



Topics in Business

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Als völlig neu konzipiertes Lehrwerk ist **Topics in Business** mit seinem integrativen Ansatz insbesondere für den Unterricht in einem zwei- oder dreijährigem Zyklus angelegt. In seiner Struktur, der Themenauswahl und mit dem Übungskatalog bezieht sich **Topics in Business** insbesondere auf die Lehrpläne für berufsbildende Schulen mit einer kaufmännischen Ausrichtung und Wirtschaftszweige an allgemein bildenden Schulen. Das Lehrwerk ist eine Gemeinschaftsarbeit von Autoren, die über umfassende Unterrichtserfahrung an solchen Schulen verfügen, von „native speakers“ und Personen mit langjähriger Erfahrung in der Entwicklung von Lehr- und Lernmaterialien für den fachsprachlichen Unterricht.

Topics in Business gliedert sich in drei auch optisch klar voneinander abgegrenzte Schwerpunkte:

- **Integration:** In vier Einheiten mit allgemein interessierenden Themen besteht Gelegenheit, die unterschiedlichen Eingangskompetenzen der Lerner am Beginn der Jahrgangsstufe 11 anzugleichen.
- **Communication:** In diesem Themenfeld werden Aspekte der mündlichen und schriftlichen Kommunikation behandelt. Die grundständigen Schreibenlässe im internationalen Geschäftsverkehr sind berücksichtigt.
- **Main Course:** Dieser Teil umfasst 14 Einheiten und führt in die große Palette der Wirtschaftsthemen ein. Ausgehend von der Erfahrungswelt der Lerner werden zunehmend globalere Aspekte thematisiert.

Die Teile des Lehrwerks können unabhängig voneinander behandelt werden. Dies gilt ebenso für die Einheiten des Hauptteils, obwohl hier eine Progression unschwer erkennbar ist. Der Kommunikationsteil eignet sich ohne weiteres für einen geschlossenen Themenblock, kann ebenso aber auch punktuell eingesetzt werden. Hier verbindet eine Story-line die einzelnen Einheiten.

Mit einem breiten Spektrum an Übungsformen wird die Sprachkompetenz in allen Kompetenzbereichen systematisch verfestigt und ausgebaut. Die Lerner werden insbesondere angeleitet, neben der Texterschließung allein oder in Gruppenarbeit Aufgaben zur Stellungnahme und Informationsbeschaffung (Internet) mündlich oder schriftlich zu lösen. Sie werden zudem in die Lage versetzt, statistisches Material sprachlich angemessen zu beschreiben und zu kommentieren.

Bei den Sprachübungen und der lexikalischen Aufbereitung der Texte haben die Verfasser die aktive Beherrschung eines Grundwortschatzes von ca. 1500 Wörtern vorausgesetzt. Wesentliche Aspekte der Grammatik werden systematisch wiederholt (Darstellung in Infoboxen und Übungsmaterial).

Das Wortmaterial ist in einem alphabetischen Verzeichnis am Ende des Buches zusammengefasst. Mit den dort gegebenen Hinweisen lassen sich die entsprechenden Textstellen rasch auffinden.

Die Audio-CD enthält alle im Lehrwerk eingeführten Haupttexte und zusätzlich auch geeignete Texte aus den Übungen.

Autoren und Verlag wünschen allen Benutzern viele Spaß bei der Arbeit mit **Topics in Business**. – Enjoy!!

Haan, im Sommer 2004

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Integration



Unit **1****Working abroad**

Do you know of someone who has worked abroad?
Which country would you like to work in?
How long for? State your reasons.



1

1.1 Exchange student from Germany in Walsall

As part of a programme for business students (sponsored by the European Union), Stefan Wagner has been given the chance to work in Great Britain. He spoke to our reporter Kay Miles.

“Hi, I’m Stefan Wagner. I’m 17 years old and I come from Witten in the Ruhr area. My favourite subjects at college are Business Administration and English. I hate Maths and Statistics!

When I was told about the chance of a job abroad for a month I didn’t know what to think. I had never been away from home for long before, but I thought such an experience might do me good. I sent a letter of application and my CV to the company, PFT, that our college had chosen for me.

I am staying with a family in Walsall, the Wilsons. They are very friendly. Their homelife is less formal than mine. I don’t

have to eat at a certain time and I can use the microwave whenever I want. But I mustn’t come in after 11 p.m. during the week!

I have to speak English all the time, because nobody in my host family speaks any German. So I have to look up many words and phrases in my dictionary. Mr and Mrs Wilson have a really nice daughter called Sheena. She is seventeen and revising for her A-levels.

The company I work for buys some components from Germany. So I’m mainly helping out in the purchasing department with telephoning, faxes, e-mails and letters.”

Exchange student from Germany in Walsall

Activity 1 Comprehension

Please answer the following questions in full sentences.

- 1 Which organisation is sponsoring Stefan?
- 2 What was Stefan's first reaction to the chance to work abroad?
- 3 Which subjects does he like and dislike?
- 4 What made Stefan decide to go?
- 5 What did Stefan have to send to the company?
- 6 Where is he staying?
- 7 Why does he need a dictionary?
- 8 Why is Sheena so busy?

Activity 2 Filling gaps

Use the following words and phrases to complete this summary.

abroad ■ as part of ■ CV ■ business students ■ dictionary ■ disappointed
 ■ experience ■ interested in ■ letter of application ■ look up ■ opportunity
 ■ sponsor

When you want to apply for a job you have to write a letter to a company, a so-called [1] The company is also [2] ... your education and your experience. Therefore you should write a [3] Of course, if you get the job you are really happy, but if you don't you will be [4]

[5] ... a new programme the EU gives money to [6] ... who want to work in a foreign country. That means they [7] ... them. Stefan is working [8] ... for a while in a company in Walsall in Central England. This gives him the [9] ... to widen his [10] ... and improve his English. A [11] ... is really helpful to him, because he can [12] ... unknown words.

Infobox**must / have to; do not need to / must not****müssen (Notwendigkeit, Verpflichtung)**

I **have to** get up at six o'clock in the morning.

I **must** leave now, because my Dad is waiting for me.

nicht müssen, nicht brauchen

He **doesn't need to** write it down, because he will get a copy.

You **don't have to** drive Grandma to the hotel, she can call a taxi.

Note: In English **you must not** means **you are not allowed to**.

You **must not** park your car in front of the hospital.

Unit **1****Working abroad****Activity 3 Describing house rules**

Discuss house rules with your classmates. Use some of these phrases:

I have to ... ■ I must ... ■ I mustn't ... ■ Do you have to ...? ■ Are you / Aren't you allowed to ...?

Examples:

tidy room ▶ I must tidy my room every day.
home after 11 p.m. ▶ Are you allowed to come home after 11 p.m.?

- | | |
|---------------------------------|-------------------------------|
| 1 keep music down | 5 help with the washing up |
| 2 have friends round on Sundays | 6 iron my shirts |
| 3 take shoes off | 7 leave cosmetics in bathroom |
| 4 pay for phone calls | 8 put bicycle in garage |

Bring in other examples from your own experience.

Activity 4 Translation

Use the information in the Infobox to translate these sentences.



- 1 Wenn man im Ausland arbeiten möchte, muss man ein Bewerbungsschreiben an die Firma richten.
- 2 Stefan muss nicht mit seinen Gastgebern essen.
- 3 Er braucht nichts zu zahlen, da die Europäische Union Schüler im Ausland fördert.
- 4 Stefan darf nicht nach elf Uhr abends nach Hause kommen.
- 5 Sheena muss sich auf die A-Level-Prüfung vorbereiten.
- 6 Stefan darf das Wörterbuch nicht vergessen.
- 7 Stefan muss einen Lebenslauf schreiben.

Activity 5 Packing your suitcase

Imagine you are Stefan. Make a list of things you would take to Walsall. You only have two suitcases. Use the dictionary for unknown words.



The company profile**1.2** The company profile

Paul Ferrier, the founder and MD of Paul Ferrier Technologies Ltd, welcomes Stefan and tells him about the history and structure of the company.



Paul: Welcome to Paul Ferrier Technologies, Stefan. Here put your finger on this icon on this interactive whiteboard.

Stefan: An interactive what?

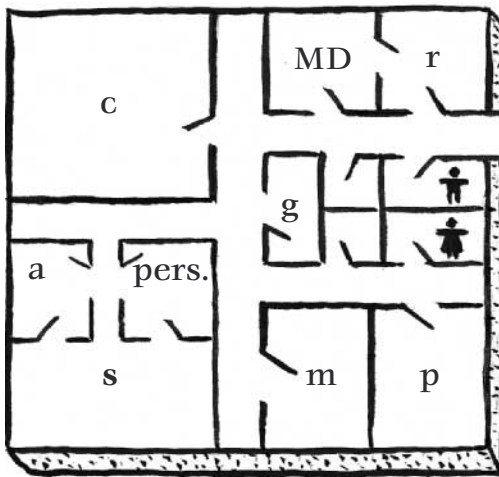
Paul: It's a new product. It's basically a big screen used with a laptop. You can also write on it with a special pen and save your work just like on a PC.

(Stefan presses the board and a colour plan of the factory along with the first page of the company's brochure appears on the screen.)

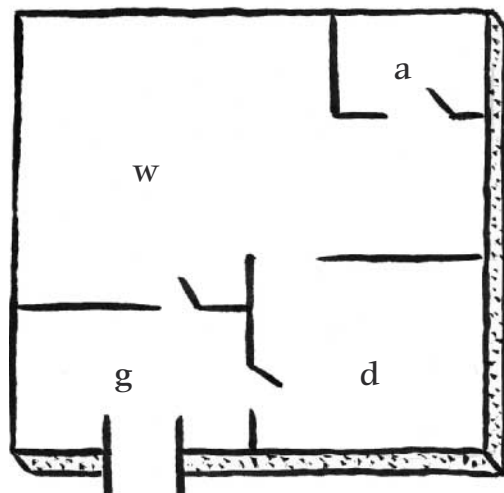
Stefan: That's amazing.

Paul: Yes. With a laptop, whiteboards give first class presentations to pupils, students and trainees.

First floor



Ground floor



c	canteen
a	accounts
pers.	personnel
s	sales
MD	MD's office
r	reception
g	gymnasium
m	marketing
p	purchasing

w	warehousing
g	goods-in
a	assembly
d	despatch



Unit **1**

Working abroad



I'm Paul Ferrier, MD of PFT Ltd. I began in 1987 with five employees in Walsall, assembling computer monitors.

I now employ 65 people. We have expanded into a firm making interactive whiteboards and laptop projectors.

We buy components mainly in Asia, the USA and Germany.

MAIN SUPPLIERS Fang Electronics, Malaysia Elektronika, Germany

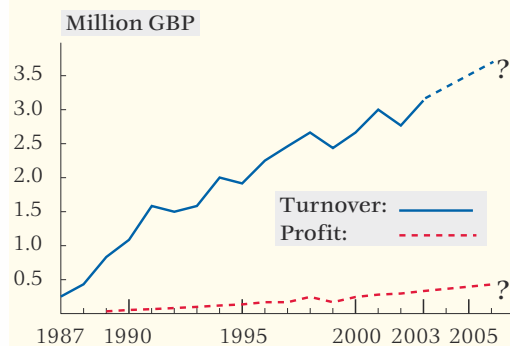
MAIN CUSTOMERS Jessups Ltd (suppliers of visual aids to industry)
ESPO Ltd (school and university supplies)

TURNOVER In 2003 the company made £425,000 in profit on a turnover of £3.3 million.

COMPANY POLICY Smiling is a must here! When we're really busy, I help out. All of us wear the same company pullover with the PFT logo. We have a profit-sharing scheme for everyone. We all eat in the same canteen and share the same facilities. We work as a team.

OUTLOOK In five years' time I will have at least 100 employees. New premises on the Saddlers Industrial Estate will give us even better access to the M6 Motorway and the major cities of the UK. We will soon diversify into producing educational software for use with Power Point. Our plan is to open up new markets in the rest of the EU. At present only 7% of our production is exported.

PFT Ltd: Turnover and profit



Activity 6 Defining words and phrases

Find words in the text which mean the following:

- | | |
|--|-----------------------------------|
| 1 someone who begins a business | 5 machines which display pictures |
| 2 symbol or business emblem | 6 grow bigger |
| 3 lesson with visual material | 7 people who work in a company |
| 4 buildings used in trade and industry | |

The company profile**Activity 7 Finding departments**

Look at the plan of Ferrier's factory and decide in which department these activities take place.

- 1 Candidates go for interviews here.
- 2 Employees can relax here with a cup of coffee or have lunch.
- 3 Workers can keep fit here.
- 4 Components from suppliers arrive here.
- 5 Documents are kept here.
- 6 Workers put components together here.
- 7 Information on products is sent to customers from here.
- 8 Parts used in production are brought here.
- 9 Finished goods are kept here.
- 10 Goods are put on lorries here.

Infobox**No need to be tense about tenses!**

Regular verbs form their tenses as follows:

Simple present: *I, you, we, they like*

he, she, it likes

Simple past: *I, you, he, she, it, we, they liked*

Present perfect: *I, you, we, they have liked*

he, she, it has liked

Future: *I, you, he, she, it, we, they will like*

Activity 8 Identifying tenses

Find examples in text 1.2 of the tenses mentioned in the Infobox.

Activity 9 Using tenses

Choose the correct tense for the verbs in brackets.

- 1 I ... tennis in the gym tomorrow. (play)
- 2 Both secretaries ... the head of the sales department yesterday. (phone)
- 3 We always ... our e-mails at once. (answer)
- 4 Decor Ltd ... the canteen last August. (paint)
- 5 They ... to a new factory next year. (move)
- 6 We ... your interactive whiteboard. It is great. (love)
- 7 I ... on the canal next Saturday with Mr Wilson. (fish)
- 8 Stefan ... the factory already. (visit)

Unit **1**

Working abroad

Activity 10 Visiting a company

Using the plan in 1.2 show a visitor round PFT Ltd and say which department is where. Work in pairs. The partner should ask questions. Use some of these phrases:

- *at the front / back of ...*
- *next to the ... department ...*
- *you can find ... / there is ...*
- *next door to ...*
- *downstairs / upstairs ...*
- *on the ground floor / first floor*
- *along the corridor from ...*
- *opposite the ...*

Activity 11 Writing a letter

Tell your Canadian pen-friend about your first week in Walsall (including the meeting with Paul). Use the simple past of these verbs: meet, speak, see, work, visit, enjoy, go by bus, write a postcard, get to know.

**1.3 Out and about in Walsall**

4

It is Saturday and Stefan is looking forward to a day in town. He asks Sheena for advice.



Stefan: Which is the quickest way into town?

Sheena: Hmm ... Turn left at the end of our road, cross over, go over the canal bridge and keep going. Or catch the bus around the corner if you're feeling lazy ...

Stefan: I need to buy some postcards.

Sheena: There's a good shop in the town centre on the same side of the road as the church.

Stefan: And I'd like to look at trainers.

Sheena: Near the town hall, not far from the church there's a shopping arcade. ... "ShuSaver" is in there ... They have good stuff, and it's not too dear ...

Stefan: And what about tonight? Is there a good disco ... or something?

Sheena: Well, the best one is just outside the town centre, "Bubbles". Cross the canal, then go straight on instead of turning right. Go past the Shell garage, and it's the second ..., no, the third ..., hold on ..., it's near the Chinese takeaway ...

Stefan: That's really complicated. ...

Sheena: Tell you what, Stefan ... I'll do my revision tomorrow and ... er ... come with you ... if you like ...

Out and about in Walsall

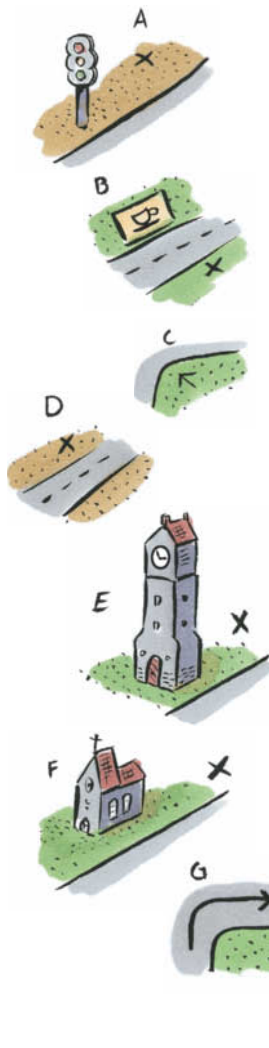
Activity 12 Completing statements

Read the dialogue again and complete these statements..

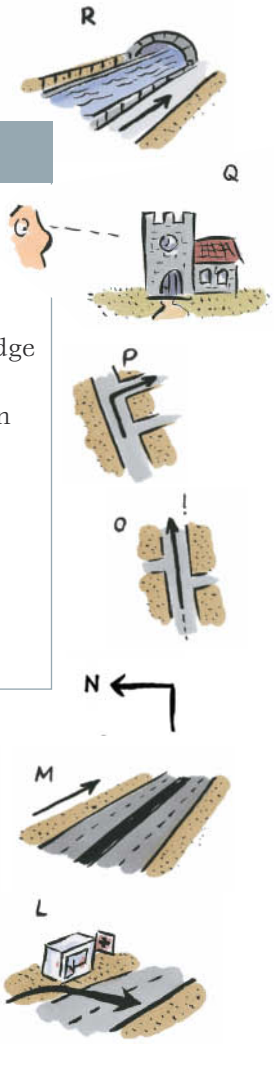
- 1 Today Stefan wants to ...
- 2 He isn't at work today because ...
- 3 He wants to buy ...
- 4 "ShuSaver" is ...
- 5 It is really complicated ...
- 6 Stefan is very pleased ...
- 7 Sheena will do her revision on ...

Activity 13 Positions and Directions

Match up these positions (1-9) to the pictures (A-I) and the directions (10-18) to the pictures (J-R).



A Positions	B Directions
1 on the left (hand side)	10 take the second (on the) right
2 around the corner	11 turn left
3 opposite the post office	12 go straight on
4 near the clock tower	13 go across the bridge
5 on the corner	14 go past the park
6 not far from the shop	15 go along the main road
7 after the (traffic) lights	16 follow the canal
8 on the same side of the road as the church	17 look out for the church
9 on the other side of the road from the café	18 cross over by the chemist's



Unit **1**

Working abroad

Activity 14 Role play

Ask and give directions for these places. Use the plan.



X = you are here

- | | |
|---------------------------|-------------------------|
| 1 nearest bus stop | 4 football ground |
| 2 pub with a beer terrace | 5 ten-pin bowling alley |
| 3 Chinese restaurant | 6 nearest supermarket |

Vocabulary

Switch on

abroad [ə'brɔ:d]

im Ausland; ins
Ausland
Gründe angeben

to state reasons

1.1

business student

BWL-Student(in),
Student(in) der
Betriebswirtschaft
fördern, finanzieren,
subventionieren

to sponsor

opportunity [ˌɒpə'tju:nəti]
host family ['həʊst_ˈfæməli]
experience [ɪk'spiəriəns]
college ['kɒlɪdʒ]

Gelegenheit
Gastfamilie
Erfahrung(en)
hier: berufsbildende
Schule

favourite ['feɪvərɪt]

business administration

letter of application

Liebungs-
Betriebswirtschaft
Bewerbungs-
schreiben

CV (Curriculum Vitae)

homelife

microwave ['maɪkrəʊweɪv]

to revise [rɪ'vaɪz]

A-levels

Lebenslauf
Familienleben
Mikrowellenherd
lernen
(etwa) Abitur, Fach-
hochschulreife

component

to help out

purchasing ['pɜ:tʃəsɪŋ]
(department)

(Bau)Teil,
Zubehörteil
mithelfen
Einkauf, Einkaufs-
abteilung

Vocabulary

Activity 2
to apply for
education
therefore
foreign
to improvesich bewerben um
Schulbildung
also, daher
ausländisch
verbessern**Activity 3**
house rulesGrundregeln des
Zusammenlebens
bügeln
Musik nicht zu laut
stellen**to iron** ['aɪən]
to keep music down**1.2****company profile**
founder
MD (Managing Director)
Ltd (limited)
icon ['aɪkɒn]
interactive whiteboard
basically ['beɪsɪkəli]Firmenporträt
Gründer
Geschäftsführer(in)
entspricht der GmbH
hier: Bild
Projektionstafel
im Grunde**screen**genommen
Leinwand,
Bildschirm**to save**
along with
brochure ['brəʊʃə]
amazing
presentation
traineehier: speichern
hier: und gleichzeitig
Broschüre
erstaunlich
Präsentation, Vortrag
Auszubildende(r),
Azubi**sales (department)**Verkauf, Verkaufs-
abteilung**accounts (department)**Rechnungsabteilung,
Buchhaltung**personnel** [,pɜːsə'nel]
(department)

Personalabteilung

assembly
warehousing
packing
goods-in
goods-out
canteen [kæn'tiːn]
gymnasium [dʒɪm'neɪzɪəm]
employeeMontage
Lagerhaltung
Verpackung
Warenannahme
Warenausgabe
Kantine
Turnhalle
Mitarbeiter(in),
Arbeitnehmer(in)**to assemble**montieren,
zusammenbauen
Monitor, Bildschirm**monitor**
to employ
to expandbeschäftigen
sich vergrößern,
expandieren**projector**Projektor,
Projektionsgerät**visual aid(s)**Anschauungs-
material**supplier**
supplies
turnover
profit
logo
profit-sharing schemeLieferant
hier: Material
Umsatz
Gewinn
Logo, Firmenzeichen
Gewinnbeteili-
gungsmodell**facilities**
outlook
to share the same facilitiesEinrichtungen
Ausblick
dieselben Einrich-
tungen benutzen**premises**
industrial estate
access ['ækses]
to diversify into
[daɪ,vɜːsɪfaɪ 'ɪntə]
educational softwareRäumlichkeiten
Gewerbegebiet
Zugang
hier: auch tätig
werden in
Software für Schulen**Activity 6**
trade

Handel

Activity 9
gym [dʒɪm]

Sporthalle, Turnhalle

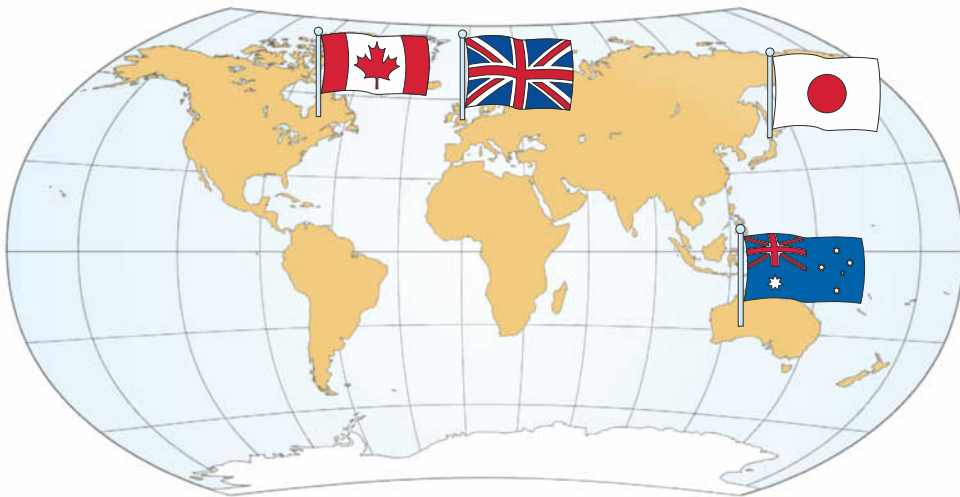
1.3**trainers**
shopping arcade
['ʃɒpɪŋ_ɑː'keɪd]
stuff [stʌf]
dear
“Bubbles”Turnschuhe
Einkaufspassage**instead of**
takeaway ['teɪkə,weɪ]hier: Waren, Sachen
hier: teuer
Blasen (Name der
Disco)
anstatt**revision**Essen zum Mitneh-
men (oder) der
Laden selbst (d.h.
beim Chinesen)
hier: Wiederholung
für die Prüfung**Activity 13**
opposite
clock tower
traffic lights
chemist's ['kemɪsts]gegenüber
hier: Uhr
Ampel
Apotheke, Drogerie**Activity 14**
beer terrace ['biə_terəs]
bowling alley
['bəʊlɪŋ_æli]Biergarten
Kegelbahn

Unit **2****Spare time activities**

Find out from your neighbour what he/she likes to do in his/her spare time.



2.1 Spare time activities in different parts of the world



Noriko (17, from Nagoya, Japan)

Usually school starts at half past eight and lasts until 4 p.m. But I need to get up before 7 a.m., because it's a long way to school by bus. In Japanese cities the traffic is very bad in the morning. Sometimes my Dad takes me to school by car when he has an appointment in the city.

Twice a week I go to the English club after school, because I love English. It's one of the many clubs at my school. Every student has to do at least one club activity. When I'm home, I'm often very tired. But then I still need to do my homework. Three times a week I attend

evening classes in Maths and English, because I must do very well at school to pass the university entrance exam next year.

As you can see, I've very little spare time. But at the weekends, my family sometimes goes on excursions. My boyfriend and I usually go to a café to meet our friends or, occasionally, we go swimming.



Jason (16, from Adelaide, Australia)

I attend year 10 at Belair High School. On a normal school day I leave home at

Spare time activities in different parts of the world

40 half past seven. Most of the time we have beautiful weather in Adelaide and I cycle to school. Lessons don't start before a quarter to nine, and our last lesson finishes at 4 p.m. When it's really hot we're allowed to go home earlier. But this only happens occasionally after our summer break in February or sometimes in March.

In Australia, we do lots of sports in general, and at school, sports certainly are considered very important. I love basketball and Australian Rules football and I'm a member of the basketball school team. Three times a week the team meets after school to prepare for competitions with other school-teams. Apart from sports, I really like going to the movies and spending time with my girlfriend. Recently my Dad bought a computer, and we were connected to the Internet. Now I spend some evenings chatting online. But my parents were not too happy about the last phone bill ...!

Well, on Saturdays I usually work in a supermarket to earn some extra cash, because I don't get that much pocket money. I'm trying to save, as I want to go overseas after finishing school in two years time.



Mike (17, from Salisbury, England)

75 First I went to boarding school and took my GCSEs. After the summer break, I changed to a sixth form college to do my A-levels. I'm very interested in people from different cultures and countries.

Next year I would like to take a year off to work as a volunteer in an environmental or a community project in the developing world.

I'm really keen on a placement. My best friend had a great time when he went to Malaysia. He helped scientists with their national-park work. I know I need to go to school, but I still prefer my spare time. I like reading books, going out for walks and sometimes writing poetry. As for sports, I play football for our local team, but I do it just for fun.



Catherine (18, from Toronto, Canada)

I finished school this summer and started as a temp in an office in Toronto, because I want to save up to spend a year in Europe. At the moment I've hardly any spare time at all, because twice a week I teach English to some immigrants, and then there is all the housework to do as I live in a flat on my own. If there's any time left I love meeting my friends, going dancing or going to the cinema.

A few years ago I used to play volleyball for a team, but after an accident I unfortunately had to give up playing. Anyhow, I still go to a gym regularly to do some aerobics, because I want to stay fit.

Unit **2**

Spare time activities

Activity 1 Finding out about people

Please copy the following table and fill in the information about Noriko, Jason, Mike and Catherine.

	Noriko	Jason	Mike	Catherine
school				
sports				
hobbies				
home				
plans				

Infobox**Simple present and present continuous**

We use the simple present to express normal routine activities.

Keywords:

normally, usually, every day, on Mondays, always, never, etc.

Examples:

Catherine *plays* the flute.

Noriko usually *gets* up at half past six.

We use the present continuous to express that s.th. is happening now.

now, at the moment, today, suddenly, look! etc.

Catherine *is playing* the flute.

Today Jason *is surfing* the Internet.

Activity 2 Focusing on structure

Choose one of the texts about Noriko, Jason, Mike and Catherine and collect all the simple present forms and the keywords if there are any. Work in pairs.