

UNIT 1 A CHANGING WORLD

1. Warm-up

What do you know about the changes that occurred in Eastern Europe in 1989-1990?

2. Health expressions - Match the words/phrases in the left and right columns to form collocations:

1. fall	a heart attack	to be the victim of a heart attack
2. remain	in good health	to continue to be well after an operation or illness
3. come	into a coma	to enter a state of unconsciousness from which you cannot be woken
4. take	three years to live	to say that someone will live for three more years
5. suffer	precautions	to do things to prevent something unpleasant or dangerous from happening
6. give someone	round	to regain consciousness

3. Read the text

Coma Victim Wakes Up to Post-Communist World

1. A Polish railway worker has woken after 19 years of a coma to discover that his world has changed beyond recognition. "When I went into a coma, there was only tea and vinegar in the shops," Jan Grzebski, now 65, told a Polish news channel. "Meat was rationed and there were huge petrol queues everywhere."

2. Mr Grzebski lost consciousness in 1988, after he was hit by a train. Doctors gave him only two or three years to live. But because of the tireless care of his wife Gertruda, who moved him every hour to prevent bedsores, he remained in good health. He was, however, completely removed from the dramatic changes across the world. After regaining consciousness, he told his family that he had vague memories of family gatherings and of his relatives talking to him, trying to provoke a response. There was plenty for them to tell him about, if they had wished to surprise him with amazing news.

3. When Mr Grzebski lost consciousness in 1988, another Polish working man, the electrician Lech Walesa, recipient of the Nobel Peace Prize in 1983, was back at work after years under house arrest. But the Communist authorities still had him under close surveillance. By 1990, Communism had collapsed and Mr Walesa was elected President of Poland with 75 per cent of the vote. Walesa turned out to be a failure as president. And when he stood for office again in 2000, Mr Grzebski's relatives would have pointed out, that only 1 per cent of the electorate voted for him. By that time, Poland had a market economy, communism had become a thing of the past, but the injured railwayman was still dead to the world.

4. Mr Grzebski's remarkable story is a real life version of the film Good Bye, Lenin!, in which Katrin Sass, an East Berliner, suffers a heart attack and falls into a coma in 1989. She misses the fall of the Berlin Wall and the sudden and dramatic transformation of everyday life as the communist system collapses. When she comes back to life, the doctor warns her son Alex that a shock might kill her, so he goes to drastic lengths to hide the revolution from her.

5. Gertruda Grzebska took no such precautions when her husband came round, and he saw the miracle of modern Poland. He noticed that people were complaining just as much as during the years of empty shops and martial law. "Now I see people on the streets with cellphones and there are so many goods in the shops it makes my head spin," he said. "What amazes me is all these people who walk around with their mobile phones and yet they never stop moaning."

4. Answer the following questions::

1. How long was Jan Grzebski in a coma? 2. When did he lose consciousness?
3. How many years did doctors give him to live?
4. When did Lech Walesa receive the Nobel Peace Prize?
5. When did Mr. Walesa return to work after his period of house arrest?
6. What percentage of the vote did Mr. Walesa achieve in Poland's first post-communist election?
7. What percentage of the vote did Mr. Walesa achieve in Poland's presidential election in 2000?
8. When did Katrin Sass fall into a coma in the film Goodbye, Lenin!?

5. Checking understanding. Choose the best answer according to the text:

1. Mr Grzebski survived his coma because
 - a. his wife took good care of him
 - b. he didn't experience the political changes
 - c. his family talked regularly to him
2. When Mr. Grzebski regained consciousness he told his family that
 - a. he was surprised by the amazing news
 - b. he could remember his relatives talking to him
 - c. they had managed to provoke a response from him
3. Lech Walesa received only 1% of the vote in the second elections because
 - a. he became unpopular
 - b. he did not perform well as president
 - c. Poland was a market economy
4. When Katrin Sass regained consciousness in the film Goodbye Lenin!
 - a. she saw the collapse of the communist system
 - b. her son tried to hide her from the revolution
 - c. she nearly died from shock
5. Mr Grzebski was amazed because
 - a. people were complaining
 - b. the shops were full
 - c. people had mobile phones

6. Find a word or phrase in the text which means...

1. 'so much that it cannot be recognized anymore'
2. distributed in limited individual portions because there is not enough to meet demand
3. painful areas of the skin from lying in bed too long
4. 'were watching him very carefully in order to catch him committing a crime'
5. competed in an election for an official position of responsibility
6. all the citizens of a country who are allowed to vote in an election
7. something which does not happen or exist anymore
8. does extreme things in order to achieve something
9. complaining, usually about something that does not seem important to other people

7. Match the words in the left and right columns to create phrases from the text:

- | | |
|----------|--|
| dramatic | arrest (= forced by the authorities to stay in your house as if it was a jail) |
| vague | changes (= very sudden or noticeable changes) |

amazing	story (= a story that is very surprising and unusual)
house	law (= when a city or country is controlled by the army)
a market	memories (= unclear memories of something that happened in the past)
martial	economy (= an economy which is not planned or controlled by a central authority)
a remarkable	news (= very surprising news)

8. Complete the following mini-biographies of two important scientific inventors by putting the verbs in brackets into their correct form:

Nicola Tesla (1856-1943) (*describe*)_____ as the most important scientist and inventor of the modern age. Among other things, he (*develop*)_____ alternating current electric power (AC systems), which we (*use*)_____ today to power many modern appliances such as televisions, computers, lights and heaters. Tesla (*be born*)_____ in Croatia and (*move*)_____ to the United States in 1884. By the time he (*become*)_____ a US citizen at the age of 35, he (*make*)_____ several important scientific achievements. However, late in his life people (*regard*)_____ him as a mad scientist due to his eccentric personality and bizarre scientific claims. Tesla (*die*)_____ poor in the New Yorker Hotel, where he (*live*)_____ for the last ten years of his life. Since his death, people (*use/also*)_____ his achievements and theories to support 'unscientific' claims such as UFO theories.

Tim Berners-Lee (born in 1955) (*be*)_____ the English computer scientist credited with inventing the WorldWideWeb. He (*start*)_____ experimenting with computer systems while he (*study*)_____ at Oxford University, when he (*build*)_____ a computer using an old television. Berners-Lee (*graduate*)_____ in physics in 1976 and (*go on*)_____ to work as computer programmer. In 1980, when he (*work*)_____ as an independent contractor for CERN in Geneva, Switzerland, he (*propose*)_____ a project to facilitate sharing and updating information among researchers. 10 years later, he (*design*)_____ and (*build*)_____ the first Web browser and server. By 1991 the World Wide Web (*be born*)_____, and the first website (*go*)_____ online that year. It (*provide*)_____ an explanation on what the World Wide Web (*be*)_____. He made his idea available freely, with no patent or royalties due. Since then, the Internet (*transform*)_____ the way people (*live*)_____ and (*work*)_____.

Talking point

Have there been any major changes or events in your country's recent history?
How was life different before and after these changes or events?

Unit 2 SUSTAINABLE FASHION

1. Match the words on the left with the definitions on the right.

- | | |
|---------------------|---|
| 1. a garment | a. a person who buys things for personal use |
| 2. synthetic | b. an item of clothing |
| 3. a consumer | c. a place where rubbish is buried |
| 4. exploit | d. made with chemicals, not natural |
| 5. a landfill site | e. not damaging to the environment, so able to continue for a long time |
| 6. the minimum wage | f. use (someone) unfairly for your own advantage |
| 7. sustainable | g. the smallest amount of money that an employer can legally pay you |

2. Before you read, choose the best answers below, then read about Britain's fashion industry to check them.

- How many items of clothing will consumers in Britain throw away this year?
a. around 60 million b. around 120 million c. around 680 million
- Which of the following sources is used to produce the fabric polyester?
a. oil b. rubber c. leaves

3. How many garment workers died after the collapse of the Rana Plaza in Bangladesh in 2013?
a. around 400 b. around 1100 c. around 2100
4. How much is the proposed tax (in the UK) to improve the recycling of clothes?
a. £0.01 per garment b. £0.50 per garment c. £1 per garment

3. Read the text

Throwaway Fashion Culture

1. Clothing in Britain is increasingly characterised by a high volume/low value approach to business. Based on past trends, consumers will throw away around 680 million items of clothing this year. Replacements are cheap: dresses can be bought online for as little as £5. Cheap prices provide wider access to consumers and fashion retailers argue that they are a sign of efficiency. But there is a dark side. A new report shows that consumers are benefiting from cheap clothes at considerable cost to the environment and through exploiting poor garment workers.
2. The environmental impact of fashion is well known. Cotton production uses large amounts of pesticides and water, while synthetic fabrics such as polyester come from limited oil supplies. Bamboo, increasingly used as a cotton replacement, sounds pleasingly natural, but it is a semi-synthetic fabric. The production process involves the use of chemicals such as caustic soda. Consumers who care about the environment may feel less guilty as they take their unwanted garments to a charity store, but many of these clothes end up in landfill sites because they cannot attract buyers.
3. The social impact of fashion also raises concern. Evidence suggests that fashion companies do not carefully monitor how their clothes are produced, so consumers can't be sure that their clothes were not made by exploiting workers. In Britain, many garment workers are apparently being paid less than the minimum wage. Abroad, slave labour, child labour and poor working conditions still exist, more than five years after the collapse of the Rana Plaza complex in Bangladesh killed around 1,100 garment workers.
4. In recent years, the Waste and Resources Action Programme (known as WRAP), which works closely with the fashion industry, has done an excellent job in promoting longer-lasting clothing. But designing long-lasting garments is useless if they are thrown away early. Every garment that is produced has an impact on the environment. In a sustainable fashion culture, fewer garments would be produced and, when no longer wearable, the materials would either be recycled or reused – for example, through 'upcycling', where unwanted clothes are redesigned into new items.
5. It is a vision that still seems very far away. However, a report by the UK's Environmental Audit Committee offers hope. It proposes a "producer responsibility" scheme in which producers would pay a 1p tax per garment to improve clothing collection and recycling in order to deal with clothing waste. This strategy attracted the most attention in the media. But the report proposes a few other solutions that could be even more significant. For example, it noted that Sweden has reduced VAT (value added tax) on clothing repair services. School lessons on designing, creating and repairing clothes is another proposition.
6. Economic and educational solutions are needed because recycling does not fix the basic problem of unsustainable levels of production and consumption in the clothing sector. In short, companies produce too much and consumers buy too much. A target to halve consumption of clothes by 2030 would be an appropriate goal to focus people's minds.

Checking understanding

Look at the questions below and then read the text to find correct answers.

1. What are the advantages of cheap prices in the fashion sector?
2. What are the disadvantages?
3. Why can't consumers be sure that workers weren't exploited to make their clothes?
4. What four sustainable solutions are mentioned in the article?
5. What is the author's proposal for consumers?

Find the words/phrases in the text which mean ...

1. things that can be used instead of other things
2. shops or businesses that sell things to the public
3. a negative and often hidden aspect something
4. causes people to worry

5. the use of children to do work that should be done by adults
6. suitable for wearing
7. important or noticeable
8. reduce by 50%

5 Talking point

1. How does the situation in Britain compare to your country's fashion culture?
2. Do you think people should buy fewer clothes?
3. Which of the solutions mentioned in the article do you think would be most/least effective?

UNIT 3 BURNOUT

1. Warm-Up

What do you know about burnout? Do you think that it could happen to you or someone you know?

2 Key words - Read the sentences and match each underlined word or phrase to its correct definition.

1. The doctor was available out of hours because there were too many patients to see during the day.
2. The proposed guidelines say that employees must have a lunch break that is at least one hour.
3. Sarah is always at her employer's disposal. She even takes her calls during the weekend.
4. Carrie has to be ready to respond to her boss at any moment. There is no downtime for her.
5. You shouldn't wolf down your food before work because this can cause stomach problems.

- a. a period when you can relax
- b. before or after working hours of a business
- c. eat something very quickly and greedily
- d. information offered about how something should be done
- e. Ready to assist the person concerned in any way they wish at all times

Now write sentences using each phrase. Work with a partner and read out each sentence, but don't say the phrase. Your partner will guess which phrase you used.

3. Read the text

Should Employees be Banned from Sending Emails out of Hours?

France is set to give all workers the "right to disconnect" from emails as the scale of "burnout" among employees draws concern

Adapted from The Independent, 16th of May 2016

France's parliament are considering a law that would clamp down on employees sending emails out of working hours. Under the proposed guidelines, businesses with more than 50 employees would be required to create a document, setting out the hours when employees are not supposed to be sending emails.

Is there a problem? It's certainly true that in our working world with technology as it is, many of us are always on. Mobiles by your side, is a quick glance at the inbox too tempting?

Yes, and before you know it you're rushing out an email as you get on a bus only for a reply to hit you as you take your seat. In the evenings and at weekends how easy is it to flick between Facebook notifications and work emails?

And even at night time who's guilty of sleeping with their smartphone surreptitiously tucked under the pillow? There's no downtime and that can't be good.

What laws do we have to prevent digital burnout? We've hardly any. Under the Working Time Regulations workers mustn't work more than 48 hours each week, averaged over 17 weeks. Workers can opt out provided that they provide a minimum of 7 days' notice. They may have to give more notice up to a maximum of 3 months if there's an agreement with the employer.

There are also some exceptions to the 48-hour week which include workers whose working time is not measured and are in control of their work.

And would checking emails and replying out of hours be included within the working time? They probably wouldn't. Working time is defined as working at your employer's disposal and carrying out your duties; periods when the employee is receiving relevant training; and other periods stated in an agreement.

Time working at home, as part of a flexible working arrangement, instead of being in the office, would be covered. However, choosing to respond to emails as you step out of the shower or wolf down your breakfast wouldn't be included because you wouldn't be at your employer's disposal at that time.

But is intervention necessary? Some employees may prefer answering emails in their own time to make the return to the 'work' less painful. What about globalisation - and companies dealing with clients in different time zones? And then there's social media?

Interestingly, the bill in France has no penalties, and companies are expected to comply voluntarily. Employees will have to buy into this too.

4. Find answers to the questions below:

1. What is France going to give working people?
2. What is the maximum amount of time that somebody can currently work for during a week?
3. Which businesses might have to obey the new law?
4. Who might be an exception to the new law?
5. What things might make implementing the new law difficult?

5. Match the infinitive form of the phrasal verbs to the correct definitions.

- | | |
|---------------|---|
| 1. clamp down | a. decide not to be part of an activity or plan |
| 2. rush out | b. do a job and complete it |
| 3. opt out | c. produce something very quickly and make it available |
| 4. carry out | d. stop or limit an activity that causes harm |
| 5. deal with | e. support a plan or idea |
| 6. buy into | f. talk with or meet somebody to do business with them |

Now make up your own sentences using the phrasal verbs.

6. Complete the gaps with a word or phrase from the text.

1. If you start work on something in an energetic way you _____ it.
2. If something _____ it causes people to worry about an issue.
3. If you look at something for a short time, you take a _____.
4. If something came to you unexpectedly, it _____ you.
5. If you quickly switch from one activity to another, you _____ them.
6. _____ is action that is taken to improve or help a situation.
7. If you obey rules when you are not forced to, you _____.

7. Talking Point

1. What are the positive and negative points about France's plan?
2. Would it work in your country?

3. Is there anything else that employers can do to help with stress in the workplace?

UNIT 4 FAIR PLAY

1. Warm up - answer the questions concerning these types of toys: **cars, dolls, lego blocks, soft toys.**

1. Did you have any of these types of toys when you were little?

2. Which was your favourite type of toy?

3. Can you remember how you played with it?

4. How are toys important for children's development?

2. Read for main idea the following article. What do you think the article will be about? What do these numbers refer to? Why were they important in the article?

1. 21

2. 800

3. 10

4. 38

5. 2020

6. 2019

Equality is Child's Play

Toys Point the Way to Inclusion

1. On 21 March every year, the United Nations in New York and Geneva hosts a meeting to ensure the human rights of people with Down syndrome. This year the theme of World Down Syndrome Day is "We decide", and activities and discussions will focus on supporting people with Down syndrome in making their own life decisions.

2. Down syndrome (also known as Trisomy 21) is a genetic difference which affects around 1 in 800 births. It is caused by extra copies of genes on chromosome 21 and results in growth delays, problems with memory, planning and decision-making, and sometimes heart and digestive problems.

3. In the past, children with Down syndrome usually grew up away from their families in institutions and were not offered an education. Average life expectancy was low, just 10 years in 1960 (it is now around 50). Inclusion in mainstream society was practically zero - people with Down syndrome were largely absent from everyday life.

4. Today, children with Down syndrome enjoy a much higher quality of life, living with their families, attending local schools and, when they grow up, living and working independently. However, there is still a need for advocacy for them to achieve greater social inclusion. Now toymakers are getting involved, by introducing dolls with Down syndrome.

5. The Miniland company has created boy and girl dolls with Down syndrome facial features in a range of hair and skin colours. Miniland is based in the "toy town" of Onil, in Spain. There are 38 toymakers in Onil, and the town's doll museum has a history of using dolls to promote social progress, with programmes that stock toy libraries in health centres and promote English education in schools. The Miniland dolls won the "Toy of the Year" award in Spain in 2020. Kmart has also introduced a similar range of dolls with Down syndrome in Australia and New Zealand.

6. Dolls are a powerful tool to shape attitudes about Down syndrome. When children play with dolls, they are using their imagination and telling stories. Children play with dolls in different ways at different times: they may be practising caring for others or expressing how they see themselves. Either way, these dolls allow all children to see people with Down syndrome as beautiful, valued and worthy of love.

7. The trend for inclusion in toys also includes dolls with disabilities who use wheelchairs or have prosthetic limbs, both introduced by Mattel in 2019. Companies are responding to demand from parents and children who want to support the values of integration and equality in children's play from an early age. The feeling is that it's time to normalise all kinds of differences because people are not all the same.

8. One mother reported that her daughter, who has Down syndrome, was absolutely delighted with her Miniland doll, saying "She's just like me!". The more people with Down syndrome become visible, the more they will be able to enjoy the same freedoms and opportunities as everyone else.

3. Find words in the article in bold which have these meanings.

1. public support and action to help a specific person or group of people:
2. illnesses, injuries or other conditions that make it difficult for people to move around or fully join in with everyday life:
3. the right of different types of people to receive the same treatment:
4. being fully included in society; the idea that all people should have the same opportunities and enjoy the same experiences:
5. places where children, old people or sick people are sent to be cared for away from home:
6. the act of joining in with a group of people:
7. referring to the way most people think:
8. change the way people see difference, so that it does not seem unusual or strange to them:
9. seen and noticed by society:
10. good enough to receive love, support and respect:

4. Answer the questions about these words.

1. What do we call a person who provides **advocacy** to someone?
2. What is the adjective for **disability**?
3. What are the opposites of **inclusion** and **visible**?
4. **Inclusion** and **integration** are similar ideas. How are they different?
5. What noun follows **mainstream** in the text, to make a common collocation?
6. What preposition follows **worthy**?

5. Read for detail - Work in pairs and find the answers to your questions in the article. Get ready to explain the answer to your partner in your own words.

Student A

1. What's the focus of this year's Down Syndrome Day?
2. How has life for people with Down syndrome changed over the last 60 years?

3. What's special about the town of Onil?
4. In what way has the company Mattel supported inclusion?

Student B

1. Is Down syndrome a serious condition?
2. How many companies have created dolls with Down syndrome?
3. What are the different ways that children play with dolls?
4. Who is driving the demand for inclusive toys?

6. Product development task: develop a new toy that is socially inclusive.

- What type of toy is it?
- How is the toy socially inclusive?
- What is the name of the product?
- How will you market it? Think about the different messages that parents and children will want to hear.

7. Talking point

1. What's your reaction to the Down syndrome doll?
2. How does your college, town or country promote inclusion for people with Down syndrome and other disabilities?
3. What could mainstream society do to improve inclusion?
4. How has children's play changed over the last 50 years?
5. What do you think about advertising for toys that is aimed at children?
6. Do you think children have too many toys these days?

8. Read the sentence below and pay attention to its structure.

The more people with Down syndrome become visible, **the more** they will be able to enjoy the same freedoms and opportunities as everyone else.

Complete the sentences below using the same structure.

The more a child plays with dolls, the more/less ...

The more parents ask companies to provide different types of dolls, the more/less ...

The more inclusive society becomes, the more/less ...

The less we see differences, ...

DOUBLE COMPARATIVES with 'the' ... 'the'

Comparatives using "the" ... "the" to express cause and effect or for comparison.

Double comparatives are phrases commonly used in English to express proportionate increase or decrease, to say that when something increases or decreases, it causes something else to change.

THE MORE THE MORE

The **more** you study, the **more** you learn.
The **more** I see her, the **more** I like her.
The **more** help we give them, the **more** they request.
The **more** I watch my diet, the **more** weight I put on.
The **more** money he makes, the **more** expensive things he buys.
The **more** we work, the **more** we earn.

THE MORE ... THE LESS

The **more** I read, the **less** I remember.
The **more** the sales assistant explains, the **less** I understand.
The **more** food I see, the **less** appetite I have.
The **more** we spend, the **less** we save.
The **more** I worry, the **less** I sleep.
The **more** she flatters me, the **less** I tend to believe her.

THE LESS ... THE MORE

The **less** we spend, the **more** we save.
The **less** people listen, the **more** impatient they become.
The **less** I concentrate, the **more** I forget.
The **less** we worry, the **more** relaxed we become.
The **less** he sees people, the **more** isolated he becomes.
The **less** you exercise, the **more** weight you put on.

We can make comparisons using adjectives, adverbs and nouns.

ADJECTIVES:

The **older** we grow, the **wiser** we become.
The **higher** you climb, the **colder** it gets.
The **younger** you begin to learn a language, the **easier** it is.
The **darker** the berry, the **juicier** it is.
The **brighter** the sun, the **happier** people feel.
The **colder** the weather is, the **hungrier** I am.
The **more educated** women are, the **later** they marry.
The **earlier** you leave, the **better** it is.
The **stronger** the wind blows, the **colder** we feel.
The **heavier** it rains, the **darker** the sky is.
The **older** he gets, the **kinder** he becomes.

ADVERBS:

The **more carefully** you plan, the **better** the result will be.
The **more quickly** a car is driven, the **more likely** it is to cause an accident.
The **harder** you work, the **more rapidly** you will obtain results.
The **more hurriedly** something is done, the **more easily** mistakes are made.
The **faster** you walk, the **more quickly** you will arrive.

NOUNS:

The **more money** a person has, the **more privilege** they enjoy.
The **more ideas** you have, the **more projects** you will develop.
The **more orders** we receive, the **more goods** we manufacture.
The **more sales** he makes, the **more commission** he earns.
The **more furniture** I buy, the **more space** I need.

SHORT FORM A short form of this structure is used in sentences ending in 'better', and the expression 'the more the merrier'.

How do you like your coffee? The stronger the **better**.
What price range are you interested in? The cheaper the **better**.
What time would you like me to come? The earlier the **better**.

UNIT 5 A TALE OF SURVIVAL

1. Discuss the questions below.

1. What comes to your mind when you see the word “*survival*”?
2. Have you ever survived a difficult situation? Do you know anyone who did?
3. Translate the sentences:

1. Few birds managed to *survive* the bad winter.
2. He didn't *survive* long after the accident.
3. He died in 2010 but his wife *survived* him by another 5 years.
4. She has no *surviving* relatives.
5. There were no *survivors* of the air crash.
6. We saw the families that were *surviving* in tents after the flood.
7. I dropped the radio, but it *survived*.
8. These are plants that can *survive* frosts.
9. That clock *survived* a fall.
10. The *surviving* wife is entitled to a widow's pension.

2. Look at the picture of some survival equipment. Rate each object as 'ot useful' , 'Useful' and 'Extremely useful'.



Objects in the picture: a rope, a lighter, a flashlight/torch, antiseptic, a bandage, a pen knife, a backpack, a water canteen, a raincoat, a compass, safety gloves, a writing set, a whistle, a flare, mosquito spray, a tent, a water-resistant bag

1. Can you think of any other objects that could be useful?
2. Think which of these objects would you find indispensable in order to help you survive? You can choose five items.
3. Revise your choice and with a partner select 5 items you think would be necessary on a desert island.

3. Discuss the following words. Look up their meaning.

To be adrift

To succumb to smth

Ruddy

Veracity

4. Read and translate the sentences with the words above.

1. The survivors were adrift in the rowboat for three days. After the storm the boats were adrift.
2. I was determined not to succumb to the virus. Don't succumb to the temptation to have just one cigarette. A few years later, Katya succumbed to cancer in London. The Minister said his country would never succumb to pressure.
3. He had a naturally ruddy complexion. The wind blew the ruddy color into his cheeks.
4. He was shocked to find his veracity being questioned. We have total confidence in the veracity of our research. The manager presented a report of doubtful veracity.

5. You are going to read the story of a man who survived in difficult conditions. Read the questions and try to predict the answers. Put True (T) or False (F). Then check your predictions by reading the text.

1. A teenager spent 13 months drifting the sea.
2. The boat stopped working due to the weather conditions.
3. Alvarenga would catch sharks and turtles to survive and stay hydrated.
4. An American sailor survived a collision with a whale.
5. His story was believable as he has shown signs of skin burn, broken skin and dehydration.
6. The author of this article believes Alvarenga's story is real.

The Most Extraordinary Tale of Survival Ever Known?

1. A fisherman washed up on an island in the Pacific claims to have spent almost 400 days adrift. It is a record for survival on the waves that has experts all at sea, says Samuel Muston. It all began in December 2012, when Jose Salvador Alvarenga, an El Salvadorian fisherman, boarded his 22ft fiberglass fishing boat in the village of Costa Azul on the coast of the Mexican state of Chiapas. Along with another fisherman, a teenager identified only as Ezekiel, he set off to catch sharks to sell at the market. But things started to go wrong almost immediately.
2. The boat's motor broke and the pair were cast adrift in the Pacific Ocean, with neither a proper water supply nor workable communication equipment. After only a month, his companion succumbed and Alvarenga is said to have pushed his corpse overboard. For 12 more months, the fisherman claims to have survived by catching fish and birds with his hands. He would pull turtles and sharks from the water, drinking their blood to stay hydrated and eating their raw flesh. Although he managed to collect water when the rains came, he is said to have survived for more than a month by drinking his own urine.
3. On Monday, Alvarenga was found crawling up the beach of Ebon Atoll, 6,200 miles away in the Marshall Islands. His bearded visage immediately began to fill newspapers and television bulletins. It was as if Life of Pi, Yann Martel's fantasy novel, had come true. Only in the book, Pi Patel survives at sea for 227 days - Alvarenga claims to have managed 163 more. It is a remarkable story, made all the more so by the fact that Alvarenga looked so well as he was helped ashore to the hospital in Majuro, the capital of the Marshall Islands. He appeared ruddy, rather than burnt, and not in any way emaciated.
4. Perhaps inevitably, questions are now being asked about the veracity of his story. There is a log of a fishing boat going missing in Mexico in late 2012, but that particular vessel was lost in November. And the description of its occupants doesn't match Alvarenga and his companion. Both Gee Bing, the acting Foreign Secretary of the Marshall Islands, and the American ambassador there, who acted as interpreter for Alvarenga, have been cautiously sceptical of his story. The latter, Tom Armbruster, said: "It is hard for me to imagine someone surviving 13 months at sea." Hard, perhaps, but not impossible. There are a number of mind-bending tales of survival at sea. Steven Callahan, an American sailor on the return leg of a solo transatlantic journey in April 1982, spent 76 days adrift in the Atlantic on a 6ft life raft after his boat capsized in a collision with a whale.
5. A two-hour boat journey between two towns in the Kiribati islands lasted 105 days for Toakai Teitoi. He, too, was washed up near the Marshall Islands and claims to have survived on raw fish and rain water. He put his final rescue by a passing boat down to the ministrations of a shark, however. "If a shark hadn't nudged me awake, the crew of the boat might have thought I wasn't in trouble and might have carried on sailing past me," he said at the time of his rescue in 2012.

6. The longest time spent alone adrift, however, was 133 days. After 25-year-old Poon Lim's merchant ship was sunk by a German U-boat off the coast of Cape Town in 1942, he drifted across the entire Atlantic on a life raft, fetching up at the mouth of the Amazon.

7. It is worth noting that if Alvarenga's tale is to be believed, he would have been at sea 259 days more than Lim. Is that credible? Views are mixed. According to Dr Simon Boxall, an oceanographer from the University of Southampton, it is definitely feasible. "If you check the charts, you see that the flow of the current would take you from Mexico to the Marshall Islands. And the time frame fits, too: he would need only to be going at half a mile per hour, which is reasonable if he had the wind behind him." Jeya Henry, a professor of nutrition at Oxford Brookes University, says a diet of raw fish and birds might also be enough to prevent death by starvation. "The human body is extremely resilient to food deprivation. The body is well adapted to survive long periods on restricted food intake," he says.

8. Survival experts, though, have been left scratching their heads. James Mandeville, a former army officer and expert in survival at sea, explains that he would expect to see certain ailments on the fisherman. "If he was using his hands to catch fish, they would be covered in sores from the salt water and bacteria in the sea. His eyesight would also have deteriorated from the glint of the sun on the water," he says.

9. Mandeville is most skeptical, though, about Alvarenga's claim to have saved enough water to survive for a month when there was no rain. "You couldn't survive for long drinking urine and turtle blood - it would finish off the kidneys and liver - and with the temperatures in the Pacific, you would need two to three liters of water per day to survive. He would need a very big water container," he says.

10. If Alvarenga's story can be proved, and proof in such cases is elusive, this may yet turn out to be the most extraordinary tale of survival ever known. Otherwise, it might just as well prove to be one of the best publicized fish stories of modern times.

6. Find a word or phrase in the text that means:

1. get onto a ship, train or a plane
2. the body of a dead person
3. the soft part of people's or animals' bodies that consists mostly of muscle and fat
4. unusual in a way that surprises or impresses you
5. extremely thin because of serious illness or lack of food
6. used for saying that something is certain to happen
7. made something move gradually or a little way in a particular direction
8. difficult or impossible to achieve, catch or to remember

7. Match each word to its synonym from the text:

1. boat
2. help (n)
3. likely
4. previous
5. worsen

8. Fill in each gap with the correct form of each word in capitals.

I'm going to tell you about a (1. REAL) _____ dangerous experience of mine. Last summer, I went to a (2. BEAUTY) _____ place in the mountains of eastern France. The weather was perfect and the (3. POSSIBLE) _____ of rain seemed extremely remote. In short, I felt very (4. OPTIMIST) _____ about my journey because there was not a single cloud in the sky. I took my backpack and (5. CARE) _____ started walking through the forests and hills, forgetting about the time. As I reached the (6. HIGH) _____ point of the mountain, I sat down gasping for breath. But I felt extremely (7. SATISFACTION) _____.

However, the minute I got up, ready to return, it started to rain (8. VIOLENT) _____. It was difficult to see where I was going but I trusted my good (9. JUDGE) _____ and my survival skills, which I picked up years ago on a special training camp. It was a dangerous and (10. SCARE) _____

journey, but I survived it in the end. I can tell you — that was an (11. FORGET) _____ experience.

9. Talking point

1. Have you ever watched a film about adventures and survival? Do you remember any details?
2. Do you think you would be able to survive on a desert island?
3. If you could take anyone to an island to help you stay alive, who would it be? Give your reasons.

UNIT 6 UNUSUAL CV MISTAKES

1. Warm up.

1. What rules did you follow to create your CV?
2. What mistakes do you think people make with their CVs?
3. What do you think employers are looking for when they look at CVs?

2. Match the vocabulary from the article which has the same meaning as the following definitions.

- | discrimination
relevant | exclude
tailor | potential
transferable | quantify
vague |
|---|-------------------|---------------------------|-------------------|
| 1. _____ (adj.) being able to develop into something in the future | | | |
| 2. _____ (v) change something so that it is suitable for a specific purpose | | | |
| 3. _____ (adj.) connected closely to the situation or something being discussed | | | |
| 4. _____ (v) describe something using numbers or amounts | | | |
| 5. _____ (adj.) not providing enough details or information about something | | | |
| 6. _____ (v) not make something a part of what you're doing or making in a deliberate way | | | |
| 7. _____ (adj.) possible to move from one situation to another | | | |
| 8. _____ (n) the practice of treating certain groups of people more unfairly than others | | | |

3. Study the synonyms and translate the following sentences into Romanian:

1. Discrimination → unfair treatment / prejudice / bias

Many people still face **discrimination** at work because of their gender.
The new policy aims to reduce **discrimination** against minority groups.
It's important to challenge **discrimination** in hiring practices.
The company has strict policies to prevent **discrimination** in the workplace.
She spoke out against **discrimination** based on age and gender.

2. Relevant → connected / related / applicable

Only **relevant** information should be included in your report.
The teacher asked for examples **relevant** to the topic.
Your work experience is highly **relevant** to this position.
Please include only relevant details in your report.
The article was not relevant to the topic we were discussing.

3. Exclude → leave out / omit / reject

Make sure you don't **exclude** any important details.
The editor decided to **exclude** that paragraph from the article.
The club may **exclude** new members who don't follow the rules.
The teacher decided to **exclude** late submissions from the final grading.

4. Nobody should Tailor → adapt / adjust / customize

The course was **tailored** to meet students' needs.
We can **tailor** the schedule if you're not available on Fridays.
The program was **tailored** for beginners.
The training program was **tailored** to meet the employees' needs.

She **tailored** her presentation to suit the audience.

5. **Potential → possible / capable / promising**

She has the **potential** ability to become a great leader.

He's a **potential** student who learns very quickly.

This is a **potential** idea that could change the market.

This idea has great **potential** for future development.

He's a **potential** candidate for the new position.

6. **Transferable → applicable / usable / portable**

Communication skills are **transferable** in almost any job.

The knowledge you gain here is **transferable** in real situations.

The software license is **transferable** between devices.

Communication and teamwork are **transferable** skills useful in any career.

The course provides **transferable** knowledge that can be applied in many areas.

7. **Quantify → measure / calculate / assess**

It's difficult to **quantify** happiness accurately.

The researcher will **quantify** the level of satisfaction.

We need to **quantify** how much progress has been made.

It's hard to **quantify** the impact of social media on young people.

The researchers tried to **quantify** the level of customer satisfaction.

8. **Vague → unclear / imprecise / uncertain**

His explanation was too **vague** to understand.

The instructions were **vague**, so nobody knew what to do.

She gave a **vague** answer about her plans.

His answer was too **vague**, so nobody understood what he meant.

The instructions were **vague**, making it difficult to complete the task.

4. **Reading for accuracy - For gaps 1 - 10, choose the best word A - C from the table below:**

CV mistakes

And how to fix them.

- A) Your CV is the first thing that any **potential** employer will know about you and as we all know, there's¹ _____ second chance to make a first impression. Unfortunately, it can communicate so much more than just what you write. We take a look at what mistakes to _____² and what to do instead.
- B) When you're searching for jobs, it's common to apply for as many as possible to increase the _____³ of success. Yet sending out exactly the same version of your CV for each job can be a no-no. It's better to **tailor** your CV for each application. Look carefully at the information about the job you are applying for and think how your CV shows that you're right for it. It may _____⁴ mean making small changes, but make sure that all the information you're giving is **relevant**. For instance, if you're applying for a design job, that summer you spent selling ice-creams isn't essential information.
- C) For each job you have listed, it's common to say something about it. Many people _____⁵ the mistake of talking about what they did and not what they achieved. Employers want to know what you can do, so tell them. So instead of saying something like 'I sold second-hand cars and trucks for a couple of years' try _____⁶ 'I made vehicle sales of over £200,000 in my first year, increasing this by 15% in my second year.' It is important to **quantify** any achievements, don't write **vague** statements, such as 'I made a lot of sales while I was working there.' It sounds like you're hiding information.
- D) Although it's important to be specific about what you achieved, any information must be _____⁷. Lying on your CV, or 'bending the truth' is a bad idea because if an employer finds out, it will **exclude** you from any further consideration. If no one notices, it could be worse as you may get the job and be given tasks that you don't know how to do. Instead, focus on your strengths or the **transferable** skills you have. But always _____⁸ the truth.

E) Lastly, don't include a photo _____⁹ your profession requires it, such as if you're working as a model or an actor, or if the country requires it (which is the case in China and the UAE, for example). What you look like does not affect your ability to do a job and you may face **discrimination** due to age, race, gender or other factors, even if it's not _____¹⁰. However, feel free to include a professional photograph on your LinkedIn profile.

- | | | |
|------------------|---------------|----------------|
| 1. a. none | b. no | c. nothing |
| 2. a. avoiding | b. avoidance | c. avoid |
| 3. a. possible | b. impossible | c. possibility |
| 4. a. really | b. surely | c. only |
| 5. a. make | b. do | c. have |
| 6. a. written | b. writing | c. wrote |
| 7. a. accurate | b. inaccurate | c. accuracy |
| 8. a. say | b. tell | c. speak |
| 9. a. if | b. whether | c. unless |
| 10. a. intention | b. intending | c. intended |

5. Reading comprehension

Part A: Read the following statements of advice about writing a CV. For each statement, write the letter of the paragraph in which the advice can be found. If the statement does give advice from the article, write 'Not given'.

- Don't give any information that is not true. ____
- Don't include any images of yourself in your application, unless it is asked for. ____
- Be specific about how you helped your company using numbers where possible. ____
- Carefully check your spelling, punctuation and grammar in your CV. ____
- Change your CV so that it matches the skills required in the job you're applying for. ____
- Talk about your achievements rather than what you were responsible for. ____
- Do not say anything about the salary you are hoping to make in your CV. ____
- Talk about skills you have that can be used in more than one job. ____

Part B: Answer each of the following questions in your own words.

- What is the meaning of 'a no-no' in paragraph B?
- What is the meaning of 'bending the truth' in paragraph D?

6. Match the definitions 1 - 8 to the vocabulary in bold in sentences A - H.

- He likes to **brag** about how much money he's making from sales which doesn't make him very popular with the other employees.
 - She's been a **loyal** member of our team for many years and is always there to help others.
 - You can tell she's stressed and not sleeping well because she's been very **irritable** in the office lately.
 - If you're having problems with your computer, you should ask Samantha. She's very **knowledgeable** about how they work.
 - We're all very **enthusiastic** about the trip to Hanoi. We're very interested in seeing what they do over there and what the city is like.
 - We always ask her to give presentations as she's very **articulate** when it comes to explaining our systems to other people.
 - It made me really angry the way he spoke to the server in the restaurant. He was so **arrogant** and acted as though she didn't have anything better to do than look after him.
 - You're going to need to talk to him. I find the rap music that he listens to in the office really **offensive** and violent. It's just not suitable for a professional environment.
- a. Talk about something in a way that shows you think you've achieved a lot and are too proud of it

- b. Not showing respect for other people
- c. Always supporting someone or something, even in difficult times
- d. Getting angry or annoyed very easily
- e. Behaving in a way that shows you think you are more important than other people
- f. Showing that you know a lot about a particular subject or situation
- g. Being able to express ideas and thoughts very clearly in words
- h. Showing a great amount of interest in, or excitement about, something

7. Complete the following sentences with a different part of speech.

- | | | | |
|----------------------|-------------------------|----------------------------|-----------------------|
| arrogance (n) | articulate (v) | bragging rights (n) | enthusiasm (n) |
| irritated (v) | knowingly (adv.) | loyalty (n) | offence (n) |
1. He's generally late every day and doesn't show a lot of _____ for the job at all.
 2. I didn't mean to cause any _____, I just didn't realise that I was supposed to take my shoes off at the door.
 3. The team has done really well this year, so I think they've earned their _____.
 4. There's a lot of _____ in the way he speaks to other people in the team, including the manager, which doesn't make him popular.
 5. It's very difficult to _____ exactly what people don't like about her, but there's something slightly false about the way she talks to people.
 6. He worked for the company for 15 years and they fired him as soon as they got into difficulty, which isn't a good way to repay his _____.
 7. I don't think he's telling us everything, because he looked at the CEO _____ when he was talking about contracts next year.
 8. He _____ everyone on the team by forgetting to thank them in his speech. He made it sound like he'd done everything himself.

8. Listen to three people talking about interviews and decide which one of the following questions they are answering.

1. What experience in interviews has helped you to decide if you wanted to hire someone or not?
2. What qualities do you look for in a candidate who interviews for a job?
3. What mistakes do people make in job interviews in your experience?
4. What do candidates for job interviews usually find the most difficult part of it?

9. Complete the table by ticking the correct box to answer the questions. Which speaker had a candidate ...

	Speaker 1	Speaker 2	Speaker 3
1) who was not honest about where they were educated?			
2) who impressed them with their understanding of the industry and the company they were interviewing for?			
3) who was having a personal relationship in the workplace?			
4) who didn't act professionally after the interview started later than expected?			
5) whose choice of clothes was not appropriate for the interview?			
6) who hadn't done any research about the company before the interview?			

10. Talking point

1. What did you do to prepare for job interviews you had in the past?
2. What mistakes do you think you have made in job interviews or on your CV? What would you do differently as a result?
3. What do you dislike about job interviews? Why?
4. What subjects are you knowledgeable about?
5. What makes you enthusiastic?
6. What can make you irritable?
- 7.

UNIT 7 PANDEMIC MILLIONAIRES

1. Warm Up

1. What, if anything, changed for you financially during the Covid-19 pandemic? Did your situation improve or get worse? Why?
2. What difficulties did people in your country face generally?
3. Did anyone find new ways of making money during the pandemic in your country?
4. How do you think the pandemic will have changed working life in your country when it is all over?

2. Match the vocabulary to the definitions.

- | | |
|-------------------------|---|
| 1. wealth (n) | a. an amount of money borrowed from someone that has to be returned |
| 2. to rocket (v) | b. in a manner that is noticeable and has an effect on something |
| 3. to transfer (v) | c. in a negative way that causes problems or difficulty |
| 4. significantly (adv.) | d. in a way that is obvious and true |
| 5. adversely (adv.) | e. the act of making something smaller in size or amount |
| 6. undoubtedly (adv.) | f. to increase suddenly and with great speed |
| 7. debt (n) | g. to move something from one place to another |
| 8. reduction (n) | h. valuable property or a large amount of money owned by someone |

3. Complete the following sentences with a word or derivative from Ex.2.

1. The houses in this area are huge. A lot of very _____ people live here.
2. Louise found school quite difficult, but still tried hard in the face of _____.
3. You've been so kind and I'm deeply _____ to you and your family for all of your help over the years.
4. If I'm going to _____ my spending, I really need to stop eating out so much.
5. I never _____ for a minute that he was telling me the truth. He was always so trustworthy.
6. I don't think this diet is working. I've lost a really _____ amount of weight since I started.
7. The _____ is scheduled to launch from Florida's Kennedy Space Centre at 9 am tomorrow morning.
8. Good morning, I would like to arrange a _____ of \$2000 to my husband's account, please.

4. Answer the following questions.

1. What event in your life has adversely affected you?
2. What do you think is undoubtedly the best way to make money?
3. Do you think it's important to create wealth, or do you think it's more important to have wonderful experiences?
4. What do you think is the best way to stay out of debt? And what is your advice for people who are in it?
5. Would you be prepared to take a reduction in your salary if you had more time to spend doing what you enjoy? Why/Why not?
6. If you had to transfer all of your money to someone right now, who would you choose and why?

5. Find what the following numbers mean in the text.

- 7.9 trillion
44%

1.7 trillion
7.9%
52 million
160 million

6. Read the text

A Tale of Two Worlds The Financial Effect of the Pandemic

1. While the global pandemic has been a disaster for many people, there has been a rise in prosperity amongst the world's billionaires. A recent report from the UK showed that from April to July in 2020, their collective wealth rose to £7.9 trillion, an increase of 27.5%. There's also been an increase in people who are classed as billionaires, which in 2017 was 2,158 globally, but now stands at 2,189.

2. The group of billionaires who have gained the most are those in the industrial sector, with an increase of 44% in their wealth over the 3 months studied. Those who made their billions in the tech industry saw an increase of 41% with the lockdowns around the world creating a massive increase in demand for their goods and services. It is thought that the pandemic allowed technological advances that would have normally taken several years to happen to take place in only a few months - such was the drive for information and socially-distanced interactions throughout the world.

3. The healthcare industry also saw a huge increase in profits, adding to the wealth of billionaires in this sector. America is the home of the largest amount of wealth, with billionaires creating assets of just over \$3.5 trillion in the last 11 years, more than double that of China's \$1.7 trillion over the same period of time.

4. As well as making unimaginable wealth, some of the world's billionaires are giving it away as aid in the pandemic. The report found 209 billionaires had publicly given \$7.2 trillion worth of aid. The majority of these came from America, with 98 people donating a total of \$4.5 billion in pandemic relief. By comparison, 12 Chinese billionaires donated \$679 million, with Australia and the United Kingdom lagging behind with total donations of \$324 million and \$298 million respectively.

5. The disastrous impact of the pandemic on the world's poor is projected to create more than 150 million additional people who are classed as living in "extreme poverty". A report by the World Bank shows that, for the first time in over two decades, the number of those living on less than \$1.90 per day will increase.

6. Prior to the onset of the pandemic, global extreme poverty levels were expected to drop to new lows of 7.9%. However, as a result of the impact on the global economy generally, and particularly those in developing nations, this is now likely to rise to between 9.1% and 9.4%. There was already concern that the speed at which poverty was being reduced globally was slowing. In the two years from 2015 to 2017, the number of people who stopped being classified as "living in poverty" was 52 million. However, the reduction was less than 0.5% per year, which stands in contrast to the period from 1990 to 2015 where there was an increase of around 1% year on year.

7. In 2013, the World Bank set a goal of having a maximum of 3% of the world's population living in extreme poverty by 2030. Given this recent setback, this aim looks impossible to meet without substantial changes in policies. The Washington-based World Bank is planning to offer up to \$160 billion-worth of loans and grants to the world's 100 poorest countries to help deal with the effects of the Covid-19 crisis.

8. Jamie Dimon, Chief Executive of the International Bank, JP Morgan, said that the pandemic must be a "wake-up call" in order that we build a fairer society. "It is my fervent hope that we use this crisis as a catalyst to rebuild an economy that creates and sustains opportunity for dramatically more people", he stated, "especially those who have been left behind for too long".

7. Scan through the article and find words which mean the same as the following:

1. the situation when you are making a lot of money _____
2. a development or an increase in knowledge and ability _____
3. in the same order as the things mentioned before _____
4. put into a particular group _____
5. a problem that delays progress being made _____
6. important or significant _____

7. something which causes a change to happen _____
8. to allow something to continue to exist or to happen _____

8. Read the following statements and decide if they are True, False or Not Given.

1. The billionaires of the world got richer over three months in 2020, adding just over a quarter to their combined wealth.
2. Due to the increase in gaming during the pandemic, tech billionaires made great profits.
3. The pandemic created a situation where technological progress was much faster than normal.
4. The combined donations in pandemic aid of Australian and British billionaires were greater than that of Chinese billionaires.
5. Extreme poverty is defined as people who live on less than \$1.90 a day.
6. Between 2015 and 2017, the speed at which people were lifted out of poverty increased.
7. The World Bank will not be able to meet its targets for the reduction of global poverty by the end of this decade.
8. The chief executive of JP Morgan believes the pandemic has created a more equal society.

9. Talking point

1. Did any of the facts and figures in today's lesson surprise you? Why/Why not?
2. What is your opinion about the increase in millionaires and billionaires around the world? What significance do you think it will have for the future of the world? Do you think it is healthy that so many people have such a great deal of money? Or not? Why?
3. What is your opinion about the number of people living in extreme poverty? Do you think we could do more to reduce that number, or do you think it is natural for there to be a certain number of very poor people in the world?
4. What is the least amount of money that you think you could possibly live on per day?
5. Do you think there will be a time when there are no people living in poverty at all? Why/Why not?
6. What do you think needs to happen for there to be no people at all living in poverty in the world?

UNIT 8 REMOTE WORKING

1. Warm-up: 'Remote working' means working away from a traditional office, e.g. at home. Do you agree or disagree with these statements about remote working? Explain why.

1. Working remotely is more productive than working in the office.
2. Most people would like to work remotely if they could.
3. If I worked from home, I would miss my colleagues.

2 Reading for the main idea - First, skim-read the article quickly to get a general idea of the content and the organisation. Which of these topics is not mentioned in the article?

- Benefits to workers
- Benefits to employers
- Negative effects
- Popularity
- Solutions
- Types of stress

How Remote Working Can Increase Stress

1. Remote working is becoming more popular than ever. A Swiss study found that 70% of professionals work remotely at least one day a week, while 53% work remotely for at least half of the week. Some multinationals have all staff working remotely, with employees situated all over the world. While there are certainly benefits, there are also **pitfalls**; as remote working becomes the new normal for many, it's important that

companies adapt and put the right policies in place to ensure their employees feel part of the team and don't **burn out**.

2. Nearly 70% of **millennials** would be more likely to choose an employer who offered remote working. Employees value the flexibility it gives them, particularly if they have childcare commitments. People also appreciate escaping long commutes and avoiding office distractions.

3. But there are also concerns that people's mental health and well-being can take a hit when working remotely. In the UK, businesses lose 100 mln pounds every year due to workplace stress. Research shows that always being accessible by technology while working remotely leads to the blurring of work and non-work hours, particularly if you work from home. A 2017 United Nations report found that 41% of remote workers reported high stress levels compared to just 25% of office workers.

4. One of the reasons for this could be the "out of sight, out of mind" **mentality** that's **commonplace** toward remote workers, which leads to a lack of trust, feelings of being an outsider and a **tendency** for people to think their colleagues are talking negatively about them behind their back. One study of 1,100 workers found that the 52% who worked from home were more likely to feel left out and mistreated, as well as unable to deal with conflict between themselves and colleagues. Navigating sensitive territory in a virtual team is an essential skill. Emails can be misinterpreted as being rude or too direct. And, with no visible body language, it is tricky to communicate our true meanings.

5. In a virtual environment, managers may focus too much on completing tasks and too little on relationships. With more emphasis on deadlines and routine information, virtual workers can feel treated as a cog in a machine, rather than an essential part of the team. Such a leadership approach can worsen the sense of **isolation** and contribute to virtual workplace stress. University lecturers and students who work virtually report feelings of isolation, loneliness and being unable to "switch off", as well as a lack of social support. Moreover, interviewees said a lack of feedback from line managers and senior colleagues gave them no benchmark to judge progress, which led to increased feelings of anxiety and a concern as to whether they were "up to standard".

6. There are two types of stress related to work: the good and the bad kind. The Yerkes-Dodson Law (drawn up by psychologists Robert Yerkes and John Dodson) points out that stress can be productive up to a point, and then it results in reduced productivity. Being unable to report being stressed (or being uncomfortable doing so), is **detrimental** as pressure will eventually **outweigh** an individual's ability to cope over time. In contrast, one recent study found that colleagues who spent just 15 minutes socialising and sharing their feelings of stress had a 20% increase in performance.

7. The right kind of communication is key to overcoming the difficulties of virtual working. Employers need to put the right structures in place, such as scheduled video calls and regular team-building meetups. Bosses need to lead by example and create a culture where those outside the office feel valued. Equally, virtual workers need to think about what makes them productive, happy and successful in everyday life, and try to replicate this in a remote setting – for example, taking a walk at lunchtime, going to the gym, ringing a friend or reading a book. If the future of work is heading towards more virtual work, then it is not something we can avoid. Instead, we should implement ways of managing the stress associated with it, while enjoying the benefits.

3. Read the following statements and decide if they are true (T) or false (F). Explain your answer using the context of the article. Give reasons why the false sentences are incorrect.

1. Remote workers experience less stress than office workers.

2. Over 50% of professionals work remotely for at least half of the week.

3. Employers should establish the proper procedures, such as frequent team-building meetings and planned video chats.

4. The maintenance of interpersonal relationships in the workplace should be a real concern for both employers and employees.

5. One of the challenges faced by remote workers is feeling isolated and receiving little feedback.

4. Complete the definitions with the words in bold from the article. Use the context of the article to help you – the words are in bold in the text.

1. (n) problems that are likely to occur in a particular situation _____
2. (v) work too hard and become exhausted _____
3. (n) people who were born in the 1980s-2000s _____
4. (n) a typical attitude, or way of thinking _____
5. (adj.) frequent and not seen as unusual _____
6. (n) a likeliness to take action or occur the same way many times _____
7. (n) being alone or cut off from social interaction with others _____
8. (adj.) harmful or damaging _____
9. (v) have more significance or a stronger effect than another factor _____
10. (v) copy, reproduce _____

5. Match each phrase from the article with the best meaning.

1. ... people's mental health and well-being can **take a hit** when working remotely.
a. become complicated b. make someone angry c. suffer
2. ... working remotely leads to **the blurring of work and non-work hours**, particularly if you work from home.
a. asking someone to work overtime b. a lack of a clear boundary c. saying something without thinking
3. **Navigating sensitive territory** in a virtual team is an essential skill.
a. communicating a plan clearly b. saying and doing the right thing in a difficult situation
c. taking your team in the right direction
4. ... virtual workers can feel like **a cog in a machine**, rather than an essential part of the team.
a. the opposite of an individual with feelings b. they have an important role
c. they have to work without stopping
5. ... lack of feedback from line managers and senior colleagues gave them no **benchmark to judge progress**, which led to increased feelings of anxiety ...
a. support to do their job b. sense of teamwork c. way of measuring how well they were doing

6. Answer the questions to the text:

1. What factors have contributed to the rise in popularity of remote working, according to the text?
2. Why do many millennials prefer employers who offer remote working options?
3. What negative mental-health consequences of remote work are mentioned in the text?
4. How does constant technological accessibility contribute to increased stress for remote workers?
5. What is the "out of sight, out of mind" mentality, and how does it affect remote workers?
6. In what ways can communication challenges, such as email misunderstandings, create conflict in virtual teams?
7. Why might virtual workers feel like "a cog in a machine," and what management behaviours contribute to this?
8. What emotional effects do remote university workers and students report, according to the text?
9. How does the lack of feedback from managers contribute to anxiety among remote workers?
10. What does the Yerkes–Dodson Law suggest about the relationship between stress and productivity?
11. How can short periods of socializing among colleagues positively affect performance?
12. What strategies does the text propose for employers and remote workers to reduce stress and maintain well-being in virtual environments?

UNIT 8 CHRISTMAS WORDS AND TRADITIONS

1 Warm up

1. Do you decorate your house for Christmas? How?
2. Do you write Christmas cards? Why/why not?
3. Have you got your favourite Christmas activities?
4. Are there any traditional Christmas dishes in your country?

2. Identify the meanings of the Christmas words:

Baubles, bells, candle, Christmas cards, Christmas cracker, Christmas pudding, Christmas tree, lights, mistletoe, poinsettia, present, reindeer, Santa Claus, sleigh, stocking, wreath



1



2



3



4



5



6



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8



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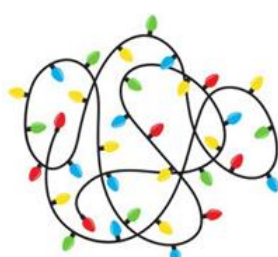
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16

3. Match the words and write sentences using the collocations.

Group 1

- | | |
|-------------|---------------------|
| 1. decorate | a. a Christmas card |
| 2. fill | b. a candle |
| 3. write | c. a sleigh |
| 4. ride | d. a stocking |
| 5. light | e. a Christmas tree |

Group 2

- | | |
|---------------|----------|
| 1. kiss under | a. bells |
|---------------|----------|

- | | |
|---------|-----------------------|
| 2. pull | b. the mistletoe |
| 3. ring | c. Christmas crackers |
| 4. eat | d. presents |
| 5. wrap | e. Christmas pudding |

4. Christmas traditions

Which countries do you think the following traditions belong to?

1. The main Christmas meal is eaten during the evening of Christmas Eve. It is often a barbecue served in the garden.
a. Ireland b. Spain c. Argentina d. Brazil
2. Sometimes children leave a sock near a window. If Papa Noel (Santa Claus) finds the sock, he'll exchange it for a present!
a. Egypt b. Iceland c. Argentina d. Brazil
3. Christmas Day is celebrated on January 7th.
a. Egypt b. Pakistan c. Ireland d. Spain
4. On January 6th, women traditionally have a free day and men do the housework and cooking.
a. Spain b. Pakistan c. Ireland d. Brazil
5. December 25th is a public holiday, but it is only in memory of the founder of the country.
a. Brazil b. Egypt c. Iceland d. Pakistan
6. The main Christmas meal consists of 12 dishes. Carp (a river fish) is the main dish.
a. Ireland b. Iceland c. Poland d. Spain
7. Sometimes a sea bird is eaten on Christmas Day.
a. Poland b. Spain c. Argentina d. Iceland
8. On December 28th, people play tricks on each other (like on April 1st in the UK and USA).
a. Spain b. Egypt c. Ireland d. Brazil

5. Talking point

1. Are there any unusual Christmas traditions in your country?
2. How has Christmas changed for you since you were younger?
3. What do you enjoy about this time of year?
4. What do you dislike about this time of year?