschaft von Dozenten und Studenten innerhalb einer Universität</i>)
building	'bɪldɪŋ	Gebäude
district	'dɪstrɪkt	Gebiet; Bezirk
Lake District		(<i>Seengebiet in Nordengland</i>)
springtime	'sprɪŋtaɪm	Frühling(szeit)

bank	bæŋk	Ufer
Rydal Water	'raɪdəl wɔ:tə	(<i>Name eines Sees</i>)
farther	'fɑ:ðə	weiter, ferner
million	'mɪljən	Million
to look forward to	'fɔ:wəd ri:'zɔ:t	sich freuen auf
resort	'ri:zɔ:t	Ferienort
seaside resort		Seebad
Scottish	'skɒtɪʃ	schottisch
pipe	'paɪpə	Dudelsack-pfeifer
opening	'əʊpnɪŋ	Eröffnung
Highland	'haɪlənd	(<i>schott. Sporttreffen</i>)
games meeting		
flag	flæg	Fahne, Flagge
St. = Saint	snt; seɪnt	Sankt; Heiliger
Andrew	'ændru:	Andreas
St. Andrew	snt 'ændru:	der heilige Andreas
patron saint	'peɪtrən 'seɪnt	Schutzpatron
A Visit to London		
visit	'vɪzɪt	Besuch
a visit to London		ein Besuch in London
tower	'taʊə	Turm; Zwingburg
Tower Bridge	'taʊəbrɪdʒ	(<i>Brücke über die Themse</i>)
entrance	'entrəns	Eingang
city	'sɪti	(große) Stadt
at the entrance to the city		am Eingang der Stadt
eight and a half million		achteinhalf Millionen
the Tower of London		(<i>Zwingburg, später Gefängnis in London</i>)
fortress	'fɔ:trɪs	Festung
order	'ɔ:də	Ordnung
*to keep in order,	ki:p,	<i>hier:</i> in Schach halten
kept, kept to protect	kept	(be-)schützen
attack	ə'tæk	Angriff

bekannt voraus.
 t. Sie müssen gelernt
 resetzt. Dagegen sind
 -unverbindlich. Tritt
 Stelle noch einmal ins

ish; o.s. = oneself;
 ar; s.o. = someone;

Tunnel
 (Stadt an der
 Themse)
 gründen
 Wilhelm der
 Eroberer
 (1027-1087)
 Themse
 an der Themse
 Westen; west-
 lich
 Herrscher,
 Fürst
 begraben
 königlich
 Wohnsitz
 Elisabeth
 (Königin von
 England
 seit 1952)
 Universität
 Jahrhundert
 Christus
 (Gemeinschaft
 von Dozenten
 und Studenten
 innerhalb einer
 Universität)
 Gebäude
 Gebiet; Bezirk
 (Seengebiet in
 Nordengland)
 Frühling(szeit)

bank	bæŋk	Ufer
Rydal Water	'raidəl wɔ:tə	(Name eines Sees)
farther	'fɑ:ðə	weiter, ferner
million	'mɪljən	Million
to look forward to	'fɔ:wəd	sich freuen auf
resort	ri:'zɔ:t	Ferienort
seaside resort		Seebad
Scottish	'skɒtɪʃ	schottisch
piper	'paɪpə	Dudelsack- pfeifer
opening	'əʊpɪŋ	Eröffnung
Highland	'haɪlənd	(schott. Sport- treffen)
games meet- ing		
flag	flæg	Fahne, Flagge
St. = Saint	snt; seɪnt	Sankt; Heiliger
Andrew	'ændru:	Andreas
St. Andrew	snt 'ændru:	der heilige An- dreas
patron saint	'peɪtrən 'seɪnt	Schutzpatron

A Visit to London

visit	'vɪzɪt	Besuch
a visit to London		ein Besuch in London
tower	'tauə	Turm; Zwing- burg
Tower Bridge	'tauə,brɪdʒ	(Brücke über die Themse)
entrance	'entrəns	Eingang
city	'sɪti	(große) Stadt
at the entrance to the city		am Eingang der Stadt
eight and a half million		achteinhalf Millionen
the Tower of London		(Zwingburg, später Ge- fängnis in London)
fortress	'fɔ:trɪs	Festung
order	'ɔ:də	Ordnung
*to keep in order,	ki:p,	hier: in Schach halten
kept, kept to protect	kept prə'tekt	(be-)schützen
attack	ə'tæk	Angriff

Wales	weɪlz	(Halbinsel an der West- küste Groß- britanniens)
Welsh	welʃ	Waliser; wali- sisch
musical people,	'mju:zɪkəl	musikalisch
pl. peoples		Volk
scene	sɪn	Szene
annual	'ænjuəl	jährlich
festival	'festɪvəl	Fest, Festspiele
song	sɒŋ	Gesang
poetry	'pəʊɪtri	Dichtung
poem	'pəʊɪm	Gedicht
northern	'nɔ:ðən	Nord-, nördlich
Ireland	'aɪələnd	Irland
farming	'fɑ:mɪŋ	Landwirtschaft
main	meɪn	Haupt-
occupation	əkju'peɪʃən	Beschäftigung; Gewerbe, Be- ruf

since	sɪns	seit
museum	'mju:zɪəm	Museum
*to grow,	grəʊ, gru:,	wachsen
grew, grown	grəʊn	
world	wɜ:ld	Welt
historic	hɪ'stɒrɪk	historisch
*to meet s.o.		bekannt wer- den mit
Central London	'sentrəl 'lɒndən	(Stadtmitte von London)
park	pɑ:k	Park
to study	'stʌdi	studieren
to refer to	ri'fə:	sich beziehen auf
chapter	'tʃæptə	Kapitel
exact	ɪg'zækt	genau, exakt
Marble Arch	'mɑ:blə:tʃ	(Eingang zum Hyde Park)
Hyde Park	'haɪd pɑ:k	(berühmter Park in Lon- don)
BOAC Air Terminal	'tə:mɪnl	(Omnibusbahn- hof der BOAC)

Buckingham Palace	'bʌkɪŋəm 'pælis	(Name der königl. Residenz)
BBC = British Broadcasting Corporation	'brɪtɪʃ 'brɔ:dkɑ:stɪŋ 'kɔ:pə'reɪʃən	Britischer Rundfunk
Piccadilly Circus	'pɪkə'dɪli 'sə:kəs	
Westminster Abbey	'westmɪnstər 'æbi	Westminster Abtei
Houses of Parliament	'haʊzɪz əv 'pɑ:ləmənt	Parlamentsgebäude
Whitehall	'waɪt,hɔ:l	(Straße in London mit den Ministerien)
Trafalgar Square	trə'fælgə 'skwɛə	(berühmter Platz in London)
Law Courts the Strand	'lɔ:kɔ:ts strænd	Gerichtshof (Straße in London)
Fleet Street	'fli:t	(Londoner Presseviertel)
Royal Festival Hall	'rɔɪəl 'fɛstəvəl 'hɔ:l	(Festhalle in London)
St. Paul's Cathedral	sn 'pɔ:lz 'kəθi:drəl	St. Pauls Kathedrale
Guildhall	'gɪld'hɔ:l	(Rathaus der City of London)
Mansion House	'mænʃənhaus	(Amtssitz des Oberbürgermeisters von London)
Royal Exchange	'rɔɪəl 'tʃeɪndʒ	(Londoner Börse)
Big Ben	'bɪg'ben	(Turm des Parlamentsgebäudes)
1,000 = a (one) thousand	ə, wʌn 'θaʊzənd	eintausend
* to go up and down port	pɔ:t	auf und ab gehen, fahren Hafen; Hafenstadt
king	kiŋ	König
to crown	kraʊn	krönen
* to wear, wore, worn	wɛə, wɔ:, wɔ:n	tragen (von Kleidern, Schmuck usw.)

uniform	'ju:nɪfɔ:m	Uniform
to flow	fləʊ	fließen
heart	hɑ:t	Herz
foreign	'fɔ:rɪn	fremd, ausländisch
helpful	'helpfʊl	nützlich
advice	əd'vaɪs	Ratschlag, Ratschläge
bobby	'bɒbi	(Spitzname der engl. Polizisten)
commonwealth	'kɒmənweɪlθ	Gemeinwesen
the Commonwealth		der britische Staatenbund
Ghana	'gɑ:nə	Ghana
India	'ɪndjə	Indien
to mix with	miks	sich mischen unter
Nelson	'nelnsn	(engl. Admiral, 1758-1805)
column	'kɒləm	Säule
high	haɪ	hoch
statue	'stætʃu:	Statue
admiral	'ædmərəl	Admiral
Lord	lɔ:d	(engl. Adelstitel)
seaman	'si:mən	Seefahrer
invasion	ɪn'veɪzən	feindlicher Einfall, Invasion
to defeat s.o.	dɪ'fi:t	jdn. besiegen
fleet	'fli:t	Flotte
bowler hat	'bəʊlə ,hæt	(steifer Hut, „Melone“)
umbrella	ʌm'brelə	Regenschirm
dressed in		nach Londoner Tradition
London tradition	trə'dɪʃən	gekleidet
businessman	'bɪznɪsmən	Geschäftsmann
business	'bɪznɪs	Geschäftszentrum
centre	'sentə	
pomp	pɒmp	Pomp
guard	gɑ:d	Wache, Garde
colourful	'kɒləfʊl	farbenfroh
Horse Guards	'hɔ:s gɑ:dz	berittene Garde
* to keep		Wache halten
watch		
pavement	'peɪvmənt	Pflaster; Bürgersteig

artist	'ɑ:tɪst	Künstler
coloured	'kɒləd	farbig
discipline	'dɪsɪplɪn	Disziplin
familiar	fə'mɪljə	vertraut, bekannt
not even	'nɒt 'i:vən	nicht einmal
rush hour	'rʌʃ,haʊə	Hauptverkehrszeit
freedom	'fri:dəm	Freiheit
anyone	'eniwʌn	jeder (beliebiger)
on a subject	'sʌbdʒɪkt	über ein Thema

1 Picture Text

lion	'laɪən	Löwe
lion-tamer	'laɪən ,teɪmə	Löwenbändiger
at work		bei der Arbeit

A. An Unwelcome Visitor

1. unwelcome	ʌn'welkəm	unwillkommen
terror	'terə	Schrecken; Terror
* to come to inhabitant	ɪn'hæbɪtənt	hier: überfallen Einwohner
Southend	'sauθ'end	(Stadt an der engl. Südküste)
seaside town of Southend	'si:said 'taʊn	Küstenstadt Southend
in Rochford Road	'rɒtʃfəd	in der Rochford Straße
to live through	'lɪv 'θru:	durchleben, durchmachen
suspense	səs'pens	Spannung
* to sit, sat, sat	sɪt, sæt	sitzen
* to sit at the supper table		beim Abendessen sitzen
announcer	ə'naʊnsə	Ansager
Home Service	'həʊmsɜ:vɪs	(Regionalprogramm)
this is the BBC		hier ist der BBC
warning	'wɔ:nɪŋ	Warnung
county	'kaʊnti	Grafschaft
Essex	'esɪks	(Grafschaft in SO England)

Uniform
fließen
Herz
fremd, auslän-
disch
nützlich
Ratschlag,
Ratschläge
(Spitzname der
engl. Polizi-
sten)
Gemein-
wesen
der britische
Staatenbund
Ghana
Indien
sich mischen
unter
(engl. Admiral,
1758-1805)
Säule
hoch
Statue
Admiral
(engl. Adels-
titel)
Seefahrer
feindlicher Ein-
fall, Invasion
jdn. besiegen
Flotte
(steifer Hut,
„Melone“)
Regenschirm
nach Londoner
Tradition
gekleidet
Geschäftsmann
Geschäfts-
zentrum
Pomp
Wache, Garde
farbenfroh
berittene Garde
Wache halten
Pflaster;
Bürgersteig

artist	'ɑ:tɪst	Künstler
coloured	'kɒləd	farbig
discipline	'dɪsɪplɪn	Disziplin
familiar	fə'mɪljə	vertraut, be- kannt
not even	'nɒt 'i:vən	nicht einmal
rush hour	'rʌʃ.aʊə	Hauptverkehrs- zeit
freedom	'fri:dəm	Freiheit
anyone	'eniwʌn	jeder (beliebige)
on a subject	'sʌbdʒɪkt	über ein Thema

1 Picture Text

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*to sit, sat, sat	sɪt, sæt	sitzen
*to sit at the supper table		beim Abend- essen sitzen
announcer	ə'naʊnsə	Ansager
Home Service	'həʊmsə:vɪs	(Regionalpro- gramm)
this is the BBC		hier ist der BBC
warning	'wɔ:nɪŋ	Warnung
county	'kaʊnti	Grafschaft
Essex	'esɪks	(Grafschaft im SO Englands)

Hilton Hotel	'hɪltən həʊ'tel	Hotel „Hilton“
skyscraper	'skai,skreɪpə	Wolkenkratzer
to tower above s.th.		etwas (weit) überragen
shield	ʃi:ld	Wappenschild
City of London		Stadt London
different	'dɪfrənt	verschieden
race	reɪs	Rasse
to name	neɪm	nennen
in the afternoon		am Nachmittag
to start	stɑ:t	anfangen

county of Essex		Grafschaft Essex
at Southend		in Southend
*to shut, shut, shut	ʃʌt	schließen
one	wʌn	man
to be careful	'keəfʊl	vorsichtig sein
thirteen-year-old		dreizehnjährig
Doris	'dɔ:ris	Doris
Eric	'erɪk	Erich
all the same		trotzdem
to interrupt	ɪntə'rʌpt	unterbrechen
to report	ri'pɔ:t	berichten
area	'eəriə	Gebiet, Gegend
to warn	wɔ:n	warnen; er- mahnen
2. terrific	tə'rɪfɪk	fürchterlich
roar	rɔ:	Brüllen
sound	saʊnd	Geräusch, Klang
nor	nɔ:	auch nicht
in a low voice	'ləʊ 'vɔɪs	leise, mit leiser Stimme
frightened	'fraɪtnd	erschreckt, er- schrocken
to sound	saʊnd	klingen, tönen; <i>hier:</i> sich an- hören
to remark	ri'mɑ:k	bemerkten
to roar	rɔ:	brüllen
it couldn't break through		<i>hier:</i> er könnte nicht durch- brechen
I'm afraid	aim ə'freɪd	ich fürchte
husband	'hʌzbənd	(Ehe-)Mann

in a hurry	'hʌri	eilig, schnell
torch	to:tʃ	Taschenlampe
gun	gʌn	Flinte, Gewehr
game-keeper	'geim'ki:pə	Wildhüter
Africa	'æfrɪkə	Afrika
to beg	beg	bitten, betteln
to seem	si:m	scheinen
*to shake the house, shook, shaken	'ʃeɪk, 'ʃeɪkən	das Haus erschüttern
no more from head to foot		nicht mehr von Kopf bis Fuß; am ganzen Leib
*to keep quiet, kept, kept	ki:p 'kwaɪət, kept	ruhig bleiben, still sein
to switch on	'swɪtʃ'ɒn	an- (ein-)schalten
job	dʒɒb	Arbeit, Beruf
a man's job	'mænɪz dʒɒb	Männersache
to be afraid	ə'freɪd	sich fürchten
as	æz, əz	als, während
to switch off	'swɪtʃ'ɒf	ausschalten
*to keep close behind s.o.	ki:p 'kləʊs bɪ haɪnd	sich dicht hinter jdm. halten
3. lawn	lɔ:n	Rasen
to growl	graʊl	knurren, brummen
to raise	reɪz	(sich) erheben
to aim	eɪm	zielen
*to shoot, shot, shot	ʃu:t, ʃɒt	schießen
for heaven's sake!	fə 'hevənz ,seɪk	um Himmels willen!
to call s.o. by his name		jdn. bei seinem Namen rufen
cage	keɪdʒ	Käfig
*to drive, drove, driven	draɪv, 'drɪvən	fahren
to suppose	sə'pəʊz	annehmen
to deserve	dɪ'zɜ:v	verdienen
shock	ʃɒk	Schock, Schreck

B. A Visit—Useful Phrases

useful phrase	'ju:sfʊl freɪz	nützlich (Rede-)Wendung
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Gordon	'gɔ:dən	(Familiennamen)
at home		zu Hause
to call		einen Besuch abstaten
to intrude	ɪn'tru:d	stören, ungelegen kommen
not at all	ˌnɒt ət ɔ:l	überhaupt nicht
to introduce	ɪn'trə'dju:s	vorstellen
Dick	dɪk	(Kurzform für Richard)
Joan	dʒəʊn	Johanna
How do you do?		(Begrüßungsformel)
How are you?		Wie geht es Ihnen?
cigarette	ˌsɪgə'ret	Zigarette
fascinating	'fæ:sɪneɪtɪŋ	faszinierend
I hope so, too.		Das hoffe ich auch.
Would you care to . . . ?	keə	Hätten Sie Lust zu . . . ?
stairs	steəz	Treppe
I'm afraid		leider
whenever	wen'evə	wann auch immer

< Leisure >

leisure	'leɪzə	Muße
care	keə	Sorge; Sorgfalt
to stare	steə	starren; staunen
beneath	bɪ'ni:θ	unter
bough	bəʊ	Ast, Zweig
wood	wʊd	Wald
squirrel	'skwɪrəl	Eichhörnchen
nut	nʌt	Nuß
broad	brɔ:d	hier: hell
daylight	'deɪlaɪt	Tageslicht
stream	stri:m	Strom
star	stɑ:	Stern
at night		bei Nacht
beauty	'bju:tɪ	Schönheit
glance	glɑ:ns	(flüchtiger) Blick
till	tɪl	bis
to enrich	ɪn'reɪtʃ	bereichern; steigern
smile	smaɪl	Lächeln

that smile her eyes began		das Lächeln, das . . .
W. H. Davies	'deɪvɪs	(engl. Dichter, 1871–1940)

Grammar

neither = not either	'naɪðə; ˌnɒt 'aɪðə	auch nicht
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Vocabulary Revision: Traffic

to drive a car
to ride on a bus
to catch the tram
to go by Underground
to call a taxi
to pay the fare
to ask s.o. the way
to tell s.o. the way
to turn right
to keep straight on
to drive at top speed
to have an accident
to block the road
lorries in the street
pedestrians on the pavement
traffic lights at a crossing
the second turning on the left
rush hour
business centre

2 A. A Day in the Life of a New

1. penny	'peni	Penny (ca. 8 Pf; 100 p = £ 1)
Mehrzahl:		
pennies	'penɪz	(Münzen)
pence	'pens	(Geldwert)
kind	kaɪnd	Art
to make	meɪk	hier: ergeben
a pound sterling	'paʊnd 'stɜ:lɪŋ	1 £ Sterling (ca. 8,20 DM)
drawer	draʊə	Schublade
stationer	'steɪʃənə	Schreibwarenhändler
gentleman, pl. gentlemen	'dʒentlmən	Herr

(*Familienname*)
 zu Hause
 einen Besuch
 abstatten
 stören, ungele-
 gen kommen
 überhaupt nicht
 vorstellen
 (*Kurzform für
 Richard*)
 Johanna
 (*Begrüßungs-
 formel*)
 Wie geht es Ih-
 nen?
 Zigarette
 faszinierend
 Das hoffe ich
 auch.
 Hätten Sie Lust
 zu . . . ?
 Treppe
 leider
 wann auch im-
 mer

Muße
 Sorge; Sorgfalt
 starren; staunen
 unter
 Ast, Zweig
 Wald
 Eichhörnchen
 Nuß
 hier: hell
 Tageslicht
 Strom
 Stern
 bei Nacht
 Schönheit
 (flüchtiger)
 Blick
 bis
 bereichern;
 steigern
 Lächeln

that smile her
 eyes began
 W. H. Davies 'deivɪs
 das Lächeln,
 das . . .
 (*engl. Dichter,
 1871–1940*)

Grammar

neither = 'naɪðə; auch nicht
 not either ,nɒt 'aɪðə

Exercises

3. question 'kwɛstʃən 'tæg Kurzfrage
 tag
 affirmative ə'fə:mətɪv bejahend
 6. imperative ɪm'perətɪv Imperativ
 to kill kɪl töten
 7. at night bei Nacht

Vocabulary Revision: Traffic

to drive a car
 to ride on a bus
 to catch the tram
 to go by Underground
 to call a taxi
 to pay the fare
 to ask s.o. the way
 to tell s.o. the way
 to turn right
 to keep straight on
 to drive at top speed
 to have an accident
 to block the road
 lorries in the street
 pedestrians on the pavement
 traffic lights at a crossing
 the second turning on the left
 rush hour
 business centre

Auto fahren
 im Bus fahren
 die Straßenbahn erreichen, nehmen
 mit der Untergrundbahn fahren
 ein Taxi rufen
 das Fahrgeld zahlen
 jdm. nach dem Weg fragen
 jdm. den Weg beschreiben
 nach rechts abbiegen
 geradeaus weitergehen
 mit Höchstgeschwindigkeit fahren
 einen Unfall haben
 die Straße blockieren
 Lastwagen auf der Straße
 Fußgänger auf dem Bürgersteig
 Verkehrsampel an einer Kreuzung
 die zweite Straße links
 Hauptverkehrszeit
 Geschäftszentrum

2 A. A Day in the Life of a New Penny

1. penny	'peni	Penny (<i>ca. 8 Pf;</i> <i>100 p = £1</i>)	note	nəʊt	Note, Geld- schein
<i>Mehrzahl:</i>			a fifty- penny piece		50-Penny- Stück
pennies	'penɪz	(<i>Münzen</i>)	a tenpenny piece		10-Penny- Stück
pence	'pens	(<i>Geldwert</i>)	shilling	'ʃɪlɪŋ	Schilling (<i>alte Münze; = 12 alte 'pence'</i>)
kind	kaɪnd	Art	to wander	'wɒndə	wandern
to make	meɪk	hier: ergeben	on a bus		in einem Bus
a pound	'paʊnd	1 £ Sterling	conductor	kən'dʌktə	Schaffner
sterling	'stɜ:lɪŋ	(<i>ca. 8,20 DM</i>)	halfpenny	hɑ:f 'peni	halber Penny
drawer	drɔ:	Schublade	nickname	'nɪkneɪm	Spitzname
stationer	'steɪʃnə	Schreibwaren- händler			
gentleman, pl.	'dʒentlmən	Herr			
gentlemen					

vulgar	'valgə	gewöhnlich
just fancy!	dʒʌst 'fænsi	denken Sie nur!
to fancy		sich vorstellen
to lower o.s.	'ləʊə wʌn'self	sich herablassen
to die, ppr.	dai,	sterben
dying	daiɪŋ	
future	'fju:tʃə	Zukunft
lady	leidi	Dame
*to lie down,	lai,	sich hinlegen
lay, lain	lei, lein	[haglich]
comfortable	'kʌmfətəbl	bequem, bequem machen
*to make o.s. comfortable		
hairbrush	'heəbrʌʃ	Haarbürste
comb	kəʊm	Kamm
lipstick	'lɪpstɪk	Lippenstift
to talk to		miteinander sprechen
one another	'wʌn_ə'nʌðə	hier drinnen
in here		(gemacht sein aus)
to be made of		
nickel	'nɪkl	Nickel
bronze	'brɒnz	Bronze
2. cosy	'kəʊzi	behaglich
to enjoy o.s.	in'dʒɔɪ	sich gut unterhalten
to worry about	'wʌri	sich sorgen um
money-box	'mʌnɪbɒks	Sparbüchse
to belong to s.o.	bɪ'lɒŋ	jdm. gehören
to be proud of	praʊd	stolz sein auf
to save	seɪv	sparen
*to break	breɪk,	aufbrechen, öffnen
open, broke, broken	brəʊk, brəʊkən	
within	wɪð'in	innerhalb von
*to spend, spent, spent	spend, spent	(Geld) ausgeben
*to meet, met, met	mi:t, met	(sich) treffen, begegnen
twopenny piece	tu: 'peni	(engl. Münze = ca. 16 Pf)

the best of friends		die besten Freunde
to part	pa:t	sich trennen
to move	mu:v	(sich) bewegen, <i>hier</i> : wandern
no need for me		ich brauche nicht
to open	ˈəʊpən	(sich) öffnen
ice-cream man	'aɪskri:m,mæn	Eisverkäufer
*to lie, lay, lain	lai, lei, lein	liegen
to pass over s.o.	pɑ:s	über jdn. hinwegfahren
to wish	wɪʃ	wünschen
*to feel, felt, felt	fi:l, felt	(sich) fühlen
lonely	'ləʊnli	einsam, verlassen
nevertheless	ˌnevəðə'les	nichtsdestoweniger
moon	mu:n	Mond
moonlight	'mu:nlaɪt	Mondlicht
to cross	kros	überqueren, über ... gehen

B. English Money

halfpenny	hɑ:f 'peni	(engl. Münze = ca. 4 Pf)
else	els	sonst
postcard	'pəʊstkɑ:d	Postkarte
anywhere	'eniweə	irgendwo
to anywhere		überallhin
Great Britain		Großbritannien
any	eni	<i>hier</i> : jedes beliebige
café	'kæfeɪ	Café
a cake of soap		ein Stück Seife
tube	tju:b	Tube
tooth-paste	'tu:θpeɪst	Zahnpasta
theatre	'θiətə	Theater
record	'rekɔ:d	Schallplatte
long-playing record	'lɒŋ'pleɪɪŋ	Langspielplatte

English Money of Today

face	feɪs	Vorderseite
obverse	ɒb'vɜ:s	Rückseite
proper size	'prɒpə saɪz	richtig Größe
whereas	wɛə'æz	wogegen
natural	'nætʃrəl	natürlich

< Sale! Sale! Sale! >

sale	seɪl	Verkauf; Ausverkauf
sale price		herabgesetzter Preis
to reduce	ri'dju:s	herabsetzen
dressing gown	'dresɪŋ ˌgaʊn	Morgenrock
non-iron	'nɒn'aɪən	bügelfrei
special	'speʃəl	besonders
special offer		Sonderangebot
sheet	ʃi:t	Bettlaken
regular	'regjʊlə	normal
per pair	pə:'peə	je Paar
*to cost, cost, cost	kɒst	kosten
altogether	ˌɔ:ltə'geðə	insgesamt

< No Rise in Salary? >

rise in salary	'raɪz ɪn 'sæləri	Gehaltserhöhung
clerk	klɜ:k	Angestellter
to ask for		bitten um
impossible	ɪm'pɒsəbl	unmöglich
chief	tʃi:f	Chef, Vorgesetzter

Vocabulary Revision: 'what'

- What's your name?
- What's your age?
- What is your telephone number?
- What's the time by your watch?
- What's the date?
- What colour is your new car?
- What is he like?
- What is the meaning of ...?
- What's the news?

die besten
Freunde
sich trennen
(sich) bewegen,
hier: wandern
ich brauche
nicht
(sich) öffnen
Eisverkäufer

liegen

über jdn. hin-
wegfahren
wünschen
(sich) fühlen

einsam, verlas-
sen
nichtsdesto-
weniger
Mond
Mondlicht
überqueren,
über ... gehen

(engl. Münze
= ca. 4 Pf)

sonst
Postkarte
irgendwo
überallhin
Großbritannien
hier: jedes be-
liebige
Café
ein Stück Seife
Tube
Zahnpasta
Theater
Schallplatte
Langspiel-
platte

English Money of Today

face	feis	Vorderseite
obverse	ɒb'vɜ:s	Rückseite
proper	'prɒpə	richtig
size	saiz	Größe
whereas	wɛə'æz	wogegen
natural	'nætʃrəl	natürlich

< Sale! Sale! Sale! >

sale	seil	Verkauf; Aus- verkauf
sale price		herabgesetzter Preis
to reduce	ri'dju:s	herabsetzen
dressing gown	'dresɪŋ gaʊn	Morgenrock
non-iron	'nɒn'aɪən	bügelfrei
special	'speʃəl	besonders
special offer		Sonderangebot
sheet	ʃi:t	Bettlaken
regular	'regjʊlə	normal
per pair	pə:'peə	je Paar
*to cost, cost, cost	kɒst	kosten
altogether	ˌɔ:l'tə'geðə	insgesamt

< No Rise in Salary? >

rise in salary	'raɪzɪn 'sæləri	Gehaltserhö- hung
clerk	klɜ:k	Angestellter
to ask for		bitten um
impossible	ɪm'pɒsəbl	unmöglich
chief	tʃi:f	Chef, Vorge- setzter

Vocabulary Revision: 'what'

What's your name?
What's your age?
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What's the date?
What colour is your new car?
What is he like?
What is the meaning of ...?
What's the news?

a third	θə:d	ein Drittel
altogether	ˌɔ:l'tə'geðə	insgesamt
employer	ɪm'plɔɪə	Arbeitgeber
Bank Holiday	'bæŋk ,hɒlɪdeɪ	Bankfeiertag
How dare you?	deə	Wie können Sie es wagen?
to protest	prə'test	protestieren
to prove	pru:v	beweisen
proof	pru:f	Beweis
Good Friday		Karfreitag
Boxing Day	'bɒksɪŋdeɪ	2. Weihnachts- feiertag

Exercises

2. reflexive pronoun	ri'fleksɪv 'prəʊnəʊn	Reflexivprono- men
we should		wir sollten
twenty times		zwanzigmal am
a day		Tage
*to cost, cost, cost	kɒst	kosten
to be worth	wə:θ	wert sein
3. usual	'ju:ʒuəl	gewöhnlich
*6. to get, got, got	get, gɒt	werden
*to cut o.s., cut, cut	kʌt	sich schneiden
to warm o.s.	wɔ:m	sich wärmen
*to hold on to, held, held	həʊld, held	sich (fest-)hal- ten an
7. beside	bɪ'saɪd	neben
9. robber	'rɒbə	Räuber

3 Picture Text

interviewer	ˈɪntəvjuə	Interviewer
television	ˈteliˌvɪʒən	Fernsehen
studio	ˈstjuːdiəʊ	Senderaum
discussion	disˈkʌʃən	Diskussion
important	ɪmˈpɔːtənt	wichtig
popular	ˈpɒpjələ	beliebt
TV= television	ˈtiːviː	

A. Three on an Exchange Visit

exchange on a visit	ɪksˈtʃeɪndʒ ˈvɪzɪt	Austausch auf Besuch
glasses	ˈglɑːsɪz	Brille
good afternoon	ˌgʊdˈɑːftəˌnuːn	(zwischen ,lunch' und ,tea' gebrauch- te Grußformel statt ,Guten Tag')
to improve knowledge	ɪmˈpruːv ˈnɒlɪdʒ	verbessern Kenntnis, Kenntnisse
information	ɪnfəˈmeɪʃən	Auskunft, Aus- künfte, Infor- mationen
stay to stay with s.o.	steɪ	Aufenthalt bei jdm. wohn- en
Birmingham	ˈbɑːmɪŋəm	(Industriestadt in Mitteleng- land)
*to have got old, elder, eldest	əʊld, ˈeldə, ˈeldɪst	haben (Steigerung von ,old' bei Verwandt- schaftsbe- zeichnungen)
Sheila	ˈʃiːlə	(Mädchen- name)
Germany	ˈdʒɜːməni	Deutschland
Black Country		(Industriegebiet um Birming- ham)
sooty	ˈsuːti	rußig, schwarz
surroundings	səˈraʊndɪŋz	Umgebung

Warwick	ˈwɜːrɪk	(Stadt in der Umgebung von Birming- ham)
Stratford-on-Avon	ˈstrætfdɔːn ˈeɪvən	(Stadt in der Umgebung von Birming- ham)
a fortnight he was born	fɔːtnaɪt bɔːn	vierzehn Tage er wurde (ist) geboren
Romeo and Juliet	ˈrəʊmiəʊ, ˈdʒuːljət	Romeo und Julia
partner	ˈpɑːtnə	Partner
tom-cat	ˈtɒmˈkæt	Kater
she-cat	ˈʃiːkæt	Katze
Fluffy	ˈflʌfi	(Hundenname)
journey	ˈdʒɜːni	Reise
a sixty-minute journey		eine Reise von sechzig Minu- ten
plenty you can bathe	ˈplenti beɪð	eine Menge man kann baden
miniature golf	ˈmɪnjətʃəˌgɒlf	Minigolf, Kleingolf
dance	dɑːns	Tanzveranstal- tung
it's a pity to prefer pebble sands	ˈpɪti prɪˈfɜː ˈpebl sændz	es ist schade vorziehen Kiesel(stein) Sandstrand; Sandbank
on the coast to watch TV progress that way	kəʊst ˈprɒgrəs	an der Küste fernsehen Fortschritte auf diese Art und Weise
it's your turn		Sie sind an der Reihe
clerk only in the Middle Ages	klɜːk ˈəʊnli ˈmɪdl ˈeɪdʒɪz	Angestellter einzig im Mittelalter
student	ˈstjuːdənt	Student, Studentin
male	meɪl	männlich
most male students		die meisten Studenten

for every ten servant	fɜːˈevri sɜːvənt	für je zehn Diener, Diene- rin
*to do the washing-up to polish	ˈwɒʃɪŋˌʌp ˈpɒlɪʃ	das Geschirr spülen polieren, put- zen
to be interested in draught fresh air	ɪntrɪˈstɪd ɪn ˈdrɑːft ˈfref ɛə	sich interessie- ren für Zugluft frisch Luft
to be used to dislike less	juːst dɪsˈlaɪk les	gewöhnt sein an nicht mögen weniger
for example vegetables	fɜːˈɛɡˌzɑːmpl ˈvedʒɪtəblz	zum Beispiel Gemüse
to cook to taste	kʊk teɪst	kochen schmecken
food slim	fuːd slɪm	Nahrung schlank
to impress abroad (adv.)	ɪmˈpres əˈbrɔːd	beeindrucken im Ausland
from abroad weapon	fɹɒm ˈwepən	vom Ausland Waffe
*to make up one's mind to introduce custom	ˈmeɪnd ɪntrəˈdjuːs ˈkʌstəm	sich entschie- ßen einführen Sitte
*to wake up, woke, woke(n)	weɪk, wəʊk, (ˈwəʊkən)	aufwecken; aufwachen
*to lose, lost, lost	luːz, lɒst	verlieren
rest	rest	Rest

B. The United Kingdom

united kingdom	juːˈnaɪtɪd ˈkɪŋdəm	vereinigt Königreich
really	ˈriːəli	wirklich; eigent- lich; tatsäch- lich
just	dʒʌst	hier: nur, ein- fach
British	ˈbrɪtɪʃ	Brite, Briten; britisch

(Stadt in der Umgebung von Birmingham)

(Stadt in der Umgebung von Birmingham)

vierzehn Tage er wurde (ist) geboren

Romeo und

Julia

Partner

Kater

Katze

(Hundenname)

Reise

eine Reise von sechzig Minuten

eine Menge

man kann

baden

Minigolf,

Kleingolf

Tanzveranstaltung

es ist schade

vorziehen

Kiesel(stein)

Sandstrand;

Sandbank

an der Küste

fernsehen

Fortschritte

auf diese Art

und Weise

Sie sind an der

Reihe

Angestellter

einzig

im Mittelalter

Student,

Studentin

männlich

die meisten

Studenten

for every ten servant 'sə:vənt

*to do the washing-up 'wɒʃɪŋ'ʌp
to polish 'pɒlɪʃ

to be interested in intristɪd

draught 'drɑ:ft

fresh 'fref

air 'eə

to be used to 'ju:st

to dislike dis'laɪk

less les

for example fɔ:'ɪg'zɑ:mpəl

vegetables 'vedʒɪtəblz

to cook kuk

to taste teɪst

food fu:d

slim slɪm

to impress ɪm'pres

abroad (adv.) ə'brɔ:d

from abroad

weapon 'wepən

*to make up

one's mind maɪnd

to introduce ɪn'trɔ:dʒu:s

custom 'kʌstəm

*to wake up, weɪk,

woke, wəʊk,

woke(n) ('wəʊkən)

*to lose, lost, lɒst

lost lɒst

rest rest

B. The United Kingdom

united ju:'naɪtɪd

kingdom 'kɪŋdəm

really 'riəli

just dʒʌst

British 'brɪtɪʃ

für je zehn Diener, Dienerin

das Geschirr spülen

polieren, putzen

sich interessieren für

Zugluft frisch Luft

gewöhnt sein an nicht mögen weniger

zum Beispiel Gemüse kochen

schmecken Nahrung schlank

beeindrucken im Ausland vom Ausland Waffe

sich entschließen einführen

Sitte aufwecken; aufwachen

verlieren

Rest

vereinigt Königreich

wirklich; eigentlich; tatsächlich

hier: nur, einfach Brite, Briten; britisch

southern 'sʌðən

Eire 'eərə

parliament 'pɑ:ləmənt

Belfast 'belfɑ:st

capital 'kæpɪtl

Dublin 'dʌblɪn

industrial ɪn'dʌstriəl

Newcastle 'nju:kɑ:sl

(on Tyne) ɔn'taɪn

Southampton saʊθ'æmptən

Scot skɒt

Irish 'aɪərɪʃ

südlich, Südder Staat Irland

Parlament (Hauptstadt von Nordirland)

Hauptstadt (Hauptstadt von Irland)

industriell, Industrie-

(Hafenstadt in Nordengland)

(Hafenstadt in Südengland) Schotte Ire, Iren; irisch

< Song: The Animals Went in Two by Two, Hurrah! >

two by two zu zweien

hurrah! hu'ra: hurra!

kangaroo kæŋgə'ru: Känguruh

ark a:k Arche

for to get out of the rain um aus dem Regen zu kommen

wasp wɒsp Wespe

ant ænt Ameise

bumble-bee 'bʌmblbi: Hummel

hippopotamus hɪpə'pɒtəməs Nilpferd

*to stick, stuck, stɪk, stʌk stecken(bleiben)

Noah 'nəʊə Noah

he watched er beobachtete,

them arrive wie sie ankamen

to turn s.o. out tɜ:n jdn. hinauswerfen

monkey 'mʌŋki Affe

trick trik Trick; Streich

to heaven 'hevən in den Himmel (bibl.)

to be early 'ə:li zeitig kommen

to march mɑ:tf marschieren

in a line laɪn der Reihe nach

Grammar

passer-by	'pɑ:sə'baɪ	Passant
sister-in-law	'sɪstərɪnlɔ:	Schwägerin
looker-on	'lʊkər'ɒn	Zuschauer
motor-car	'məʊtəkɑ:	Auto, Kraftwagen
motor-cycle	'məʊtə'saɪkl	Motorrad
hometown	'həʊm,təʊn	Heimatstadt
picture	'pɪktʃə	Ansichtskarte
postcard	'pəʊskɑ:d	
good-for-nothing	'gʊdfə ,nʌθɪŋ	Taugenichts
grown-up	'grəʊn ʌp	Erwachsener
contents	'kɒntents	Inhalt
spectacles	'spektəklz	Brille
trousers	'traʊzəz	(lange) Hose
USA =	'ju:es'ei	Vereinigte Staaten
United States of America	'ju:naɪtɪd 'steɪtsəv 'əmerɪkə	
cock	kɒk	Hahn
bull	bul	Bulle
gander	'gændə	Gänserich
boy-friend	'bɔɪ,frend	Freund
girl-friend	'gɜ:l,frend	Freundin
male nurse	'meɪl,nɜ:s	Krankenpfleger
nurse	nɜ:s	Krankenschwester
worker	wɜ:kə	Arbeiter
female	'fi:meɪl	weiblich

bear	beə	Bär
stewardess	'stju:ədɪs	Stewardess
waiter	'weɪtə	Kellner
waitress	'weɪtrɪs	Kellnerin
host	həʊst	Gastgeber; Wirt
hostess	'həʊstɪs	Gastgeberin; Wirtin
princess	prɪn'ses	Prinzessin
lioness	'laɪənɪs	Löwin
tiger	'taɪgə	Tiger
tigress	'taɪgrɪs	Tigerin
inch	ɪntʃ	Zoll (2,54 cm)
three-mile walk	'θri:maɪl 'wɔ:k	ein Weg von drei Meilen

Exercises

*2. to stand around	ə'raʊnd	herumstehen
4. steak	steɪk	Steak
to order	ɔ:də	bestellen
5. aquarium	ə'kwɛəriəm	Aquarium
salamander	'sæləməndə	Salamander
back	bæk	Rücken
6. travel agency	'trævl 'eɪdʒənsɪ	Reisebüro
8. solution	sə'lju:ʃən	Lösung
9. Noah's Ark	'nəʊz'ɑ:k	die Arche Noah
to look up		nachschlagen

Vocabulary Revision: Some Idiomatic Expressions

to pay attention to s.th.
 to be mad with hunger
 to have a good look at s.th.
 to come true
 to hope for the best
 too much of a good thing
 as quick as lightning
 Come on now.
 Look out!
 That's his business.
 Remember me to your parents.
 Kind regards to all your family.
 Good gracious!
 For heaven's sake!

auf etwas achtgeben
 einen „Bärenhunger“ haben
 sich etwas genau ansehen
 wahr werden
 das beste erhoffen
 zuviel des Guten
 schnell wie der Blitz
 Komm jetzt!
 Paß auf!
 Das ist seine Sache.
 Grüße deine Eltern von mir!
 Herzliche Grüße an deine Familie.
 Du meine Güte!
 Um Himmels willen!

4 A. Dangerous Medicine

1. Rhine valley	raɪn 'væli	Rhein Tal
Benson	'bensn	(Familiennamen)
coach	kəʊtʃ	Reisebus
Cologne	kə'ləʊn	Köln
Cologne Station		Kölnner Bahnhof
to approach s.o.	ə'prəʊtʃ	sich jdm. nähern, an jdn. herantreten
son	sʌn	hier: mein Junge
to be on holiday		in Ferien sein
favour	'feɪvə	Gefallen; Gunst
Will you do me a favour?		Würdest du mir einen Gefallen tun?
smile	smaɪl	Lächeln
package	'pækɪdʒ	Päckchen
*to tell s.o. to do s.th.		jd. sagen, er solle ...
*to take		hier: einnehmen
regular	'regjʊlə	regelmäßig
urgent	'ɜ:dʒənt	dringend
most urgent		äußerst dringend
*to overcome	əʊvə'kʌm	überwinden
telegram	'telɪgræm	Telegramm
*to go up to s.o.		auf jdn. zugehen
to press	pres	pressen, drücken
to disappear	'dɪsə'piə	verschwinden
2. to join s.o.	dʒɔɪn	sich jdm. anschließen
*to keep together	ki:p	zusammenbleiben
what kind of	kaind	welche Art von
to remain	ri'mein	(ver-)bleiben
silent	'saɪlənt	still; schweigsam
to doubt	daut	zweifeln
if it is medicine at all	'medsɪn	ob es überhaupt Medizin ist
it may be		es kann sein

4 A. Dangerous Medicine

1. Rhine valley	rain 'væli	Rhein Tal (<i>Familienname</i>)
Benson coach	'bensn kəʊtʃ	Reisebus
Cologne Cologne Station	kə'ləʊn	Köln Kölner Bahnhof
to approach s.o.	ə'prəʊtʃ	sich jdm. nähern, an jdn. herantreten
son	sʌn	<i>hier</i> : mein Junge
to be on holiday		in Ferien sein
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silent	'saɪlənt	still; schweigsam
to doubt	daut	zweifeln
if it is medicine at all	'medsɪn	ob es überhaupt Medizin ist
it may be		es kann sein

you never know		man kann nie wissen
smuggler	'smʌglə	Schmuggler
shall we?		sollen wir?
to behave	bi'heɪv	sich verhalten; sich benehmen
unusual	ʌn'ju:ʒuəl	ungewöhnlich
nothing unusual		nichts Ungewöhnliches
*to leave, left, left	li:v, left	lassen; überlassen
*to leave s.th. to s.o.		jdm. etwas überlassen
3. captain	'kæptɪn	Kapitän
poor Mike		der arme Mike
*to burn, burnt, burnt	bə:n, bæ:nt	brennen
*to get out, got, got	get, got	aussteigen
to declare s.th. at the	di'kleə	etwas verzollen bei der Zollabfertigung
customs	'kʌstəmz	
to overpower s.o.	əʊvə'pauə	jdn. überwältigen
diamond	'daɪəmənd	Diamant
cloth	klɒθ	Tuch
*I thought so	θɔ:t	das dachte ich mir
to have one's eye on s.o.		jdn. beobachten
for months		seit Monaten
*to keep, kept, kept	ki:p, kept	behalten
to earn	ɜ:n	verdienen

B. Landing at Dover

landing	'lændɪŋ	Landung
railway	'reɪlwei	Eisenbahn
porter	'pɔ:tə	Gepäckträger
*to take		<i>hier</i> : tragen, bringen
*to come along	ə'lɒŋ	mitkommen
come along		kommt mit! vorwärts!
jewelry	'dʒu:əlri	Juwelen

spirits	'spirits	Spirituosen
tobacco	tə'bækəu	Tabak
right = all right	rait	in Ordnung
*to put a chalk-mark on s.th.	'tʃɔ:k mɑ:k	ein Kreidezeichen auf etwas machen
straight on for the train	streit 'ɒn	geradeaus zum Zug
plenty of room	'plenti	viel Platz
carriage	kæridʒ	Eisenbahnwagen
rack	ræk	Gepäcknetz

< A Limerick >

limerick	'limərik	(fünfzeiliger humorvoller Vers)
2.02	tu: 'tu:	(Zug um 14.02 Uhr)
gate	geit	hier: Sperre

Vocabulary Revision: The Weather

What is the weather like?
 It is fine (dry, sunny, warm, hot, bad, wet, cool, cold).
 The sun is shining.
 It is raining (snowing) heavily.
 The weather is changing.
 There are clouds in the sky.
 Wind is coming up.
 It looks like rain.
 It is getting dark.

< Poor Mrs Thompson >

Thompson	'tɒmpsn	(Familienname)
to swallow	'swɒləu	verschlucken
fly	'flai	Fliege
spider	'spaidə	Spinne
to wriggle	'rigl	sich winden; krabbeln
absurd	əb'sə:d	absurd, unvernünftig

Exercises

3. station	'steifən	Stationsvorsteher
master	'mɑ:stə	her
regulation	ˌregju'leifən	Vorschrift
4. suggestion	sə'dʒestʃən	Vorschlag, Anregung
5. onto	'ɒntu	auf, hinauf
rope	rəʊp	Seil
to tie	taɪ	(fest-)binden
6. object	'ɒbdʒɪkt	Objekt
subject	'sʌbdʒɪkt	Subjekt
7. *to make up		sich ausdenken, erfinden

Wie ist das Wetter?
 Es ist schön (trocken, sonnig, warm, heiß, schlecht, naß, kühl, kalt).
 Die Sonne scheint.
 Es regnet (schneit) heftig.
 Das Wetter ändert sich.
 Wolken sind am Himmel.
 Ein Wind kommt auf.
 Es sieht nach Regen aus.
 Es wird dunkel.

5 Picture Text

fire	'faɪə	Feuer
in action	'ækjən	in Aktion
Liverpool	'lɪvəpu:l	(Hafenstadt an der engl. Westküste)
roof	ru:f	Dach
to collapse	kə'læps	zusammenbrechen

A. An Unusual Fire Drill

1. drill	drɪl	Drill, Übung
Stella	'stelə	(Mädchenname)
I used to go	ju:s tə'gəu	ich pflegte zu gehen, ich ging immer
the pictures called	'pɪktʃəz kɔ:ld	Kino; Film hier: mit dem Titel
a few minutes late	ə'fju: ˌleɪt	einige Minuten zu spät
already	ə:l'redɪ	schon
screen	skri:n	Leinwand; Bildschirm
whistle	'wɪsl	Pfiff; Pfeifen
*to hold up, held, held	həʊld, held	hochhalten, heben
silence	'saɪləns	Ruhe, Schweigen
he held up his hand for silence		er hob die Hand, um Ruhe zu gebieten
Ladies and Gentlemen!	'leɪdiz ən dʒentlmən	Meine sehr verehrten Damen und Herren!
you may have heard recently	'ri:sntli	Sie haben vielleicht gehört vor kurzem
to practise	'præktɪs	durchführen, üben
once a month	wʌns	einmal im Monat
*to take place		stattfinden
someone	'sʌmwʌn	jemand
to be right	raɪt	recht haben

5 Picture Text

fire	'faɪə	Feuer
in action	'ækʃən	in Aktion
Liverpool	'lɪvəpʊl	(Hafenstadt an der engl. Westküste)
roof	rʊf	Dach
to collapse	kə'læps	zusammen- brechen

A. An Unusual Fire Drill

1. drill	drɪl	Drill, Übung
Stella	'stɛlə	(Mädchenname)
I used to go	ju:'s_tə'gəu	ich pflegte zu gehen, ich ging immer
the pictures called	'pɪktʃəz kɔ:ld	Kino; Film <i>hier</i> : mit dem Titel
a few minutes late	ə'fju:	einige Minuten zu spät
already	ɔ:l'redi	schon
screen	skri:n	Leinwand; Bildschirm
whistle	'wɪsl	Pfiff; Pfeifen
*to hold up, held, held	həʊld, held	hochhalten, heben
silence	'saɪləns	Ruhe, Schwei- gen
he held up his hand for si- lence		er hob die Hand, um Ru- he zu ge- bieten
Ladies and Gentlemen!	'leɪdɪz_ən 'dʒɛntləmən	Meine sehr ver- ehrten Damen und Herren!
you may have heard		Sie haben viel- leicht gehört
recently	'ri:sntli	vor kurzem
to practise	'præktɪs	durchführen, üben
once a month	wʌns	einmal im Mo- nat
*to take place someone	's_aɪmwʌn	stattfinden
to be right	raɪt	jemand recht haben

you ought to know	ɔ:t	Sie sollten wis- sen
to respect	rɪs'pekt	achten
to have got to		müssen
row	rəu	Reihe
to be to		sollen
to continue	kən'tɪnju:	fortsetzen
2. exit	'eksɪt	Ausgang
smoke	sməʊk	Rauch
projection	prə'dʒɛkʃən	Projektion
projection room		Vorführraum
reason	'ri:zn	Grund, Ursache
to shout a warning	'wɔ:nɪŋ	einen Warnruf ausstoßen
to realize	'ri:əlaɪz	sich vergegen- wärtigen, er- kennen
I had better ...		es wäre besser, wenn ich ...
instruction	ɪn'strʌkʃən	Anweisung, Anordnung
instructions		Verhaltens- maßregeln
*to leave behind, left, left	'li:v bɪ'hænd, left	zurücklassen
you might get	maɪt	Sie bekommen vielleicht
different	'dɪfrənt	anders, andere
to last	lɑ:st	(an-)dauern
crash	kræʃ	Krachen, Krach
horror	'hɒrə	Entsetzen
flame	fleɪm	Flamme; Feuer
by the time		bis
impossible	ɪm'pɒsəbl	unmöglich
projectionist	prə'dʒɛkʃənɪst	Filmvorführer
to arrange	ə'reɪndʒ	arrangieren
to panic,	'pænɪk	Angst bekom- men
<i>pp.</i> panicked		
single	'sɪŋgl	einzig; einzeln
*to hurt, hurt, hurt	hɜ:t, hɜ:t	verletzen, zu Schaden kom- men
escape	ɪs'keɪp	Entrinnen, Flucht
What an es- cape we had had!		<i>etwa</i> : Wir sind gerade noch einmal davon- gekommen!

< B. After the Show >

show	ʃəʊ	Vorstellung
What was the play like?		Wie war das Stück?
What was on?		Was wurde gespielt?
Pygmalion by Shaw	ˈpɪɡˈmeɪljən ʃə:	von Shaw (1856-1950)
first night		Premiere
super	ˈsju:pə	großartig
costume	ˈkɒstjʊ:m	Kostüm
scenery	ˈsi:nəri	Szenerie
run	rʌn	<i>hier</i> : Spielzeit
to phone = to telephone	fəʊn	
box office	ˈbɒksɔ:fɪs	Theaterkasse
upper circle	ˈʌpə,sə:kl	2. Rang
dress circle	ˈdres,sə:kl	1. Rang
pit	ˈpɪt	Parkett
to queue	kju:	Schlange stehen
gallery	ˈgæləri	Galerie
interval	ˈɪntəvəl	Pause
refreshment bar	ˈrɪˌfrefmənt ˌbɑ:	Erfrischungsbar
national anthem	ˈnæʃnl ˈænthəm	Nationalhymne
audience	ˈɔ:djəns	Publikum
thorough	ˈθʌrə	durch und durch, vollkommen
act	ækt	Akt
actor	æktə	Schauspieler
several	ˈsevrəl	mehrere
call	kɔ:l	(Herausrufen eines Schauspielers vor den Vorhang)
actress	ˈæktɪs	Schauspielerin
autograph	ˈɔ:təgrɑ:f	Autogramm

< The Pretty Maid >

maid	meɪd	Mädchen
where ... to?		wohin
rosy	ˈrəʊzi	rosig
golden	ˈgəʊldən	golden

I'm going a-milking	əˈmɪlkiŋ	ich gehe melken
strawberry	ˈstrɔ:bəri	Erdbeere
leaf, pl. leaves	li:f, li:vz	Blatt
maiden = maid	meɪdn	
fair	feə	hübsch, schön
if you please		wenn es Euch gefällt
to marry	ˈmæri	heiraten
fortune	ˈfɔ:tʃən	Vermögen

Grammar

I would rather	ˈra:ðə	ich würde (möchte) lieber
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Exercises

2. fireplace	ˈfaɪəpleɪs	Kamin
to milk	ˈmɪlk	melken
*to feed, fed, fed	fi:d, fed	füttern; verpflegen
6. pyramid	ˈpɪrəmid	Pyramide
9. box	bɒks	<i>hier</i> : Postfach
super	ˈsju:pə	Super-, erstklassig
11. cabbage	ˈkæbɪdʒ	Kohl(kopf)
across	əˈkrɒs	über
*12. to smell, smelt, smelt	smel, smelt	riechen
passive infinitive	ˈpæsɪv ɪnˈfɪnɪtɪv	passiver Infinitiv

6 Picture Text

Hadrian's Wall	ˈheɪdrɪənz ˌwɔ:l	(röm. Schutzwall im Norden Englands)
to mark	mɑ:k	markieren
boundary	ˈbɑ:ndəri	Grenze
to stretch	streɪtʃ	reichen, sich erstrecken
for ... miles		... Meilen lang
North Sea	ˈnɔ:θsi:	Nordsee
Irish Sea	ˈaɪrɪʃsi:	Irische See

A. Caractacus

1. Caractacus or Caradoc	kəˈræktəkəs kəˈrædək	(keltischer Held)
A. D. = Anno Domini	ˈeɪˈdi:, ˈænəʊ ˈdɒmɪni	im Jahre des Herrn
darkness	dɑ:knis	Dunkelheit
army	ɑ:mi	Armee, Heer
wide	wɑɪd	breit; weit
by	baɪ	nahe bei, neben; vorbei an
chief	tʃi:f	Anführer; Chef
Briton	ˈbrɪtən	Brite
brave	breɪv	tapfer; stattlich
ever	evə	je(mals); immer
plan	plæn	Plan
*to beat, beat, beaten	bɪ:t, ˈbi:tən	schlagen; prügeln; besiegen
across	əˈkrɒs	quer (durch), über
to conquer	kənˈkɒ	erobern
cry	kraɪ	Schrei; Ruf
*to swim, swam, swum	swɪm, swə:m, swʌm	schwimmen
to attack	əˈtæk	angreifen
to be taken by surprise	səˈpraɪz	überrascht werden
to force	fɔ:s	zwingen
*to flee, fled, fled	fli:, fled	fliehen
wood	wud	Wald
wounded	wu:ndɪd	verwundet
warrior	wɔ:riə	Krieger
battle	bætl	Schlacht, Kampf
emperor	ˈempərə	Kaiser
Claudius	klə:diəs	(röm. Kaiser, 10 v. Chr. bis 54 n. Chr.)
a second time		zum zweiten Mal
*to take thousands of prisoners	ˈprɪznəz	Tausende gefangennehmen
slave	sleɪv	Sklave
*to make peace	pi:s	Frieden schließen

ich gehe mel-
ken
Erdbeere
Blatt

hübsch, schön
wenn es Euch
gefällt
heiraten
Vermögen

ich würde
(möchte) lie-
ber

Kamin
melken
füttern; ver-
pflegen
Pyramide
hier: Postfach
Super-, erst-
klassig
Kohl(kopf)
über
riechen

passiver In-
finitiv

(röm. Schutz-
wall im Nor-
den Englands)
markieren
Grenze
reichen, sich
erstrecken
... Meilen lang
Nordsee
Irische See

A. Caractacus

I. Caractacus	kə'ræktəkəs	(keltischer Held)
or Caradoc	kə'rædək	
A.D. = Anno	'ei:di:, 'ænəu	im Jahre des
Domini	'dɒminai	Herrn
darkness	'dɑ:knis	Dunkelheit
army	'ɑ:mi	Armee, Heer
wide	waid	breit; weit
by	bai	nahe bei, ne- ben; vorbei an
chief	tʃi:f	Anführer; Chef
Briton	'britən	Brite
brave	breiv	tapfer; stattlich
ever	'evə	je(mals); im- mer
plan	plæn	Plan
*to beat, beat,	bi:t,	schlagen; prü- geln; besiegen
beaten	bi:tn	
across	ə'krɒs	quer (durch), über
to conquer	kɒŋkə	erobern
cry	krai	Schrei; Ruf
*to swim,	swim,	schwimmen
swam, swum	swæm, swam	
to attack	ə'tæk	angreifen
to be taken		überrascht
by surprise	sə'praiz	werden
to force	fɔ:s	zwingen
*to flee, fled,	fli:, fled	fliehen
fled		
wood	wud	Wald
wounded	'wu:ndid	verwundet
warrior	'wɔ:riə	Krieger
battle	'bætl	Schlacht, Kampf
emperor	empərə	Kaiser
Claudius	klɔ:diəs	(röm. Kaiser, 10 v. Chr. bis 54 n. Chr.)
a second time		zum zweiten Mal
*to take thou- sands of		Tausende ge- fangenneh- men
prisoners	'priznəz	
slave	sleiv	Sklave
*to make		Frieden schlie- ßen
peace	pi:s	

to be friends
with s.o.

he would not
make peace

twice twais
to escape is'keip

mountain 'mauntin
***to meet** mit

well-trained 'wel'treind
to capture 'kæptʃə

chain tʃein
Rome rəʊm
Italy 'itəli

2. to look

about
marble 'mɑ:bl
temple 'tempəl
to call out to
s.o.

hut hət
to possess pə'zes

***3. to fall**
upon one's
knees ni:z

bold bəʊld
to fear fiə
death deθ
to fear death

in battle 'bætl
so why

to rob s.o. of rɒb
s.th.

***to put s.o. to**
death

to spare spɛə
mercy 'mɜ:si

**to be remem-
bered for**
ever

**to be accu-
tomed** ə'kæstəmd

mit jdm. in
Freundschaft
leben
er weigerte
sich, Frieden
zu schließen
zweimal
entkommen;
entfliehen
Berg
zusammentref-
fen, aufeinan-
derstoßen
gut ausgebildet
gefangenneh-
men
Kette
Rom
Italien
sich umsehen

Marmor
Tempel
jdm. zurufen
Hütte
besitzen, haben
auf die Knie fal-
len

kühn, mutig
(sich) fürchten
der Tod
den Tod fürch-
ten

in der Schlacht
warum also
jdn. einer Sa-
che berauben
jdn. töten; hin-
richten

(ver-)schonen
Gnade; Erbar-
men
für immer un-
vergessen
bleiben
gewohnt sein

from the mouth	mauθ	aus dem Mund
several	sevrəl	mehrere
to pardon s.o.	pɑ:dn	jdm. verzeihen; jdn. begnadigen
*to set s.o. free		jdn. freilassen
to rule	ru:l	regieren, herrschen über

< B. Roman Traces in Britain >

trace	treis	Spur
to pave all over Britain	peiv	pflastern in ganz Britanien
Latin	lætin	Latein, lateinisch
M1 Motorway	'məutə,wei	(erste engl. Autobahn)
along Watling Street	ə'lonj wɔ:tlɪŋ	entlang (röm. Landstraße vom Südosten nach dem Nordwesten Englands)
*to run		verlaufen
Chester	tʃestə	(Stadt in Nordwestengland)
Hadrian	'heidriən	(röm. Kaiser, 76-138)
to protect from	prə'tekt	schützen vor
wild tribe	waiлд traib	wild (Volks-) Stamm
Wallsend	wɔ:lzənd	(Ort in Nordengland)
Bowness	bəu'nes	(Ort an der Irischen See)
to fortify such as	fɔ:tɪfaɪ	befestigen wie
Winchester	'wɪntʃɪstə	(Stadt in Südengland)
Worcester	'wɜ:stə	(Stadt im westl. Mittellengland)
Lancaster	'læŋkəstə	(Stadt im NW Englands)

original settlement	ə'ridʒənəl 'setlmənt	ursprünglich Niederlassung
lighthouse	'laɪthetaʊs	Leuchtturm
amphitheatre	'æmfɪθiətrə	Amphitheater
Dorchester	'dɔ:tʃɪstə	(Ort in Südwestengland)
Silchester	'sɪltʃɪstə	(Ort in Südengland)
world war religion	'wɜ:ld,wɔ:ri'li:dʒən	Weltkrieg Religion
Christianity	'krɪstɪ'ænɪti	Christentum
Christian	'krɪstjən	christlich; Christ
Constantine the Great	'kɒnstəntaɪn ðə'greɪt	Konstantin der Große (röm. Kaiser, 288? bis 337)
to proclaim	prə'kleɪm	ausrufen
to proclaim s.o. Emperor	'empərə	jdn. zum Kaiser ausrufen
legion	'li:dʒən	Legion
York	jɔ:k	(Stadt in Nordengland)

Grammar

a third	θə:ð	ein Drittel
nought	nɔ:t	Null
decimal point	'desɪməl,pɔɪnt	Dezimalpunkt
ounce	aʊns	Unze = 28 g
hundred-weight	'hʌndrədweɪt	Zentner (engl. = 51 kg; amer. = 45 kg)
ton	tʌn	Tonne (engl. = 1016 kg; amer. = 907 kg)

Exercises

2. form	fɔ:m	(Schul-)Klasse
Caesar	'si:zə	Caesar (röm. Feldherr, 100?-44 v. Chr.)
B.C. = before Christ	bɪ:'si:,bɪ'fɔ: 'kraɪst	vor Christus
deep	di:p	tief
land	lænd	Land

to colour	'kʌlə	färben
3. wall	wɔ:l	Wall; Mauer
stone	stəʊn	Stein
east	i:st	Ost(en); östlich
metre	'mi:tə	Meter
kilometre	'kɪlə,mɪ:tə	Kilometer
centimetre	'sentɪ,mɪ:tə	Zentimeter
4. distance	'dɪstəns	Entfernung; Weite
anybody	'eni,bɒdi	(irgend)jemand

Vocabulary Revision: 'to make' - 'to

- to make a cake
- to make a fire
- to make the beds
- to make plans
- to make a journey
- to make a mistake
- to make a speech
- to make a telephone call
- to make peace
- to make o.s. comfortable
- to make up a story
- to make up one's mind
- to make s.o. angry
- The watch is made of gold.
- to do the washing-up
- to do one's hair
- to do one's homework
- to do one's best
- to do a test
- Well done!
- What is to be done?
- What have they done to the cat?
- Will you do me a favour?

7 Picture Text

viking ship	'vaɪkɪŋ	Wikingerschiff
Beowulf	'beɪəwʊlf	(Sagengestalt)
to sail	seɪl	segeln; fahren
Sweden	'swɪ:dn	Schweden
Denmark	'denmɑ:k	Dänemark

ursprünglich
Niederlassung
Leuchtturm
Amphitheater
(Ort in Süd-
westengland)
(Ort in Süd-
england)
Weltkrieg
Religion
Christentum
christlich;
Christ
Konstantin der
Große (röm.
Kaiser, 288?
bis 337)
ausrufen
jdn. zum Kaiser
ausrufen
Legion
(Stadt in Nord-
england)

ein Drittel
Null
Dezimalpunkt
Unze = 28 g
Zentner (engl.
= 51 kg;
amer. = 45 kg)
Tonne (engl. =
1016 kg;
amer. =
907 kg)

(Schul-)Klasse
Caesar (röm.
Feldherr,
100?–44 v.
Chr.)
vor Christus
tief
Land

to colour 'kɒlə färben
3. wall wɔ:l Wall; Mauer
stone stəʊn Stein
east i:st Ost(en); öst-
lich
metre 'mi:tə Meter
kilometre 'kilə,mɪ:tə Kilometer
centimetre 'sentɪ,mɪ:tə Zentimeter
4. distance 'dɪstəns Entfernung;
Weite
anybody 'eni,bɒdi (irgend)je-
mand

Englishman 'ɪŋɡlɪʃmən Engländer
Perth pɜ:θ (Stadt in Mit-
telschottland)
Aberdeen ,æbə'di:n (Stadt im
nordöstlichen
Schottland)
5. football 'fʊtbɔ:l Fußballspiel
match ,mætʃ
7. to interpret in'tə:prɪt Dolmetschen
interpreter in'tə:prɪt Dolmetscher

Vocabulary Revision: 'to make' – 'to do'

to make a cake	einen Kuchen backen
to make a fire	Feuer machen
to make the beds	die Betten machen
to make plans	Pläne machen
to make a journey	eine Reise machen
to make a mistake	einen Fehler machen
to make a speech	eine Rede halten
to make a telephone call	telefonieren
to make peace	Frieden schließen
to make o.s. comfortable	es sich bequem machen
to make up a story	sich eine Geschichte ausdenken
to make up one's mind	sich entschließen
to make s.o. angry	jdn. ärgerlich machen
The watch is made of gold.	Die Uhr ist aus Gold.
to do the washing-up	das Geschirr spülen
to do one's hair	sich frisieren
to do one's homework	seine Hausaufgaben machen
to do one's best	sein Bestes tun
to do a test	eine Prüfung machen
Well done!	Gut gemacht!
What is to be done?	Was ist zu tun?
What have they done to the cat?	Was haben sie mit der Katze gemacht?
Will you do me a favour?	Würdest du mir einen Gefallen tun?

7 Picture Text

viking ship 'vaɪkɪŋ Wikingerschiff
Beowulf 'beɪəwʊlf (Sagengestalt)
to sail seɪl segeln;
fahren
Sweden 'swɪ:dən Schweden
Denmark 'denmɑ:k Dänemark

A. Beowulf and Grendel

1. Grendel 'ɡrɛndl (Ungeheuer der
Beowulfsage)
Dane deɪn Däne
former (adj.) 'fɔ:mə früher, ehe-
malig
Hrothgar 'hrɒθgɑ: (Eigennamen)

Heorot	'heiarət	(Name der Halle)
*to eat, ate, eaten	i:t, et, 'i:tn	essen, speisen
*to drink, drank, drunk	drɪŋk, drʌŋk	trinken
to listen to the songs		den Liedern zuhören
to praise deed	preɪz di:d	preisen, loben
Danish hero, pl. heroes	deɪnɪʃ 'hɪərəʊz	dänisch Held
joy	dʒɔɪ	Freude, Fröhlichkeit
creature	kri:tʃə	Kreatur, Geschöpf, Wesen
monster human form	'mɒnstə 'hju:mən fɔ:m	Ungeheuer menschlich Gestalt
to discover	dis'kʌvə	entdecken
to finish meal	fi:nɪʃ mi:l	(be-)enden Mahl, Mahlzeit
drink	drɪŋk	Trunk, Getränk
time for drink and song		Zeit zum Trinken und Singen
laughter singing	'lɑ:ftə 'sɪŋɪŋ	Gelächter Gesang, Singen
to be fast asleep		tief schlafen
*to burst, burst	bə:st	bersten, platzen, <i>hier</i> : stürzen
to seize	si:z	fassen, ergreifen
sorrow charm	'sɒrəʊ tʃɑ:m	Trauer; Leid Zauber
therefore	'ðeəfɔ:	deshalb
to be unable to	ʌn'eɪbl	unfähig, nicht in der Lage sein zu
fear	fiə	Furcht, Angst
in fear of		in Furcht vor
to dare	dəə	wagen
2. to the east of	i:st	im Osten von
Geats	geɪts	(germanischer Volksstamm)

noble	'nəʊbl	Edl(er), Adliger
to decide	dɪ'saɪd	sich entscheiden
to destroy	dɪ'strɔɪ	vernichten, zerstören; töten
neither . . . nor	'naɪðə . . . 'nɔ:	weder . . . noch
spear	spi:tə	Speer, Lanze
shining	'ʃaɪnɪŋ	leuchtend, glänzend
armour	'ɑ:mə	Rüstung
in the dark		im Dunkeln
*to strike, struck, struck	straɪk, strʌk	schlagen; stoßen
upon = on	ə'pɒn	auf
*to rise, rose, risen	raɪz, rəʊz, 'rɪzn	sich erheben
height	haɪt	Höhe; <i>hier</i> : Größe
body	bɒdi	Körper
grip	grɪp	Griff
desperate	despəɪt	verzweifelt
fight	faɪt	Kampf
drinking-cup	drɪŋkɪŋkʌp	Trinkbecher
to stamp	stæmp	stampfen
scream	skri:m	Schrei
howl	haʊl	Heulen
firm	fɜ:m	fest; hart
claw	klɔ:	Kralle, Klaue
wound	wu:nd	Wunde
to stream	stri:m	strömen
blood	blʌd	Blut
to loosen	'lu:sn	lösen; mildern
hardly	'hɑ:dli	kaum
effort	'efət	Anstrengung; Versuch
*to tear away	tə	losreißen
deadly	'dedli	tödlich
embrace	ɪm'breɪs	Umarmung
to turn to		sich anschicken zu
*to bleed, bled, bled	bli:d, bled	bluten
to stumble	stæmbl	stolpern
trail	treɪl	Spur
to die from		sterben an
injury	ɪndʒəri	Verletzung

< B. On an Ocean Liner >

ocean liner	'əʊʃən 'laɪnə	Ozean Linienschiff, Überseedampfer
cabin	'kæbɪn	Kabine, Kajüte
neighbour	'neɪbə	Nachbar
to believe	bɪ'li:v	glauben
dining-saloon	'daɪnɪŋsə,lʊ:n	Speisesaal
deck	dek	Deck
berth	bə:θ	(Schlaf-)Koj(e)
to roll	rəʊl	<i>hier</i> : schlingern (<i>Schiff</i>)
to pitch	ptʃ	<i>hier</i> : stampfen (<i>Schiff</i>)
sailor	'seɪlə	Seemann, Matrose
to be a bad sailor		leicht seekrank werden
seasick	'si:sɪk	seekrank
pill	pɪl	Tablette
seasickness	'si:sɪknɪs	Seekrankheit
passage	'pæsɪdʒ	Überfahrt
rough	rʌf	<i>hier</i> : stürmisch
smooth	smu:ð	glatt, ruhig
portion	'pɔ:ʃən	Portion
voyage	'vɔɪdʒ	(lange) Reise
*to get one's money's worth		für sein Geld etwas (Gleichwertiges) bekommen
fighting spirit	'faɪtɪŋ ,spɪrɪt	Kampfgeist
bar	bɑ:	Bar
pleasure	'pleʒə	Vergnügen
round	raʊnd	Runde, Rundgang
bow	bəʊ	Schiffsbug
stern	stɜ:n	Heck des Schiffes
constitution	,kɒnstɪ'tju:ʃən	körperliche Verfassung

< The Farmer and the Sailor >

sailor	'seɪlə	Seemann
to drown	draʊn	ertrinken
shipwreck	'ʃɪprek	Schiffbruch
dreadful	'dredfʊl	fürchterlich

Edler, Adliger
sich entschei-
den
vernichten, zer-
stören; töten
weder ... noch

Speer, Lanze
leuchtend,
glänzend
Rüstung
im Dunkeln
schlagen; sto-
ßen

auf
sich erheben

Höhe; hier:
Größe
Körper
Griff
verzweifelt
Kampf
Trinkbecher
stampfen
Schrei
Heulen
fest; hart
Krallen, Klaue
Wunde
strömen
Blut
lösen;
mildern
kaum
Anstrengung;
Versuch
losreißen
tödlich
Umarmung
sich anschicken
zu
bluten

stolpern
Spur
sterben an
Verletzung

< B. On an Ocean Liner >

ocean	'əʊʃən	Ozean
liner	'laɪnə	Linien-schiff, Übersee- dampfer
cabin	'kæbɪn	Kabine, Kajüte
neighbour	'neɪbə	Nachbar
to believe	bi'li:v	glauben
dining-saloon	'daɪnɪŋsə,lʊ:m	Speisesaal
deck	dek	Deck
berth	bə:θ	(Schlaf-)Kojе
to roll	rəʊl	hier: schlin- gern (Schiff)
to pitch	pitʃ	hier: stampfen (Schiff)
sailor	'seɪlə	Seemann, Ma- trose
to be a bad sailor		leicht seekrank werden
seasick	'si:sɪk	seekrank
pill	pɪl	Tablette
seasickness	'si:sɪknɪs	Seekrankheit
passage	'pæsɪdʒ	Überfahrt
rough	rʌf	hier: stürmisch
smooth	smu:ð	glatt, ruhig
portion	'pɔ:ʃən	Portion
voyage	'vɔɪdʒ	(lange) Reise
*to get one's money's worth	wə:θ	für sein Geld etwas (Gleich- wertiges) be- kommen
fighting spirit	'faɪtɪŋ ,spɪrɪt	Kampfgeist
bar	bɑ:	Bar
pleasure	'plezə	Vergnügen
round	raʊnd	Runde, Rund- gang
bow	bəʊ	Schiffsbug
stern	stɑ:n	Heck des Schif- fes
constitution	'kɒnstɪ'tju:ʃən	körperliche Verfassung

< The Farmer and the Sailor >

sailor	'seɪlə	Seemann
to drown	draʊn	ertrinken
shipwreck	'ʃɪprek	Schiffbruch
dreadful	'dredfʊl	fürchterlich

< Sea-fever >

fever	'fi:və	Fieber
star	stɑ:	Stern
to steer	stiə	steuern
wheel	wi:l	(Steuer-)Rad
kick	kɪk	Stoß
sail	seɪl	Segel
shaking	'ʃeɪkɪŋ	Flattern
mist	mɪst	Nebel
dawn	dɔ:n	Morgen- dämmerung
*to break	breɪk	hier: anbre- chen
call	kɔ:l	Ruf
*to run	rʌn	hier: strömen, fließen
tide	taɪd	Flut
wild	wɪld	wild
clear	kliə	klar
to deny	dɪ'naɪ	abschlagen, verweigern
windy	'wɪndɪ	windig
*to fling, flung, flung	flɪŋ, flʌŋ	werfen, schleu- dern
spray	spreɪ	Gischt
spume	spju:m	Schaum
sea-gull	'si:ɡʌl	Möve
vagrant	'veɪgrənt	fahrend, vaga- bundierend
gipsy	'dʒɪpsɪ	Zigeuner; zi- geunerhaft
whale	weɪl	Wal
to whet	wet	wetzen, schlei- fen
merry	'merɪ	fröhlich
yarn	jɑ:n	Seemannsgarn
fellow-rover	'feləʊ'rəʊvə	Reisegefährte
sleep	slɪ:p	Schlaf
trick	trɪk	hier: Dienst am Steuer
John Masefield	'meɪsfi:ld	(engl. Dichter, 1878-1967)

< **Song: What Shall We Do with the Drunken Sailor?** >

drunken	'draŋkən	betrunken
sailor	'seilə	Seemann
hooray	hu'rei	hurra
*to rise up	raiz	hochkommen
she		(gemeint: der Anker)
long-boat	'lɒŋbəʊt	Beiboot eines Segelschiffes
sober	'səʊbə	nüchtern
thrice	θraɪs	dreimal

Exercises

2. officer	'ɒfɪsə	Offizier
7. Breca	'brekə	(junger Adliger der Beowulf-sage)
to pull	pʊl	ziehen
8. rat	ræt	Ratte
fat	fæt	Fett
10. Petticoat Lane	'petikəʊt 'leɪn	(berühmter Markt in London)
to glitter	'glɪtə	glitzern

evil	'i:vl	böse, schlecht
Druid	'druɪd	Druide (keltischer Priester)
near by		nahe gelegen
to use	ju:z	anwenden, gebrauchen
magic	'mædʒɪk	Magie, Zauberei
on s.o.'s advice		auf jds. Rat hin
all (adv.)	əd vaɪs	ganz
with		hier: von
clear	kliə	klar
swan	swən	Schwan
some day		eines Tages
so	sou	also
smooth	smu:ð	glatt, ruhig
to be sorry for s.th.	'sɔ:ri	etwas bereuen
what		das, was . . .
anything		alles
to have her evil deed undone		ihre böse Tat ungeschehen zu machen
use	'ʌn dən ju:z	Gebrauch, Anwendung
speech	spi:tʃ	Sprache
power	'paʊə	Fähigkeit, Gabe
sweet	swi:t	süß
anybody		jeder (beliebige)
to comfort s.o.	'kʌmfət	jdn. trösten
2. a great number of years		viele Jahre
to pass by	'pɑ:s baɪ	vorübergehen
to listen for in vain	ɪn'veɪn	hier: warten auf umsonst, vergebens
to worship s.o.	'wɔ:ʃɪp	jdn. anbeten
*to drive, drove, driven	draɪv, drəʊv, drɪvn	treiben
to suffer s.th.	'sʌfə	etwas (er-)leiden
hardship	'hɑ:dʃɪp	Härte; Not
both . . . and . . .	bəʊθ	sowohl . . . als auch . . .

Vocabulary Revision: The Preposition 'on'

on the wall
 on top of a hill
 on board a ship
 on the left (right)
 on the Thames
 to be on holiday
 to be on a visit
 to fall on one's knees
 to go on
 to go on foot
 to go on the roundabout
 to speak on a subject
 to switch on the light
 to walk straight on
 What's on tonight?

an der Wand
 oben auf einem Hügel
 an Bord eines Schiffes
 auf der linken (rechten) Seite
 an der Themse
 in Ferien sein
 zu Besuch sein
 auf die Knie fallen
 fortfahren
 zu Fuß gehen
 Karussell fahren
 über ein Thema sprechen
 das Licht anschalten
 geradeausgehen
 Was wird heute abend gegeben?

8 Picture Text

Christian	'krɪstjən	christlich; Christ(in)
remains (pl.)	ri'meɪnz	(Über-)Reste
perfect	'pɜ:fɪkt	vollkommen
to preserve	pri'zə:v	erhalten

A. The Children of Lir

1. Lir	liə	(Eigennamen)
tale	teɪl	Erzählung, Sage, Märchen
mighty	'maɪti	mächtig

to marry	'mæri	heiraten
*to bear, bore, borne	bɛə, bɔ:, bɔ:n	hier: gebären
fair	fɛə	heiter, freundlich
Eva	'i:və	(weibl. Vorname)
witch	wɪtʃ	Hexe, Zauberin
to be fond of s.o.	fɒnd	jdn. gern haben, lieben
play	pleɪ	Spiel
to have the heart to do s.th.		es über das Herz bringen, etwas zu tun

Offizier
(junger Adliger
der Beowulf-
sage)
ziehen
Ratte
Fett
(berühmter
Markt in Lon-
don)
glitzern

evil	'i:vl	böse, schlecht
Druid	'druid	Druide (<i>keltischer Priester</i>)
near by		nahe gelegen
to use	ju:z	anwenden, ge- brauchen
magic	'mædʒik	Magie, Zau- berei
on s.o.'s		auf jds. Rat hin
advice	əd'vais	
all (adv.)		ganz
with		<i>hier:</i> von
clear	kliə	klar
swan	swən	Schwan
some day		eines Tages
so	sou	also
smooth	smu:ð	glatt, ruhig
to be sorry	'sɔri	etwas bereuen
for s.th.		
what		das, was ...
anything		alles
to have her		ihre böse Tat
evil deed		ungeschehen
undone	'ʌn'dʌn	zu machen
use	ju:s	Gebrauch, An- wendung
speech	spi:tʃ	Sprache
power	'paʊə	Fähigkeit, Gabe
sweet	swi:t	süß
anybody		jeder (beliebige)
to comfort s.o.	'kʌmfət	jd. trösten
2. a great		viele Jahre
number of		
years		
to pass by	'pɑ:s'baɪ	vorübergehen
to listen for		<i>hier:</i> warten auf
in vain	in'veɪn	umsonst, ver- gebens
to worship	'wɔ:ʃɪp	jd. anbeten
s.o.		
*to drive.	draɪv,	treiben
drove,	drəʊv,	
driven	drɪvn	
to suffer s.th.	'sʌfə	etwas (er-)lei- den
hardship	'hɑ:dʃɪp	Härte; Not
both ...	bəʊθ	sowohl ... als
and ...		auch ...

heiraten
hier: gebären

heiter, freund-
lich
(weibl. Vor-
name)
Hexe, Zauberin
jd. gern ha-
ben, lieben
Spiel
es über das
Herz bringen,
etwas zu tun

restless	'restlɪs	rastlos, ruhelos
*to drive on		weitertreiben
soft	sɔft	weich, sanft
peaceful	'pi:sfʊl	friedlich
to float	fləʊt	treiben
somewhere	'sʌmwɛə	irgendwo
in the distance		in der Ferne
St. Patrick	sn'pætrɪk	(Schutzheiliger Irlands)
Christianity	kristi'ænɪti	das Christen- tum
spell	spel	Zauber
shape	ʃeɪp	Gestalt, Form
none (of)	nʌn	keiner (e, es) von
faith	feɪθ	Glaube
*to learn the		<i>hier:</i> den
Christian		christlichen
faith		Glauben an- nehmen
to rest	rest	ruhen, schlafen

< B. Christianity in England >

rule	ru:l	Herrschaft
towards	tə'wɔ:dz	gegen, nach ... zu
island	'aɪlənd	Insel
Angles	'æŋɡlz	Angeln
Saxons	'sæksnz	(Angel-)Sach- sen
heathen	'hi:ðən	heidnisch
tribe	traɪb	(Volks-)Stamm
Christ	kraɪst	Christus
Woden	'wɔ:dn	(germanischer Gott)
Thor	θɔ:	(germanischer Gott) [sten
westwards	'westwɔ:dz	nach dem We-
Welshman	'wɛlʃmən	Waliser
in the course	kɔ:s	im Laufe der
of time		Zeit
monastery	'mɒnəstri	(Mönchs-)Klo- ster
isle = island	ail	Insel
saint	seɪnt	Heilige(r)
St. Columba	snkə'lʌmbə	(521-597, iri- scher Missio- nar)

teaching	ˈti:tʃɪŋ	Lehre
Jesus	ˈdʒi:zəs	Jesus
St. Augustine	sntə: ˈgæstɪn	(Apostel der Angelsachsen)
pope	ˈpəʊp	Papst
Pope Gregory	ˈpəʊp ˈɡregəri	Papst Gregor I (540?–604)
missionary	ˈmɪʃnəri	Missionar
Kent	kent	(Grafschaft im SO Englands)
monk	ˈmʌŋk	Mönch
Canterbury	ˈkæntəbəri	(Stadt in Südostengland)
to convert	kən ˈvɜ:t	bekehren
Paulinus	pə: ˈlaɪnəs	der heilige Paulinus
Anglo-Saxon	ˈæŋɡləʊ- ˈsæksən	angelsächsisch
Northumbria	nɔ: θʌmbriə	(nördlichstes Königreich der Angelsachsen)
feast	fi:st	Fest
gradual	ˈɡrædʒjuəl	allmählich
Eastra	i ˈæstrə	(germanische Frühlingsgöttin)
Germanic goddess	dʒə: ˈmænik ˈɡodis	germanisch Göttin
Yuletide	ˈju:ltaɪd	Weihnachtsfest
celebration	ˌselɪ ˈbreɪfən	Feierlichkeit
mass	mæs	Messe, Gottesdienst
steady	ˈstedɪ	stetig, gleichmäßig

< Song: Cockles and Mussels >

cockle	ˈkɒkl	Herzmuschel
mussel	ˈmʌsl	Miesmuschel
Molly Malone	ˈmɒli ˌmɔ:ləʊn	(Eigennamen)
to wheel	wi:l	schieben
wheelbarrow	ˈwi:l ˌbærəʊ	Schubkarren
broad	brɔ:d	breit
alive	ə ˈlaɪv	lebend, lebendig
fishmonger	fɪʃ ˈmʌŋɡə	Fischhändler(in)

*twas = it was

wonder	ˈwʌndə	Wunder
chorus	ˈkɔ:rəs	Kehrreim
fever	ˈfi:və	Fieber

< Irish Logic >

logic	ˈlɒdʒɪk	Logik
Irishman	ˈaɪərɪʃmən	Ire
I'm going to		ich werde
You'd be no better if...		etwa: Du hättest nichts davon, wenn...

Grammar

little	ˈlɪtl	wenig
few	fju:	wenige
nowhere	ˈnaʊwɛə	nirgend(s), nirgendwo(hin)
somehow	ˈsʌmhəʊ	irgendwie
not... anyone = no one		niemand
not... anything = nothing		nichts
not... anywhere = nowhere		nirgend(s)

Exercises

2. Paddy	ˈpædi	(Kurzform von Patrick; Spitzname für einen Iren)
whisky	ˈwɪski	Whisky
beer	bɪə	Bier
Bridget	ˈbrɪdʒɪt	(Mädchenname)
4. compound	ˈkɒmpaʊnd	Zusammensetzung
on deck	dek	an Deck
6. first-class	ˈfɜ:st klɑ:s	erstklassig
bacon	ˈbeɪkən	Speck
7. light	laɪt	hell
letter		Buchstabe
solution	sə ˈlu:ʃən	Lösung
9. jump	dʒʌmp	Sprung
10. pepper	ˈpepə	Pfeffer
12. indefinite pronoun	ɪn ˈdefɪnɪt ˈprəʊnaʊn	unbestimmtes Pronomen
to believe	bɪ ˈli:v	glauben

9 Picture Text

Norman	nɔ:mən	Normanne; normannisch
Bayeux	bai:jə:	(Stadt in Frankreich)
tapestry	tæpɪstri	Wandteppich
Latin	ˈlætɪn	lateinisch
*to mean, meant, meant	mi:n, ment	bedeuten; meinen
Pevensey	pevənzi	(Ortsname)
Hastings	heɪstɪŋz	(Hafenstadt im Süden Englands)
horseman, pl. horsemen	hɔ:smən	Reiter
Normandy	nɔ:mændi	Normandie

A. Ten Sixty-six

1. at the beginning		am Anfang
*to choose for, chose, chosen	tʃu:z, tʃəʊz, ˈtʃəʊzn	wählen zu
handsome	ˈhændsəm	edel, stattlich
nobleman	ˈnəʊblmən	Edelmann
Harold Godwin	ˈhærəld ˈɡɒdwin	(letzter Sachsenkönig in England)
carl	ɔ:l	Graf
Wessex	wesɪks	(angelsächsisches Königreich im SW Englands)
crown	kraʊn	Krone
to place	pleɪs	setzen
head	hed	Haupt
*to ring with, rang, rung	rɪŋ, rɪŋ	widerhallen von
shout	ʃaʊt	Schrei, Geschrei
although	ɔ:lˈðəʊ	obgleich
I can't help		ich kann nicht umhin, ich muß
over the seas		jenseits der Meere

9 Picture Text

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Normandy	'nɔ:məndi	Normandie

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*to choose for, chose, chosen	tʃu:z, tʃəuz, 'tʃəuzn	wählen zu
handsome	'hændsəm	edel, stattlich
nobleman	'nəubləmən	Edelmann
Harold	'hærəld	(letzter Sach- senkönig in England)
Godwin	'gɔdwin	
carl	ɔ:l	Graf
Wessex	'wesɪks	(angelsächsi- sches König- reich im SW Englands)
crown	kraun	Krone
to place	pleis	setzen
head	hed	Haupt
*to ring with, rang, rung	riŋŋ, ræŋŋ, rʌŋŋ	widerhallen von
shout	ʃaut	Schrei, Ge- schrei
although	ɔ:l'ðəu	obgleich
I can't help		ich kann nicht umhin, ich muß
over the seas		jenseits der Meere

throne	θrəun	Thron
duke	dju:k	Herzog
Harald	'hærəld	(König von Norwegen)
Hardrada	hɑ:d'rɑ:dɑ:	
Norway	'nɔ:wei	Norwegen
*to strike, struck, struck	straɪk, stræk	hier: zuschla- gen
blow	bləu	Schlag
Yorkshire	'jɔ:kʃɪə	(Grafschaft in Nordengland)
to march	mɑ:tʃ	marschieren
northward	'nɔ:θwəd	nordwärts, nach Norden
Norwegian	nɔ:'wi:dʒən	Norweger; norwegisch
to face s.o.	feɪs	jdm. gegen- überstehen (Ortsname)
Stamford	'stæmfəd	
Bridge	'brɪdʒ	
York	jɔ:k	(Hauptstadt von Yorkshire)
fierce	fiəs	wild, heftig; wütend
I succeed in	sək'si:d	es gelingt mir zu
2. to be busy doing s.th.		mit etwas be- schäftigt sein
waiting	'weɪtɪŋ	Warten
favourable	'feɪvərəbl	günstig
crossing	'krɒsɪŋ	Überfahrt
lamp	læmp	Lampe
mast	mɑ:st	Mast
*to lead the way		den Weg wei- sen
*to rise, rose, risen	raɪz, rəuz, 'ri:zn	aufgehen
to prevent from	pri'vent	abhalten von, hindern an
fisherman	'fɪʃmən	Fischer
to notice	'nəutɪs	bemerken
coming	'kʌmɪŋ	Ankunft
around	ə'raʊnd	um... herum; umher
*to spring up, sprang, sprung	sprɪŋ, spræŋ, sprʌŋ	aufspringen
laugh	lɑ:f	Lachen
3. knight	nait	Ritter

yard	jɑ:d	Hof
exhausted	ig'zɔ:stɪd	erschöpft
exhausted with fighting		vom Kämpfen erschöpft
southward	'sauθwəd	südwärts, nach Süden
at the head banner	'bænə	an der Spitze Fahne
opportunity	əpə'tju:nɪti	(günstige) Gelegenheit
equal	'i:kwəl	gleich; ebenbürtig
in number on horseback	'hɔ:s'bæk	an der Zahl zu Pferde
*to keep on, kept, kept again and again	ki:p, kept	dauernd, immer wieder
it is no use		immer wieder es hat keinen Zweck
to retreat	ri'tri:t	sich zurückziehen
joyful	dʒɔɪfʊl	freudig, froh
after	ɑ:ftə	hinter ... her
to succeed	sək'si:d	Erfolg haben, glücken
arrow	'ærəʊ	Pfeil
*to set, set	set	untergehen
set		[feld]
field	fi:ld	<i>hier</i> : Schlacht-
bloodstained	'blʌdsteɪnd	blutbefleckt
dust	dʌst	Staub
to wave	weɪv	wehen, flattern
to crown s.o. king		jdn. zum König krönen

< The Norman Conquest and the English Language >

conquest	kɒŋkwɛst	Eroberung
language	læŋgwɪdʒ	Sprache
Anglo-Saxon	'æŋgləʊ sæksən	angelsächsisch
Germanic	dʒə:'mænik	germanisch
more and more		immer mehr
to settle	'setl	sich ansiedeln
to fill	fil	<i>hier</i> : besetzen, bekleiden

baron	'bærən	Baron
clergy	'klɜ:dʒi	Geistlichkeit
official	ə'fɪʃəl	Amts-, amtlich, offiziell
*to deal with, dealt, dealt	di:l, delt	zu tun haben mit
court	kɔ:t	(fürstlicher) Hof
court life		Hofleben
administration	əd'mɪnɪ'streɪʃən	Verwaltung
religion	ri'lɪdʒən	Religion
origin	'ɔrɪdʒɪn	Ursprung, Herkunft
everyday	'evrɪdeɪ	(all-)täglich
everyday life		Alltagsleben
rule	ru:l	Herrschaft
to reserve	ri'zə:v	vorbehalten
servant	'sɜ:vənt	Diener
ox, pl. oxen	ɔks, ɔksən	Rind, Ochse
beef	bi:f	Rindfleisch
calf, pl. calves	kɑ:f, kɑ:vz	Kalb
veal	vi:l	Kalbfleisch
swine (sg. and pl.)	swaɪn	Schwein
pork	pɔ:k	Schweinefleisch
mutton	'mʌtn	Hammelfleisch
to stop	stɒp	<i>hier</i> : aufhören
mixture	'mɪkstʃə	Mischung
present	'preznt	gegenwärtig
the present day		heute, heutzutage

< Big Steamers >

steamer	'sti:mə	Dampfer
coal	kəʊl	Kohle
beef	bi:f	Rindfleisch
pork	pɔ:k	Schweinefleisch
mutton	'mʌtn	Hammelfleisch
cheese	tʃi:z	Käse
Melbourne	'melbən	(Stadt in Australien)
Quebec	kwi'bek	(Stadt in Kanada)
Vancouver	væn'ku:və	(Stadt in Kanada)

to address	ə'dres	adressieren
Hobart	'həʊbɑ:t	(Stadt in Australien)
Hong Kong	hɒŋ kɒŋ	(brit. Kronkolonie an der Südküste Chinas)
Bombay	bɒm'bei	(Stadt in Westindien)
to be wrecked	'rekt	Schiffbruch erleiden
why	wai	<i>hier</i> : nun ja
muffins	'mʌfɪnz	(engl. Teegebäck)
to pray for	preɪ	beten um
billow	'biləʊ	Woge
breeze	'brɪz	Brise
to bother s.o.	'bɒðə	jdm. etwas tun; jdn. belästigen
iron	'aɪən	Eisen
steel	sti:l	Stahl
rigging	'rɪɡɪŋ	Takelwerk
aloft	ə'lɒft	(hoch) oben
Rudyard Kipling	'rʌdʒəd kipliŋ	(engl. Schriftsteller, 1865 bis 1936)

Vocabulary Revision: Useful Phrases

Come along.
 Just fancy!
 What a pity!
 How are you?
 Would you care to ...?
 I'm afraid ...
 No need for me to ...
 I used to read a lot.
 I would rather go now.
 I had better stay here.
 all right
 not at all
 to rob s.o. of s.th.
 to set s.o. free

Baron
Geistlichkeit
Amts-, amtlich,
offiziell
zu tun haben
mit
(fürstlicher)
Hof
Hofleben
Verwaltung

Religion
Ursprung,
Herkunft
(all-)täglich
Alltagsleben
Herrschaft
vorbehalten
Diener
Rind, Ochse
Rindfleisch
Kalb
Kalbfleisch
Schwein

Schweinefleisch
Hammel-
fleisch
hier: aufhören
Mischung
gegenwärtig
heute, heut-
zutage

Dampfer
Kohle
Rindfleisch
Schweinefleisch
Hammel-
fleisch
Käse
(Stadt in
Australien)
(Stadt in Ka-
nada)
(Stadt in Ka-
nada)

to address	ə'dres	adressieren
Hobart	'həubɑ:t	(Stadt in Australien)
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aloft	ə'lɒft	(hoch) oben
Rudyard Kipling	'rʌdjəd 'kipliŋ	(engl. Schrift- steller, 1865 bis 1936)

Grammar

it is no good		es hat keinen Zweck
to mind	maɪnd	etwas dagegen haben

Exercises

3. trip	trip	(kurze) Fahrt, Ausflug
5. Carter	'kɑ:tə	(Familiennamen)
gerund	'dʒerənd	Gerundium
expression	iks'preʃən	Ausdruck
in italics	i'tæliks	kursiv
7. model	'mɒdl	Modell
9. peasant	'pezənt	Bauer
*to pay, paid, paid	peɪ, peɪd	zahlen
10. Domesday Book	'du:mzdeɪ	(Reichsgrund- buch)
useless	'ju:slɪs	zwecklos
12. heading	'hedɪŋ	Überschrift

Vocabulary Revision: Useful Phrases

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all right
not at all
to rob s.o. of s.th.
to set s.o. free

Komm mit!
Denken Sie nur!
Wie schade!
Wie geht es Ihnen?
Hätten Sie Lust zu ...?
Leider ...
Ich brauche nicht zu ...
Ich las immer sehr viel.
Ich möchte jetzt lieber gehen.
Ich sollte lieber hier bleiben.
gut, in Ordnung
überhaupt nicht
jdn. einer Sache berauben
jdn. freilassen

10 Picture Text

Magna Carta	'mægnə 'kɑ:tə	der große Frei-
= Great Charter	'greit 'tʃɑ:tə	brief, die große Urkunde
foundation	faun'deifən	Fundament; Anfang

A. The First Step to Freedom

1. King John	dʒən	(<i>König von England, 1167-1216</i>)
---------------------	------	---

*to come to the throne	θrəʊn	auf den Thron kommen
Richard the Lionheart	'ritʃəd ðə 'laɪnhɑ:t	Richard Löwenherz (<i>König von England, 1157 bis 1199</i>)

crusade	kru:'seɪd	Kreuzzug
to fear for	fɪə	bangen um
to murder	'mɜ:də	ermorden
baron	'bærən	Baron
sum	səm	Summe
townspeople	'taʊnz,'pi:pl	Städter
merchant	'mɜ:tʃənt	Kaufmann
to seize	sɪz	ergreifen; beschlagnahmen

to trade	treɪd	Handel treiben
everybody else		alle anderen
fair	fɛə	redlich, gerecht
trial	'traɪəl	Gerichtsverfahren

*to put an end to s.th.		einer Sache ein Ende bereiten
--------------------------------	--	-------------------------------

archbishop	'ɑ:tʃ'biʃəp	Erzbischof
Canterbury	'kæntəbəri	(<i>Stadt im Südosten Englands</i>)

Stephen	'sti:vən	Stephan
Langton	'læŋtən	(<i>Familiennamen</i>)
*to draw up, drew, drawn	dru:, drɔ:n	abfassen, aufstellen
list	lɪst	Liste
charter	'tʃɑ:tə	(<i>Vorrechts-</i>) Urkunde, Freibrief

to agree to	ə'gri:	sich einverstanden erklären
to frown	fraʊn	mit die Stirne runzeln
*to read, read, read to ask for	ri:d, red	<i>hier:</i> vorlesen

consent	kən'sent	fragen nach, bitten um; verlangen
bishop	'biʃəp	Zustimmung, Einverständnis
freeman	'fri:mən	Bischof
promise	'prɒmɪs	freier Mann
to turn pale		Versprechen
*to make s.o. a slave		blaß werden
rage	reɪdʒ	jd.n. zum Sklaven machen
*to fly into a rage		Wut
2. wealthy	'welθi	in Wut geraten

to accompany	ə'kæmpəni	wohlhabend, reich
common	'kɒmən	begleiten
aim	eɪm	gemeinsam
Runnymede	'rʌnɪmi:d	Ziel
*to make good progress	'prɒgres	(<i>Feld an der Themse</i>)
couple	'kʌpl	gut vorankommen
a couple of		Paar

thought	θɔ:t	ein paar (<i>etwa zwei</i>)
to sign	sain	Gedanke
so		unterzeichnen
doubtful	'daʊtful	<i>hier:</i> es
anger	'æŋgə	zweifelhaft
to manage	'mænidʒ	Ärger, Zorn

delighted	di'laɪtɪd	es fertig bringen
to unroll	'ʌn'rəʊl	erfreut, entzückt
parchment	'pɑ:tʃmənt	aufrollen
majesty	'mædʒɪsti	Pergament
Your Majesty		Majestät, Hoheit

to fix	fɪks	sich einverstanden erklären
seal	si:l	den erklären mit
to fix the seal		die Stirne runzeln
to arm	ɑ:m	<i>hier:</i> vorlesen
choice	tʃɔɪs	fragen nach, bitten um; verlangen
3. instead	ɪn'sted	Zustimmung, Einverständnis
to gather	'gæðə	Bischof
whirlwind	'wɜ:lwind	freier Mann
*to sweep down, swept, swept	swi:p, swept	Versprechen
*to go north		blaß werden
war	wɔ:	jd.n. zum Sklaven machen
*to strike down, struck, struck	straɪk, strak	Wut
to believe	bi'li:v	in Wut geraten
to poison	'pɔɪzn	wohlhabend, reich
to mount	maʊnt	begleiten
Henry III (read: the third)	'henri	gemeinsam
to confirm	kən'fɜ:m	Ziel
document	'dɒkjumənt	(<i>Feld an der Themse</i>)
liberty	'lɪbəti	gut vorankommen

B. The Houses of Parliament

origin	ə'ridʒɪn	Ursprung
to discuss	dis'kʌs	Ursprung diskutieren
interest	'ɪntrɪst	Interesse
shire	'ʃaɪə	Interesse
citizen	'sɪtɪzn	Grafschaft
council	'kaʊnsl	Bürger, Einwohner
Great Council		Rat, Versammlung
representative	reprɪ'zentətɪv	(<i>Vorläufer des heutigen brit. Parlaments</i>)
House of Commons	'kɒmənʒ	Vertreter (<i>das brit. Unterhaus</i>)

sich einverstanden erklären
mit
die Stirne runzeln
hier: vorlesen

fragen nach,
bitten um;
verlangen
Zustimmung,
Einverständnis
Bischof
freier Mann
Versprechen
blaß werden
jdn. zum Sklaven machen
Wut
in Wut geraten

wohlhabend,
reich
begleiten
gemeinsam
Ziel
(*Feld an der Themse*)
gut vorankommen
Paar
ein paar (*etwa zwei*)
Gedanke
unterzeichnen
hier: es
zweifelhaft
Ärger,
Zorn
es fertig bringen
erfreut, entzückt
aufrollen
Pergament
Majestät, Hoheit
Eure Majestät

to fix	fiks	befestigen, festmachen
seal	si:l	Siegel
to fix the seal		das Siegel aufdrücken
to arm	a:m	bewaffnen
choice	tʃɔis	Wahl, Auswahl
3. instead	in'sted	statt dessen
to gather	gæðə	sammeln
whirlwind	'wɜ:lwind	Wirbelwind
*to sweep down, swept, swept	swi:p, swept	hinunterfegen
*to go north		nach Norden gehen
war	wɔ:	Krieg
*to strike down, struck, struck	straik, strak	niederwerfen, zu Fall bringen
to believe	bi'li:v	glauben
to poison	'poizn	vergiften
to mount	maunt	besteigen
Henry III	'henri	Heinrich III.
(<i>read: the third</i>)		(<i>König von England, 1207-1272</i>)
to confirm	kən'fɜ:m	bestätigen
document	'dɔ:kjumənt	Dokument, Urkunde
liberty	'libəti	Freiheit

B. The Houses of Parliament

origin	'ɔridʒin	Ursprung
to discuss	dis'kʌs	diskutieren
interest	'intrist	Interesse
shire	'ʃaɪə	Grafschaft
citizen	'sitizn	Bürger, Einwohner
council	'kaunsl	Rat, Versammlung
Great Council		(<i>Vorläufer des heutigen brit. Parliaments</i>)
representative	reprɪ'zentətɪv	Vertreter
House of Commons	'kɒmənz	(<i>das brit. Unterhaus</i>)

House of Lords	lɔ:dz	(<i>das brit. Oberhaus</i>)
uncomfortable	ʌn'kʌmfətəbl	unbehaglich
in the beginning		zu Anfang
to retire	ri'taɪə	sich zurückziehen [teil]
wing	wɪŋ	Flügel; Seiten-
separate	'sepɪt	getrennt
assembly	ə'sembli	Versammlung
member	'membə	Mitglied
to be composed of	'pəuzd	sich zusammensetzen aus
peer	piə	Peer, (hoher) Adliger
Church of England		(<i>engl. Staatskirche</i>) [hof]
High Court	ka:t	Hoher Gericht-
judge	dʒʌdʒ	Richter
influence	'ɪnfluəns	Einfluß
title	'taɪtl	(Adels-)Titel
to elect	i'lekt	wählen
party	'pɑ:ti	Partei
majority	mə'dʒɔ:ɪti	Mehrheit
government	'gʌvənmənt	Regierung
Labour Party	'leɪbə	(<i>brit. Arbeiterpartei</i>)
Socialist	'səʊʃəlɪst	Sozialist
Conservative	kən'səvətɪv	Konservativer
Liberal	'lɪbərəl	Liberaler

< Anecdotes >

anecdote	'ænikdəʊt	Anekdote
Politeness		
politeness	pə'laitnɪs	Höflichkeit
opposite	'ɒpəzɪt	entgegen-
direction	di'rekʃən	gesetzt
neither of the drivers		Richtung
*to give way to s.o.		keiner der beiden Fahrer
unbroken	'ʌn'brəʊkən	jdm. Platz machen
*to lend, lent, lent	lend, lent	ungebrochen
paper = newspaper		leihen

A Difficult Choice

voter	'vəutə	Wähler
candidate	'kændidit	Kandidat, Bewerber
blessing	'blesɪŋ	Segen

A Question of Conscience

conscience	'kɒnʃəns	Gewissen
in court	kɔ:t	vor Gericht
charged	'tʃɑ:dʒd	angeklagt (wegen)
(with)		
vote	vəut	Stimme (<i>bei der Wahl</i>)
to admit	əd'mit	gestehen
how on earth	ə:θ	wie in aller Welt
to vote	vəut	wählen
according to ...	ə'kɔ:diŋ	nach ...

A Compromise

compromise	'kɒmprəmaɪz	Kompromiß
diplomat	'dipləmət	Diplomat
to dispute	dis'pju:t	erörtern
possession	pə'zefən	Besitz
island	'aɪlənd	Insel
colleague	'kɒli:g	Kollege
*to take s.o. aside	ə'saɪd	jdn. zur Seite nehmen
it is mine	main	es gehört mir

The Dismissal

dismissal	dis'misəl	Entlassung
store	stɔ:	(großes) Warenhaus
to whistle	'wɪsl	pfeifen
a week's money		Wochenlohn
to clear out	'kliə'ɔ:t	<i>hier:</i> verschwinden, sich davonmachen
to hire	'haɪə	einstellen
boss	bɒs	Chef
departmental manager	'di:pɑ:t'mentl mænɪdʒə	Abteilungsleiter
reply	ri'plai	Antwort

Exercises

2. past	pɑ:st	vorüber
3. wild	wáild	wild
towards	tə'wɔ:dz	gegen, auf ...
pain	peɪn	Schmerz
4. now and then		
bow	bəu	Bogen
5. to arrest		jdn. festnehmen
s.o.		
France	frɑ:ns	Frankreich
6. construction	kən'strʌkʃən	Konstruktion
weak	wi:k	schwach
7. conjunction	kən'dʒʌŋkʃən	Konjunktion
8. as long as		solange
9. past participle		Partizip Perfekt
right	raɪt	Recht
10. to interest	'ɪntrɪst	interessieren
11. to stamp	stæmp	prägen
shilling	'ʃɪlɪŋ	(alte engl. Münze im Wert von 12 pence)

11 Picture Text

Spanish Armada	'spæniʃ ɑ:ma:də	spanisch (Flotte Philipp II. von Spanien)
to threaten	'θreɪn	drohen

A. I Sailed with Sir Francis Drake

1. Sir	sə:	(englischer Adelstitel)
Francis Drake	'frɑ:nsɪs 'dreɪk	(englischer Seeheld um 1540–1596)
Plymouth	'plɪməθ	(Hafenstadt in Südenland)
anchor	'æŋkə	Anker
*to lie at anchor		vor Anker liegen
calm	kɑ:m	Ruhe, Windstille
Spaniard	'spænjəd	Spanier

the Netherlands	'neðələndz	die Niederlande
*to set sail		in See stechen, auslaufen
bowl	bəul	Holz-kugel
bowls	bəulz	Bowls (<i>Kugelspiel</i>)
watch	wɒtʃ	Wache
officer of the watch	'ɒfɪsə	diensthabender Offizier
responsible	rɪ'spɒnsəbl	verantwortlich
absence	'æbsəns	Abwesenheit
round	raʊnd	Runde, Rundgang
quay	ki:	Kai
sailor	'seɪlə	Seemann, Matrose
bowling-green	'bəʊlɪŋgrɪ:n	(Rasenplatz zum Bowls-Spielen)
Lord Howard	'lə:d 'haʊəd	(Oberkommandierender der engl. Flotte gegen die Armada)
commander	kə'mɑ:ndə	Befehlshaber, Kommandeur
exception	ɪk'seɪʃən	Ausnahme
with the exception of		mit Ausnahme von
alarmed	ə'lɑ:md	alarmiert, beunruhigt
*to go by		vorübergehen; vorbeifahren
with the help of God		mit Gottes Hilfe
typical of	'tɪpɪkəl	typisch für
*to upset, upset, upset	ʌp'set	verwirren, aus der Fassung bringen
the (greater) ... the (calmer)		je (größer) ... desto (ruhiger)
*2. to leave harbour	'hɑ:bə	den Hafen verlassen, auslaufen
to sight	sáit	sichten, erblicken
half moon	'hɑ:f'mu:n	Halbmond

the Netherlands	'neðələndz	die Niederlande	half the size of	saiz	halb so groß wie
*to set sail		in See stechen, auslaufen	galleon	'gæliən	Galeone (<i>mittelalterliches Segelschiff</i>)
bowl	bəʊl	Holzku-gel	advantage	əd'vɑ:ntidʒ	Vorteil
bowls	bəʊlz	Bowls (<i>Kugelspiel</i>)	rear	riə	Rückseite
watch	wɒtʃ	Wache	from the rear		von hinten
officer of the watch	'ɔ:fisə	diensthaben-der Offizier	to fire off		abfeuern, schießen
responsible	ris'pɒnsəbl	verantwortlich	cannon	'kænən	Kanone
absence	'æbsəns	Abwesenheit	to turn away	tə:n	sich abwenden; abdrehen
round	raʊnd	Runde, Rundgang	to return	ri'tɔ:n	erwidern
quay	ki:	Kai	*to cast, cast, cast	kɑ:st	werfen, auswerfen
sailor	'seilə	Seemann, Matrose	*to cast anchor	'æŋkə	Anker werfen
bowling-green	'bəʊliŋgrin	(Rasenplatz zum Bowls-Spielen)	off Calais	'kælei	vor Calais
Lord Howard	lɔ:d 'hauəd	(Oberkommandierender der engl. Flotte gegen die Armada)	pitch	pitʃ	Pech
commander	kə'mɑ:ndə	Befehlshaber, Kommandeur	tar	tɑ:	Teer
exception	ik'sepʃən	Ausnahme	*to grow dark, grown	grəʊ, grəʊn	dunkel werden
with the exception of		mit Ausnahme von	*to set fire to s.th., set, set	set	etwas anzünden, in Brand stecken
alarmed	ə'lɑ:md	alarmiert, beunruhigt	to drift	drift	treiben
*to go by		vorübergehen; vorbeifahren	cable	'keibl	Kabel; Tau
with the help of		mit Gottes Hilfe	confusion	kən'fju:ʒən	Verwirrung, Durcheinander
typical of	'tipikəl	typisch für	to surround	sə'raʊnd	umgeben, umzingeln
*to upset, upset, upset	ʌp'set	verwirren, aus der Fassung bringen	*to sink, sank, sunk	siŋk, sæŋk, sʌŋk	sinken; versenken
the (greater) ... the (calmer)		je (größer) ... desto (ruhiger)	ammunition	'æmjʊ'nɪʃən	Munition
*2. to leave harbour	'hɑ:bə	den Hafen verlassen, auslaufen	3. farther and farther	'fɑ:ðə	immer weiter
to sight	sait	sichten, erblicken	Spain	spein	Spanien
half moon	'hɑ:f'mu:n	Halbmond	all over England		in ganz England
			bonfire	'bɒn,faɪə	Freudenfeuer
			to celebrate	'selibreit	feiern
			victory	'viktəri	Sieg

B. The Commonwealth

sea-power from then on by discovery trade	'si:pauə dis'kʌvəri treɪd	Seemacht von da ab durch Entdeckung Handel; Gewerbe
conquest	'kɒŋkwɛst	Eroberung, Besiegung aufbauen
*to build up, built, built empire overseas	bɪld, bɪlt 'empaɪə 'əʊvə'si:z	(Welt-)Reich in Übersee
Australia	ɔ:s'treɪljə	Australien
Canada	'kænədə	Kanada
New Zealand	nju:'zi:lənd	Neuseeland
possession	pə'zɛʃən	Besitz(ung)
power	'paʊə	Macht
South Africa	'sauθ 'æfrɪkə	Südafrika
up to this time		bis zu dieser Zeit
the British Empire	'brɪtɪʃ 'empaɪə	das Britische Weltreich
setback	'setbæk	Rückschlag
loss	lɒs	Verlust
colony	'kɒləni	Kolonie
*to break away		sich loslösen, losmachen
state	steɪt	Staat
lesson	'lesn	Lehre; Denk- zettel
one by one		einer nach dem anderen, nacheinander
independent	ɪndɪ'pendənt	unabhängig
to change to nation	'neɪʃən	ändern in Nation
more and more		immer mehr
to recognize head	'rekəɡnaɪz hed	anerkennen Oberhaupt
aptitude	'æptɪtju:d	Fähigkeit, Begabung
refusal	rɪ'fju:zəl	Weigerung, Ablehnung
to admit defeat	əd'mɪt dɪ'fi:t	sich geschlagen geben

Grammar

the Cape of Good Hope	keɪp	das Kap der Guten Hoff- nung
fashion	'fæʃən	Mode

Exercises

2. definite article	'defɪnɪt 'ɑ:tɪkl	bestimmter Artikel
beef	bɪ:f	Rindfleisch
mutton	'mʌtn	Hammelfleisch
Europe	'juərəp	Europa
3. route	ru:t	Route
to describe	dis'kraɪb	beschreiben
4. problem	'prɒbləm	Problem
Sir John Hawkins	'hɔ:kɪnz	(berühmter engl. Seefahrer des 16. Jahrhun- derts)
Negro, pl. Negroes	ni:'grəʊ, -z	Neger
South America	sauθ 'æmerɪkə	Südamerika
African	'æfrɪkən	Afrikaner; afrikanisch
Cape Horn	keɪp 'hɔ:n	Kap Horn (Südspitze von Südamerika)
Pacific Ocean	pə'sɪfɪk 'əʊʃən	Pazifischer Ozean
finally	'faɪnəli	endlich, schließlich
5. Sir Walter Raleigh	'wɔ:lɔ: 'reɪli	(engl. Seefahrer und Schriftsteller im 16. Jh.)
9. to interpret interpreter	ɪn'tə:'prɪt ɪn'tə:'prɪtə	dolmetschen Dolmetscher
10. eve	i:v	Vorabend

Vocabulary Revision: 'to be ...'

to be lucky
to be careful
to be worth
to be early (late)
to be right (wrong)
to be fast asleep
to be after s.o.
to be under arrest
to be fond of s.o. or s.th.
to be proud of s.th.
to be composed of
to be interested in
to be taken by surprise
to be used to
to be accustomed
to be gone
to be mistaken

12 Picture Text

thanksgiving	'θæŋks,gɪvɪŋ	Danksagung
Thanksgiving Day		(amer. Dankfest am letzten Donnerstag im November)
pilgrim	'pɪlgrɪm	Pilger
Pilgrim Fathers	'pɪlgrɪm 'fa:ðəz	Pilgerväter
Indian	'ɪndjən	Indianer; indianisch
to gather	'gæðə	sich versammeln

A. The Pilgrim Fathers

1. Mayflower	'meɪ,flaʊə	(Schiffsname)
William Bradford	'wɪljəm 'brædfəd	(einer der Pilgerväter)
Puritan	'pjʊərɪtən	Puritaner
religious	rɪ'lɪdʒəs	religiös
sect	sekt	Sekte
to intend	ɪn'tend	beabsichtigen
voyage	vɔɪdʒ	(lange) See- reise

Vocabulary Revision: 'to be ...'

das Kap der
Guten Hoff-
nung
Mode

to be lucky
to be careful
to be worth
to be early (late)
to be right (wrong)
to be fast asleep
to be after s.o.
to be under arrest
to be fond of s.o. or s.th.
to be proud of s.th.
to be composed of
to be interested in
to be taken by surprise
to be used to
to be accustomed
to be gone
to be mistaken

Glück haben
vorsichtig sein
wert sein
zeitig (spät) da sein
recht (unrecht) haben
tief schlafen
hinter jdm. her sein
verhaftet sein
jdn. oder etwas gern haben
auf etwas stolz sein
sich zusammensetzen aus
sich interessieren für
überrascht werden
gewöhnnt sein an
gewöhnnt sein
weg sein
sich irren

bestimmter
Artikel
Rindfleisch
Hammelfleisch
Europa
Route
beschreiben
Problem
(berühmter
engl. Seefah-
rer des 16.
Jahrhun-
derts)
Neger

12 Picture Text

thanksgiving 'θæŋks,gi:vɪŋ
Thanksgiving
Day

Danksagung
(amer. Dank-
fest am letz-
ten Donners-
tag im No-
vember)

pilgrim 'pɪlgrɪm
Pilgrim 'pɪlgrɪm
Fathers 'fɑ:ðəz
Indian 'ɪndjən

Pilger
Pilgerväter

to gather 'gæðə

Indianer;
indianisch
sich versam-
eln

Südamerika

Afrikaner;
afrikanisch

Kap Horn
(Südspitze
von Süd-
amerika)

Pazifischer

Ozean

endlich,

schließlich
(engl. Seefah-
rer und

Schriftsteller
im 16. Jh.)

dolmetschen

Dolmetscher

Vorabend

A. The Pilgrim Fathers

1. Mayflower 'meɪ,flaʊə

(Schiffsname)

William 'wɪljəm

(einer der Pil-

Bradford 'brædfəd

gerväter)

Puritan 'pjʊərɪtən

Puritaner

religious rɪ'lɪdʒəs

religiös

sect sekt

Sekte

to intend in'tend

beabsichtigen

voyage vɔɪdʒ

(lange) See-
reise

westward

'westwəd

nach Westen

Atlantic

ət'læntɪk

Atlantischer

Ocean

'əʊʃən

Ozean

to settle down

setl

sich nieder-

task

tɑ:sk

Aufgabe

to toss about

tɔs

hin und her

nutshell

'nʌtʃəl

Nußschale

in spite of

ɪn'spaɪtəv

trotz

overboard

'əʊvəbɔ:d

über Bord

to grasp

grɑ:sp

(er-)greifen,

hook

hʊk

Haken

***to thrust,**

θrʌst

stoßen

thrust,

thrust

leather

'leðə

Leder

***2. to draw**

towards an

end

dem Ende

zuneigen

***to fall ill,**

fɔ:l,

krank werden

fell,

fel,

fallen

'fɔ:lən

headache

'hedeɪk

Kopfschmerzen

shrill

ʃrɪl

schrill, laut

cabin

'kæbɪn

Kabine

to rage	reɪdʒ	rasen, wüten
fine	fain	hier: prächtig
Oceanus	əu'siənəs	(Eigennamen)
Cape Cod	'keɪp 'kɒd	Kap Cod (in Massachusetts, USA)
to cover	'kʌvə	hier: zurücklegen
average	'ævərɪdʒ	Durchschnitt, Durchschnitts-
two miles an hour		zwei Meilen in der Stunde
3. unknown Virginia	'ʌn'nəʊn vər'dʒɪniə	unbekannt (Staat im Osten der USA)
so long a journey		solch eine lange Reise
*to set foot on, set, set		Fuß setzen auf
governor	'gʌvənə	Gouverneur
fence	fens	Zaun
neighbour	'neɪbə	Nachbar
half the Pilgrims		die Hälfte der Pilger
to die of		sterben an
cold	kəʊld	Kälte
community	kə'mju:nɪti	Gemeinschaft
quite a small community		eine ziemlich kleine Gemeinschaft
unfriendly	'ʌn'frendli	unfreundlich
friendship	'frendʃɪp	Freundschaft
*to grow, grew, grown	grəʊ, grəʊn	anbauen
maize	meɪz	Mais
especially	ɪs'peʃəli	besonders
Quanto settler	'kwɒntəʊ 'setlə	(Eigennamen) Siedler
valuable	'væljuəbl	wertvoll
to reward	rɪ'wɔ:d	belohnen
special	'speʃəl	besonders
*to hold a festival, held, held	'festəvəl	ein Fest veranstalten
turkey	'tɜ:kɪ	Truthahn
corn (Am.)	kɔ:n	Mais

< B. A Sunday in Harlech >

Harlech	'hɑ:lek	(Ort in Wales)
Snowdonia	snəʊ'dəʊniə	(Gebiet um den Berg Snowdon)
soul	səʊl	Seele, hier: Einwohner
yet	jet	aber, doch
Anglican	'æŋɡlɪkən	anglikanisch; Anglikaner
direction	dɪ'rekʃən	Richtung
insistent	ɪn'sɪstənt	eindringlich; beharrlich
High Street	'haɪstri:t	(Straßenname)
Baptist	'bæptɪst	baptistisch; Baptist
Methodist	'meθədɪst	methodistisch; Methodist
minister	'mɪnɪstə	Priester, Geistlicher
to welcome	'welkəm	begrüßen
congregation	'kɒŋɡrɪ'geɪʃən	Gemeinde
Congregationalist	'kɒŋɡrɪ'geɪʃənəlɪst	Kongregationalist
St. David	snt 'deɪvɪd	der heilige David
chapel	'tʃæpəl	Kapelle
Roman Catholic	'rəʊmən 'kæθəlɪk	röm. katholisch; Katholik
Presbyterian	'prezbrɪ'tɪəriən	presbyterianisch; Presbyterianer
to remind	rɪ'maɪnd	jdn. erinnern
s.o. of		an
decoration	'dekə'reɪʃən	Schmuck, Verzierungen
glass	glɑ:s	Glas
to depict	dɪ'pɪkt	darstellen
scene	si:n	Szene
Bible	'baɪbl	Bibel
eternal	ɪ(:)'tɜ:nl	ewig
altar	'ɔ:l-tə	Altar
font	fɒnt	Weihwasserbecken
to date from	deɪt	stammen aus
except	ɪk'sept	außer, ausgenommen

plain	pleɪn	einfach, schlicht
organ	'ɔ:gən	Orgel
service	'sɜ:vɪs	Gottesdienst
free church	'fri:tʃətʃ	Freikirche
hymn	hɪm	Kirchenlied
hymn book	'hɪmbʊk	Gesangbuch
activity	æk'tɪvɪti	Tätigkeit, Aktivität
diversity	daɪ'vɜ:sɪti	Mannigfaltigkeit
worship	'wɜ:ʃɪp	Anbetung

< The Lord's Prayer >

the Lord	lɔ:d	der Herr(gott)
prayer	'preɪ	Gebet
Lord's Prayer		Vaterunser
which = who		
art = are	ɑ:t	
heaven	'hevn	Himmel
to hallow	'hæləʊ	heiligen
thy = your	ðai	
will	wɪl	Wille
earth	ɜ:θ	Erde
daily	'deɪli	täglich
*to forgive, forgave, forgiven	fə'gɪv, fə'gɪvən	vergeben
trespass	'trespəs	Schuld
them that = those who		
to trespass against s.o.		jdm. gegenüber schuldig werden
temptation	temp'teɪʃən	Versuchung
to deliver	dɪ'lɪvə	erlösen
evil	'i:vl	Übel
thine = yours	ðain	
glory	'glɔ:ri	Herrlichkeit
for ever	fɔ:'evə	in Ewigkeit
amen	'ɑ:men	Amen

Grammar

to be at a loss	ls	in Verlegenheit sein
however	haʊ'evə	wie auch (immer), wenn auch noch so

lech >

(Ort in Wales)
 (Gebiet um den Berg Snowdon)
 Seele, hier:
 Einwohner aber, doch anglikanisch; Anglikaner
 Richtung eindringlich; beharrlich (Straßenname)
 baptistisch; Baptist
 methodistisch; Methodist
 Priester, Geistlicher
 begrüßen
 Gemeinde
 Kongregationalist
 der heilige David
 Kapelle
 röm. katholisch; Katholik
 presbyterianisch; Presbyterianer
 jdn. erinnern an
 Schmuck, Verzierung
 Glas darstellen
 Szene
 Bibel
 ewig
 Altar
 Weihwasserbecken
 stammen aus außer, ausgenommen

plain	plein	einfach, schlicht
organ	ˈɔ:gən	Orgel
service	ˈsə:vɪs	Gottesdienst
free church	ˈfri:tʃə:tʃ	Freikirche
hymn	hɪm	Kirchenlied
hymn book	ˈhɪmbʊk	Gesangbuch
activity	ækˈtɪvɪti	Tätigkeit, Aktivität
diversity	daɪˈvə:sɪti	Mannigfaltigkeit
worship	ˈwɔ:ʃɪp	Anbetung

< The Lord's Prayer >

the Lord	lɔ:d	der Herr(gott)
prayer	ˈpreɪ	Gebet
Lord's Prayer		Vaterunser
which = who		
art = are	ɑ:t	
heaven	ˈhevn	Himmel
to hallow	ˈhæləu	heiligen
thy = your	ðai	
will	wɪl	Wille
earth	ɑ:θ	Erde
daily	ˈdeɪli	täglich
*to forgive,	fəˈgɪv,	vergeben
forgave,	fəˈgeɪv,	
forgiven	fəˈgɪvn	
trespass	ˈtrespəs	Schuld
them that = those who		
to trespass		jdm. gegen-
against s.o.		über schuldig werden
temptation	tempˈteɪʃən	Versuchung
to deliver	dɪˈlɪvə	erlösen
evil	ˈi:vl	Übel
thine = yours	ðain	
glory	ˈglɔ:ri	Herrlichkeit
for ever	fɔ:ˈevə	in Ewigkeit
amen	ˈɑ:ˈmen	Amen

Grammar

to be at a loss	lɒs	in Verlegenheit sein
however	haʊˈevə	wie auch (immer), wenn auch noch so

Exercises

4. indefinite article	ɪnˈdefɪnɪt ˈɑ:tɪkl	unbestimmter Artikel
Sam	sæm	Samuel
cheese	tʃi:z	Käse
7. snake	sneɪk	Schlange
bite	bɑɪt	Biß
*to bite, bit, bitten	bɑɪt, bɪt, ˈbɪtn	beißen
8. to drop	drɒp	fallen; fallen lassen
and so on		und (immer) so weiter
to turn to s.o.		sich jdm. zuwenden
11. puzzle	ˈpʌzl	Rätsel(spiel)
baggage (Am.)	ˈbæɡɪdʒ	Gepäck
closet (Am.)	ˈklɒzɪt	(Wand-) Schrank
subway (Am.)	ˈsʌbweɪ	Ungerundbahn
sidewalk (Am.)	ˈsaɪdwɔ:k	Bürgersteig
barber shop (Am.)	ˈbɑ:bəʃɒp	Friseur
fall (Am.)	fɔ:l	Herbst

13 A. Prisoner in the Tower

1. George I	ˈdʒɔ:dʒ	(König von England, 1660-1727)
*to throw o.s. at s.o.'s feet		sich jdm. zu Füßen werfen
to have mercy on s.o.	ˈmɑ:si	jdn. begnadigen, jdm. Gnade erweisen
Lord Nithsdale	ˈniθsdeɪl	(schottischer Adliger)
to brush s.o. away	brʌʃ	jdn. zur Seite schieben
Lady		(Titel der Gattin eines Lords)
*to take part in rebellion	riˈbeljən	teilnehmen
to execute	ˈeksɪkjʊ:t	Rebellion hinrichten

Fanny	'fæni	(weibl. Vorname)
Morgan Betsy	'mɔ:gən 'betsi	(Familiennamen) (weibl. Vorname)
Mills	'milz	(Familiennamen)
to guard	gɑ:d	bewachen
for some time		seit einiger Zeit
besides	be'saidz	außer
at a time		jeweils
gate	geit	Tor
underneath	ʌndə'ni:θ	unter
*to take back		zurückbringen
to fetch in	fetʃ	hereinholen
to pretend	pri'tend	vorgeben, so tun als ob
*to weep, wept, wept hood	wi:p, wept hud	weinen
*to put on to change		Kapuze, Haube
*to give s.o. away	tʃeindʒ	anziehen
2. to carry out a plan		sich umziehen
to explain	iks'plein	jdn. verraten
to unfold a plan	ʌn'fəuld	einen Plan ausführen
courtyard	'kɔ:tjɑ:d	erklären
3. at court	kɔ:t	einen Plan unterbreiten
hiding-place	'haidiŋpleis	Hof
coach	kəʊtʃ	bei Hofe
home	həʊm	Versteck
*to forgive, forgave, forgiven	fə'giv, fə'geiv, fə'givn	Kutsche
		Heim, (Elters-)Haus
		verzeihen

< B. London Through the Ages >

age	eidʒ	Jahrhundert; Zeitalter
Celtic	'keltik	keltisch
ford	fɔ:d	Furt
point	point	Punkt
to fortify	'fɔ:tifai	befestigen
Anglo-Saxon	'æŋgləʊ'sæksn	angelsächsisch

gradually	'grædʒuəli	nach und nach, allmählich
to develop into	di'veləp	sich entwickeln zu
apart from	ə'pɑ:t	getrennt von
to wall	wɔ:l	mit einer Mauer umgeben
walled city		befestigte Stadt
comparatively	kəm'pærətivli	verhältnismäßig
office	'ɒfis	hier: Amtsgebäude
courtier	'kɔ:tjə	Höfling
massive	'mæsiv	wichtig, massiv
half-way	'hɑ:fwei	auf halbem Weg
Charing Cross	'tʃæriŋ 'krɒs	(heute: Stadtgebiet im Zentrum Londons)
St. Martin's-in-the-Fields	snt'mɑ:tinz inðə'fi:ldz	(Kirche am Trafalgar Square)
ant-hill	'ænthil	Ameisenhaufen
Greater London		Groß-London
population	'pɒpjʊ'leɪʃən	Bevölkerung
centre	'sentə	Mittelpunkt
ancient	'eɪnfənt	alt
City	'siti	(Stadtzentrum von London)
commerce	'kɒmə(:)s	Handel
per cent	pə'sent	Prozent
export	'eksɒ:t	Ausfuhr
exports (pl.)		Gesamtausfuhr
dock	dɒk	Dock

< Song: Charlie is my Darling >

Charlie	'tʃɑ:li	(Prinz Karl Eduard, 1720-1788)
= Prince		
Charlie		
chevalier	ʃevə'liə	Kavalier
'twas = it was		
cam' = came	kæm	
pipes (pl.)	paɪps	Dudelsack
a' = all	ɔ:	

folk	fəʊk	Volk; Leute
rinnin	'rɪnɪn	
= running		
wi' = with	wi	
Hieland	'hi:lənd	das schottische Hochland
= Highland		Schottenmütze
bonnet	'bɒnɪt	(Schwert der Hochland-schotten)
claymore	'kleɪmɔ:	leuchtend
bright	braɪt	
mony = many	'mɒni	
pray'rs	'preɪz	Gebet
= prayers		
*to put up		hier: beten

Vocabulary Revision: 'to have ...'

- to have a walk
- to have tea
- to have a look at s.th.
- to have a good time
- to have mercy on s.o.
- to have the heart to ...
- to have one's eye on s.o.
- to have a coat on
- to have no idea
- to have a temperature
- to have a stomach-ache
- to have a headache

14 Picture Text

Boston	'bɒstən	(Hafenstadt in Massachusetts, USA)
colonist	'kɒlənist	Kolonist
to disguise	dis'gaɪz	verkleiden
Red Indians		(Indianer des amer. Nordens)
chest	tʃest	Kiste
protest	'prəʊtest	Protest
tax	tæks	Steuer

nach und nach,
allmählich
sich entwickeln
zu
getrennt von
mit einer
Mauer um-
geben
befestigte
Stadt
verhältnis-
mäßig
hier: Amts-
gebäude
Höfling
wuchtig,
massig
auf halbem
Weg
heute: Stadt-
gebiet im
Zentrum
Londons)
Kirche am
Trafalgar
Square)
Ameisenhaufen
Groß-London
Bevölkerung
Mittelpunkt
lt
Stadtzentrum
von London)
Handel
Prozent
Ausfuhr
Gesamtausfuhr
Dock
Marling >
Prinz Karl
Eduard,
1720-1788)
Cavalier
Mudelsack

folk	fəuk	Volk; Leute
rinnin	'rinin	
= running		
wi' = with	wi	
Hieland	'hi:lənd	das schottische Hochland
= Highland		
bonnet	'bənɪt	Schottenmütze
claymore	'kleɪmɔ:	(Schwert der Hochland- schotten)
bright	brait	leuchtend
mony = many	'mɒni	
pray'rs	'preɪz	Gebet
= prayers		
*to put up		hier: beten

Exercises

2. knock	nɒk	Klopfen
9. Betty	'beti	(Kurzform für Elizabeth)
10. truth	tru:θ	Wahrheit
*to make s.o.		jd. von etwas
believe s.th.		überzeugen
*to have s.o.		jd. hängen
hanged		lassen

Vocabulary Revision: 'to have ...'

to have a walk	spazierengehen
to have tea	Tee trinken
to have a look at s.th.	sich etwas anschauen
to have a good time	viel Spaß haben
to have mercy on s.o.	jd. Gnade erweisen
to have the heart to ...	es über das Herz bringen zu ...
to have one's eye on s.o.	jd. beobachten
to have a coat on	einen Mantel tragen
to have no idea	keine Ahnung haben
to have a temperature	Fieber haben
to have a stomach-ache	Bauchweh haben
to have a headache	Kopfschmerzen haben

14 Picture Text

Boston	'bɒstən	(Hafenstadt in Massachu- setts, USA)
colonist	'kɒlənist	Kolonist
to disguise	dis'gaɪz	verkleiden
Red Indians		(Indianer des amer. Nor- dens)
chest	tʃest	Kiste
protest	'prəʊtest	Protest
tax	tæks	Steuer

A. The Boston Tea Party

1. cargo	'kɑ:gəʊ	Ladung
China	'tʃaɪnə	China
to be bound	baʊnd	bestimmt sein,
for		unterwegs sein nach
Massa- chusetts	'mæsə- 'tʃu:sets	(Staat im Nordosten der USA)
to land	lænd	an Land brin- gen; (eine La- dung) löschen
to be uneasy	ʌn'i:zi	Unbehagen fühlen, beun- ruhigt sein

to pass a law	lɔ:	ein Gesetz verabschieden
trouble	'trʌbl	Unannehmlichkeiten, Ungelegenheiten
to tax s.o.		jdm. eine Steuer auferlegen
subject	'sʌbdʒɪkt	Staatsbürger
to represent	'reprɪzənt	vertreten, repräsentieren
long ago	'lɔŋ ə'gəʊ	schon lange
the French	frentʃ	die Franzosen
to be willing		wollen, gewillt sein
protection	prə'tekʃən	Schutz
2. poster	'pəʊstə	Plakat
taxation	tæk'seɪʃən	Steuern
representation	'reprɪzən'teɪʃən	Vertretung
down with ...!		nieder mit ...!
to permit	pə'mɪt	erlauben, gestatten
will	wɪl	Wille
to force one's will on s.o.	fɔ:s	jdm. seinen Willen aufzwingen
to govern	gə'veɪn	regieren
to protest	prə'test	protestieren
energy	enədʒi	Kraft, Energie
to resist	rɪ'zɪst	sich widersetzen; widerstehen
war-whoop	wɔ:hʊ:p	Kriegsgeschrei (der Indianer)
meeting-house	'mi:tɪŋ-haʊs	Versammlungshaus
war-paint	wɔ:peɪnt	Kriegsbemalung
to utter	ʌtə	von sich geben
to wave	weɪv	schwingen
hatchet	'hætʃɪt	Kriegsbeil
3. incident	'ɪnsɪdənt	Zwischenfall, Ereignis
to obey s.o.	ə'bei	jdm. gehorchen
general	dʒenərəl	General
in all		zusammen
independence	ɪn'dɪpəndəns	Unabhängigkeit

War of Independence

declaration 'deklə'reɪʃən
Declaration of Independence

solemn 'sələm
to publish 'pʌblɪʃ

to declare of right dɪ'kleə

president 'prezɪdənt
star stɑ:
stripe straɪp
Stars and Stripes

< B. The Stars and Stripes >

struggle	'strʌɡl	Kampf, Ringen
understanding	ˌʌndə'stændɪŋ	Verständigung
mother country		Mutterland
Union Jack	'ju:njən,dʒæk	(brit. Nationalflagge)
to proclaim	prə'kleɪm	erklären, verkünden
Congress	'kɒŋɡres	der Kongreß (gesetzgebende Versammlung der USA)
resolution	ˌrezə'lju:ʃən	Entscheidung
to resolve	rɪ'zɒlv	beschließen
resolved		es wurde beschlossen
be		sei
union	'ju:njən	Union
by		bis (zu einem Zeitpunkt)
addition	ə'dɪʃən	Hinzukommen
Alaska	ə'læskə	(Staat im NW Amerikas)

(amer. Unabhängigkeitskrieg, 1775 bis 1781)

Erklärung
 Unabhängigkeitserklärung
 feierlich
 bekanntgeben; veröffentlichten
 erklären
 rechtmäßig, von Rechts wegen
 Präsident
 Stern
 Streifen
 Sternenbanner (Nationalflagge der USA)

Hawaii	ha:'waɪi	(Insel im Pazifischen Ozean)
*to fly		hier: wehen
public	'pʌblɪk	öffentlich
national	'næʃnəl	national
national holiday		Nationalfeiertag
Independence Day	ɪn'dɪpəndəns	(amer. Nationalfeiertag am 4. Juli)

< The Star-spangled Banner >

to spangle	'spæŋɡl	schmücken, übersäen
national anthem	'næʃnəl 'ænthəm	Nationalhymne
dawn	dɔ:n	Morgendämmerung
to hail	heɪl	grüßen
twilight	'twɪlaɪt	Zwielicht
to gleam	ɡli:m	scheinen, schimmern
broad	brɔ:d	breit
bright	braɪt	hell, leuchtend
thro' = through		
perilous	'perɪləs	gefährlich
o'er = over		
rampart	'ræmpɑ:t	Wall
gallant	'ɡælənt	prächtigt
to stream	stri:m	wehen, flattern
rocket	'rɒkɪt	Rakete
glare	ɡleə	greller Schein
bomb	bɒm	Bombe
proof	pru:f	Beweis
F. Scott Key	'skɒt 'ki:	(Verfasser der amer. Nationalhymne, 1779-1843)

Exercises

1. John Hancock 'hæŋkɒk (Eigennamen)
2. question 'kwɛstʃən Fragezeichen
- mark 'mɑ:k
- to unload 'ʌn'ləʊd abladen
4. to obey s.th. ə'bei etwas befolgen

(amer. Unabhängigkeitskrieg, 1775 bis 1781)

Erklärung Unabhängigkeitserklärung feierlich bekanntgeben; veröffentlichen erklären rechtmäßig, von Rechts wegen Präsident Stern Streifen Sternenbanner (Nationalflagge der USA)

Stripes >

Kampf, Ringen Verständigung

Mutterland (brit. Nationalflagge) erklären, verkünden der Kongreß (gesetzgebende Versammlung der USA)

Entschließung beschließen es wurde beschlossen sei

Union bis (zu einem Zeitpunkt) Hinzukommen (Staat im NW Amerikas)

Hawaii	ha:'waii	(Insel im Pazifischen Ozean)
*to fly		hier: wehen
public	'pʌblik	öffentlich
national	'næʃnl	national
national holiday		Nationalfeiertag
Independence Day	indi'pendəns	(amer. Nationalfeiertag am 4. Juli)

< The Star-spangled Banner >

to spangle	'spæŋgl	schmücken, übersäen
national anthem	'næʃnl 'ænθəm	Nationalhymne
dawn	dɔ:n	Morgendämmerung
to hail	heil	grüßen
twilight	'twailait	Zwielicht
to gleam	glim	scheinen, schimmern
broad	brɔ:d	breit
bright	braɪt	hell, leuchtend
thro' = through		
perilous	'periləs	gefährlich
o'er = over		
rampart	'ræmpɑ:t	Wall
gallant	'gælənt	prächtig
to stream	stri:m	wehen, flattern
rocket	'rɒkit	Rakete
glare	glə	greller Schein
bomb	bɒm	Bombe
proof	pru:f	Beweis
F. Scott Key	'skɒt 'ki:	(Verfasser der amer. Nationalhymne, 1779-1843)

Exercises

1. John Hancock	'hænkɒk	(Eigennamen)
2. question mark	'kwɛstʃən ,mɑ:k	Fragezeichen
to unload	'ʌn'ləʊd	abladen
4. to obey s.th.	ə'bei	etwas befolgen

15 Picture Text

Edward Jenner	'edwəd 'dʒenə	(berühmter engl. Arzt, 1749-1823)
pioneer	'piə'niə	Pionier
to devote	di'vəʊt	widmen
disease	di'zi:z	Krankheit
smallpox	'smɔ:lpɒks	Pocken

A. The Man who Saved a Million Lives

1. Dr Daniel Ludlow	'dænjəl 'lʌdləʊ	(engl. Arzt)
waiting-room	'weɪtɪŋrʊm	Wartezimmer
astonishment	ə'stɒnɪʃmənt	Staunen
what's = what has		
probably	'prɒbəbli	wahrscheinlich
watery	'wɔ:təri	wässrig
spot	spɒt	Flecken
patient	'peɪʃənt	Patient
devil	'devl	Teufel
wonder	'wʌndə	Wunder
assistant	ə'sɪstənt	Assistent
dairymaid	'deərimeid	Milchmagd
cow-pox	'kaʊpɒks	Kuhpocken
slight	slait	leicht
attack	ə'tæk	Anfall
surgery	'sɜ:dʒəri	(Arzt-)Praxis
trace	treɪs	Spur
chicken-pox	'tʃɪkɪnpɒks	Windpocken
ignorant	'ɪgnərənt	einfältig, unwissend
country-woman	'kʌntri-'wʊmən	Landfrau
2. to cause	kə:z	verursachen
death	deθ	Todesfall
scourge	skə:dʒ	Plage
to disfigure	dis'figə	entstellen
scar	skɑ:	Narbe
remedy	'remɪdi	(Heil-)Mittel
so far		bis dahin
country doctor	'kʌntri-'dɒktə	Landarzt

Gloucester-shire	glɒstəʃiə	(Grafschaft im Südwesten Englands)
astonishing to be ill with	əs'tɒnɪʃɪŋ	erstaunlich erkrankt sein an
human being conclusion	'hju:mən 'bi:ɪŋ kən'klu:ʒən	Mensch Schluß(folgerung) einen Schluß ziehen
*to draw a conclusion immune	i'mju:n	immun
3. Phipps neighbourhood	fɪps neɪbə'hu:d	(Familiennam) Nachbarschaft
just crazy	dʒʌst 'kreɪzi	geradezu verrückt
*to drive s.o. crazy		jdn. verrückt machen
theory	'θiəri	Theorie
observation	əbzə(:)'veɪʃən	Beobachtung
to doubt	daʊt	zweifeln
hesitation	'hezi'teɪʃən	Zögern, Zaudern
experiment	ɪks'perɪmənt	Versuch, Experiment
vaccination	'væksɪ'neɪʃən	Impfung
scratch	skrætʃ	Kratzer
fluid	'fluɪd	Flüssigkeit
to be well		gesund sein, sich wohl fühlen
to infect	ɪn'fekt	anstecken, infizieren
indignation	ɪndɪg'neɪʃən	Empörung, Entrüstung
general	dʒenərəl	allgemein
landlord	'lændlə:d	Wirt
inn	ɪn	Gasthaus
*to take a risk	rɪsk	etwas riskieren
grave	ɡreɪv	Grab
to be hanged	'hæŋd	gehängt werden
murder	'mɜ:də	Mord
to risk s.th.		etwas aufs Spiel setzen
4. society	sə'saɪəti	Gesellschaft
Royal	roɪəl	(Gesellschaft zur Pockenbekämpfung)
Jennerian Society	dʒe'nɪəriən sə'saɪəti	

to acknowl-edge	ə'knɒlɪdʒ	anerkennen
to vaccinate	'væksɪneɪt	impfen
to decline	dɪ'klaɪn	abnehmen
sharp	ʃɑ:p	scharf; hier: schnell
compulsory	kəm'pʌlsəri	zwingend, Zwangs-
compulsory vaccination		Impfzwang
B. At the Doctor's		
particulars	pə'tɪkjʊləz	Einzelheiten; hier: Angaben
present	'preznt	augenblicklich
trouble	'trʌbl	Beschwerde, Krankheit
bad	bæd	hier: schlimm
sore	sə:	wund, entzündet
throat	θrəʊt	Kehle, Hals
*to take s.o.'s temperature	'temprɪʃə	jds. Temperatur messen
101 (degrees Fahrenheit)	dɪ'ɡri:z 'færənhaɪt	101° Fahrenheit (= 38,3° Celsius)
to inflame	ɪn'fleɪm	entzünden
to gargle	'gɑ:ɡl	gurgeln
tablet	'tæblɪt	Tablette
every two hours		alle zwei Stunden
chemist's (shop)	'kemɪsts	Apotheke
gargle		Mundwasser
to owe	əʊ	schulden
national	'næʃnəl	national, staatlich
health	helθ	Gesundheit
service	'sɜ:vɪs	Dienst
National Health Service		(staatlicher Gesundheitsdienst)
fee	fɪ:	Kosten, Gebühren
foreigner	'fɔ:rɪnə	Ausländer
difference	'dɪfrəns	Unterschied
to be entitled to s.th.	ɪn'taɪtld	Anspruch auf etwas haben

< **Parts of the Body in Everyday Expressions** >

everyday	'evrɪdeɪ	alltäglich, Alltags-
by heart		auswendig
*to put one's foot in it		„ins Fettnäpfchen treten“
to have a bone to pick with s.o.	bəʊn; 'pɪk	mit jdm. „ein Hühnchen zurupfen haben“
*my hair stands on end		das Haar steht mir zu Berge
to have a frog in one's throat	fɹɒɡ θrəʊt	„einen Frosch im Hals haben“, heiser sein
to have a sweet tooth		naschhaft sein, ein Leckermäulchen sein
to escape by the skin of one's teeth	ɪs'keɪp; skɪn	gerade noch, um Haaresbreite entkommen
*to keep an eye on s.o.		ein (wach-sames) Auge auf jdn. haben

Vocabulary Revision: 'to hold' - 'to

- to hold in one's hand
- to hold on to s.th.
- to hold up s.th.
- to hold a festival
- to keep s.th.
- to keep on going
- to keep on one's coat
- to keep to the right
- to keep close behind s.o.
- to keep straight on
- to keep together
- to keep quiet
- to keep warm
- to keep a dog
- to keep a promise
- to keep watch

anerkennen

impfen
abnehmen
scharf; hier:
schnell
zwingend,
Zwangs-
Impfzwang

Einzelheiten;
hier: Angaben
augenblicklich
Beschwerde,
Krankheit
hier: schlimm
wund, ent-
zündet
Kehle, Hals
jds. Tempera-
tur messen
101° Fahren-
heit (=38,3°
Celsius)
entzünden
gurgeln
Tablette
alle zwei
Stunden
Apotheke

Mundwasser
schulden
national,
staatlich
Gesundheit
Dienst
(staatlicher
Gesundheits-
dienst)
Kosten,
Gebühren
Ausländer
Unterschied
Anspruch auf
etwas haben

< Parts of the Body in Everyday Expressions >

everyday	'evridei	alltäglich, Alltags- auswendig
by heart		„ins Fettnäpf- chen treten“
*to put one's foot in it		mit jdm. „ein Hühnchen zu- rupfen haben“
to have a bone to pick with s.o.	bəun; pik	das Haar steht mir zu Berge
*my hair stands on end		„einen Frosch im Hals ha- ben“, heiser sein
to have a frog in one's throat	frɔg θrəut	naschhaft sein, ein Leckermäul- chen sein
to have a sweet tooth		gerade noch, um Haares- breite ent- kommen
to escape by the skin of one's teeth	is'keip; skin	ein (wach- sames) Auge auf jdn. haben
*to keep an eye on s.o.		

to be two-faced	'tu:feist	falsch, heuch- lerisch sein
to be pig- headed	'pig,hedid	dickköpfig, eigensinnig sein
*to take to one's heels	hi:lz	sich aus dem Staub machen

< The King's Doctor >

medical	'medikəl	medizinisch
pleasure	'plezə	Vergnügen, Freude (Familienname)
Evans	'evənz	ernennen
to appoint physician	ə'pɔint f'i:zjən	Arzt

Grammar

breath	breθ	Atem
--------	------	------

Exercises

3. possessive adjective	pə'zesiv 'ædziktiv	adjektivisches Possessiv- pronomen
successful	sək'sesful	erfolgreich

Vocabulary Revision: 'to hold' - 'to keep'

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to hold on to s.th.
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to hold a festival
to keep s.th.
to keep on going
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to keep to the right
to keep close behind s.o.
to keep straight on
to keep together
to keep quiet
to keep warm
to keep a dog
to keep a promise
to keep watch

in der Hand halten
(sich an) etwas festhalten
etwas hochhalten
ein Fest veranstalten
etwas behalten
immer weitergehen
den Mantel anbehalten
sich rechts halten
sich dicht hinter jdm. halten
geradeaus weitergehen
zusammenbleiben
still sein
warm halten
einen Hund halten
ein Versprechen halten
Wache halten

16 Picture Text

gold-digger 'gəuld,digə Goldgräber
Californian 'kæli'fɔ:njən kalifornisch
American (Nebenfluß des
River Sacramento)

A. The Gold Rush

1. rush rʌʃ Ansturm,
 Andrang
gold rush 'gəuldrʌʃ Goldrausch
Roberts 'rɒbəts (Familiename)
barber 'bɑ:bə Herrenfriseur
Pa pɑ: 'Paps'
to unfold ən'fəuld entfalten, auf-
 schlagen
 (Zeitung)
 Zeitung
paper =
newspaper
sawmill 'sɔ:mil Sägemühle
to deepen 'di:pən vertiefen
river bed
San Fran- 'sænfrən-
cisco 'siskəu
carpenter 'kɑ:pintə Zimmermann
hammer 'hæmə Hammer
lever 'fi:və Fieber
to abandon ə'bændən aufgeben,
 verlassen
to desert di'zə:t verlassen, im
 Stich lassen
to afford ə'fɔ:d sich leisten,
 erschwingen
 können
overland ,əʊv'lænd über Land
to be on
to shave 'feiv im Gange sein
customer 'kʌstəmə (sich) rasieren
fortune 'fɔ:tʃən Kunde
 Reichtum,
 Vermögen
California 'kæli'fɔ:njə (Staat an der
 Westküste
 der USA)
cent sent (amer. Münze,
 ca. 4 Pf.)
beard biəd Bart
at two cents
a beard zu zwei Cent
 je Bart

Sally 'sæli (weibl. Vor-
 name)
counter 'kauntə Ladentisch
millionaire ,mɪljə'neə Millionär
2. St. Joseph sn'dʒəʊzɪf (Stadt am
 Missouri) (größter Ne-
 benfluß des
 Missouri) 'mi:zuəri
waggon 'wægən Planwagen
waggon train Planwagenzug
prairie 'preəri Prärie
buffalo 'bʌfəlu Buffel
to provide prə'vaɪd liefern
sufficient sə'fɪʃənt genügend,
 genug
to rain cats
and dogs in Strömen
 gießen
to drench drentʃ durchnässen
skin skɪn Haut
cholera 'kɒlərə Cholera
route ru:t Route, Strecke
party 'pɑ:ti Gruppe
signal 'sɪgnl Zeichen,
 Signal
to imagine i'mædʒɪn sich vorstellen
unseen 'ʌn'si:n unsichtbar
shot ʃɒt Schuß
Rocky 'rɒki (Gebirge im W
 der USA)
Mountains 'mauntɪnz schwitzen
to sweat swet
desert 'dezət Wüste
Great Salt
Lake (großer See im
 Staate Utah,
 USA)
trap træp Falle
to struggle 'strʌgl sich weiter
 vorkämpfen
on
sand-storm 'sændstɔ:m Sandsturm
wheel wi:l Rad
Sierra 'siərə (Hochgebirge
 in Kalifornien)
Mountains 'mauntɪnz zusammen-
 brechen
 auf Gold sto-
 ßen
***to break**
down
***3. to strike** 'straɪk
a goldfield, ,ə'gəʊldfi:ld
struck. strak
struck

claim kleɪm Anrecht, An-
 spruch (hier:
 zugeteiltes
 Stück Land)
ideal ai'diəl ideal, sehr ge-
 eignet
cattle 'kætl Vieh
golden 'gəʊldən golden
adventurer əd'ventʃərə Abenteuerer
***to shrink** 'frɪŋk, zurückschrek-
 ken vor
from, 'frɒŋk,
shrank, 'frʌŋk
shrunk 'frʌŋk
farmland 'fɑ:mlænd Ackerland

B. The American Indians

to vanish 'væniʃ abnehmen,
 verschwinden
stream stri:m Strom
immigrant 'ɪmɪgrənt Einwanderer
***to spread,**
spread, spred (sich) ausbrei-
 ten
spread,
spread
culture 'kʌltʃə Kultur
to be based on 'beɪst sich gründen
 auf
hunting 'hʌntɪŋ Jagen
fishing 'fɪʃɪŋ Fischen
farming 'fɑ:mɪŋ Landwirtschaft
to adapt o.s. ə'dæpt sich anpassen
to
civilization sɪvɪlaɪ'zeɪʃən Zivilisation
***to drive,** draɪv, hier: ver-
 treiben
drove, drəʊv,
driven 'drɪvn
to trick s.o. trik jdn. täuschen
false 'fɔ:ls falsch, unauf-
 richtig
desperation ,despə'reɪʃən Verzweiflung
bravery 'breɪvəri Tapferkeit
cause kɔ:z Sache, An-
 gelegenheit
hopeless 'həʊplɪs hoffnungslos
unity ju:'nɪti Einigkeit
tribe traɪb (Volks-)Stamm
language 'læŋgwɪdʒ Sprache
to enclose ɪn'kleʊz einschließen

(weibl. Vorname)
Ladentisch
Millionär
(Stadt am Missouri)
(größter Nebenfluß des Mississippi)
Planwagen
Planwagenzug
Prärie
Büffel
liefern
genügend,
genug
in Strömen
gießen
durchnässen
Haut
Cholera
Route, Strecke
Gruppe
Zeichen,
Signal
sich vorstellen
unsichtbar
Schuß
(Gebirge im W der USA)
schwitzen
Wüste
(großer See im Staate Utah, USA)
Falle
sich weiter
vorkämpfen
Sandsturm
Rad
(Hochgebirge in Kalifornien)
zusammenbrechen
auf Gold stoßen

claim	kleim	Anrecht, Anspruch (<i>hier</i> : zugeteiltes Stück Land)
ideal	ai'diəl	ideal, sehr geeignet
cattle	'kætl	Vieh
golden	'gəuldən	golden
adventurer	əd'ventʃərə	Abenteurer
*to shrink from, shrank, shrunk, farmland	ʃrɪŋk, ʃræŋk, ʃrʌŋk, ʃɑ:mlənd	zurückschrecken vor Ackerland

< B. The American Indians >

to vanish	'væniʃ	abnehmen, verschwinden
stream	stri:m	Strom
immigrant	'imigrənt	Einwanderer
*to spread, spread, spread	spred	(sich) ausbreiten
culture	'kʌltʃə	Kultur
to be based on	'beɪst	sich gründen auf
hunting	'hʌntɪŋ	Jagen
fishing	'fɪʃɪŋ	Fischen
farming	'fɑ:mɪŋ	Landwirtschaft
to adapt o.s.	ə'dæpt	sich anpassen
to civilization	'sɪvɪlaɪ'zeɪʃən	Zivilisation
*to drive, drove, driven	draɪv, drəʊv, 'drɪvɪn	<i>hier</i> : vertreiben
to trick s.o. false	trɪk, fɔ:ls	jdn. täuschen falsch, unaufrichtig
desperation	'despə'reɪʃən	Verzweiflung
bravery	'breɪvəri	Tapferkeit
cause	kɔ:z	Sache, An- gelegenheit
hopeless	'həʊplɪs	hoffnungslos
unity	'ju:nɪti	Einigkeit
tribe	traɪb	(Volks-)Stamm
language	'læŋgwɪdʒ	Sprache
to enclose	ɪn'kləʊz	einschließen

reservation	ˌrezə'veɪʃən	Reservation (den Indianern vorbehaltenes Gebiet)
ancient	'eɪnʃənt	alt
backward	'bækwəd	rückständig, unentwickelt
to overwhelm	əʊvə'welɪm	überwältigen, niederdrücken
standard	'stændəd	Standard
standard of living		Lebensstandard
no longer to increase	ɪn'kri:s	nicht mehr wachsen, sich vermehren
population to double	pə'pjʊ'leɪʃən, 'dʌbl	Bevölkerung verdoppeln

< Song: Clementine >

Clementine	'kleməntaɪn	(weibl. Vorname)
cavern	'kævən	Höhle
canyon (Am.)	'kænjən	tiefe Bergschlucht
to excavate mine	'ekskə'veɪt maɪn	ausgraben Bergwerk, Grube
*to dwell, dwelt, dwelt	dwel, dwelt, dwelt	wohnen
miner	'maɪnə	Goldgräber
forty-niner	'fɔ:ti'nainə	(Bezeichnung für Goldgräber des Jahres 1849)
thou = you	ðəu	
art = are	ɑ:t	
for ever	'evə	für immer
dreadful	'dredfʊl	schrecklich
fairly	'fɛəri	Elfe
number nine		(dt. Schuhgröße 43)
herring	'herɪŋ	Hering
topsies = tops	'tɒpsɪz	Deckel
sandal	'sændl	Sandale
duckling	'dʌklɪŋ	kleine Ente
*to strike, struck, struck	straɪk, strʌk, strʌk	anstoßen

splinter	'splɪntə	Splitter
to foam	fəʊm	schäumen
brine	braɪn	<i>hier</i> : Fluten
rosy	'rəʊzi	rosig
bubble	'bʌbl	Luftblase
mighty fine	'maɪti 'faɪn	sehr schön
alas!	ə'leɪs	leider! ach!
to miss s.o.	mis	jdn. vermissen
to kiss	kɪs	küssen

Exercises

3. sort	sɔ:t	Sorte, Art
all sorts of things		alles Mögliche
*to light, lit, lit	laɪt, lɪt	anzünden
5. thirsty	'θɜ:sti	durstig
footprint	'fʊtprɪnt	Fußspur
6. instead of	ɪn'stedəv	an Stelle von
neck	nek	Hals; Nacken
mountain lion		Puma
7. next to		neben
sack	sæk	Sack
8. find	faɪnd	Fund

17 Picture Text

auctioneer	ə'kʃə'niə	Auktionator
union	'ju:njən	Union; Staatenbund

A. Follow the North Star

1. North Star	nɔ:θstɑ:	Polarstern
'from time to time		von Zeit zu Zeit
to glance	glɑ:ns	(flüchtig) blicken
fearful	'fi:əfʊl	ängstlich
beating	'bi:tɪŋ	Prügel
field-worker	'fi:ld,wɜ:kə	Feldarbeiter
despair	dis'peɪə	Verzweiflung
secret	'si:krit	geheim
to depend on	dɪ'pend	sich verlassen auf
woodcutter	'wʊd,kʌtə	Holzfäller
midnight	'mɪdnaɪt	Mitternacht

rustle	'rʌsl	Rascheln
shadowy	'ʃædəʊi	schattenhaft
password	'pɑ:swɔ:d	Kennwort
to agree	ə'gri:	sich einigen auf
(up-)on fugitive guide	'fju:dʒɪtɪv gaɪd	Flüchtling Führer
to rely on s.o.	ri'laɪ	sich auf jdn. verlassen

conductor	kən'dʌktə	Führer
railroad	'raɪlrəʊd	Eisenbahn
Underground Railroad		(Name der Untergrundbewegung)

organization	ɔ:ɡənəɪ'zeɪʃən	Organisation
runaway (adj.)	'rʌnəwei	flüchtig
2. by night they dare not by day	deə	in der Nacht sie wagen nicht am Tage
to print	prɪnt	drucken
reward	ri'wɔ:d	Belohnung
to search	sə:tʃ	(durch-)suchen
slave-catcher	'sleɪv,kætʃə	Sklavenfänger
capture	'kæptʃə	Gefangennahme

dawn	dɔ:n	Morgendämmerung
near dawn		kurz vor Tagesanbruch
on the second night		in der zweiten Nacht
Ohio	əu'haɪəʊ	(Nebenfluß des Mississippi)

to gleam	gli:m	leuchten, glänzen
frontier	'frʌntjə	Grenze
slavery	'sleɪvəri	Sklaverei
cautious	'kɔ:fəs	vorsichtig
along	ə'lɒŋ	entlang
boatman	'bəʊtmən	Schiffer
*to get in		einsteigen
*to swing, swung, swung	swɪŋ, swɒŋ	schwenken
out into the river		auf den Fluß hinaus
Quaker	'kweɪkə	Quäker (Mitglied einer Religionsgemeinschaft)

*to take care of		sorgen für
stage	steɪdʒ	Etappe; S
Negro woman	'ni:grəʊ	Abchnitt Negerfrau
woman	'wʊmən	
trip	trɪp	(kurze) Re
		Fahrt; h
		Führung

B. The USA

to separate from	'sepəreɪt	sich lösen, nen von
mother country		Mutterland
federal	'fedərəl	bundesstaatlich, Bun
republic	ri'pʌblɪk	Republik
federal republic		Bundesrepublik
the capital of which		dessen (der) Hauptsta
Washington	'wɒʃɪŋtən	(Hauptsta
D.C. =	'di:'si:	(Washington
District of Columbia	'dɪstrɪktəv kə'lʌmbɪə	und Umge
mixture	'mɪkstʃə	Mischung
immigration	ɪmɪ'ɡreɪʃən	Einwander
total	'təʊtl	ganz, gesan
population	'pɒpjʊ'leɪʃən	Bevölkerun
total		Gesamtbev
population		kerung
descendant	dɪ'sendənt	Nachkomm
to free s.o.	fri:	jdn. freilass
struggle	'strʌgl	Ring
to produce	prə'dju:s	produzieren
% = per cent	pə'sent	Prozent
wheat	wi:t	Weizen

Vocabulary Revision: The Prepos

to be in town
to lie in bed
to live in Rochford Road
to live in the country
to work in the field
to fly in the sky
to drive in the dark
to stand in front of s.th.

18 Picture Text

point	pɔɪnt	Punkt
turning-point	'tɜ:nɪŋpɔɪnt	Wendepunkt
George Stephenson	'stɜ:vnsn	(engl. Eisenbahn- nieur, 1781 bis 1848)
rocket	'rɒkɪt	Rakete, (hier: Name der Lokomotive)
locomotive	'ləʊkəməʊtɪv	Lokomotive
Rainhill	'reɪnhɪl	(Stadt in Lan- cashire)
Lancashire	'læŋkəʃɪə	(Grafschaft im nordwestl. England)

A. The Railway Story

1. quarterly	'kwɔ:təli	vierteljährlich
review	ri'vju:	Bericht, Kritik
Quarterly Review		(Name einer Zeitschrift)
ridiculous	ri'dɪkjʊləs	lächerlich
to fix	'fɪks	hier: festlegen
limit	'lɪmɪt	Grenze
director	di'rektə	Direktor
engineer	ˌendʒɪ'nɪə	Ingenieur
side by side		Seite an Seite
engine	'endʒɪn	hier: Loko- motive
attempt	ə'tempt	Bemühung, Versuch
funnel	'fʌnl	Schornstein (bei Lokomo- tive oder Schiff)
to appoint	ə'pɔɪnt	ernennen
public	'pʌblɪk	öffentlich
2. the public		die Öffentlich- keit
suspicious	səs'pɪʃəs	mißtrauisch, argwöhnisch
to be suspi- cious of s.th.		einer Sache gegenüber mißtrauisch sein
ride	raɪd	hier: Fahrt

outcry	'aʊtkraɪ	Aufschrei, Entrüstungs- schrei
to propose	prə'pəʊz	vorschlagen
enterprise	'entəpraɪz	Unternehmen
victim	'vɪktɪm	Opfer
ruthless	'ru:θlɪs	rücksichtslos, skrupellos
purpose	'pʊrps	Zweck
determined	dɪ'tɜ:mɪnd	entschlossen
to refuse	ri'fju:z	sich weigern, verweigern
to consider	kən'sɪdə	betrachten als
pleasant	'pleznt	angenehm
attitude	'ætɪtju:d	Haltung, hier: Einstellung
towards	tə'wɔ:dz	gegenüber
company	'kʌmpəni	Gesellschaft
*to shoot up	'ʃu:tʌp	hervorschießen
overnight	'əʊvə'nait	über Nacht
rail	reɪl	Schiene
to die down	daɪ	sich legen
*to take for		halten für
mine	maɪn	Mine
to ruin	'ruɪn	ruinieren
to divide up	dɪ'vaɪd	aufteilen
region	'ri:dʒən	Gebiet, Region
terminus,	'tɜ:mɪnəs,	Endstation
pl. termini	'tɜ:mɪnaɪ	
western	'westən	westlich, West-
traveller	'trævlə	Reisender
Somerset	'sʌməsɪt	(Grafschaft im südwestl. England)
record	'rekɔ:d	Rekord
m.p.h. = miles	'maɪlz	
per hour	pə:'aʊə	
express	ɪks'pres	Express
steam	sti:m	Dampf
*3. to take		die Führung
over		übernehmen
*to rebuild	'ri:bɪld	wiederauf- bauen
to modernize	'mɒdənaɪz	modernisieren
powerful	'paʊəfʊl	(leistungs-) stark
electric	ɪ'lektɪk	elektrisch
to regard as	ri'gɑ:d	ansehen als, betrachten als

unbeatable	ʌn'bi:təbl	unschlagbar
Japanese	dʒæpə'ni:z	japanisch; Japaner
*to set up,	'set'ʌp	aufstellen
set, set		
to electrify	ɪ'lektɪfaɪ	elektrifizieren
rivalry	'raɪvəlri	Rivalität
to exist	ɪg'zɪst	bestehen
to nationalize	'næʃnəlaɪz	verstaatlichen
competitor	kəm'petɪtə	Konkurrent
aeroplane	'eərəpleɪn	Flugzeug

B. Going by Train

vacant	'veɪkənt	frei
in the nick	nik	(gerade) zur rechten Zeit,
of time		rechtzeitig
non-stop	'nɒn'stɒp	durchgehender
train		Zug
*to get off	'lemɪŋtən	aussteigen
Leamington		(Badeort in Mittel- england)
Spa	'spa:	Mineralquelle; hier: Bad
spa	'spa:	eine Stunde Aufenthalt
an hour's wait		Verbindung
connection	kə'nekʃən	hier: nach- schlagen
to consult	kən'sʌlt	Schnellzug
express train		Nachmittags- vorstellung
matinée	'mæti:neɪ	der Zug soll um 22.25 Uhr an- kommen
the train is		stickig
due at	dju:	hier: schwül
10.25 p.m.		Büffet
stuffy	'stʌfi	Nichtraucher (abteil)
close	kləʊs	Strafe
buffet	'bʊfeɪ	hier: hoch
non-smoker	'nɒn'sməʊkə	Verbindung
penalty	'penltɪ	Leine
heavy	'hevi	Notbremse
communi- cation	kə,mju:ni- 'keɪʃən	Raucher(abteil)
cord	kɔ:d	
communication cord		
smoker	'sməʊkə	

Aufschrei,
 Entrüstungs-
 schrei
 vorschlagen
 Unternehmen
 Opfer
 rücksichtslos,
 skrupellos
 Zweck
 entschlossen
 sich weigern,
 verweigern
 betrachten als
 angenehm
 Haltung, hier:
 Einstellung
 gegenüber
 Gesellschaft
 hervorschießen
 über Nacht
 Schiene
 sich legen
 halten für
 Mine
 ruinieren
 aufteilen
 Gebiet, Region
 Endstation

westlich, West-
 Reisender
 (Grafschaft im
 südwestl.
 England)
 Rekord

Express
 Dampf
 die Führung
 übernehmen
 wiederauf-
 bauen
 modernisieren
 (leistungs-)
 stark
 elektrisch
 ansehen als,
 betrachten als

Unbeatable	ʌn'bi:təbl	unschlagbar
Japanese	dʒæpə'ni:z	japanisch; Japaner
*to set up,	'set 'ʌp	aufstellen
set, set		
to electrify	i'lektɾɪfaɪ	elektrifizieren
rivalry	'raɪvəlri	Rivalität
to exist	ɪg'zɪst	bestehen
to nationalize	'næʃnəlaɪz	verstaatlichen
competitor	kəm'petɪtə	Konkurrent
aeroplane	'eərəpleɪn	Flugzeug

B. Going by Train

vacant	'veɪkənt	frei
in the nick	nik	(gerade) zur
of time		rechten Zeit, rechtzeitig
non-stop	'nɒn 'stɒp	durchgehender
train		Zug
*to get off		aussteigen
Leamington	'lemɪŋtən	(Badeort in
Spa	spa:	Mittel- england)
spa	spa:	Mineralquelle; hier: Bad
an hour's wait		eine Stunde Aufenthalt
connection	kə'nekʃən	Verbindung
to consult	kən'sʌlt	hier: nach- schlagen
express train		Schnellzug
matinée	'mæti:nei	Nachmittags- vorstellung
the train is		der Zug soll um
due at	dju:	22.25 Uhr an- kommen
10.25 p.m.		
stuffy	'stʌfi	stickig
close	kləʊs	hier: schwül
buffet	'bʊfeɪ	Büffet
non-smoker	'nɒn'sməʊkə	Nichtraucher (abteil)
penalty	'penltɪ	Strafe
heavy	'hevi	hier: hoch
communi-	kə,mju:ni-	Verbindung
cation	'keɪʃən	
cord	kɔ:d	Leine
communication cord		Notbremse
smoker	'sməʊkə	Raucher(abteil)

< Night Mail >

mail	meɪl	Post
extract	'ekstrækt	Auszug
border	'bɔ:də	Grenze
cheque	tʃek	Scheck
postal order	'pəʊstəl 'ɔ:də	Postanweisung
next door		nebenan
to pull up		hinaufsteigen
Beattock	'bi:tɒk	(Name eines Hügels)
steady	'stedi	stetig
climb	klaɪm	Aufstieg
gradient	'greɪdɪənt	Steigung
on time		rechtzeitig; hier: pünkt- lich
to freshen	'frefʃən	hier: an- brechen
to descend	dɪ'send	absteigen
steam tug	'sti:m,tʌg	Schlepp- dampfer
to yelp	jelp	kläffen
glade	gleɪd	Lichtung, hier: Hain
crane	kreɪn	Kran
apparatus	æpə'reɪtəs	technische Anlagen
furnace	'fɜ:nɪs	Hochofen
plain	pleɪn	Ebene
gigantic	dʒaɪ'gæntɪk	gigantisch
chessman	'tʃesmæn	Schachfigur
glen	glen	enges Tal
loch	lɒk	schott.: See
to long for	lɒŋ	sich sehnen nach
to receipt	ri'si:t	quittieren
bill	bil	Rechnung
invitation	ɪnvi'teɪʃən	Einladung
to inspect	ɪn'spekt	besichtigen
stock	stɒk	Vieh(bestand)
application	æpli'keɪʃən	Bewerbung (sschreiben)
situation	'sɪtʃu'eɪʃən	Stellung, Stelle
timid	'tɪmɪd	schüchtern
lover	'ləvə	Verliebte(r)
declaration	dekle'reɪʃən	(Liebes-)Er- klärung

hue	hju:	Farbe
pink	piŋk	rosa
violet	'vaiəlit	violett
stupid	'stju:pɪd	dumm
typed	taɪpt	maschinen-
		geschrieben
*to spell, spelt, spelt	spel, spelt	(richtig) schreiben, buch-
		stabieren
well-set	'wel'set	festgefügt
granite	'grænit	aus Granit
to quicken	'kwɪkən	beschleunigen, schneller
		schlagen
Wystan	'wɪstən	(amer. Dichter
Hugh Auden	'hju: 'ə:dn	engl. Her-
		kunst, *1907)

Exercises

2. institute	'ɪnstɪtju:t	Institut
4. complement	'kɒmplɪmənt	Ergänzung
indeed	ɪn'di:d	in der Tat
to act	ækt	handeln
7. to pull up		ausreißen
13. dentist	'dentɪst	Zahnarzt
shine	ʃaɪn	Glanz; hier: Poliermittel
lock	lɒk	Schloß

19 Picture Text

assassination	ə'sæsi'neɪʃən	Ermordung
Abraham Lincoln	'eɪbrə'hæm 'lɪŋkən	(Präsident der USA, 1809 bis 1865)
Ford	fɔ:d	(Name)
to rock	rɒk	schaukeln
rocking-chair	'rɒkɪŋtʃeə	Schaukelstuhl

A. Death of a President

1. anti-	'ænti	gegen, Anti-
anti-slavery	'ænti'sleɪvəri	gegen Sklaverei
White House		eingestellt (Regierungssitz des amer. Präsidenten)

<u>quarrel</u>	'kwɔ:rəl	Kampf, Streit
<u>to preserve</u>	pri'zə:v	erhalten
<u>election</u>	i'leɪʃən	Wahl
<u>to proclaim</u>	prə'kleɪm	proklamieren, verkünden
<u>secession</u>	sɪ'seɪʃən	Abfall
<u>confederate</u>	kən'fedə'reɪt	verbündet, konföderiert
<u>Confederate States</u>		(Konföderierte Staaten von Amerika)
<u>Richmond</u>	'rɪtʃmænd	(Hauptstadt von Virginia)
<u>to tolerate</u>	'tɒlə'reɪt	tolerieren
<u>civil</u>	'sɪvl	Bürger-, bürgerlich
<u>Civil War</u>	'sɪvl 'wɔ:	(amer. Sezessionskrieg, 1861-1865)
<u>Gettysburg</u>	'getɪzbɜ:g	(Stadt im O der USA)
<u>defeat</u>	dɪ'fi:t	Niederlage
<u>to abolish</u>	ə'bɒlɪʃ	abschaffen
2. to awaken	ə'weɪkən	erwachen, aufwachen
<u>Robert E. Lee</u>	li:	(General der Konföderierten)
<u>to surrender</u>	sə'rendə	sich ergeben
<u>Grant</u>	grænt	(General der Nordstaaten)
<u>to achieve</u>	ə'tʃi:v	erreichen, erlangen
<u>reunification</u>	'ri:ju:nɪfɪ'keɪʃən	Wiedervereinigung
<u>to vote</u>	vəʊt	wählen
<u>John Wilkes Booth</u>	'dʒɒn 'wɪlks 'bu:ð	(Mörder Lincolns)
<u>actor</u>	'æktə	Schauspieler
<u>fanatical</u>	fə'nætɪkəl	fanatisch
<u>supporter</u>	sə'pɔ:tə	Anhänger
3. mail	meɪl	Post
<u>to attend</u>	ə'tend	beiwohnen
<u>box</u>	bɒks	hier: Loge
<u>knob</u>	nɒb	(runder) Griff
<u>door knob</u>		Türknauf
<u>facing the stage</u>	'feɪsɪŋ, 'steɪdʒ	mit dem Gesicht zur Bühne

<u>bodyguard</u>	'bɒdɪgɑ:d	Leibwächter
<u>major</u>	'meɪdʒə	Major
<u>Rathbone</u>	'ræθbəʊn	(Familiennamen)
<u>fiancée</u>	fɪ'ænseɪ	Verlobte
<u>joke</u>	dʒəʊk	Spaß
<u>pistol</u>	'pɪstl	Pistole
<u>trigger</u>	'trɪgə	Abzug (einer Feuerwaffe)

to pull the trigger
*to blow up
in the midst of

chest
to grapple

*to hit, hit, hit

revenge
piercing
mortal
to recover
to corner s.o.

Virginian
to carry on

resistance
uneducated

< B. What is New York? >

Dutch	dʌtʃ	Holländer; holländisch
post	pəʊst	Posten, Stelle
trading post	'treɪdɪŋ,pəʊst	Handelsniederlassung
island	'aɪlənd	Insel
Island of Manhattan	mæn'hætən	(Stadtteil von New York)
to rename	'ri:neɪm	umbenennen
cosmopolitan	'kɒzmə'pɒlɪtən	weltbürgerlich
cosmopolitan city		Weltstadt
to include	ɪn'klu:d	einschließen
nationality	'næʃənə'lɪti	Nationalität
numerous	'nju:mərəs	zahlreich
Italian	i'tæljən	Italiener; italienisch

Kampf, Streit
erhalten
Wahl
proklamieren,
verkünden
Abfall
verbündet,
konföderiert
(Konföderierte
Staaten von
Amerika)
(Hauptstadt
von Virginia)
tolerieren
Bürger-,
bürgerlich
(amer. Sezessionskrieg,
1861-1865)
(Stadt im O
der USA)
Niederlage
abschaffen
erwachen,
aufwachen
(General der
Konföderierten)
sich ergeben
(General der
Nordstaaten)
erreichen,
erlangen
Wiedervereinigung
wählen
(Mörder
Lincolns)
Schauspieler
fanatisch
Anhänger
Post
beiwohnen
hier: Loge
(runder) Griff
Türknauf
mit dem Gesicht zur
Bühne

bodyguard	'bɒdɪgɑ:d	Leibwächter
major	'meɪdʒə	Major
Rathbone	'ræθbəʊn	(Familiename)
fiancée	fɪ'ɑ:nsi	Verlobte
joke	dʒəʊk	Spaß
pistol	'pɪstl	Pistole
trigger	'trɪgə	Abzug (einer Feuerwaffe)
to pull the trigger		abdrücken
*to blow up in the midst of	midst	hier: aufblasen inmitten, mit- ten in
chest	tʃest	Brustkasten
to grapple	'græpl	ringen, kämp- fen
*to hit, hit, hit	hit	stoßen, treffen
revenge	rɪ'vendʒ	Rache
piercing	'piəriŋ	durchdringend
mortal	'mɔ:tl	tödlich
to recover	rɪ'kʌvə	sich erholen
to corner s.o.	'kɔ:nə	jd. in die Enge treiben
Virginian	və'dʒɪnjən	Virginia-
to carry on		weitermachen, weiterführen
resistance	rɪ'zɪstəns	Widerstand
uneducated	'ʌn'edʒukeɪtɪd	ungebildet

< B. What is New York? >

Dutch	datʃ	Holländer; holländisch
post	pəʊst	Posten, Stelle
trading post	'treɪdɪŋ,pəʊst	Handelsnieder- lassung
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to include	ɪn'klu:d	einschließen
nationality	'næʃə'nælɪti	Nationalität
numerous	'nju:mərəs	zahlreich
Italian	i'tæljən	Italiener; italienisch

Irishman,	'aɪərɪʃmən	Ire
pl. Irishmen		
Russian	'rʌʃən	Russe; russisch
Pole	pəʊl	Pole
language	'læŋgwɪdʒ	Sprache
powerful	'paʊəfʊl	mächtig
financial	fai'nænsjəl	Finanz-
Wall Street		(Straßenname)
stock exchange	'stɒk ɪks'tʃeɪndʒ	Börse
banking house		Bank
to be situated	'sɪtʃueɪtɪd	liegen, gelegen sein
to dominate	'dɒmɪneɪt	beherrschen
manufacturing	'mænʃu- 'fæktʃərɪŋ	Herstellungs-, Fabrikations-
three out of five		drei von fünf
garment	'gɑ:mənt	Kleid(ungs- stück)
mass	mæs	Masse, große Anzahl
to produce	prə'dju:s	herstellen, produzieren
to mass- produce	'mæsprə'dju:s	fabrik- oder serienmäßig herstellen
permanent	'pɜ:mənənt	ständig
to design	dɪ'zain	entwerfen
Le Corbusier	ləkɔrbyz'je	(Schweizer Architekt)
acre	'eɪkə	Morgen (= 4047 qm)
international	ɪntə'næʃnəl	international
territory	'terɪtəri	Gebiet
to overlook	'əʊvə'lʊk	sich erheben über, Aus- sicht gewäh- ren auf

< Song: John Brown's Body >

in march time	mɑ:tʃ	im Marsch- rhythmus
to moulder	'maʊldə	vermodern
amould'ring = mouldering	ə'məʊldrɪŋ	
soul	səʊl	Seele
glory	'glɔ:ri	Ehre, Lob
hallelujah!	'hæli'lʊ:jə	(Jubelausruf)
the Lord	b:d	Gott

Exercises

2. Kentucky	ken'taki	(Staat im Osten der USA)
Indiana	ˈɪndiːənə	(Staat im Mittelwesten der USA)
Nancy	ˈnænsi	(weibl. Vorname) (Eigennamen)
Sarah Johnston	ˈsɛərə ˈdʒɒnstən	(Hafenstadt im Süden der USA)
New Orleans	nju:'ɔ:liənz	(Stadt in Illinois, USA)
New Salem	ˈnju:'seiləm	(Kurzform von Abraham)
Abe	eib	(größter Strom der USA)
4. Mississippi	ˌmɪsɪ'sɪpi	

Abe	eib	(Kurzform von Abraham)
Allen Gentry	ˈælin ˈdʒɛntri	(Eigennamen)
to untie	ˈʌn'taɪ	losbinden
5. to step	step	schreiten, treten
instead of	ɪns'tedəv	an Stelle von
6. secretary	ˈsekɹətəri	Sekretär(in)
Kansas	ˈkænzəs	(Staat im Inneren der USA)
senator	ˈsenətə	Senator
Ohio	əu'haɪəu	(Staat im Osten der USA)
Boll & Co.	bəul	(Firmenname)
Sheraton Hotel	ʃerətn	(Hotelname)
club	klʌb	Verein, Klub
7. golf	gɒlf	Golf fassung
11. summary	ˈsʌməri	Zusammen-

suffering	ˈsʌfərɪŋ	Leiden
slum	slʌm	Elendsviertel
slum patient	ˈslʌm,peɪʃənt	Patient aus einem Elendsviertel
disgrace	dis'greɪs	Schande
2. opposition	ˌɒpə'zɪʃən	Widerstand
school of nursing	ˈnɜ:sɪŋ	Krankenschule
to refuse	ri'fju:z	sich weigern; verweigern
to persuade	pə'sweɪd	überreden; überzeugen
post	pəʊst	Stelle, Stellung
superintendent	ˌsju:(:)'prɪn'tendənt	Leiter(in); hier: Ober-schwester
epidemic	epɪ'demɪk	Epidemie
Crimean War	kraɪ'miən'wɔ:	Krimkrieg (1853-56)
Russian	ˈrʌʃən	Russe; russisch
Con-	kən-	Konstantinopel
stantinople	stæntɪ'nəʊpl	
to oppose s.o.	ə'pəʊz	gegen jdn. kämpfen
Turkish	ˈtɜ:kɪʃ	türkisch
troop	tru:p	Truppe
corres-	kə'ris-	Korrespondent
pondent	'pɒndənt	
front	frʌnt	Front
scandal	ˈskændl	Skandal
bandage	'bændɪdʒ	Verband
fly	flaɪ	Fliege
Sidney	'sɪdni	(Eigennamen)
Herbert	'hɜ:bət	
cabinet	'kæbɪnɪt	Kabinett, Ministerrat
the Crimea	kraɪ'miə	Krim
preparation	prepə'reɪʃən	Vorbereitung
store	'stɔ:	Vorrat
medical	'medɪkəl	medizinisch
supply	sə'plai	Ausstattung
3. authority	ə:'θɔ:ɪti	Verwaltung, Behörde
to be crowded together	'kraʊdɪd	zusammengepfercht sein
indescribable	ˌɪndɪ'skraɪəbəl	unbeschreiblich

Vocabulary Revision: Useful Phrases

all over the world
 from the rear
 from time to time
 from then on
 so far
 up to this time
 in spite of the rain
 with the exception of
 it is the custom to ...
 The train is bound for London.
 I felt uneasy in that house.

in der ganzen Welt
 von hinten
 von Zeit zu Zeit
 von da ab
 bis dahin
 bis zu dieser Zeit
 trotz des Regens
 mit Ausnahme von
 es ist Sitte zu ...
 Der Zug fährt nach London.
 Mir war es in dem Haus nicht ganz geheuer.

20 A. Florence Nightingale

1. Florence	ˈflɔ:rəns	(weibl. Vorname)
Nightingale	'naɪtɪŋgeɪl	(Familiennamen)
nowadays	'nauədeɪz	heute, heutzutage
to deny	di'nai	leugnen
profession	prə'feʃən	Beruf
*to take up a profession		einen Beruf ergreifen

in the 1830s		in den dreißiger Jahren des 19. Jh.
to shelter	'ʃeltə	schützen
to educate	'edjukeɪt	erziehen
piano	'pjænoʊ	Klavier
the (London) Season	'si:zn	(Saison für gesellschaftliche Ereignisse)
sickness	'sɪknɪs	Krankheit

(Kurzform von Abraham)
(Eigennamen)
losbinden
schreiten,
treten
an Stelle von Sekretär(in)
(Staat im Innern der USA)
Senator
(Staat im Osten der USA)
(Firmenname)
(Hotelname)

Verein, Klub
Golf [fassung]
Zusammen-

cht ganz geheuer.

in den dreißiger
Jahren des
19. Jh.
schützen
erziehen
Klavier
(Saison für gesellschaftliche Ereignisse)
Krankheit

suffering	'sʌfəriŋ	Leiden
slum	slʌm	Elendsviertel
slum patient	'slʌm,peɪʃənt	Patient aus einem Elendsviertel
disgrace	dis'greɪs	Schande
2. opposition	ˌɒpə'zɪʃən	Widerstand
school of nursing	'nə:siŋ	Krankenschule
to refuse	ri'fju:z	sich weigern; verweigern
to persuade	pə'sweɪd	überreden;
post	pəʊst	überzeugen
super-intendent	ˌsju:(:)'prɪntəndənt	Stelle, Stellung Leiter(in); <i>hier</i> : Ober- schwester
epidemic	ˌepɪ'demɪk	Epidemie
Crimean War	kraɪ'miən'wɔ:	Krimkrieg (1853-56)
Russian	'rʌʃən	Russe; russisch
Con-stantinople	ˌkɒn-stæntɪ'nəʊpl	Konstantinopel
to oppose s.o.	ə'pəʊz	gegen jdn. kämpfen
Turkish	'tɜ:kɪʃ	türkisch
troop	tru:p	Truppe
correspondent	ˌkɒrɪs-pɒndənt	Korrespondent
front	frʌnt	Front
scandal	'skændl	Skandal
bandage	'bændɪdʒ	Verband
fly	flaɪ	Fliege
Sidney	'sɪdni	(Eigennamen)
Herbert	'hɜ:bət	
cabinet	'kæbɪnɪt	Kabinett, Ministerrat
the Crimea	kraɪ'miə	Krim
preparation	prepə'reɪʃən	Vorbereitung
store	'stɔ:	Vorrat
medical	'medɪkəl	medizinisch
supply	sə'plai	Ausstattung
3. authority	ɔ:'θɔ:ri'ti	Verwaltung, Behörde
to be crowded together	'kraʊdɪd	zusammen- gepfercht sein
indescribable	ˌɪndɪs'kraɪəbəl	unbeschreib- lich

barracks	'bærəks	Kaserne, Kasernen
to transform	træns'fɔ:m	verwandeln
rate	reɪt	Quote
death rate	'deθreɪt	Sterblichkeits- quote
to receive	ri'si:v	<i>hier</i> : emp- fangen
heroine	'herəʊɪn	Heldin
to accept	ək'sept	annehmen
to train	treɪn	(sich) vorberei- ten
mankind	'mæn'kaɪnd	Menschheit
great age		hohes Alter

< Proverbs >

proverb	'prɒvəb	Spruchwort
hope	həʊp	Hoffnung
riches (pl.)	'rɪtʃɪz	Reichtum; Güter
misfortune	mis'fɔ:tʃən	Unglück
swallow	'swɒləʊ	Schwalbe
cook	kʊk	Koch
*to spoil,	spɔɪl,	verderben
spoilt, spoilt	spɔɪlt	
broth	brɒθ	Suppe, <i>hier</i> : Brei

< B. Women in Modern Life >

(shorthand)	'ʃɔ:thænd	Stenotypistin
typist	'taɪpɪst	
factory	'fæktəri	Fabrik
varied	'vɛəriəd	abwechslungs- reich
role	rəʊl	Rolle
advertisement	əd'vɛ:tɪsmənt	Anzeige, Annonce
selection	sɪ'leɪʃən	Auswahl
vast	vɑ:st	unermesslich, riesig
career	kə'riə	Laufbahn, Karriere
salesman	'seɪlzmən	Verkäufer
store	stɔ:	Warenhaus
personnel	ˌpɜ:sə'nel	Personal
manager	'mænidʒə	Geschäftsfüh- rer, Leiter

personnel manager		Personalchef
Harrods	'hærədz	(<i>Warenhaus in London</i>)
experienced	iks'piəriənst	erfahren
book-keeper	'buk,ki:pə	Buchhalter(in)
wanted	'wɒntɪd	gesucht
frosted	'frɒstɪd	gefroren
frosted foods		Tiefkühlkost
department	di'pɑ:tmənt	Abteilung
to apply	ə'plai	sich bewerben
Cardiff	'kɑ:dɪf	(<i>Stadt in Wales</i>)
to require	ri'kwaɪə	brauchen
barrister	'bærɪstə	Rechtsanwalt
daily	'deɪli	täglich
telegraph	'telɪgrɑ:f	Fernschreiber
Daily		(<i>Name einer Zeitung</i>)
Telegraph language	'læŋgwɪdʒ	Sprache
interpreter	ɪn'tɜ:pɪtə	Übersetzer
imperial	ɪm'piəriəl	ein Weltreich
		betreffend
chemical	'kemɪkəl	Chemikalie, chemisch
exporter	eks'pɔ:tə	Exporteur
motor	'məʊtə	Motor
Ford Motor		Ford Motoren-
Company	'kʌmpəni	werke
Ltd. = limited	'lɪmɪtɪd	Gesellschaft
(company)		mit be-
		schränkter
		Haftung
Dagenham	'dæɡnəm	(<i>Stadt in Essex</i>)
qualified	'kwɒlɪfaɪd	qualifiziert
receptionist	ri'sepʃənɪst	Empfangs-
		dame
telephone	'təpəreɪtə	Telephonist(in)
operator		
stewardess	'stjuədɪs	Stewardess
detail	'di:teɪl	Einzelheit
staff	stɑ:f	Personal

< A Gentleman >

regiment	'redʒɪmənt	Regiment
tradesman	'treɪdzmən	Händler

not possibly		unmöglich
the former	'fɔ:mə	der erstere
to offend	ə'fend	beleidigen
reply	ri'plai	Antwort
to be at a loss	lɒs	um eine Ant-
for an answer		wort verlegen
		sein

Exercises

2. to have a talk with s.o.		sich mit jdm. unterhalten
6. rule	ru:l	Regel
neck	nek	Hals; Nacken
to undress	'ʌn'dres	ausziehen
s.o.		
9. alibi	'ælibaɪ	Alibi
10. bedside table	'bedsaɪd 'teɪbl	Nachttisch
to return	ri'tɜ:n	zurückschicken
11. reported speech	ri'pɔ:tɪd 'spi:tʃ	indirekte Rede

21 Picture Text

R.F. Scott	skɒt	(<i>engl. Polarforscher, 1868-1912</i>)
explorer	ɪks'plɔ:rə	Forscher
expedition	ˌekspɪ'diʃən	Expedition
South Pole	'saʊθ,pəʊl	Südpol

A. The March to the South Pole

1. march	mɑ:tʃ	(<i>mühevoller</i>) Marsch
Terra Nova	'terə'nəʊvə	(<i>Name von Scotts Schiff</i>) (<i>Große Eisbarriere der Antarktis</i>)
Great Ice Barrier	'bæriə	
to be likely to do s.th.	'laɪkli	etwas wahrscheinlich oder voraussichtlich tun
R. Amundsen	'ɑ:mʌndsn	(<i>norwegischer Polarforscher, 1872-1928</i>)

expert	'ekspə:t	Kenner, Sachkundiger
Arctic	'ɑ:ktɪk	Arktis
to head for	hed	lossteuern auf
polar	'pəʊlə	Polar-
to reappear	'ri:ə'piə	wiedererscheinen
frozen	'frəʊzn	gefroren, vereist
Antarctic	ænt'ɑ:ktɪk	Antarktis
depot	'depəʊ	Vorratslager, Depot
to delay	di'lei	verzögern, hemmen
weakness	'wi:kni:s	Schwäche
*to stand	stænd	hier: ertragen
glacier	'glæsjə	Gletscher
Beardmore	'biədmo:	(<i>Name eines Gletschers</i>)
Glacier	'glæsjə	Schlitten
sledge	sledʒ	hier: ziemlich
pretty	'prɪti	hier: gerade, genau
very	'veri	außer
2. except	ɪk'sept	(<i>Eigennamen</i>)
Bowers	'bauəz	(<i>Eigennamen</i>)
Evans	'evənz	(<i>Eigennamen</i>)
Oates	'əʊts	(<i>Eigennamen</i>)
Wilson	'wɪlsn	(<i>Eigennamen</i>)
to happen		zufällig etwas tun
to do s.th.		
mark	mɑ:k	Spur
snow	snəʊ	Schnee
paw	pə:	Pfote
Union Jack	'ju:njən'dʒæk	(<i>brit. Flagge</i>)
frostbite	'frɒstbaɪt	Erfrierungserscheinung
*to run short		knapp werden, zur Neige gehen
to injure	'ɪndʒə	verletzen
3. zero	'ziərəʊ	Null
alive	ə'laɪv	lebendig
*to freeze,	fri:z,	(er-)frieren
froze, frozen	frəʊz, 'frəʊzn	Schlafsack
sleeping-bag		um jds. willen
for s.o.'s sake	seɪk	Blizzard (<i>heftiger Schneesturm</i>)
blizzard	'blɪzəd	

unmöglich
der erstere
beleidigen
Antwort
um eine Ant-
wort verlegen
sein

sich mit jdm.
unterhalten
Regel
Hals; Nacken
ausziehen

Alibi
Nachtisch

zurückschicken
indirekte
Rede

(engl. Polar-
forscher,
1868-1912)

Forscher
Expedition
Südpol

South Pole

(mühevoller)
Marsch
(Name von
Scotts Schiff)
(Große Eisbar-
riere der Ant-
arktis)

etwas wahr-
scheinlich
oder voraus-
sichtlich tun
(norwegischer
Polarforscher,
1872-1928)

expert	'ekspə:t	Kenner, Sachkundiger
Arctic	'ɑ:kktik	Arktis
to head for	hed	lossteuern auf
polar	'pəulə	Polar-
to reappear	'ri:ə'piə	wiedererschei- nen
frozen	'frəuzn	gefroren, vereist
Antarctic	'ænt'ɑ:ktik	Antarktis
depot	'depəu	Vorratslager, Depot
to delay	di'lei	verzögern, hemmen
weakness	'wi:knis	Schwäche
*to stand	stænd	<i>hier</i> : ertragen
glacier	'glæsjə	Gletscher
Beardmore	'biədmo:	(Name eines Gletschers)
Glacier	'glæsjə	Schlitten
sledge	sledʒ	<i>hier</i> : ziemlich
pretty	'priti	<i>hier</i> : gerade, genau
very	'veri	außer
2. except	ik'sept	(Eigennamen)
Bowers	'bauəz	(Eigennamen)
Evans	'evənz	(Eigennamen)
Oates	'əuts	(Eigennamen)
Wilson	'wilsn	zufällig etwas
to happen		tun
to do s.th.		Spur
mark	mɑ:k	Schnee
snow	snəu	Pfote
paw	pə:	(brit. Flagge)
Union Jack	'ju:njən 'dʒæk	Erfrierungs- erscheinung
frostbite	'frɔ:stbait	knapp werden, zur Neige gehen
*to run short		verletzen
to injure	'indʒə	Null
3. zero	'ziərəu	lebendig
alive	ə'laiv	(er-)frieren
*to freeze,	fri:z,	Schlafsack
froze, frozen	frəuz, 'frəuzn	um jds. willen
sleeping-bag		Blizzard (<i>hefti- ger Schneee- sturm</i>)
for s.o.'s sake	seik	
blizzard	'blizəd	

act	ækt	Handlung, Tat
spirit	'spirit	Geist; Gesin- nung; Mut
4. to de- termine	di'tə:min	sich entschie- ßen
*to keep s.o. prisoner		jdn. gefangen- halten
fuel	'fjuəl	Brennstoff
apiece	ə'pi:s	pro Person
to whirl	wə:l	wirbeln
drift	drift	Treiben, Gestöber
*to stick it out, stuck, stuck	stik, stak	etwas durch- halten, ertragen
for God's sake	seik	um Gottes willen
to cross out	'krɔ:s_ɔ:t	durchstreichen
widow	'widəu	Witwe
search team	'sə:tʃti:m	Suchtruppe
rightly	'raitli	zu Recht
man		der Mensch

< B. Sport in English Life >

character	'kærɪktə	Charakter
dishonest	dis'ɔ:nɪst	unehrlich
unjust	ʌn'dʒʌst	ungerecht
*to build	bild	<i>hier</i> : formen
to play a part		eine Rolle spielen
everyday	'evrɪdeɪ	alltäglich, Alltags-
taken	'teɪkən	<i>hier</i> : übernom- men
scientist	'saɪəntɪst	Wissenschaft- ler
politician	pə'lɪ'tɪʃən	Politiker
goal	gəʊl	Tor; Ziel
team-worker	'ti:m,wɜ:kə	(Glieder eines Teams)
to play the game, to play fair		fair spielen; ehrlich han- deln
it is not cricket	'kri:kɪt	es ist nicht fair
to play a trick on s.o.		jdm. einen Streich spie- len; jdn. überlisten

unfair	'ʌn'fɛə	unfair
in fact	in'fækt	in der Tat
unsporting	'ʌn'spɔ:tɪŋ	unsportlich
to be a bad sport		unkameradschaftlich sein oder handeln

< A Fight with a Shark >

shark	ʃɑ:k	Haifisch
Santiago	ˌsænti'a:gəu	(männl. Vorname)
giant	'dʒaɪənt	Riese, hier: Riesen-
harpoon	hɑ:'pu:n	Harpune
*to make fast	fɑ:st	festmachen
to close	kləuz	näher kommen
astern	əs'tɜ:n	hinten, hinter dem Schiff, achtern
*to hit, hit, hit	hit	hier: anfallen
strange	streɪndʒ	fremdartig, seltsam
*to drive forward, drove, driven	draɪv, drəʊv, drɪvn	vorstoßen
flesh	fleʃ	Fleisch
to rip	ri:p	(auf-)reißen
to ram	ræm	heftig stoßen
blood-mashed	'blʌd'mʌʃt	blutbeschmiert
strength	streŋθ	Kraft, Stärke
resolution	ˌrezə'lju:ʃən	Entschlossenheit
malignancy	mə'lɪgnənsi	Böswilligkeit
loop	lu:p	Schlinge
taut	tɔ:t	gespannt
to shiver	'ʃɪvə	zittern, beben
to snap	snæp	hier: zerreißen
surface	'sɜ:fɪs	Oberfläche
aloud	ə'laʊd	laut
to mutilate	'mju:tɪleɪt	verstümmeln
to hook	hʊk	fangen
intelligent	ɪn'telɪdʒənt	klug, intelligent
Ernest Hemingway	'ɜ:nɪst 'hemɪŋweɪ	(amer. Schriftsteller, 1898-1961)
abridged	ə'brɪdʒd	gekürzt

Grammar

manner	'mænə	Art, Weise
ill (adv.)		schlecht
fairly	'fɛəli	ziemlich
lately	'leɪtli	kürzlich, in letzter Zeit
to stop short		plötzlich stehenbleiben
shortly afterwards	'ʃɔ:tli	kurz danach
shortly dear	dɪə	in Kürze
dearly		teuer
to be sure	ʃʊə	herzlich
to do s.th.		bestimmt etwas tun

Exercises

2. yet	jet	jedoch
3. besides	bɪ'saɪdz	außerdem
5. penguin	'pɛŋgwɪn	Pinguin
6. still	stɪl	still
7. readily		bereitwillig, gern
8. instead of supposedly	ɪn'stɪd əv sə'pəʊzɪdli	an Stelle von wahrscheinlich, vermutlich
by chance	ˌbaɪ'tʃɑ:ns	zufällig
9. show	ʃəʊ	Vorstellung

22 Picture Text

Robert Baden-Powell	'rɒbət 'beɪdn 'pəʊəl	(Begründer der Pfadfinderbewegung, 1857-1941)
founder movement	'faʊndə 'mu:vmənt	Begründer Bewegung

A. 'Chief Scout of the World'

*1. to hold	həʊld	hier: innehaben, besitzen
Charterhouse	'tʃɑ:təʊs	(berühmte engl. Schule)

public school	'pʌblɪk,sku:l	(teure Privatschule mit Internat)
headmaster	'hed'mɑ:stə	Direktor
judgment	'dʒʌdʒmənt	Urteil; hier: Urteilsvermögen
intelligence	ɪn'telɪdʒəns	Verstand, Intelligenz
education	ˌedʒu(:)keɪʃən	Erziehung
Balliol College	'beɪljəl 'kɒlɪdʒ	(Name eines College)
Jowett	'dʒəʊɪt	(Eigennamen)
necessary	'nesɪsəri	nötig
standard	'stændəd	Stand, Niveau
to fail	feɪl	durchfallen; scheitern

*to lose heart

examination	ɪg,zæmɪ'neɪʃən	Prüfung
military	'mɪlɪtəri	militärisch, Militär-
academy	ə'kædəmi	Akademie
result	ri'zʌlt	Ergebnis
candidate	'kændɪdɪt	Teilnehmer, Kandidat
2. career	kə'riə	Karriere
after one's own heart		nach seinem Geschmack
civil	'sɪvl	Staats-
civil servant	'sɪvl'sɜ:vənt	Beamter
Boer	'buə	Bure
Dutch	dʌtʃ	holländisch, niederländisch

to object to s.th.	əb'dʒekt	gegen etwas Einspruch erheben, dagegen sein
---------------------------	----------	---

flood	flʌd	Flut
seeker	'si:kə	Sucher
Paul Kruger	'pɔ:l'kru:ɡə	(südafrik. Staatsmann, 1825-1904)

opinion	ə'pɪnjən	Meinung
to prove	pru:v	sich erweisen
to be disciplined	'dɪsɪplɪnd	als diszipliniert
unbelievable	ˌʌnbɪ'li:vəbl	unglaublich

Art, Weise
schlecht
ziemlich
kürzlich, in
letzter Zeit
plötzlich ste-
henbleiben
kurz danach

in Kürze
teuer
herzlich
bestimmt et-
was tun

jedoch
außerdem
Pinguin
still
bereitwillig,
gern
an Stelle von
wahrscheinlich,
vermutlich
zufällig
Vorstellung

(Begründer
der Pfadfin-
derbewegung,
1857-1941)
Begründer
Bewegung

World'

hier: innehaben,
besitzen
(berühmte
engl. Schule)

public school	'pʌblɪk, sku:l	(teure Privat- schule mit Internat)
headmaster	'hed'mɑ:stə	Direktor
judgment	'dʒʌdʒmənt	Urteil; hier: Urteils- vermögen
intelligence	in'telɪdʒəns	Verstand, In- telligenz
education	ˌedʒu(:)'keɪʃən	Erziehung
Balliol	'beɪljəl	(Name eines College)
College	'kɒlɪdʒ	(Eigennamen)
Jowett	'dʒəwɪt	nötig
necessary	'nesɪsəri	Stand, Niveau
standard	'stændəd	durchfallen; scheitern
to fail	feɪl	den Mut ver- lieren
*to lose heart		
examination	ɪg.zə'mɪ'neɪʃən	Prüfung
military	'mɪlɪtəri	militärisch, Militär-
academy	ə'kædəmi	Akademie
result	rɪ'zʌlt	Ergebnis
candidate	'kændɪdɪt	Teilnehmer, Kandidat
2. career	kə'riə	Karriere
after one's		nach seinem
own heart		Geschmack
civil	'sɪvl	Staats-
civil servant	'sɪvl 'sɜ:vənt	Beamter
Boer	'buə	Bure
Dutch	ˈdʌtʃ	holländisch, nieder- ländisch
to object	əb'dʒekt	gegen etwas
to s.th.		Einspruch er- heben, dage- gen sein
flood	flʌd	Flut
seeker	'si:kə	Sucher
Paul Kruger	'pɔ:l 'kru:gə	(Südafrik. Staatsmann, 1825-1904)
opinion	ə'pɪnjən	Meinung
to prove	pru:v	sich erweisen
to be		als
disciplined	'dɪsɪplɪnd	diszipliniert
unbelievable	ˌʌnbɪ'li:vəbl	un glaublich

colonel	'kɒ:nl	Oberst
to besiege	bɪ'si:dʒ	belagern
Mafeking	'mæfɪkɪŋ	(Stadt in Süd- afrika)
position	pə'zɪʃən	Lage
hopeless	'həʊplɪs	hoffnungslos
surrender	sə'rendə	Kapitulation, Übergabe
fort	fɔ:t	Festung, Fort
trench	trɛntʃ	Graben
activity	æk'tɪvɪti	(rege) Tätig- keit
force	fɔ:s	Stärke, Kraft, hier: Streit- macht, Trup- pen
available	ə'veɪləbl	verfügbar
tide of war	taɪd	Kriegsglück
to relieve	rɪ'li:v	befreien
3. to camp	kæmp	zelten
to be		jeder Situation
resourceful	rɪ'sɔ:sfʊl	gewachsen sein, wendig sein
scouting	'skautɪŋ	Pfadfindertum
*to spread,	spred	(sich) ausbrei- ten
spread, spread		
to mourn	mə:n	(be-)trauern
memorial	mɪ'mɔ:riəl	Denkmal

< B. English Schools >

primary	'praɪməri	anfanglich, Anfangs- Grundschule
primary school		
arithmetic	ə'riθmətik	Arithmetik
secondary	'sekəndəri	nächstfolgend, an zweiter Stelle (höhere Schule, Gymnasium)
secondary		
grammar		
school		
either ... or	'aɪðə	entweder ... oder
secondary		
modern	'mɒdən	(die vier letzten Klassen der Grundschule, 11.-15. Le- bensjahr)
school		

technical	'teknikəl	technisch
secondary		(<i>ein unserer</i>
technical		<i>Realschule</i>
school		<i>entsprechender Schultyp)</i>
importance	im'pɔ:təns	Wichtigkeit, Gewicht
citizenship	'sitiznʃɪp	<i>hier:</i> Gemein-schaftskunde
instruction	in'strʌkʃən	Unterricht
engineering	ˌendʒi'niəriŋ	Maschinenbau
book-keeping	'buk,ki:piŋ	Buchhaltung
typing	'taɪpiŋ	Maschine-schreiben
shorthand	ʃɔ:thænd	Stenographie
comprehensive	kəm'pri'hensiv	umfassend
comprehensive		(<i>alle Schul-</i>
school		<i>zweige um-</i>
		<i>fassende Ein-</i>
		<i>heitsschule)</i>

Exercises

1. to pass an examination

eine Prüfung

2. to knock down

bestehen
umwerfen,
umstoßen

3. lazy

faul

bright

hell, leuchtend

to boil

(ab-)kochen

5. gun

Kanone

earth

Erde

6. active

aktiver Infinitiv

infinitive

tight

fest

branch

Zweig, Ast

Vocabulary Revision: Useful Phrases

to unfold a plan
to carry out a plan
to take part in s.th.
to take a risk with s.th.
to fly into a rage
to drive s.o. crazy
to give s.o. away
to make good progress
to draw a conclusion
to be entitled to s.th.

einen Plan unterbreiten
einen Plan ausführen
an etwas teilnehmen
bei etwas ein Risiko eingehen
in Wut geraten
jdn. verrückt machen
jdn. verraten
gut vorankommen
einen Schluß ziehen
Anspruch auf etwas haben

Liste der unregelmäßigen Verben (List of Irregular Verbs)

to bear [ɛə]	bore [ɔ:]	borne [ɔ:]	tragen; gebären
to beat [i:]	beat [i:]	beaten [i:]	schlagen
to become [Λ]	became [ei]	become [Λ]	werden
to begin [i]	began [æ]	begun [Λ]	beginnen
to bite [ai]	bit [i]	bitten [i]	beißen
to bleed [i:]	bled [e]	bled [e]	bluten
to blow [əu]	blew [u:]	blown [əu]	blasen, wehen
to break [ei]	broke [əu]	broken [əu]	(zer-)brechen
to bring [i]	brought [ɔ:]	brought [ɔ:]	bringen
to build [i]	built [i]	built [i]	bauen
to burn [ə:]	burnt [ə:]	burnt [ə:]	brennen

to burst [ɔ:]	burst [ɔ:]
to buy [ai]	bought [ɔ:]
to cast [ɑ:]	cast [ɑ:]
to catch [æ]	caught [ɔ:]
to choose [u:z]	chose [əuz]
to come [Λ]	came [ei]
to cost [ɔ]	cost [ɔ]
to cut [Λ]	cut [Λ]
to dig [i]	dug [Λ]
to do [u:]	did [i]
to draw [ɔ:]	drew [u:]
to dream [i:]	dreamt [e], dreamed
to drink [i]	drank [æ]
to drive [ai]	drove [əu]
to eat [i:]	ate [et]
to fall [ɔ:]	fell [e]
to feed [i:]	fed [e]
to feel [i:]	felt [e]
to fight [ai]	fought [ɔ:]
to find [ai]	found [au]
to flee [i:]	fled [e]
to fly [ai]	flew [u:]
to forget [e]	forgot [ɔ]
to freeze [i:]	froze [əu]
get [e]	got [ɔ]
to give [i]	gave [ei]
to go [əu]	went [e]
to grow [əu]	grew [u:]
to hang [æ]	hung [Λ]
to hear [i:]	heard [ə:]
to hide [ai]	hid [i]
to hit [i]	hit [i]
to hold [əu]	held [e]
to hurt [ɔ:]	hurt [ɔ:]
to keep [i:]	kept [e]
to know [nəu]	knew [nju:]
to lay [ei]	laid [ei]
to lead [i:]	led [e]
to learn [ɔ:]	learnt [ɔ:]
to leave [i:]	left [e]
to let [e]	let [e]
to lie [ai]	lay [ei]
to light [ai]	lit [i]
to lose [u:]	lost [ɔ]
to make [ei]	made [ei]
to mean [i:]	meant [e]
to meet [i:]	met [e]
to pay [ei]	paid [ei]
to put [u]	put [u]

eine Prüfung
bestehen
umwerfen,
umstoßen
faul
hell, leuchtend
(ab-)kochen
Kanone
Erde
aktiver Infinitiv
fest
Zweig, Ast

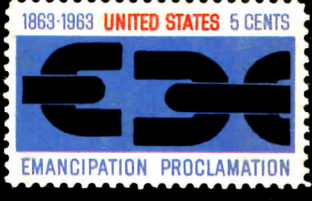
gehen

ben

agen; gebären
hlagen
erden
eginnen
eißen
uten
asen, wehen
er-)brechen
ringen
auen
rennen

to burst [ɔ:]	burst [ɔ:]	burst [ɔ:]	bersten, platzen
to buy [ai]	bought [ɔ:]	bought [ɔ:]	kaufen
to cast [ɑ:]	cast [ɑ:]	cast [ɑ:]	werfen
to catch [æ]	caught [ɔ:]	caught [ɔ:]	fangen
to choose [u:z]	chose [ɔuz]	chosen [ɔu]	(aus-)wählen
to come [Λ]	came [ei]	come [Λ]	kommen
to cost [ɔ]	cost [ɔ]	cost [ɔ]	kosten
to cut [Λ]	cut [Λ]	cut [Λ]	schneiden
to dig [i]	dug [Λ]	dug [Λ]	graben
to do [u:]	did [i]	done [Λ]	tun
to draw [ɔ:]	drew [u:]	drawn [ɔ:]	ziehen; zeichnen
to dream [i:]	dreamt [e], dreamed	dreamt [e], dreamed	träumen
to drink [i]	drank [æ]	drunk [Λ]	trinken
to drive [ai]	drove [ɔu]	driven [i]	fahren; treiben
to eat [i:]	ate [et]	eaten [i:]	essen
to fall [ɔ:]	fell [e]	fallen [ɔ:]	fallen
to feed [i:]	fed [e]	fed [e]	füttern; verpflegen
to feel [i:]	felt [e]	felt [e]	(sich) fühlen
to fight [ai]	fought [ɔ:]	fought [ɔ:]	kämpfen
to find [ai]	found [au]	found [au]	finden
to flee [i:]	fled [e]	fled [e]	fliehen
to fly [ai]	flew [u:]	flown [ɔu]	fliegen
to forget [e]	forgot [ɔ]	forgotten [ɔ]	vergessen
to freeze [i:]	froze [ɔu]	frozen [ɔu]	frieren
get [e]	got [ɔ]	got [ɔ]	bekommen; werden
to give [i]	gave [ei]	given [i]	geben
to go [ɔu]	went [e]	gone [ɔ]	gehen
to grow [ɔu]	grew [u:]	grown [ɔu]	wachsen; anbauen
to hang [æ]	hung [Λ]	hung [Λ]	hängen
to hear [i:]	heard [ɔ:]	heard [ɔ:]	hören
to hide [ai]	hid [i]	hidden or hid [i]	(sich) verstecken
to hit [i]	hit [i]	hit [i]	stoßen; treffen
to hold [ɔu]	held [e]	held [e]	halten
to hurt [ɔ:]	hurt [ɔ:]	hurt [ɔ:]	verletzen
to keep [i:]	kept [e]	kept [e]	(be-)halten
to know [nəu]	knew [nju:]	known [nəun]	wissen
to lay [ei]	laid [ei]	laid [ei]	legen
to lead [i:]	led [e]	led [e]	führen
to learn [ɔ:]	learnt [ɔ:]	learnt [ɔ:]	lernen
to leave [i:]	left [e]	left [e]	(ver-)lassen
to let [e]	let [e]	let [e]	lassen
to lie [ai]	lay [ei]	lain [ei]	liegen
to light [ai]	lit [i]	lit [i]	anzünden
to lose [u:]	lost [ɔ]	lost [ɔ]	verlieren
to make [ei]	made [ei]	made [ei]	machen
to mean [i:]	meant [e]	meant [e]	meinen; bedeuten
to meet [i:]	met [e]	met [e]	(sich) treffen
to pay [ei]	paid [ei]	paid [ei]	(be-)zahlen
to put [u]	put [u]	put [u]	setzen, stellen, legen

to read [i:]	read [e]	read [e]	lesen
to ride [ai]	rode [au]	ridden [i]	reiten; fahren
to ring [ɪ]	rang [æ]	rung [ʌ]	läuten, klingeln
to rise [ai]	rose [au]	risen [i]	sich erheben
to run [ʌ]	ran [æ]	run [ʌ]	laufen, rennen
to say [ei]	said [e]	said [e]	sagen
to see [i:]	saw [ɔ:]	seen [i:]	sehen
to sell [e]	sold [au]	sold [au]	verkaufen
to send [e]	sent [e]	sent [e]	senden, verschicken
to set [e]	set [e]	set [e]	stellen; setzen
to shake [ei]	shook [u]	shaken [ei]	schütteln
to shine [ai]	shone [ɔ]	shone [ɔ]	scheinen
to shoot [u:]	shot [ɔ]	shot [ɔ]	schießen
to show [au]	showed [au]	shown [au]	zeigen
to shrink [i]	shrank [æ]	shrunk [ʌ]	zurückschrecken
to shut [ʌ]	shut [ʌ]	shut [ʌ]	(sich) schließen
to sing [i]	sang [æ]	sung [ʌ]	singen
to sink [i]	sank [æ]	sunk [ʌ]	sinken; versenken
to sit [i]	sat [æ]	sat [æ]	sitzen
to sleep [i:]	slept [e]	slept [e]	schlafen
to smell [e]	smelt [e]	smelt [e]	riechen
to speak [i:]	spoke [au]	spoken [au]	sprechen
to spell [e]	spelt [e]	spelt [e]	buchstabieren
to spend [e]	spent [e]	spent [e]	verbringen
to spoil [ɔi]	spoilt [ɔi]	spoilt [ɔi]	verderben
to spread [e]	spread [e]	spread [e]	(sich) ausbreiten
to spring [i]	sprang [æ]	sprung [ʌ]	springen
to stand [æ]	stood [u]	stood [u]	stehen
to steal [i:]	stole [au]	stole [au]	stehlen
to stick [i]	stuck [ʌ]	stuck [ʌ]	(an)stecken, (an)kleben
to strike [ai]	struck [ʌ]	struck [ʌ]	schlagen, stoßen
to sweep [i:]	swept [e]	swept [e]	fegen
to swim [i]	swam [æ]	swum [ʌ]	schwimmen
to swing [i]	swung [ʌ]	swung [ʌ]	schwenken
to take [ei]	took [u]	taken [ei]	nehmen; bringen
to teach [i:]	taught [ɔ:]	taught [ɔ:]	lehren
to tear [eə]	tore [ɔ:]	torn [ɔ:]	(zer-)reißen, zerren
to tell [e]	told [au]	told [au]	erzählen, sagen
to think [i]	thought [ɔ:]	thought [ɔ:]	denken
to throw [au]	threw [u:]	thrown [au]	werfen
to thrust [ʌ]	thrust [ʌ]	thrust [ʌ]	stoßen
to understand [æ]	understood [u]	understood [u]	verstehen
to upset [e]	upset [e]	upset [e]	verwirren
to wake [ei]	woke [au]	woken [au]	wecken; aufwachen
to wear [eə]	wore [ɔ:]	worn [ɔ:]	tragen
to weep [i:]	wept [e]	wept [e]	weinen
to win [i]	won [ʌ]	won [ʌ]	gewinnen
to wind up [ai]	wound [au]	wound [au]	aufziehen
to write [ai]	wrote [au]	written [i]	schreiben



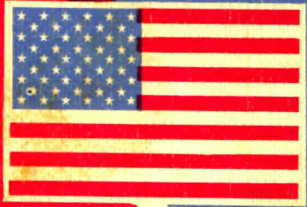
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