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ИНОСТРАННЫЙ ЯЗЫК: ДЕЛОВАЯ КОММУНИКАЦИЯ  
РАБОТА С ТЕКСТОМ ПО СПЕЦИАЛЬНОСТИ  
Учебное пособие для студентов Института промышленного  
менеджмента, экономики и торговли



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Рецензенты:

Кандидат педагогических наук, доцент Т.Е. Землинская

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Данное учебное пособие адресовано студентам 2 курса Института промышленного менеджмента, экономики и торговли (ИПМЭиТ). Одной из задач обучения английскому языку студентов ИПМЭиТ является формирование у них умений работать с оригинальной англоязычной литературой по специальности, и, в частности, выработка навыков анализа и реферирования входящей информации. Работа с иноязычной информацией по специальности способствует углублению знаний студента в избранной им области научного знания.

Пособие состоит из трех частей. В первой части даются общие рекомендации по реферированию (рендеринг) статей на английском языке. Здесь описывается общая структура реферирования статьи, а также приводятся лексико-синтаксические клише, используемые в соответствующих частях рендеринга. Во второй, практической, части пособия предлагаются тексты по специальности и задания. Предлагаемые задания ставят своей целью развить у обучающихся навыки использования соответствующих структур и их применения при реферировании текстов по специальности на английском языке. В третьей части представлены дополнительные тексты для самостоятельной работы студентов.

Учебное пособие составлено на основе оригинальных статей из британских и американских научных газет и журналов, опубликованных в течение нескольких последних лет.

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## The Basic of Rendering

**Rendering** (реферирование) — это творческий процесс анализа и переработки текста, выделение основных и неотъемлемых моментов его содержания и последующее изложение данного текста в устной или в письменной форме.

Реферирование состоит из трех основных частей: введение (**introduction**), основная часть (**main body**) и заключение (**conclusion**).

Во введении (**introduction**), в первую очередь, необходимо сообщить заголовок статьи. Это можно сделать при помощи следующих выражений:

*The headline of the article is ...*

*The article is headlined ...*

*The article goes under the headline ...*

*The article is entitled ...*

*The headline of the article I've read is...*

*The title of the article is ...*

Если в статье указаны автор или любые другие исходные данные, то во введении их также необходимо обозначить:

*The author of the article is ...*

*The article is written by ...*

*It is (was) published in ...*

*It is (was) printed in ...*

*It is (was) uploaded on ...*

*The article is taken from the newspaper...*

*The article I'm going to give a review of is taken from...*

*The publication date of the article is...*

*The article is dated the first of November, 2022...*

*The article is printed on the second of November, 2022...*

Основная часть (**main body**) статьи включает анализ информации, рассмотренной автором в статье. Как правило, дается формулировка вопроса,

поставленного автором для рассмотрения в статье, описываются дополнительные детали, имеющиеся в тексте, приводится вывод по этому вопросу и доводы автора для обоснования своей точки зрения в логической последовательности. В связи с этим, основную часть (**main body**) рекомендуется условно разделить на три этапа: предмет статьи (subject); цель статьи (main idea); содержание статьи (summary with the author's conclusion).

При реферировании первого этапа (subject) основной части (**main body**) предлагается использовать следующие фразы и выражения:

*The article deals with the topic ...*

*The article deals with / is concerned with / describes / examines / reveals / exposes / dwells on / explains / addresses / discusses / presents / covers / outlines / states / offers / considers / looks into...*

*The article is about ...*

*The article under consideration is about ...*

*The key issue of the article is ...*

*The article describes the situation ...*

*The central idea of the article is about...*

*The article is devoted to ...*

*The article touches upon the problem concerning ...*

*The article informs us about ...*

На втором этапе (main idea) основной части (**main body**) обозначается цель статьи и ее основная идея.

*The main idea of the article is ...*

*The purpose of the article is to give the reader some information on ...*

*The aim of the article is to provide the reader with some material (data, facts) on ...*

*The article addresses the problem of ...*

*The article raises/ brings up the problem of ...*

Третий, заключительный этап (summary with the author's conclusion) основной части (**main body**) включает в себя краткое содержание статьи с

выводами автора. Для того, чтобы быстро и грамотно составить содержание статьи, рекомендуется сначала выписать ключевые слова. Ключевые слова (key words) — это слова или словосочетания, выражающие отдельные понятия, существенные для раскрытия содержания статьи. Ключевые слова в совокупности должны вне текста статьи давать достаточно полное представление о ее содержании.

Для описания третьего этапа (summary with the author's conclusion) можно использовать следующие выражения:

*The article can be divided into several logically connected parts ... The first part deals with ... The second covers the events ... The third touches upon the problem of ... The fourth part includes ...*

*The author starts by telling the reader that...*

*At the beginning of the article the author describes/ explains/ analyses/ introduces/ mentions/ depicts / makes a few critical remarks on ...*

*The article begins with/ The article opens with ... the description of ...the analysis of .../ the characterization of ...*

*Then/ after that/ further on/ next*

*The author examines ...*

*He considers ...*

*The article gives a detailed analysis of ...*

*The article gives a valuable information on ...*

*It shows the advantages and disadvantages of ...*

*According to the article ...*

Кроме того, на заключительном этапе (summary with the author's conclusion) основной части (**main body**) необходимо выразить точку зрения автора к описанной в статье проблеме.

Если в статье четко прослеживается точка зрения автора, то используются следующие выражения:

*The author comes to the conclusion that ...*

*In conclusion the author makes it clear that ...*

*The author outlines...*

*The author asserts that...*

*The author points out that...*

*The author stresses that...*

*The author highlights that...*

*To finish with, the author describes ...*

*At the end of the article the author sums it all up by saying ...*

Если же точка зрения автора не выражена, то необходимо описать стиль изложения данной проблемы, что поможет определить его точку зрения. В этом случае используются следующие выражения:

*The author's vocabulary is rather vivid / poor / rich ...*

*The author resorts to colourful general phrases / exaggerations / words with negative/ positive connotation / descriptive adjectives / comparisons ... such as ... to create a vivid picture (a humorous effect) / to enforce the influence on the reader*

*We see the author's mastery in conveying the main idea to the reader with the help of ...*

Заключительная часть (**conclusion**) работы чрезвычайно важна. Здесь формулируются общие выводы из всего сказанного и выражается точка зрения читателя на описанную в статье проблему. Приведем примеры фраз, которые могут использоваться при написании заключения (**conclusion**):

*Summing up the information of the article the following conclusions can be made:*

...

*My own attitude to this article is...*

*I found the article...*

*I think / In my opinion the article is...*

*From my point of view the article is...*

*As far as I am able to judge...*

*The article is of great help to ...*

*The article is of interest to ...*

*The information may be of interest to ...*

*The conclusion of this course paper ... reveal that / will help illuminate / explain*

*...*

*In conclusion, it may be said that ...*

*Finally I want to note that ...*

*For completeness I should add that ...*

*The major points covered by this article may be summarized as follows ...*

*In this article, ...I have made the following claims. First that there is ..., Finally ...*

*The main conclusion is that ... are connected with each other.*



## UNIT 1. ADVERTISING

### (B1 level) A FLYER FOR A GYM

**PRE-READING TASK:** match the vocabulary (1–8) with the definitions (a–h).

1	fitness	a)	money you pay so that you can do something such as join an organisation
2	a fee	b)	a document that gives details about how and when you will do physical exercise
3	a training plan	c)	a person who teaches a skill or a sport
4	a session	d)	the state of being healthy and strong
5	a gym	e)	a period of time for a particular activity
6	an instructor	f)	a building or club where people go to do physical exercise

**READING: A flyer for a gym.** Read the text to develop your reading skills.

### **Best Body Fitness**

#### **About us**

You don't want just a gym membership. You want a membership that means something. And that means you need support, expert help and a community.

**Best Body Fitness** isn't just a gym: it's a full-service fitness membership made for you.

Here's how it works:

#### **STEP ONE: Your assessment**

We begin with an assessment session. This is a chance for you to see what we do at **Best Body**. Our assessment plans are no-cost and no-risk. We'll also make a training plan specifically for you.

#### **STEP TWO: Your training**

When you decide to become a Best Body member, we show you what to do, how to do it and why you are doing it. After a few sessions with an expert private

trainer you will feel comfortable working out on your own. But don't worry, we'll always be nearby if you have questions.

### **STEP THREE: Your membership**

Membership works on a month-to-month basis. There are no sign-up fees and no cancellation fees. Start and stop whenever you want. And the best part? Our fees are the most competitive in the whole downtown area.

### **STEP FOUR: Your community**

At **Best Body Fitness**, we see everyone as part of a big team. And when you work with a team, you can do great things. Join any of our specialised classes, led by expert instructors. Come to our nutrition classes. Participate in our regular social events. Everything is included in your fee.

Finally, we wanted to share with you some reasons why our members say that they have chosen us over any other fitness centre in the city.

### **It's so EASY**

- Easy to start, stop, cancel or refund a membership
- Easy to access – we're open 24/7, we never close
- Easy to do exercise – we have lots of equipment, no long wait
- Easy results – our trainers and equipment give you success, fast
- Easy to find – in the centre of town, near public transport and with parking

### **It's WONDERFUL**

- Wonderful members
- Wonderful trainers and staff
- Wonderful equipment
- Wonderful energy
- Wonderful location

Come and visit us for a personal tour!

*([www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish))*

### **AFTER READING TASK1: complete the sentences with words from the box.**

own	nearby	specifically	membership	whenever	over
-----	--------	--------------	------------	----------	------

led	time
-----	------

1. We'll make a training plan ..... for you.
2. Start and stop ..... you want.
3. The gym offers a full-service fitness .....
4. Stop, start or refund your membership any .....
5. This is why our members have chosen us ..... any other gym.
6. You can now work out on your .....
7. We'll always be ..... to help.
8. Join any of our classes, ..... by expert instructors.

**AFTER READING TASK2: true or false?**

1. The gym is open at 4 o'clock in the morning.
2. At this gym, you always do exercise with an expert instructor.
3. The first visit to the club is free.
4. This gym says it's the best value for money.
5. The gym is outside of town.
6. Everybody gets the same training plan.
7. Nutrition classes cost a little bit extra.
8. If you stop your membership, you don't have to pay anything.

**AFTER READING TASK3: determine the text's key words**

**DISCUSSION**

What would you like most in a gym?

**RENDER THE TEXT. Mind the key words and the question under discussion.**

(C1 level) **THE RISE OF FAKE NEWS**

**PRE-READING TASK:** match the vocabulary (1–8) with the definitions (a–h).

1	a conspiracy theory	a)	to state strongly and publicly that something is incorrect, immoral or illegal
2	fake	b)	to say something which is real or correct
3	to claim	c)	a lie, or an incorrect or untrue statement
4	false	d)	not factually correct or not true
5	a liar	e)	something which appears to be true or real but actually isn't; it is intended to confuse or deceive people
6	to denounce something	f)	to state that something is true, often without providing any evidence to support the statement
7	to tell the truth	g)	a belief that a particular situation or event has been secretly planned and organised by powerful people to serve their own interests
8	a falsehood	h)	a person who tells lies

**READING: The rise of fake news.** Read the text to develop your reading skills.

In December 2016 Edgar M. Welch drove six hours from his home to Washington DC, where he opened fire in a pizzeria with an assault rifle. He had previously read an online news story about the restaurant being the headquarters of a group of child abusers run by Hillary Clinton. He decided to investigate for himself; fortunately, no one was hurt.

The story about Hillary Clinton is one of the most famous examples of the growing phenomenon dubbed 'fake news'. The conspiracy theory about the pizzeria began to appear on websites and social networks in late October, before the US election. This was quickly denounced by publications such as *The New York Times* and *The Washington Post*. However, many people thought that these papers

were themselves lying for political ends and instead of disappearing, the fake story snowballed. Tweets from ‘Representative Steven Smith of the 15th District of Georgia’ claimed that the mainstream media were telling falsehoods. Even though both this name and district were invented, the message was re-tweeted many times. A YouTube refutation of the *New York Times* article got 250,000 hits.

Fake news stories can be hard to control for several reasons. Many people mistrust established news sources and others just don’t read them, so the debunking of a fake story by a serious newspaper or TV channel has limited effect. In addition, the internet is very hard to police. When users are caught misusing one media platform, they simply go to another one or start up a website themselves.

There are also various reasons why people create fake news. Some have political motives, to belittle or incriminate their opponents. Other websites, like The Onion, deliberately publish fake news as satire – humorous comment on society and current affairs. Another group is in it for the profit: many people clicking on entertaining fake news stories can bring in a lot of advertising revenue. One man running fake news sites from Los Angeles said he was making up to US\$ 30,000 a month in this way. There are also those, like the small-town teenagers in Macedonia who wrote fake news stories about Donald Trump, who seem to be motivated partly by money and partly by boredom.

So, what can we do to stop fake news spreading? First, make sure that the websites you read are legitimate, for example by looking carefully at the domain name and the About Us section. Check the sources of any quotes or figures given in the story. Remember that amazing stories about famous people will be covered by the mainstream media if they are true. Only share stories you know are true and let your friends know, tactfully, when they unknowingly share fake news. Together we can turn around the post-truth world!

*(<https://learnenglishteens.britishcouncil.org/skills/reading/c1-reading/the-rise-of-fake-news>)*

**AFTER READING TASK1:** choose the best answer.

1. Which reason for the difficulty of controlling fake news stories is not given in the article?
  - a. Fake news stories can easily switch to other websites and platforms if caught.
  - b. Many people don't read the mainstream media.
  - c. Online media platforms don't check stories before publishing them.
  - d. People are sceptical of the mainstream media.
2. How does the author feel about stopping fake news spreading?
  - a. positive
  - b. pessimistic
  - c. doubtful
  - d. cautiously optimistic
3. Which type of motivation for the creation of fake news is not given?
  - a. It's a way of attacking your political opponents.
  - b. It's a way of making money from people who pay to read the stories.
  - c. It's a form of entertainment.
  - d. It's a way of commenting on current affairs.
4. Why did many people not believe The Washington Post and The New York Times when they denounced the pizzeria story?
  - a. They thought the newspapers had not researched the story carefully enough.
  - b. They didn't trust anybody.
  - c. They checked the facts and found that the articles were incorrect.
  - d. They thought the newspapers had a political agenda.
5. Why did Elgar Welch go to the pizzeria?
  - a. He was working as a private investigator and investigating a crime.
  - b. He was trying to commit robbery.
  - c. He had become concerned after reading an untrue news story.
  - d. He hated all supporters of Hillary Clinton.

6. Who is Steven Smith?

- a. a local politician from Georgia
- b. a fictitious person, created to attack the media
- c. a journalist on The New York Times
- d. a member of the US House of Representatives

**AFTER READING TASK2:** complete the sentences with words from the box.

a) claimed b) conspiracy theories c) denounces d) liar e) truth f) falsehood  
g) false h) fake

1. The newspaper article is of great importance. It ..... human rights abuses all over the world.
2. The website ... that the government has been lying to us, but it didn't present much real evidence.
3. She accused him of telling a .....
4. Let's play a game. I tell you a fact and you have to tell me whether it's true or .....
5. I swear that's the truth! Are you saying I'm a .....
6. Many people prefer to wear ..... fur instead of clothes made from real animal fur.
7. I know you're lying to me. Just tell me the ..... !
8. After John F Kennedy's assassination, there were lots of ..... about who killed him and why.

**AFTER READING TASK3:** determine the text's key words

### DISCUSSION

- Where do you get your news from?

- Do you follow the mainstream news media?
- Do you think fake news is a problem?

**RENDER THE TEXT. Mind the key words and questions under discussion.**



## UNIT 2. BUSINESS

### (B2 level) THE SHARING ECONOMY

**PRE-READING TASK: match the vocabulary (1–8) with the definitions (a–h)**

1	consumerist society	a)	to make a process or action easier
2	underutilised	b)	to make money quickly
3	an asset	c)	something that can make you a lot of money
4	to not bother with something	d)	not used a lot or enough
5	to facilitate	e)	something that keeps and is not always the same
6	inconsistent	f)	a society where people who love owning things and are always buying new goods
7	to make a quick buck	g)	to not want to do something because it's too much trouble
8	lucrative	h)	something you own that has value if sold

**READING: The Sharing Economy.** Read the text to develop your rendering skills.

If we look around us at the things we have purchased at some point in our lives, we would no doubt notice that not everything we own is being put to good use: the thick woollen coat which we thought looked trendy despite the fact that we live in a tropical country, the smartphone that got put away when we bought ourselves the newest model, the car that only gets used at the weekends, or even the guest room in our house that somehow got turned into a storeroom.

Those underutilised items may seem useless to some, but could be an asset to others. With the advent of the internet, online communities have figured out a way to generate profit from the sharing of those underused assets. Using websites and social media groups that facilitate the buying and selling of second-hand goods, it is

now easier than ever for peer-to-peer sharing activities to take place. And this is known as the sharing economy.

These democratised online platforms are providing a chance for people to make a quick buck or two. To give an example, busy parents previously might not have bothered with setting up a stall at the local market or car boot sale to sell their children's old equipment, but with online marketplaces, parents are now able to sell on those hardly worn baby clothes that their children have outgrown and the expensive pushchairs and baby equipment they have invested in, so as to put some cash back into their pockets.

Businesses have also caught on to the profitability of the sharing economy and are seeking to gain from making use of those underutilised resources. A business model that has rapidly risen in popularity sees companies providing an online platform that puts customers in contact with those who can provide a particular product or service. Companies like Airbnb act as a middleman for people to cash in on their unused rooms and houses and let them out as lucrative accommodation. Another example is Uber, which encourages people to use their own personal cars as taxis to make some extra cash in their free time.

This move towards a sharing economy is not without criticisms. Unlike businesses, unregulated individuals do not have to follow certain regulations and this can lead to poorer and inconsistent quality of goods and services and a higher risk of fraud. Nevertheless, in the consumerist society we live in today, the increased opportunities to sell on our unwanted and underused goods can lead to a lesser impact on our environment.

*(www.britishcouncil.org/learnenglish)*

**AFTER READING TASK1:** choose the best answer.

1. What might be a good title for this article?
  - a. The rise of the sharing economy.
  - b. Why we buy things we don't need.

- c. Parents who need money.
  - d. The consumerist society.
2. The sharing economy does not involve ...
- a. businesses selling their goods to people.
  - b. businesses acting as a middleman for people who want to sell a product and people who want to buy it.
  - c. people selling their used things to others.
  - d. people offering their services to others.
3. People can now sell things more easily because ...
- a. there are now more market stalls and car boot sales.
  - b. there are now online platforms where they can meet people who want to buy their goods and services.
  - c. people nowadays buy more things.
  - d. businesses want to buy the things they don't use.
4. Which of these is something that the author says we might underutilise?
- a. The storeroom in our house.
  - b. Clothes our babies don't or can't wear any more.
  - c. A thick coat in a cold country.
  - d. The latest smartphone.
5. Parents might want to sell their baby clothes and baby equipment because ...
- a. they need the money for other investments.
  - b. the baby clothes and equipment are old and worn out.
  - c. they want to make back some of the money some of the money they spent on those baby purchases.
  - d. they don't like the baby items they have bought.
6. It might be a problem for unregulated individuals to sell to others because ...
- a. they don't have a business licence.
  - b. they like to criticise their buyers.
  - c. they have to follow certain regulations.
  - d. what they sell might be of a lower quality.

**AFTER READING TASK2: true or false?**

1. Airbnb is a company that sells people's unwanted houses.
2. Things that are useless to you will also be useless to others.
3. Businesses have realized that they can make money by buying people's unwanted goods.
4. The chance to buy other people's unwanted goods can lead to a greener lifestyle.
5. By offering our goods and services online, we can make a profit.
6. We don't always use everything we buy.

**AFTER READING TASK3: determine the text's key words**

**DISCUSSION**

Do you participate in the sharing economy?

**RENDER THE TEXT. Mind the key words and the question under discussion.**

(C1 level) **GIVING AND RECEIVING POSITIVE FEEDBACK**

**PRE-READING TASK:** match the vocabulary (1–8) with the definitions (a–h).

1	to have a word with someone	a)	existing from birth and not learned or taught
2	to hone	b)	to develop a skill or talent by working hard at it
3	innate	c)	to neutralise or reduce the bad effects of something by an opposite action
4	to counter the effects	d)	distrusting the motives and intentions of others; believing the worst of others
5	cynical	e)	to speak to someone in private
6	to sugarcoat something	f)	to make something difficult or unpleasant sound more attractive and acceptable
7	to have an eye for something	g)	the capacity of the living brain for continuous alteration of the neural pathways in response to experience
8	cynical	h)	to be particularly perceptive about something

**READING: Giving and receiving positive feedback.** Read about giving feedback at work to develop your rendering skills.

Your manager stops you and says she needs to have a word about your performance in the recent project. You worry about it all weekend, wondering what you might have done wrong. When you step into her office on Monday morning she begins by praising you for the good work you've done on the project, and you wonder if this is the obligatory praise that starts off the typical 'feedback sandwich'. You know how the feedback sandwich goes: say something nice, say what you really want to say, say something nice again.

In an attempt to inject some positivity into their feedback, many managers rely on sandwiching negative feedback between two positive comments. However, when

feedback becomes such a routine, employees can start to perceive positive feedback as simply a form of sugarcoating the negatives, thus diminishing its value. Instead, positive feedback should not simply be seen as something to cushion the negative, but should be delivered so as to reinforce and encourage good performance. Below are three tips to help you make positive feedback count.

1. Don't always follow positive feedback with negative feedback. When positive and negative feedback always appear to go hand in hand, the positives can become devalued and ignored. Ensure there are times when positive feedback is given for its own sake and resist the temptation to offer constructive criticism.

2. Cultivate a 'growth mindset'. Psychologist and 'growth mindset' proponent Carol Dweck spoke of the plasticity of the brain and our ability to develop skills and talents that we might not have been good at to start with. Many of us tend to focus our praise on the end result and seemingly innate talents, e.g. 'You really have an eye for details' or 'You have a real talent for organising events'. However, research suggests that by focusing on the process of how things are done – praising effort, experimentation and problem-solving strategies – we can encourage the development of new skills and the continued honing of talents.

3. Create a culture of offering positive feedback. Make giving positive feedback part of your team/department/company culture. Don't just wait for special moments like appraisals to give feedback. Offer informal positive feedback when making small talk or when walking down a corridor. Feedback doesn't have to only come from the higher ranks either. Encourage peer feedback among team members and colleagues and actively ask them for positive comments on each other's performances on tasks.

It might take time to counter the effects of an environment where there is a cynical view of positive feedback, but in the long run, by embracing positive feedback, you can not only enhance working performance but also enrich the quality of life in the workplace.

*([www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish))*

**AFTER READING TASK1:** choose the best answer.

1. What does the 'feedback sandwich' involve?
  - a. Giving positive feedback by accompanying it with negative feedback
  - b. Giving negative feedback by accompanying it with positive feedback
  - c. Creating a feedback culture in an organisation
  - d. Devaluing positive feedback
2. The writer believes that the 'feedback sandwich' ...
  - a. can encourage good performance.
  - b. makes negative feedback more painful.
  - c. makes employees fearful of feedback.
  - d. is too predictable to be effective.
3. The 'growth mindset' idea is that ...
  - a. we can become good at things that we might initially not seem to have a talent for.
  - b. we should focus on honing the talents that we are born with.
  - c. the end result is more important than the process.
  - d. we must not tell people that they are good at certain things.
4. How can we create a culture of positive feedback?
  - a. By offering feedback only during informal occasions such as when walking down a corridor
  - b. By making sure that only positive and not negative feedback is given
  - c. By asking your employees to offer positive feedback to their colleagues
  - d. By not conducting appraisals for employees
5. A cynical view of positive feedback ...
  - a. is irreversible.
  - b. can make the quality of working life richer.
  - c. can be healthy.
  - d. can be changed gradually.
6. What might be a good title for this article?

- a. The power of a growth mindset
- b. The power of positive feedback
- c. The power of positive thinking
- d. The power of the feedback sandwich

**AFTER READING TASK2: true or false?**

1. In the story at the beginning of the article, the writer describes a scenario in which the employee assumes they are going to get negative feedback.
2. Overusing the ‘feedback sandwich’ can result in a mistrust of positive feedback.
3. We should not try to inject positivity in our feedback or we might devalue it.
4. We should never give positive feedback and negative feedback at the same time.
5. Carol Dweck believes that the brain is flexible and can be trained to learn new skills.
6. We should give positive feedback when employees make an effort and try new things.
7. By offering positive feedback in a variety of situations, we can get our employees used to getting positive feedback.
8. You can improve the performance of your employees by embracing their mistrust of positive feedback.

**AFTER READING TASK3: determine the text’s key words.**

**DISCUSSION**

What are your tips for giving motivating feedback?



**RENDER THE TEXT. Mind the key words and the question under discussion.**

## UNIT 3. DESIGN

### (B2 level) SMARTPHONE REPAIRS

**PRE-READING TASK: match the vocabulary (1–8) with the definitions (a–h)**

1	exasperation	a)	able to take heavy use, pressure, or damage; hard-wearing
2	extraordinary	b)	very unusual or remarkable
3	deter	c)	relating to moral principles or the branch of knowledge dealing with these
4	ethical	d)	a feeling of intense irritation or annoyance.
5	principle	e)	be an expression of an idea, quality, or feeling
6	durable	f)	discourage someone from doing something by instilling doubt or fear of the consequences.
7	embody	g)	a rule or belief governing one's behaviour
8	staggering	h)	to an astonishing or shocking degree

**READING: Smartphone Repairs.** Read the text to develop your reading skills.

#### **A foundation of trust**

Van Abel has a thing for making stuff last. He grew up in Nijmegen – the oldest city in the Netherlands – born to parents who have been together since they were teenagers; 43-year-old Van Abel met his partner when he was just 15. After studying interaction design at university, in 2003 he joined the Waag Society, a non-profit that seeks to further sociocultural betterment through technology. During his 10 years there, he learned about the use of conflict materials in tech goods, becoming aware of the collateral damage from their manufacture.

He chose to highlight this with a mobile phone. In 2013, he launched a crowdfunding initiative for ‘the world’s first ethical smartphone’, which attracted 25,000 pre-orders. “The phone didn’t exist yet and still people paid more than €300 [\$340] for something they might never get,” he says. “And everybody [in the

industry] had told us, “Nobody cares.” Since then, the company has produced four more phones, most recently the Fairphone 4 just last year.

### **A smartphone to self-repair**

Most of us have felt the exasperation of feeling helpless when our smartphone breaks. Phone manufactures seem to go to extraordinary lengths to deter consumers from opening the back of their phones to try DIY repairs. Help is at hand. Fair phone is a new company that has produced a self-repairable mobile phone. The founder is Bas Van Abel, a Deutch design engineer who set out to make “the world’s first ethical smartphone”. He started his company in 2013 with four basic principles. First, he wanted to use raw materials from non-conflict mining areas. He also wanted to make a product that was recyclable, durable and repairable. The new Fair phone embodies these aims.

The Fair phone website outlines the philosophy that underpins the company. It says its mission is to motivate “a massive industry to take responsibility for its impact on the world, by establishing a viable market for ethical electronics”. It highlights the fact that many workers who produce technology are working in unacceptable conditions. It also points out the “staggering amount of waste the electronics industry generates”. Finally, it says: "Communication technology is on track to account for 14 percent of the world's greenhouse gas emissions by 2040." The Fair phone comes with a screwdriver and is easily repairable. The plastic used is 40-per-cent recycled, and the minerals are ethically sourced.

*(Written by Jess Holland*

*Published on Feb. 21, 2022 · 5:15p.m*<https://www.redbull.com/gb-en/theredbulletin/bas-van-abel-fairphone-smartphone-ethical>)

**AFTER READING TASK1:** choose the best answer.

1. What do smartphone makers stop us from opening?
  - a. our wallets
  - b. our minds

- c. the back of phones
  - d. the doors or perception
2. What does the article say is at hand?
- a. help
  - b. coding
  - c. stronger screens
  - d. screwdrivers
3. How many principles was the Fair phone founded on?
- a. 7
  - b. dozens
  - c. 4
  - d. many
4. What does Fair phone want the tech industry to take responsibility for?
- a. the poor
  - b. its impact on the world
  - c. cyber crime
  - d. weak wi-fi
5. What does Fair phone say there is a staggering amount of
- a. semi-conductors
  - b. waste
  - c. unwanted phones
  - d. demand
6. What does the article say about the minerals used in the Fair phone?
- a. they are ethically sourced
  - b. there are rare-Earth minerals
  - c. they are the best
  - d. they are replaceable

**AFTER READING TASK2: true or false?**

1. The article says everyone feels helpless when a smartphone breaks.

2. A Dutch engineer wanted to make the world's first ethical smartphone.
3. The engineer wants to use no materials from conflict areas.
4. The engineer wants the tech industry to be more responsible.
5. Smartphones account for very little greenhouse gas emissions.
6. The Fair phone contains 40 percent recycled plastic.

**AFTER READING TASK3: determine the text's key words**

### **DISCUSSION**

How durable and long-lasting should smartphones be?

**RENDER THE TEXT. Mind the key words and the question under discussion.**

(C1 level) **WOODEN KNIVES**

**PRE-READING TASK: match the vocabulary (1–8) with the definitions (a–h)**

1	stainless steel	a)	a substance which is the main constituent of plant cell walls and of vegetable fibers such as cotton and wood
2	utensil	b)	a solid cylinder used to flatten or shape pastry or dough
3	rolling pin	c)	the process of keeping something in good condition
4	upkeep	d)	based on or in accordance with what is generally done
5	ceramics	e)	the degree of compactness of a substance
6	cellulose	f)	a container, tool, or other article, especially for household use
7	density	g)	pots and other articles made from clay that is hardened by heat
8	conventional	h)	a form of metal that is resistant to tarnishing and rust

**READING: Wooden knives.** Read the text to develop your rendering skills

I've been to enough fairs and foodie festivals to know the wooden knife and fork you get with your semi-hot duck fries are dismal excuses for cutlery. They're good at moving food around a plate, but that's really it. The plastic sometimes works a little better, but that's not great for the planet. And then there's the knives made from frozen human feces? Don't get me started on how poorly those cut through meat.

The gold standard for knives is usually steel or ceramics, but in a new study, appearing in the journal *Design* on Oct. 20, material scientists describe their

latest creation: A "hardened wood knife" around three times sharper than a stainless steel dinner knife. The wooden knife can "easily" cut through a medium-well done steak, according to Teng Li, a materials scientist at the University of Maryland and first author on the paper, and can be used and reused many times.

"In our kitchen, we have many wood pieces that we use for a very long time, like a cutting board, chopsticks, or a rolling pin," Li said in a statement. "These knives, too, can be used many times if you resurface them, sharpen them, and perform the same regular upkeep."

It sounds like something that would top CNET's list of best chef's knives but there's some cool science here, too.

Using wood for cutlery isn't a new idea - the foodie festivals will tell you that much - but Li's team developed a two-step method for hardening the wood in their knives that increased the blade's hardness 23-fold. This was achieved by ensuring the wood retained a higher level of cellulose.

Typically, wood contains only about 50% cellulose, which provides some structural integrity, and weaker molecules make up the rest. Li's two-step process was able to remove these weaker components but retain the cellulose. Coating the wood in mineral oil helps protect its sharpness during use and washing.

Using a high-resolution microscope, Li's team examined the wooden knife to determine why it was retaining so much strength. They discovered the two-step process the used prevented defects from creeping in. "The strength of a piece of material is very sensitive to the size and density of defects, like voids, channels, or pits," he said in a statement.

The team didn't stop at hardened wooden knives, either. They also developed wooden nails, showing they were as sharp as conventional steel nails.

The knife's function is impressive, but its manufacturing process could also be important. The team writes that it might be a "renewable and low-cost alternative" with "the potential to replace plastic table utensils."

*(Written by Jackson Ryan)*

*Published on Oct. 24, 2021 · 3:40 p.m*<https://www.cnet.com/science/scientists-create-a-wooden-knife-thats-three-times-sharper-than-steel/>)

**AFTER READING TASK1:** choose the best answer.

1. How many times sharper than steel knives are the wooden knives?
  - a. 6
  - b. 5
  - c. 4
  - d. 3
2. What kind of pin did the researcher talk about?
  - a. a hair pin
  - b. a bowling pin
  - c. a rolling pin
  - d. sewing pin
3. How many times can the wooden knives be used?
  - a. a few times
  - b. many times
  - c. countless times
  - d. over 1,000 times
4. What is the main constituent of wood?
  - a. cellulose
  - b. pulp
  - c. bark
  - d. photosynthesis
5. What can the wooden knives cut without effort?
  - a. pumpkin
  - b. steel
  - c. steak
  - d. coconuts



6. What could wooden nails be a boon to?
- a. the building industry
  - b. chefs
  - c. restaurants
  - d. forests

**AFTER READING TASK2: true or false?**

1. A new wooden knife is three times sharper than steel knives.
2. The researcher said wooden knives would not last a long time.
3. Knives are usually made of steel or ceramics.
4. The main constituent of wood is something called cellulose.
5. Wooden knives are not environmentally friendly.
6. The researchers have also developed wooden nails.

**AFTER READING TASK3: determine the text's key words**

**DISCUSSION**

Would you trust wooden nails?

**RENDER THE TEXT. Mind the key words and the question under discussion.**

## UNIT 4. WORK

### (C-1 level) CULTURAL BEHAVIOUR IN BUSINESS

**PRE-READING TASK:** match the vocabulary (1–8) with the definitions (a–h).

1	to break the ice	a)	subtle differences in meaning
2	to pigeonhole someone	b)	extreme and obvious, often used with 'difference' or 'contrast'
3	mundane	c)	to be useful to someone in the future
4	nuances	d)	to do something that helps relieve the tension and get conversation going, especially between people meeting for the first time
5	pompous	e)	to label someone and put them in a restrictive category
6	to be conceived as	f)	boring, uninteresting or ordinary
7	stark	g)	to be thought of as
8	to stand someone in good stead	h)	arrogant and self-important

**READING: Cultural behaviour in business.** Read the text to develop your rendering skills.

Much of today's business is conducted across international borders, and while the majority of the global business community might share the use of English as a common language, the nuances and expectations of business communication might differ greatly from culture to culture. A lack of understanding of the cultural norms and practices of our business acquaintances can result in unfair judgements, misunderstandings and breakdowns in communication. Here are three basic areas of differences in the business etiquette around the world that could help stand you in

good stead when you next find yourself working with someone from a different culture.

### **Addressing someone**

When discussing this topic in a training course, a German trainee and a British trainee got into a hot debate about whether it was appropriate for someone with a doctorate to use the corresponding title on their business card. The British trainee maintained that anyone who wasn't a medical doctor expecting to be addressed as 'Dr' was disgustingly pompous and full of themselves. The German trainee, however, argued that the hard work and years of education put into earning that PhD should give them full rights to expect to be addressed as 'Dr'.

This stark difference in opinion over something that could be conceived as minor and thus easily overlooked goes to show that we often attach meaning to even the most mundane practices. When things that we are used to are done differently, it could spark the strongest reactions in us. While many Continental Europeans and Latin Americans prefer to be addressed with a title, for example Mr or Ms and their surname when meeting someone in a business context for the first time, Americans, and increasingly the British, now tend to prefer using their first names. The best thing to do is to listen and observe how your conversation partner addresses you and, if you are still unsure, do not be afraid to ask them how they would like to be addressed.

### **Smiling**

A famous Russian proverb states that 'a smile without reason is a sign of idiocy' and a so-called 'smile of respect' is seen as insincere and often regarded with suspicion in Russia. Yet in countries like the United States, Australia and Britain, smiling is often interpreted as a sign of openness, friendship and respect, and is frequently used to break the ice.

In a piece of research done on smiles across cultures, the researchers found that smiling individuals were considered more intelligent than non-smiling people in countries such as Germany, Switzerland, China and Malaysia. However, in countries like Russia, Japan, South Korea and Iran, pictures of smiling faces were rated as less

intelligent than the non-smiling ones. Meanwhile, in countries like India, Argentina and the Maldives, smiling was associated with dishonesty.

### **Eye contact**

An American or British person might be looking their client in the eye to show that they are paying full attention to what is being said, but if that client is from Japan or Korea, they might find the direct eye contact awkward or even disrespectful. In parts of South America and Africa, prolonged eye contact could also be seen as challenging authority. In the Middle East, eye contact across genders is considered inappropriate, although eye contact within a gender could signify honesty and truthfulness.

Having an increased awareness of the possible differences in expectations and behaviour can help us avoid cases of miscommunication, but it is vital that we also remember that cultural stereotypes can be detrimental to building good business relationships. Although national cultures could play a part in shaping the way we behave and think, we are also largely influenced by the region we come from, the communities we associate with, our age and gender, our corporate culture and our individual experiences of the world. The knowledge of the potential differences should therefore be something we keep at the back of our minds, rather than something that we use to pigeonhole the individuals of an entire nation.

*(www.britishcouncil.org/learnenglish)*

### **AFTER READING TASK1: choose the best answer.**

- 1) The British trainee felt that the people who want to be addressed as 'Dr' must be ...
  - a) hard-working
  - b) conceited and self-important
  - c) doing a medical degree
  - d) from Germany

- 2) If you are not sure how to address someone, you should ...
- a) use the title you see on their business card
  - b) make your decision based on cultural stereotypes about their country
  - c) address them the way you'd like to be addressed
  - d) ask them what they would like you to call them.
- 3) There might be a misunderstanding if an American smiles at a Russian business associate because the Russian might think that the American is ...
- a) being fake
  - b) challenging their authority
  - c) trying to break the ice
  - d) Disrespectful
- 4) The Japanese, South Koreans and Iranians might interpret a smiling face as being ...
- a) friendlier
  - b) less open
  - c) not as intelligent
  - d) dishonest
- 5) Americans and British people sometimes use eye contact to show that they ...
- a) like the speaker
  - b) are really listening to what is being said
  - c) are honest and truthful
  - d) are attending to every need of the speaker
- 6) The last paragraph warns the reader not to ...
- a) engage in international business
  - b) let national cultures shape the way we behave and think

- c) let miscommunication damage our business relationships
- d) overgeneralise using our knowledge of cultural stereotypes

**AFTER READING TASK2: true or false?**

1. When doing business internationally, there is a possibility that we might misinterpret what each other is saying even though we are speaking the same language.

2. To the German trainee, having a PhD is equivalent to being a medical doctor.

3. Sometimes, the smallest things can trigger a huge emotional response in us, especially when they are things we are not used to.

4. In the research done on the perceptions of smiles, people from different countries were asked to rate photos of smiling faces and non-smiling ones.

5. Making eye contact can be interpreted in different ways in different cultures but is almost always a positive thing.

6. The writer recommends keeping possible cultural differences in the forefront of our minds when doing business with people from different cultures.

**AFTER READING TASK3: determine the text's key words**

**DISCUSSION**

What practices have you encountered that seemed strange or even inappropriate to you?

**RENDER THE TEXT. Mind the key words and the question under discussion.**

(B2 level) **MILLENNIALS IN THE WORKPLACE**

**PRE-READING TASK:** match the vocabulary (1–8) with the definitions (a–h).

1	..... to strive to	a)	to try hard to
2	..... a sacrifice	b)	something that can cause damage or danger
3	..... ethics	c)	to stop having something you want
4	..... excessive	d)	to watch and observe over a period of time
5	..... turnover rate	e)	a company's ability to keep its staff from leaving
6	..... a threat	f)	more than necessary or normal
7	..... to monitor	g)	extensive; involving large numbers or a large area
8	..... employee retention	h)	the percentage of employees leaving the company
9	..... large-scale	i)	something of value that you give up so that you can have something else
10	..... to give up	j)	moral principles defining what's good for society and its individuals

**READING: Millennials in the workplace.** Read the text to develop your rendering skills.

**Background**

Millennials (those born between the early 1980s and the early 1990s) make up a huge part of our workforce but they seem to lack loyalty to the companies and the leaders they work for. Multinational companies are noticing larger turnover rates of millennials as employee retention rates fall. This report looks at the findings of two large-scale surveys on the mindset of the millennial generation and explores

how organisations can strive to address these needs, increase employee engagement and encourage retention.

### **Research**

In a global survey conducted by PricewaterhouseCoopers (PwC), more than 40,000 millennial (born between 1983 and 1993) and non-millennial responses were collected on the topics of workplace culture, communication and working styles, pay structure, career development, work–life balance, etc

In a separate global survey conducted by Deloitte, more than 10,000 millennials participated in a study about their perceptions of the threats and opportunities in the complex world of work.

### **Key findings**

- Millennials are as committed to their work as their more senior colleagues.
- Millennials value interesting work and a good work–life balance. They do not believe that excessive work demands are worth sacrifices in their personal lives.
- Millennials want flexibility in their working hours and are willing to give up pay increases and promotions for a flexible working schedule. They believe that success should be measured by productivity and not by the number of hours they are seen in an office.
- Millennials want to feel supported and appreciated by their company and their superiors.
- Millennials want more opportunities to develop their skills. These include technological skills, teamwork and interpersonal skills.
- Millennials believe that businesses and business leaders should contribute to the improvement of society and they are more likely to be loyal to a company with strong ethics.

### **Recommendations**

Organisations and managers wanting to retain millennials should consider:

- monitoring their workload and satisfaction levels with their work–life balance
- creating a flexible work culture where employees have more control over their working hours and their work location



- providing meaningful work and interesting opportunities
- offering help and support in continuing professional development
- changing the organisation's goals from being mainly about profit-making to motives that address social concerns and solve wider societal problems.

*(www.britishcouncil.org/learnenglish)*

**AFTER READING TASK1:** choose the best answer.

1. This report was done for organisations that want to ...
  - a. prove that millennials are more difficult than non-millennials.
  - b. have higher turnover rates.
  - c. increase the job satisfaction of the millennials who are working for them.
  - d. get rid of millennial employees.
2. This report is based on the findings of how many surveys?
  - a. forty thousand
  - b. six
  - c. fifty thousand
  - d. two
3. If managers want to keep their millennial employees happy, they should..
  - a. promote the importance of remaining loyal to the company.
  - b. have them develop the technological skills of the non-millennials.
  - c. give them options to work from home.
  - d. avoid giving them feedback on the work they're doing.
4. According to the report, millennials believe that it is important to
  - a. show your bosses how long you are working in the office.
  - b. work for a company that is bringing in a lot of money.
  - c. be appreciated for the work you do.
  - d. measure your productivity.
5. According to the report, which of the following would promote millennials' loyalty to their company?

- a. more opportunities for promotion
  - b. the company's commitment to the greater good of society
  - c. a more regular working schedule
  - d. better pay structures
6. According to the report, which of the following would millennials be happy to do?
- a. sacrifice pay so that they can work shorter hours
  - b. be left to find their own developmental opportunities
  - c. be committed to their companies' profit-making motives
  - d. give up family time on weekends to finish a work project

**AFTER READING TASK2: true or false?**

- 1. Millennials are less loyal to their companies than non-millennials.
- 2. Millennials believe that their technological skills are sufficiently advanced.
- 3. This report is based on surveys that only questioned people born between 1983 and 1994.
- 4. Managers should worry about their own work–life balance and not concern themselves with problems in society.
- 5. Managers should be aware of how happy their staff are with the amount of work they have been given.
- 6. The surveys were conducted in several different countries.

**AFTER READING TASK3: determine the text's key words**

**DISCUSSION**

What's most important for you to be happy at work?

**RENDER THE TEXT. Mind the key words and questions under discussion.**

## SUPPLEMENTARY READING TEXTS

### Reading text (B1 level): **HOW TO SPOT FAKE NEWS**

Every time you're online, you are bombarded by pictures, articles, links and videos trying to tell their story. Unfortunately, not all of these stories are true. Sometimes they want you to click on another story or advertisement at their own site, other times they want to upset people for political reasons. These days it's so easy to share information. These stories circulate quickly, and the result is ... fake news.

There is a range of fake news: from crazy stories which people easily recognise to more subtle types of misinformation. Experts in media studies and online psychology have been examining the fake news phenomenon. Read these tips, and don't get fooled!

#### **1. Check the source**

Look at the website where the story comes from. Does it look real? Is the text well written? Are there a variety of other stories or is it just one story? Fake news websites often use addresses that sound like real newspapers, but don't have many real stories about other topics. If you aren't sure, click on the 'About' page and look for a clear description of the organisation.

#### **2. Watch out for fake photos**

Many fake news stories use images that are Photoshopped or taken from an unrelated site. Sometimes, if you just look closely at an image, you can see if it has been changed. Or use a tool like Google Reverse Image search. It will show you if the same image has been used in other contexts.

#### **3. Check the story is in other places**

Look to see if the story you are reading is on other news sites that you know and trust. If you do find it on many other sites, then it probably isn't fake (although there are some exceptions), as many big news organisations try to check their sources before they publish a story.

#### **4. Look for other signs**

There are other techniques that fake news uses. These include using ALL CAPS and lots of ads that pop up when you click on a link. Also, think about how the story makes you feel. If the news story makes you angry, it's probably designed to make you angry. If you know these things about online news, and can apply them in your everyday life, then you have the control over what to read, what to believe and most importantly what to share. If you find a news story that you know is fake, the most important advice is: don't share it!

*(www.britishcouncil.org/learnenglish)*

**AFTER READING TASK: determine the text's key words.**

#### **DISCUSSION**

Have you ever read a fake news story online? Are you worried about this problem?

**RENDER THE TEXT. Mind the key words and the question under discussion.**

## Reading text (B1 level): **SOCIAL MEDIA INFLUENCERS**

*Read a blogpost about the impact of social media influencers in the business world:*

It is estimated that about 40 per cent of the world's population use social media, and many of these billions of social media users look up to influencers to help them decide what to buy and what trends to follow.

### **So what is an influencer and how do we become one?**

An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel or technology. Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to \$25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on how to do it.

#### **1. Choose your niche**

What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.

#### **2. Choose your medium and write an interesting bio**

Most influencers these days are bloggers and micro-bloggers. Decide which medium – such as your own online blog, Instagram or Snapchat – is the best way to connect with your followers and chat about your niche area. When you have done that, write an attentiongrabbing bio that describes you and your speciality area in an interesting and unique way. Make sure that people who read your bio will want to follow you.

#### **3. Post regularly and consistently**

Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and possibly follow a theme.

#### **4. Tell an interesting story**

Whether it is a photo or a comment that you are posting, use it to tell a story that will catch the attention of your followers and help them connect with you.

#### **5. Make sure people can easily find your content**

Publicise your posts on a variety of social media, use hashtags and catchy titles and make sure that they can be easily found. There is no point writing the most exciting blogposts or posting the most attractive photographs if no one is going to see them. Most importantly, if you want to become a social media influencer, you need to have patience. Keep posting and your following will gradually increase. Good luck!

*(www.britishcouncil.org/learnenglish)*

**AFTER READING TASK: determine the text's key words.**

### **DISCUSSION**

Do you know of any social media influencers? What are their niche areas? If you became a social media influencer, what medium would you use and what would you post about?

**RENDER THE TEXT. Mind the key words and the question under discussion.**

## Reading text (B2 level): **THE BUY NOTHING MOVEMENT**

Social media, magazines and shop windows bombard people daily with things to buy, and British consumers are buying more clothes and shoes than ever before. Online shopping means it is easy for customers to buy without thinking, while major brands offer such cheap clothes that they can be treated like disposable items – worn two or three times and then thrown away.

In Britain, the average person spends more than £1,000 on new clothes a year, which is around four per cent of their income. That might not sound like much, but that figure hides two far more worrying trends for society and for the environment. First, a lot of that consumer spending is via credit cards. British people currently owe approximately £670 per adult to credit card companies. That's 66 per cent of the average wardrobe budget. Also, not only are people spending money they don't have, they're using it to buy things they don't need. Britain throws away 300,000 tons of clothing a year, most of which goes into landfill sites.

People might not realise they are part of the disposable clothing problem because they donate their unwanted clothes to charities. But charity shops can't sell all those unwanted clothes. 'Fast fashion' goes out of fashion as quickly as it came in and is often too poor quality to recycle; people don't want to buy it second-hand. Huge quantities end up being thrown away, and a lot of clothes that charities can't sell are sent abroad, causing even more economic and environmental problems.

However, a different trend is springing up in opposition to consumerism – the 'buy nothing' trend. The idea originated in Canada in the early 1990s and then moved to the US, where it became a rejection of the overspending and overconsumption of Black Friday and Cyber Monday during Thanksgiving weekend. On Buy Nothing Day people organise various types of protests and cut up their credit cards. Throughout the year, Buy Nothing groups organise the exchange and repair of items they already own.

The trend has now reached influencers on social media who usually share posts of clothing and make-up that they recommend for people to buy. Some

YouTube stars now encourage their viewers not to buy anything at all for periods as long as a year. Two friends in Canada spent a year working towards buying only food. For the first three months they learned how to live without buying electrical goods, clothes or things for the house. For the next stage, they gave up services, for example haircuts, eating out at restaurants or buying petrol for their cars. In one year, they'd saved \$55,000.

The changes they made meant two fewer cars on the roads, a reduction in plastic and paper packaging and a positive impact on the environment from all the energy saved. If everyone followed a similar plan, the results would be impressive. But even if you can't manage a full year without going shopping, you can participate in the anti-consumerist movement by refusing to buy things you don't need. Buy Nothing groups send a clear message to companies that people are no longer willing to accept the environmental and human cost of overconsumption.

*(www.britishcouncil.org/learnenglish)*

**AFTER READING TASK: determine the text's key words.**

## **DISCUSSION**

What do you think about the buy nothing trend?

**RENDER THE TEXT. Mind the key words and the question under discussion.**



## Reading text (C1 level): **PRODUCT AND CORPORATE ADVERTISING**

Would you call your friends if it meant hearing ads every three minutes – er, make that *free* minutes?

You pick up the telephone, dial the number and before it rings a cheerful voice says, ‘Hello! This call is sponsored by...’

We put up with commercials between songs on the radio. We’ve come to tolerate (maybe) TV ads that cut into movies just at the dramatic moment, or intrude on soccer matches right when a crucial play begins. In American football, referees even halt play for commercials. But how many people would be willing to have *a phone call* repeatedly interrupted for “a brief word from our sponsor”?

Answer: plenty.

That’s the verdict from Sweden, where an outfit called Gratistelefon is offering free, advertising-supported calls in a two-month trial. Lines are overloaded. “We were afraid consumers would be annoyed by the breaks”, says Andrea Creedon, the marketing director.

They are not, it seems.

A caller dials a toll-free number, then dials any other number in Sweden. The caller hears one 10-second ad while the connection is made, another in a minute, and then one spot every three minutes. There is no charge for as long as the caller – or the person called – wants to talk, or is willing to have conversation punctuated by chirpy jingles.

Not surprisingly, young people and students have been the biggest users in the test. But giveaways know no age barrier, says Creedon. “We were a bit amazed, but we’re getting lots of middle-aged and older people. For them it’s no bother”. He wouldn’t confirm published reports that the system is getting 30,000 callers a day, but did say it is so popular that on some evenings the circuits are jammed.

And what’s in it for advertisers in this brave new medium? Each ad has a very small – but equally captive – audience. “Because the ad is only 10 seconds long and your friend is waiting on the line, you can’t really go to the bathroom,” says Creedon.

“It’s very cost-efficient”. A handful of organizations, including a movie theatre chain, a radio station, a snacks company and a charity, are already running ads, which cost about 13 cents per spot, and dozens more have expressed interest.

Gratistelefon has bigger, not to mention Big Brother-like plans. Future customers will have to provide a telephone number and all-important demographic data – age, sex, marital status, address and so on. Then, different callers might hear different ads, tailored to the advertisers’ needs. There’s even the technology to play separate ads to each person on the line – the caller from the rural north might hear a pickup truck pitch, while the recipient in Stockholm could listen to one for a local restaurant. The company plans to extend the service nationwide in Sweden in the next few months, and it has been deluged by inquiries from other countries. If the (READ TIME) idea catches on and (READ TIME) consumers elsewhere prove tolerant (READ TIME) of such interruptions, who knows where it may lead?

*(From: New Insights into Business, Workbook)*

#### **AFTER READING TASK: determine the text’s key words**

#### **DISCUSSION ВИБРАТЬ**

- How to select an appropriate advertising medium for the target audience? / How to ensure that the company gets value for money? / How to analyse the results of the advertising campaign?
- Do you think the benefits of advertising on TV are overrated? Why? Why not?/
- Do you think companies should pay celebrities to endorse their products? Why? Why not?

#### **RENDER THE TEXT. Mind the key words and questions under discussion.**

Reading text (B1 level): **WHAT DOES IT MEAN TO BE INNOVATIVE IN BUSINESS?**

In order for a business to survive in today's world, it is important that we regularly review what we are doing and how we are doing it. By considering new ideas and new ways of doing things, and trying to innovate, we can improve on our products/services, increase sales, reduce costs and make our processes more effective and efficient. Innovation is key to increasing profits.

There are several ways a company can be innovative with their products and services. Today we will look at four of them.

**1. Using the latest technology to improve your product/service**

When we think of innovation, we often think of new technologies. While they might be impressive, we should not use new technologies just because they are available. It is important to consider how the technology can improve our product/service and make a difference to our customer. Companies that produce cars, toiletries, household appliances, etc. often have a large R&D department to work on making their products better.

**2. Responding to customer demands by changing what is on offer**

By listening to customer feedback, we can get their opinions on how we are doing and find out about what it is that they want. We also need to be aware of changes in customer demands and keep up with the times. When fast-food restaurant McDonald's realised that the market wanted healthier choices, they introduced fruit and salads, while removing the 'supersize' option from their menus.

**3. Offering a new product/service to reach new customers**

Your business might be doing well, but there is no growth or development and there is a risk that your competitors might take away some of your customers. Innovation sometimes means developing a new product that targets a different market. Although video games were often played by boys, in 2006, video games giant Nintendo introduced the game console Nintendo Wii, successfully targeting girls and older customers with games like Cooking Mama and Brain Training.

#### **4. Changing the way you provide a service**

By looking at the changes to the customer's lifestyle and needs, we sometimes realise that there might be better ways to serve them. Customers who do not have a lot of time might prefer to have their food or their shopping delivered to their homes, or they might like to do their banking online rather than in an actual bank.

Not all innovation will bring success to our businesses, but it can give us the opportunity to grow and learn more about what we do and what our customers might want.

*(www.britishcouncil.org/learnenglish)*

**AFTER READING TASK: determine the text's key words**

#### **DISCUSSION**

What are some of the latest innovations in the products/services that you use?

**RENDER THE TEXT. Mind the key words and questions under discussion.**

## Reading text (B2 level): **CULTURAL EXPECTATIONS AND LEADERSHIP**

Gabriela worked for a multinational company as a successful project manager in Brazil and was transferred to manage a team in Sweden. She was excited about her new role but soon realised that managing her new team would be a challenge.

Despite their friendliness, Gabriela didn't feel respected as a leader. Her new staff would question her proposals openly in meetings, and when she gave them instructions on how to carry out a task, they would often go about it in their own way without checking with her. When she announced her decisions on the project, they would continue giving their opinions as if it was still up for discussion.

After weeks of frustration, Gabriela emailed her Swedish manager about the issues she was facing with her team. Her manager simply asked her if she felt her team was still performing, and what she thought would help her better collaborate with her team members. Gabriela found her manager vague and didn't feel as if he was managing the situation satisfactorily.

What Gabriela was experiencing was a cultural clash in expectations. She was used to a more hierarchical framework where the team leader and manager took control and gave specific instructions on how things were to be done. This more directive management style worked well for her and her team in Brazil but did not transfer well to her new team in Sweden, who were more used to a flatter hierarchy where decision making was more democratic. When Gabriela took the issue to her Swedish manager, rather than stepping in with directions about what to do, her manager took on the role of coach and focused on getting her to come up with her own solutions instead.

Dutch social psychologist Geert Hofstede uses the concept of 'power distance' to describe how power is distributed and how hierarchy is perceived in different cultures. In her previous work environment, Gabriela was used to a high power distance culture where power and authority are respected and everyone has their rightful place. In such a culture, leaders make the big decisions and are not often challenged. Her Swedish team, however, were used to working in a low power

distance culture where subordinates often work together with their bosses to find solutions and make decisions. Here, leaders act as coaches or mentors who encourage independent thought and expect to be challenged.

When Gabriela became aware of the cultural differences between her and her team, she took the initiative to have an open conversation with them about their feelings about her leadership. Pleased to be asked for their thoughts, Gabriela's team openly expressed that they were not used to being told what to do. They enjoyed having more room for initiative and creative freedom. When she told her team exactly what she needed them to do, they felt that she didn't trust them to do their job well. They realised that Gabriela was taking it personally when they tried to challenge or make changes to her decisions, and were able to explain that it was how they'd always worked.

With a better understanding of the underlying reasons behind each other's behaviour, Gabriela and her team were able to adapt their way of working. Gabriela was then able to make adjustments to her management style so as to better fit the expectations of her team and more effectively motivate her team to achieve their goals.

*(www.britishcouncil.org/learnenglish)*

**AFTER READING TASK: determine the text's key words.**

## **DISCUSSION**

What do you think the role of a manager should be?

**RENDER THE TEXT. Mind the key words and the question under discussion.**

## Reading text (C1 level): **SUSTAINABLE SUPERMARKETS**

Many of the major supermarket chains have come under fire with accusations of various unethical acts over the past decade. They've wasted tonnes of food, they've underpaid their suppliers and they've contributed to excessive plastic waste in their packaging, which has had its impact on our environment.

But supermarkets and grocers are starting to sit up and take notice. In response to growing consumer backlash against the huge amounts of plastic waste generated by plastic packaging, some of the largest UK supermarkets have signed up to a pact promising to transform packaging and cut plastic wastage. In a pledge to reuse, recycle or compost all plastic wastage by 2025, supermarkets are now beginning to take some responsibility for the part they play in contributing to the damage to our environment, with one major supermarket announcing their plan to eliminate all plastic packaging in their own-brand products by 2023.

In response to criticisms over food waste, some supermarkets are donating some of their food surplus. However, charities estimate that they are only accessing two per cent of supermarkets' total food surplus, so this hardly seems to be solving the problem. Some say that supermarkets are simply not doing enough. Most supermarkets operate under a veil of secrecy when asked for exact figures of food wastage, and without more transparency it is hard to come up with a systematic approach to avoiding waste and to redistributing surplus food.

Some smaller companies are now taking matters into their own hands and offering consumers a greener, more environmentally friendly option. Shops like Berlin's Original Unverpakt and London's Bulk Market are plastic-free shops that have opened in recent years, encouraging customers to use their own containers or compostable bags. Online grocer Farmdrop eliminates the need for large warehouses and the risk of huge food surplus by delivering fresh produce from local farmers to its customers on a daily basis via electric cars, offering farmers the lion's share of the retail price.

There is no doubt that we still have a long way to go in reducing food waste and plastic waste. But perhaps the major supermarkets might take inspiration from these smaller grocers and gradually move towards a more sustainable future for us all.

*(www.britishcouncil.org/learnenglish)*

**AFTER READING TASK: determine the text's key words.**

### **DISCUSSION**

What other environmentally friendly measures should supermarkets and other shops take?

**RENDER THE TEXT. Mind the key words and the question under discussion.**



Reading text (C1 level): **MANAGING A PROBLEM**

Read an email managing the problems faced by a member of an international team.

*From: David Taylor*

*To: Francis Ball*

*Date: 14 October*

*Subject: Support for Judy*

Dear Francis,

I received a call from Judy a couple of days ago to discuss some of the issues that she was having and I thought I'd give you a heads-up on what was said, seeing that you are Judy's project team leader.

Judy really enjoys working with you and the team and finds the project very interesting, but I think she's feeling a bit lost and struggling to see the big picture. It seems that she's been given a fair amount of autonomy to carry out the tasks that you've given her, and of course this level of delegation is not uncommon in your branch. But I believe in her Tokyo office, she is used to a bit more managerial direction and guidance and so is finding this international project quite daunting.

When I asked her about meeting her deadlines, she mentioned that due to the recent changes to the project timeline, her goalposts have been moved, and she doesn't seem to really understand why this has happened. Bearing in mind that she's also facing simultaneous deadlines from her department in Tokyo, we can presume that she might be feeling a bit stretched.

Looking ahead, I was wondering if we could make it easier for Judy by offering her more direction when setting her tasks, at least until she learns the ropes and gets used to working unsupervised. I think she'd also appreciate you giving her a clearer idea on how her role in the team fits into the overview of things. Do you think you could maybe outline the group and individual targets at your next team meeting and that

way, everyone not only gets a reminder of the end goal, but each team member, including Judy, might have a more holistic view of the whole project?

I was also thinking it might help to touch base with her every so often to make sure that she's up to date with any changes to the overall plan of attack. In the meantime, I'll write to her manager in the Tokyo office and see how aware they are of the deadlines you've given her, and if they could in some way review her responsibilities and co-ordinate her tasks so that she doesn't constantly feel pulled in both directions. Judy is an extremely conscientious worker and is eager to contribute positively to the team. Personally, I think she is someone with high potential and will be an asset to our international projects if properly mentored. I'm keen to know your thoughts on the matter and am open to any suggestions on how we could better support Judy so that she has a more smooth-sailing experience on the team.

Best regards,

*David Taylor*

*Head of Department International Projects*

*([www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish))*

**AFTER READING TASK: determine the text's key words**

## **DISCUSSION**

How do you deal with problems at work? Have you ever had to write an email similar to this one?

**RENDER THE TEXT. Mind the key words and questions under discussion**

Reading text (B2 level): **ROME'S COLOSSEUM TO GAIN HI-TECH  
ARENA FLOOR**

The floor of Rome's Colosseum, where gladiators once fought against each other and wild animals, is set to be restored to its former glory.

Milan Ingegneria, a structural engineering and architecture firm, has won an €18.5m (£16m) bid to build and install a retractable arena floor that will allow visitors "to see the majesty of the monument" from its centre, culture minister Dario Franceschini said on Sunday.

The project is expected to be completed within the next two years.

"In 2023, we will have the splendour of the Colosseum with its arena again," Franceschini added.

The Roman amphitheatre, completed under Emperor Titus in AD80, once had a wooden floor covered with sand that was built on top of a network of tunnels and rooms where gladiators and animals waited before entering the arena.

But the floor was removed in the late 1800s when archaeologists began to excavate the subterranean levels of the structure. The underground area was opened to the public in 2010 and visitors can also see the tunnels when they look down from what were the tiered rows of seats.

The new, hi-tech stage will be able to quickly cover or uncover the underground networks below, allowing them to be protected from the rain or to be aired out.

Franceschini said the floor would be sustainable and reversible, meaning it can be removed if plans for the Colosseum, which was built to host up to 60,000 spectators, change in the future.

The stage would also be able to host cultural events, Franceschini added. "It's an ambitious project that will help the conservation and protection of the monument and improve its usability," he said.

The idea of rebuilding the arena of the Colosseum, the biggest amphitheatre constructed during the Roman empire, was first mooted by archaeologist Daniele

Manacorda in 2014. The idea was supported by Franceschini, who said at the time the arena could also be used for re-enactments of the gladiator battles. In Roman times, crowds would fill the Colosseum to watch gladiators defeat animals including bears, tigers, elephants and rhinoceros.

In 2014, the monument underwent a €25m restoration, paid for by the luxury brand Tod's.

The Colosseum reopened to visitors last Monday as coronavirus restrictions were eased. Before the pandemic, it would hold up to 3,000 people at a time. Currently only groups of 14 can enter, with staff needing to ensure a gap of 15 minutes between each group.

*(<https://www.theguardian.com/world/2021/may/02/rome-colosseum-to-gain-hi-tech-arena-floor>)*

**AFTER READING TASK: determine the text's key words.**

## **DISCUSSION**

Why is it important to preserve ancient buildings?

**RENDER THE TEXT. Mind the key words and the question under discussion.**

Reading text (B1 level): **PLANNING AN EVENT**

Read a conversation where three people negotiate who does what to achieve a task:

**Mike, 14:41:**

All right, so I've divided up the tasks among the three of us planning this event like this

@Jen: make guest list, schedule social media announcements, arrange room set-up, organise musicians

@Ed: book catering, send out invitations, design posters, book speakers

@Mike: reserve rooms, design invitations, write and publish blog post, get emcee

But please don't feel like we need to stick to this. If you prefer to do something else, feel free to say so.

**Jen, 14:50**

Yeah, I was thinking, as you are project leader @Mike, maybe it's best you make the guest list? I've got experience in graphic design so I'm happy to design the invitations.

**Ed, 14:55**

@Jen, do you mind designing the posters too? I'm not very good at designing.

**Jen, 14:56**

Sure, it'll be fun. If I take the poster design off you @Ed, do you think you can organise the musicians?

**Ed, 14:58**

Absolutely, I know some really good musicians that do events like this one. And I also know a really good emcee. Do you want me to take over getting the emcee too?

**Mike, 15:01**

@Ed I actually already have an emcee in mind, so I think I'll handle that. I'd appreciate it if you could write and publish the blog post about the event though.

**Ed, 15:01**

That's not a problem. I quite enjoy online marketing tasks.

***Jen, 15.03***

If that's the case @Ed, do you want to schedule the social media announcements too?

***Ed, 15.04***

I can do that ... if someone books the speakers. I'll book the speakers. And since I'm making the guest list, I should send out the invitations too. @Jen, are you still OK with arranging the room set-up?

***Jen, 15.09***

Yes, let me do the room reservations as well.

***Mike, 15.10***

Good idea. That would work nicely.

*(www.britishcouncil.org/learnenglish)*

**AFTER READING TASK: determine the text's key words.**

**DISCUSSION**

How are tasks usually divided in your project teams?

**RENDER THE TEXT. Mind the key words and the question under discussion**

## Reading (B1 level): **WHOM SHOULD WE HIRE**

AgroGlobe Inc. is a multinational company that produces agricultural products. Its main products are pesticides. The company has its headquarters in Brussels and has plants in various parts of the world.

AgroGlobe was founded in 1981. For a long time, it was one of the fastest growing, most reputable companies in the industry. Then, in 1994, disaster struck at its Brazil plant. Highly toxic chemical waste from the plant leaked into the surrounding farmlands. The leakage destroyed the farmlands and killed many farm animals. The Brazilian government forced AgroGlobe to shut down the plant. AgroGlobe left Brazil in shame after paying millions of euros to the community to compensate for the damages. The story was covered worldwide, and raised anger and concern across Latin America.

Since 2015, AgroGlobe has not had any problems. As part of its expansion and globalization plan, it is opening a plant outside of Bogota, Columbia. The plant will employ over 700 people and incorporate the newest technology in the industry. This technology is designed to prevent any leakage such as that in Brazil. The company is very aware of the community's sensitivity to the Brazil disaster and is trying to do everything possible to become a welcome member of the community.

The company is now in the process of hiring a public relations (PR) person. This person will act as a liaison, or bridge, between the company and the world and, especially, between the company and the local community. The position is a challenging one because the community is divided over the building of the plant. Some people want the plant because it will provide job opportunities and attract other industry to the area. Others argue that the plant could cause serious damage to the community's health and farmlands as it did in Brazil. These people are especially concerned about the new technology because it has never been used before. In order to convince them that they are wrong, the PR person must promote and explain the company's new technology. Promotion is done through press releases in the

international, national, and the local newspapers as well as through visits and lectures to local schools and businesses.

The PR person has many other responsibilities as well. He or she must report back to top management at headquarters in Brussels. Moreover, AgroGlobe would like to build goodwill locally by donating money to be used for a health clinic, sports center, or community center. These projects can be successful in building goodwill only if the PR person has been able to develop strong relationships with and win the trust of the community.

*(From Business Across Cultures: Effective Communication Strategies, Longman)*

**AFTER READING TASK: determine the text's key words**

### **DISCUSSION**

How important are cultural sensitivity and cross-cultural communication skills for the PR person working for the multinational company? What other skills do you think international businesspeople should have? Where and how do people acquire the skills needed?

**RENDER THE TEXT. Mind the key words and the question under discussion.**



## Reading text (B2 level): **WORK–LIFE BALANCE**

Read what four people have to say about their working hours to practice and improve your reading skills.

### **Sam**

I work in a fairly traditional office environment doing a typical nine-to-five job. I like my job, but it's annoying that my commute to work takes an hour and a half each way and most of my work could really be done online from home. But my boss doesn't seem to trust that we will get any work done if left to our own devices, and everyone in the company has to clock in and out every day. It's frustrating that they feel the need to monitor what we do so closely instead of judging us based on our task performance, like most companies do these days.

### **Joe**

I used to do a typical five-day week, but after I came out of my maternity leave, I decided that I wanted to spend more time with my children before they start school. After negotiating with my boss, we decided to cut my working week down to a three-day work week. This of course meant a significant cut in my pay too, as I'm paid on a pro-rata basis. I've since noticed, though, that my workload hasn't decreased in the slightest! I'm now doing five days' worth of work in three days, but getting paid much less for it! I find myself having to take work home just so that I can meet the deadlines. It's wearing me out trying to juggle work with looking after my children and my family, but I don't dare to bring this up with my boss because I think he feels as if he's made a huge concession letting me come in only three days a week.

### **David**

I work for a global IT company, but because their headquarters is in the States, I do all my work online from home. That means that I don't waste time commuting or making idle chitchat with colleagues. I work on a project basis, and this flexibility is very valuable to me because it means that I can easily take some time off when my children need me to go to their school performances or if I need to schedule an

appointment with the dentist. The downside is that without clear office hours, I tend to work well into the evening, sometimes skipping dinner to finish a task. It can also get quite lonely working on my own, and I sometimes miss sharing ideas with colleagues.

### **Andrea**

I'm a freelancer and work for myself. This is great because I am in control of what I do and how I spend my time. At first, I was working from home, but I found it really hard to concentrate. There were just too many distractions around: housework that needed doing, another cup of tea, my family members wanting my attention for various things. So I started to go to a nearby café to work, but the Wi-Fi connection wasn't ideal and I found myself drinking too much coffee. In the end, I decided to rent a desk in a co-working space with five other freelancers like myself. I liked getting dressed to go to work in the morning and being able to focus in an office environment. The other freelancers do similar kinds of web-based work to me and so it's nice to have workmates to bounce ideas off as well.

*([www.britishcouncil.org/learnenglish](http://www.britishcouncil.org/learnenglish))*

### **AFTER READING TASK: determine the text's key words**

### **DISCUSSION**

What are the advantages and disadvantages of your working situation? What would you change if you could?

### **RENDER THE TEXT. Mind the key words and questions under discussion.**

## KEYS:

### 1. Advertising. **A flyer for a gym**

Pre-reading task: *1d, 2a, 3b, 4e, 5f, 6c*

After reading task1: *1specifically; 2whenever; 3membership; 4time; 5over; 6own; 7nearby; 8led*

After reading task2: *1,3,4,8 - true, 2,5,6,7- false*

### 2. Advertising. **The rise of fake news**

Pre-reading task: *1g, 2e, 3f, 4d, 5h, 6a, 7b, 8c*

After reading task1: *1c, 2a, 3b, 4d, 5c, 6b*

After reading task2: *1c, 2a, 3f, 4g, 5d, 6h, 7e, 8b*

### 3. Business. **The sharing economy**

Pre-reading task: *1f, 2d, 3h, 4g, 5a, 6e, 7b, 8c*

After reading task1: *1a, 2a, 3b, 4b, 5c, 6d*

After reading task2: *4,5,6 - true; 1,2,3 - false*

### 4. Business. **Giving and receiving positive feedback**

Pre-reading task: *1e, 2b, 3a, 4c, 5d, 6f, 7h, 8d*

After reading task1: *1b, 2d, 3a, 4c, 5d, 6b*

After reading task2: *1,2,5,6,7 - true; 3,4,8 - false*

### 5. Design. **Smartphone repairs**

Pre-reading task: *1 d, 2 b, 3 f, 4 c, 5 g, 6 a, 7 e, 8 h*

After reading task1: *1c, 2a, 3c, 4b, 5b, 6a*

After reading task2: *2,3,4,6 - true; 1,5, - false*

### 6. Design. **Wooden knives**

Pre-reading task: *1h, 2 f, 3 b, 4 c, 5 g, 6 a, 7 e, 8 d*

After reading task1: *1d, 2c, 3b, 4a, 5c, 6a*

After reading task2: *1,3,4,6 -true; 2,5-false*

### **7. Work. Millennials in the workplace**

Pre-reading task: *1a, 2i, 3j, 4f, 5h, 6b,7d, 8e, 9g, 10c*

After reading task1: *1c, 2d, 3c, 4c, 5b, 6a*

After reading task2: *5,6- true; 1,2,3,4 – false*

### **8. Work. Cultural behavior in business**

Pre-reading task: *1d; 2e; 3f; 4a; 5h; 6g; 7b; 8c*

After reading task1: *1b; 2d; 3a; 4c; 5b; 6d*

After reading task2: *1,3,4 – true; 2,5,6 – false*