

# Business English Advanced (C1)



## **Preface**

¡Hola! Hello Spanish speakers!

Thank you for your interest in my classes. My goal is for my students to open up incredible new career and business opportunities for themselves by improving their Business English.

When you become a member of Club de Inglés, you will not only have access to all of my On-Demand Resources, you will also have direct personal access to me via office hours, email and 1:1 personal coaching.

I am here to help you achieve your goals and to support you on your English language journey.

Bienvenidos Amigos!

A handwritten signature in black ink that reads "Dale". The signature is written in a cursive, flowing style with a large initial "D" and a trailing flourish.

# Introduction

Dear Student,

I hope that you find this Business English course both useful and enjoyable.

The language in these lessons directly addresses teachers, and this is because I chose teacher-oriented lessons so that my students could have the option of learning independently and being able to check their own answers. This is why you'll find an **Answer Key** at the end of the last lesson. Here you'll find the answers for each lesson in the course, ordered from the first lesson to the last.

You'll also notice that at the start of each lesson, there's a QR code. This is for Expemo, which is a mobile app that gives you access to flashcards that you can use to review what you learn in each lesson by asking you questions and then showing you the correct answer, allowing you to self-evaluate as you progress through the course. If you're interested in using this app, please email me and I'll arrange for you to have access to it at no extra charge.

Please also note that these lessons are worded in such a way as to reflect the fact that they can be used either as independent learning tools or in group sessions. Please also be aware that some lessons are accompanied by video/audio content that is not available in PDF format. If you'd prefer to have the lesson with audio and video, please email me and we will setup a 1:1 lesson.

If there is anything that you do not understand or have questions about, please don't hesitate to reach out to me, I am happy to help you.

Happy Learning!

A handwritten signature in black ink that reads "Dale". The signature is written in a cursive, flowing style.

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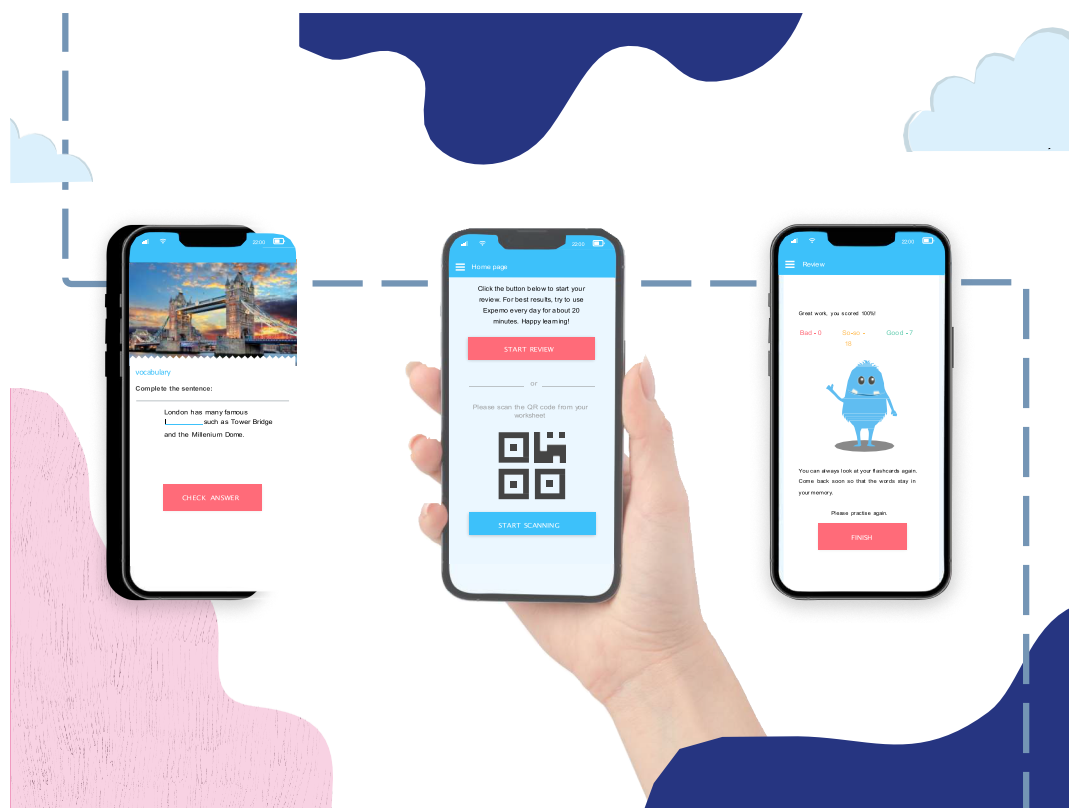
**ANSWER KEY**

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# Expemo App

## Expemo app - learning without forgetting

Using our expemo app accelerates language acquisition and helps learners remember what they learn, even after many years.



### 1. DISPLAY A QUESTION

Expemo displays a question or task. Try to recall the correct response from memory. Then click 'Show Answer' to display the correct answer.

### 2. RATE YOUR RESPONSE

Compare your response to the correct answer by pressing one of the three grade buttons.

### 3. BAD | SO-SO | GOOD

If you click 'Bad', don't worry. You will see the same flashcard again after a few more questions, so you will have another chance to answer correctly.



# FINDING FULFILLING WORK



Scan to review worksheet

Expemo code:

IGST-S3ZB-D4DI

I

## Warm up

In pairs, look at the pictures and discuss the following questions.



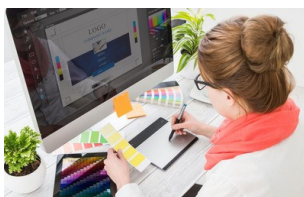
an actor



a scientist



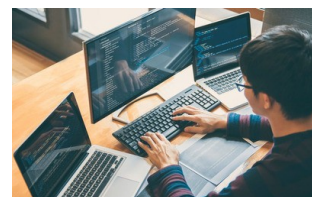
a sportsperson



a graphic designer



a lawyer



a computer programmer

1. Look at the photographs. Which of these jobs do you think people *find* the most desirable? Why?
2. Which of the above jobs would you personally be most interested in if you could do any type of job? Why?
3. When you were a child, what job did you want to do? Why did that appeal to you?
4. What advice would you give to someone who wanted to change their job or career?

## 2

## Listening - Part 1

Read the extracts from Part I of the video and put them in the correct order 1 - 9. The first one is done for you.

and the word "fulfillment" doesn't even appear. Nowadays, in a prosperous world, we don't only expect to obtain money through our labor, \_\_\_

Firstly, accept that being confused about careers is perfectly normal. In a pre-industrial world there were, at most, some 2,000 different trades out there; \_\_\_

helps to explain why so many of us have career crises, often on a Sunday evening as the Sun begins to set. \_\_\_

nowadays there are estimated to be half a million different options. The result: \_\_\_

The idea that work might be fulfilling, rather than just painfully necessary, is a strikingly recent invention. Open Dr. Johnson's celebrated dictionary, published in 1755, \_\_\_ 1

To help us on the quest for fulfilling work, here are six useful ideas: \_\_\_

we also, to a greater or lesser extent, expect to find meaning and satisfaction. It's a big ask and \_\_\_

we can become so anxious about making the wrong choice we end up making no choice at all; psychologists call this "the paradox of choice," paralysis stemming from too many options. \_\_\_

We should acknowledge that confusion is natural, and fear entirely normal, but let neither of these scupper our chances forever. \_\_\_



Now watch the first part of the video (00:00 - 01:10) to check your answers.

Find words or phrases in the introduction which mean the same as the following.

1. \_\_\_\_\_ (adv.) in a way that causes surprise or attracts special attention
  2. \_\_\_\_\_ (n) the pleasurable sense of having completed or achieved something
  3. \_\_\_\_\_ (adj.) making a lot of money
  4. \_\_\_\_\_ (phrase) in some way
  5. \_\_\_\_\_ (n) a journey, usually to look for something
  6. \_\_\_\_\_ (n) a situation which is unusual because it has two opposite aspects
  7. \_\_\_\_\_ (phr. verb) resulting from something
  8. \_\_\_\_\_ (v) to make something fail
-

## 3

## Listening comprehension - Part 2

**Part A:** First, read the following sentences and discuss the meaning of the words in bold with a partner.

1. I suddenly found myself in the **perilous** position of not having a job or any money.
2. To anyone else, she would have seemed *fine*. But I was able to **pick up on** her tone of voice and actions and knew that she was not.
3. My father always said, "the most important thing is to **know yourself**."
4. I wasn't sure what to think of my job interview. Their style was very **offbeat**, and I couldn't work out what they wanted.
5. I don't see it as a job so much as **a calling**.
6. When I went to unplug my work computer, there were hundreds of cords behind my desk in a confused **tangle**, and I wasn't sure where to start.
7. I ended up taking a job in *finance* even though this wasn't one of my strongest **inclinations**.
8. For now, you need to **park any concerns** about what people will think of you and do what's right for you.

**Part B:** Now complete the summary with the words and phrases from Part A.

The old philosophical advice to (1) \_\_\_\_\_ is especially relevant to careers. Many of us do not have (2) \_\_\_\_\_ to give us direction with our work. Even though we may well have (3) \_\_\_\_\_ towards certain types of work, they aren't always obvious to us. This leaves us in a (4) \_\_\_\_\_ situation, as those who do know what they want to do have an advantage. We need to learn to (5) \_\_\_\_\_ the small indications of our desires while also (6) \_\_\_\_\_ over *financial* well-being, as this often overrides our passions. Start by writing down all the tasks you enjoy doing, and don't worry if it's really (7) \_\_\_\_\_, and this will actually help. The result is likely to be a (8) \_\_\_\_\_ of ideas, but it will be the beginning of something that you can analyze and organize over time.

Now watch the video (01:10 - 02:26) to check your answers.



## 4

## Focus on vocabulary

**Part A: Match the following words to their definitions.**

- |                                 |   |
|---------------------------------|---|
| 1. <u>exploit</u> (v)           | a. a difficult puzzle   |
| 2. <u>conundrum</u> (n)         | b. decided ahead of time by a god or unseen powers  |
| 3. <u>self-indulgent</u> (adj.) | c. doing things that you like or are easy too often, in a negative way                              |
| 4. <u>timidity</u> (n)          | d. the state of not being <i>confident</i> or socially outgoing                                     |
| 5. <u>surmise</u> (v)           | e. to come to a conclusion about something without necessarily having all the information about it  |
| 6. <u>preordained</u> (adj.)    | f. to crash into each other when two or more people or objects are following <i>different</i> paths |
| 7. <u>shadow</u> (v)            | g. to follow someone in order to learn about the job that they do                                   |
| 8. <u>collide</u> (v)           | h. to use a situation to get as much out of it as is possible                                       |

**Part B: Now put the words from Part A into the correct blank of part 3 of the script on page 5. You may need to change the form of the word.**



**Now watch the rest of the video (02:26 - 05:09) to check your answers.**

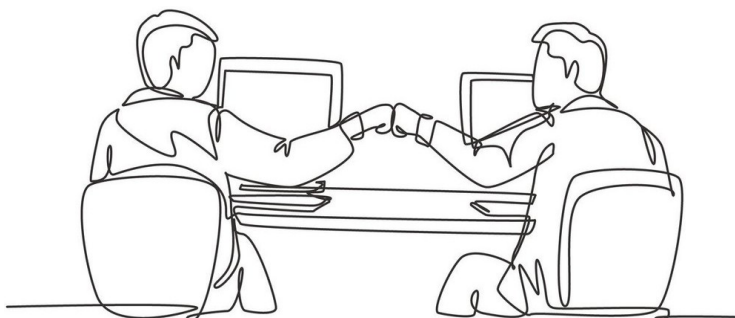
**In pairs, answer the following questions.**

1. In what situations have you been pretty **self-indulgent**?
  2. What aspects of your life or your work do you *find* to be a real **conundrum**?
  3. In what situation did you **collide** with something else? What happened and were you OK?
  4. In your company, is it common for new people to **shadow** more experienced people at the beginning of their jobs? Why/Why not?
  5. What was the last time that you were able to really **exploit** a business or a professional opportunity?
  6. In your job, do you sometimes have to **surmise** information? In what situations does this happen?
  7. Are there any parts of your life that, on reflection, seem as though they were **preordained**? What were they? Explain your answer.
  8. Is **timidity** something that is valued in your company or culture? Or not? Why?
-

## Finding fulfilling work

### Part 3

1. Thirdly, think a lot. If it might take a couple of days, even a week, to choose a new car, it could fairly take a year or more of sustained daily reflection to start to identify a career that *fits*. We tend to feel guilty about this: imagining we're being (A) \_\_\_\_\_ - far from it; we may need to empty every weekend for months to sort out the biggest (B) \_\_\_\_\_ of our lives. To make sure we don't continue to spend the rest of our lives trapped in a job unwittingly chosen for us by our unknowing 16-year-old selves, we need to be properly generous about the amount of time we'll need to give this.
2. Fourthly, try something. It's tempting to imagine we'll be able to work out the shape of the workplace and of our own characters simply through pure process of reflection, but we need data, and we can only understand ourselves and others by (C) \_\_\_\_\_ with the real world, in the process getting to know both it and our own natures. We need to take small, non-irrevocable steps to gather information, for example, by (D) \_\_\_\_\_, interning, or volunteering. We mustn't think we always have to resign on Monday; we can investigate our futures through branching projects on the side of existing jobs.
3. Five, reflect on what makes people unhappy. Every successful business is at heart an attempt to solve someone else's problem; the bigger and more urgent problem, the greater the opportunity. To *hex* your entrepreneurial muscles, consider an average day and everything in it that might make someone unhappy: from losing the house keys, to *finding* the food a little greasy, to arguing yet again with their spouse. Each of these is a business opportunity waiting to be (E) \_\_\_\_\_; it's a chance for us to serve, which is what work really is. It's easy to imagine that everything's been done and tried - nonsense; we're unhappy enough for capitalism to have many more centuries of invention and creativity to it.
4. Six, be *confident*. So many bad self-help books are about *confidence*; it can be tempting to dismiss the whole topic as nonsense; but in a peculiar and rather humbling way, it really does seem as if the *difference* between success and failure is sometimes nothing less than the courage to give it a go. The ability to imagine oneself into a role, to (F) \_\_\_\_\_ one doesn't need to ask anyone for permission, that many of the top positions simply belong to those who dare to boldly ask for them. A lack of *confidence* is at heart a misunderstanding of the way the world works; it's an internalized feudalism which imagines that only certain people, but not oneself, have the right, (G) \_\_\_\_\_, to get certain things. It isn't true. As we know, a lot more is possible than we might think at our moments of (H) \_\_\_\_\_ and doubt. That's the start of the path towards a job we won't regret on our death beds, which should always be the ultimate criterion.



## 5

## Reading comprehension

Complete the following sentences with one, two, or three words from the script on page 5.

1. Identifying a suitable career may only happen after a period of \_\_\_\_\_ .
2. This is important, as otherwise, we may *find* ourselves in a career we can't leave, having \_\_\_\_\_ decided on it while we are just teenagers.
3. The fourth step is to try *different* things by volunteering, interning, or shadowing others in order to \_\_\_\_\_ about what we are best suited to.
4. This process can be done in addition to \_\_\_\_\_ and doesn't mean you should stop doing the job you don't enjoy immediately.
5. Business is at its best when it successfully can look at \_\_\_\_\_ , and *find* a way of *fixing* it.
6. Essentially, work is an opportunity for us \_\_\_\_\_ other people and make unhappy people happy.
7. Being successful can often be down to having the \_\_\_\_\_ to attempt something that you haven't done before.
8. Believing that people other than yourself will get the job that you want can lead to a \_\_\_\_\_ , but it's not true. It's not the way the world works.

## 6

## Talking point

In pairs, discuss the following questions.

1. If you were able to do a *different* type of job, what would you like to do? Why?
  2. Did you think the advice in the video was useful or not? Why?
  3. Have you ever made any attempt to *find* out about doing that particular job? Why/Why not?
  4. What do you think are the main reasons in your country why people stay in jobs that they are not happy with?
  5. Do you think that being *fulfilled* by your job is important, or are other things in life more important? What and why?
-

## 7

**Extended activity/homework**

**Read the following question and write an answer.**

Your nephew, who is 25 years old, has written to you. He is currently doing a job in a bank where he makes a lot of money but is not fulfilled by his work. He has wanted to be a dancer for a long time and is very *fit* and healthy as he dances as a hobby. Write a personal letter to him to give him some advice on his situation. Use the following questions to help you plan your answer.

- What is your feeling about what your nephew wants to do?
- What do you think other people in your family will think about the situation?
- What do you think your nephew should do about the situation?
- What advice from the video do you think will help your nephew make a decision?
- What other advice would you give your nephew?

**You should:**

- Write at least 250 words
  - Check your grammar, spelling, and punctuation
-





# STOP REMOTE WORK BURNOUT



Scan to review worksheet

Expemo code:  
IGST-S3ZB-ID29

## I

### Warm up

Match the words to the definitions.

- |                 |  |
|-----------------|--|
| 1. an introvert | a. enjoys peaceful, less stimulating environments and needs solitude in order to get his/her balance back. |
| 2. an extrovert | b. his/her behavior changes according to the situation   |
| 3. an ambivert  | c. thrives on the company of other people and gets a lot of energy from social interaction                 |

Now look at the following activities in the box.

- Which ones would you think an extrovert would enjoy more?
- Which would be more likely to be enjoyed by an introvert?
- What is it about each activity that an introvert or an extrovert might find difficult?

being part of a sports team	being a student in a class
going out with a group of friends to a club to dance	a dinner party with three friends
giving a speech at a public event	working remotely from home
working in a busy retail environment	teaching a class
being a manager in an office	commuting

1. Would you describe yourself as more of an **introvert**? an **extrovert**? or an **ambivert**?
2. Which of the activities in the box would you enjoy or not enjoy? Why?

## 2

**Understanding vocabulary**

Match the words to the correct definition. There is one **extra** definition marked **X**.

**Part A: Vocabulary**

- |                 |  |
|-----------------|--|
| 1. asynchronous | a. annoyed or impatient because of a restriction or inconvenience  |
| 2. nuanced      | b. call or make a big effort to mobilize something e.g. your inside energy, an idea, a memory, the army etc. |
| 3. chafing      | c. cause someone to remember a difficult experience or set off negative feelings                             |
| 4. dominate     | d. characterized by subtle shades of meaning or expression   |
| 5. disembodied  | e. have power and influence over something   |
| 6. delineate    | f. make someone follow a rule or a law   |
| 7. enforce      | g. not existing or happening at the same time  |
| 8. summon       | h. separate from or existing without the body (physically or emotionally)                                    |
| 9. X            | i. show the exact position of a boundary or to describe something in detail                                  |

**Part B: Vocabulary in context**

Now add the words to the sentences from the talk you will watch.

1. Thoughtless scheduling can mean you're basically on stage performing for eight hours a day. There are none of the \_\_\_\_\_ cues that help you read a room.
  2. You could take a walk around the block at a certain time of day or even a breathing or stretching routine before you sit - whatever it takes for you to \_\_\_\_\_ the transition between work and home.
  3. Research shows that we actually communicate more emotion and nuance via audio alone. Try \_\_\_\_\_ communication for more complicated or provocative one-on-ones.
  4. Now that the pandemic has chased many of us out of our offices, we're \_\_\_\_\_ under the new remote rules of work: too much screen time; a lack of boundaries between work and home; endless video calls.
  5. Staring at \_\_\_\_\_ heads on a screen offers only a pale imitation of real human connection. Social anxiety only makes this worse.
  6. For place, use your workspace to help you \_\_\_\_\_ good boundaries. Even if your desk is in your kitchen, make it feel like a workplace.
  7. You could schedule downtime or recharge time after performances. Oprah does this, as do many introverted performers and CEOs. You could consider the time of day. Think about when you can typically \_\_\_\_\_ the energy to be on and save other times for quiet work.
-



## 3

**Watching for general understanding**

Look at these excerpts from the script. Put letters (a-e) in the correct order. Then watch the video (00:00 - 01:12) to check your answers.



1. ... a. a camera in your face, that can really trigger your social anxiety. It takes energy to be on. So, the key to managing remote work is to protect your energy.
2. ... b. a lack of boundaries between work and home; endless video calls. The same things that make remote work difficult for introverts make it difficult for everyone.
3. ... c. But the truth is, for many introverts, remote work is kind of a nightmare. Now that the pandemic has chased many of us out of our offices, we're chafing under the new remote rules of work: too much screen time;
4. ... d. Far and away, the worst part of remote work is video calls. Being on camera is a performance. Thoughtless scheduling can mean you're basically on stage performing for eight hours a day. There are none of the nuanced cues that help you
5. ... e. read a room. Staring at disembodied heads on a screen offers only a pale imitation of real human connection. Social anxiety only makes this worse. When you have
6. ... f. You might think that working remotely is an introvert's dream: you're in your own home hidden behind a computer, possibly in your pajamas.

**In pairs discuss the following questions.**

1. In the Warm Up, did you say that an introvert would be comfortable working from home, or not? What were the reasons for your answer?
  2. Do you agree with the speaker that remote work is difficult for everyone and particularly introverts? Why/Why not?
-

## 4

**Watching for details**

Now watch the whole video and complete the summary with a word from the video.



Firstly, in a typical, office-based workday, we all have our own \_\_\_\_\_<sup>1</sup> and routine. Commuting, coffee breaks, talking to co-workers: these are all chances for us to get our energy, become our professional selves, and find the right \_\_\_\_\_<sup>2</sup> to focus on our work. So we have to recreate these breaks. You can do this with music, lighting, exercise before you sit down: anything which marks the \_\_\_\_\_<sup>3</sup> between work and home.

Secondly, we need to handle our pace, place, and space. Your pacing means managing the \_\_\_\_\_<sup>4</sup> that take your energy against those that give you energy. You could schedule fewer videoconferences, as these are \_\_\_\_\_<sup>5</sup> which drain energy. Consider having time between them or having them at the time of day when you have more energy. With place, think about where you work and use it to enforce \_\_\_\_\_<sup>6</sup>. Wherever you work, make sure it feels like a workplace. For space, ensure you have \_\_\_\_\_<sup>7</sup> time, including time away from family.

If you're a manager, help your employees protect their pace, place, and space. Don't let extroverts dominate calls. Avoid brainstorming as it can \_\_\_\_\_<sup>8</sup> social anxiety. Ask people to write down ideas before a brainstorming session instead. Use audio calls instead of video as they are better for communication. Try sending voice memos instead of having difficult conversations with someone so that they can respond in their own time.

Remote work isn't going away. Don't just copy old work habits to remote work. Build something \_\_\_\_\_<sup>9</sup>. Start by asking introverts how they would like to work and move from there.

## 5

**Talking point**

In pairs or groups, discuss the following questions.

1. What did you personally find difficult in the transition from working in an office/shared space to working remotely?
2. What did you personally find to be the difficulties with working from home?
3. Is there anything about working remotely that you prefer compared to working in the office/shared space?
4. What rituals and routines did you have in a typical office/shared space-based workday?
5. What rituals and routines have you adopted while working remotely?
6. Which of the advice here do you think you will use in your own work?
7. Was any of the advice not helpful in your opinion? Why?

**Extension/Optional task**

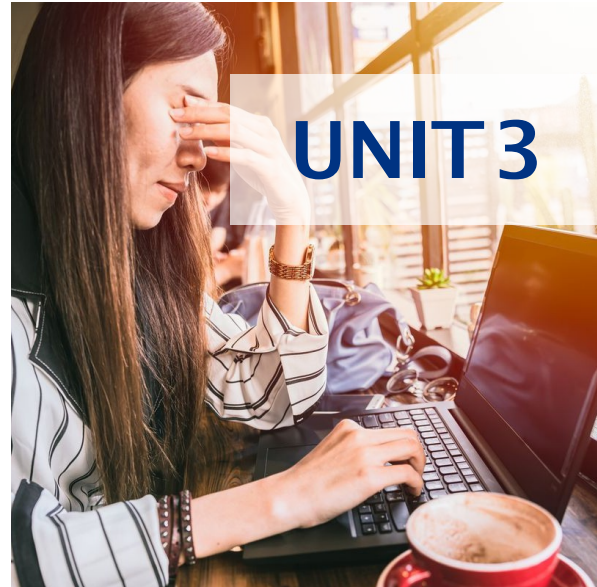
**Imagine you are managing a team who are all working remotely. Write down five ways of working that you would like them to adopt to make the workday less strenuous for the introverts in the team, as well as the other members.**

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....





# WORKING UNPAID HOURS



Scan to review worksheet

Expemo code:

IGST-S3ZB-3CE7

1

## Warm up

In pairs, discuss the following questions.

1. How many hours are you supposed to work each week? How many hours do you actually work?
2. If you work more hours, do you get paid more? Why/why not?
3. How many hours per week do most people in your company work each week? Why?

2

## Focus on vocabulary

Underline the correct choices in the definitions.

1. down payment (n): an amount of money which is given as a **significant / first / last** part of a larger payment
2. fintech (n): computer software which provides services to the **fishing / technology / banking** industry
3. slack off (phr. v): do a task with **less / more / the same** energy and enthusiasm
4. strike a balance between A and B (idiom): find a way of treating two opposing things **differently / equally / uniquely**
5. parameter (n): a rule or object which **limits / opposes / aids** the way something can be done
6. clean-living (adj.): living in a manner which **encourages / welcomes / avoids** unhealthy food, alcohol and lack of exercise
7. presenteeism (n): the practice of spending a large amount of time at work in order to **show that you're / look as though you're / understand the value of** working hard
8. belt-tightening (n): adjustments in the way things are done in order to spend **more / the same / less** money
9. arduous (adj.): **rarely / continuously / occasionally** working hard over a period of time

**Part B: Now complete the following sentences with the correct vocabulary from Part A. You may have to change the form of the words.**

1. I enjoy being a freelancer because I can decide on the \_\_\_\_\_ of my day rather than having to organize myself around going to an office.
2. There's going to have to be some \_\_\_\_\_ now we're having a child, but it will be completely worth it.
3. For my 18th birthday, my parents made a \_\_\_\_\_ on my first car, but I was responsible for the monthly repayments.
4. She was always really brilliant with computers at university and I hear she works in the \_\_\_\_\_ industry now.
5. I used to be almost 300 pounds and struggle with alcohol, but I've adopted a \_\_\_\_\_ attitude to life and I feel much better for it.
6. There was a real culture of \_\_\_\_\_, but I didn't care. I just left at 5 pm and went home.
7. It's been a really \_\_\_\_\_ year to be honest and I think I'm suffering from burnout.
8. We're almost there, this is no time for \_\_\_\_\_
9. I find \_\_\_\_\_ my professional and private life difficult. I don't have much time for relationships.

**Now in pairs, discuss the following questions.**

1. Have you ever had to make a down payment? What was it for?
2. What times during the day are you most likely to slack off? Why?
3. Do you know anyone who works in fintech? Is the idea of working in fintech appealing to you? Why/why not?

### 3

## Listening for gist



**Listen to the three people talking about overtime. Underline the words which reflect their attitude.**

- Speaker 1 **resents/accepts/enjoys/ isn't bothered by** working overtime.
- Speaker 2 **resents/accepts/enjoys/ isn't bothered by** working overtime.
- Speaker 3 **resents/accepts/enjoys/ isn't bothered by** working overtime.



## 4

**Listening comprehension**

Complete the table by ticking the correct box.

Who...	Speaker 1	Speaker 2	Speaker 3
A. sometimes has a problem with their diet?			
B. lives with a parent?			
C. feels as though they have missed out on things in life?			
D. has made a significant amount of money?			
E. is a landlord?			
F. frequently works at weekends?			
G. gets into trouble at work sometimes?			
H. is happy to be in their particular industry?			

## 5

**Scanning for specific information**

Scan the article about the culture of overwork on page four and write down the meaning of the following numbers.

- a. 7.6 \_\_\_\_\_
- b. 10 \_\_\_\_\_
- c. 9.2 \_\_\_\_\_
- d. 75 \_\_\_\_\_
- e. 35 \_\_\_\_\_
- f. 95 \_\_\_\_\_
- g. 32 \_\_\_\_\_

## The culture of overwork

### All nighter...

1. 'I don't really know how I got through it,' says Todd (not his real name as he still does not want to be identified). Talking about his time as a junior investment bank analyst he says, 'I'd easily work 100 hours per week, sometimes more. I'd usually be operating on around three- or four-hour's sleep per night, and that's if I went to sleep at all. Pulling an all-nighter was just what you had to do to keep up and I'd probably do that at least once a week. It was just a part of the culture.' Todd's case is not unique. Long, unpaid hours are common, not just in highly paid work like investment banking and the legal profession, but across all industries. 'I do regret that my youth was lost to a blur of work and stress,' says Todd. Now in his thirties, Todd still works long hours, but prioritizes taking the weekend off completely as he has a young family.
2. Before the pandemic, five million British workers worked an average of 7.6 hours extra per week, adding up to over \$42 billion in unpaid work. Since Covid-19 irrevocably altered our working lives, research shows that across the world, 10% of people say they now work an additional 20 hours per week for free with a global average of 9.2 hours a week. A recent survey in the UK found that 50% of employers knew their staff were working unpaid overtime. Part of this is down to people working from home which has increased the working day by an additional two hours, with many replacing the daily commute with work. But remote working has also removed the line between home and work making it easier for employees to toil for longer hours.
3. It's a trend that isn't to be taken lightly. According to the World Health Organization, 745,000 people around the world died in 2016 as a result of health issues caused by overwork. The areas most affected were in the populations of the Western Pacific region and South East Asia, with around 75% of deaths being amongst men who are middle-aged or older. The WHO's research concluded that a work week in excess of 55 hours leads to a 17% increased possibility of heart disease and the chances of having a stroke goes up by 35%. The problems stem from two areas: an increase in stress and the higher likelihood of overworked employees eating poorly, exercising infrequently, and using alcohol and tobacco.
4. There are some signs of pushback against the culture of overwork though. Last year, a group of young employees of Goldman Sachs, the investment bank, issued a warning that they would have to leave unless their work week was capped at 80 hours. They reported punishing 95-hour weeks had resulted in serious deterioration of their physical and mental health. Elsewhere, countries such as Ireland, Spain and Iceland have had successful experiments with a four-day work week which were shown to actually boost productivity while improving employees' sense of well-being. Recently, the state of California also started looking into legislation for employees in companies of over 500 employees to shorten their work week to 32 hours a week, with anyone working more than that being eligible for pay at time-and-a-half. Whether these signs of change will impact the global culture of overwork remains to be seen though. The issue is that most of the jobs affected are task-based and so measuring them by time is impractical. There's also the factor that pushing back against peer pressure or the endemic expectations of management when your job is at stake is very difficult for the majority of people. We all want to please and say yes. So real change in the way we overwork may be some time in coming.

## 6

## Reading comprehension

Read the article on page four and decide if the following statements are True (T), False (F) or Not Given (NG). Give reasoning to your choices.

1. Todd didn't used to get enough sleep when he worked in finance.  
\_\_\_\_\_
2. Todd wishes he hadn't spent so much time working when he was younger.  
\_\_\_\_\_
3. The pandemic has reduced the problem of people working unpaid hours.  
\_\_\_\_\_
4. There were a greater number of deaths from overwork in South East Asia than the Western Pacific region.  
\_\_\_\_\_
5. Workers doing extra unpaid hours are more likely to have a poor diet.  
\_\_\_\_\_
6. New employees would rather take a pay cut and work fewer hours.  
\_\_\_\_\_
7. Research shows that working four days a week results in less getting done.  
\_\_\_\_\_
8. The author of the article believes that it may be a while until there is a significant transformation in attitudes towards working long hours.  
\_\_\_\_\_

## 7

## Scanning for vocabulary

Quickly read the article on page four and find vocabulary which has the same meaning as the following.

- a. \_\_\_\_\_ work instead of going to sleep (idiom, para. 1)
  - b. \_\_\_\_\_ to make something the most important thing (v, para. 1)
  - c. \_\_\_\_\_ work very hard (v, para. 2)
  - d. \_\_\_\_\_ the act of going against something (n, para. 4)
  - e. \_\_\_\_\_ stop something at a particular point or level (v, para. 4)
  - f. \_\_\_\_\_ tiring and difficult (adj., para. 4)
  - g. \_\_\_\_\_ a situation where something wears away or gets weaker (n, para. 4)
  - h. \_\_\_\_\_ a part of something that is difficult to change or remove (adj., para. 4)
-

## 8

**Talking point**

In pairs, discuss the following questions.

**Student A**

1. Is unpaid work a problem in your country?  
In which type of jobs is it most likely?
2. What advice would you give to someone who felt that they were working a lot of unpaid hours and were not happy about it?

**Student B**

1. Do you believe unpaid work is a problem for you personally? Why/why not?
2. How much responsibility does a company have to reduce the number of unpaid hours that its employees work? What do you think they can do about it?

## 9

**Extended activity/Homework**

Read the following email extract from your friend.



...I find myself going into the office for around 6 am just so I can finish the tasks I need to do before everyone comes in around 9 am and the meetings begin.

We spend around 4 – 5 hours a day in meetings and it makes it very hard to finish the work I have to do. I also end up staying late quite often, although I really try not to as I like to spend time with the kids then.

But I'd say I end up working roughly every other weekend just to keep up. I like the company I work for and my colleagues, but I'm exhausted, and I don't know what to do about it. Most other people seem to be working the same hours that I do...

**Write a reply to your friend and give them advice on what to do about the situation.**

**You should:**

- write at least 150 words
  - check your grammar, spelling and punctuation
-



# ECONOMIC BUBBLES



Scan to review worksheet

Expemo code:

IGST-S3ZB-F45I

I

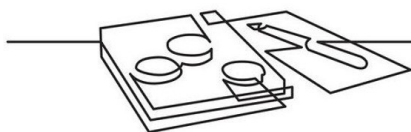
## Warm up

Answer these questions:

1. Which of the following is the *definition* for an **economic bubble**?
  - a. a situation in a market when the price of something goes up to a point far beyond its real value
  - b. a very quick drop in prices of stock, usually in a way that few people saw in advance
  - c. a long period of economic inactivity in a country, shown by low wages, low incomes, and high unemployment
2. What are the other two *definitions* for?
  - a. a **stock market boom** and a **stock market crash**
  - b. an **economic depression** and a **stock market boom**
  - c. a **stock market crash** and an **economic depression**

Now in pairs, discuss the following questions:

1. Why do you think an economic bubble is named as such?
2. Are you aware of any economic bubbles in the last twenty years? What happened?



## 2

## Reading about the subject

Read about the five stages of an economic bubble. First, choose the correct vocabulary for describing upward and downward trends in the text. Then add the titles from the box to each paragraph.

profit-taking	euphoria	panic	displacement	boom
---------------	----------	-------	--------------	------

1. \_\_\_\_

This happens when people become excited about a new situation and want to invest in it, for example, a new type of technology or interest rates being unusually <sup>1</sup> **small/low/less**.

2. \_\_\_\_

To begin with, prices of the asset <sup>1</sup> **increase/increasing/increased** slowly after the displacement. However, due to it attracting a lot of interest in the media, there are large numbers of investors and traders, which leads to prices <sup>2</sup> **risen/rose/rising** more quickly.

3. \_\_\_\_

During this stage, the prices of the asset <sup>1</sup> **inflated/inflate/inflating** enormously at great speed. Everyone gets caught up in the idea that there will always be more buyers, regardless of how high prices go. Cautious investing is almost non-existent as everyone is trying to make as much money as quickly as possible. There is a great deal of excitement.

4. \_\_\_\_

Smart investors begin to realize that the market is about to <sup>1</sup> **crashing/crash/crashed** and start to sell their assets. There is often great disagreement over when a bubble is about to burst, however, as it is difficult to work out the real value of an asset. This is due to the fact that the usual factors of supply and demand are no longer setting the price.

5. \_\_\_\_

It can only take a small event to cause the bubble to <sup>1</sup> **deflating/deflate/deflated**, yet when it starts, it will not reinflate. Suddenly prices <sup>2</sup> **decrease/decreasing/decreased** just as rapidly as they increased, and all of the people who had bought the asset realize that they have something that is not worth what they paid for it. Everyone tries to sell quickly in order to recoup or limit their losses. Supply now <sup>3</sup> **surged/surging/surges**, becoming much larger than demand and invariably a lot of people lose a lot of money, which has consequences elsewhere.

## 3

**Understanding vocabulary**

**Part A: Before you watch, match the words to form collocations that you will hear in the video.**

- |              |              |
|--------------|--------------|
| 1. partial   | a. loop      |
| 2. golden    | b. craftsman |
| 3. high      | c. value     |
| 4. trading   | d. ownership |
| 5. exotic    | e. age       |
| 6. intrinsic | f. flower    |
| 7. skilled   | g. demand    |
| 8. feedback  | h. vessels   |

**Part B: Now write the collocations next to the correct definition.**

- |          |   |
|----------|---|
| a. _____ | a period in the past when a type of art or an activity was at its peak                |
| b. _____ | a worker who has a particular skill, such as a carpenter                              |
| c. _____ | when a lot of people want a particular asset  |
| d. _____ | how much something is worth, which may differ from how much it cost                   |
| e. _____ | a boat or ship that carries cargo or passengers for profit                            |
| f. _____ | more than one person owns something, e.g., a company                                  |
| g. _____ | the outputs of a system are circled back and used as inputs                           |
| h. _____ | often grown in subtropical climates, but usually from a different geographical region |

**Part C: Now put the collocations into the correct gap in these sentences.**

1. What goods or skills are in \_\_\_\_\_ in your country?
2. In your opinion, what was the \_\_\_\_\_ of *film* and music? Why?
3. Do you own something which has an \_\_\_\_\_ that is far less than its sentimental value? What is it? Why?
4. When it comes to improving systems in your company, do you have a \_\_\_\_\_? How does it work?
5. Are you a \_\_\_\_\_? Would you like to be one? What would you like to be able to make?
6. Have you ever received or given an \_\_\_\_\_ as a gift? Why? What happened?

**Now answer the questions.**

**4****Introducing the topic**

**Look at these sentences from the script. Number them in the correct order.**

- \_\_\_ In each instance, the price rose and rose and then abruptly plummeted.
- \_\_\_ Economists call this a bubble.
- \_\_\_ So what exactly is going on with a bubble?
- 1   How much would you pay for a bouquet of tulips? A few dollars? A hundred dollars?
- \_\_\_ How about a million dollars? Probably not. Well, how much would you pay for this house or partial ownership of a website that sells pet supplies?
- \_\_\_ At *different* points in time, tulips, real estate, and stock in *pets.com* have all sold for much more than they were worth.



**Watch the video (00:00 - 00:42) to check your answers.**

## 5

## Watching for details

Now watch the whole video and answer these questions.



1. During the \_\_\_ Amsterdam was greatly significant as a port and a center of commerce
    - a. 1640s
    - b. 1650s
    - c. 1630s
    - d. 1620s
  
  2. Wealthy citizens of Amsterdam liked to display their wealth by \_\_\_
    - a. sending large bouquets of flowers to family and friends
    - b. having flower displays around their house.
    - c. collecting exotic flowers.
    - d. surrounding their houses with flower gardens.
  
  3. Certain tulips were rarer and considered more beautiful than regular tulips as they had been \_\_ . The demand and price for these tulips increased.
    - a. transported from Asia
    - b. affected by a virus
    - c. grown in a laboratory
    - d. favored by the royal family
  
  4. At the peak of "tulip mania," a skilled craftsman's salary was \_\_\_ the cost of one tulip bulb.
    - a. ten times less than
    - b. half
    - c. ten times more than
    - d. twice
  
  5. Typically, stock prices increase due to \_\_\_
    - a. a greater supply of shares.
    - b. the perceived future earning potential of a company.
    - c. the track record in sales of a company.
    - d. an even distribution of supply and demand of shares.
  
  6. An economic bubble bursts when \_\_\_
    - a. there are no longer any shares left to sell.
    - b. demand for a product outweighs supply.
    - c. everyone realizes the price is higher than the intrinsic value of the stock.
    - d. the stock market crashes.
-

7. The history of "tulip mania" is useful because \_\_\_\_
  - a. it's an example of the rules which create an economic bubble.
  - b. it warns us that plants and flowers are a bad investment.
  - c. it enables us to accurately predict future bubbles.
  - d. it prevented a similar problem with real estate in the 2000s.
  
8. The speaker predicts that in future, the economy will \_\_\_\_
  - a. avoid economic bubbles due to what we have learned in the past.
  - b. see more economic bubbles than ever before as a result of the Internet.
  - c. mainly have economic bubbles related to real estate.
  - d. continue to fluctuate and see more economic bubbles occur.

**Was there anything new you learned?**

**6****Talking Point**

**In pairs or groups, discuss the following questions.**

1. Have you or anyone you know bought stocks in anything? What was the reason for buying? If you haven't bought stocks, would you consider doing so in future? Why? Why not?
  2. If you had a stock that you realized was losing value, what would you be most likely to do? Sell it as quickly as possible, or keep it hoping that it would regain its value later?
  3. Have you ever bought something that you later realized was not worth what you paid for it? What was it? What happened?
  4. Are you someone who likes to take risks to make money? Or do you prefer to avoid risk altogether? Why?
  5. At the end of the talk, the speaker says, "Treat yourself to a bouquet of tulips and enjoy the fact that you didn't have to pay an arm and a leg for them." What does it mean if you **pay an arm and a leg** for something? What items or services do you have to "pay an arm and a leg for" in your country?
-



# HIGH ACHIEVERS



Scan to review worksheet

Expemo code:

IGST-S3ZB-A0FF

## I

### Warm up

Individually, number the following aspects of being a high achiever from 1 - 7 (with 1 as the most important) in the order of importance.

- Being helpful to others
- Being highly organized
- Completing all of your tasks on time
- Carrying out instructions
- Being fun to work with
- Looking for new ways to solve problems
- Showing you want more responsibility

Now, work with a partner.

1. Do you have the same answers? Why/why not?
2. Is there anything you would add to this list? How important is it?
3. Make a list of things a poor employee would do. Have you seen any examples of these things during your career?

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## 2

## Vocabulary

**Part A: Match the following words and phrases to the definitions.**

- |                              |   |
|------------------------------|---|
| 1. <u>hallmark</u> (n)       | a. in a manner that is appropriate to a particular situation                  |
| 2. go the extra mile (idiom) | b. give someone more tasks or information than is necessary                   |
| 3. <u>analogy</u> (n)        | c. in a way that is a part of something which cannot be removed               |
| 4. <u>accordingly</u> (adv.) | d. a comparison of one thing to another in order to better explain it         |
| 5. <u>inherently</u> (adv.)  | e. a wheel with teeth around its edge which turns, enabling a machine to work |
| 6. cog (n)                   | f. do more than is strictly required in order to get the best results         |
| 7. <u>overburden</u> (v)     | g. an aspect of something that is typical of it and can help identify it      |

**Part B: Now complete the following sentences with the vocabulary from Part A. You may have to change the form of the words.**

1. I know you weren't laughing about them, but it was still rude. It's important to understand that when we have visitors from Japan, you need to maintain professionalism and behave \_\_\_\_\_.
  2. I don't dislike my work, but there's a strong sense that I'm just a \_\_\_\_\_ in the machine, and I don't really make any real *difference*.
  3. I really want to thank you for all your amazing work on this project. You really \_\_\_\_\_ and the results are fantastic.
  4. There are a number of aspects of the profit and loss sheets that I *find* \_\_\_\_\_ difficult to understand. I will never enjoy working with them.
  5. He compared our department to a crew in a rowing boat, but I didn't think it was a particularly good \_\_\_\_\_. If a member of a rowing crew doesn't row, the boat still moves.
  6. I think we really need to get some freelancers working for us. With the shortage of *staff*, we are in danger of \_\_\_\_\_ the team.
  7. I'd like to present this to senior management if you don't mind. It has all the \_\_\_\_\_ of an incredibly successful project.
-

Now in pairs, answer the following questions.

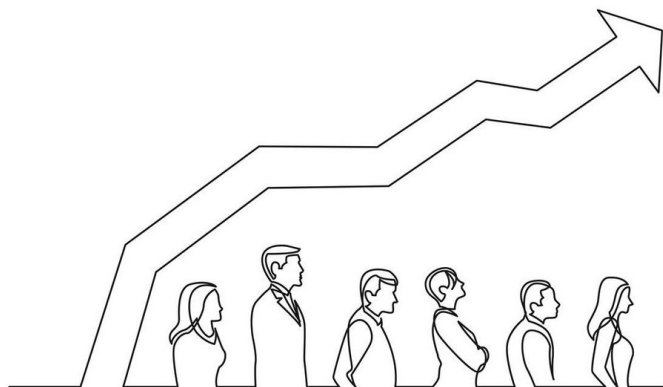
1. What is an example of when you, or someone you know, **went the extra mile**?
2. What measures do people take in your company when they are **overburdened**? What do you do?
3. In your opinion, what are the **hallmarks** of a good manager?
4. What **analogy** could you use to describe your job to someone who didn't know what you do?
5. If someone visited your country for business and they had to act **accordingly**, what would be expected of them that might be *different* from their own country?
6. In your job, do you feel like a **cog** in a machine? Why or why not? Do you think this is a positive or negative thing?

### 3

### Listening for details

Listen to the interview about high achievers and note who makes the following statements, Mark (M) or Stephanie (S).

1. Managers want people who will be able to *find* solutions to problems.
2. I think you've touched on an important point there.
3. It's a British expression.
4. I'm not so sure it's really just about hard work.
5. Organizations change over time, and their needs change.
6. The business world has been through some particularly difficult times over the last few years.
7. Essentially, a good employee needs to be easy to work with.



## 4

**Listening comprehension**

Listen again to the interview and the statements about being a successful employee that Mark and Stephanie mention.

A high achiever is someone who ...

- |  |   |
|--|---|
| <input type="checkbox"/> can help lead and present solutions to problems.                | <input type="checkbox"/> is good at managing their time.  |
| <input type="checkbox"/> looks for new opportunities.                                    | <input type="checkbox"/> doesn't involve themselves in gossip or bad-mouthing other employees.              |
| <input type="checkbox"/> brings in doughnuts or cake for the team.                       | <input type="checkbox"/> will go beyond the <i>defined</i> areas of their job if it improves the situation. |
| <input type="checkbox"/> understands what is important to their manager and the company. | <input type="checkbox"/> can adapt to a changing work environment and help others to adapt too.             |

## 5

**Expressions and idioms**

Look at the expressions and idioms in the box and use them to complete the sentences.

**heavy hitters**

**throwing money at**

**hits the mark**

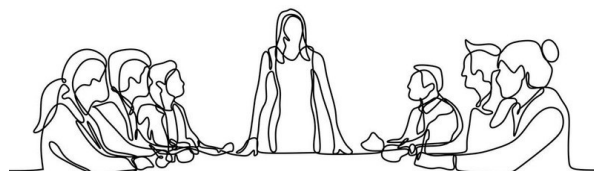
**up to scratch**

**the cream of the crop**

**working at optimum levels**

- Someone who consistently \_\_\_\_\_ is always successful at what they do.
- If you are \_\_\_\_\_, you are performing at your best.
- If you are \_\_\_\_\_ something, it means you are trying to solve a problem by investing in it *financially*, but perhaps not in a wise way.
- When something is \_\_\_\_\_, it is good enough to perform the particular function it is needed for.
- \_\_\_\_\_ are people who are successful and have a lot of *influence* in their area of work.
- People who are \_\_\_\_\_ are the very best within a group of people.

Now scan through the article on page 5 and complete the gaps with these expressions and idioms.



## High achievers

### ...and how to keep them.

- A. Looking through the self-help sections in your local book shop, you'll *find* plenty of guides: how to be successful at work, how to boost your career, and any number of habits of the successful businessperson. Finding people's thoughts on success for the individual is not hard. But what happens when you are the manager of an employee who consistently \_\_\_\_\_<sup>1</sup>? While high achievers can deliver as much as 400% higher productivity than the average worker, the bad news is that they are going to be harder to satisfy. What's worse is that most organizations have policies that are able to deal with workers who are not \_\_\_\_\_<sup>2</sup>, but how do you deal with the staff who are \_\_\_\_\_<sup>3</sup>?
- B. It's important to evaluate what the main motivators are for high achievers: both extrinsic and intrinsic. While a good salary and pay bonuses, which are examples of external or extrinsic motivators, are obvious choices for why a top employee would want to stay with a company, research shows that this is often not enough. Intrinsic motivators, such as having a sense of adding value to a company, being given autonomy, and being able to develop as a professional are vital to an employee's sense of well-being. So if you're just \_\_\_\_\_<sup>4</sup> your best person, but they're not learning anything and they don't feel valued, it may not be long until you're getting their resignation letter. Here are some ideas to keep the \_\_\_\_\_<sup>5</sup>.
- C. Firstly, help them to be visible outside of your department or team. Give them an opportunity to present ideas to senior management or to other departments in the company. Ask them to head up a group on a particular task and give them responsibility for that, allowing them the opportunity to lead and to be consulted. Showing them that their opinion is valued and sought after, perhaps even beyond your department, is a good way to make them feel a sense of purpose.
- D. Avoid micro-managing top achievers at all costs. No one likes it, but if you don't allow your best employees to spread their wings and use their creativity to address problems without you constantly watching over them, they will soon *find* other opportunities and move on. Highly productive employees are much more likely to crave leadership opportunities and independence and will resent not having the freedom or the scope to grow.
- E. Actively discuss future career pathways within the company with them. High achievers are not going to want to stay in one position indefinitely. Talking with them about further possibilities within the company lets them know that their work is noticed and appreciated and that you are paying attention to the possibilities that they are creating. It also shows that you are interested in their development beyond the role that they are currently in. It's in your interest as a manager that when they inevitably leave, they stay with the company, or possibly with a more advanced role within the department, rather than take their talents to a competitor.
- F. Give high achievers say over their development. If possible, secure a budget for their development and allow them to decide how they would like to use it and what they would like to learn, gearing their training to their interests and needs. This gives them a sense of participating in their training and a sense of autonomy rather than a sense of having to go to the mandatory training session. Again, this will make them feel valued and actively engaged in what they are doing.
- G. While retaining such employees may require allocating *finances* to them, it is a solid investment for the company. Keeping high performers in the company is much simpler than attracting new ones. Equally, top employees tend to have the *effect* of encouraging top performance in others and attracting like-minded individuals to the company too. So making the *effort* to keep the \_\_\_\_\_<sup>6</sup> will pay dividends, both seen and unseen.

Sources: *Forbes*; *Fast Company*; *The BBC*

**6 Finding vocabulary**

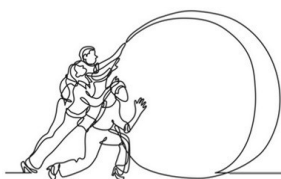
Scan through the article on page 5 and find vocabulary which means the following.

1. \_\_\_\_\_ : (n) reasons for doing a task that other people can easily identify (paragraph B)
2. \_\_\_\_\_ : (n) reasons for doing a task that are personal and may not be obvious to others (paragraph B)
3. \_\_\_\_\_ : (v) deeply desire (paragraph D)
4. \_\_\_\_\_ : (phr. v) making something suitable for a particular function (paragraph F)
5. \_\_\_\_\_ : (v) keeping hold of (paragraph G)
6. \_\_\_\_\_ : (v) to give something, often money, for a particular function (paragraph G)
7. \_\_\_\_\_ : (adj.) having similar opinions and ways of thinking (paragraph G)
8. \_\_\_\_\_ : (n) profits (paragraph G)

**7 Reading comprehension**

Read the article on page 5 and decide if the following statements are **True (T)**, **False (F)**, or **Not Given (NG)**.

1. Books on how to be successful as an individual in a business environment are rare.
2. Paying a top employee a lot of money is the best way to ensure they stay with you.
3. The opportunity to travel was found to be high on employees' lists of main motivations.
4. It's important that the best employees are able to learn and grow within their role.
5. If you have an important presentation to give, ask your best employee to do it as a way to give them experience.
6. Regularly check in with your best employees and closely monitor their progress so that you can give guidance and feedback.
7. It's a good idea to talk to your best employees about other jobs within the company.
8. You should take the time to decide which training opportunities are the best for your top employees and ask them to attend as a way of showing you are interested in developing their career.



## 8 Talking point

**In pairs, discuss the following questions.**

1. Did you agree with Mark and Stephanie's opinions about what makes a good employee? Is there anything that you felt they didn't mention that you think is important?
2. Who do you work with, or have you worked with, that you think of as a good employee? Explain your reasons.
3. In your company, what do you think are the 'unsaid aspects' of the jobs that good employees are able to recognize?
4. Have you worked with anyone who could be described as a "jobsworth"? What did they do?
5. How do you think your manager sees you? Are you someone who they are able to rely on to help them? Why/Why not?
6. Does your company take the actions with the best employees that were mentioned in the article? Why/Why not? Does your company usually keep its employees, or do they move on? Why or why not?



## 9 Extended activity/homework

**Write an email from your manager to yourself giving you an appraisal of how well you do your job.**

**Consider the following questions:**

1. What do you do well in your job?
2. What could you do better?
3. What training do you need?
4. What do you think you will be doing *five* years from now?
5. Are you developing in your job?

**You should:**

- Write at least 250 words
- Check your grammar, spelling, and punctuation





# UPSKILLING



Scan to review worksheet

Expemo code:  
IGST-S3ZB-61BA

1

## Warm up

In pairs, discuss the following questions.

1. What training have you had over the years for your job?
2. Have you found out information in your spare time that will help with your job? Why/why not?
3. Do you think the job that you do now will require the same skills in five years' time? Why/why not?

2

## Focus on vocabulary

Part A: Match the vocabulary to the definitions.

- |                                |  |
|--------------------------------|--|
| 1. <u>daunting</u> (adj.)      | a. the arrival of a large number of things                         |
| 2. <u>divisive</u> (adj.)      | b. save something for later use                                    |
| 3. <u>future-proof</u> (v)     | c. of greater importance than anything else                        |
| 4. <u>influx</u> (n)           | d. reducing confidence in the ability to do something successfully |
| 5. <u>paramount</u> (adj.)     | e. creating arguments and making people disagree with each other   |
| 6. <u>ravages</u> (n)          | f. make something that will be able to function despite change     |
| 7. <u>set aside</u> (phr. v)   | g. the damage caused by something                                  |
| 8. <u>unprecedented</u> (adj.) | h. not having happened before                                      |

**Part B: Scan the article on page three and put the vocabulary from Part A in the correct gaps (1 – 8). You may need to change the form of the words.**

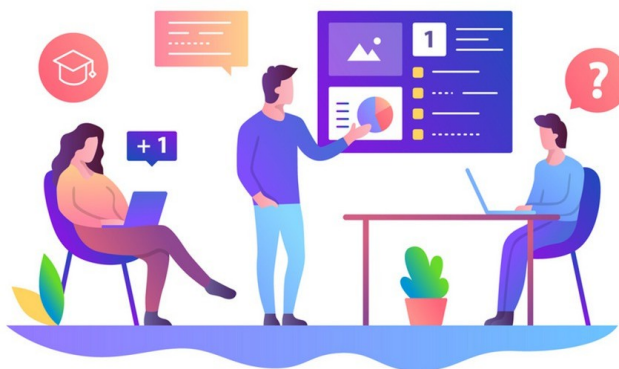
**Now in pairs, discuss the following questions.**

1. What tasks have you done in the past that you found daunting at the beginning?
2. Is it possible to future-proof your job? How/why not?
3. What skills are paramount in your job? Why is that?
4. When was the last time you did something unprecedented in your life? What was it? Why did you do it?
5. Have you ever witnessed the ravages of a particularly bad storm or a natural disaster? What was it like?
6. What subjects are the most divisive in your country? Why is that?

**3****Skimming for gist**

**Read the following titles and match them to paragraphs A – D. You will not need all of the titles.**

1. \_\_\_\_\_ Small investments
2. \_\_\_\_\_ Widening the focus
3. \_\_\_\_\_ The schools of tomorrow
4. \_\_\_\_\_ The ground moving beneath our feet
5. \_\_\_\_\_ A possible answer
6. \_\_\_\_\_ Promoting cultural understanding



## What do I not know?

### Upskilling for the future

- A. It's a well-known topic of conversation within the world of education: that teachers are preparing students for jobs which do not yet exist. \_\_\_\_\_<sup>1</sup> students is indeed a \_\_\_\_\_<sup>2</sup> task, but it's important to remember that the world is rapidly changing around us and those of us who have left school must evolve to keep up. Consider the following sentence: "I was on Zoom with my team when my friend sent me a selfie of herself vaping". Saying this to someone fifteen, or even ten, years ago would have provoked utter confusion. The speed at which our communication, habits and interactions are changing is \_\_\_\_\_<sup>3</sup> and it's affecting all spheres of life: from the personal to the professional. Automation has already replaced many jobs. Look at how the experience of having items delivered, checking-out at the supermarket and going to a fast-food restaurant has rapidly changed in the last decade. Yet it's not limited to the service industry. Recent surveys found that 39% of workers worry that their jobs will be obsolete over the next five years with 56% believing that few will see long-term job security in the future.
- B. Upskilling, or learning new methods of working, is seen by the World Economic Forum as the crucial answer to the problem. They estimate that it will help 5.3 million new jobs to be created, adding over \$6 trillion to the global economy – a vital \_\_\_\_\_<sup>4</sup> into a world still recovering from the \_\_\_\_\_<sup>5</sup> of the pandemic. The issue is, many people aren't sure where to begin with upskilling as it can look so different for each individual. The key is to ask: How can I be a more effective worker? How can I learn the skills which will keep me relevant and competitive as the industry changes?
- C. Upskilling doesn't have to involve signing up for a new course or taking a Masters course. It can mean engaging with some of the smaller skills that will help you be more efficient.. For example, learning how to use Word or Excel in more innovative and useful ways, or learning some basic coding skills may help. There is a wealth of free online content to aid with this. \_\_\_\_\_<sup>6</sup> a small amount of time each week to focus on it can really add up over the long term.
- D. However, learning entirely new and relevant skills, such as mastering new software or starting classes in a new language could also be a good investment. It's also a good idea to consider which skills would be useful in a wider context. Certainly, acquiring knowledge specific to your particular role is valuable, as well as increasing your ability to gather data and increase your technological know-how in relation to it. Yet there are also more personal skills you can work on. Is it worth looking into your self-management skills? For instance, how do you cope with pressure, demonstrate integrity or incorporate feedback and learning into your job? What about self-assessment? Do you have a clear idea of your skills and what they contribute and in what areas you are lacking? There's also the field of communication which is vital for all jobs. Are you able to effectively communicate your ideas? Can you actively listen to others and interact with them in a way that will produce strong relationships and results? How good are you at collaborating with people? Can you ask for help and get input from others? Do you actively give credit to others for their help and skills? There's also intercultural awareness, which in today's business world is fundamental. Understanding the need for diversity and inclusion in the workplace is \_\_\_\_\_<sup>7</sup> in a world that is often \_\_\_\_\_<sup>8</sup> and lacking in empathy for others. We're constantly rubbing shoulders with people of different cultures, religions and experiences from our own. Taking the time to identify the skills we need and work on them can only reap rewards personally and professionally.

Sources: PWC, World Economic Forum, University of Waterloo

## 4

**Scanning for vocabulary**

Quickly scan the article on page three and find vocabulary which means the same as the following.

1. \_\_\_\_\_ area (n, para. A)
2. \_\_\_\_\_ out of date (n, para. A)
3. \_\_\_\_\_ knowledge and experience (n, para. D)
4. \_\_\_\_\_ honesty and morality (n, para. D)
5. \_\_\_\_\_ praise someone for an achievement (idiom, para. D)
6. \_\_\_\_\_ the giving of equal access to all (n, para. D)
7. \_\_\_\_\_ meet and socialize with people (idiom, para. D)
8. \_\_\_\_\_ benefit from (v, para. D)

## 5

**Reading comprehension**

Read the article on page three and complete the following summary with one, two or three consecutive words. Then listen and check.



The challenge for modern-day employees is to \_\_\_\_\_<sup>1</sup> as the world is rapidly changing around them. You may not change, but the skills required to do your job will. In the last decade, \_\_\_\_\_<sup>2</sup> has already had an impact on the number of jobs, and there are fears that this isn't going to slow. Learning new skills allow workers to stay \_\_\_\_\_<sup>3</sup>, even in the faces of changes in their industry. It doesn't have to be vastly time-consuming. Something such as improving your \_\_\_\_\_<sup>4</sup> skills, or learning basic code, to make you more efficient is a start. Yet, investing in more up-to-date abilities is a good idea. A good starting point is job- \_\_\_\_\_<sup>5</sup> skills, but personal skills are also worth looking into. For example, if you find it difficult to cope under pressure, you may want to look into \_\_\_\_\_<sup>6</sup>. Communication is another area worth considering. You may want to look at, not only how you express yourself, but also your ability to \_\_\_\_\_<sup>7</sup> when others are talking and incorporate their feedback and ideas into what you do. With globalization, another \_\_\_\_\_<sup>8</sup> skill these days is intercultural awareness. So, there are a variety of options for us to improve our working knowledge.



## 6

**Self-evaluation**

Read the statements and next to each put a number as follows:

1 = strongly agree, 2 = agree, 3 = kind of agree, 4 = disagree, 5 = strongly disagree

**statement**

I feel confident I have all the skills required for my job. \_\_\_\_

I am able to easily collect the information I need to do my work. \_\_\_\_

I am up-to-date with the latest technological innovations in my field. \_\_\_\_

I am easily able to focus on my work through the day. \_\_\_\_

I am able to meet all my deadlines. \_\_\_\_

I know where my strengths lie and can communicate them to other people. \_\_\_\_

I know my limitations and can manage them. \_\_\_\_

I have a strong idea of what I want to be doing in five years from now. \_\_\_\_

I know what I need to do to get the position I want to be in five years from now. \_\_\_\_

I can clearly communicate my ideas and thoughts to the people I work with whether in person or in writing. \_\_\_\_

I am comfortable presenting to large groups of people. \_\_\_\_

I can actively listen to someone's ideas and engage with them. \_\_\_\_

I enjoy working with people from different cultures and backgrounds. \_\_\_\_

I have not acted in a way that someone else might find uncomfortable and offensive. \_\_\_\_

I am aware of my own viewpoint and how it might be different from the view points of others. \_\_\_\_

I can analyze information and arguments and assess them for effectiveness. \_\_\_\_

I am good at having an overview of projects. \_\_\_\_

I pay attention to details. \_\_\_\_

**Now add up your score and discuss it with a partner. Consider the following questions.**

- Did you score 4 or 5 on any statements? What were they? What do you think you can do to improve in these areas?

- Which areas do you feel quite confident in? Is it possible that you could help others with these areas?
- Did anything on the questionnaire surprise you?
- If you had to add anything to the questionnaire, what would it be?

**7**

**Extended activity/Homework**

**Imagine you are your manager. Write an evaluation of yourself using the third person (he/she/they). Outline your qualities as well as areas that could be improved upon. Use the work you did on the questionnaire to form your ideas.**

**You should:**

- Write at least 250 words
- Check your grammar, spelling and punctuation

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# HOW MISCOMMUNICATION HAPPENS



Scan to review worksheet

Expemo code:  
IGST-S3ZB-C4DC

**1**

## Warm up

Answer these questions:

1. Have you ever had a problem understanding someone in English? What happened?
2. Has anyone ever had a problem understanding you? What happened?

**2**

## Synonyms in context

Look at the following words and underline the synonym in the sentence next to it.

1. *utter*: When the fire alarm went off, there was **total/some/no** panic among the staff.
2. *complexity*: Tim found Chinese Mandarin hard to learn due to the **weirdness/difficulty/way** of writing the many characters involved.
3. *transaction*: The business **trip/contract/deal** meant that Ella's company would get an additional 10% share of the French market, which delighted her.
4. *ethnicity*: Irma's artwork used aspects of her **accent/homeland/culture**, giving it a strong sense of personal identity.
5. *mush*: Unfortunately, the delivery van crashed on the way to the factory. The bananas we ordered have been turned to **slop/mess/nothing**.
6. *passive*: I didn't feel able to contribute to the meeting. I was just a **quiet/an inactive/a bored** observer.
7. *facilitate*: Attending the conference should give you a greater understanding of our business and **require/encourage/help** networking opportunities.
8. *elements*: Dealing with rude customers is one of the **aspects/lessons/skills** of this job that I don't enjoy.

Now discuss the following questions.

1. In what situation have you felt **utter** panic?
2. What parts of your **ethnicity** do you like the most?
3. In what situations do you enjoy being a **passive** observer?
4. What are the different **elements** of your job? What do you like/dislike about them?
5. What happened in the last personal or business **transaction** that you made?
6. What do you **facilitate** in your job?

### 3

#### Prediction

You are going to watch a video about miscommunication by Katherine Hampsten. First, say why you think the following things are mentioned.



1. confusion
2. a game of catch
3. a lump of clay
4. culture, community, and family

Now watch the video. Were your predictions correct?

### 4

#### Understanding vocabulary

Part A: Match the words you have heard in the video to their definitions.

- |                         |   |
|-------------------------|---|
| 1. semantics (n)        | a. a situation, number, or quantity that can change                       |
| 2. stimuli (pl.)        | b. a strong negative feeling towards someone or something                 |
| 3. connotation (n)      | c. growing or increasing faster and faster                                |
| 4. subjective (adj.)    | d. something that is from your own point of view, not necessarily factual |
| 5. variable (n)         | e. the idea connected to a word's meaning                                 |
| 6. animosity (n)        | f. the study of the meaning of words                                      |
| 7. exponentially (adv.) | g. things people react to   |
| 8. perceptual           | h. understanding or thinking about something or someone in a certain way  |

**Part B: Now underline the correct form of the word from Part A in the following sentences.**

1. Over the last five years, our business has seen **exponent / exponential** growth in Asian markets.
2. The start-up failed due to a number of personal **animosities / animosity** between several members of the group.
3. The investment in the company **stimulated / stimulus** growth, and over the next two years, it saw profits double.
4. We believe that, due to the unique nature of our product, we can steadily increase profits for the **perception / perceivable** future.
5. We can't make the mistake of assessing our competitors **subjectively / subjectivity**. We must see them as the market sees them.
6. I think it's important that we sign the contract. All we are doing here is arguing over **semantics / semantically** when the relationship between the companies is what really matters.
7. Sales **vary / invariably** fall during the summer months when many people are on vacation. But they begin to rise again around September.
8. We decided to use the word "group" in our sales brochure. "Gang" was suggested, but we felt that it had negative **connotations / connotation**.

**Now in pairs, answer these questions.**

1. Has anyone ever shown **animosity** toward you? What happened?
2. What subject **stimulates** your interest?
3. How did you **perceive** your company before you joined?
4. In what situations can a **subjective** viewpoint be useful?
5. What products do you think are going to see **exponential** growth in the future?





## 6

**Understanding the video**

**Now read and answer the following questions about the video. Watch again to check if you were correct.**



1. What does the speaker say about miscommunication?
    - a. We have all done it in some way.
    - b. We have all experienced it in some way.
    - c. We are all guilty of it in some way.
  2. What does the speaker say about speaking with another person in the same language in the same room?
    - a. It's the best way to avoid miscommunication.
    - b. It rarely happens in the modern world.
    - c. Even in this situation, communication can still be difficult.
  3. What does the speaker say about the "transmission model" of communication?
    - a. It doesn't really describe how complicated communication is.
    - b. That it's like two people playing catch with a ball.
    - c. It's a great model for how communication really works.
  4. What does the speaker say about the transactional model?
    - a. It's like throwing a ball to someone and walking away.
    - b. It takes into account how challenging communication really is.
    - c. It's not as accurate as the transmission model.
  5. What is the first rule that the speaker gives?
    - a. Focus more on the non-verbal communication than the verbal.
    - b. Try to be both passive and active in your communication.
    - c. Be an active listener and change your message when speaking if needed.
  6. What is the second rule that the speaker gives?
    - a. Listen, watch, and use your feelings to understand the other person.
    - b. Communication is just words, so don't be afraid of it.
    - c. Look into someone's eyes to really understand what they mean.
  7. What is the third rule that the speaker gives?
    - a. Take the time to listen to what the other person has to say in a conversation.
    - b. Give your message as quickly as you can, and then make sure the other person has understood it.
    - c. Make sure the other person has finished speaking before you reply.
  8. What is the fourth rule that the speaker gives?
    - a. Try to see the conversation from the other person's point of view.
    - b. Ask the other person to repeat their point if you don't understand.
    - c. Be aware that your point of view isn't the only truth.
-

## 7

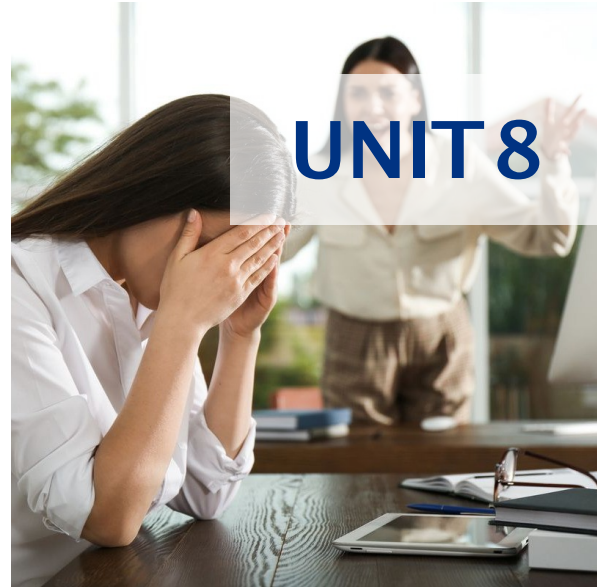
**Talking point**

**In pairs, discuss the following questions.**

1. Have you had any experience in your career, or in your personal life, of miscommunication causing a problem? What happened?
  2. What is the main way you communicate with other people in your company? What dangers of miscommunication are there? What personal "perceptual filters" do you have that affect the way you communicate? How could someone misunderstand you?
  3. What can you do to improve the way you communicate at the moment and reduce the possibility for miscommunication in the future?
  4. Which of the rules that were given in the video did you think were the most useful and why? How can you use that idea in your day-to-day life?
  5. What advice would you give to someone who was joining your company for the first time about communication?
  6. Think about the ways your company communicates with its employees. What does it do well? What could be improved?
-



# SPOTTING TOXIC WORKPLACES



Scan to review worksheet

Expemo code:

IGST-S3ZB-2F2F

I

## Warm up

Work individually and number the following possible aspects of a workplace from 1 (most important) to 6 (least important).

- a transparent pay structure
- supportive colleagues
- teamwork
- financial bonuses
- an open plan office
- a helpful, experienced manager

Now compare your answers with a partner. Did you have the same answers? Why/Why not?

In your opinion, what aspects of a workplace could make it 'toxic'?



## 2

## Focus on vocabulary

## Part A: Match the vocabulary to the definition.

- |                                     |   |
|-------------------------------------|---|
| 1. rain on someone's parade (idiom) | a. bother someone, usually a small problem which is more annoying than it should be |
| 2. <u>friction</u> (n)              | b. beat someone competitively   |
| 3. bug (v)                          | c. be angry and in disagreement with each other                                     |
| 4. self-reg <u>ard</u> ing (adj.)   | d. differing opinions and negative feelings between people                          |
| 5. at each other's throats (idiom)  | e. having an <i>in/hated</i> opinion of yourself and your abilities                 |
| 6. <u>outdo</u> (v)                 | f. try to impress someone by saying overly nice things about them                   |
| 7. <u>brown-nose</u> (v)            | g. a person whose main focus is themselves and their needs                          |
| 8. egom <u>ani</u> ac (n)           | h. criticize something which someone really likes                                   |

## Part B: Now put the vocabulary from Part A into the correct gaps in the following sentences. You may have to change the form of the word.

1. We need to be a lot more *effective* with our advertising if we're going to \_\_\_\_\_ our competitors.
  2. I can't *find* that presentation I gave last week on my computer. I thought I put it in the project *file* but it's not there. It's really \_\_\_\_\_ me.
  3. All he talks about is how good he thinks he is at his job, he's the most \_\_\_\_\_ person I think I've ever met.
  4. I don't care if you don't like it there. I think it's one of the best restaurants I've been to. You don't always need to \_\_\_\_\_.
  5. He was practically falling over himself to tell her how much he loved her speech. I don't think he realizes that \_\_\_\_\_ her won't earn him the promotion he's after.
  6. The threat of layoffs has created a lot of \_\_\_\_\_ between management and staff. It's not a good place to work at the moment.
  7. You can tell by the way he dresses and his stupid sports car that he's a total \_\_\_\_\_ who thinks he's the reason this company exists.
  8. Ever since the takeover, senior management have been \_\_\_\_\_ over how to combine the two companies.
-

Now in pairs, discuss the following questions.

1. What habits that other people have can really **bug** you?
2. How do you react when there is **friction** in the office?
3. What do you think are the main differences between someone who is **self-regarding** and an **egomaniac**?
4. If someone was trying to **brown-nose** you, what could they say that might work?
5. When was the last time someone tried to **rain on your parade**? What happened? How did it make you feel?
6. When was the last time you felt as though someone **outdid** you? What happened?



### 3

## Listening comprehension

Listen to the conversation and decide if the following information is **Given (G)** or **Not Given (NG)**.

1. The date of the interview. \_\_\_\_\_
2. How the man knows what working in the company is like. \_\_\_\_\_
3. The attitude of the employees to the boss. \_\_\_\_\_
4. The woman's current job. \_\_\_\_\_
5. If the man knows more than one person working at the company. \_\_\_\_\_
6. A case of legal trouble that the company has had. \_\_\_\_\_
7. The place where the woman's interview will take place. \_\_\_\_\_
8. Examples of questions the woman could ask at her interview. \_\_\_\_\_



## 4

**Listening discussion**

Listen again and discuss the following questions with a partner.

1. What research would you do about a company before applying for a job with them?
2. Would you try and *find* people who worked there and ask about their experience? Why/Why not?
3. Do you think it is acceptable to contact companies that work with the company you are applying to in order to *find* out information about them? Why/Why not?
4. If someone was applying to a company that you had heard negative things about, would you say anything or not? Why?



## 5

**Skimming for gist**

Look at the following titles and match them to paragraphs A – D. Two of them are extra and won't be used.

- Positive signs
  - One star out of *five*
  - Out of the frying pan into the *fire*
  - Hire a lawyer
  - Google it!
  - Reach out
-

## Reading the signs before you sign

### Avoiding a toxic workplace

- A. \_\_\_\_\_ Job hunting is its own peculiar type of hell. There are the applications, the selling yourself, the highs of the interview *offer*, the lows of the waiting and the rejections. In the desperation to impress and to secure a job *offer*, it can be easy to stumble into another type of hell: the toxic workplace. In many ways, having a job in a horrendous work environment is worse than being unemployed. Stress levels are increased, sleep is reduced and the only resolution is to leave, meaning you now have to *find* a job in addition to working at the one you have. There's also the question of whether staying somewhere only briefly will negatively impact your CV. Many will choose to tough it out for a year or 18 months to avoid awkward questions at future interviews which can feel like a jail sentence. With this in mind, it's worth looking at which red *hags* to look for before you sign a contract with a new employer.
- B. \_\_\_\_\_ It's certainly worth using your networks, or social media sites such as *LinkedIn* to contact current employees. You don't need to openly ask if it's a bad place to work, you can keep your questions more general. Something like 'I'm thinking of taking a position at your company and I'd really appreciate your thoughts on working for them.' Ask about the working hours, the senior management and the company culture and see what their replies are like. It's generally not too difficult to tell if someone is wholeheartedly supportive of their employer or if they have reservations, even if they're not being upfront about them. You may well *find* a lot of euphemisms, such as 'challenging work environment' meaning 'stressful', or 'strong leadership' which might mean the line manager doesn't like taking advice, or have any interest in the welfare of the team. If you *find* people are openly hostile about the company, then this is certainly a bad sign. That said, do try to get more than one opinion.
- C. \_\_\_\_\_ These days, there are several sites where you can *find* information about companies, such as what it is like to work there, what the hiring process is like and what questions were asked at the interview. Websites like *Glassdoor* provide reviews for jobs much like *Yelp* provides them for restaurants and other businesses. So, it's worth checking on there to see what is said. Keep in mind that they are largely anonymous and people are generally more likely to take the time to write them when they are angry and upset than when they have had a good, or reasonable experience. Still, multiple reviews saying the same things is noteworthy and could well be an indication that it is true.
- D. \_\_\_\_\_ It's also a good idea to see what you can *find* out about the company generally on the Internet. If there have been any lawsuits *filed* against them, or legal trouble, there's likely to be evidence of it online if you look hard enough. If there's anything to suggest that they've been accused of discrimination or unfair practices, this is certainly a red *hag*. It's also possible that ex-employees have taken the company to court, the details of which may be in local papers or recorded in legal documents. If you can *find* any evidence of this, it's worth trying to *find* out more. Obviously, companies are sued for many reasons and it could be a frivolous suit by a disgruntled ex-employee, but it's still worth doing your due diligence and *finding* out what you can.

Sources: *huPngtonpost.co.uk*, *bbc.com*

## 6

## Reading comprehension

Complete the following sentences with one, two, or three words from the article on page 5.

1. \_\_\_\_\_ can be preferable to having a job in a toxic work environment.
2. In order to \_\_\_\_\_ from future employers, many people will choose to stay in a workplace they loathe which causes high levels of stress and unhappiness.
3. If someone has a genuinely \_\_\_\_\_ attitude towards the company they work for, it will quickly become apparent when you ask them questions about it.
4. Should you *find* a current company employee whose attitude is \_\_\_\_\_ negative, it's clearly a warning.
5. \_\_\_\_\_ reviews on some websites can give a certain indication of what a company is like to work for, but should be taken lightly.
6. With that said, it's a strong \_\_\_\_\_ that something is awry if several reviews give the same negative feedback.
7. If \_\_\_\_\_ have been brought against the company, there will be records of them so they're worth looking for.
8. \_\_\_\_\_ as much as possible about a company before you apply is generally good practice.

## 7

## Scanning for vocabulary

Quickly read the article on page 5 and find words which mean the same as the following.

1. \_\_\_\_\_ (phr. v, para. A): start doing a particular job or action due to a certain amount of chance or without much planning
  2. \_\_\_\_\_ (n, para. A): a sign that something is seriously wrong with a situation
  3. \_\_\_\_\_ (n, para. B): a way of talking about something that is socially difficult or embarrassing without directly naming it
  4. \_\_\_\_\_ (adj., para. B): deeply aggressive or negative towards someone or something
  5. \_\_\_\_\_ (adj., para. D): not having any real point to it
  6. \_\_\_\_\_ (adj., para. D): upset or annoyed
  7. \_\_\_\_\_ (n, para. D): the reasonable measures taken to avoid something bad happening
-

## 8

**Talking point**

**In pairs, discuss the following questions.**

1. What is the most difficult workplace you have worked in? What made it difficult? Would you describe it as toxic? Why/Why not?
2. What steps do you think can be taken to prevent a workplace from becoming toxic?
3. Have you ever used any websites such as *Glassdoor*? What was your opinion of them? Were they helpful? Why/Why not?
4. Do you use social media for business purposes? What are the benefits and drawbacks of doing this?

## 9

**Extended activity/Homework**

**Read the following letter.**

Dear...

I have been invited to an interview with your company and I wondered if you would mind me asking what it is like to work there? I'd be particularly interested to know what the work hours are like, what the culture of the company is like and what kind of relationship employees have with senior management.

Yours gratefully,

...

**Write a reply to the letter giving reasonable information about your company, the culture and how you feel about working there.**

**You should:**

- **Write at least 150 words**
  - **Check your grammar, spelling and punctuation.**
-





# WHY SOME EMPLOYEES QUIT



Scan to review worksheet

Exemo code:

IGST-S3ZB-3F34

## I

### Warm up

In pairs, discuss the following questions.

1. What aspects of your job do you enjoy at the moment? Why/why not?
2. What aspects of your job do you not enjoy or enjoy less? Why/why not?
3. Do you think you will still be doing the same job in *five* years? Why/why not?
4. What reasons could there be in the future which would make you want to leave your current job?



## 2

## Reordering a text

You are going to read the article about the reasons why employees leave their job and what can be done to prevent it. First, read the excerpts from Part I of the article you will read. Put them in order from 1 – 9. The first one is done for you.

"Why employees leave and what to do about it" - Part I

- \_\_\_\_\_ or simply starting their own freelance **enterprises**. Finding good employees is an expensive and **arduous** task,
- \_\_\_\_\_ The **well-documented** Great Resignation and the impact of the Covid-19 pandemic has seen greater numbers of workers moving to other companies,
- \_\_\_\_\_ But how do you know?
- \_\_\_\_\_ but keeping them can be even more tricky. For managers, building and maintaining close relationships with your team
- \_\_\_\_\_ is an essential element of the job. Yet, when it comes to leaving, most people **play their cards close to their chest**. The ideal situation is to be able to leave your job
- \_\_\_\_\_ they have probably been looking for new work and interviewing with **prospective** employers for some time.
- \_\_\_\_\_ and move straight into another. Most people do not **have the wherewithal** to leave a job and then look for another, especially given that
- 1 \_\_\_\_\_ There is a lot of competition around jobs and recently, **the scales have tipped** away from employers and towards employees.
- \_\_\_\_\_ *finding* work can often take weeks, or more likely, months. So, by the time one of your team **hands in their notice**,

## 3

## Finding vocabulary

**Part A: Now find words or phrases in the introduction which mean the same as the following.**

1. \_\_\_\_\_ (idiom): to change a situation; to give an advantage to someone
  2. \_\_\_\_\_ (adj.): widely discussed and written about
  3. \_\_\_\_\_ (n.): a business or a company
  4. \_\_\_\_\_ (adj.): needing a lot of *effort* over a period of time
  5. \_\_\_\_\_ (idiom): to keep your intentions a secret
  6. \_\_\_\_\_ (n.): the skill or ability needed to achieve something
  7. \_\_\_\_\_ (idiom): to officially say you are going to leave a job
  8. \_\_\_\_\_ (adj.): expected to be the *specified* future thing
-

**Part B: Complete the following questions with the vocabulary that you found.**

1. What kind of situation at work would make you want to \_\_\_\_\_?
2. What kind of person do you think you have to be to start your own \_\_\_\_\_?
3. In your career, what has been the most \_\_\_\_\_ task you have ever done? What made it like that?
4. In your country, whose success in business is the most \_\_\_\_\_? Why?
5. When you are part of a recruitment process, what can you do to \_\_\_\_\_ in your favor?
6. Do you think you have \_\_\_\_\_ to be a CEO of a large company? Why/why not?

Now in pairs, discuss the questions.

**4****Focus on vocabulary****Part A: Complete the definitions.**

- |                                   |   |
|-----------------------------------|---|
| 1. <u>mindful</u> (adj.)          | a. involving everything or everyone in a particular situation   |
| 2. <u>vocal</u> (adj.)            | b. the frequency with which employees leave a company and are replaced by new employees                           |
| 3. <u>burnout</u> (n.)            | c. start an activity or event   |
| 4. <u>turnover</u> (n.)           | d. being forceful and passionate about the way in which something is spoken about                                 |
| 5. <u>cap</u> (v.)                | e. the state of being incredibly tired and not being able to work properly, often due to too much work and stress |
| 6. <u>curb</u> (v.)               | f. an upper limit on something  |
| 7. <u>instigate</u> (v.)          | g. thinking about someone or something when deciding to do a particular action                                    |
| 8. <u>all-encompassing</u> (adj.) | h. put controls or limitations on a particular activity   |



**Part B: Complete the sentences with the vocabulary from part A. You may need to change the forms of the words.**

1. Companies which have embraced work from home policies have generally experienced lower rates of \_\_\_\_\_, than those who haven't.
2. In recent years, employees have become increasingly \_\_\_\_\_ about the need for a work-life balance, a situation that was much less common a decade or so previously.
3. As a cost-saving measure, our management is introducing \_\_\_\_\_ on the amount which can be spent on business travel.
4. In an *effort* to reduce the amount of time spent working, senior management has \_\_\_\_\_ a policy preventing managers from sending work-related emails after 6pm.
5. Management is reducing the number of people who have company credit cards in an *effort* to \_\_\_\_\_ spending which has been quite high recently.
6. The *effect* of the Covid-19 pandemic was \_\_\_\_\_, with everyone having to quickly adapt to remote working, often alongside their families and partners.
7. It's important for modern-day companies to be \_\_\_\_\_ of the *effects* that their decisions will have on the environment.
8. Henrietta hasn't taken any time *off* for over a year and I think she's *suffering* from \_\_\_\_\_. I'm going to suggest she take a break for her own *benefit*.

**Now in pairs, discuss the following questions.**

1. What subjects are you **vocal** about in your professional and private life?
2. Have you ever experienced **burnout**? What happened? What are the signs that someone is experiencing this?
3. What are you **mindful** of when you make professional decisions and decisions in your private life?
4. What habits do you have that you try to **curb**?
5. Do you put **caps** on the amount you spend at work and in your private life? How do you decide what the limits are?
6. Have you worked for a company that had a lot of **turnover**? What can cause a company to *suffer* from this in your opinion?

**Now quickly skim through the article on page 6 and underline the words from the vocabulary section.**

---

## 5

**Skimming for gist**

**You are going to read Part 2 of the article about the reasons why employees leave their job and what can be done to prevent it. First, read the following excerpts from Part 2 of the article and match them to gaps a – f. There are more excerpts than gaps.**

1. When good work is rewarded publicly and clear incentives to work collaboratively are given, performance significantly improves.
2. A team member becoming more withdrawn and less available for activities not directly related to their job could well be an indicator that they're planning a move.
3. A manager who has a tendency to micro-manage can be a key factor in this.
4. Collecting and analyzing the data from these conversations can be the best way to combat future losses.
5. The reasons that employees want to leave a job can be varied and complex and cross the border between personal and professional.
6. The causes of burnout are multiple and complex.
7. Since the pandemic hit, flexibility has increasingly become an issue.
8. You may notice more obvious behavior too.



**"Why employees leave and what to do about it" - Part 2**

The most likely signs that someone is about to leave will be given away by, possibly quite small, changes in their behavior. When people work closely as a team, lunches and social occasions together are not uncommon. **(a.)** \_\_\_\_\_ Equally, there may be a drop-off in their motivation. Employees who have always been early and mindful of the starting time of regular meetings may suddenly start to cut their timings a little *finer* and a little more relaxed about when the workday starts. **(b.)** \_\_\_\_\_ When employees have one eye on the door, the workload will seem heavier as their heart is no longer in it and it becomes more of a chore to complete their tasks. As a result, you may notice that they are less willing to volunteer for tasks or don't seem to care as much about making a good impression. They may also become a little more vocal about aspects of the job that bother them, complaining either to you or the other team members with greater frequency.

**(c.)** \_\_\_\_\_ . A key motive for wanting to switch jobs is when employees don't feel as though their work is valued. A study looking into this had 66% of respondents replying that they would leave if they didn't get any recognition for their work. This percentage climbs even higher with younger workers, with 80% of millennials citing being underappreciated as a reason to exit. Burnout is another massive factor which leads to resignations. A 2017 report found that 95% of HR directors indicated it had a negative impact on their turnover. **(d.)** \_\_\_\_\_ Most employees prefer the ability to work from home at least part of the week, with the ability to vary their work hours also having a high priority. Poor mental health has also been a severe factor in workers leaving. Studies in the UK indicated that the cost of replacing employees who had left due to mental health issues had cost employers in the country £8 billion. Long work hours are often the reason behind it, with a survey of 2000 employees showing that this was the main reason for 60% of men wanting to leave. There are multiple other reasons of no lesser importance which make *staff* leave: poor relationships with the direct or senior management, a corporate culture that alienates, and poor career prospects in that position are all *significant* factors that have been named.

So, what can be done? In the area of recognition, there have been some successful initiatives by some companies, which had the positive impact of reducing turnover by 31% according to one study.

**(e.)** \_\_\_\_\_ As far as burnout is concerned, many companies have experimented with no caps on vacation time and some countries have begun to seriously look at four-day weeks with positive results. Another strategy some companies have used is to have mental health counselors or employees who are openly ready to lend an ear to the woes of *staff* on site. Curbing work hours and policies of not emailing or making work calls out of hours have also been instigated by some companies in an *effort* to reduce the all-encompassing pull of work. Still, the best weapon a manager has when someone does leave, is to have a really open and honest conversation with them and be prepared to hear things that may be uncomfortable. **(f.)** \_\_\_\_\_

Sources: CNN, Workstars

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## 6 Reading comprehension

Read the following summary and complete the gaps with one, two, or three words from the article.

If an employee is planning to leave, you may observe subtle transformations \_\_\_\_\_<sup>1</sup>. Lower levels of both participation and \_\_\_\_\_<sup>2</sup> are likely, indicated by a reluctance to socialize professionally and a reduced concern over time-keeping respectively. There may also be clearer signs such as an increase in complaints and reduced levels of teamwork. Not feeling valued is frequently a reason for employees wanting to leave, with younger staff members feeling this even more so. \_\_\_\_\_<sup>3</sup> can also be caused by burnout and the varying mental health factors which create it. Lately, the freedom to \_\_\_\_\_<sup>4</sup> has been a major driver in whether or not a company can retain its employees. UK studies revealed that \_\_\_\_\_<sup>5</sup>, problematic relationships with management, a sense of isolation within the corporate culture and a lack of \_\_\_\_\_<sup>6</sup> are all major factors in the decision to leave. A company can minimize the possibility of losing staff by offering incentives and public recognition for good results. Other strategies such as removing limits on vacation time and reduced working weeks have also been used. The introduction of \_\_\_\_\_<sup>7</sup> so that employees have someone to talk to when they feel under pressure in an approach adopted by some companies, as well as limiting emails to working hours. However, the best way of discovering why employees move on is still likely to be to communicate in an \_\_\_\_\_<sup>8</sup> way before they leave and be prepared to take on criticism.

## 7 Talking point

In pairs, discuss the following questions.

1. Have you left a job in the past? What were your reasons for leaving?
2. How did your behavior at work change in the weeks and months leading up to your exit?
3. What could have changed your mind about leaving your previous job?
4. What do you think are the reasons for people leaving the organization where you work now?
5. Do you think it's a good idea to have people to discuss your mental health with at work? Why/why not? Would you personally take advantage of this service if you were able to use it? Why/why not?
6. If you were a manager faced with someone who was about to leave, what kind of questions would you ask them?
7. What keeps you at your current company? Why have you never felt the need to look for something else?





# NARCISSISM



Scan to review worksheet

Expemo code:

IGST-S3ZB-5603

I

## Warm up

Read the following statements about narcissists. In pairs, discuss what each one means and if you can give any examples of that behavior.

### Narcissists ...

- seek *hattery*.
- are manipulative.
- lack empathy.
- have tunnel vision.
- are happy to *benefit* from risky and sometimes illegal behavior.
- have innate self-belief.
- are extremely sensitive to criticism.
- are charming.





## 4

## Focus on vocabulary

## Part A: Match the vocabulary to their meanings.

- |                             |  |
|-----------------------------|--|
| 1. <u>esteem</u> (n)        | a. being part of something and difficult to separate from it                   |
| 2. <u>showboat</u> (v)      | b. the fact of being overconfident and too self-assured of your own abilities  |
| 3. pre- <u>eminence</u> (n) | c. demonstrating that you do not regard yourself as more important than others |
| 4. <u>endemic</u> (adj.)    | d. a high level of approval and respect  |
| 5. <u>humble</u> (adj.)     | e. act in a way that attempts to prove how good you are at something           |
| 6. <u>belittle</u> (v)      | f. the state of being more significant or successful than other people         |
| 7. <u>hubris</u> (n)        | g. make something or someone out to be less important                          |
| 8. <u>allure</u> (n)        | h. the quality of being attractive to other people in an exciting way          |

## Part B: Now write the vocabulary from Part A in the correct gaps in the following sentences. You may have to change the form of the word.

1. He completely \_\_\_\_\_ me in front of the rest of my team. It was humiliating.
2. As a manager, she's held in the highest \_\_\_\_\_ by her peers, and everyone who works for her adores her.
3. It's not surprising that they are struggling. I think disorganization is \_\_\_\_\_ in the department and I wouldn't be surprised if there's a change of management soon.
4. I think he was a victim of his own \_\_\_\_\_. He just wasn't as good as he thought he was.
5. A career in design, although it's not always well paid, holds a real \_\_\_\_\_ for me and I think I'm going to pursue it.
6. In his acceptance speech, he was incredibly \_\_\_\_\_ and gave credit to the rest of the team for the success of his amazing work.
7. It was embarrassing for him. He was trying to \_\_\_\_\_ during the presentation, but then completely forgot what he was trying to say and wasn't able to answer questions.
8. I hate the way she acts at work. She's completely convinced of her own \_\_\_\_\_ and talks to everyone as though they are idiots.

Now in pairs, discuss the following questions.

1. Has anyone ever tried to **belittle** you or your work? How did you react?
2. In your opinion, which careers or companies other than your own hold an **allure** for you?
3. Who is the **humblest** person who you've worked with? How did they show this?
4. Who do you know who you think has real **hubris**? How do they show it?
5. Have you ever been guilty of trying to **showboat**? What happened?
6. Who do you hold in particularly high **esteem**? Why?

**5****Reading for gist (optional)**

Match the following titles to paragraphs A – D. You will not need all of the titles.

- The making of a star
  - How to manipulate a narcissist
  - The narcissistic CEO
  - How to spot a narcissist
  - Encouraging non-narcissistic behavior
  - The *effects* of a narcissist
-

## It's not all about you

### Narcissism and the workplace

- A. \_\_\_\_\_ The Greek myth tells of a hunter called Narcissus who saw his own image reflected in a pool of water and fell in love. It's from this tale that the term 'narcissism' was born, and narcissists are found everywhere, including in the workplace. Psychological research has shown that there is a high correlation between narcissism and high-risk, high-return strategies. A narcissistic CEO is more likely to describe their organizations as innovative, proactive, and entrepreneurial, and take greater risks in their business strategies. Firstly, narcissistic CEOs thrive on being the center of attention, commanding respect and esteem. Therefore, they are more likely to implement approaches that put their personal control in the spotlight, allowing them to showboat. To add to this, narcissists are more likely to have convinced themselves of their pre-eminence, creating over-confidence in the results of their plans being successful. Lastly, their self-interest means they are much more focused on their own gains than those of their employees or stakeholders.
- B. \_\_\_\_\_ With these characteristics steering management at the most senior level, a culture of individualism is promoted throughout the company which lowers collaborative approaches and discourages personal integrity. Research shows that risky and rash decision-making stands a greater chance of becoming endemic in the workplace, reducing the ability of the company to endure. Managerial fraud and tax avoidance which has caused some companies, such as Enron, to collapse entirely are also more possible. Yet the perks for CEOs, such as incredibly high salaries and stock options, are major draws for narcissistic personalities. Yet given the obvious drawbacks to their characters, it's worth asking, how do narcissists arrive at positions of power in the *first* place?
- C. \_\_\_\_\_ Narcissistic personalities, by their nature, tend towards self-promotion. While not a likable quality, it often gets them noticed by management over their humbler colleagues, even when their actual achievements don't measure up. Studies have shown employees with a tendency toward narcissism progressed up the career ladder roughly 29% faster than their colleagues who are less likely to compete for attention. This was true regardless of whether the business was a family business or not. The family bond it seems is not strong enough for narcissists to put family, rather than their own interests, *first*. There's also a connection between narcissistic tendencies and gender. Males display a far higher level of narcissism than females. The underlying sexism in workplaces around the world, even if it is not overt, means that ambition is often rewarded in men more than in women. Yet when it comes to CEOs, due to the smaller percentage of females compared to males, there's not enough data to come to *firm* conclusions. Yet this factor in itself says something of note.
- D. \_\_\_\_\_ To their credit, narcissists can often be incredibly charming and, superficially at least, often make good leaders. The *hip* side, however, is that members of their team who *hatter* them tend to get their attention more, often leading to employees competing for their favor. Their lack of compassion can result in them being hurtful or disregarding the needs of others. Belittling colleagues and undermining their work are both tactics they are willing to employ, as well as piggybacking on the achievement of others to boost their own *profile*. Narcissists frequently come from families of a higher socioeconomic status and may well be the products of a parenting style that constantly boosts a child's self-esteem to extreme levels. You don't have to look hard in public life to *find* examples of people who display these traits. Donald Trump, Madonna, and Kanye West have all been noted for their tendency towards narcissism, yet it is those characteristics and their hubris that have undoubtedly sown the seeds of their success - as well as created difficulties for them. Their allure is unquestionable, but do you want to be working alongside them?

Sources: BBC and Sage Journals

## 6

## Reading comprehension

Complete the following sentences with one, two, or three words from the article on page 5.

1. The word 'Narcissism' stems from a Greek myth about a hunter who \_\_\_\_\_ with his own reflection.
2. \_\_\_\_\_ in their abilities means that narcissists tend to be convinced of their abilities even when *firm* evidence of them is lacking.
3. Companies headed by a narcissistic CEO often have a less \_\_\_\_\_ culture, with people choosing their own gains over teamwork.
4. There have been high-profile cases where narcissism has led to \_\_\_\_\_, resulting in some companies being broken up due to the crimes committed, such as tax avoidance.
5. While their personalities are *hated*, studies show that narcissists advance up \_\_\_\_\_ with greater speed than their colleagues.
6. Men are more likely to be narcissistic than women due to the \_\_\_\_\_ in offices globally which recognize ambition as a positive trait in men more than in women.
7. \_\_\_\_\_ of the charm displayed by many narcissists is that they will encourage *hatred* to the point of giving more focus to colleagues who do so while ignoring those who don't.
8. Research shows that narcissists frequently come from a background with a \_\_\_\_\_ where they gain the impression they are better than poorer people.

## 7

## Scanning for vocabulary

Quickly read the article on page 5 and find words or phrases which have the same meaning as the following.

1. \_\_\_\_\_ (n, para. A): connection
  2. \_\_\_\_\_ (adj., para. A): starting a new business, often with high risk
  3. \_\_\_\_\_ (v, para. A): do well
  4. \_\_\_\_\_ (v, para. B): guiding
  5. \_\_\_\_\_ (v, para B): last for a long time
  6. \_\_\_\_\_ (adj., para. C): openly without hiding
  7. \_\_\_\_\_ (adv., para. D): appearing to be real or true without looking closely
  8. \_\_\_\_\_ (phr. v, para. D): using pre-existing work as the basis for your own or to your own advantage
-

**Now complete the following questions with the answers.**

1. Do you think there is a \_\_\_\_\_ between how hard you work and how successful you are? Why/Why not?
2. Have you ever witnessed someone \_\_\_\_\_ someone else's success? What happened?
3. Do you think it is good to be \_\_\_\_\_ about your ambition? Or is it better to hide it? Why?
4. What characteristics does someone need these days to \_\_\_\_\_ in the world of business?
5. Do you think companies these days only \_\_\_\_\_ try to benefit the environment, or do you think they genuinely care? Why?
6. Do you need to be \_\_\_\_\_ to be successful in business? Why/ Why not?
7. What do you think is the best way a manager can \_\_\_\_\_ his team into good practices?
8. Under what type of management style are you personally most likely to \_\_\_\_\_ ?

**Now in pairs, discuss the questions.**

## 8

### Talking point

**In pairs, discuss the following questions.**

1. Do you know of anyone who you think may be a narcissist? What is it about them that makes you think this?
2. Do you think that it is a problem that narcissists can thrive in the world of business? Why/Why not?
3. What do you think can be done to reduce the possibility of narcissists to get into positions of power?
4. Do you think good leaders naturally have to be a little narcissistic? Why/ Why not?



## 9

**Extended activity / Homework**

Choose from one of the following activities.

1.

**Write a speech to your company imagining that you are the CEO and you have narcissistic tendencies.**

Consider the following questions:

- What information do you want to give the employees?
- How can you present this information in a way that shows you in a very positive way?
- How can you include your accomplishments?

2.

**Read the essay question.**

It is vital for modern-day leaders to have an element of narcissism in their personalities. Only a narcissist could look at a company and believe themselves to be the best person to lead it. While you may not want to spend much time with a narcissist, companies can benefit a great deal from their mindset.

**To what extent do you agree with the above statement?**

**For both questions, you should:**

- Write at least 250 words.
  - Check your spelling, grammar, and vocabulary.
-



# COASTING



Scan to review worksheet

Exemo code:

IGST-S3ZB-9B5A

I

## Warm up

In pairs, discuss the following questions.

1. What times during the working day do you have the most and the least energy?
2. What tasks do you do when you are feeling tired or have less energy?
3. Do you feel you get roughly the same amount of work done every day? Why/Why not?
4. What things distract you from your work?



## 2

## Focus on vocabulary

## Part A: Match the vocabulary to the definitions.

- |                                   |   |
|-----------------------------------|---|
| 1. coast (v)                      | a. the state of being so tired that you can't function, usually after a period of excessive work  |
| 2. <u>hammer</u> away at (phr. v) | b. wanting very much to achieve success   |
| 3. <u>burnout</u> (n)             | c. wanting to be successful even though it is unlikely to happen  |
| 4. high-flyer (n)                 | d. the most important aspect of something that makes everything else possible   |
| 5. cut <u>out</u> for (phr. v)    | e. do a job while putting in the least amount of <i>effort</i> needed   |
| 6. <u>mainstay</u> (n)            | f. a person who is very successful at their job and wants to be in a top position   |
| 7. <u>aspirational</u> (adj.)     | g. the achievement of a particular goal or winning something which allows you to say that you are better or more successful than others |
| 8. <u>overambitious</u> (adj.)    | h. have the qualities needed to do a particular job   |
| 9. <u>bragging</u> rights (n)     | i. work hard with a lot of <i>effort</i>  |

## Part B: Now, put the vocabulary from Part A into the correct gaps in the following sentences. You may have to change the form of the word.

1. I've been \_\_\_\_\_ this job for four years now, and I don't feel as though I'm getting anywhere or have any chance of promotion.
  2. Health and *fitness* have been the \_\_\_\_\_ of my life, much more than earning money. Without your health, you have nothing.
  3. This speech at the conference was really \_\_\_\_\_ and gave me *confidence* in who and where I could be ten years from now.
  4. The sales team has earned \_\_\_\_\_ after they gained a major account that will earn the company massive amounts of money.
  5. She's taking some time *off* work right now. She won't admit it, but I think she's *suffering* from \_\_\_\_\_.
  6. I've been \_\_\_\_\_ through my work this week. I don't feel at all motivated and I'm really tired all the time. I think I might have to look for a *different* job.
  7. You could tell she was a \_\_\_\_\_ the minute she walked into the company. She has so much drive and ambition, I'm not surprised she's been promoted.
  8. Unfortunately, he's not really been enjoying his job at the bank and thinks that perhaps he's not \_\_\_\_\_ the world of *finance*.
  9. The sales target was \_\_\_\_\_ this year, and we're going to be lucky to get 80% of it.
-

Now in pairs, discuss the following questions.

1. Have there been periods of time in your life where you have **coasted** through your work? What was the reason for it, in your opinion?
2. If you weren't in your current career, what other career do you think you might be **cut out for**?
3. Do you enjoy watching **aspirational** videos and speeches? Why/Why not?
4. Who do you know that you would describe as a **high-flyer**? What makes you think that?
5. What is the **mainstay** of your life? Why?
6. Have you ever gained **bragging** rights? What did you do?
7. Have you ever set a goal that turned out to be **overambitious**? What was it? What happened?
8. Have you, or anyone you know, ever **suffered** from **burnout**? What happened?

## 3

### Listening for gist

Decide which speaker, 1, 2, or 3 would agree with the following sentences.

Speaker 1

Speaker 2

Speaker 3

- a. \_\_\_\_\_ I live to work.
- b. \_\_\_\_\_ I've had a change in attitude regarding my work.
- c. \_\_\_\_\_ I work to live.



**4**

**Listening comprehension**

Complete the table by putting a checkmark in the correct box.

Who ...	Speaker 1	Speaker 2	Speaker 3
A) ... is deeply ambitious?			
B) ... doesn't see work as the most important aspect of their life?			
C) ... works on weekends?			
D) ... enjoys photography?			
E) ... expresses contentment with their life?			
F) ... uses apps like Instagram and Facebook?			
G) ... has a limited social circle?			
H) ... doesn't always respond to emails?			

1. Which of the speakers do you think is most like yourself? Which one do you understand the most?
2. Who do you think had the healthiest approach to work? Why?

**5**

**Skimming for gist**

Read the following first sentences and match them to paragraphs A – D. You will not use all of them.

1. It's easy to dismiss it as laziness. \_\_\_
2. Brett starts work early. \_\_\_
3. The pandemic shifted people's relationship with work. \_\_\_
4. Brett feels he really enjoys his work. \_\_\_
5. One of the things Brett has been doing when he pretends to work is to look for other jobs. \_\_\_
6. There's been an increase in productivity since the pandemic started to pass. \_\_\_

## 6

## Reading comprehension

Read the following statements and decide if they are True (T), False (F), or Not Given (NG). Give reasons.

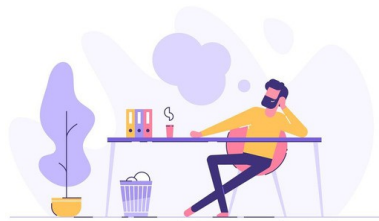
1. Brett starts work early because he wants to do as much as he can during the day.  
\_\_\_\_\_
2. Exercise is important to Brett.  
\_\_\_\_\_
3. A record number of people have started new businesses in the last two years.  
\_\_\_\_\_
4. A study found that 50% of people were not particularly focused on their jobs.  
\_\_\_\_\_
5. The lack of social contact during the pandemic is behind the rise in depression and other mental health issues.  
\_\_\_\_\_
6. Companies haven't been able to do anything to motivate their employees.  
\_\_\_\_\_
7. Brett is considering a career as a doctor.  
\_\_\_\_\_
8. Brett is happy to coast through his job.  
\_\_\_\_\_

## Getting by

### The new wave of coasting

- A. \_\_\_\_ . He likes to log in around 8 am, breeze through a few emails, and respond to any that have come in overnight. 'I want to get the work done, and I want to be seen to be working. So, if people see my emails coming in *first* thing, that goes a long way to creating a good impression. We have a daily meeting at 9.30, so I'm ready for that, and I try to have some questions ready that I can ask to make it look like I'm engrossed in my work,' he says. 'But when that's over, I grab some breakfast and watch YouTube for a bit. People can see I'm online, but I'm not actually doing anything,' he admits. 'Around 11, I usually do a bit of work, but I'll usually stop around 12 and get some lunch and go for a walk or a run. After that, I'm tired, so I'll take a nap. From about 2 to 2.30, I'll do a bit more work and send a few more emails, but usually, by 4, my concentration is going. I keep the computer on in case there's anything I need to respond to, but I'm basically done for the day.'
- B. \_\_\_\_ . Many saw the low value that they had to corporations and began to question what was most important: a job or living a life? More hours spent at home made people reassess, with many choosing to switch careers or leave their jobs to start a new business. \*The Great Resignation has received a lot of attention in the media. Others, however, didn't leave their jobs but chose instead to coast. In the United States, 11,000 employees were surveyed. 39% of them said that they were coasting through their jobs, while a study in January of this year found half of employees saying that they were neither engaged nor disengaged in their work. But what are the reasons for this more relaxed attitude to work?

- C. \_\_\_\_ . However, it's important to remember that the last couple of years has been an incredibly difficult time for a lot of people. There's been a sharp rise in the number of people reporting mental health issues brought on by an increased sense of isolation. In addition, many people are dealing with sick relatives or even the loss of a loved one. It's difficult to give yourself entirely to your work when there are so many things to worry about. A lot of people are taking some time to recharge and focus a bit more on their personal needs. Going to the gym, seeing friends and family, and getting time to pursue interests have taken on increased importance after so many of us were unable to go anywhere for months. It could also be an issue with the workplace itself. Workers who don't feel valued or 'seen' by management may well lose their dynamism, with no clear rewards to shoot for.
- D. \_\_\_\_ . "I've been partly considering a career change," he says. "I like what I do, but I've been doing it for so long that there's no longer any real challenge to it." I've wondered about dipping a toe into teaching or medicine as an option. I want to feel like I make a *difference*.' Employees who coast can risk damaging their careers if their lack of input is noticed. Doing the bare minimum might not get you in trouble, but it's not going to get you noticed either. When it comes down to it, though, it's hard to be really driven if you're not ultimately interested in what you do. Brett would agree. 'I'm content, but I know I can't sustain this,' he says. 'I need the drive and the excitement. I need to care again.'



## 7

**Talking point**

**In pairs, discuss the following questions.**

1. What is your attitude to coasting? Do you think that it is understandable in some situations, or do you think that it is really just laziness? Why?
2. Do you think that work should be the most important thing in life? Why/Why not?
3. What do you think companies can do to reduce the number of people who coast at their jobs?
4. Which jobs have you had where you've been very motivated? What caused this?
5. Which jobs have you had where you've been very unmotivated? What caused this?

## 8

**Additional task/Homework - Finding vocabulary**

**Scan through the article on page five and find vocabulary that means the same as the following.**

1. \_\_\_\_\_ to do something quickly and easily (phr. v, para. A)
2. \_\_\_\_\_ completely focused (adj., para. A)
3. \_\_\_\_\_ to evaluate something again (v, para. B)
4. \_\_\_\_\_ not paying much attention to something (adj., para. B)
5. \_\_\_\_\_ the energy needed to achieve a goal (n, para. C)
6. \_\_\_\_\_ to have a difficult goal to achieve (phr. v, para. C)
7. \_\_\_\_\_ to try something (idiom, para. D)
8. \_\_\_\_\_ the least amount of something required to complete a task (n. phr., para. D)







# AGEISM IN THE WORKPLACE



Scan to review worksheet

Exemo code:

IGST-S3ZB-665E

I

## Warm up

Look at the descriptions of workers in the box. Which ones would you use to describe:

1. Older workers:
2. Younger workers:

experienced / naive / quick to learn / good with new technology  
set in their ways / inexperienced / dynamic / flexible

In pairs, discuss and explain your choices. Did you choose the same answers? Why/why not?



## 2

## Focus on vocabulary

## Part A: Match the vocabulary to the definitions.

- |                      |  |
|----------------------|--|
| 1. meteoric (adj.)   | a. becoming successful very quickly  |
| 2. galling (adj.)    | b. to examine someone or something extremely carefully and look at the details   |
| 3. gusto (n)         | c. the senior members of an organization or group, who are usually against change  |
| 4. hotshot (n)       | d. someone who is eager to be successful in their career   |
| 5. the old guard (n) | e. full of energy  |
| 6. go-getter (n)     | f. an unreasonable dislike of, or preference for, a group of people based on their skin color, religion, nationality, or other superficial element of their identity |
| 7. prejudice (n)     | g. upsetting because a situation is not fair   |
| 8. scrutinize (v)    | h. someone who is very successful in their career  |

## Part B: Now put the vocabulary from Part A in the correct blanks in the following sentences.

1. I find that if I get up early and go for a run first thing, and then get to the office early, I can attack my work with \_\_\_\_\_.
  2. I had my lawyer \_\_\_\_\_ the contract, but she couldn't find anything wrong with it at all.
  3. The changes in company policy haven't gone down very well with \_\_\_\_\_ who see them as making doing business more difficult.
  4. The new intern is a bit of a \_\_\_\_\_. I think she'll do very well as she's extremely ambitious.
  5. The lawyer they've taken on is very good; apparently, she's a bit of a \_\_\_\_\_.
  6. It was particularly \_\_\_\_\_ when they lost the contract as not only did it cost them a lot of money, they lost it to their main competition who they suspect was spreading false rumors about them.
  7. She went from mid-level management to senior management over the course of only about five years. Her rise has been truly \_\_\_\_\_.
  8. There's been a lot of \_\_\_\_\_ directed at the foreign workers who are seen to be taking jobs from the native employees.
-

**Now in pairs, discuss the following questions.**

1. Would you describe yourself as a **go-getter**? Why/Why not?
2. When did you find a situation at work particularly **galling**? What happened?
3. Do you know of anyone whose professional advancement has been **meteoric**? Why do you think that was?
4. Which groups of people in your country are the subject of a lot of **prejudice**? Why do you think that is?
5. What is the best time of the day for you to do your work with **gusto**? Why?
6. What are the attitudes of **the old guard** in your industry? How are they different from newer employees?
7. Do you think of yourself as a **hotshot**? Why/Why not?
8. If you have to sign a contract, do you usually **scrutinize** it first? Or do you just sign it? Why?



### 3

### Skimming for gist

**Quickly read the article on page 5 and decide which of the following headings are most appropriate for paragraphs A – D. You will not need all of them.**

1. The last permitted prejudice?
2. The problem
3. Steps to prevent ageism
4. The youth are affected too
5. The solution
6. The legal impact

## 4

## Reading comprehension

Complete the following sentences with one, two, or three words from the article on page 5.

1. When young people enter into their \_\_\_\_\_ for the first time, most would like their colleagues to see them as a go-getter and highly competent.
2. However, when you are a little further down the road in your career, \_\_\_\_\_ due to age can be a factor most people aren't ready for.
3. Older workers, once aware of the negative attitudes towards age, often develop certain \_\_\_\_\_ to make it less obvious how old they are, such as removing graduation dates from their resumes.
4. Yet younger people can find themselves on the receiving end of \_\_\_\_\_ causing frustration and difficulty at the beginning of their careers.
5. \_\_\_\_\_ have affected how people of different ages interact for as long as humans have lived together and are nothing new.
6. \_\_\_\_\_ based on age are common, but it's important to not let them guide your decisions about someone.
7. It is often \_\_\_\_\_ age bias during the application process as candidates typically get little feedback if they are unsuccessful.
8. Older applicants who are worried about prejudice around their age should underline how \_\_\_\_\_ they are if they want to avoid being put at a disadvantage.



# Nothing but a number

## Ageism in the workplace

- A.** Everyone would like to be the new, hot young thing making a splash in his or her chosen field. For some people in their 20s and 30s, their rise can be meteoric, quickly making their way through the ranks to senior positions, their youth and dynamism highly valued by those around them. Yet what happens when you're no longer the new kid on the block - and what's more, you've been around the block a few times? Working life is often not quite so blessed for people in their 50s and upwards. Studies have shown that age discrimination is still a significant factor in the way companies hire. A 28-year-old worker applicant was up to three times more likely to be chosen for a role than a 50-year-old colleague. Middle-aged workers are aware of the bias too. In one survey of people over 45, 44% of them admitted that they had altered their age on their resumes. Other tactics included leaving out experience that was over 15 years in the past and removing indicators of age such as graduation dates. Older workers are more likely to have responsibilities such as children and investments, so failing to get a job when you suspect ageism was involved can be all the more galling.
- B.** However, reverse ageism is also a significant factor in working life too. At a certain level of management, seniority is prized and young people are often edged out for management-level jobs as they are judged to be inexperienced purely due to their age. Younger workers have reported that although they have the right qualifications and experience, while doing their jobs with gusto, they are often not taken seriously. The attitude towards them seems to be "you're too young - what do you know?" Much of this can be down to generational differences that have always existed. Traditionally, older workers tend to be more conservative and often view their younger colleagues as lazy and entitled while also being radical and too quick to embrace change. Part of this, of course, is the professional circle of life. Today's up-and-coming hotshots will be tomorrow's old guard, protective of their way of doing things and suspicious of the new crop of go-getters. There is a real danger though that these prejudices could lead to companies missing out on valuable skills.
- C.** It's possible that, in some ways, ageism is still allowed. While there is still much to do, there has been significant progress regarding discrimination in the areas of race and gender. Faced with tens or hundreds of job applications, many hiring managers will be initially looking for reasons to quickly dismiss applications without looking at them too closely. This is when unconscious bias can step in. Making assumptions about what someone will be like to work with based on their age is easily done. Someone with a lot of experience may find that this works against them as some managers may feel threatened by someone with many years more involvement in a particular industry. Equally, younger applicants may find themselves getting passed over for mid-level management roles that they are qualified for as they would be managing older workers. Ageism is also hard to detect as no one is going to give it as a reason for not selecting a candidate. Many companies give little if any feedback to failed applicants, so it's very hard to know if age is a disqualifying factor. There's also the sense that with older workers, they've had their time to shine, so it's not discrimination - it's just giving younger people a chance.
- D.** So what can be done? Given that age-related prejudice is a distinct possibility for all applicants, it's a good idea to anticipate it and address it. Applicants over 50 could, for example, underline the new skills they have learned and how adaptable they are to fend off the stereotype that middle-aged people can't learn. They say you can't teach an old dog new tricks, but you can. Younger applicants in turn could focus on their experience and how that and their qualifications make them particularly suitable for the job. Yet it shouldn't be all down to the applicants. Companies can make a lot of progress by scrutinizing their recruitment processes and ensuring that ageism isn't allowed to play a part. Discrimination, in whatever form it takes, disadvantages all of us.

## 5

## Scanning for vocabulary

Quickly read the article on page 5 and find words or phrases that mean the same as the following.

1. \_\_\_\_\_ (idiom, para. A): to do something which creates interest and excitement
2. \_\_\_\_\_ (idiom, para. A): someone who has just started in an organization or company
3. \_\_\_\_\_ (idiom, para. A): have a lot of experience in a particular field
4. \_\_\_\_\_ (n, para. A): a sign that something is happening or is true
5. \_\_\_\_\_ (phr. v, para. B): to take someone's position in a company or a competition without them knowing that it is happening
6. \_\_\_\_\_ (phr. v, para. C): to not offer a job or promotion to someone, even though they may deserve it
7. \_\_\_\_\_ (phr. v, para. D): to defend yourself against an attack of some kind
8. \_\_\_\_\_ (saying, para. D): not being able to get someone to change their ideas or ways of working as they have had them/done it that way for some time

## 6

## Listening for details

Listen to the conversation. Check the expressions about old age that are used.



1.  to be no spring chicken
  2.  to have one foot in the grave
  3.  to be a dinosaur
  4.  to be getting on a bit
  5.  to be a bit long in the tooth
  6.  to be an old codger
  7.  to be over the hill
  8.  to be at a ripe old age
-

## 7

**Listening comprehension**

Listening again and decide which of the following statements are True (T) or False (F).

1. The job is based in the Middle East.
2. The man thinks that he didn't get an interview because he's too old.
3. The woman suggests he might have too much experience for the job.
4. The man has evidence for his belief that ageism was the problem.
5. The man does not have the year he completed university on his resume.
6. The man recently attended a training course related to his job.
7. The man doesn't want to alter his resume.



## 8

**Talking point**

In pairs, discuss the following questions.

1. Do you think ageism is an issue in your country? What causes it in your opinion?
2. Do you think that reverse ageism is a problem in your country? Why/Why not?
3. What idioms or sayings do you have in your first language about a) older people? b) younger people? Can you translate them?
4. Have you personally experienced ageism or reverse ageism? What did you do about it? Or what could you have done about it?

## 9

**Extended activity / Homework**

**One way of emphasizing something in a strong way is to use inversion.**

For example:

I have sold computers and I have lived in the Middle East for seven years.

*Not only* have I sold computers, *but I have also* lived in the Middle East for seven years.

**Now rewrite the following sentences.**

1. I studied computer science in college and received an honors degree.
2. I have a lot of experience with sales, and I have a lot of experience in European markets.
3. I received a promotion after my first year of work, and I was awarded employee of the year.

**Now write at least two sentences using inversion to emphasize your own achievements.**

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# TRICKS OF THE SCAMMER



Scan to review worksheet

Exemo code:

IGST-S3ZB-8DF8

**1**

## Warm up

In pairs, discuss the following questions.

1. Have you, or anyone you know, been the victim of online fraud? What happened?
2. What do you do to protect yourself from online fraud?
3. How much money do you think is lost in online fraud each year?
4. Do you think your bank does enough to protect you? Do you think it is their responsibility to protect you?

**2**

## Focus on vocabulary

Part A: Match the vocabulary to the definitions.

- |                       |   |
|-----------------------|---|
| 1. scam (v)           | a. get money from someone by making them believe something is true when it isn't      |
| 2. in arrears (idiom) | b. believable   |
| 3. overdrawn (adj.)   | c. American dollars (informal)  |
| 4. plausible (adj.)   | d. money that someone has access to   |
| 5. buck (n)           | e. something of value, such as property, that can be given if a loan cannot be repaid |
| 6. collateral (n)     | f. a number that identifies which particular bank an account belongs to               |
| 7. routing number (n) | g. be late in making a regular payment  |
| 8. means (n)          | h. having spent more money than you have in your bank account                         |

**Part B: Now put the vocabulary from Part A into the correct blanks in the following sentences.**

1. So, to make the payment I will just need your account number and \_\_\_\_\_, please.
2. I'm amazed you believed his story. I didn't think it was at all \_\_\_\_\_.
3. You couldn't lend me ten \_\_\_\_\_, could you? I need to pay the window cleaner, and I'm a bit short.
4. We're writing to inform you that your account has fallen \_\_\_\_\_, and you will be charged a fee unless a payment is made within the next week.
5. Can you pay the electricity bill, and I'll pay you back? I don't have enough money in my account, and I'll be \_\_\_\_\_ if I pay it.
6. He'd used his father's business as \_\_\_\_\_ to borrow enormous sums of money, which he then used to fund his expensive lifestyle.
7. I think she's going to have to sell her horse as she doesn't have the \_\_\_\_\_ to care for it any longer.
8. They were arrested after they stupidly attempted to \_\_\_\_\_ the husband of a detective.

**Now in pairs, discuss the following questions.**

1. Have you, or anyone you know, had someone try to **scam** them out of money?
2. If you needed to borrow a lot of money, what could you use as **collateral**?
3. Do you have the **means** to live the life you want to live? Why/why not?
4. Have you ever been **in arrears** with payments? What happened?

**3****Listening for gist****Listen to the phone conversation and check which questions were asked.**

1.  Did he ask you for account information?
  2.  Have you checked your savings account?
  3.  What is your current address?
  4.  Was it a man or a woman?
  5.  What did he say to you?
  6.  Do you currently have the means to buy what you need without using your bank accounts?
  7.  When did you last use your PIN?
  8.  How can I help?
-

## 4

## Listening for details

Listen again and complete the notes about the call with one, two, or three words or a number.



PROBLEM REPORT NUMBER: 222/3455/2022-02-28/3

**Name:** (1) \_\_\_\_\_

**Type of account:** *Checking account attached to a* (2) \_\_\_\_\_

**Details of suspect:** *Male,* (3) \_\_\_\_\_

**Suspect said:** *Behind in mortgage payments, charge of*(4) \_\_\_\_\_

*due. Asked for account number, routing number and* (5) \_\_\_\_\_

**Amount of money lost:** *Nearly* (6) \$ \_\_\_\_\_ *of savings for* (7) \_\_\_\_\_

**Action taken:** *Checking account monitored and savings account* (8) \_\_\_\_\_

Bank representative:

*A. Freeman*

## 5

**Scanning for vocabulary**

**Work with a partner.**

**Student A finds words in the text on page six which means the following.**

1. \_\_\_\_\_ someone who lies to people in order to get money out of them. (n, para. B)
2. \_\_\_\_\_ a trick to get someone to do something or give you money (n, para. B)
3. \_\_\_\_\_ the reason why someone would do something (n, para. B)
4. \_\_\_\_\_ a situation where there is not enough of a particular thing (n, para. C)
5. \_\_\_\_\_ pretend to be someone else (v, para. D)
6. \_\_\_\_\_ very quickly (adv., para. D)
7. \_\_\_\_\_ create a situation where someone or something is in danger or vulnerable (v, para. D)

**Student B finds words in the text on page six which means the following.**

1. \_\_\_\_\_ act as someone *different* from who you are (v, para. B)
2. \_\_\_\_\_ cannot be tracked or found (adj., para. B)
3. \_\_\_\_\_ easily influenced or harmed by something (adj., para. C)
4. \_\_\_\_\_ give all of the money that is owed to someone (phr. v, para. C)
5. \_\_\_\_\_ money that should have been paid previously (adj., para. D)
6. \_\_\_\_\_ pretend to be someone else to fool someone (v, para. D)
7. \_\_\_\_\_ a trick to get money out of someone illegally (n, para. D)

**Now see if your partner can use the words you found in a sentence.**



## 6

**Skimming for gist**

**Quickly read the following extracts from the article on page six and decide which blank (1-6) they should go in. You will not need all of the extracts.**

1.  As he had appeared so rich, they never questioned his ability to pay it back.
2.  It's important to make sure you use a number of *different* passwords that you don't reveal to anyone.
3.  Do not use a number that they give you, as it could easily be a friend of theirs who will further convince you to trust them.
4.  This is where people buy online goods that never turn up.
5.  To some he was a CEO of a diamond company; to others, he was an Israeli spy.
6.  Given this situation, most of us are quick to trust.
7.  The penalty for a crime of this kind can be at least 20 years in jail, or worse, death.
8.  Another form of fraud is the investment scam.



## Tricks and lies

### How scammers operate

- A. Criminals are using increasingly sophisticated methods to scam their victims out of their savings, recent research has shown. With people being so reliant upon the Internet, and online purchases being such a normal occurrence, it has become much easier for scammers to convince people to part with their cash.
- B. Dating apps have become one of the main forums where scammers can operate, using psychological tactics to con victims. A recent documentary, *The Tinder Swindler*, tells us of a man who portrayed himself as different things to different women. (1) \_\_\_\_\_ Whatever the role he was playing, it involved regular travel, so he was never able to spend a lot of time with each woman, and there was a strong element of danger. Enemies, he told the women, were targeting him and tracking him via his credit cards. Using this ruse, he convinced several women to borrow money, which they sent him to help him out of trouble. He needed untraceable cash. (2) \_\_\_\_\_ However, he is not alone in using people's emotions to encourage them to transfer large amounts of money out of their bank accounts. When we feel as though we know someone, we tend to trust them more and are less likely to question their motives. With online dating, the sensation of knowing someone well can be created quite quickly. We tend to fill in the gaps in our knowledge about someone by creating an image of them and their life in our heads without even realizing we're doing it. (3) \_\_\_\_\_
- C. The most common type of scam though is known as the "purchase scam." (4) \_\_\_\_\_ Again, this is often done using tricks to which we are all susceptible. The illusion of scarcity is a trick employed by con artists and marketing executives alike. However, scammers create a need to buy quickly, often through a very big sale with limited time or availability. This motivates victims to pay up without doing research or thinking through the situation carefully, as financial gain is foremost in their minds. The average amount lost to this style of con is \$1,300. In the last quarter of 2021, there was a 70% rise in attempted purchase scams and a 17% increase in all reported scams.
- D. As people are more likely to trust an institution or figure of authority, the third type of scam involves impersonating banks, police, or a hospital. Similar to the purchase scam, a sense of urgency is created, but this time with a sense of threat. Victims are often told that their account has been hacked or a payment is overdue, and they are at risk of being fined if money is not swiftly transferred. It's much easier for us to not question something if we are made to feel as though we are in the wrong and the person informing us is a professional. One type of this kind of fraud is known as an Authorized Push Payment (APP) scam. An example would be a criminal posing as a banker who tells you your account is compromised, and you need to transfer your funds to another account for safety. The new account, however, is controlled by them. In 2021, cons of this kind reached a total of nearly \$469.9 million in lost money, an increase of 30% from the previous year.
- E. (5) \_\_\_\_\_ People are highly motivated if they think they stand to gain a large amount of money and, therefore, are more easily convinced to part with it. In the last three months of 2021, victims lost an average of \$20,883 to this style of con.
- F. The lesson to be learned here is always, always question where you are sending your money if it's someone who you haven't dealt with before. If a deal sounds too good to be true, it probably is. If you're communicating with a figure of authority, always ask for identification and check with the institution yourself to ensure they work there. (6) \_\_\_\_\_ If at all possible, take at least 24 hours before making the payment to give yourself time to do your homework about who you are sending the money to.

Sources: BBC, *The Independent*



## 7

**Skimming for details (optional)**

Quickly read the text on page six and match the following numbers to what they mean.

1,300            17            20,883            24            30            469.9            70

- a. The average amount of money lost in purchase scams. \_\_\_\_\_
- b. The percentage rise in purchase scams in the last three months of 2021. \_\_\_\_\_
- c. The increase in scams being reported in the last three months of 2021. \_\_\_\_\_
- d. The amount lost in millions in 2021 to APP scams. \_\_\_\_\_
- e. The percentage increase in the amount of money lost to APP scams in 2021 compared to 2020. \_\_\_\_\_
- f. The average amount people lost to investment scams in the last three months of 2021. \_\_\_\_\_
- g. The minimum number of hours you should wait before transferring money online to someone you do not know. \_\_\_\_\_

## 8

**Reading comprehension**

Read the article on page six more carefully and decide if the following statements are True (T), False (F), or Not Given (NG).

1. According to the article, the World Wide Web has increased the ease with which criminals are able to con people out of their money.
2. The subject of the documentary *The Tinder Swindler* traveled regularly for his work.
3. According to the article, it can take some time before we feel comfortable with people if we meet them online.
4. An APP scam uses the trust of people in a position of power to make them feel comfortable transferring money.
5. Over 50% of people targeted by an investment scam in the last quarter of 2021 lost over \$20,000.

## 9

**Talking point**

In pairs discuss the following questions.

1. Do you think that what happened to the woman in the phone conversation at the beginning of the lesson might have happened to you? Why/Why not? What did she do wrong? What could she do if it happens again?
2. Which of the methods of scamming people in the article do you think is most likely to work on you? Why?
3. Why do you think people do these kinds of scams? How do you think they feel about their victims?
4. Now you have read this article, will you change anything that you do? Why?/why not?

10

**Extended activity/homework**

Read the following question.

*Imagine you are a scammer and you want to convince someone to give you their bank details. Write an email pretending to be from a bank and convince them that they must give you their personal details.*

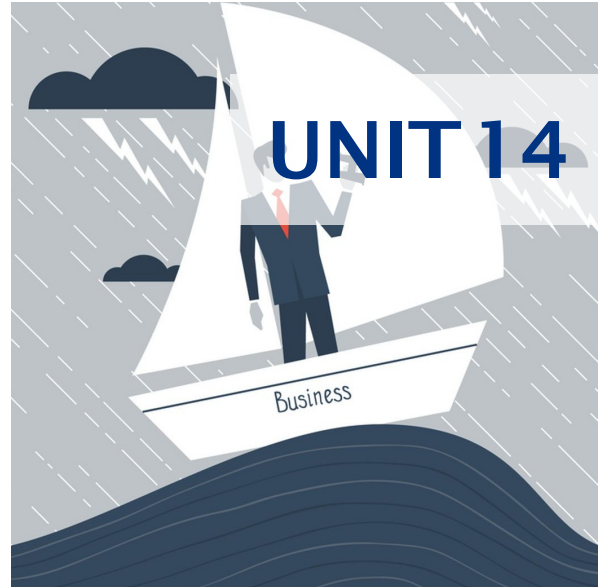
Consider the following questions.

- What type of language will you need to use to sound authentic?
- How will you start the email?
- How will you end the email?
- What will you say to convince the person to give you their details?
- Have you checked your grammar, spelling, and punctuation?

You should write at least 150 words.



# LEADING IN A CRISIS



Scan to review worksheet

Expemo code:  
IGST-S3ZB-B00D



## Warm up

Look at the word and the definition.

**upheaval** (noun) – a violent or sudden change or disruption to something.

In pairs, discuss the following questions.

1. What would be an example of an 'upheaval' at work?
2. Have you experienced any 'upheaval' at work? What happened?

Now in groups, look at the personality traits in the table. Choose six that you would want the CEO of your company to have and order them from 1 (most important) to 6 (least important). For each one, explain how they would demonstrate those traits.

strong	compassionate	communicative	vulnerable
decisive	focused	dedicated	ambitious
organized	funny	likable	charming

1..... 4.....

2..... 5.....

3..... 6.....

## 2

## Vocabulary

Words in English often have more than one form. When learning new vocabulary, it's a good idea to be aware of the different forms of the word you are learning.

**Part A - Parts of speech**

Match the words to their definitions.

- |                       |  |
|-----------------------|--|
| 1. humiliation (noun) | a. a statement that seems to be contradictory or absurd yet turns out to be true |
| 2. paradox (noun)     | b. great destruction or damage   |
| 3. devastation (noun) | c. something that gives support  |
| 4. dissipation (noun) | d. the act of making someone feel lower in status, shame, or embarrassment       |
| 5. prevention (noun)  | e. to stop something from happening  |
| 6. bolster (noun)     | f. when something disappears or disperses  |

Work in pairs. Look at the following sentences from the script of the video you will later watch and complete them with another form of the word in brackets.

- Whether you are a CEO, a prime minister, a middle manager, or even a h, upheaval means you have to ramp up the **humiliate / humility / humiliation**.
  - Paradoxically / Paradox / Paradoxical**, that honesty creates more psychological safety for people, not less.
  - For example, when the pandemic **devastation / devastating / devastated** the airline industry virtually overnight, CEO of Delta Airlines Ed Bastian ramped up employee communication despite having so little clarity about the path ahead, facing truly dire results.
  - Later, when cases began to **dissipation / dissipate / dissipating**, she made subsequent decisions reflecting that new information.
  - Even as the immediate goal shifted from **prevention / preventing / prevented** illness to preparing health systems and ultimately to **bolstering / bolster / bolstered** the economy.
-

### Part B – Prefixes

Look at these sentences from the video, and decide which prefix should be added to the words in bold. Choose the prefix from the box. Note that not all of the prefixes are used.

counter-	im-	back-	anti-	in-	up-	dis-	un-
----------	-----	-------	-------	-----	-----	------	-----

1. Confident \_\_\_\_\_ **wavering** leaders, armed with data and past experience, have long been celebrated in business and politics alike.
2. In a completely interconnected world, a single political \_\_\_\_ **rising**, a viral video, a distant tsunami, or a tiny virus can send shock waves around the world.
3. Second, act with urgency despite \_\_\_\_\_ **complete** information.
4. Worse, \_\_\_\_\_ **action** leaves people feeling lost and unstable.
5. Our instincts are to hold even more tightly to control in times of upheaval, but it \_\_\_\_\_ **fires**.
6. One of the most *effective* ways to show leadership, if \_\_\_\_\_ **intuitive**, is to share power with those around you.

### Part C - Discussion



In pairs or groups, complete the questions using your answers from Parts A and B. Then, answer the questions.

1. Have you had a manager who showed h\_\_\_\_\_ (*positive meaning*)? What did they do?
2. What steps do you take at work to p\_\_\_\_\_ problems from happening at work?
3. Can you give an example of when you had to b\_\_\_\_\_ other people in your office when there was a problem?
4. Can you give an example of when \_\_\_\_\_ action leads to problems at work?
5. Give an example of a time when a decision or an action \_\_\_\_\_ fired ?

## 3

**Watching for general understanding**

Watch the video and number the following points that the speaker makes into the correct order. The first one has been marked for you.



Act with urgency \_\_\_\_

Be transparent \_\_\_\_

Follow your values \_\_\_\_

Share the power \_\_\_\_

## 4

**Watching for details**

Now watch the video again and answer the questions.

1. The speaker says we don't usually celebrate leaders who are ...
    - a. experienced.
    - b. cautious.
    - c. *firm*.
    - d. assured.
  2. However, great change can happen. Which example does she NOT give of situations which can cause massive change?
    - a. a political movement
    - b. extreme weather conditions
    - c. a terrorist attack
    - d. a virus
  3. The speaker asserts that in a time of crisis, we need leaders who are ...
    - a. *confident*.
    - b. strong.
    - c. constant.
    - d. humble.
  4. She tells us that, *firstly*, communication for managers is important, but they must ...
    - a. be honest about the limitations of their knowledge.
    - b. only *confirm* what information they know.
    - c. be honest that they don't know what they are doing.
    - d. assure their team that they have all the answers.
  5. The second rule for managers in a crisis is ...
    - a. wait until they have all the information they need before acting.
    - b. make a plan and wait until you have the information you need.
    - c. act quickly, even if you don't have all the information.
    - d. act quickly when you have all the information you need.
-



## 5

**Talking/writing point**

**In groups, look at the task below. Together, compose an email. Remember to check each other's grammar, spelling, and punctuation.**

It is March 11th, 2020.

Covid-19 has just been declared as a pandemic, and it is clear that it has become a serious problem that will have an impact on your company's work practices.

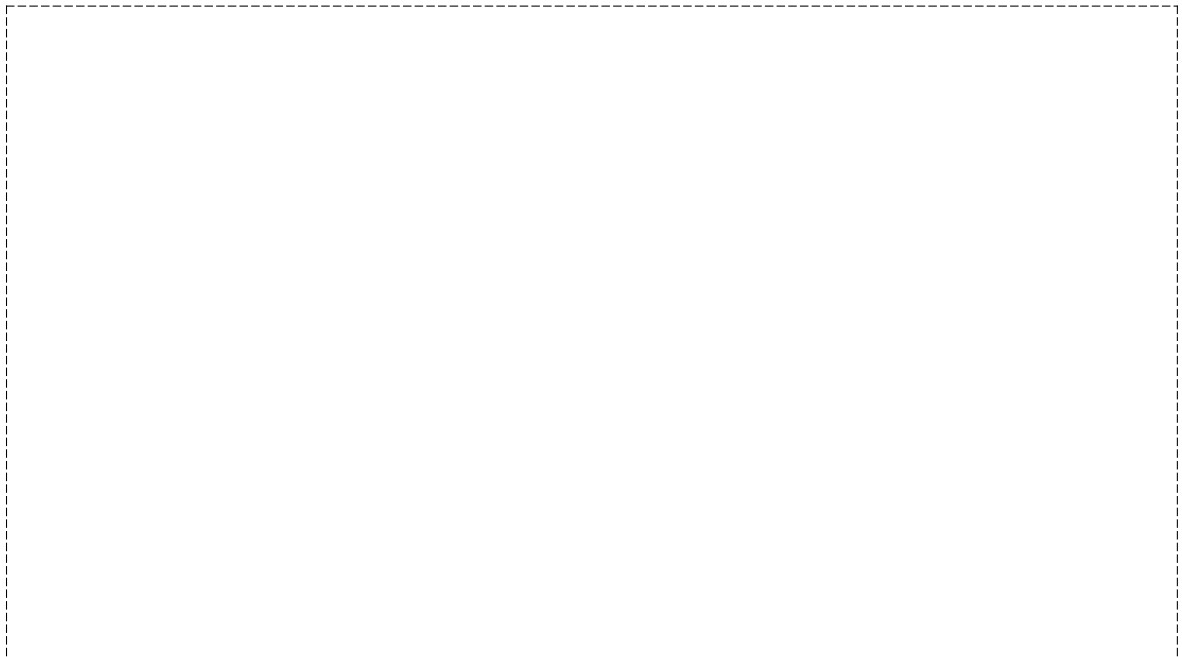
It is possible that it will have an impact on your company's *finances*.

Your group is the senior management of a company of more than 10,000 people.

All of these people are concerned about their future and their families.

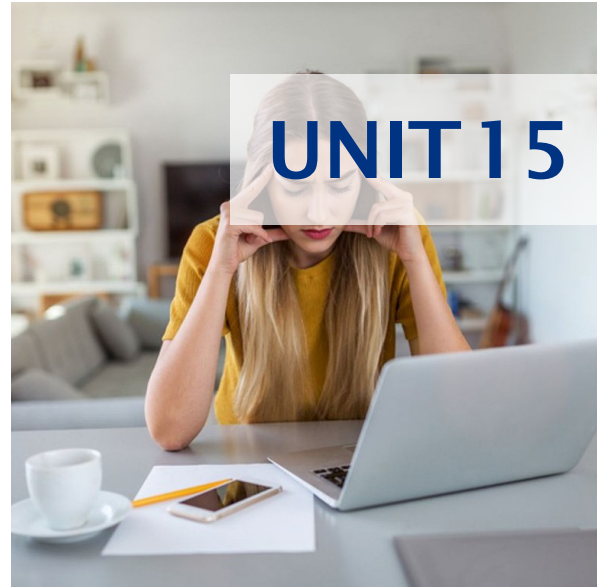
**Using the ideas from the video, write an email telling your employees what is going to happen next and how you plan to deal with the crisis.**

---





# THE COST OF WORK STRESS



Scan to review worksheet

Exemo code:

IGST-S3ZB-54D9

## I

### Warm up

Work in pairs and discuss these questions.

1. What do you do to help you deal with stress?
2. Have you ever helped someone deal with stress? What did you do?
3. Which has been the most stressful work environment for you? What caused that stress, in your opinion?
4. What is the least stressful work environment you've been in? Why do you think it wasn't as stressful as other places?
5. What do you think is the difference between good stress and bad stress?

Now, complete these sentences about work stress with one of the choices and discuss your options with your partner.

1. In a 2018 survey of 10,000 workers in European countries, **10%** / **12%** / **18%** claimed they dealt with stress in the workplace every day.
2. A survey in Japan revealed that **25%** / **40%** / **55%** of workers sleep less than six hours per day. In **men** / **women**, this is due to work-related concerns, whereas, with **men** / **women**, it is due to video games and smartphones.
3. In the US, **10%** / **30%** / **70%** of workers who made \$200,000 per month or more reported being stressed all the time.
4. The most stressed group of people are **male managers** / **female managers** / **working fathers** / **working mothers**. This is caused by an inability to achieve work/life balance.
5. In a survey of people working from home, **37%** / **57%** / **67%** reported feeling job satisfaction. For the people surveyed, **30%** / **50%** / **80%** of them described their stress level as being "not stressed" to "moderately stressed".

**2** Vocabulary development

Look at the script from the first section of the talk. Match words/phrases in the box to the empty gaps in the script. Then watch the first part of the talk (00:00-01:30) to check your choices.

a relationship manager	public speaking event
eating our emotions	financial goals
of our GDP	work-related stress
employee disengagement	work-related injuries
impacts the economy	

Stress

We all know what it is and we all handle it differently. Whether it's our thoughts speeding up or slowing down, \_\_\_\_\_<sup>1</sup> or not at all, difficulty sleeping or just getting out of bed. Frankly, it sucks. But there's good stress too, you know, like preparing for the biggest \_\_\_\_\_<sup>2</sup> you've ever given. On a global platform.

No, even the good stress can mess with you, but it's the bad stress that I came to talk about. And probably not for the reason you'd expect. I'm \_\_\_\_\_<sup>3</sup> for affluent individuals. Meaning, I work with wealthy folks and their families, hip to hip, helping them achieve their \_\_\_\_\_<sup>4</sup>. I like to keep the economy in mind, because I know that whatever \_\_\_\_\_<sup>5</sup>, impacts my clients, and it turns out stress is impacting the economy in a massive way. What if I told you that by some estimates, the cost of \_\_\_\_\_<sup>6</sup> in the US is close to 300 billion dollars annually? Workplace stress, the stress causing this massive impact, is related to productivity and wellness. Today, that's what we're here to talk about. And by the way, it's linked to \_\_\_\_\_<sup>7</sup>, chronic diseases that impact your work, and \_\_\_\_\_<sup>8</sup> and illnesses. And when you add up the cost of all five factors, it's an estimated 2.2 trillion dollars annually. That represents 12 percent \_\_\_\_\_<sup>9</sup>.



Now, in pairs, discuss these questions. Give your opinions.

1. What are the main causes of **employee disengagement**?
2. What are the main causes of **work-related stress**?
3. What are the main causes of **work-related injuries**?
4. What does a **relationship manager** do?
5. What is the meaning of **GDP**? Why is it significant?
6. What is the meaning of **eating our emotions**?
7. Do you have any **financial goals** personally? In your company? What are they?
8. Have you had any experience of **public speaking**? Were you stressed about it? What happened?
9. Can you give an example of something that **impacts the economy**?

## 3

### Understanding the talk

Look at this section of the script (01:30-04:20). In pairs, put the numbers from the box into the correct gaps. Then watch to check your answers.

4.5-trillion-dollar	2022	3.7 to 4.2 trillion	7.8 trillion dollars
trillions of dollars	2015 and 2017	Twice	3.3 percent

Current research from the World Health Organization puts global spending on health at \_\_\_\_\_<sup>1</sup>. Research from the Global Wellness Institute suggests that the \_\_\_\_\_<sup>2</sup> global wellness industry grew from \_\_\_\_\_<sup>3</sup> between \_\_\_\_\_<sup>4</sup>, and sees that growth into \_\_\_\_\_<sup>5</sup>. So what, why do you care? Because that growth is nearly twice as fast as the global economy, averaging about \_\_\_\_\_<sup>6</sup> in the same period. So what does all that mean? Every year, we're spending more per year on health, and the industries all about developing overall well-being and living a healthier lifestyle are growing almost \_\_\_\_\_<sup>7</sup> as fast as the global economy, and yet, we're losing \_\_\_\_\_<sup>8</sup> per year in output.

## 4

**Watching for general understanding**

**Now listen to the rest of the talk (04:20-10:24) and answer these questions.**

1. The speaker believes that stress is ...
    - a. a consequence of our lives.
    - b. a product of our culture.
    - c. important for productivity.
    - d. not important.
  
  2. Which of the following does the speaker NOT say we blame for stress?
    - a. new technology
    - b. the need for high shareholder returns
    - c. fast food
    - d. competing with our neighbors
  
  3. The speaker suggests 3 ways to move forward. The first one is companies ...
    - a. investing in the general well-being of its employees.
    - b. having more people working from home.
    - c. giving more time off to its employees.
    - d. providing better on-site food for its employees.
  
  4. The second way to move forward is ...
    - a. encouraging employees to play more sports.
    - b. making it difficult for employees to complain.
    - c. encouraging employees to do more cardio.
    - d. caring about employees' mental health and overall well-being.
  
  5. The story about the soccer coach showed that ...
    - a. the speaker loved soccer.
    - b. leaders should play sports.
    - c. leaders should show by doing.
    - d. leaders should listen to complaints.
  
  6. The third way the speaker suggested moving forward is having companies actively listen to feedback from their employees and ...
    - a. promise to do something about the feedback.
    - b. help employees achieve their financial goals.
    - c. act on the feedback given.
    - d. tell their employees what stresses them out.
-

**5 Talking point**

**In pairs or a group, discuss the following questions.**

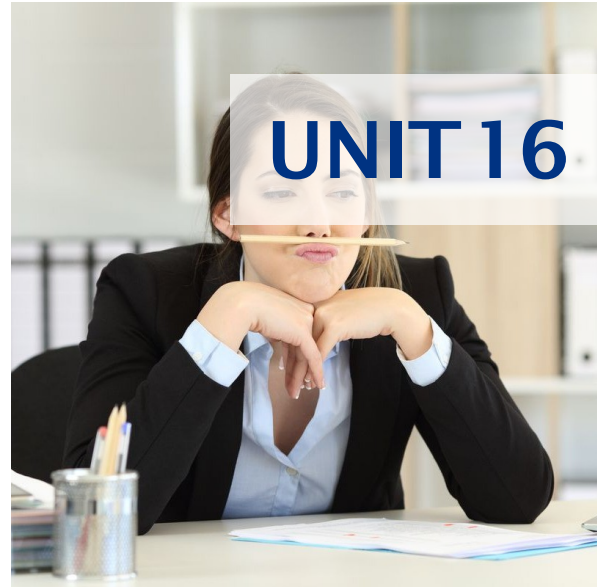
1. Imagine your superior came to you and asked you what the company could do to reduce work-related stress. What recommendations would you make?
2. As a manager, what could you do to reduce the work-related stress of those who report to you?
3. Do you think your company is likely to invest in measures that reduce work-related stress? Why? Why not?
4. Is there a culture that promotes long hours and stress in your company? If so, why is that? If not, what does your company do differently?
5. How does stress affect you personally? What can you do to reduce it?







# QUIET QUITTING



Scan to review worksheet

Exemo code:

IGST-S3ZB-DD4F

1

## Warm up

In pairs, discuss the following questions.

1. What do you think is the meaning of 'quiet quitting'?
2. Why do you think people might do it?
3. What do you think management can do about 'quiet quitting'?

2

## Skimming for gist

Match the titles to paragraphs A - D. There are more titles than paragraphs.

1.  What does it mean if you want to 'quiet quit'?
2.  How long has 'quiet quitting' been around?
3.  What causes it?
4.  What is the impact of 'quiet quitting'?
5.  What can bosses do about it?
6.  What is 'quiet quitting'?

## No more than needed

### The increase in 'quiet quitting'

A.

\_\_\_\_\_

'Your worth is not defined by your productive output,' was one of the lines in a 17-second TikTok video which recently went viral in a manner suggesting that the concept **struck a chord** with workers around the world. In the video, American zaidleplin, talks about the term, which he recently learned, and *defines* it as a rejection of the '**hustle culture** mentality' that says your life and your work should be one and the same. Quiet quitting is actually a bit of a misnomer as there's no actual quitting involved, it simply means to only do what is needed and refusing to go above and beyond for the job. Still, judging by the reaction to it both in social media and the press, the concept seems to have captured the zeitgeist.

B.

\_\_\_\_\_

Many workers, it seems, have **cottoned on** to the fact that long hours on the job at the expense of their personal lives hasn't been recognized or got them where they want to be professionally. Like any relationship, an employee and a company have an unwritten contract. There has to be give and take. When employees feel that they have put in unpaid time and *effort* in order to boost their standing within the company and it's not rewarded, that contract is broken. Of late, the pandemic and increased costs of living have **taken a heavy toll** on the lives of people around the world. Despite this, many corporations seem to be reaping rewards and CEO paychecks have remained stable or risen, thereby increasing the sense that, for the average worker, **the game is rigged**. In the media, there's also been more focus on mental health since the pandemic. With greater isolation from remote work, and levels of anxiety climbing, workers of the world found little comfort in their work or assistance from their companies.

C.

\_\_\_\_\_

Although quiet quitting is certainly a sign of discontent, it also signals a lack of options. Given the changing landscape of business and the world in a seemingly increased state of flux, many don't have the ability to simply move on, however enticing the idea may be. A lot of places are experiencing

a scarcity of work and recent years have *financially* squeezed people to the point where they are reliant on their income to care for themselves and others. So quiet quitting is simply a way of *finding* mental space for yourself to attend to personal needs and regaining a sense of control without **rocking the boat** too much. That said, if quiet quitting is an option you're considering, then you may need to consider your job and career **in the long term**. If you've mentally checked out of your job, then as well as dissatisfaction with your employment, it could mean that it's time to move on, whether it's from the company or your career. Asking yourself what it is that you'd rather be doing with your time would be a salient question. Giving yourself breathing room by 'quiet quitting' is understandable, but while you are treading water, you should give thought to the next step. No one is going to *find* personal fulfillment in mediocrity.

D.

\_\_\_\_\_

Of course, quiet quitting is also a challenge to management. It speaks to unhappiness with the way some companies are being run which should be a cause for concern. There are a number of methods to battle this. Implying that there will be rewards which never materialize is undoubtedly going to demotivate anyone. Putting in place a clear path to career development in your company via development training, along with requirements for promotion will aid workers to see a future and give them the autonomy to seek it out. Arranging social events and team-building activities to give employees a sense of involvement will combat the feeling of seclusion that many employees may feel in their work. It's also vital to manage everyone's time *effectively* to reduce the possibility of an unmanageable workload. Lastly, making a point of checking in regularly with each team member to give them an opportunity to voice any concerns openly will help you **take the temperature** of their levels of satisfaction.

Sources: *bbc.com, hrnews.co.uk, theguardian.com, hbr.org*

## 3

**Finding vocabulary**

Find vocabulary in the article on page two which has the following meanings.

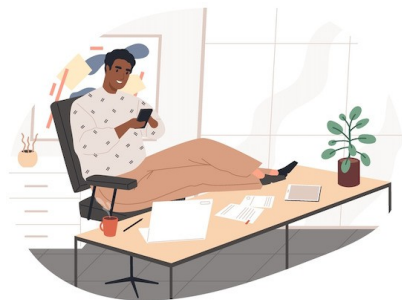
1. \_\_\_\_\_ a name that doesn't accurately represent what something is (n, para. A)
2. \_\_\_\_\_ a mood held by people at a particular point in history represented by common ideas and beliefs in the media, art or literature (n, para. A)
3. \_\_\_\_\_ the state of having no physical contact or communication with others (n, para. B)
4. \_\_\_\_\_ a feeling of being *unsatisfied* and unhappy with a particular situation (n, para. C)
5. \_\_\_\_\_ particularly attractive or interesting so that you want to engage with it (adj., para. C)
6. \_\_\_\_\_ a situation where there's not enough of something (n, para. C)
7. \_\_\_\_\_ useful and important (adj., para. C)
8. \_\_\_\_\_ the state of being very average and not very impressive at something (n, para. C)
9. \_\_\_\_\_ to suddenly appear as if from nowhere (v, para. D)
10. \_\_\_\_\_ the state of being separated from others, usually by choice (n, para. D)

## 4

**Reading comprehension: Part 1**

Which paragraphs contain the following information? Write letters A - D after each prompt.

1. The lack of balance between the fortunes of business and their employees. \_\_\_\_\_
2. Ways of helping employees to feel part of a team. \_\_\_\_\_
3. The source of a phrase that has been discussed a lot in the media. \_\_\_\_\_
4. The unofficial relationship between employee and employer. \_\_\_\_\_
5. World events which have altered public attitudes. \_\_\_\_\_
6. A warning for managers to follow through on their promises. \_\_\_\_\_
7. How mental health may have *affected* the idea of quiet quitting. \_\_\_\_\_
8. Why quiet quitting may be preferable to quitting for some people. \_\_\_\_\_



**5 Reading comprehension: Part 2**

Which of the following advice is **NOT** given to managers as a way of dealing with quiet quitting.

- 1.  Meeting with employees individually to ask how they are feeling in their work.
- 2.  Making the way to climb the career ladder more transparent with the policy on pay rises openly available.
- 3.  Regularly thanking the team and individuals for their contributions and giving small prizes to top performers.
- 4.  Creating situations where employees can get to know each other better away from the office and enhance their professional relationships.

**6 Listening for details**

Listen to three people talk about quiet quitting and tick the correct option for each speaker.



	Speaker 1	Speaker 2	Speaker 3
teacher			
doctor			
software developer			
editor			
headteacher			



## 7

**Listening comprehension**

Read the statements and decide which speaker would agree with each. Sometimes more than one answer is possible.

- a. I've been 'quiet quitting' in my job. \_\_\_\_\_
- b. I'd get a new job if I had the opportunity. \_\_\_\_\_
- c. I don't feel as though I'm valued in my job. \_\_\_\_\_
- d. I spend my own money on the needs of my job. \_\_\_\_\_
- e. I have responsibilities to other people. \_\_\_\_\_
- f. The life I want is very *different* from the life I have. \_\_\_\_\_
- g. I worked really hard at the beginning of my career and feel my *effort* wasn't recognized.  
\_\_\_\_\_
- h. A lot of people think I have more time *off* from work than I really do. \_\_\_\_\_

## 8

**Talking point**

In pairs, discuss the following questions.

1. Do you think 'quiet quitting' is an understandable thing to do, or do you think someone who does it is just being lazy? Why?
2. Do most people arrive and leave work on time in your company?
3. Are you given reasons to go the extra mile in your company, or is it just expected? Explain your answer.
4. Does the management in your company do anything that would make quiet quitting less likely? If so, what do they do? If not, do you think this needs to change? If so, how?
5. If you owned a company, what would you do to avoid having workers quiet quit?



## 9

**Extended activity/Homework**

**A friend who is a manager in a company has written to you. He has a problem with his employees 'quiet quitting'. He wants to know what you think he should do about the situation.**

Hey there!

How are you? I was hoping you could give me some advice. I've noticed that most of the people in my team just seem to be doing the minimum at work and leaving at around *five*. I mean, they're doing their jobs, so it's not like I can *fire* them, but they just don't seem to be interested in going the extra mile. They don't seem to have any passion for their work. I've only been in that job for about six months and it's a little difficult because I don't know everyone's names yet. But I can see them all leaving together as soon as it gets to *five*. I've been busy trying to *figure* out what I have to do in my office, so I don't really have time to talk to them. I did tell them all a while back that I would try and get them a pay raise, but I've not actually asked about it with my boss yet. I thought that would make them work a bit harder, but it didn't seem to work. I need them to do their job so I have more time to learn how to do mine. What would you do? Hope all is well,

Eric.

**Write back to him and give him your advice.**

**You should:**

- Write at least 200 words.
- Check your grammar, spelling and punctuation.



## 10

**Optional extension: phrases and idioms**

Complete the following sentences using one of the phrases and idioms highlighted in bold in the article on page two. You may have to change the form of the words.

1. Last week's terrible sales results \_\_\_\_\_ on the team. They're all really depressed.
2. He's trying to please everyone and not \_\_\_\_\_, but you can't do that if you're a manager.
3. I didn't get the promotion, it went to one of the CEO's mates from university. \_\_\_\_\_, I really don't see the point in trying any more.
4. OK, let me talk to my team and let me \_\_\_\_\_ and I'll get back to you with their thoughts.
5. When he said that no one ever gets to the end of their life and wished they had traveled less, that really \_\_\_\_\_ with me. I'm thinking about leaving and going abroad.
6. I was away when she announced it, so I didn't \_\_\_\_\_ to the fact that Laura was leaving until yesterday.
7. I'm tired of these young people going on about \_\_\_\_\_ on YouTube. You need to spend time with people: your children, friends, family. It can't all be about working and grinding.
8. I'm happy with this job for now, but \_\_\_\_\_ I think I'm going to do a masters degree and go into management.

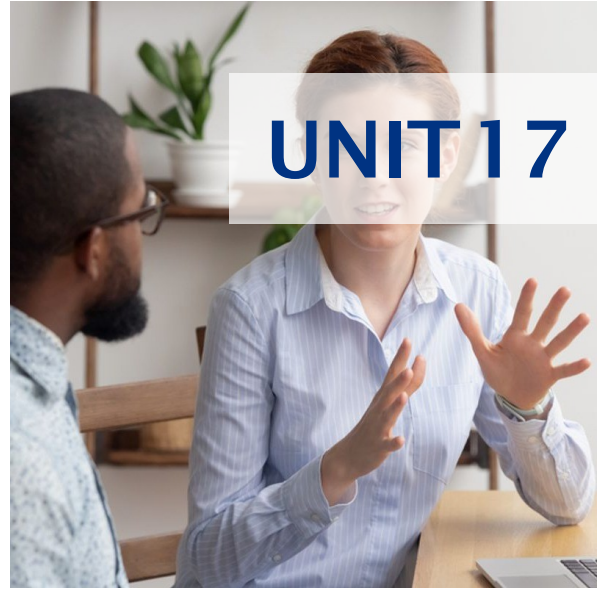
**Now in pairs, discuss the following questions.**

1. What was the last thing that you watched or read that struck a chord with you? Why?
  2. Which events in your country's history took a heavy toll on the people living there?
  3. When was the last time you cottoned on to something changing after other people?
  4. Do you think hustle culture is about working hard, or do you think it shows something more problematic? Why?
  5. If you have a problem, are you happy to rock the boat to get it resolved, or do you prefer to keep quiet? Why?
  6. Do you think the game is rigged for ordinary people in your country? Or does everyone have equal chances for success? Explain your answer.
  7. What are your plans for your career in the long term?
  8. Does management often take the temperature of employees in your company? What do they do?
-





# MASTERING CONVERSATION



Scan to review worksheet

Expemo code:  
IGST-S3ZB-5299



## Warm up

Think about which subjects are appropriate to discuss in your country with friends, family, and work colleagues. Complete the table with a Y if the subject is appropriate or an N if it is not.

Subject	Friends	Family	Work Colleagues
Politics			
Religion			
Children			
Food			
Weather			
Health			

Which subjects do you mostly talk about with each of the above groups of people?



## 2

## Vocabulary development

Before you watch, match the following words from the talk to the definitions.

## Group 1

- |               |   |
|---------------|---|
| 1. inspire    | a. of little value or importance  |
| 2. trivial    | b. opposite, e.g., points of view   |
| 3. devolve    | c. fail to notice something   |
| 4. polarized  | d. give somebody the desire, confidence, or enthusiasm to do something creative |
| 5. overlooked | e. change from one thing to another, often to something bad                     |

## Group 2

- |                  |   |
|------------------|---|
| 1. condescending | a. behaving as though you are more important and more intelligent than others   |
| 2. balanced      | b. occupy someone's attention   |
| 3. engaged       | c. separated into parts   |
| 4. pontificate   | d. when different elements are equal  |
| 5. divided       | e. give your opinion in a way that shows you think only your opinion is correct |

In pairs, discuss these questions.

1. What subjects do you not enjoy discussing because you think they are too **trivial**?
  2. What subjects in your country tend to **polarize** people?
  3. Can you think of a time when something important in your business was **overlooked**? What happened?
  4. What do you do to **balance** your professional and personal life?
  5. What activities **engage** you the most? Why do you think that is?
  6. Who or what **inspires** you most in your work life or your personal life?
  7. Have you ever watched someone **pontificate** about a subject? What was it? How did it make you feel about them?
  8. Have you ever experienced someone being **condescending** to you? What happened?
-

## 3

**Watch for main ideas**

**Watch the first part of the video (00:00-03:30) and complete the following sentences with the words you hear.**



- a. In this world that we live in, every conversation has the \_\_\_\_\_<sup>1</sup> to devolve into an argument.
- b. The most \_\_\_\_\_<sup>2</sup> of issues have someone *fighting* \_\_\_\_\_<sup>3</sup> for it and against it.
- c. Pew Research did a study of \_\_\_\_\_<sup>4</sup> American adults and found that we are more polarized and \_\_\_\_\_<sup>5</sup> than ever before in history.
- d. A conversation requires a \_\_\_\_\_<sup>6</sup> between talking and listening. We have lost that balance.
- e. According to Pew Research, about \_\_\_\_\_<sup>7</sup> of American teenagers send more than \_\_\_\_\_<sup>8</sup> a day.
- f. A high school teacher named Paul Barnwell realized that conversational \_\_\_\_\_<sup>9</sup> might be the single most \_\_\_\_\_<sup>10</sup> skill that we fail to teach children.

## 4

**Checking understanding**

**Before you watch the rest of the video, in pairs, discuss these questions about the rules of conversations.**

1. What do you think is meant by "go with the *how*"?
2. How would you apply it to future conversations?
3. Why is "don't worry about the details of the story" good advice?
4. Can you think of examples of conversations you have had where someone didn't follow this advice?
5. Can you write down some examples of open-ended questions that would be useful in the kind of social situations you *find* yourself in at work?
6. Have you had an experience where someone was talking about something that they clearly didn't know about? What happened?
7. Do you multitask? What things do you do that distract you from conversations you have? What could you do to ensure you are not distracted in the future?

**Now watch the rest of the talk and number the rules in the order that the speaker presents them. The first one has been done for you.**

- \_\_\_\_\_ Don't worry about the details of a story.
- \_\_\_\_\_ Don't pontificate.
- \_\_\_\_\_ Be brief.
- 1   Don't multitask.
- \_\_\_\_\_ Go with the *how*.
- \_\_\_\_\_ Try not to repeat yourself.
- \_\_\_\_\_ Use open-ended questions.
- \_\_\_\_\_ Don't think your experience is the same as someone else's.
- \_\_\_\_\_ Listen.
- \_\_\_\_\_ If you don't know something, be honest about it.

**5****Talking Point**

**With your partner or in groups, discuss these questions.**

1. What was your opinion on the talk?
2. Were there any rules that you would add?
3. Were there any rules that you didn't think were useful? If so, why?
4. Which rule did you think was the most useful? Why?

**Extension task.**

In pairs, choose a topic that you are both comfortable discussing. Imagine you are in a work setting and work for *different* companies. Practice discussing the subject and use the rules from the talk as a guide to help you.

---



# BOOMERANG EMPLOYEES



Scan to review worksheet

Expemo code:

IGST-S3ZB-7DDA

1

## Warm up

In pairs, discuss the following questions.

1. What do you think a 'boomerang employee' is?
2. What do you think the benefits are to being a boomerang employee?
3. What do you think the problems could be for boomerang employees?

2

## Finding vocabulary

Part A: Find words in the article on page three which have the same meaning as the following definitions.

1. \_\_\_\_\_ (n, para. A): people who used to be part of a school or university
2. \_\_\_\_\_ (v, para. B): be irritated by what someone does or says
3. \_\_\_\_\_ (n, para. B.): the act of moving from one company to another to advance more quickly up the career ladder
4. \_\_\_\_\_ (n, para. B): the act of taking away someone's job because there's not enough work for them to do
5. \_\_\_\_\_ (adj., para. B): being the opposite of what is expected or most people would do
6. \_\_\_\_\_ (n, para. C): a sudden increase
7. \_\_\_\_\_ (v, para. D): take training in order to learn things that will increase chances of promotion
8. \_\_\_\_\_ (n, para. E): a lack of goodwill and friendliness between two or more people

**Part B: Complete the following questions with the correct word from Part A.**

1. What training could you do if you wanted to \_\_\_\_\_ in your work?
2. Is \_\_\_\_\_ common in your country, or do people usually stay with the same company for as long as they can? Why?
3. What behavior by other people makes you \_\_\_\_\_? Why?
4. What situations in the past have caused \_\_\_\_\_ between employees at your company? What happened?
5. Have you ever done anything in your career that was \_\_\_\_\_? Or do you usually try to be more predictable?
6. Are you still in touch with any of the \_\_\_\_\_ from your school or university? Why/Why not?

**Now in pairs, answer the above questions.**

**3****Skimming for gist**

**Match the following extracts to gaps 1 - 6 in the article on page three. You will not need all of the extracts.**

- a. The 36% decrease in production meant that companies needed to start looking to ex-employees to fill positions.
  - b. Boomerang employees can greatly benefit from the time away.
  - c. The speed of return has also gone up, with US workers going back to a company after an average of 21.8 months in 2010 compared to 17.3 months in 2021.
  - d. Unexpected, but brilliant.
  - e. Equally, returnees may well be treated differently by colleagues and management alike with far more expected of them, far sooner.
  - f. Well, maybe not.
  - g. Back then, workers tended to be more loyal to a company and those who left would have been seen as breaking the bond.
  - h. In 2010, this stood at just 2%.
-

## Going back?

### The increase in boomerang employees

- A. You've quit your job. You're thinking about what you will need to move out of the office and looking at the happily expanding list of tasks you no longer have to do. You're **living the life** where nothing is expected of you in this job and nothing is yet expected of you in the next one. That's the last time you will work for this company, right? \_\_\_\_\_<sup>1</sup>. The numbers of former employees who are returning to their previous companies have seen a huge boost since the pandemic. It's a move positively encouraged by some companies, some of whom have set up 'alumni' networks to keep in contact with leavers and **pave the way for** their return.
- B. In the middle of the previous century, most hiring managers would have bristled at this idea. \_\_\_\_\_<sup>2</sup> Job hopping was regarded with suspicion and allowing former employees to return would have been seen as rewarding this behavior. Policies which banned rehiring were used in some companies, such was the strength of feeling about it. However, in the 1980s, recessions hit, forcing layoffs which made working for several different companies to progress in your career far more normalized. With hiring managers also now moving on to other companies, refusing to hire someone on the basis that they'd previously worked at your company seemed like a counterintuitive move.
- C. Data shows that the trend towards rehiring has increased over recent years, but the instability in the job market caused by recent world events created a surge. Analysis of 32 million LinkedIn profiles showed 4.3% of people taking jobs in 2021 in the US were rehires. \_\_\_\_\_<sup>3</sup> A similar study in the UK identified 5% of employees returning to former companies. \_\_\_\_\_<sup>4</sup> A UK recruiting firm did a study in 2022 and found 29% of business managers saying ex-workers had asked to return.
- D. \_\_\_\_\_<sup>5</sup> Often, they are able to return to a more senior role, having upskilled during their break. Coming back to a company with knowledge of how it operates, its processes, strengths and shortcomings gives returnees a significant advantage over new employees, making them attractive for hiring managers. They can **hit the ground running**, even applying the experience they've had from a competitor to improve the operation.
- E. It's **not** necessarily **all rainbows and butterflies though**. If a former employee returns to a higher position, it may well create friction with colleagues who they previously worked alongside who have remained in the same role. Jealousy at the return of a **prodigal son** or daughter could well overshadow working relationships. \_\_\_\_\_<sup>6</sup> They may well find that while they were away, they were viewing their memories of the company they left behind **through rose-colored glasses**. Problems that existed before are unlikely to have gone away, and sometimes boomerangs end up leaving for the same reason, twice.

Source: BBC



**4 Reading comprehension: part 1**

Decide which paragraphs **A - E** the following ideas can be found in.

1. An employee returning to a company where they were previously employed can settle in faster than a new employee. \_\_\_\_\_
2. Changes taking place globally which altered attitudes towards employment. \_\_\_\_\_
3. The pleasure found in the period of time between handing in your notice and starting a new job. \_\_\_\_\_
4. Reasons for the potential increase in pressure for boomerang employees. \_\_\_\_\_
5. Statistics indicating a change in behavior in the job market. \_\_\_\_\_
6. Reasons why a boomerang employee may be attractive for a company. \_\_\_\_\_

**5 Reading comprehension: part 2**

Complete the following sentences with endings **a - e**.

1. Certain organizations are facilitating ...
  2. Around 70 years ago, the loyalty of employees was prized ...
  3. The rate of increase in employees returning ...
  4. Understanding the way in which their old company operates can give boomerang employees ...
  5. Ex-colleagues may not always view ...
    - a. a distinct advantage over new hires.
    - b. to former companies had more than doubled in the last decade.
    - c. to such an extent that those who left were banned from returning by some companies.
    - d. the return of ex-employees by setting up networks enabling them to stay in touch.
    - e. the return of a boomerang employee so positively, particularly if they are promoted.
-

## 6

**Listening for gist**

Listen to a podcast about Boomerang employees and decide if the following information is given (G) or not given (NG).



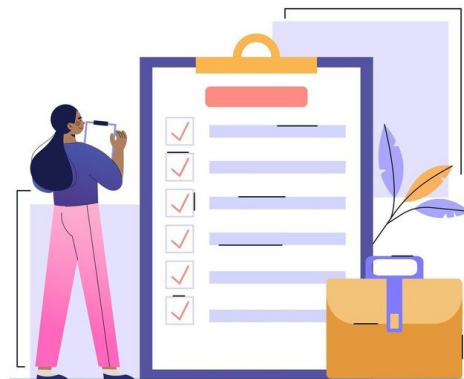
1. The name of the podcast. \_\_\_\_\_
2. The industry Shelley works in. \_\_\_\_\_
3. Shelley's job title. \_\_\_\_\_
4. The name of a manager that Shelley liked. \_\_\_\_\_
5. The location of the company where Shelley worked. \_\_\_\_\_
6. The name of a manager that Shelley found more challenging. \_\_\_\_\_

## 7

**Listening comprehension**

Listen again and answer the following questions.

1. What three things did Shelley like about her first job?  
\_\_\_\_\_
2. What was the difference between Shelley's first and second manager?  
\_\_\_\_\_
3. What does Shelley mention she likes about her second job?  
\_\_\_\_\_
4. What does Shelley mean when she uses the phrase 'cut and paste'?  
\_\_\_\_\_
5. Where does Shelley now sit?  
\_\_\_\_\_
6. What does Shelley mean when she says 'I've tried to walk the line between the organization of my old job, and the fun and creativity that Tina brought to it.'?  
\_\_\_\_\_



## 8

## Talking point

In pairs, discuss the following questions.

1. Do you think it's important to have loyalty to an employer? Why/Why not?
2. Have you worked for any companies previously that you'd be happy to return to? If so, why? If not, why not?
3. What is the shortest amount of time you think you should spend in a company? What is the longest? Why?
4. How would you feel if a colleague who you worked with at the same level as you left and then returned less than two years later to a higher position?
5. What difficulties can there be when someone who was your coworker becomes your manager? How would you feel if you were the new manager or the co-worker?

## 9

## Extended activity/Homework: Idioms

Read the following comments and complete them with the idioms highlighted in bold in the article.

1. I'm stuck here working in this job that I hate and my brother just took off to Spain with his girlfriend. They're living on a beach and \_\_\_\_\_. It will be interesting to see what he does when the money runs out though.
2. I've been on vacation for ten days now and I'm really going to have to \_\_\_\_\_ when I go into work tomorrow if I want to stay on track with the project.
3. I think it's really easy to look back at the past through \_\_\_\_\_, but you've got to remember that there were an awful lot of problems with the world then too.
4. She's not always been popular as a CEO, but she's really \_\_\_\_\_ a lot more women to get into management.
5. A lot of my friends are jealous of all the traveling I do for work, but it's \_\_\_\_\_. It can be very tiring and I often spend weeks living out of a suitcase.
6. Here comes the \_\_\_\_\_. You know he was almost fired from his other job? But they've welcomed him back here with no questions asked. It's amazing!

Now in pairs, discuss the following questions.

1. Do you think you are guilty of seeing anything through **rose-colored glasses**?
  2. Which famous person in your country has **paved the way for** others to be able to be successful?
  3. Do you find it easy to **hit the ground running** when you return to work after a break? Why/Why not?
  4. What would you be doing if you were **living the life**?
-



# ATTACKING SERVICE WORKERS



Scan to review worksheet

Expemo code:

IGST-S3ZB-65AC



## I

### Warm up

In pairs, discuss the following questions.

1. Have you ever had a problem with the service or a product from a company or organization? What was it?
2. How did you feel about it?
3. What did you do about it?
4. What was the result?



## 2

**Scanning for vocabulary**

**Quickly read the article on page three and find vocabulary which has the same meaning as the following definitions.**

1. \_\_\_\_\_ a policy where certain behaviors are not at all acceptable and will be punished, even if they are not very serious (n, para. A)
2. \_\_\_\_\_ the treatment of someone in a way that is harmful to them (n, para. A)
3. \_\_\_\_\_ a law or an action that makes people less likely to do something (n, para. B)
4. \_\_\_\_\_ not being included in a decision or *affected* by a situation (adj., para. C)
5. \_\_\_\_\_ an idea, image, video or piece of text that is copied repeatedly on the internet and posted by a lot of people (n, para. C)
6. \_\_\_\_\_ a person or group of people who are blamed for something that someone else is responsible for (n, para. D)
7. \_\_\_\_\_ a state of confusion and uncertainty (n, para. E)
8. \_\_\_\_\_ a situation where two or more people or groups of people are openly displaying their anger and upset over a disagreement (n, para. F)
9. \_\_\_\_\_ a display of anger and unreasonable behavior from someone over a short period, often by a child (n, para. F)

## 3

**Skimming for gist**

**Skim read the article on page three and match the headings to each paragraph. There are two extra headings.**

1.  Not private but public
  2.  Angry ladies
  3.  A troubled world
  4.  The trouble with men
  5.  Attacks and the law
  6.  A rise in warnings
  7.  How TV makes it worse
  8.  Why service workers?
-

## Increasing attacks on service workers

### Why is this happening?

A. \_\_\_\_\_

'We have a zero tolerance approach to abuse of our staff.' You may see this notice, or similar ones, while you are out doing various activities. Whether it's taking a flight, going to the hospital, or collecting medicine from the chemist, these written warnings are becoming increasingly familiar. Unfortunately, over the last few years, incidents of abuse of service workers have become more common.

B. \_\_\_\_\_

In the *first* half of 2021, the aviation authority in the United States (the FAA) issued \$456,429 worth of *fin*es to passengers who had attacked *staff*. The highest of these, \$52,300, was given to a passenger who broke through the door of the cockpit and assaulted some flight attendants. In the UK, the maximum prison sentence for attacking a public service worker doubled from 6 to 12 months in 2018 due to the increase in attacks on police officers, *fire* service personnel and rescue services. Yet these deterrents don't seem to reduce the number of situations where attacks happen.

C. \_\_\_\_\_

Retail and restaurant workers are not exempt either. With the increased use of the social media site, *TikTok*, videos of customers arguing with *staff* have become widespread and even given birth to a relatively new term: 'a Karen' - meaning an entitled, middle-aged, white woman who wants to get her own way. Demanding to be able to speak with the manager is classic 'Karen' behavior and has become a meme of its own. But what has led to this increase in aggressive behavior?

D. \_\_\_\_\_

Service *staff* are easy targets for our annoyance because, even if they are not personally responsible for the problem, they can easily become a scapegoat for the situation. They are generally unable to argue back or attack you as they are in their professional environment, so they become an easy target. There's much less personal cost involved than taking out your anger on someone you work with, or a family member who you will have to interact again with repeatedly in future. The service worker is likely to be someone you never need to see again. There's also an element of 'punching down' in these situations for many people. As a customer, regardless of what you actually do with your life, you temporarily enjoy a higher status when entering a business.

E. \_\_\_\_\_

Recent global events have also poured gasoline on the *fire*. The pandemic took away many people's ability to go where they wanted and exercise a freedom of choice. While the restrictions have largely been lifted around the world, we are still feeling the turmoil of that time in the business world and the threat of another crisis hangs over us. For many people, service workers are on the frontline of their interactions with the world and so bear the brunt of these frustrations.

F. \_\_\_\_\_

It's also worth mentioning that there's been a vast increase in the number of people using their phones to video any interactions that take place in public in the last decade. If someone begins to challenge a service worker and becomes aware that they are being videoed, they are less likely to back down as they want to 'win' that particular confrontation. There's greater scrutiny of their actions and an added loss of face if they are wrong, not to mention a likelihood that their actions will be shared on social media. This particular mix can be devastating for some as there are numerous examples of people having lost their jobs as a result of their public tantrum being seen by their management. So whatever your feelings and frustrations are, next time you're angered in public ask yourself if communicating your wrath is really worth it.

Sources: gov.uk, NHS, BBC

## 4

## Reading comprehension

**Part A: Read paragraphs A - C and complete the sentences with one or two words from the article.**

1. In the past few years, it has become a lot \_\_\_\_\_ to see signs displaying warnings regarding abuse of staff.
2. A passenger who \_\_\_\_\_ flight crew having broken into the cockpit was *fin*ed over \$52,000.
3. The term 'Karen' has been applied to middle-aged white women exhibiting \_\_\_\_\_, and often racist behavior when dealing with service workers.

**Part B: Match the sentences to endings a - h.**

1. Due to restrictions placed on their behavior in a professional environment, service workers can...
  2. For many, insulting someone you may never see again is much less socially costly than...
  3. 'Punching down' is when you verbally...
  4. Restrictions on movement created during the pandemic exacerbated...
  5. Although people videoing interactions can provide useful evidence in the case of an...
  6. Public displays of anger have cost...
- a.....people their livelihoods in the past.
- b.....tensions between people.
- c.....be easy targets for anger and frustration.
- d.....attack people who have less power socially than you do.
- e.....attack, it can also heighten aggressive behavior as people don't want to publicly lose face.
- f.....taking out your anger on a family member or co-worker.



## 5

## Focus on the vocabulary of opinion and argument

## Part A: Match the vocabulary to the definitions.

- |                            |  |
|----------------------------|--|
| 1. <u>vocal</u> (adj.)     | a. say that the opposite of what someone has said is true and that they are wrong                                    |
| 2. <u>prejudice</u> (n)    | b. acting in a way that shows you have confidence in your opinions and actions in a way that is noticeable to others |
| 3. <u>hostility</u> (n)    | c. a dislike of something for reasons that are not logical or based on facts   |
| 4. <u>harmony</u> (n)      | d. behavior that is aggressive and unfriendly  |
| 5. <u>dispute</u> (n)      | e. a disagreement between two or more people or groups   |
| 6. <u>contradict</u> (v)   | f. a state of agreement and peace  |
| 7. <u>assertive</u> (adj.) | g. better quality than other people or items in a group  |
| 8. <u>superior</u> (adj.)  | h. openly giving opinions or protesting about a situation with confidence  |

## Part B: Complete the following sentences with a different part of speech from the Part A word in brackets.

1. The protesters gathered outside the government building to \_\_\_\_\_ their opposition to the new tax policies which they felt unfairly favored the wealthy. (vocal)
  2. The union attacked new laws introduced by the government which they felt were \_\_\_\_\_ towards foreign workers. (prejudice)
  3. The workers were reported to be working for low wages in frequently \_\_\_\_\_ conditions that had left many of them needing medical attention. (hostility)
  4. The more transparent pay scale led to a more \_\_\_\_\_ alliance between workers and management. (harmony)
  5. Whether or not he was the most business-savvy CEO, his popularity among the workers was \_\_\_\_\_ and there was great sadness when he left. (dispute)
  6. When the \_\_\_\_\_ nature of her statements was pointed out by the press, the Prime Minister grew angry and flustered and called the conference to a close. (contradict)
  7. The minister's \_\_\_\_\_ that service workers would benefit from the changes in law was called into question by the evidence. (assertive)
  8. His arrogance and air of \_\_\_\_\_ made him immediately dislikable to those who were introduced to him. (superior)
-

Now in pairs, discuss the following questions.

1. Do you *find* it easy to be **assertive** in situations in your work or school life? Why/why not?
2. Is there **hostility** towards *fire* and police services from the public in your country? Why/Why not?
3. What do you think the government in your country can do to create greater **harmony** across communities?
4. When was the last time you were involved in a **dispute**? What was the problem? What was the result?
5. Which groups of people are usually the focus of **prejudice** in your country? Why do you think that is?
6. In what ways do you think your company or your school is **superior** to other workplaces or schools?

## 6

### Listening for gist



Listen to the interview with a professor of psychology. Tick all of the questions that you hear.

1.  What would you suggest people do to make sure they are less likely to get angry with service workers?
  2.  What has happened to people who have been found guilty of violence against service workers?
  3.  What do you think is the reason for the increase in anger we're seeing directed at service workers?
  4.  What is the best way to deal with a problem you have in a business?
  5.  What can we do if we're feeling angry?
  6.  Do you think it's just certain types of people who are likely to be more angry?
-

## 7

**Listening comprehension**

**Part A: Which three of the following does Dr. Henrietta think are responsible for the rise in the increase in attacks on service workers?**

1.  Social media
2.  The Covid-19 pandemic
3.  Violent movies and TV shows
4.  Doctors and nurses
5.  Politicians
6.  The way people are educated in schools
7.  People losing social skills

**Part B: Choose one correct answer to the questions below.**

1. What does Dr. Rendell say about making a complaint in a restaurant?
    - a. It's better to write an email than argue with a server.
    - b. Violence can be understandable in some situations.
    - c. It can be necessary if there is a problem.
  2. What is the *first* point that Dr. Rendell makes about dealing with anger?
    - a. We should avoid going out if we feel angry.
    - b. It's important to view service workers as people.
    - c. If we see another customer being angry, we should ask them to calm down.
  3. Why does Dr. Rendell think it's a bad idea to think you're more important than a service worker?
    - a. You know nothing about their lives or their level of intelligence.
    - b. They may be having a particularly bad day.
    - c. They often don't get paid well or enjoy their work.
  4. What does Dr. Rendell suggest if you need to complain to a service worker?
    - a. If you can, take a photo of the problem as evidence.
    - b. Say please and thank you often to show that you respect them.
    - c. Ask how you can deal with the problem together.
-

## 8

**Talking point**

**In pairs, discuss the following questions.**

1. How do you react if someone you don't know gets angry with you?
2. What do you do if you feel yourself getting angry?
3. Do you agree with Dr. Rendell about the causes for the increase in anger in the world? Why/why not?
4. Do you think Dr. Rendell's advice about how to handle anger is useful? Why/why not?
5. Have you seen anyone get angry with a service worker? What happened?
6. How do people generally treat service workers in your country?

## 9

**Extended activity - Roleplay**

**Your teacher will give you a card with information about your role. Take some time to consider what you will say to your partner and the best way to handle the situation. Then, have a conversation with your partner. Do not show each other the information you have on your cards.**

**Student A**

You are a customer in a fairly expensive restaurant. You've had a difficult day at work and decided to treat yourself to a meal. Your manager was very rude to you earlier and it caused you a lot of stress. However, when you arrived at the restaurant, you had the following problems:

- The *first* drink you ordered took almost 20 minutes to arrive. When it did arrive, it had human hair in it.
- When you told the server about the hair, they took it away and brought another one back. You think they may have just taken the hair out and not made a fresh drink, but you're not sure.
- You waited for almost 40 minutes for your food to arrive. When it did arrive, the chicken was not cooked all the way through and was still raw inside. You know that this could have made you very sick.
- The music has slowly been getting louder and is giving you a headache.

You wave a server over who is *different* to the one who served you. Talk to them about your problems and *find* a resolution.



### Student B

You work in a restaurant and have just arrived for your evening shift. You've been studying all day and were up late last night writing an important essay. You're quite tired. You are thinking about the following things:

- Your grandmother has been very ill lately and you're worried she might have to go into hospital. You're very close to her.
- Your rent has gone up recently and you now have less money each month. You really need this job to be able to keep studying, but you don't really enjoy it. The customers are often very rude.
- You like the music they play in the restaurant as it keeps you focused and helps you stay energetic.
- You could not *afford* to eat in this restaurant as it's so expensive.

A customer calls you over. They don't look happy. Go and see what you can do to help them.





# WORK AND MEANING



Scan to review worksheet

Expemo code:  
IGST-S3ZB-3150

## I

### Warm up

Match the generation names to the time period.

**Baby Boomers**

**Generation X**

**Generation Z**

**Millennials**

1. \_\_\_\_\_ : mid-1940s to mid-1960s
2. \_\_\_\_\_ : mid-1960s to early 1980s
3. \_\_\_\_\_ : mid-1990s to early 2010s
4. \_\_\_\_\_ : mid-1980s to early 2000s

In pairs, discuss the following questions.

1. Would you do a job cleaning toilets if it paid \$1,000,000 per year? Why/Why not?
2. Would it make any difference if you were cleaning toilets in a hospital for very sick children? Why/Why not?
3. Would it make any difference if you were clearing toilets in a company where everyone was making at least \$5,000,000 per year? Why/Why not?
4. Do you think that the answers to this question will vary from generation to generation? Why/Why not?

**2**

**Finding vocabulary**

Find words in the article on page four that have the same meaning as the following definitions.

1. \_\_\_\_\_ (adj., para. A): focused on the exchange of money for goods or services
2. \_\_\_\_\_ (adj., para. A): not stable or safe
3. \_\_\_\_\_ (n, para. B): money paid for completed work
4. \_\_\_\_\_ (v, para. B): be in a higher position or of more importance than someone else
5. \_\_\_\_\_ (n, para. C): a doctor who focuses on finding cures for mental illness
6. \_\_\_\_\_ (adj., para. C): avoiding being around other people
7. \_\_\_\_\_ (phr., para. D): support something because you share the same ideas and beliefs
8. \_\_\_\_\_ (n, para. D): a saying that expresses something truthful about life or people



**3**

**Skimming for details**

Quickly read the article on page four "What's the point? - Work and meaning" and write down the meaning of the following numbers.

- a. 40: \_\_\_\_\_
- b. 66: \_\_\_\_\_
- c. 67: \_\_\_\_\_
- d. 74: \_\_\_\_\_
- e. 82: \_\_\_\_\_
- f. 90: \_\_\_\_\_

## 4

**Reading comprehension: Part 1**

Read paragraphs A - C of the article on page four and complete the sentences with one, two or three words from the article.

1. At the point where people began working for other people in exchange for pay, it often meant \_\_\_\_\_ or factories for 14 hours per day, seven days per week.
2. Eventually, trade unions were formed which struggled to establish \_\_\_\_\_, bringing about laws which protected their safety and, by 1940, limited the work week to 40 hours.
3. With employees now having free time, they could \_\_\_\_\_ other things, such as whether or not their work held any real meaning.
4. Surveys conducted in 2022 found the majority of participants saying that it was their work which defined their \_\_\_\_\_.
5. \_\_\_\_\_ provides work that many people find deeply meaningful as they can see the benefits they are providing for other people in a time of need.
6. Making a \_\_\_\_\_ to society by using skills you have can also feel very rewarding, even if people aren't necessarily directly benefiting from it.

## 5

**Reading comprehension: Part 2**

Tick all of the statements which are the same as ideas expressed in paragraph D of the article.

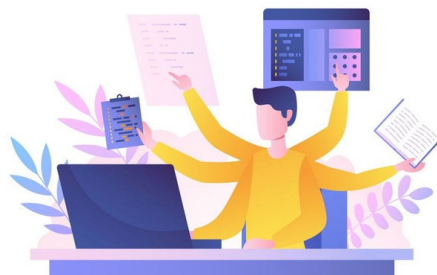
1.  It's true that if you can find a job you love doing, it won't feel like you're working.
  2.  Some people are happy to do a job that doesn't really hold their interest, but enables them to do what they love doing in their free time.
  3.  There are going to be downsides to anything you do for a living.
  4.  People who are unable to find meaning in their work are often significantly less content with life.
  5.  The reality of doing your dream job may well be at odds with how you imagined it to be.
-

## What's the point?

### Work and meaning

- A.** Historically, when people first began working for others, it was very transactional. Workers slaving away, often for 80 - 100 hours per week in factories or toiling in fields for landowners had no real notion of meaning to their work beyond providing for their families and putting food on the table. Over time, worker's rights increased and trade unions fought for the right to safety in the workplace, weekends, and a 40-hour work week. A reasonable standard of living became more normal, as did free time to contemplate life. With the ability to acquire life's needs being less precarious, the notion of meaning in work began to take hold.
- B.** In 2018, a survey of workers in the United States found 90% of workers would accept a lower remuneration for work which held meaning for them. In 2020, McKinsey & Company did a survey showing 82% of employees wanted to work for a company with a purpose that was linked to giving back to society in some form. Later research by the same company in 2022 asked workers what their personal sense of purpose was defined by, and 70% said it was their work. The latest generation to come into the job market see purpose as outranking pay. In a survey by the job site, Monster, 74% of Generation Z said they wanted to care about what they do. This is compared to 67% of Baby Boomers, 66% of Generation X and 70% of Millennials.
- C.** But when it comes to the search for meaning, what does that mean? For many, it means doing work that is directly linked to helping people. Scan a list of the most meaningful jobs and you'll see the top spots occupied largely by positions in the health industry, (such as surgeons, chiropractors, and psychiatrists) education and religious leaders. Being able to directly see the often life-changing benefits of your job to other people is highly rewarding. Yet, you don't have to be saving the world to give definition to your work. Being able to use skills you have doing tasks you enjoy can feel like a significant contribution. This would explain why there's never a shortage of writers, despite the relatively low rate of reward for all but the most successful. There's also the need for many to be part of a community. Even an uninteresting job can be made attractive if you're part of a group you enjoy being with and you feel valued. A sense that no one would miss you if you weren't there is why parking attendants rank at the other end of the scale from surgeons. The reclusive nature of the work and the low level of impact it has, combine to make this one of the least satisfying jobs available.
- D.** Although, not everyone needs to align themselves with a search for meaning in their work. There have always been people who work to live, rather than live to work. Finding a job that you can do that you don't necessarily love, but allows you to pursue your interests and your life goals outside of it can, indirectly, give that job meaning. Any job will have negatives and the old adage: 'do what you love and you'll never work a day in your life' may prove less satisfactory upon closer analysis. Pressures to earn and to satisfy demands from customers or business partners can kill a love for something that was once a joy. There are those who prefer a firmer line between work and play, giving them the opportunity to do what they want, in the way that they like, in their free time.

Sources: BBC, PayScale, brookins.edu



## 6

## Idioms of success

Look at the idioms in the box. Use them to replace the words in bold in the following sentences. You may have to change the form of some of the words.

- to have a long way to go
- to have what it takes
- to get something off the ground
- to do well for yourself
- to be better late than never
- to wish someone the best of luck with something
- to do something to good effect
- to make your mark on something

1. After he left university, Stanton used his degree in business and economics **well** and quickly found work as an advisor.  
\_\_\_\_\_
2. I'd love to really **have a huge impact** on the film industry and make a film that everyone would talk about for years and years to come.  
\_\_\_\_\_
3. I've made a good start in my first business, but I still **need to make a lot more progress** before I'm where I want to be in life.  
\_\_\_\_\_
4. I was 49 years old before I really found what I wanted to do with my life. **It's good that I found it now rather than not finding it at all**, I suppose.  
\_\_\_\_\_
5. He's talking about becoming a professional footballer. I mean, he's good but I don't know if he **has the skills that he needs to do that**.  
\_\_\_\_\_
6. My manager is leaving tomorrow after working here for over ten years, so we're having a small party to **say we hope he will be successful**.  
\_\_\_\_\_
7. My sister worked as a cook after she left school, but she's **been very successful** and now owns three restaurants.  
\_\_\_\_\_
8. It took me about three years to **really start having success with my photography business**, but I've been making a decent living from it for several years now.  
\_\_\_\_\_

Now in pairs, discuss the following questions.

1. What do you hope you will have **made your mark on** in twenty years from now?
2. Who do you know who has **done very well for themselves**? What did they do?
3. When you were at school, did you think you **had what it takes** to be successful? Why/Why not?
4. How long did it take you to **get your career off the ground**? What have you done that really helped?
5. Are you happy with what you have, or do you think you still **have a long way to go** before you will have done what you want to do with your life?
6. What lessons or things you learned from experience have you put **to good effect** to help you in your career?



## 7

### Listening for gist



Listen to three people talk about finding meaning in their work. **Underline the correct option for each speaker.**

1. Speaker 1 now works as a photographer/banker/sales person/baker/teacher/lawyer.
2. Speaker 2 now works as a photographer/banker/sales person/baker/teacher/lawyer.
3. Speaker 3 now works as a photographer/banker/sales person/baker/teacher/lawyer.

**8**

**Listening comprehension**

**Read the statements and complete the table by ticking the correct box if it's true for that speaker.**

	Speaker 1	Speaker 2	Speaker 3
1. I invested a lot of money in chasing my dream job.			
2. I feel like people I knew when I was growing up judge what I do.			
3. I'm excited about the chance to go on a trip in the near future where I can follow my passion.			
4. My main motivation when I left school was making money.			
5. I really enjoy being part of a team at work.			
6. An activity that started as an interest in my free time became a way of earning money.			
7. I get a lot of happiness from seeing other people feel so happy.			
8. My salary is lower now than it used to be.			
9. I found when I started doing my dream job that the reality was different from the idea.			

## 9

**Talking point**

**In pairs, discuss the following questions.**

1. Which people in the listening task have the most similar ideas about work to you? Explain your answer.
  2. Do you find meaning in your job? If so, what is it about your job that gives it meaning?
  3. Is there any part of your job that is creative? What is it?
  4. Do you think it's more important to make good money or do a job that you like? Why?
  5. Do you think it is possible to do a job that is meaningful and also pays you very well? Why/Why not?
  6. Do you spend a lot of time outside of your job doing things you love to do? What are they?
-





# HOW SHOULD MANAGEMENT BE STRUCTURED?



Scan to review worksheet

Expemo code:

IGST-S3ZB-CIAD

I

## Warm up

In pairs, read the definitions and discuss the following questions.

**hierarchy** (n) - a system where people are organized in different levels of importance from highest to lowest

**network** (n) - a closely connected group of people who can share information and ideas

1. Does your company or department work as a network or a hierarchy? Why is that?
2. Do you think it is possible to change the structure of your management? Why/Why not?
3. Who makes the decisions that decide what work you do in your job?
4. If you need advice or you want to talk about a problem with your work, who do you discuss it with? Why?
5. Does the work you do require work in teams, or do you mostly work individually? Why?



## 2

## Understanding the talk: Part 1



Watch the first part of the talk (00:00 - 03:00) on management structure and choose the best answer a-c for each of the questions.

1. When Gitte Frederiksen says some people think they need to 'lean back' what does she mean?
    - a. Some people need to be more relaxed about having a leader.
    - b. Those who aren't involved in leadership have to accept their role.
    - c. Leaders need to make their teams feel *confident* in their abilities.
  2. She believes that current attitudes towards leadership...
    - a. aren't going to help us deal with the challenges of the future.
    - b. need to change to include people from *different* backgrounds.
    - c. haven't been very *effective* in solving problems in the past.
  3. She believes that networked leadership can...
    - a. have improved outcomes for everyone involved when it does work.
    - b. work in a few cases where traditional management doesn't work.
    - c. replace traditional management in every situation.
  4. What is Gitte Frederiksen's job?
    - a. Engineer
    - b. Physicist
    - c. Management consultant
  5. What does she say she is most motivated by?
    - a. Being given good directions on what to do.
    - b. Having ownership of the idea she is working on.
    - c. Trying to prove her boss is incorrect.
  6. What does she say is the key problem with a hierarchical structure of management?
    - a. Not everyone agrees with their manager's ideas on how to deal with a problem.
    - b. Difficult problems are too complicated to be solved by one person's direction.
    - c. Not everyone in the structure has the skill to deal with or understand difficult problems.
-

7. When she uses the word 'bottleneck' what is she referring to?
  - a. The structure of management being smaller at the top and larger at the bottom.
  - b. The speed at which problems can happen is similar to pouring liquid out of a bottle.
  - c. A traditional manager slowing down progress as they only rely on their own abilities and not a whole group's.
8. What does she see as the key benefit of the network model over a hierarchy?
  - a. It's a more structured and organized approach.
  - b. It's cost effective and more efficient.
  - c. It's more flexible and can be sustained.

## 3

**Understanding the talk: Part 2**

**Watch Part 2 of the talk (03:00-07:28) and answer the following questions.**



1. What does Gitte Frederiksen mean when she says 'Said no one, ever'?  
\_\_\_\_\_
  2. What does she mean when she says 'boxing people in'?  
\_\_\_\_\_
  3. Which are the two reasons she gives for people not sharing information?  
\_\_\_\_\_
  4. What does she say is the key to leadership?  
\_\_\_\_\_
  5. What does she mean by 'water cooler conversations'?  
\_\_\_\_\_
  6. Why does she mention social media?  
\_\_\_\_\_
  7. What are the *five* benefits of sharing information?  
\_\_\_\_\_
  8. What does she mean by 'show-and-tell' at the end of Part 2?  
\_\_\_\_\_
-

## 4

**Discussion**

**In pairs, discuss the following questions.**

1. What labels do you think other people give you in your company? Why?
2. What labels do you give to other people in your company? Why?
3. What skill sets do you have?
4. What skill sets do other people who you work with have that you benefit from - directly or indirectly?
5. What skills do you have that do not get used in your current job?
6. What tasks do you currently do sequentially that could be done in parallel to save time?
7. Could you share more of the work you do? What effect would it have?
8. Do you involve customers in the process of creating your products or services? Why/Why not?

## 5

**Understanding the talk: Part 3**

**Complete gaps 1-8 in the audio script with extracts a-h from the box below.**

- a. This matters.
- b. That's not going to help us do what we need to create a better future.
- c. No mistakes would mean we weren't moving fast enough.
- d. throwing someone else under the bus?
- e. Nothing happened.
- f. removing labels, sharing everything and being kind, you started seeing a spike.
- g. But don't spend your weekend on it.
- h. this is in a company known for high-performing teams.



**Now watch Part 3 (07:28-12:14) and check your answers.**

You can probably tell I could go on and on, but there is one more uncomfortable thing we have to do. Be nice to each other.

(Laughter)

Kindness. Sure, you say. But in the moment, isn't it easier \_\_\_\_\_<sup>1</sup> And have you tried the opposite of kind, the unkind leader, the one who happily shares blame but not shine?

Or the pretend kind leader. Like, "I know it's Friday afternoon, and I need this by Monday 8 am. (b) \_\_\_\_\_<sup>2</sup>."

(Laughter)

Kind or unkind becomes especially clear when someone makes a mistake. Now take Sara, she spotted a mistake, a quite significant one. Now Sara is brave and shares that instantly with the full team. Wow, the replies.

Bharat goes, "Thanks for sharing. That takes courage."

Samuel, "Better now than never."

Jenny, " \_\_\_\_\_<sup>3</sup>."

The formal leaders in this conversation, they didn't think much about it when this happened, but the team members have later come back and said that this was a truly defining moment for the team culture. They felt safe, a sense of growth mindset and trust that we have each other's back. The team members also encourage each other, whether it's "love it," "spot on" or cute emojis. \_\_\_\_\_<sup>4</sup>. People so often roll their eyes when we talk about kindness, but even small words go a long way. This doesn't mean lowering the bar or avoiding difficult conversation. In fact, kindness allows us to take up even trickier topics. And the results? Well, good projects deliver on time as expected. Honestly, I think we all know projects that really don't. But by \_\_\_\_\_<sup>5</sup>. Though more bumpy, we now get exponential growth. Results are much better and unexpected. Like the team I introduced you to. People couldn't believe the impact and ownership we created.

In just eight weeks. And we've seen this across many different problems and very different desired outcomes. Changing how we work, we found amazing results. Even early on in pilots, eighty percent of our people said they experienced more value delivered. Sixty percent found better individual sustainability, work-life balance. And \_\_\_\_\_<sup>6</sup>. When everyone is a leader, it allows us to do more and do it better.

Now imagine we took the formal leader out of the team. That's in fact, what happened as I went on maternity leave a few months back. \_\_\_\_\_<sup>7</sup>. The team just went on. Even this talk, I didn't come up with the ideas on my own. Many people did. It was crowdsourced and co-created from day one. Distributed leadership is a movement that goes beyond the traditional leader. People are much more likely to do things if they feel a sense of ownership and "it was my idea" versus being told what to do. We need to create leaders, not followers.

Now, none of this is magic, but it won't happen if traditional leaders block it. We can't *afford* having anyone sitting back these days with complex problems coming at us quickly and constantly. We need to tap into everyone's knowledge and creativity. Labels and hierarchies, hiding information, consolidating power, being unkind or pretend kind. \_\_\_\_\_<sup>8</sup>. So when I now ask you, who's in charge, who's the leader today?

I want you all to raise your hands.

(Laughter)

Yes, you.

(Laughter)

Thank you.

(Applause)

## 6

### Talking point

**In pairs, discuss the following questions.**

1. What does Gitte Fredericksen mean at in Part 3 when she talks about 'throwing someone else under the bus'?
  2. Have you known an 'unkind leader' or a 'pretend kind leader'? What did they do?
  3. Do you use emojis in a work context? Why/Why not?
  4. What does she mean when she talks about 'lowering the bar'?
  5. Do you think Gitte Fredericksen's thoughts on a networked management structure could work for you? Why/Why not?
  6. Do you think senior management at your company would share the power in favor of changing to a networked management? Why/Why not?
  7. Do you think there are certain industries or jobs where this networked structure would *definitely* not work? If so, what are they?
  8. What do you think the negatives of working in this way could be?
-

## 7

**Extended activity/Homework**

**Write an email to your CEO/Head of Department explaining why you should either A. Switch to a networked style of management or B. Keep a hierarchical structure of management and not move to a networked style.**

**Consider the following questions:**

- What impact would the changes have?
- What benefits can you predict from the change?
- What possible negatives could there be from the change?
- How could the work you do change?
- What would the impact be on relationships in your company if the change was made?

**You should:**

- Write at least 250 words
- Check your grammar, spelling and punctuation.







# TIME IS MONEY



Scan to review worksheet

Expemo code:  
IGST-S3ZB-6495

## I

### Warm up

In pairs, discuss the following questions.

1. What is more precious to you - your money or your time? Why?
2. Would you be more content to work four days a week even if you earn less?
3. Do you think the majority of people are paid fairly? Why/ Why not?
4. Do money worries occupy a lot of your time? Why/ Why not?



## 2

## Focus on keywords

Match the underlined words to the definitions below.

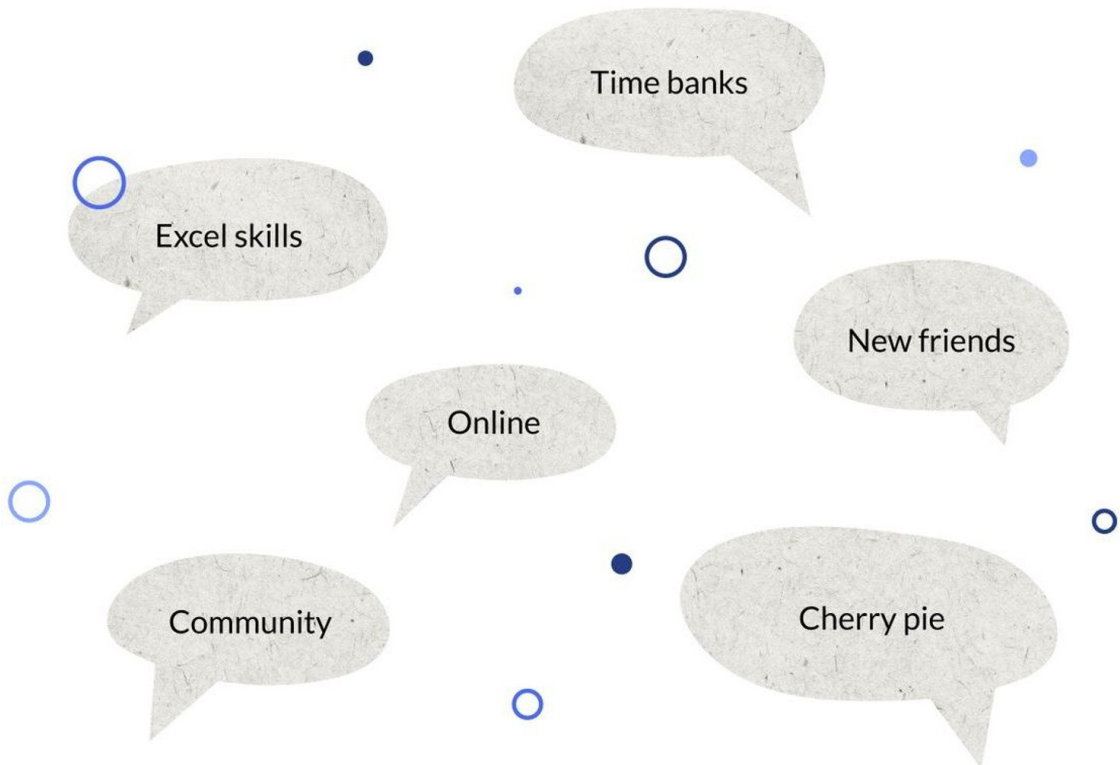
1. The islanders used a barter system as they didn't want to deal with money.
  2. As he grew older, he noticed that his political views had started to tilt towards the right.
  3. I thought that the movie was very wholesome, and it really made me feel good about myself.
  4. The basic premise was that I deserved to be paid more than him.
  5. We were very like-minded in the way we viewed the world.
  6. When I went to the concert, I was so happy to find lots of souls like me hanging about at the back.
  7. The delivery service broke my phone and they tried to compensate me for their mistake.
- 
- a. (phr. v) move something so that it leans closer to something
  - b. (n) people's inner character, a place that contains their true thoughts
  - c. (v) provide something good to make up for something bad happening
  - d. (n) the system of exchanging goods or services without money
  - e. (n) an idea that forms the basis of an argument
  - f. (adj.) good for you, good for your health
  - g. (v) having similar ideas and things in common



## 3

## Listen for predictions

**Part 1:** Look at the words below and with your partner try to predict the connection between each of the things below, then listen to the podcast and see if your ideas were similar.



**Part 2:** Read the sentences from the podcast and think about which words from the vocabulary section could go in the gaps, only five are needed. Afterwards, listen to the podcast and check your predictions.



1. ... the majority of them seem to be \_\_\_\_\_ towards tech-based stuff ...
2. ... The entire system of time banks is based around a \_\_\_\_\_ premise, ...
3. ... the founders hope will continue to attract \_\_\_\_\_ this ...
4. ... as everybody will feel like their skills are being \_\_\_\_\_ fairly ...

## 4

**Listen for details**

Listen to the podcast one more time and try to answer the following questions.

1. What are time banks full of?

---

2. What do most of the skills on time banks lean towards?

---

3. Which four skills does the podcast mention?

---

4. What kind of foundation is really important?

---

5. What proportion of people benefited from an improvement in their mood?

---

## 5

**Discussion**

Read through the questions then talk about them with your partner.

1. What caught your ear the most in this podcast? Would you be a supporter of time banks?

2. Do you have any hidden talents that you could barter with others?

3. What services would you like to utilize?

4. Do you think that all skills are equal or are things not that perfect?

5. Why do you think that the time banks improved people's mood?



## 6

## Focus on vocabulary

## Part I: Match the following vocabulary to the definitions.

- |                              |   |
|------------------------------|---|
| 1. <u>proclaims</u> (v)      | a. publicly tells people about something important                      |
| 2. <u>lofty</u> (adj.)       | b. deserving praise due to its moral standing                           |
| 3. <u>inherently</u> (adv.)  | c. the act of trying to get something                                   |
| 4. <u>pursuit</u> (n)        | d. too bad or too serious to repair                                     |
| 5. <u>irreparable</u> (adj.) | e. a small section of something that you are particularly interested in |
| 6. <u>niche</u> (n)          | f. an amount that is far greater than what is actually needed           |
| 7. <u>plethora</u> (n)       | g. because of the basic nature of somebody or something                 |
| 8. <u>detractors</u> (n)     | h. people who want to make something or somebody seem less good         |

## Part 2: Put the vocabulary from Part A into the correct gaps in the following sentences. You may need to change the form of the word.

1. She was in \_\_\_\_\_ of the best job available.
  2. She was \_\_\_\_\_ annoyed by the lack of funding *offered* to university students.
  3. As soon as the movie was released there were \_\_\_\_\_ posting negative comments.
  4. I loved that *buffet* because there was always a \_\_\_\_\_ of choices when it came to the *fish*.
  5. The students received some \_\_\_\_\_ praise from the principal and they were thrilled.
  6. Sam discovered that his knowledge of Czech was to be his \_\_\_\_\_ in language class.
  7. The politician \_\_\_\_\_ to know everything about the economy.
  8. The accident had caused \_\_\_\_\_ damage to the man's new car.
-

## 7

**Skimming for general understanding**

You are going to read about a time bank website called TimeRepublik. Match the following paragraph titles (A-I) to the article on page seven.

1. **Equality rules**
2. **A social network with a strategy**
3. **The primary goal**
4. **Small town girl**
5. **A global reach**
6. **Launching the biggest one**
7. **The power of community**
8. **The view from the other side**
9. **A decade of growth**



# Time Is Money

## The growing popularity of TimeRepublik

A. \_\_\_\_\_

In May 2021, the world's largest time bank came to America, it was called TimeRepublik and it *offered* users the chance to advertise and trade their skills with each other, but not for money - for time.

B. \_\_\_\_\_

Despite the fact that the company only arrived in the States a couple of years ago it is actually almost a decade old and was originally set up in Switzerland in 2012 by Gabriele Donati and Karim Varini. In the ten years since its launch, TimeRepublik has managed to build up a global community of roughly 100,000 traders and is currently being used in over 100 countries around the world.

C. \_\_\_\_\_

The company itself proclaims some pretty lofty promises of which they are proud to back up. Calling themselves a "purpose-driven social network" they *confidently* state on their website that TimeRepublik is "A social network that actually makes you happier", but how do they go about this?

D. \_\_\_\_\_

Their focus seems to be on equality and that everyone has time, and everyone's time is equal. It is this equality, they say that makes people happier. Money is inherently unequal and the pursuit of it does irreparable damage to individuals and their communities.

E. \_\_\_\_\_

So, what kind of people can *benefit* from TimeRepublik, is it really for all of us or is that just marketing speak to get us to click on their website? The company is big on community, and it allows individual users to set up a community focusing on a particular niche they are into. For example, if you go to their website today you will see communities for everything from wildlife photography to meditation and mindfulness and everything in between.

F. \_\_\_\_\_

In the US a woman called Christina Ellis became completely hooked on the community aspect of the website and because of this, she started to promote it among her friends and relatives in the town of Riverside, California. She used the website to create a community based around the skills on offer in her town, it became extremely popular with residents and helped to build an environment of trust and cooperation with its users.

G. \_\_\_\_\_

While it is popular within local communities its online reach allows people to trade skills and build relationships with people on the other side of the globe. Take Coral Sunone, a former Buddhist nun for example. Coral was unsure of what clothes she should be wearing and the whole concept of modern style remained a mystery to her. Fortunately, the website guided her to Cherish Cullison a fashion expert based in New York. Over a series of Zoom calls Cherish was able to provide Coral with a plethora of fashion tips that helped her look super stylish in no time at all.

H. \_\_\_\_\_

Although there are countless *benefits* to sites like TimeRepublik there are several detractors who will state that not all time is equal and as a result shouldn't be treated as such. They suggest that an hour of a doctor's time is worth more than an hour of a babysitter's time and therefore be valued as such, something that TimeRepublik chooses to ignore.

I. \_\_\_\_\_

While this might be the case the founders of the company seem to see the primary goal of their organization to be the foundation and building of trust which itself cannot be given a monetary value, and while timebanks might not be for everyone there is *definitely* a place for them in a world where community and equality cannot be undervalued.

Sources: [prnewswire.com](http://prnewswire.com), [bbc.co.uk](http://bbc.co.uk), [timerepublik.com](http://timerepublik.com), [patch.com](http://patch.com), [twitter.com](http://twitter.com)

**8**

**Functional language**

Look at the first sentence of each paragraph below and fill in the gaps using the expressions in the sample columns below. Afterwards, write three of your own sentences using some of the sample expressions.

**Although**

**Despite the fact that**

**The company calls themselves**

**While this might be true**

**Another positive**

**In the US a woman**

**While it is popular within local communities**

1. \_\_\_\_\_ the company only arrived in the States a couple of years ago
2. \_\_\_\_\_ a "purpose-driven social network"
3. \_\_\_\_\_ is that the company understands the importance of community
4. \_\_\_\_\_ called Christina Ellis loved the community feature
5. \_\_\_\_\_ its online influence allows people to trade skills and build relationships
6. \_\_\_\_\_ there are many benefits to sites like TimeRepublik, there are a number of people who will suggest that not all time...
7. \_\_\_\_\_ the creators of the company seem to see the main aim of their organization

**Write three of your own sentences below.**

*e.g., While this might be true the majority of people feel that Apple will continue to be successful.*

-----

-----

-----

-----

**9**

**Reading comprehension**

Read the following statements and decide if they are True (T), False (F) or Not Given (NG).

1. TimeRepublik arrived in America around a decade ago. \_\_\_\_\_
2. The company believes that it can make your mood better. \_\_\_\_\_
3. They believe that all money is worth the same. \_\_\_\_\_
4. Communities are allowed but only ones that the company has pre-selected. \_\_\_\_\_
5. Christina Ellis became obsessed with one segment of the TimeRepublik website. \_\_\_\_\_
6. Christina used her community to introduce people from all around the world. \_\_\_\_\_
7. Coral was puzzled by the idea of up-to-date fashion. \_\_\_\_\_
8. Some people believe that the idea of all time being equal is not correct. \_\_\_\_\_

## 10

**Discussion**

**Look at the questions and discuss them with your partner.**

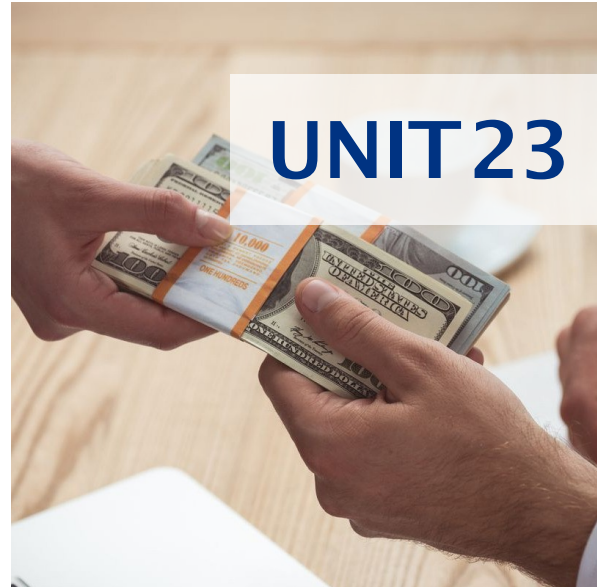
1. Are you a big fan of the ideas that were introduced in this article? What was the most interesting thing?
2. Would you be in a hurry to sign up for TimeRepublik? Why/ Why not?
3. Do you think TimeRepublik would be a success where you're from? Why/Why not?
4. Do you like the idea of community that TimeRepublik promotes? Why do you think that community is so important for people?







# SALARIES AND SIDE HUSTLES



Scan to review worksheet

Expemo code:

IGST-S3ZB-A524



## Warm up

In pairs, read the definition and answer the questions.

**side hustle** (n) - an extra job that someone does as well as their main job to earn additional income

1. Are side hustles common in your country? Why/Why not?
2. What kind of work do you think people do as a side hustle?
3. Would you consider having a side hustle? Why/Why not?



## 2

## Scanning for vocabulary

Find vocabulary in the article on page four which has the same meaning as the following definitions.

1. \_\_\_\_\_ \* change the name of something so that it is hopefully seen in a different way (v, para. A)
2. \_\_\_\_\_ \* being very common at a particular time (adj., para. A)
3. \_\_\_\_\_ \* make something earn money for you (v, para. B)
4. \_\_\_\_\_ \* the act of starting a new type of business to make money, especially one that involves risk (n, para. C)
5. \_\_\_\_\_ \* watch someone and act in the same way because you admire them (v, para. C)
6. \_\_\_\_\_ \* a place or situation where something is able to quickly develop or multiply (n, para. C)
7. \_\_\_\_\_ \* the quality which makes something easy to follow and understand and not hidden or secret (n, para. C)
8. \_\_\_\_\_ \* encourage something to grow or develop (v, para. D)
9. \_\_\_\_\_ \* the *effect* that something has on something else (n, para. D)

## 3

## Skimming for gist

Match the noun phrases in the box to gaps 1-8 in the article on page four. There are more combinations than gaps.

A) the workforce

F) the extra job

B) the Internet

G) the potential income

C) the days

H) a new person

D) the life

I) a rise

E) the latter

J) a way

## The New Wild West?

### The impact of hustle culture on corporate culture

- A. People working in more than one job is nothing new. It has been a necessity for underpaid and underemployed workers for as long as work has been around. However in recent years, additional jobs have been rebranded as 'side hustles'. As remote work has increased along with inflation and career instability, people with good salaries have turned to side hustles: the sexier, more modern, equivalent of '\_\_\_\_\_'.<sup>1</sup> A survey of 4000 employees in the UK last year showed that 16% of them had turned to extra work to cope with cost of living increases. The practice is particularly prevalent with Generation Z (those born between the late 1990s and the early 2010s). As they increasingly move into the modern-day workforce, \_\_\_\_\_<sup>2</sup> in side hustles is likely.
- B. As Generation Z has grown up with \_\_\_\_\_<sup>3</sup>, the first generation of 'digital natives', generating extra income online has been a popular route. Many people doing this kind of work pursue personal interests, often documenting their passions online and monetizing blogs and videos via advertising or subscriber fees on sites such as YouTube and Patreon. Unlike bar work or driving for Uber, \_\_\_\_\_<sup>4</sup> from this type
- of work is unlimited. Whether your interests are learning more about *finance*, living in a van, or getting particularly good at your favorite computer game, there's a content creator out there for you.
- C. An interesting aspect of this is how open many are about their incomes from side hustles. Videos giving a breakdown of 'how much I made last year' are a common genre of online content, particularly with those who are giving *financial* advice or promoting the side hustle as \_\_\_\_\_<sup>5</sup> to build wealth or escape debt. Yet while clearly explaining gains through side hustles is popular, those same content creators remain largely tight-lipped about what they earn in their full-time jobs. As this style of online entrepreneurship is relatively new, there are no real rules in place. On sites such as TikTok and other social media networks, creators often emulate each other and ideas for content are borrowed, creating a breeding ground for new ideas and attitudes to be quickly passed on. Whereas secrecy around salaries has always been part of corporate culture, online hustle culture encourages greater transparency.
- D. Some observers believe that these attitudes fostered online may impact companies,
- with younger employees expecting clearer pay structures. Additionally, we are *firmly* in an era where people changing jobs, careers and locations are much more the norm than they used to be. \_\_\_\_\_<sup>6</sup> of people staying with the same company for decades are over. So organizations may have to make a pathway to more money and greater *benefits* far more apparent if they want to retain employees. Reasons given for companies being secretive over salaries are often given as reducing the likelihood of potential conflicts and allowing for *confidentiality*. However, many note that this also *benefits* the companies in question. Younger workers have also been pushing back against practices such as employers not giving salaries in job ads and asking what the previous salary was in job interviews. \_\_\_\_\_<sup>7</sup> has drawn great criticism as it can be entirely irrelevant to the new position and should have no bearing on it at all. Whether divulging salaries more openly will become more common with companies remains to be seen, but as Generation Z enters \_\_\_\_\_<sup>8</sup> more fully over the coming years, we may well see a distinct change in attitudes.
- Sources: *bbc.com*, *indeed.com*, *gusto.com*

## 4

**Reading comprehension**

Read the following ideas and decide which paragraphs A-D they can be found in.

1. Workers being more likely to move from company to company than they did previously. \_\_\_\_\_
2. People with online side hustles not revealing their corporate salaries. \_\_\_\_\_
3. An indication that a phrase is just a new way of talking about an old situation. \_\_\_\_\_
4. Social media being an environment where new ways can spread quickly. \_\_\_\_\_
5. The need for companies to change to keep workers in future. \_\_\_\_\_
6. A reason for online side hustles being more attractive than more traditional extra jobs. \_\_\_\_\_
7. A popular topic for people making extra income online to discuss. \_\_\_\_\_
8. Why companies often prefer to not disclose salaries publicly. \_\_\_\_\_

## 5

**Focus on vocabulary**

**Part A: Complete the gaps in the words with the missing vowels (a, e, i, o, u).**

1. **s\_cr\_cy** (n) - the act of making sure information is not known
  2. **d\_sp\_r\_ty** (n) - a *difference* between two things, especially when it is not fair
  3. **c\_nt\_rp\_rt** (n) - a person who does the same job as someone but in a *different* place
  4. **c\_nv\_l\_t\_d** (adj.) - being confusing and di%cult to understand
  5. **v\_r\_\_nc\_** (n) - the amount of change or *difference* between two things
  6. **st\_nd\_rd\_s\_** (v) - to make *different* things or activities the same as each other
  7. **sc\_m** (n) - a trick used to get money from people
  8. **m\_r\_t** (n) - a positive feature that deserves a reward of some kind
-

**Part B: Now use the vocabulary from Part A to complete the following sentences.**

1. He explained the sales plan to me, but it was so \_\_\_\_\_ that I had more questions than answers by the end.
2. They're very busy at the moment in Accounts as they've found a significant \_\_\_\_\_ between what our department says it has spent and what it has actually spent.
3. There's been a lot of \_\_\_\_\_ around the new products, but I think that they may be aimed at the North American market which will be a new project for the company.
4. I met Jamie at the conference in London and it turned out we do the same job and she's my \_\_\_\_\_ in the New York office.
5. I think the idea has a lot of \_\_\_\_\_ and we should give serious consideration to it.
6. Everyone has different ways of recording their expenses at the moment, so the Accounting department is planning to \_\_\_\_\_ it by creating a form that everyone will have to fill out.
7. He thought he was talking to someone from the bank and came very close to giving his card details, but realized just in time that it was actually a \_\_\_\_\_.
8. Unfortunately, there's still a \_\_\_\_\_ between the way women and men are treated in the workplace. Women still have to work harder to be taken seriously.

**6****Listening for gist**

**Listen to three people talking about whether or not people should be open about their salaries. Match the following questions to the person answering them. There are more questions than people.**



Speaker A - Speaker B - Speaker C - Not given

1. Do you think people on lower salaries are happier to be open about what they make than people on higher salaries?
2. Have you ever discussed your salary with the people you work with?
3. Do you think employers should be more open about their pay structures?
4. Why do you think businesses discourage people from talking about their salary?
5. Have you ever been warned not to discuss your salary?

**7**

**Listening comprehension: Part 1**

Complete the table by ticking the box to show which statement each person would agree with.

Statements	A - Thom	B - Bianca	C - Gerard
1. People should be rewarded for getting academic qualifications.			
2. A job ad should contain the salary offered.			
3. It should be possible for an employee to make more than their manager.			
4. I witnessed staff discussions about salary which caused problems.			
5. The company I worked for had a lack of equality in the way people were paid.			
6. Being open about salaries can cause unnecessary problems between employees.			
7. Companies aren't open about salaries because they gain financially from it.			
8. Management tried to stop us from talking about salary.			

## 8 Listening comprehension: Part 2

Gerard says 'You can give a job a salary range and if that person stays in the job, then they get additional merits that are reflected in their pay packet, it's not rocket science.'

What does he mean by 'it's not rocket science'?

## 9 Talking point

In pairs, discuss the following questions.

1. Is it common for people to know the salaries of the people they work with in your country? Why/Why not?
2. Do you think salary and pay structures in companies should be open? Why/Why not?
3. Is making extra money online something that you would want to do? Why/Why not?
4. What do you think are the positives and negatives of having videos of yourself talking about a subject of interest online?
5. Which famous vloggers or YouTubers do you know of? Do you think they would change their choice to do that work if they could go back in time? Why/Why not?

## 10 Extended activity/Homework

You are a CEO in a company where there is no clear pay structure. Recently, a lot of your employees have been complaining that the company should be more open about the salary, some have even been sharing their salaries with other people. Write an email to all of the staff explaining what you intend to do about the situation. Consider the following questions:

- What are the benefits of an open salary structure?
- What are the disadvantages of an open salary structure?
- What are the benefits of keeping the current method?
- What are the disadvantages of keeping the current method?
- What can you do to deal with staff who are unhappy about the current situation?
- Are you comfortable with staff knowing how much money you earn? Why/Why not?

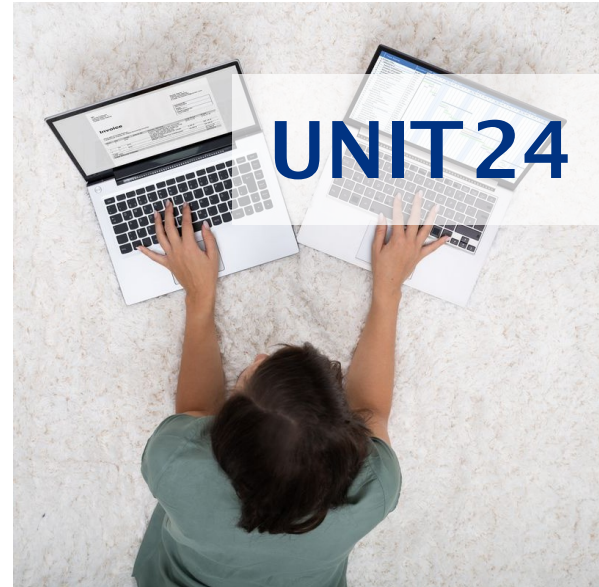
You should:

- Write at least 250 words.
  - Check your grammar, spelling and punctuation.
-





# MOONLIGHTING



Scan to review worksheet

Expemo code:

IGST-S3ZB-A64B

## I

### Warm up

In pairs, read the definition and discuss the following questions.

**moonlight** (v) - secretly work at a second job without telling the employer in your *first* job

1. Is moonlighting common in your country?
2. What kind of jobs do people typically choose as a second job in your country?
3. Is moonlighting something you have done or would do? Why?/why not?



## 2

**Scanning for vocabulary**

Scan through the article on page three to find words with the same meaning as the following definitions.

1. \_\_\_\_\_ the quality of something being easy to understand or not hiding anything (n, para A)
2. \_\_\_\_\_ saying what you think without the need to hide your real thoughts (adj., para A)
3. \_\_\_\_\_ the act of breaking a law or a rule (n, para A)
4. \_\_\_\_\_ demonstrating great effort and care in work (adj., para B)
5. \_\_\_\_\_ having had multiple experiences which enable you to be balanced in your view (adj., para B)
6. \_\_\_\_\_ likely to change quickly, often in a negative way (adj., para C)
7. \_\_\_\_\_ a person who does the minimum required, if anything (n, para D)
8. \_\_\_\_\_ the act of watching people to monitor their behavior, usually without them knowing (n, para D)
9. \_\_\_\_\_ pay someone money for a task or job (v, para D)

## 3

**Skimming for gist**

Quickly read through the article on page three and decide which gaps (1 - 7) the noun/adjective combinations below should go in. There are more combinations than gaps.

1. different industries
  2. risky strategy
  3. additional skills
  4. low wages
  5. great relief
  6. short break
  7. open conversation
  8. good sense
  9. regular checks
-

## Can't Fight the Moonlight

### The disagreement over second jobs in India

- A. "If you look at the *definition* of moonlighting, it is having a second job secretly." says Rishad Premiji, chairman of Wipro on their decision to *fire* 300 workers. "As a part of transparency, individuals and organizations can have very candid conversations about whether they want to play in a band at night, or work on a project over the weekend. That is an \_\_\_\_\_<sup>1</sup> that two adults, the organization and the individual, can make a choice about whether it works or does not work for them," Premiji said. He argues that due to its very nature, moonlighting is a violation of the agreement between an employer and its workers.
- B. Huma Amin, an IT consultant in Bangalore would not agree. She starts work each day at around 8 am for her *first* job where she works remotely. "I'm a diligent worker," she says. "The company gets the same from me whether I was working for someone else in the evening or watching TV." She isn't, however, watching TV. After a \_\_\_\_\_<sup>2</sup>, Huma logs on to her second job in the evening in design where she spends several hours of her day. "I work about 20 hours a week in my second job and I love it. I work in animation and it's something I happen to be good at and I really enjoy the challenge. It also pays me very well and I nearly double my salary from my IT job," she admits. "I haven't told my *first* job about my second, but I'm not doing anything wrong. They are \_\_\_\_\_<sup>3</sup> and I learn from both. I think they both gain from having a well-rounded employee."
- C. The issue is likely to remain a bone of contention as it comes down to *differing* world views. Employers expect loyalty from their employees and are understandably concerned about the safety of their trade secrets. However, workers saw how disposable they were during the pandemic making that loyalty hard to win. For many it makes \_\_\_\_\_<sup>4</sup> to not be entirely reliant on one company for your income. In an increasingly volatile job market, forming good relationships with more than one employer is just a smart move and adds to the employee's resilience. Yet, it also provides opportunities for workers to learn \_\_\_\_\_<sup>5</sup> on the job and to pursue personal passion projects. Due to the availability of online work and the secretive nature of the second job, it's difficult for employers to enforce a no-moonlighting rule.
- D. Some companies have responded to the problem by recalling their workers to the office or running more \_\_\_\_\_<sup>6</sup> on productivity to identify any slackers in the workforce who may not be pulling their weight. But for workers like Huma who are ensuring they meet their targets, there's little companies can do outside of actual surveillance. Other companies are changing with the times though. A head of Human Resources, Girish Menon, said in an interview with India's Economic Times that moonlighting was the "future of work" and that in time policies would change and employees would feel empowered to declare their second jobs. Some see these changes as an opportunity. There is a concern though that should second jobs become the norm, it will slow down increases in wages as employers will not be solely responsible for their workers' income. Director of Onfossys, Mohandas Pai, said that \_\_\_\_\_<sup>7</sup> in tech companies have contributed to the problem and were they properly compensated, there would be fewer issues with people taking second jobs. There's a *difference* between moonlighting to earn additional income and gain more skills, and doing it just to survive.

Sources: BBC Worklife, The Economic Times

## 4

## Reading comprehension

**Part A: Read the following statements and write the initials of people in the article next to it if it reflects their opinion. Write RP for Rishad Premiji, HA for Huma Amin, GM for Gires Menon, or MP for Mohandas Pai.**

1. Change is a natural part of business and soon having a second job will be the norm. \_\_\_\_\_
2. Having two jobs doesn't affect the quality of work in either one. \_\_\_\_\_
3. Workers and employers need to communicate frankly about their needs as professionals. \_\_\_\_\_
4. If workers had sufficient pay, it would reduce the temptation to do extra work. \_\_\_\_\_
5. Both employers can benefit from workers having two jobs where they are exposed to different skill sets. \_\_\_\_\_
6. Businesses need to evolve to be able to compete in the modern age and accept that moonlighting is a natural progression. \_\_\_\_\_

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

1. In paragraph C, what is meant by a "bone of contention"?  
\_\_\_\_\_
2. In paragraph D, what does it mean if you "pull your weight"?  
\_\_\_\_\_

## 5

## Focus on vocabulary

**Part A: Complete the vocabulary with the missing vowels (a,e,i,o,u).**

1. \_nst\_b\_l\_ty (n) - the state of being likely to have problems or fail soon
  2. l\_d\_ff (adj.) - without work because your job is no longer required
  3. \_ns\_c\_r\_ty (n) - a loss of confidence and feeling as though you are not capable of doing certain tasks
  4. \_v\_rt (v) - stop something dangerous or bad from happening
  5. r\_\_p (v) - get money or benefits from something you have done
  6. r\_ckl\_ss (adj.) - without caring about safety or the negative consequences of your actions
  7. tr\_d\_s\_cr\_t (n) - information only known to select people at a company, often because it gives them an advantage over the competition
  8. l\_y\_lty (n) - the act of supporting someone through good times and bad
-

**Part B: Now complete the following sentences by putting vocabulary from Part A into the correct gap. You may need to change the form of the word.**

1. They say that the ingredients that go into Coca Cola is a real \_\_\_\_\_, known only to two or three people in the company.
2. The corporation reported that it would be forced to lay off at least 2000 employees \_\_\_\_\_ due to the continuing crisis in the Middle East.
3. I'm really pleased for you. You've worked so hard for the past ten years and now you're going to \_\_\_\_\_ the *benefits*.
4. Due to the *conflict* in the region, there has been a great deal of \_\_\_\_\_ with thousands of people leaving for safer countries.
5. He received a gold watch after 20 years with the company as a reward for his \_\_\_\_\_.
6. The building could have been destroyed by the *fire*, but disaster was \_\_\_\_\_ when one of the water pipes burst which put out the flames.
7. He may think he looks cool without a motorcycle helmet, but he's being \_\_\_\_\_ and could end up seriously injured.
8. After losing his job, he *suffered* from a huge amount of \_\_\_\_\_ and found it very difficult to build up the *confidence* to find a new one.

## 6

**Listening for gist**

**Which one of the following questions do you hear in the podcast interview? Tick all that you hear.**

1.  What problem do companies have with moonlighting?
2.  Do you think the law will change?
3.  What *effect* did that have on you and your family?
4.  What has created this problem?
5.  What *benefits* has it brought you?
6.  Do you think the view of companies will change in the future?
7.  What would happen if you lost your job?



**7**

**Listening comprehension**

**Part A:** Complete the table by deciding if the statement is similar to one that Deepa said, Naseem said, or neither. You can tick both, if it is applicable.

	Naseem	Deepa	Neither
1. Moonlighting increased due to concerns about the financial situation and an increase in remote work.			
2. I need to do what I have to do to feed my family.			
3. Greed is the main reason for the increase in moonlighting.			
4. Moonlighting can have a negative impact on the amount of time you spend with your children.			
5. Both companies can benefit from an employee's skills if they have two jobs.			
6. Companies have to protect their trade secrets.			
7. A company should be able to expect loyalty from their employees.			
8. Employees taking a second job should be fired from both jobs.			
9. Firms should pay higher wages if they want loyalty.			

**Part B:** When Deepa says, "We have to draw the line somewhere..." what does she mean? Answer in your own words.

.....

.....

.....

## 8

**Talking point**

**In pairs, discuss the following questions.**

1. Which point of view do you most agree with: Deepa or Naseem? Why?
2. Do you think moonlighting will be something that continues in the future in India and the rest of the world? Why/why not?
3. If someone is laid off in your country, is there any compensation? What happens?
4. Do you think 'hustle culture' is a positive or negative concept? Why?
5. Do you think an employee owes the company they work for their loyalty? Why/why not?

## 9

**Extended activity/Homework**

**Read the question.**

Moonlighting as a practice should be outlawed. It reduces the amount of work available and puts companies at risk of their trade secrets being shared. Banning moonlighting would reduce unemployment and make companies more competitive.

**To what extent do you agree with the above statement?**

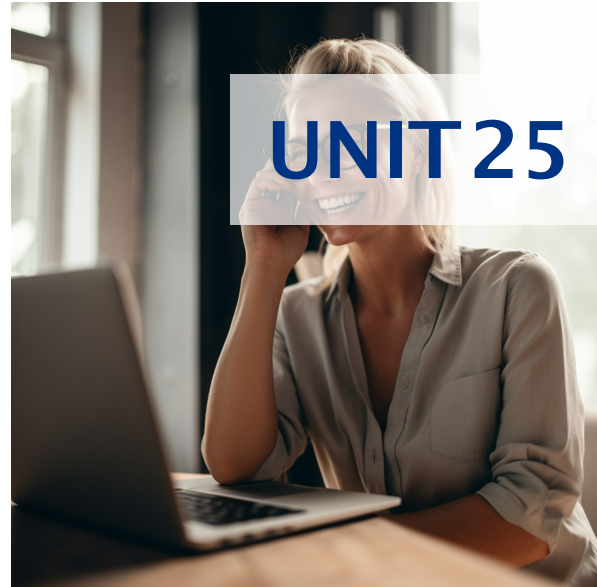
**You should:**

- Write at least 250 words.
  - Check your grammar, spelling and punctuation.
-





# BEING SELF-EMPLOYED



Scan to review worksheet

Expemo code:

IGST-S3ZB-B0B2



## Warm up

Look at the list below. Decide whether you would connect each item to self-employment (S), traditional employment (T) or both (B). Write the relevant letter in the gap next to each item. When you have finished, discuss your answers with a partner.

1. job insecurity \_\_\_\_\_
2. following passions \_\_\_\_\_
3. flexible work hours \_\_\_\_\_
4. too many emails \_\_\_\_\_
5. a positive work-life balance \_\_\_\_\_
6. feeling isolated \_\_\_\_\_
7. long work hours \_\_\_\_\_
8. limited job benefits \_\_\_\_\_
9. too many administrative tasks \_\_\_\_\_
10. professionally socializing \_\_\_\_\_



## 2

**Scanning for information**

**Part A: Skim-read the article about the advantages and disadvantages of self-employment (page three) and find vocabulary which has the same meaning as the following definitions.**

1. \_\_\_\_\_ (adj., para. A): being very easy to see or notice
2. \_\_\_\_\_ (n, para. A): an amount of money used for a particular activity or item
3. \_\_\_\_\_ (n, para. B): the way in which something attracts people
4. \_\_\_\_\_ (n, para. B): the boring nature of doing the same tasks repeatedly
5. \_\_\_\_\_ (n, para. B): a person who is the exclusive owner of a business and is responsible for all profit and loss
6. \_\_\_\_\_ (n, para. B): someone who is unable to stop working or able to relax when they are not
7. \_\_\_\_\_ (n, para. D): the result of a situation which is contrary to what would be expected
8. \_\_\_\_\_ (v, para. D): make something less effective or weaker by adding an element that creates the opposite effect

**Part B: Scan the article again and find the meaning of the following numbers.**

1. 9.6

\_\_\_\_\_

2. 10.3

\_\_\_\_\_

3. 7.9

\_\_\_\_\_

4. 15

\_\_\_\_\_

5. 62

\_\_\_\_\_

6. 43

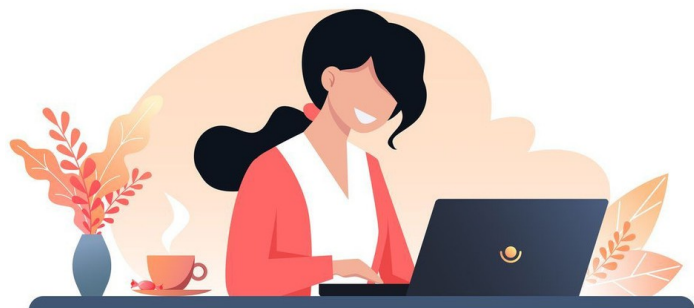
\_\_\_\_\_

## A Life of Freedom?

### The ups and downs of self-employment

- A.** In recent decades, the trend towards self-employment has been pronounced. In the United States, the Bureau of Labor Statistics counted 9.6 million self-employed workers in 2016 which is projected to rise to 10.3 million by 2026. This translates to a growth rate of 7.9%, ahead of the 7.4 % predicted for all workers. The largest growth is in the personal care and service industries and cleaning and maintenance industries, with construction and extraction coming in third. In the UK, just 8% of workers were self-employed in 1975, rising to over 15% by 2019. As with the US, this trend is seen across all industries from IT workers and management to hairdressing, cleaners and drivers. This reflects the increase in contractual work as companies have sought to limit expenditure on full-time employment during the economic turmoil of the last decade.
- B.** The lure of self-employment is apparent to anyone who has endured the grind of the traditional nine-to-five: the ability to decide your own working hours. Compared to the need to be accountable to management for how you're spending your time, and having to navigate colleague interactions and performance reviews, self-employment offers a number of perks. An increase in workload will generally mean more pay and while working weekends and evenings may happen, there is the sense that you are doing it for your own benefit rather than to impress a manager. However, self-employment is not without its downside. Although time can be more flexible, it comes with a fairly specific value in the mind of the sole trader. This can be hard for the individual to ignore when it comes to taking time off. For an employee, time off is time they don't have to spend working and can be freely enjoyed. For the self-employed, it is time that they could be working. This can potentially fuel workaholic behavior.
- C.** In a study in the US of employees by Pew Research Center, paid time off was a high priority amongst 62%. Despite this, 50% reported not taking full advantage of vacation time offered by their employer. Of these, 49% worried that they would get behind in their job if they took all of their paid time off, with 43% citing the concern of co-workers having to take on their workload while they were away. The self-employed face additional stress with time off in that they can fear they will lose out on contracts and work if they're away for too long. This can increase the desire to work longer hours and take fewer vacations. It's difficult to relax if you're worried that you may not have work to come back to.
- D.** The effects of overwork on mental health have been well-documented and studies have shown that self-employed workers are more susceptible to finding themselves burned out from being unable to take a break. With that said, data has shown that self-employed people have greater levels of job satisfaction and are more likely to feel fulfilled than traditional employees. Yet there remains an irony in people entering into self-employment for greater freedom when they can take time off, only to find that time off to be tempered by the thought of the money they are not earning. Being your own boss is great as long as that boss lets you relax.

Sources: BBC News, BBC Worklife, businessinsider.com



### 3 Reading comprehension

Decide which paragraphs (A-D) the following information can be found in.

1. Working additional hours in order to please a superior. \_\_\_\_\_
2. The industries where there is the largest number of self-employed workers \_\_\_\_\_
3. Self-employment creates a greater risk of needing to take time off due to high levels of stress. \_\_\_\_\_
4. US employees not taking the full vacation entitlement. \_\_\_\_\_
5. Companies limit the money spent on employees by replacing them with contract workers. \_\_\_\_\_
6. A reason why self-employed workers can worry about taking a vacation. \_\_\_\_\_
7. Reasons why traditional employment may be less attractive to some workers. \_\_\_\_\_
8. The difference in the way traditional employees view personal time compared with the self-employed. \_\_\_\_\_

### 4 Focus on vocabulary: idioms

In pairs, discuss the meaning of the idioms in bold in the following sentences.

1. When I failed to get the loan from the bank, it was clear that if I wanted to start my company, I was going to have to **go at it alone**.
  2. After the second year of poor sales, I saw **the writing on the wall** and thought it would be a good time to leave the company.
  3. After his behavior at the office party, his future with the company was **called into question**.
  4. When I turned 50, I decided that it was **now or never** if I wanted to pursue my dream of owning my own plant business.
  5. Amy told her family she was happy with her job when, **in effect**, she had been planning to quit for months.
  6. I started out working part-time for the art gallery, but at least I had **a foot in the door** and it helped me get a better position later on.
  7. I'm sorry I haven't called you back, I've been **swamped** recently.
  8. He's been looking extremely stressed since he started his new job and I think he's worried that he's **bitten off more than he can chew**.
-

## 5

**Listening for gist**

Listen to the interview with the self-employed person and tick which of the following questions you hear.



1.  How did you find the balance?
2.  Was there a moment when you thought you may have made the wrong decision?
3.  What advice would you give for managing workload?
4.  What was it that made you decide to go into self-employment?
5.  Was it these changes that gave you the push you needed?
6.  What kind of person do you think suits self-employment?
7.  How did you get started?

## 6

**Listening comprehension**

Decide on the best answer (a-c) for the following questions.

1. Jennifer Cottrell felt that she...
    - a. ... wasn't learning enough at the company where she was working.
    - b. ... needed to be promoted to learn more about her job.
    - c. ... had learned all she was able to from working at the company.
  2. The key reason for Jennifer going into self-employment was...
    - a. ... a need to relocate for personal reasons.
    - b. ... a sense that she may not have a job for much longer.
    - c. ... the boredom she felt with her situation in life.
  3. She didn't go into self-employment previously because she...
    - a. ... lacked confidence in her ability to run her own business.
    - b. ... was concerned about making enough money.
    - c. ... hadn't thought of it as an option for her work.
  4. A further negative aspect of Jennifer's job at the company was that she...
    - a. ... was working extra hours without any compensation.
    - b. ... didn't have enough work to do and was bored.
-

- c. ... had a difficult relationship with her manager.
5. Jennifer found work for her new business...
- a. ... as soon as she left the company.
  - b. ... prior to leaving the company.
  - c. ... about two months after leaving the company.
6. What created difficulties at the beginning?
- a. Managing her workload together with relocating to a new house.
  - b. Her personal relationship failed and her partner moved away.
  - c. She didn't have access to the equipment she needed to work.
7. The main challenge she found after starting the business was that she...
- a. ... had a serious problem with her computer which stopped her from working.
  - b. ... was constantly busy taking phone calls which stopped her from working.
  - c. ... didn't like to turn down projects and so agreed to too many projects.
8. What has she learned to do that has lowered her stress?
- a. To spend more time researching projects before agreeing to do them.
  - b. To commit to days off before scheduling her work.
  - c. To relax at the beginning of the day by cooking breakfast.

**7****Talking point**

**In pairs, discuss the following questions.**

1. What would be your reasons to change to self-employment? If you are already self-employed, what were your reasons?
  2. What are the biggest disadvantages of being self-employed in your opinion?
  3. What are the biggest advantages of being self-employed in your opinion?
  4. What kind of person do you think you need to be in order to be successfully self-employed?
  5. What advice would you give to someone who was self-employed and finding balancing professional and personal time?
-

## 8

**Extended activity/homework**

**You receive the following email from a friend who you used to work with. What advice would you give him? Write a reply giving him advice from your point of view. You should write at least 150 words and check your grammar, spelling and punctuation.**

Hi!

How are you?

My business has been going really well and I'm enjoying being self-employed a lot more than the job I had when we were working together, though I do miss our chats at coffee time. I've been really busy lately though and I haven't really had any time to see anyone, including my partner. She complains about it a lot, but what she doesn't understand is that if I take a day off to be with her, then that costs me money before we even go anywhere and do anything. That's time and I basically sell my time. I often don't see her for days at a time as when she gets home from work, I'm often still working. Unlike her, I don't have the luxury of just going home because the workday has finished. She wants me to be successful, but she isn't happy about me doing what I need to in order to be successful. I don't really know what to do about it.

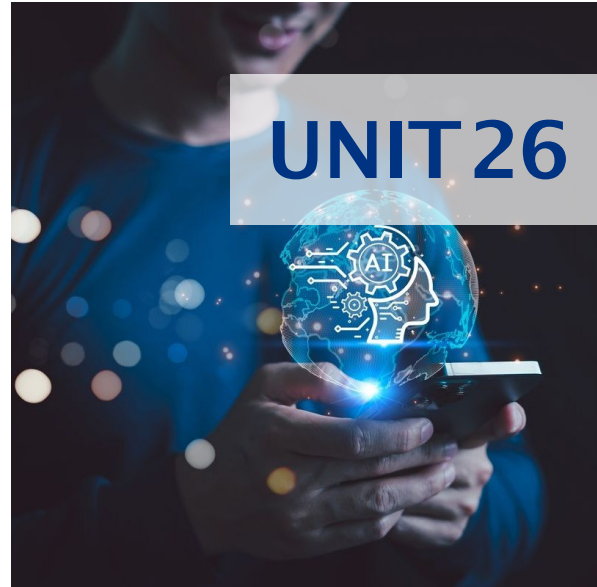
Write to me soon,

John





# MARKETING IN THE AGE OF AI



Scan to review worksheet

Exemo code:  
IGST-S3ZB-1927



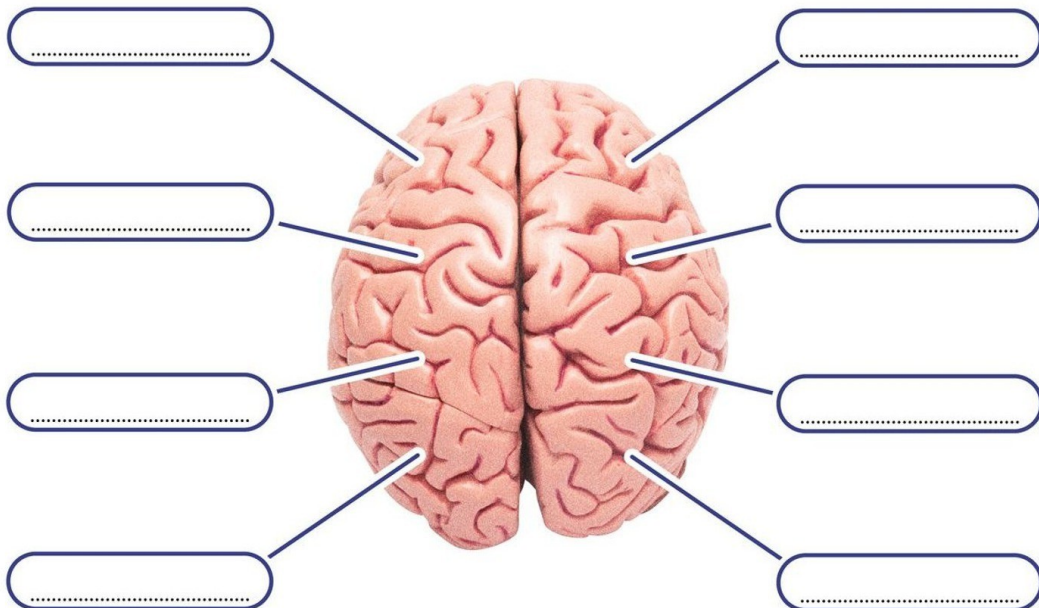
## Warm up

You are going to watch a video about the differences between right-brain and left-brain thinking. Decide whether you think the functions below are associated with the left brain or the right brain, and label the diagram accordingly.

spatial awareness / language processing / artistic expression / analytical thinking / intuition / logical reasoning / creativity / computation

left brain

right brain



## 2

## Vocabulary

Match the words and phrases in bold with the correct definitions.

1. Employees were **bracing for** the upcoming changes in the company's policies.
  2. The undercover agent remained **embedded** in the criminal organization to gather critical intelligence.
  3. The economic downturn **impacted** the sales of many businesses.
  4. Quick-thinking entrepreneurs **seize** opportunities in fast-paced markets.
  5. The startup is **tapping into** the latest technology trends to create innovative solutions.
  6. The team spent hours **cracking** the complex problem, finally discovering an ingenious solution.
  7. The professor **conducted** a thorough experiment to test the hypothesis.
  8. Companies use **analytics** to explore customer behavior and improve their marketing strategies.
  9. Sustainability is at the **core** of our environmental initiatives.
- a. strongly *affected* or influenced
  - b. the systematic computational analysis of data or statistics
  - c. deeply integrated or involved within a particular group, organization, or environment
  - d. getting ready or preparing for something anticipated
  - e. successfully solving or *figuring out* a complex problem
  - f. take hold of something forcefully or capture an opportunity
  - g. carried out or performed a particular action or activity
  - h. accessing or utilizing a resource or information
  - i. the central or most important part of something
-

## 3

## Watching for specific information

Watch the first part of the video (00:00 - 03:09) and complete the following sentences with one or two words.



1. We now write far longer \_\_\_\_\_ than 30 years ago.
2. Due to the amount of data available to us, we are able to make much more \_\_\_\_\_ decisions.
3. Generative AI will become embedded in the \_\_\_\_\_ of our organizations.
4. Some people say that marketing is the most \_\_\_\_\_ by AI.
5. Marketing has been characterized as an inherently \_\_\_\_\_ and right-brained type of function.
6. A study showed that the right-brain \_\_\_\_\_ of marketers using ChatGPT improved by forty per cent.



## 4

## Focus on vocabulary 1

Part A: Match the words and phrases with the correct definitions.

**chunks (n)**

**diffuse (v)**

**steer (v)**

**strategically (adv.)**

**funnel (n)**

**hitting it off (v phrase)**

**tailored (adj.)**

**unpack (v)**

1. \_\_\_\_\_ segments of something larger, often used to refer to substantial or significant portions
2. \_\_\_\_\_ guide, direct, or control the course of something
3. \_\_\_\_\_ customized or specially designed to *fit* a particular individual, group, or situation
4. \_\_\_\_\_ in a way that helps to achieve a plan
5. \_\_\_\_\_ spread or distribute widely
6. \_\_\_\_\_ the process a customer goes through before making a purchase
7. \_\_\_\_\_ delve deeply into and analyze complex data or information to extract insights
8. \_\_\_\_\_ having a positive connection

**Part B: Combine words from groups A and B to create collocations, and then match them with the definitions.**

**Group A**

productivity

personalized

negative

data

feedback

execution

**Group B**

loops

scientists

outcome

content

revolution

insights

1. \_\_\_\_\_ - continuous processes where the results of an action are used to improve future versions
2. \_\_\_\_\_ - customized information, services, or experiences based on individual preferences
3. \_\_\_\_\_ - an unfavorable or undesired result or consequence arising from a particular action
4. \_\_\_\_\_ - professionals skilled in extracting meaningful insights from large datasets
5. \_\_\_\_\_ - a significant and positive transformation in the efficiency and output of work processes
6. \_\_\_\_\_ - detailed observations and information obtained during the implementation of marketing initiatives.

**5**

**Watching for context**



**Reorder the sentences below in the sequence in which they are discussed in the second part of the video (03:09 - 06:58) .**

- \_\_\_\_\_ The development of a feedback loop.
- 1   More free time for marketers?
- \_\_\_\_\_ Overly-personalized content.
- \_\_\_\_\_ Using people who can assist AI in making key decisions.
- \_\_\_\_\_ The threat of content overload.
- \_\_\_\_\_ A real-world experiment.
- \_\_\_\_\_ Growing a left-AI brain.
- \_\_\_\_\_ Recycling existing data.

## 6

## Focus on vocabulary 2

Add the following words to the gaps in the definitions.

different / change / hindered / characteristics /  
understandable / distinguish / market

1. territory (n): the specific \_\_\_\_\_ or demographic a brand dominates
2. a federated model (n phrase): a collaborative approach where \_\_\_\_\_ entities, possibly in *different* industries, share data
3. divergence (n): the ability to \_\_\_\_\_ from standard patterns or ideas
4. brand identity (n phrase): the distinctive image and \_\_\_\_\_ that set a company apart from others
5. stilted (v): suppressed or \_\_\_\_\_
6. concretely (adv): in a *specific* and \_\_\_\_\_ manner, focusing on practical details
7. differentiators (n): elements or individuals within a group that \_\_\_\_\_ them from others

## 7

## Video comprehension

**Part A: Watch the third part of the video (07:00 - 10:40) and answer the questions true (T) or false (F).**



1. A company that only trains their algorithms on their existing data will have a significant advantage in the future. \_\_\_\_\_
2. A brand that is strong with millennials won't necessarily also be popular with Gen Z. \_\_\_\_\_
3. Brands hoping to expand should look at their competitors. \_\_\_\_\_
4. Maintaining right-brain thinking is an integral part of maintaining brand identity. \_\_\_\_\_
5. Dependence on AI can lead to the development of more new ideas. \_\_\_\_\_
6. Rational, data-driven people should train themselves to be more creative and innovative. \_\_\_\_\_

**Part B: Answer the following questions.**

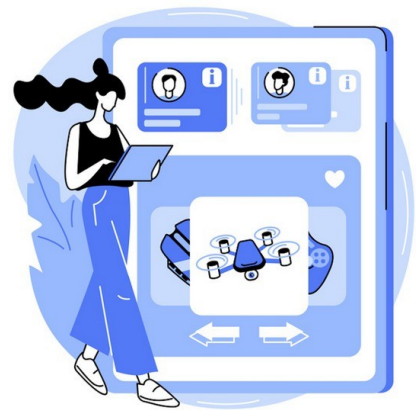
1. Are you ever required to **think outside the box**?
2. Do marketers **run a real risk** of alienating their audience with overuse of targeted advertising?
3. How do you **keep the creative juices flowing** when faced with a challenging project?

## 8

**Talking point**

**Part A: Look at the statements below and decide whether they are genuine quotes from a real person, or if they are AI-generated.**

1. "Your most unhappy customers are your greatest source of learning."
2. "In the digital age, technology is the engine propelling us into uncharted territories."
3. "Marketing is the secret compass people think they have in their pocket."
4. "It has become appallingly obvious that our technology has exceeded our humanity."
5. "A successful marketing strategy doesn't shout decisions - it whispers"
6. "Your brand is what other people say about you when you're not in the room."



**Part B: Discuss the following questions as a class.**

1. Does the integration of AI in marketing enhance or diminish the role of human creativity in crafting compelling campaigns?
  2. What ethical guidelines should marketers follow when implementing AI technologies to avoid manipulative or deceptive practices?
  3. Is the current enthusiasm for AI in marketing a short-term trend, or is it a sustainable and long-term transformation of the industry?
-

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# Answer Key

## Unit 1

### 1. Warm up

5 mins.

This gives the students the opportunity to begin thinking about the subject in a basic, controlled way. Students will have the opportunity to discuss their own alternative careers at the end of the lesson, so try to keep discussion limited to these ideas for now.

### 2. Listening - Part I

10 mins.

This allows students to interact with the script and deal with some vocabulary to introduce them to the concepts. When they have finished reorganizing the script, ask them to use it to find the words and phrases.

1. The idea that work might be fulfilling, rather than just painfully necessary, is a strikingly recent invention. Open Dr. Johnson's celebrated dictionary, published in 1755,
2. and the word "fulfillment" doesn't even appear. Nowadays, in a prosperous world, we don't only expect to obtain money through our labor,
3. we also, to a greater or lesser extent, expect to find meaning and satisfaction. It's a big ask and
4. helps to explain why so many of us have career crises, often on a Sunday evening as the Sun begins to set.
5. To help us on the quest for fulfilling work, here are six useful ideas:
6. Firstly, accept that being confused about careers is perfectly normal. In a pre-industrial world there were, at most, some 2,000 different trades out there;
7. nowadays there are estimated to be half a million different options. The result:
8. we can become so anxious about making the wrong choice we end up making no choice at all; psychologists call this "the paradox of choice," paralysis stemming from too many options.
9. We should acknowledge that confusion is natural, and fear entirely normal, but let neither of these scupper our chances forever.

Words and phrases:

Note: *paradox* (in this case, there is so much choice that it is difficult to choose)

- |               |                |                  |                                  |
|---------------|----------------|------------------|----------------------------------|
| 1. strikingly | 2. fulfillment | 3. prosperous    | 4. to a greater or lesser extent |
| 5. quest      | 6. paradox     | 7. stemming from | 8. scupper                       |
-

**3. Listening comprehension - Part 2**

5 mins.

This gives students support with some of the higher-level vocabulary in the listening/watching section and then asks them to reuse it by placing it in the summary.

1. dangerous
2. detect or understand something that isn't obvious
3. understand your motivations and your desires in an honest way
4. unusual and not what you would expect
5. a job that is motivated by a sense of duty or need
6. Many strands of hair, string, cords, or similar which are not organized and are hard to separate
7. a natural desire to do something
8. to temporarily put aside worries

Part B

5 mins.

Ask students to place the vocabulary from Part A into the summary. You may want to ask them to try doing it before they watch the video, then asking them to listen to check. Or you could ask them to do it as they watch the second part for the first time.

- |                  |                         |                 |             |
|------------------|-------------------------|-----------------|-------------|
| 1. know yourself | 2. a calling            | 3. inclinations | 4. perilous |
| 5. pick up on    | 6. parking any concerns | 7. offbeat      | 8. tangle   |

**4. Focus on vocabulary**

5 mins.

Ensure students can correctly pronounce target vocabulary. Ask students to do the task unaided in the first instance, but allow them to use a reference if required to check their work.

- |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|
| 1. h | 2. a | 3. c | 4. d | 5. e | 6. b | 7. g | 8. f |
|------|------|------|------|------|------|------|------|

Part B

10 mins.

Ask students to scan through the text and put the words from Part A in the blank which makes the most sense. When they have completed this, ask them to discuss the questions, which further encourage them to use the target vocabulary.

Text

(A) self-indulgent, (B) conundrum, (C) colliding, (D) shadowing,

---

(E) exploited, (F) surmise, (G) preordained, (H) timidity

### 5. Reading comprehension

10 mins.

Ask students to take a little more time to read the script in depth and complete the blanks with one, two, or three words from the script.

- |                                 |                       |
|---------------------------------|-----------------------|
| 1. (sustained) daily reflection | 2. unwittingly        |
| 3. gather information           | 4. existing jobs      |
| 5. someone else's problem       | 6. to serve           |
| 7. courage                      | 8. lack of confidence |

### 6. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

### 7. Extended activity/homework

40 mins +.

You may want students to prepare this at home and write it in class or do both preparation and writing at home. Ask students to check their work before submitting it and be sure to give students feedback.

## Unit 2

### 1. Warm up

10 mins.

Explain to students that they will be watching a video about remote work but first, you want them to think about their natural personalities and working style.

Get them to define Introvert and Extrovert and think about which of the activities Introverts and Extroverts are more likely to enjoy. Introversions and Extroversions is complex and not really as simple as being one or the other. You may want to ask the students to give an idea of what percentage of each they think they are, for example, 60% Extrovert and 40% Introvert. Ask them to think about what they have found challenging or would find challenging about remote work.

- |      |      |      |
|------|------|------|
| a. a | b. c | c. b |
|------|------|------|

### 2. Understanding vocabulary

5 mins.

Ask students to match the words to the definitions. You can ask them to use the Internet or a dictionary to help if needed. You should ensure the students have the correct answers before moving on, as they will need to know which is the extra definition in Part B. If they have incorrectly identified it here, they will be confused in Part B.

Part A:

1. g      2. d      3. a      4. e      5. h      6. i      7. f      8. b      9. c

Part B:

5 mins.

Now ask the students to insert the words from Part A into the gaps in the sentences. You may want to get students to identify which part of speech the words are ahead of doing the exercise as this will assist with completing it. You may want to extend the activity by asking the students to write down definitions of the other words in the multiple-choice question which are all from the video they will watch.

- |                |              |                 |             |
|----------------|--------------|-----------------|-------------|
| 1. nuanced     | 2. delineate | 3. asynchronous | 4. chafing  |
| 5. disembodied | 6. enforce   | 7. summon       | 8. dominate |

Extra definition:

b

Part C:

5 - 10 mins.

Now ask the students to complete the sentences with an alternative form of the words from Part A/B. They may well need to consult a dictionary or the Internet to help with this. Again, you can first get them to predict what part of speech is needed in the gaps in order to complete the sentence.

After this task is done, explain:

**'to issue a summons'** means - *to send official documents as an order to appear in court*

**'disembodiment'** can be used when talking about a soul, spirit, or consciousness as being free or detached

- |                |               |                  |            |
|----------------|---------------|------------------|------------|
| a. delineation | b. nuance     | c. summons       | d. chafed  |
| e. enforcement | f. domination | g. disembodiment | h. trigger |

### 3. Watching for general understanding

5 - 10 mins.

This exercise introduces the students to the talk and gets them to look at the language and get comfortable with the pace ahead of doing the main task. Ask students to look at the scrambled segments from the script and reorder them. Then play them the first part of the video so they can check their answers.

Then ask them to reflect on their discussion in the Warm Up and see if they agree with the speaker. Students will have a chance to personalize this at the end of the lesson, so keep the discussion general for now.

---

1. f
2. c
3. b
4. d
5. e
6. a

#### 4. Watching for details

10 mins.

Allow students to read through the summary and predict which words they think may go in the gaps, or at least what parts of speech. When they have finished, ask them to complete the words in the gaps with words they heard in the video.

1. ritual
2. headspace
3. transition
4. interactions
5. performances
6. boundaries
7. alone
8. trigger
9. better

#### 5. Talking point

10 mins.

Ask students to discuss the questions and, using the advice from the video/their own ideas, come up with 5 ways for a team working remotely to calm the negative effects of remote work. You may want students to report back to the class or to you as a team.

If you wanted to extend the task, you could ask students to write an email from the position of a manager laying out guidelines for working remotely (for the team to follow).

## Unit 3

#### 1. Warm up

5 mins.

This gives students the opportunity to discuss their own work hours before getting into the main lesson. You may want to get reactions to the questions from the whole class and see if the hours worked are similar or different.

#### 2. Focus on vocabulary

5 mins.

Ensure students can correctly pronounce the target vocabulary. Ask them to do the task unaided in the first instance, but allow them to use a reference later if needed.

- |                          |            |                 |
|--------------------------|------------|-----------------|
| 1. first                 | 2. banking | 3. less         |
| 4. equally               | 5. limits  | 6. avoids       |
| 7. look as though you're | 8. less    | 9. continuously |

Part B

10 mins.

Ask students to complete the sentences. When they have finished, ask them to discuss the questions to practice using the vocabulary.

- |               |                    |                               |
|---------------|--------------------|-------------------------------|
| 1. parameters | 2. belt-tightening | 3. down payment               |
| 4. fintech    | 5. clean-living    | 6. presenteeism               |
| 7. arduous    | 8. slacking off.   | 9. striking a balance between |

**3. Listening for gist**

5 mins.

This allows students to listen and get the general idea of the listening ahead of doing the main comprehension.

- isn't bothered by
- accepts
- resents

**4. Listening comprehension**

5 mins.

Ask students to take notes and complete the table. You may want to point out that some of the questions can have more than one answer.

Speaker 1: B, D, E, F

Speaker 2: A, F, H

Speaker 3: C, D, G

**5. Scanning for specific information**

5 mins.

You may want to set a strict time limit to encourage scanning rather than reading in detail.

- a. the average number of hours British workers work extra per week.
  - b. the percentage of people around the world who work an extra 20 hours per week unpaid
  - c. the global average of unpaid hours per week that people work
-

- d. the percentage of people who have died from overwork who are older or middle-aged men
- e. the increased risk of having a stroke due to overwork as a percentage
- f. the number of hours per week young employees of Goldman Sachs were working
- g. the number of working hours per week California is making standard

Full sources

[www.bbc.co.uk/news/business-57139434](http://www.bbc.co.uk/news/business-57139434)

[www.bbc.co.uk/news/business-58054983](http://www.bbc.co.uk/news/business-58054983)

[workplaceinsight.net/over-half-of-uk-employers-say-their-staff-work-additional-unpaid-hours-every-day/](http://workplaceinsight.net/over-half-of-uk-employers-say-their-staff-work-additional-unpaid-hours-every-day/)

[www.bbc.com/worklife/article/20211013-how-working-unpaid-hours-became-part-of-the-job](http://www.bbc.com/worklife/article/20211013-how-working-unpaid-hours-became-part-of-the-job)

## 6. Reading comprehension

10 mins.

Ask students to read the article more carefully and underline where they find the answer. If they are unable to do so, it will not be given.

Glossary: WHO – World Health Organization

1. True. 'I'd usually be operating on around three- or four-hour's sleep per night, and that's if I went to sleep at all'
2. True. 'I do regret that my youth was lost to a blur of work and stress,' says Todd.'
3. False. 'Part of this is down to people working from home which has increased the working day by an additional two hours, with many replacing the daily commute with work.'
4. Not Given.
5. True. 'The problems stem from two areas: an increase in stress and the higher likelihood of overworked employees eating poorly...'
6. Not Given.
7. False. 'Elsewhere, countries such as Ireland, Spain and Iceland have had successful experiments with a four-day work week which were shown to actually boost productivity...'
8. True. 'So real change in the way we overwork may be some time in coming.'

## 7. Scanning for vocabulary

5 mins.

This provides additional support with vocabulary and can be done before or after the comprehension exercise.

- |                        |               |              |
|------------------------|---------------|--------------|
| a. pull an all-nighter | b. prioritize | c. toil      |
| d. pushback            | e. cap        | f. punishing |

g. deterioration

h. endemic

### 8. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

### 9. Extended activity/Homework

30 mins +.

Ask students to plan, write and edit their reply. Be sure to give them feedback on their work.

## Unit 4

### 1. Warm up

5 - 8 mins.

Tell the class you are going to watch a video that gives some history of one of the first economic bubbles. Tell them that they aren't expected to know about economics or the economy, but it's useful to have an idea of some basic terms. This Warm Up activity allows them to do that. You may want to discuss what they know about the stock market and how it works. They will have a chance to discuss their own experience with stocks and shares, if they have any, at the end of the lesson. So try and focus on defining the ideas at this stage. Other examples of economic bubbles are the dot.com bubble of the 90s and numerous property bubbles around the world in the last 20 years. There was a significant downturn in the property market in many places following the recession of 2008.

1. a.                      2. c.

### 2. Reading about the subject

10 mins.

This short reading activity gives the students more information about the concept of an economic bubble before they listen. It also allows them to look at language for describing rising and falling. This will be useful if they need to describe trends or graphs in IELTS or TOEFL activities. Ask the students to choose the correct words from the choices and then add the correct title to each section, using the language in the text for clues.

1. displacement, 2. boom, 3. euphoria, 4. profit-taking, 5. panic

1. low

1. increase

2. rising

1. inflate

1. crash

---

1. debate
2. decrease
3. surges

### 3. Understanding vocabulary

5 - 8 mins.

Explain that collocations are words which typically go together. There are hundreds of examples, which you may want to elicit to ensure they understand the concept. You can demonstrate by giving them a word, for example, *beautiful* and asking them to suggest a word that is likely to come after it. For example, *flower, song, woman* and *view* are all possibilities and *beautiful* collocates with all of them. When they have matched the words, ask them to match the pairs to the definitions.

Part A:

1. \* d.    2. \* e.    3. \* g.    4. \* h.    5. \* f.    6. \* c.    7. \* b.    8. \* a.

Part B:

- |                    |                      |                  |                    |
|--------------------|----------------------|------------------|--------------------|
| a. golden age      | b. skilled craftsman | c. high demand   | d. intrinsic value |
| e. trading vessels | f. partial ownership | g. feedback loop | h. exotic flower   |

Part C:

10 mins.

Ask the students to add the collocations to the questions and then answer them. You may want to ask students to report back examples to the class.

- |                  |                      |                    |
|------------------|----------------------|--------------------|
| 1. high demand   | 2. golden age        | 3. intrinsic value |
| 4. feedback loop | 5. skilled craftsman | 6. exotic flower   |

### 4. Introducing the topic

5 mins.

This exercise allows students to piece together the beginning of the script and watch part of the video for the first time. Allow them to order the script and then play them the first part of the script (00:00 - 00:42).

How much would you pay for a bouquet of tulips? A few dollars? A hundred dollars?

How about a million dollars? Probably not. Well, how much would you pay for this house or partial ownership of a website that sells pet supplies?

At different points in time, tulips, real estate, and stock in *pets.com* have all sold for much more than they were worth.

In each instance, the price rose and rose and then abruptly plummeted.

Economists call this a bubble.

So what exactly is going on with a bubble?

### 5. Watching for details

10 mins.

Now ask the students to watch the whole video and answer the multiple-choice questions. You may want to ask them to predict the answers to the questions first. Confirm the answers with the students after having watched it.

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. c. | 2. d. | 3. b. | 4. a. |
| 5. b. | 6. c. | 7. a. | 8. d. |

### 6. Talking Point

10 mins.

Ask the students to discuss the questions and report back. Students may have knowledge of their company's shares and/or principles when it comes to investing or making money that they would be happy to share, though obviously this should be at their discretion.

For question 5, if you "pay an arm and a leg" or if something "costs an arm and a leg," it means that it is very expensive. Elicit this from the students and then ask them to think of items or services that are particularly expensive in their own country. See if they can explain why they are expensive.

## Unit 5

### 1. Warm up

5 mins.

This gives students an opportunity to answer the question discussed in the listening task with their own ideas. Encourage students to add their own ideas. You may want to create a list that the class agrees on.

### 2. Vocabulary

Part A

10 mins.

Ask students to complete the task unaided in the first instance, but use a reference later if needed. Ensure students can correctly pronounce the target vocabulary.

1. \* g.    2. \* f.    3. \* d.    4. \* a.    5. \* c.    6. \* e.    7. \* b.

Part B

10 mins.

Ask students to decide which parts of speech can fill the gaps ahead of completing the exercise. Upon completion, ask them to discuss the questions in order to practice using the target vocabulary.

---

- |                |                  |                         |               |
|----------------|------------------|-------------------------|---------------|
| 1. accordingly | 2. cog           | 3. went the extra mile, | 4. inherently |
| 5. analogy     | 6. overburdening | 7. hallmarks            |               |

### 3. Listening for details

5 mins.

This gives students an opportunity to listen to the interview ahead of the main comprehension while listening for particular phrases and sentences.

- |              |              |              |              |
|--------------|--------------|--------------|--------------|
| 1. Stephanie | 2. Mark      | 3. Mark      | 4. Stephanie |
| 5. Mark      | 6. Stephanie | 7. Stephanie |              |

### 4. Listening comprehension

5 mins.

Ask students to read through the statements carefully ahead of completing the exercise. This allows them to consolidate the main points raised in the interview.

- can help lead and present solutions to problems.
- looks for new opportunities.
- will go beyond the defined areas of their job if it improves the situation.
- understands what is important to their manager and the company.
- can adapt to a changing work environment and help others to adapt too.

### 5. Expressions and idioms

5 mins.

This takes some business expressions and idioms and gets the students to decide on their meanings and then use them in context. You may want to extend the activity by asking students to create their own examples of these phrases from their own experience.

- |                  |                              |                          |
|------------------|------------------------------|--------------------------|
| 1. hits the mark | 2. working at optimum levels | 3. throwing money at     |
| 4. up to scratch | 5. heavy hitters             | 6. the cream of the crop |

Article gaps

- |                              |                      |
|------------------------------|----------------------|
| 1. hits the mark             | 2. up to scratch     |
| 3. working at optimum levels | 4. throwing money at |
| 5. cream of the crop         | 6. heavy hitters     |

Sources

www.fastcompany.com; www.forbes.com; bbc.com

## 6. Finding vocabulary

5 mins.

This gives students additional support with vocabulary. You may want to set them a time limit to encourage scanning rather than reading in detail.

- |                         |                         |                |             |
|-------------------------|-------------------------|----------------|-------------|
| 1. extrinsic motivators | 2. intrinsic motivators | 3. crave       | 4. gear to  |
| 5. retain               | 6. allocate             | 7. like-minded | 8. dividend |

## 7. Reading comprehension

10 mins.

Ask students to underline the section where they are getting their answers. If they are unable to underline anything, then the answer will be Not Given.

1. False. Finding people's thoughts on success for the individual is not hard.
2. False. "While a good salary and pay bonuses, which are examples of external or extrinsic motivators, are obvious choices for why a top employee would want to stay with a company, research shows that this is often not enough."
3. Not Given.
4. True. "... if you're just throwing money at your best person, but they're not learning anything ... it may not be long until you're getting their resignation letter."
5. Not Given. The article does talk about giving your best employees exposure but does not mention doing a manager's job for them.
6. False. "... if you don't allow your best employees to spread their wings and use their creativity to address problems without you constantly watching over them, they will soon find other opportunities and move on."
7. True. "Talking with them about further possibilities within the company lets them know that their work is noticed and appreciated and that you are paying attention to the possibilities that they are creating."
8. False. "If possible, secure a budget for their development and allow them to decide how they would like to use it and what they would like to learn ..."

## 8. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

## 9. Extended activity/homework

45 mins +.

---

Ask students to write a letter as their manager to themselves. This gives students an opportunity to consider their performance from the point of view of someone else. You should assure students that their letters will remain confidential as some may feel awkward about assessing themselves. Point out that it is mainly an exercise in English, but also gives them useful food for thought professionally. Ensure you give students feedback on their work.

## Unit 6

### 1. Warm up

5 mins.

This gives students a quick opportunity to discuss questions related to their own experience in order to prepare them for the lesson

### 2. Focus on vocabulary

Part A

5 mins.

Ensure students can correctly pronounce the target vocabulary. Ask them to do the exercise unaided in the first instance, but allow them to use a reference later on if needed.

1. \* d.    2. \* e.    3. \* f.    4. \* a.    5. \* c.    6. \* g.    7. \* b.    8. \* h.

Part B

10 mins.

Ask students to scan the article and insert the missing vocabulary from Part A. Then ask them to discuss the questions in order to practice using the vocabulary.

### 3. Skimming for gist

5 mins.

You may want to set a time limit to encourage skimming rather than reading in detail.

- |                |                |             |
|----------------|----------------|-------------|
| 1. Paragraph C | 2. Paragraph D | 3. Not used |
| 4. Paragraph A | 5. Paragraph B | 6. Not used |

Answers to the article:

- |                    |                  |                  |             |
|--------------------|------------------|------------------|-------------|
| 1. Future-proofing | 2. daunting      | 3. unprecedented | 4. influx   |
| 5. ravages         | 6. Setting aside | 7. paramount     | 8. divisive |

Sources:

[www.pwc.com/gx/en/issues/upskilling/hopes-and-fears.html](http://www.pwc.com/gx/en/issues/upskilling/hopes-and-fears.html)

[www.weforum.org/agenda/2021/01/calling-global-upskilling-movement/](http://www.weforum.org/agenda/2021/01/calling-global-upskilling-movement/)

uwaterloo.ca/future-ready-talent-framework/

#### 4. Scanning for vocabulary

5 mins.

This offers additional support with vocabulary and can be done before or after the main comprehension. Ensure students can correctly pronounce the target vocabulary.

- |   |                        |                      |
|---|------------------------|----------------------|
| 1. sphere                                     | 2. <u>o</u> bsolute    | 3. <u>kn</u> ow-how  |
| 4. <u>i</u> ntegrity                          | 5. give <u>cr</u> edit | 6. <u>i</u> nclusion |
| 7. rub <u>sh</u> oulders with <u>so</u> meone | 8. reap                |                      |

#### 5. Reading comprehension

10 mins.

Ask students to read more carefully and complete the summary. Then, play the recording for students to listen and check their answers.

- |                    |                |                             |
|--------------------|----------------|-----------------------------|
| 1. evolve          | 2. automation  | 3. relevant and competitive |
| 4. Word or Excel   | 5. specific    | 6. self-management          |
| 7. actively listen | 8. fundamental |                             |

#### 6. Self-evaluation

20 mins.

This allows students to identify areas that they may need improvement in to build on the work in the article. Allow the students the time to evaluate themselves and then discuss their answers with a partner or in small groups. Encourage them to give examples to explain why they answered as they did and be sure to encourage a supportive atmosphere.

#### 7. Extended activity/Homework

40 mins+.

Ask students to plan, write and edit their self-evaluations. The work from the questionnaire should be a solid basis, but they should feel free to incorporate their own ideas too.

You may want to offer them some possible starting phrases for their evaluations, such as

During their time at the company, (xxxx) has ...

Since joining the company, (xxxx) has ...

Having worked for the past (number) years as a (position), (xxxx) has made a lot of progress with ....

---

## Unit 7

### 1. Warm up

2-5 mins.

Elicit answers and allow a short discussion.

### 2. Synonyms in context

10 mins.

This exercise aims to help students with some of the vocabulary from the video. Ask the students to work in pairs or groups of three and see if they can complete the task without using a dictionary or the Internet, just the context of the sentence to help them. Of course, if you have lower-level students, allow them to use a dictionary as needed. You may want to extend the activity later by giving them the script and asking them to find the vocabulary. When they have completed this, ask them to discuss the questions.

- |          |                |         |            |
|----------|----------------|---------|------------|
| 1. total | 2. difficulty  | 3. deal | 4. culture |
| 5. slop  | 6. an inactive | 7. help | 8. aspects |

### 3. Prediction

5 mins.

Continue the discussion by asking the students to predict the reasons why the following aspects will be mentioned. This could work well as a brief class activity, although larger classes will fare better in pairs or small groups. Remember to follow up after they have watched the video to check if the predictions were correct. You may want to play the video more than once for some classes.

1. what miscommunication can result in
2. a metaphor the speaker uses for communication
3. the speaker adds to the metaphor of playing catch with using a lump of clay, as each person leaves their mark on the clay as they pass it on
4. aspects that can influence the way you see the world, which is not necessarily the objective truth

### 4. Understanding vocabulary

5 mins.

Ask the students to match the vocabulary to the definitions; you may want them to use a dictionary or the Internet for this. Ensure students are aware of the pronunciation of new vocabulary. You may want to extend this exercise by asking students to work out how many syllables each word has and which syllable is stressed.

Part A:

- |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|
| 1. f | 2. g | 3. e | 4. d | 5. a | 6. b | 7. c | 8. h |
|------|------|------|------|------|------|------|------|

Part B:

10 mins.

Ask the students to underline the correct word in the sentences. You may want to ask them to use a dictionary to help identify which part of speech the words are ahead of completing the task. When this is done, ask them to discuss the questions in pairs or small groups.

Part B:

- |                 |                |               |                 |
|-----------------|----------------|---------------|-----------------|
| 1. exponential  | 2. animosities | 3. stimulated | 4. perceivable  |
| 5. subjectively | 6. semantics   | 7. invariably | 8. connotations |

### 5. Accessing the topic

5 mins.

This task introduces an issue mentioned in the video and allows the students to start considering the impact of miscommunication and why it is important to them. Ask the students to piece together the paragraph and discuss the questions. You may want to bring the discussion back to the class to get some kind of consensus.

- a. 4            b. 2            c. 6            d. 1            e. 5            f. 3

### 6. Understanding the video

10 mins.

Ask students to complete the questions while watching the video. Lower-level students could be given the script to help them complete this task.

1. b            2. c            3. a            4. b            5. c            6. a            7. a            8. c

### 7. Talking point

10 mins.

Ask students to discuss the questions in small groups. If possible, have students from different companies in the same group so that they may compare experiences. You may want to bring the questions back to the class so that you can pick students to give their group's response to the class and open the discussion up.

Be sure to use this discussion as a chance for the students to practice the rules outlined in the video. Ask students to consider the way they are giving and receiving their points of view to maximize communication.

## Unit 8

### I. Warm up

5 mins.

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This gives students the chance to consider what they value in a workplace ahead of looking at the topic. You may need to elicit the meaning of the word 'toxic' (meaning 'unpleasant and thriving on negative values').

## 2. Focus on vocabulary

5 mins.

Part A: Ask students to do the exercise unaided in the first instance, but allow them to use a reference later if needed. Ensure students can correctly pronounce the target vocabulary.

- |         |         |
|---------|---------|
| 1. * h. | 2. * d. |
| 3. * a. | 4. * e. |
| 5. * c. | 6. * b. |
| 7. * f. | 8. * g. |

10 mins.

Part B: Ask students to predict which part of speech can fill the gaps before completing the exercise. When they have finished, ask them to discuss the questions in pairs or small groups to practice using the vocabulary.

- |                   |                            |
|-------------------|----------------------------|
| 1. outdo          | 2. bugging                 |
| 3. self-regarding | 4. rain on my parade       |
| 5. brown-nosing   | 6. friction                |
| 7. egomaniac      | 8. at each other's throats |

## 3. Listening comprehension

5 mins.

This gets the students to focus on the basic information given in the conversation.

1. Not Given. We don't know when the interview is.
2. Given. '... my friend's brother works for them.'
3. Given. 'They're always trying to outdo each other and impress him.'
4. Not Given.
5. Given. 'No, and that's why I say, you might be fine. It could be just him.'
6. Not Given.
7. Given.
8. Given. 'What was the reason the last person left the company?' '...what is good about working here and what would you change?'

**4. Listening discussion**

5 mins.

This allows the students to discuss some of the issues raised in the conversation.

**5. Skimming for gist**

5 mins.

Set a strict time limit to encourage skimming rather than reading for details.

- |  |               |
|--|---------------|
| A. Out of the frying pan into the fire | B. Reach out  |
| C. One star out of five                | D. Google it! |

Sources:

[https://www.huffpost.com/entry/toxic-job-first-day-signs-red-hags\\_l\\_61e997bee4b01440a688e9f5](https://www.huffpost.com/entry/toxic-job-first-day-signs-red-hags_l_61e997bee4b01440a688e9f5)

<https://www.bbc.com/worklife/article/20211201-why-some-work-environments-breed-toxic-cultures>

<https://www.bbc.com/worklife/article/20220506-the-toxic-cut-throat-culture-that-drives-out-workers>

**6. Reading comprehension**

10 mins.

Ask students to complete the sentences so that they are grammatically correct with words from the article.

- |                     |                            |
|---------------------|----------------------------|
| 1. Being unemployed | 2. avoid awkward questions |
| 3. supportive       | 4. openly                  |
| 5. Anonymous        | 6. indication              |
| 7. lawsuits         | 8. Finding out             |

**7. Scanning for vocabulary**

5 mins.

This gives students additional support and can be done before or after the main comprehension.

- |                 |                |                  |            |
|-----------------|----------------|------------------|------------|
| 1. stumble into | 2. red hag     | 3. euphemism     | 4. hostile |
| 5. frivolous    | 6. disgruntled | 7. due diligence |            |

**8. Talking point**

10 mins.

---

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

## 9. Extended activity/Homework

40 mins+

Ask students to plan, write and edit their letters. You may want to underline that anything they say will be entirely confidential so that they feel free to write honestly.

# Unit 9

## 1. Warm up

5 mins.

This gets students to consider the factors around their current work which they like and dislike in preparation for reading the article. You may want to bring the questions back to the class and pool the reasons why people might want to leave a job to see if they are mentioned in the article.

## 2. Reordering a text

5 mins.

This introduces the article to the students and gets them to use their reading skills to piece it together. Students can do this in pairs or individually.

There is a lot of competition around jobs and recently, **the scales have tipped** away from employers and towards employees.

The **well-documented** Great Resignation and the impact of the Covid-19 pandemic has seen greater numbers of workers moving to other companies,

or simply starting their own freelance **enterprises**. Finding good employees is an expensive and **arduous** task,

but keeping them can be even more tricky. For managers, building and maintaining close relationships with your team

is an essential element of the job. Yet, when it comes to leaving, most people **play their cards close to their chest**. The ideal situation is to be able to leave your job

and move straight into another. Most people do not **have the wherewithal** to leave a job and then look for another, especially given that

finding work can often take weeks, or more likely, months. So, by the time one of your team **hands in their notice**,

they have probably been looking for new work and interviewing with **prospective** employers for some time.

But how do you know?

## 3. Finding vocabulary

Part A

15 mins.

This identifies some key vocabulary in the introduction and encourages the students to use it.

- |  |                    |
|--|--------------------|
| 1. tip the scales                      | 2. well-documented |
| 3. enterprise                          | 4. arduous         |
| 5. play your cards close to your chest | 6. the wherewithal |
| 7. hand in your notice                 | 8. prospective     |

Part B

- |                        |                    |
|------------------------|--------------------|
| 1. hand in your notice | 2. enterprise      |
| 3. arduous             | 4. well-documented |
| 5. tip the scales      | 6. the wherewithal |

**4. Focus on vocabulary**

Part A

5 mins.

This looks at key vocabulary in the second part of the article. Ask students to complete Part A unaided in the first instance, but allow them to use a reference later if needed. Be sure that the students can correctly pronounce the target language.

- |         |         |         |         |
|---------|---------|---------|---------|
| 1. * g. | 2. * d. | 3. * e. | 4. * b. |
| 5. * f. | 6. * h. | 7. * c. | 8. * a. |

Part B

10 mins.

Ask the students to complete the sentences and then discuss the questions to encourage them to use the vocabulary. Circulate and help as needed. Afterwards, ask them to skim through Part 2 of the article to quickly identify the target vocabulary.

1. turnover
  2. vocal
  3. caps
  4. instigated
  5. curb
  6. all-encompassing
  7. mindful
  8. burnout
-

## 5. Skimming for gist

5 mins.

You may want to set a time limit on this task to encourage skim reading.

- a. A team member becoming more withdrawn and less available for activities not directly related to their job could well be an indicator that they're planning a move.
- b. You may notice more obvious behavior too.
- c. The reasons that employees want to leave a job can be varied and complex and cross the border between personal and professional
- d. Since the pandemic hit, flexibility has increasingly become an issue.
- e. When good work is rewarded publicly and clear incentives to work collaboratively are given, performance significantly improves.
- f. Collecting and analyzing the data from these conversations can be the best way to combat against future losses.

Article sources:

<https://edition.cnn.com/2021/06/30/success/signs-employees-may-quit/index.html>

<https://www.workstars.com/recognition-and-engagement-blog/2020/03/19/why-employees-quit-11-evidence->

## 6. Reading comprehension

10 mins.

Ask the students to spend a little longer and complete the summary. Point out that they can use one, two or three words from the text to complete it so that it's grammatically correct.

1. in their behavior
2. motivation
3. Resignations
4. work from home
5. long work hours
6. career prospects
7. mental health counselors
8. open and honest

## 7. Talking point

10 mins.

Ask students to discuss the questions in pairs or groups. Circulate and help as needed.

---

**8. Extended activity/Homework**

40 mins+.

Tell the students that this is their chance to write an honest email to a previous boss. Obviously, they will not be sending them, but it should be treated as a chance for some cathartic and honest assessment of previous positions that they held. Encourage them to use vocabulary from the lesson where appropriate and be sure to give them feedback on their work.

## Unit 10

**1. Warm up**

5 mins.

This introduces students to the concept and gets them to think about narcissistic behaviors. Lower-level classes may want to look up some of the terms used.

**2. Listening for details**

5 mins.

This allows students to test their basic comprehension of the listening task ahead of doing more detailed work.

1. False. 'That presentation I spent weeks on using all the market research I've collected over the past few months, he's using it.'
2. False. 'He didn't even mention me...'
3. True. 'I can see his appeal though. He's one of those people who, when he's talking to you, you feel as though you are all he is interested in.'
4. True. 'But wow, the arrogance of using my presentation and presenting it while I was in the audience and not mentioning me once?'
5. False. '...he always talks in terms of 'I' and 'me' and you'd think that all of the new ideas for products were thought of by him personally.'
6. True. 'Yet, Latin America is an important market for us. We're huge there.'
7. False. 'Asia is a riskier market for us...'
8. True. 'Or it might be that his days are numbered and he'll be out soon.'

**3. Listening for information**

5 mins.

This relates the listening back to the Warm Up activity. You may want to ask students to take notes in order to justify their answers. This isn't a black and white exercise, and if students are able to justify reasons for giving different answers, allow them to do so.

**Possible answers:**

---

- seek hattery. Example: 'He loves people telling him how well he is doing'
- are manipulative. Example: 'he used (the presentation) and removed my name from the end so he could put his own in.', 'if it goes well, he'll take the credit; and if it doesn't, it will be someone else's fault.'
- lack empathy. Example: 'He's had the marketing teams working overtime to push into that area. I think some of them worked really long hours and hardly saw their families.'
- have tunnel vision. (no particular mention)
- are happy to benefit from risky and sometimes illegal behavior. Example: I've heard whispers that he's using some kind of illegal scheme to avoid tax and boost profits.
- have innate self-belief. Example: 'Asia is a riskier market for us, but if we do well there, it'll be huge for the company and his profile.'
- are extremely sensitive to criticism. Example: 'We're not sure why, but it is suspected that he's not happy with the Latin American sales team. It is rumored that a manager there said he wasn't good at his job.'
- are charming. Example: 'I can see his appeal though. He's one of those people who, when he's talking to you, you feel as though you are all he is interested in.'

#### 4. Focus on vocabulary

5 mins.

Ensure students can correctly pronounce the target vocabulary. Ask them to do the exercise unaided in the first instance, but allow them to use a reference later if needed.

- |         |         |         |         |
|---------|---------|---------|---------|
| 1. * d. | 2. * e. | 3. * f. | 4. * a. |
| 5. * c. | 6. * g. | 7. * b. | 8. * h. |

10 mins.

Part B: Ask students to predict which part of speech can be used in the gaps before completing the sentences. When they have finished, ask them to discuss the questions to practice using the vocabulary. Circulate and help as needed.

1. belittled
2. esteem
3. endemic
4. hubris
5. allure
6. humble
7. showboat
8. pre-eminence

**5. Reading for gist (optional)**

5 mins.

This gives students a chance to skim the text ahead of the main comprehension. You may want to set a strict time limit.

- A. The narcissistic CEO
- B. The effects of a narcissist
- C. The making of a star
- D. How to spot a narcissist

**6. Reading comprehension**

10 mins.

Ask students to carefully read the text and complete the sentences so that they are grammatically correct with one, two or three words.

- 1. fell in love
- 2. Over-confidence
- 3. collaborative
- 4. managerial fraud
- 5. the career ladder
- 6. underlying sexism
- 7. The hip side
- 8. higher socioeconomic status

**7. Scanning for vocabulary**

10 mins.

This gives extra support with vocabulary and can be done ahead of the main comprehension or afterward. You may want to allow lower-level students to use a reference.

Part 1

- |                         |                           |
|-------------------------|---------------------------|
| 1. <u>correlation</u>   | 2. <u>entrepreneurial</u> |
| 3. thrive               | 4. steering               |
| 5. <u>endure</u>        | 6. <u>overt</u>           |
| 7. <u>superficially</u> | 8. <u>piggybacking on</u> |

Part 2

---

- |                  |                    |
|------------------|--------------------|
| 1. correlation   | 2. piggybacking on |
| 3. overt         | 4. endure          |
| 5. superficially | 6. entrepreneurial |
| 7. steer         | 8. thrive          |

## 8. Talking point

10 mins.

Ask the students to discuss the questions in pairs or small groups. Circulate and help as needed.

## 9. Extended activity / Homework

45 mins+

Ask students to plan, write and edit their written work. Be sure to give feedback to the students.

# Unit 11

## 1. Warm up

5 mins.

This introduces the ideas to students without talking about 'coasting' specifically and gets them to think about their energy levels and distractions.

## 2. Focus on vocabulary

Part A

5 mins.

Ensure students can correctly pronounce the target vocabulary. Ask them to complete the task unaided in the first instance, but allow them to use a reference later if needed.

1. \* e.    2. \* i.    3. \* a.    4. \* f.    5. \* h.    6. \* d.    7. \* b.    8. \* c.    9. \* g.

Part B

15 mins.

Ask students to predict which parts of speech can fill the gaps before completing the sentences. When they have finished, ask them to discuss the questions to practice using the vocabulary.

- |                      |                |                  |
|----------------------|----------------|------------------|
| 1. hammering away at | 2. mainstay    | 3. aspirational  |
| 4. bragging rights   | 5. burnout     | 6. coasting      |
| 7. high-flyer        | 8. cut out for | 9. overambitious |
-

**3. Listening for gist**

5 mins.

This allows students to listen to the audio ahead of the main comprehension and get an overview of what each speaker says.

- a. Speaker 2                                      b. Speaker 1                                      c. Speaker 3

**4. Listening comprehension**

5 mins.

Ask students to listen again and complete the table with checkmarks. Point out that some questions have more than one answer. When they have finished, ask them to discuss the questions. Circulate and help as needed.

**Speaker 1:** B, C, H

**Speaker 2:** A, C, G

**Speaker 3:** B, D, E, F

**5. Skimming for gist**

5 mins.

You may want to set a time limit to encourage students to skim read rather than read in detail.

- |                |                |
|----------------|----------------|
| 1. Paragraph C | 2. Paragraph A |
| 3. Paragraph B | 4. Not used    |
| 5. Paragraph D | 6. Not used    |

**6. Reading comprehension**

10 mins.

Ask students to read more carefully and underline where they find the answer. If they are unable to do so, the answer will be Not Given.

1. False. 'if people see my emails coming in first thing, that goes a long way to creating a good impression.'
  2. True. '...but I'll usually stop around 12 and get some lunch and go for a walk or a run.'
  3. Not Given. It mentions that people have started new businesses but gives no data.
  4. True. '...a study in January of this year found half of employees saying that they were neither engaged nor disengaged in their work.'
  5. True. 'There's been a sharp rise in the number of people reporting mental health issues brought on by an increased sense of isolation.'
-

6. False. 'It could also be an issue with the workplace itself. Workers who don't feel valued or 'seen' by the management may well lose their dynamism, with no clear rewards to shoot for.'
7. Not Given. It says he is thinking about a career in medicine but does not say which role.
8. False. 'I need the drive and the excitement. I need to care again.'

### 7. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

### 8. Additional task/Homework - Finding vocabulary

5 mins.

This gives additional support to the reading and can be done before or after the main comprehension.

- |                             |                           |
|-----------------------------|---------------------------|
| 1. breeze through (phr. v)  | 2. engrossed (adj.)       |
| 3. reassess (v)             | 4. disengaged (adj.)      |
| 5. dynamism (n)             | 6. shoot for (phr. v)     |
| 7. dipping a toe in (idiom) | 8. bare minimum (n. phr.) |

## Unit 12

### 1. Warm up

5 mins.

This introduces the topic and gives students an opportunity to think about their own attitudes towards age, possibly confronting their own prejudices.

### 2. Focus on vocabulary

5 mins.

Part A: Ensure students can correctly pronounce the target vocabulary. Ask students to complete the task unaided in the first instance, but allow them to check their work with a reference later if needed.

- |         |         |
|---------|---------|
| 1. * a. | 2. * g. |
| 3. * e. | 4. * h. |
| 5. * c. | 6. * d. |
| 7. * f. | 8. * b. |

10 mins.

---

Part B: Ask students to predict which part of speech can be used in the blanks before completing the exercise. When they have done it, ask them to discuss the questions in order to practice using the vocabulary.

- |              |               |                  |
|--------------|---------------|------------------|
| 1. gusto     | 2. scrutinize | 3. the old guard |
| 4. go-getter | 5. hotshot    | 6. galling       |
| 7. meteoric  | 8. prejudice  |                  |

### 3. Skimming for gist

5 mins.

You may want to set a strict time limit to encourage skim reading rather than reading for detail.

1. Paragraph C
2. Paragraph A
3. Not used
4. Paragraph B
5. Paragraph D
6. Not used

### 4. Reading comprehension

10 mins.

Ask students to read the text more carefully and complete the sentences with one, two, or three words.

- |                             |                   |
|-----------------------------|-------------------|
| 1. chosen field             | 2. discrimination |
| 3. tactics                  | 4. reverse ageism |
| 5. Generational differences | 6. Assumptions    |
| 7. hard to detect           | 8. adaptable      |

### 5. Scanning for vocabulary

5 mins.

This offers students further support with the article and can be done before or after the comprehension.

- |   |  |
|---|--|
| 1. make a splash                          | 2. the new kid on the block              |
| 3. have been around the block a few times | 4. indicator                             |
| 5. edge out                               | 6. pass over                             |
| 7. fend off                               | 8. you can't teach an old dog new tricks |
-

## 6. Listening for details

5 mins.

This gives students a chance to listen to the conversation ahead of the comprehension. Explain that these are all expressions or idioms to talk about older people. They are all informal and should be used with caution with people that they don't know. While they are not particularly offensive, some people will not be happy to be referred to in this way.

1.  to be no spring chicken
3.  to be a dinosaur
4.  to be getting on a bit
5.  to be a bit long in the tooth
6.  to be an old codger
7.  to be over the hill

## 7. Listening comprehension

5 mins.

Ask the students to listen again and make notes in order to support their answers.

1. False. "They were looking for someone to manage computer sales to the Middle East."
2. True. "I bet it's because I'm getting on a bit now."
3. True. "It could be that they think you're overqualified for the position..."
4. False. "That's just it. There's no way of knowing or proving it."
5. False. "Do you have the year you graduated on there? Yes."
6. True. "I did really enjoy that training and spent a few months on it."
7. False. "OK. I'll play around with it a bit."

## 8. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

## 9. Extended activity / Homework

10 mins.

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This gives students a structure to emphasize their achievement when presenting them to a potential employer.

## Unit 13

### 1. Warm up

5 mins.

This introduces the idea of online fraud. Students will learn other vocabulary for the word fraud, but they should already know this as it is a B2 word. However, you may want to elicit its meaning at the beginning of the lesson. Students will have a chance to discuss the topic in greater detail later, so keep the discussion general at this stage.

### 2. Focus on vocabulary

Part A

5 mins.

Ensure students can correctly pronounce the target vocabulary. Ask students to complete the task unaided in the first instance, but allow them to check their work with a reference later if needed.

1. \* a.    2. \* g.    3. \* h.    4. \* b.    5. \* c.    6. \* e.    7. \* f.    8. \* d.

Part B

10 mins.

Ask students to predict which part of speech can be used in the blanks before completing the exercise. When they have done it, ask them to discuss the questions in order to practice using the vocabulary.

1. routing number code    2. plausible    3. bucks    4. in arrears  
5. overdrawn    6. collateral    7. means    8. scam

### 3. Listening for gist

5 mins.

This allows students to listen to the conversation and get a general idea of its content before the detailed questions.

1.  Did he ask you for account information?  
2.  Have you checked your savings account?  
4.  Was it a man or a woman?  
5.  What did he say to you?  
6.  Do you currently have the means to buy what you need without using your bank accounts?

8. **C** How can I help?

#### 4. Listening for details

5 mins.

Ask students to complete the information and then listen again to check their answers. You may need to check that students understand that *PIN* stands for Personal Identification Number.

Name: 1. **Gemma Bingley**

Type of account: Checking account attached to a 2. **savings account plus**.

Details of suspect: Male, 3. **50s/50-60**

Suspect said: Behind in mortgage payments, charge of 4. **two hundred/200 dollars** due. Asked for account number, routing number, and 5. **PIN**.

Amount of money lost: Nearly 6. **\$5000** of savings for 7. **daughter's wedding**.

Actions taken: Checking account monitored and savings account 8. **blocked**.

#### 5. Scanning for vocabulary

10 mins.

There are various ways of doing this exercise. You may want students to try it verbally or as a written exercise. You may wish to get students to test each other after they've found their words. To do this, you may want to ensure the other person's prompts are covered.

Student A

- |                    |                   |                   |                 |
|--------------------|-------------------|-------------------|-----------------|
| 1. swindler (n)    | 2. ruse (n)       | 3. motive (n)     | 4. scarcity (n) |
| 5. impersonate (v) | 6. swiftly (adv.) | 7. compromise (v) |                 |

Student B

- |                   |                       |                       |                    |
|-------------------|-----------------------|-----------------------|--------------------|
| 1. portray (v)    | 2. untraceable (adj.) | 3. susceptible (adj.) | 4. pay up (phr. v) |
| 5. overdue (adj.) | 6. pose (v)           | 7. con (n)            |                    |

#### 6. Skimming for gist

5 mins.

You may want to set a strict time limit for this so that students are encouraged to skim rather than read in detail. Ask them to read quickly around each blank and choose the best sentence that fits.

Not used:

- *It's important to make sure you use a number of different passwords that you don't reveal to anyone.*
  - *The penalty for a crime of this kind can be at least 20 years in jail, or worse, death.*
-

Answers:

1. To some he was a CEO of a diamond company; to others, he was an Israeli spy.
2. As he had appeared so rich, they never questioned his ability to pay it back.
3. Given this situation, most of us are quick to trust.
4. This is where people buy online goods that never turn up.
5. (Another form of fraud is the investment scam.
6. Do not use a number that they give you, as it could easily be a friend of theirs who will further convince you to trust them.

<https://www.bbc.co.uk/news/business-60380467>

<https://www.bbc.co.uk/news/business-58649698>

## 7. Skimming for details (optional)

5 mins.

This gives extra support with skim reading for details. Again, give a strict time limit or combine with it with the Skimming for gist exercise.

- a. 1,300    b. 70    c. 17    d. 469.9    e. 30    f. 20,883    g. 24

## 8. Reading comprehension

5 mins.

Ask students to read more carefully and underline where they find the answer. If they are unable to underline anything, it will be Not Given.

1. True. "With people being so reliant upon the Internet, ... it has become much easier for scammers to convince people to part with their cash."
2. Not Given. The article does not say what his job is, only what he was pretending to do. So, we do not know if he really traveled regularly or, if he did travel, that it was for his work.
3. False. "With online dating, the sensation of knowing someone well can be created quite quickly."
4. True. "As people are more likely to trust an institution or figure of authority, a third type of scam involves impersonating banks, police, or a hospital. ...One type of this kind of fraud is known as an Authorized Push Payment (APP) scam."
5. Not Given. We do not know if all the people targeted actually fell victim to the scam.

## 9. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

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## 10. Extended activity/homework

45 mins+.

Ask students to plan, write, and edit their letters. It's important students understand that this is a writing exercise and you are not trying to encourage anything illegal. They will need to use professional business language in order to write a convincing email.

# Unit 14

## 1. Warm up

10 mins.

Ask the students to look at the definition and discuss the questions. You may want to give them some example sentences with *upheaval* in them to help them understand usage. e.g.

The financial crisis has caused a lot of upheaval in my company. I think there are going to be quite a few redundancies.

Place students in groups. Ask them to choose and then order the personality traits for their ideal CEO. With higher-level students, you may want to just use the words as a guide and allow them to choose their own personality traits. Ensure that students are able to exemplify their choices with examples of behavior. Allow the groups to give feedback to the class and see if you can find common choices.

If possible, have them in groups from different countries. You may be able to identify different desirable personality traits from people in different cultures.

## 2. Vocabulary

Part A, B, and C: 15-20 mins.

### Part A:

Ask students to match the words to the definitions. Then ask them to look at the sentences from the video script and underline the correct form of those words in the sentence.

You may want to point out that the word *humility* has a positive connotation, while *humiliate* and *humiliation* have negative connotations, despite being from the same word family.

Elicit correct answers with the whole class.

1. d                      2. a                      3. b                      4. f                      5. e                      6. c

Sentences:

1. humility                      2. Paradoxically                      3. devastated  
4. dissipate                      5. preventing; bolstering

### Part B:

Explain that prefixes are letters added to the beginning of words that change or alter their meanings. Students at this level should be familiar with this concept. Ask students to use the context of the

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sentences and perhaps dictionaries or the Internet to work out which prefix they should add to the words in bold.

You may wish to extend the activity by asking students to think of other examples of words with these prefixes and what the prefix does. You can give some examples:

**UN** - makes something opposite, e.g. uncomplicated, undo, unachievable;

**UP** - often indicates an upward motion or placing, physically or metaphorically, e.g. upheld, upgrade, upstage;

**IN** - without or lack of, e.g. insensitive, incoherent, inability;

**BACK** - indicates a backward motion or a reversal, e.g. backdate, backlash, backpedal;

**COUNTER** - indicates the opposite, or a reaction e.g. counterproductive, counterculture, counterargument.

Answers:

- a. un                      b. up                      c. in                      d. in                      e. back                      f. counter

**Part C:**

Ask students to first complete the questions using their work from the previous exercises. Then discuss the questions. You may want to allow students some time to prepare answers to the questions or write notes ahead of discussing them for lower-level students.

1. humility              2. prevent              3. bolster              4. in action              5. backfired

**3. Watching for general understanding**

5 mins.

This exercise allows the students to view the video and just follow the gist and understand the structure of the talk. More advanced students may be able to do both this and the Watching for Details exercise simultaneously. You may want to ask students to explain what they think the titles mean before they watch the video.

1. Be transparent              2. Act with urgency              3. Follow your values              4. Share the power

**4. Watching for details**

5 mins.

Ask the students to read the comprehension questions first and try to predict the answers. They will already know something about the video from working on the vocabulary. Then have them listen and check their predictions.

- |      |      |
|------|------|
| 1. b | 2. c |
| 3. d | 4. a |
| 5. c | 6. b |
| 7. d | 8. a |
-

## 5. Talking/writing point

15 - 20 mins.

Organize the students into groups and have them read the task and produce the email. While you are asking them to produce some written work, the focus should be on discussing what language to use to convey their leadership style during a difficult time. Allow students to discuss. You may want to ask them to complete the emails for homework individually, or you could ask them to produce it as a group. It's a good idea to assign areas of responsibility to each member of the group so that there is a collective involvement. For example, someone can be responsible for grammar, someone else for spelling and punctuation, another for word choice, etc.

As an **extension activity**, you may want to do the following:

Look back at the Warm Up exercise. Would you choose the same qualities for a CEO during a crisis as you did for a CEO under normal conditions? What would you change? Why?

# Unit 15

## 1. Warm up

10 – 15 mins.

Have the students discuss the questions. Ask students to share stories with the class if you feel it is appropriate. Point out that a certain amount of stress is a good thing and is often required to get things done. However, good stress motivates, whereas bad stress is a barrier to productivity and good health.

Students discuss what they believe is the correct option to complete the sentences. You may want to ask students if they believe the statistics to be different in their own country (assuming they are from a different country). If so, in what way are they different? Once students have completed this, give them the answers. Ask them if they are surprised by the answers.

1. In a 2018 survey of 10,000 workers in European countries, 18% claimed they dealt with stress in the workplace every day.
2. A survey in Japan revealed that 40% of workers sleep less than six hours per day. In men, this is due to work-related concerns, whereas, with women, it is due to video games and smartphones.
3. In the US, 70% of workers who made \$200,000 per month or more reported being stressed all the time.
4. The most stressed group of people are working mothers. This is caused by an inability to achieve work/life balance.
5. In a survey of people working from home, 57% reported feeling job satisfaction. For the people surveyed, 80% of them described their stress level as being "not stressed" to "moderately stressed".

## 2. Vocabulary development

10-15 mins.

Ask students to read through the section from the talk and complete the gaps with phrases from the box. You may want to discuss the meaning of the phrases ahead of this or allow the students to find out the meaning on the Internet. When you have finished, play the first **1 minute and 30 seconds** of

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the talk for students to check their answers, or ask students to watch it on their own devices to check the answers.

Phrases:

a relationship manager - someone who improves the relationship between a company and its clients

public speaking event - speaking in front of an audience

eating our emotions - eating food as a response to an emotional situation

financial goals - the aim of someone or a company in financial terms

of our GDP - Gross Domestic Product

work-related stress - stress due to work conditions

employee disengagement - employees not having a feeling of belonging or attachment to their place of work

work-related injuries - injury as a result of something that happens in the work environment

impacts the economy - negatively or positively affects the economy of a country

Answers:

1. eating our emotions
2. public speaking event
3. a relationship manager
4. financial goals
5. impacts the economy
6. work-related stress
7. employee disengagement
8. work-related injuries
9. of our GDP

Answers to the discussion:

1. Students' own answers. Though often aspects such as unsympathetic management, long working hours, and lack of supportive atmosphere in the office can all be factors.
  2. Students' own answers. Again, long working hours, poor working conditions, and unreasonable or unmanageable workload are common answers.
  3. Students' own answers. Remember that these can be caused by lack of proper health and safety measures around machines as well as poor posture and repetitive work at a desk.
  4. The prime focus of a relationship manager is to improve the personal relationship between a company and its clients.
  5. It stands for Gross Domestic Product and generally shows how healthy an economy is. Investors tend to make decisions based on how good or bad the GDP is.
-

6. It's an informal term meaning to eat food in reaction to an emotional situation.
7. Students' own answers.
8. Students' own answers.
9. Students' own answers. Examples may be recession, pandemics, natural disasters, companies investing in a country, and governments increasing or decreasing tax.

### 3. Understanding the talk

5 mins.

Students fill the gaps, but this time with figures. Ask students to watch this part of the talk (01:30-04:20) to listen for understanding and to check their answers (03:30-04:20 within the talk). The purpose of doing these exercises first is that it makes listening more manageable for students. You can choose whether to play the video from the beginning or listen to the relevant part.

1. 7.8 trillion dollars
2. 4.5-trillion-dollar
3. 3.7 to 4.2 trillion
4. 2015 and 2017
5. 2022
6. 3.3 percent
7. twice
8. trillions of dollars

### 4. Watching for general understanding

10 mins.

Having already looked in more detail at the vocabulary, the purpose of this section is for the students to understand the general points that the speaker is making and to follow the talk. He speaks quite quickly, so you may want to pause the video to allow students to check their answers as you progress, or you may want to do a second viewing after you have discussed the answers. Point out to the students that a good speaker will have a structure to their presentation, and finding this structure is the essence of students being able to take good notes. Ask them to use these questions as practice for this.

1. b
2. c
3. a
4. d
5. c
6. c

### 5. Talking point

10 – 15 mins.

Allow the students to discuss the questions. You may want to bring the discussion back to the class and note down some shared ideas, or you may prefer to move between groups, depending on class

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Ask the students to read the article more clearly and complete the exercises.

- |      |      |      |      |
|------|------|------|------|
| 1. C | 2. D | 3. A | 4. B |
| 5. B | 6. D | 7. B | 8. C |

#### 5. Reading comprehension: Part 2

3 mins.

Students work in pairs. Encourage discussion. Allow time to think and elicit the answers.

3.  Regularly thanking the team and individuals for their contributions and giving small prizes to top performers.

#### 6. Listening for details

5 mins.

This gives students an opportunity to listen to the audio and get the gist of what is being said.

Speaker 1: editor

Speaker 2: software developer

Speaker 3: teacher

#### 7. Listening comprehension

5 mins.

Ask students to read through the statements ahead of the task. You may want to point out that some of the statements can apply to more than one person. Allow them to listen for a second time to check their answers.

- |                         |              |
|-------------------------|--------------|
| a. Speaker 1, Speaker 2 | b. Speaker 1 |
| c. Speaker 1, Speaker 2 | d. Speaker 3 |
| e. Speaker 1, Speaker 3 | f. Speaker 2 |
| g. Speaker 1            | h. Speaker 3 |

#### 8. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

#### 9. Extended activity/Homework

40 mins+.

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Ask students to reply to the email. Ask them to plan, write and edit their response. Make sure you give them feedback on their work.

### 10. Optional extension: phrases and idioms

15 mins.

You may want to discuss the meaning of the phrases and idioms with the class before doing the task or ask them to look them up in a dictionary. The meanings are as follows, but encourage the students to find them for themselves. When they have finished, ask them to discuss the questions in pairs or small groups. Circulate and help as needed.

**take a heavy toll** - to have a negative consequence for something, causing pain, sadness or death

**rock the boat** - to create a disruption in the normal order of things

**the game is rigged** - to say that the way something done is not fair and only a select few people have the chance to be successful

**take the temperature** - to get people's thoughts and ideas about a subject

**strike a chord** - to say or do something that is meaningful to someone and makes them think about it deeply

**cotton on** - to slowly begin to understand something

**hustle culture** - the idea of working hard each and every day to get ahead financially and materially in life

**in the long term** - used to talk about what is going to be the main focus over a long period of time

- |                             |                         |
|-----------------------------|-------------------------|
| 1. took a really heavy toll | 2. rock the boat        |
| 3. The game is rigged       | 4. take the temperature |
| 5. struck a chord           | 6. cotton on            |
| 7. hustle culture           | 8. in the long term     |

## Unit 17

### I. Warm up

10 mins.

In this section, students will consider various topics and how appropriate they are to talk about with different social groups. You may want to point out that as a general rule in the West, people avoid discussing politics and religion with people they don't know well as they can be very divisive topics. However, with family and friends, they may discuss these topics in detail. It will differ from person to person. Ask students to work individually on their answers and then compare. If it is a mixed classroom of multiple nationalities, you may want to group students into different nationalities. However, even within a monolingual class, answers may vary. Following this, encourage students to think of topics they do talk about with each group of people. You may also want to get them to think of topics that they would never discuss with each group of people.

---

## 2. Vocabulary development

15 – 20 mins.

Allow the students to match the vocabulary either as individuals or in pairs. You may want to encourage students to put the target vocabulary into a sentence for extra practice. Following this, ask the students to discuss the questions in pairs. You may want to circulate and listen to any anecdotes which you could highlight to the class afterwards.

Answers Group 1:

1. \* d.                      2. \* a.                      3. \* e.                      4. \* b.                      5. \* c.

Answers Group 2:

1. \* a.                      2. \* d.                      3. \* b.                      4. \* e.                      5. \* c.

Discussion point: Students' own answers.

## 3. Watch for main ideas

5 – 10 mins.

Briefly point out that in the world of business, connections with people within a company and from other companies are very important. In this global economy, they may be dealing with people from a variety of cultural, religious, social, and racial backgrounds. Therefore, being able to have a positive and meaningful conversation with a wide variety of people is a particularly useful skill.

Now ask the students to read the gapped text and perhaps guess the words which may fill the gaps. You may want to ask them to guess whether they expect to hear a number or a word. When you have done this, play 00:00-03:30 minutes of the talk and ask the students to identify the missing words.

When you have finished, you may want to ask students if they agree with Paul Barnwell that conversational competence is the most overlooked skill that we fail to teach children or not.

- |                 |                |
|-----------------|----------------|
| 1. potential    | 2. trivial     |
| 3. passionately | 4. 10,000      |
| 5. divided      | 6. balance     |
| 7. one-third    | 8. 100 texts   |
| 9. competence   | 10. overlooked |

## 4. Checking understanding

10 - 15 mins.

Play the remainder of the talk. You may want to pause it after a few minutes and review with the class the rules she has given so far. Ask the students to focus on picking out the rules she is giving rather than focusing on every word of the talk. Point out that the first answer is done for them. You may want to elicit what is meant by "multi-task" in this context (be entirely focused on the conversation, don't be half doing or thinking about something else).

---

Don't multitask.

Don't pontificate.

Use open-ended questions.

Go with the how.

If you don't know something, be honest about it.

Don't think your experience is the same as someone else's.

Try not to repeat yourself.

Don't worry about the details of a story.

Listen.

Be brief.

## 5. Talking Point

10 mins.

You may want to ask students to do this for homework and record the results on either video or on audio. Ask students to react to the talk using the questions. You can ask them to discuss in groups or pairs and then give feedback to the class.

Following this, you should ask the students to pick a topic and discuss it using the rules to guide them. You may want to prepare topics in advance, use the topics from the warm up activity, or allow the students to choose their own topic. Ensure that students are able to fully engage in the conversations and electronic devices are all out of reach.

When they have finished, you may want to ask them for feedback about their conversations. Did they find them easier or more engaging as a result of thinking about it? Do they think that this is something they could apply to future professional conversations?

# Unit 18

## 1. Warm up

5 mins.

This elicits the meaning of the term (taken from the *boomerang*, a tool in Australia that returns when it is thrown) and gets students to predict the pros and cons of being a boomerang employee. These ideas are further discussed in the article.

## 2. Finding vocabulary

15 mins.

This provides support with some of the higher-level vocabulary in the article and focuses on useful vocabulary for the students to use later. Ensure students can correctly pronounce the target vocabulary.

---

When they have finished, ask them to complete the questions and discuss them. Circulate and help as needed.

#### Part A

- |                     |             |
|---------------------|-------------|
| 1. alumni           | 2. bristle  |
| 3. job hopping      | 4. layoff   |
| 5. counterintuitive | 6. surge    |
| 7. upskill          | 8. friction |

#### Part B

- |                     |                |
|---------------------|----------------|
| 1. upskill          | 2. job hopping |
| 3. bristle          | 4. friction    |
| 5. counterintuitive | 6. alumni      |

### 3. Skimming for gist

5 mins.

You may want to set a strict time limit on this exercise to encourage students to skim read rather than read in detail.

1. f. Well, maybe not
2. g. Back then, workers tended to be more loyal to a company and those who left would have been seen as breaking the bond.
3. h. In 2010, this stood at just 2%.
4. c. The speed of return has also gone up, with US workers going back to a company after an average of 21.8 months in 2010 compared to 17.3 months in 2021.
5. b. Boomerang employees can greatly benefit from the time away.
6. e. Equally, returnees may well be treated differently by colleagues and management alike with far more expected of them, far sooner.

Sentences **not used**:

a. The 36% decrease in production meant that companies needed to start looking to ex-employees to fill positions.

d. Unexpected, but brilliant.

Article source:

<https://www.bbc.com/worklife/article/20220809-the-boomerang-employees-returning-after-quitting>

### 4. Reading comprehension: part I

5 mins.

---

Ask students to read in more detail and complete the exercises. Students look for the information and identify the paragraph where it is found.

- |                |                |
|----------------|----------------|
| 1. Paragraph D | 2. Paragraph B |
| 3. Paragraph A | 4. Paragraph E |
| 5. Paragraph C | 6. Paragraph D |

#### 5. Reading comprehension: part 2

5 mins.

Ask the students to complete the sentences so that they are grammatically correct and make sense.

- |         |         |
|---------|---------|
| 1. * d. | 2. * c. |
| 3. * b. | 4. * a. |
| 5. * e. |         |

#### 6. Listening for gist

5 mins.

This gives students a chance to hear the podcast for the first time and identify some of the information they hear ahead of the main comprehension task.

- |                           |                                 |
|---------------------------|---------------------------------|
| 1. Given. <i>Work it.</i> | 2. Given. Educational software. |
| 3. Not given.             | 4. Given. Tina.                 |
| 5. Not given.             | 6. Not given.                   |

#### 7. Listening comprehension

10 mins.

Ask students to take notes and complete the questions. Answers are suggested and as long as students' answers get the main idea, they should be marked as correct.

1. She was able to travel, develop her own ideas, and develop as a person.
  2. With the first manager, everything flowed and seemed easier. With the second manager, it was a lot slower.
  3. The food in the cafe.
  4. That there was a lot of repetition in her job and that each project was organized in the same way.
  5. In Tina's old office.
  6. She's tried to find a balance between the relaxed style of Tina and the organization of her second manager.
-

## 8. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

## 9. Extended activity/Homework: Idioms

10 mins.

This gives further help with vocabulary in the article and looks at idioms. The meanings are below, but you may want to allow students to discuss the meanings based on context in the article. Questions are aimed at encouraging a personalized response to usage.

*rose-colored glasses* - seeing something in a more positive way than it necessarily deserves

*prodigal son* - someone who went away, made mistakes or had a good time and then returned and was welcomed, sometimes causing jealousy amongst others

*not all rainbows and butterflies* - not as good as you may think

*hit the ground running* - be able to do tasks immediately after a break without needing to pause

*pave the way for something* - to create a situation that makes it easier for other people to do something

*living the life* - having very few worries and enjoying yourself

- |                                     |                           |
|-------------------------------------|---------------------------|
| 1. living the life                  | 2. hit the ground running |
| 3. rose-colored glasses             | 4. paved the way for      |
| 5. not all rainbows and butterflies | 6. prodigal son           |

# Unit 19

## 1. Warm up

5 mins.

This asks students to talk about their own experiences of having a problem with a service or product. Emphasize that students may want to talk about a problem with a public service, such as the police or health workers and that it isn't limited to corporate problems. Encourage students to think of a time they had a problem, what their reaction was, how they felt it was dealt with and what their feelings were about it.

## 2. Scanning for vocabulary

5 mins.

This draws students' attention to key vocabulary which will aid their understanding of the article and is useful for further discussion.

- |                   |          |              |
|-------------------|----------|--------------|
| 1. zero tolerance | 2. abuse | 3. deterrent |
|-------------------|----------|--------------|
-

- |            |                  |              |
|------------|------------------|--------------|
| 4. exempt  | 5. meme          | 6. scapegoat |
| 7. turmoil | 8. confrontation | 9. tantrum   |

### 3. Skimming for gist

5 mins.

You may want to set a time limit on this task to encourage skimming rather than reading in detail.

- |                         |                        |                           |
|-------------------------|------------------------|---------------------------|
| A. A rise in warnings   | B. Attacks and the law | C. Angry ladies           |
| D. Why service workers? | E. A troubled world    | F. Not private but public |

Sources:

<https://www.gov.uk/government/news/jail-time-to-double-for-assaulting-an-emergency-worker>

<https://www.nuh.nhs.uk/latest-news/zero-tolerance-campaign-launched-to-tackle-staff-abuse-962>

<https://www.bbc.com/worklife/article/20210629-whats-driving-the-us-air-rage-spike>

<https://www.bbc.com/worklife/article/20220728-why-people-lash-out-at-service-workers>

<https://www.bbc.com/news/world-53588201>

### 4. Reading comprehension

10 mins.

Part A

For Part A, ask students to complete the sentences with one or two consecutive words from the article to complete the sentences. For Part B, ask them to choose the correct ending based on reading the article. The whole sentences must make sense.

- |                |              |             |
|----------------|--------------|-------------|
| 1. more common | 2. assaulted | 3. entitled |
|----------------|--------------|-------------|

Part B

- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| 1. * c. | 2. * f. | 3. * d. | 4. * b. | 5. * e. | 6. * a. |
|---------|---------|---------|---------|---------|---------|

### 5. Focus on the vocabulary of opinion and argument

Part A

5 mins.

Ask students to do this unaided in the first instance, but allow them to use a reference later if needed. Ensure students can correctly pronounce the target vocabulary.

- |         |         |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|---------|---------|
| 1. * h. | 2. * c. | 3. * d. | 4. * f. | 5. * e. | 6. * a. | 7. * b. | 8. * g. |
|---------|---------|---------|---------|---------|---------|---------|---------|

Part B

---

10 mins.

Ask students to decide which part of speech can fill the gaps ahead of completing the sentences. When they have finished, ask them to discuss the questions in pairs or small groups. Circulate and help as needed.

- |                 |                  |              |                |
|-----------------|------------------|--------------|----------------|
| 1. vocalize     | 2. prejudicial   | 3. hostile   | 4. harmonious  |
| 5. indisputable | 6. contradictory | 7. assertion | 8. superiority |

## 6. Listening for gist

5 mins.

This allows students to listen to the interview and understand the gist of the content ahead of completing the comprehension questions.

- What would you suggest people do to make sure they are less likely to get angry with service workers?
- What do you think is the reason for the increase in anger we're seeing directed at service workers?
- What can we do if we're feeling angry?
- Do you think it's just certain types of people who are likely to be more angry?

## 7. Listening comprehension

5 mins.

Part A

Ask students to read through the questions and answer to the best of their ability. Then ask them to listen again to check.

- The Covid-19 pandemic
- Politicians
- People losing social skills

Part B

- c.
- b.
- a.
- c.

## 8. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

---

**9. Extended activity - Roleplay**

15 mins+

You may want the students to do the roleplay in class, or prepare for it at home and do it in the next class. The idea is for the students to think about the situation surrounding individuals who are involved in a dispute. Tell the students there is no right or wrong way to deal with the situation, but encourage them to be creative in the way they handle it and how they react. You may want students to switch cards and try the roleplay with new partners afterwards to see how they feel about being in the opposite role.

**Unit 20****1. Warm up**

5 mins.

This opens the lesson with a quick look at naming specific generations (which are mentioned in the reading article) and asking a hypothetical question to see what students feel about having meaning in their work which is also related to the generations. This last question is also looked at in the article.

- |                 |                 |
|-----------------|-----------------|
| 1. Baby Boomers | 2. Generation X |
| 3. Generation Z | 4. Millennials  |

**2. Finding vocabulary**

5 mins.

This offers support with some of the higher-level vocabulary in the article and highlights useful words for discussion.

- |                                  |               |
|----------------------------------|---------------|
| 1. transactional                 | 2. precarious |
| 3. remuneration                  | 4. outrank    |
| 5. psychiatrist                  | 6. reclusive  |
| 7. align yourself with something | 8. adage      |

**3. Skimming for details**

5 mins.

Set a strict time limit to encourage students to skim read instead of reading in detail.

- The number of work hours worked in a week after trade unions fought for change and workers' rights.
  - The percentage of Generation X who want to care about their work.
  - The percentage of Baby Boomers who want to care about their work.
  - The percentage of Generation Z who want to care about their work.
-

- e. The percentage of employees in a 2020 survey who said they wanted to work for a company that gave back to society.
- f. The percentage of workers who said in the 2018 survey that they work take less pay for a job that held more meaning.

#### 4. Reading comprehension: Part 1

5 mins.

Allow the students to read the article more carefully and answer the questions. Ask them to complete the sentences with one, two or three consecutive words.

- |                        |                     |
|------------------------|---------------------|
| 1. toiling in fields   | 2. worker's rights  |
| 3. contemplate         | 4. sense of purpose |
| 5. The health industry | 6. contribution     |

#### 5. Reading comprehension: Part 2

5 mins.

Ask the students to consider the statements and which ones are giving the same ideas as the article.

- 2.  Some people are happy to do a job that doesn't really hold their interest, but enables them to do what they love doing in their free time.
- 3.  There are going to be downsides to anything you do for a living.
- 5.  The reality of doing your dream job may well be at odds with how you imagined it to be.

Article sources:

<https://www.bbc.com/worklife/article/20220902-the-search-for-meaning-at-work>

<https://www.brookings.edu/blog/up-front/2020/04/08/what-makes-a-job-meaningful/>

<https://www.payscale.com/data-packages/most-and-least-meaningful-jobs/full-list>

#### 6. Idioms of success

15 mins.

Ask the students to read the idioms in the box and then use them to replace the words in bold in the sentences. You may want to discuss the meaning of the idioms before you do this. When they have finished, ask them to discuss the questions in pairs or small groups. Circulate and help as needed.

- |                          |                           |
|--------------------------|---------------------------|
| 1. to good effect        | 2. make my mark           |
| 3. have a long way to go | 4. better late than never |
-

5. has got what it takes

6. wish him the best of luck

7. done very well for herself

8. get my photography business off the ground

### 7. Listening for gist

5 mins.

This provides an opportunity for the students to listen to the audio and get a general idea of what is said before the main comprehension.

1. teacher

2. sales person

3. baker

### 8. Listening comprehension

5 mins.

Ask the students to read the statements carefully and complete them as best they can before they listen again to check their answers.

Key:

1 - Speaker 2

2 - Speaker 3

3 - Speaker 2

4 - Speaker 1

5 - Speaker 3

6 - Speaker 1

7 - Speaker 3

8 - Speaker 1

9 - Speaker 2

### 9. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

## Unit 21

### 1. Warm up

5 mins.

---

This opens the lesson with definitions of two words which are key to the talk students are about to watch. Gitte Frederiksen is making an argument for a network approach to management over the traditional hierarchical structure. This task asks students to consider the two ideas and the impact on their work.

## 2. Understanding the talk: Part 1

10 mins.

This is the first part of the talk. Ask the students to read the questions and the options carefully before watching the video. Allow them to watch the video for a second time if needed. The questions are focused on making sure that students understand the key points.

You may want to elicit or give the following vocabulary. However, doing so will reduce the difficulty of some of the questions.

Turned (v) - used in the audioscript to say that someone used to do one job, but now does another e.g., doctor turned teacher

Complacent (adj.) - not feeling that change is needed

Bottleneck (n) - something that is slowing down progress and causing a build up. This will be familiar to French speakers who use 'embouteillage' to describe a traffic jam and is used in a similar way.

1. b.      2. a.      3. a.      4. c.      5. b.      6. b.      7. c.      8. c.

## 3. Understanding the talk: Part 2

10 mins.

Ask the students to read the audio script more carefully or watch Part 2 again and answer the questions. Answers are given for you, but allow them to use their own words as long as they are able to convey the idea.

1. That accountants aren't thought of as typically being creative.
  2. Limiting what people do based on how you think of them rather than their actual abilities.
  3. 1) Thinking that they will appear stupid; 2) Thinking the information will help them over other people in the team
  4. Asking questions
  5. Informal conversations in the workplace (had when getting water or making drinks, rather than in a formal meeting)
  6. She is comparing it to sharing work as we all know how to find what we want to look at on social media even though it is very crowded, so we can do the same with sharing work information.
  7. 1) You can use everyone in the team more effectively; 2) It's faster; 3) You can work on different tasks at the same time; 4) Better quality 5) More ownership
  8. The flow of information from one individual to a group, the same as in a presentation. She wants to avoid this structure.
-

#### 4. Discussion

10 mins.

These questions are aimed at getting students to think about the content of Part 2 and give their own ideas on how they would impact their own work. Ask the students to discuss the questions in pairs or small groups. Circulate and help as needed.

#### 5. Understanding the talk: Part 3

10 mins.

Ask the students to place the extracts in the correct gaps. You may want them to do this in pairs, but it can be done individually. Then allow them to watch the final part of the talk to check their answers.

1. throwing someone else under the bus?
2. But don't spend your weekend on it
3. No mistakes would mean we weren't moving fast enough
4. This matters
5. removing labels, sharing everything and being kind, you started seeing a spike
6. this is in a company known for high-performing teams
7. Nothing happened
8. That's not going to help us do what we need to create a better future

#### 6. Talking point

15 mins.

This section incorporates some questions about Part 3 as well as some more general questions on the topic as a whole. You may want to ask them to discuss the first four questions first, and then discuss those as a class before allowing them to discuss the final four questions.

- 1) Letting someone take the blame for something which saves you or gives you an advantage of some kind.
- 4) Giving yourself a less difficult challenge or reducing standards.

#### 7. Extended activity/Homework

40 mins+.

Ask the students to plan, write and edit their email based on their personal ideas and experience with their own company. Make it clear that they are not actually expected to send the email, but this is an exercise in being able to create an argument for or against an idea in a formal workplace context. Be sure to give them feedback on their work.

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## Unit 22

### 1. Warm up

5 mins.

This gives the teacher an opportunity to set the context and allows the students to talk about the importance of money and time. Monitor and provide on-the-spot feedback when appropriate.

### 2. Focus on keywords

5 mins.

Make sure students can correctly pronounce the target vocabulary. Ask them to complete the task by themselves firstly, and then compare answers with a partner.

- |         |         |         |         |
|---------|---------|---------|---------|
| 1. * d. | 2. * a. | 3. * f. | 4. * e. |
| 5. * g. | 6. * b. | 7. * c. |         |

### 3. Listen for predictions

5 min.

Put the students in pairs and ask them to make connections that might appear in the podcast from the list of words. They listen to the first part of the podcast to check and then share their answers with the class.

Podcast sources:

<https://www.techtarget.com/whatis/definition/time-bank>

<https://www.amprg.com/time-is-more-valuable-than-money>

<https://timebanking.org/howitworks>

5 mins.

Ask students to read the sentences from the transcript and discuss with their partner where they think each word from the vocabulary section goes. Play the podcast and ask the students to check their predictions.

Part 2

- |           |              |                        |                |
|-----------|--------------|------------------------|----------------|
| 1. tilted | 2. wholesome | 3. like-minded o souls | 4. compensated |
|-----------|--------------|------------------------|----------------|

### 4. Listen for details

5 mins.

Tell students that they are going to listen to the podcast again, ask them to answer the questions and then compare their answers with their partner.

1. "...people wanting to trade their talents for a skill..."
-

2. "...seem to be tilted towards tech-based stuff..."
3. "... how to make a cherry pie or how to paint a self-portrait"; "someone develop your Excel skills or how to deliver more effective presentations..."
4. "...A foundation of equality and fairness..."
5. "...three-quarters of people using this specific time bank had experienced an improvement in their overall mood ..."

## 5. Discussion

5 mins.

Students discuss talking points from the first part of the podcast, share their opinions and think about what might be coming up in the second part.

## 6. Focus on vocabulary

5 mins.

Ensure students can correctly pronounce the target vocabulary. Ask them to complete the task by themselves firstly, and then compare answers with a partner.

Part 1

- |         |         |         |         |
|---------|---------|---------|---------|
| 1. * a. | 2. * b. | 3. * g. | 4. * c. |
| 5. * d. | 6. * e. | 7. * f. | 8. * h. |

5 mins.

Ask students to identify which parts of speech could fill the gaps before completing the exercise. Circulate and help as needed.

- |            |               |               |                |
|------------|---------------|---------------|----------------|
| 1. pursuit | 2. inherently | 3. detractors | 4. plethora    |
| 5. lofty   | 6. niche      | 7. proclaimed | 8. irreparable |

## 7. Skimming for general understanding

5 mins.

Students should be encouraged to skim through the article and not to spend too much time reading, perhaps set a time limit if your group of learners are comfortable with it.

- |                              |                                 |                                     |
|------------------------------|---------------------------------|-------------------------------------|
| A. Launching the biggest one | B. A decade of growth           | C. A social network with a strategy |
| D. Equality rules            | E. The power of community       | F. Small town girl                  |
| G. A global reach            | H. The view from the other side | I. The primary goal                 |

Sources:

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<https://www.prnewswire.com/news-releases/timerepublik-launches-in-us-with-100k-global-members-3012901>

<https://www.bbc.co.uk/news/business-65397192>

<https://timerepublik.com/>

<https://patch.com/california/banning-beaumont/riverside-woman-s-timebanking-platform-fosters-community-b>

<https://twitter.com/timerepublik>

## 8. Functional language

5 mins.

Inform students that they should read through the expressions in the box and then try to put them in the correct gaps. Review as a class and then ask the students to choose three of the expressions and write their own personalized sentences.

1. Despite the fact that
2. The company calls themselves
3. Another positive
4. In the US a woman
5. While it is popular within local communities
6. Although
7. While this might be true

## 9. Reading comprehension

10 mins.

Ask students to read in more detail and complete the exercise. Ask them to underline where they find the answer. If the information is not in the article, then they should write Not Given.

1. False "...only arrived in the States a couple of years..."
2. True. "...A social network that actually makes you happier ..."
3. False "...Money is inherently unequal..."
4. False "...it allows individual users to set up a community ..."
5. True "...Christina Ellis became completely hooked on the community aspect of the website ..."
6. False "...to create a community based around the skills on offer in her town ..."
7. True "...and the whole concept of modern style remained a mystery to her..."
8. True "...not all time is equal and as a result shouldn't be treated as such ..."

## 10. Discussion

5 mins.

Students discuss talking points from the podcast and share their opinions with each other about TimeRepublik, they also link it to their own lives.

---

## Unit 23

### 1. Warm up

5 mins.

This opens the lesson by defining one of the key concepts and asking students to give their thoughts and opinions on it. The reading article deals with the concept of side hustles and some of the ways people are finding to earn extra income.

### 2. Scanning for vocabulary

5 mins.

This offers extra support with some of the higher-level vocabulary in the article and can be done before or after the main comprehension activities.

- |                         |                     |                        |
|-------------------------|---------------------|------------------------|
| 1. rebrand (v)          | 2. prevalent (adj.) | 3. monetize (v)        |
| 4. entrepreneurship (n) | 5. emulate (v)      | 6. breeding ground (n) |
| 7. transparency (n)     | 8. foster (v)       | 9. bearing (n)         |

### 3. Skimming for gist

5 mins.

You may want to set a time limit on this activity to encourage skim reading rather than reading in detail.

Article gaps:

- |                  |             |                 |                         |
|------------------|-------------|-----------------|-------------------------|
| 1. the extra job | 2. a rise   | 3. the Internet | 4. the potential income |
| 5. a way         | 6. The days | 7. The latter   | 8. the workforce        |

Sources:

<https://www.bbc.com/worklife/article/20230504-the-workers-sharing-their-side-hustle-incomes>

<https://www.bbc.com/worklife/article/20230302-the-rise-of-the-gen-z-side-hustle>

<https://www.indeed.com/career-advice/career-development/discussing-salary-at-work>

<https://gusto.com/resources/articles/hr/team-management/discussing-salary-work>

### 4. Reading comprehension

10 mins.

Ask students to read the ideas and find which paragraph they are reflected in. Ask them to underline where they find the answer.

Ideas:

1. D - Additionally, we are firmly in an era where people changing jobs, careers and locations are much more the norm than they used to be. The days of people staying with the same company for decades are over.
2. B - ...those same content creators remain largely tight-lipped about what they earn in their full-time jobs.
3. A - the sexier, more modern, equivalent of 'the extra job'.
4. C - On sites such as TikTok and other social media networks, creators often emulate each other and ideas for content are borrowed, creating a breeding ground for new ideas and attitudes to be quickly passed on.
5. D - So organizations may have to make a pathway to more money and greater benefits far more apparent if they want to retain employees.
6. B - Unlike bar work or driving for Uber, the potential income from this type of work is unlimited.
7. C - Videos giving a breakdown of 'how much I made last year' are a common genre of online content, particularly with those who are giving financial advice or promoting the side hustle...
8. D - Reasons given for companies being secretive over salaries are often given as reducing the likelihood of potential conflicts and allowing for confidentiality.

## 5. Focus on vocabulary

5 mins.

This task focuses on vocabulary used in the Listening exercise. Ask the students to complete this task without a reference in the first instance, but allow them to check their work in a dictionary later. Be sure that they can correctly pronounce the target language.

Part A:

- |             |                |                |               |
|-------------|----------------|----------------|---------------|
| 1. secrecy  | 2. disparity   | 3. counterpart | 4. convoluted |
| 5. variance | 6. standardize | 7. scam        | 8. merit      |

5 mins.

This allows the students to put the vocabulary into context. Ask them to read the sentences first and identify which part of speech could fill the gaps.

Part B:

- |               |                |            |                |
|---------------|----------------|------------|----------------|
| 1. convoluted | 2. variance    | 3. secrecy | 4. counterpart |
| 5. merit      | 6. standardize | 7. scam    | 8. disparity   |

## 6. Listening for gist

5 mins.

This gives the students an opportunity to listen for the first time and identify the main idea that each of the three speakers is discussing.

- |             |             |               |               |             |
|-------------|-------------|---------------|---------------|-------------|
| 1. Not used | 2. A - Thom | 3. C - Gerard | 4. B - Bianca | 5. Not used |
|-------------|-------------|---------------|---------------|-------------|
-

**7. Listening comprehension: Part 1**

10 mins.

Part 1&2. For Part 1, ask the students to complete the table after the first listening, then allow them to listen a second time to check their answers. For Part 2, ask them to infer the meaning of the idiom from context.

- 1) B
- 2) C
- 3) B
- 4) A
- 5) A
- 6) B
- 7) C
- 8) A

**8. Listening comprehension: Part 2**

5 mins.

Instructions in the previous section.

It's not a difficult thing to do.

**9. Talking point**

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

**10. Extended activity/Homework**

40 mins +.

You may want the students to discuss this situation in groups or pairs first to help them pool ideas about how to respond. Remind students that they should use a formal tone when writing the email. Ask them to plan, write and edit their emails. Be sure to give them feedback on their work.

## Unit 24

**1. Warm up**

5 mins.

---

This defines the main term for students and asks them to think about their own experience. There will be a chance for further discussion later, so keep it light for now.

## 2. Scanning for vocabulary

5 mins.

This identifies some of the higher-level vocabulary for students that they will be able to use later and will aid their comprehension.

- |                        |                        |                      |
|------------------------|------------------------|----------------------|
| 1. <u>transparency</u> | 2. <u>candid</u>       | 3. <u>violation</u>  |
| 4. <u>diligent</u>     | 5. <u>well-rounded</u> | 6. <u>volatile</u>   |
| 7. <u>slacker</u>      | 8. <u>surveillance</u> | 9. <u>compensate</u> |

## 3. Skimming for gist

5 mins.

You may want to set a strict time limit for this task to encourage skim reading rather than reading in detail.

- |                      |                   |                         |               |
|----------------------|-------------------|-------------------------|---------------|
| 1. open conversation | 2. short break    | 3. different industries | 4. good sense |
| 5. additional skills | 6. regular checks | 7. low wages            |               |

Sources:

[www.bbc.com/worklife/article/20221014-moonlighting-the-controversy-among-indias-tech-workers](http://www.bbc.com/worklife/article/20221014-moonlighting-the-controversy-among-indias-tech-workers)

[economictimes.indiatimes.com/tech/information-tech/wipro-fires-300-staff-members-found-to-be-moonlightin](https://economictimes.indiatimes.com/tech/information-tech/wipro-fires-300-staff-members-found-to-be-moonlightin)

## 4. Reading comprehension

10 mins.

Parts A&B. Ask students to read more carefully and answer the questions.

- |       |       |       |
|-------|-------|-------|
| 1. GM | 2. HA | 3. RP |
| 4. MP | 5. HA | 6. GM |

Part B

1. A point that people have very different views on and so is likely to cause arguments and disagreements.
2. That you do your fair share of the work at a minimum, if not more.

## 5. Focus on vocabulary

10 mins.

---

This defines key vocabulary in the article while asking the students to focus on spelling. Ask them to do the task unaided in the first instance, but allow them to use a reference later if needed. Make sure students can correctly pronounce the key vocabulary.

- |                |             |                 |            |
|----------------|-------------|-----------------|------------|
| 1. instability | 2. laid off | 3. insecurity   | 4. avert   |
| 5. reap        | 6. reckless | 7. trade secret | 8. loyalty |

Part B

- |                 |              |             |                |
|-----------------|--------------|-------------|----------------|
| 1. trade secret | 2. redundant | 3. reap     | 4. instability |
| 5. loyalty      | 6. averted   | 7. reckless | 8. insecurity  |

## 6. Listening for gist

5 mins.

This allows students to get the gist of what is said in the interview ahead of the main comprehension.

1.  C What problem do companies have with moonlighting?
3.  C What effect did that have on you and your family?
4.  C What has created this problem?
6.  C Do you think the view of companies will change in the future?

## 7. Listening comprehension

10 mins.

Parts A & B. Ask students to complete the questions after the first listening and then listen again if needed to check their answers.

Answers to the table:

1. Naseem, Deepa; 2. Naseem; 3. Neither; 4. Naseem; 5. Naseem; 6. Deepa; 7. Deepa; 8. Neither; 9. Naseem

Part B

She means that they have to decide on the difference between what is and isn't acceptable.

## 8. Talking point

10 mins.

Ask students to discuss the questions in pairs or small groups. Circulate and help as needed.

## 9. Extended activity/Homework

40 mins+.

---

Ask students to plan, write and edit their essay based on the discussion in the lesson and their own ideas. Be sure to give them feedback on their work.

## Unit 25

### 1. Warm up

5 mins.

This opens the lesson by encouraging students to think about the different aspects of self-employment versus traditional employment. Ask them to complete the table and then discuss their ideas with a partner. Mind that students might classify the ideas differently as they may have various experiences or opinions.

*Possible answers:*

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. S | 2. S | 3. S | 4. B | 5. B  |
| 6. S | 7. T | 8. T | 9. T | 10. T |

### 2. Scanning for information

#### Part A:

5 mins.

This supports students with some of the higher-level vocabulary and gives them the opportunity to scan through the article ahead of the comprehension exercises.

- |                |                |          |           |
|----------------|----------------|----------|-----------|
| 1. pronounced  | 2. expenditure | 3. lure  | 4. grind  |
| 5. sole trader | 6. workaholic  | 7. irony | 8. temper |

#### Part B:

5 mins.

Ask the students to scan the article and note down the meaning of the numbers. You may want to set a time limit on this task to encourage scanning rather than reading in detail.

1. The number (in millions) of self-employed workers in the US in 2016.
2. The projected number (in millions) of self-employed workers in the US in 2026.
3. The growth rate of self-employed workers in the US.
4. The percentage of self-employed workers in the UK in 2019.
5. The percentage of employees in the US who value paid time off.
6. The percentage of people in the US who don't take the full amount of time who give adding to the workload of co-workers a reason.

*Sources:*

<https://www.bbc.com/news/business-44887623>

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<https://www.bls.gov/careeroutlook/2018/article/self-employment.htm>

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/trend>

<https://ifs.org.uk/publications/what-does-rise-self-employment-tell-us-about-uk-labour-market>

<https://www.businessinsider.com/self-employed-back-to-levels-before-the-pandemic-pew-research-2021-11>

<https://www.bbc.com/worklife/article/20230614-the-quiet-guilt-of-self-employment>

### 3. Reading comprehension

10 mins.

Ask the students to read the article more carefully and underline where they find each of the points.

1. para. B - while working weekends and evenings may happen, there is the sense that you are doing it for your own benefit rather than to impress a manager.
2. para. A - The largest growth is in the personal care and service industries and cleaning and maintenance industries, with construction and extraction coming in third.
3. para. D - studies have shown that self-employed workers are more susceptible to finding themselves burned out
4. para. C - 50% reported not taking full advantage of vacation time offered by their employer.
5. para. A - This reflects the increase in contractual work as companies have sought to limit expenditure on full-time employment during the economic turmoil of the last decade.
6. para. C - The self-employed face additional stress with time off in that they can fear they will lose out on contracts and work if they're away for too long.
7. para. B - Compared to the need to be accountable to management for how you're spending your time, and having to navigate colleague interactions and performance reviews, self-employment offers a number of perks.
8. para. B - For an employee, time off is time they don't have to spend working and can be freely enjoyed. For the self-employed, it is time that they could be working.

### 4. Focus on vocabulary: idioms

10 mins.

This task looks at some idioms which are all used in the listening task later in the lesson. Ask the students to look at the sentences with the idioms used in context and discuss what they think the meaning is. Be sure to go through the answers with them when they have finished.

1. do something without any help from anyone else
  2. see an indication that something is going to happen in the future
  3. create a situation where there is doubt about something
  4. be the only opportunity where doing something is possible
  5. used to give the facts of a situation
-

6. start working in a particular place in a way that will help to get a better position later on
7. be extremely busy
8. take on more tasks or responsibilities than you can reasonably handle

#### 5. Listening for gist

5 mins.

This gives students an opportunity to hear the audio for the first time and get a general idea of the conversation.

1.  C How did you find the balance?
2.  C Was there a moment when you thought you may have made the wrong decision?
4.  C What was it that made you decide to go into self-employment?
5.  C Was it these changes that gave you the push you needed?
7.  C How did you get started?

#### 6. Listening comprehension

10 mins.

Ask the students to read the questions carefully after the first listening and answer them. Then allow them to listen again to check their answers.

1. c.      2. b.      3. b.      4. a.      5. b.      6. a.      7. c.      8. b.

#### 7. Talking point

10 mins.

Ask the students to discuss the questions in pairs or small groups. Circulate and help as needed.

#### 8. Extended activity/homework

20 mins+

Ask the students to read the email and respond with their own ideas. Encourage them to edit their answers after they finish. Be sure to give them feedback on their work.

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## Unit 26

### 1. Warm up

5 mins.

Students talk about the patterns of functions associated with the different sides of the brain and how this might relate to using AI.

Answers:

Right brain: spatial awareness, artistic expression, intuition, creativity

Left brain: language processing, analytical thinking, logical reasoning, computation

### 2. Vocabulary

5 mins.

Explain to students that they should attempt the exercise unaided at first, checking the pronunciation of difficult words and asking them to give examples.

1. \* d.

2. \* c.

3. \* a.

4. \* f.

5. \* h.

6. \* e.

7. \* g.

8. \* b.

9. \* i.

### 3. Watching for specific information

5 mins.

Students should focus on the words surrounding the gap to determine what type of word is needed.

1. Word documents

2. complex

3. core

4. impacted function

5. creative

6. performance

### 4. Focus on vocabulary I

#### Part A

5 mins.

Encourage students to give examples using some of the words. Check their pronunciation after they have completed the task.

1. chunks (n)

2. steer (v)

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3. tailored (adj.)

4. strategically (adv.)

5. diffuse (v)

6. funnel (n)

7. unpack (v)

8. hitting it off (v phrase)

### Part B

5 mins.

Go through them as a class or watch the first part of the video to see which ones are correct. Ask students if they know any other collocations that could be used in a marketing setting.

1. feedback loops

2. personalized content

3. negative outcome

4. data scientists

5. productivity revolution

6. execution insights

## 5. Watching for context

5 mins.

Students reorder the sentences below in the sequence in which they are discussed in the second part of the video. Note that the sentences do not replicate what is said in the video verbatim, so students should listen for synonyms of keywords.

More free time for marketers?

Overly-personalized content.

The threat of content overload.

Recycling existing data.

Growing a left-AI brain.

Using people who can assist AI in making key decisions.

A real-world experiment.

The development of a feedback loop.

## 6. Focus on vocabulary 2

5 mins.

Explain to students that they should attempt the exercise unaided at first, checking the pronunciation of difficult words and asking them to give examples.

1. market

2. different

3. change

4. characteristics

5. hindered

6. understandable

7. distinguish

## 7. Video comprehension

### Part A

5 mins.

Students watch the third part of the video and answer the questions true (T) or false (F).

1. False – "I see too many companies... just training their algorithms and models only on their current content and data. Now, if you do that, the risk for a brand is to be trapped in your current territory."
2. True – "There is nothing in data and content existing on millennials that will help you to be successful with Gen Z."
3. False – "...think outside your direct ecosystem on who could be super-relevant data and content partners for you."
4. True – "...you give all of your right brain to generative AI and in turn run a real risk of...losing that super strong brand identity."
5. False – "...when people over-rely on generative AI, the collective divergence of ideas drops by 40 percent."
6. False – "Do you like data? Are you super rational, are you super fact-based? Then you should specialize."

### Part B

5 mins.

Discuss the meaning of the idiomatic terms in the questions. Note that these are examples of natural language from the video.

*think outside the box* - look at a problem or situation in a new and innovative way, beyond conventional ideas

*run a real risk* - face a possibility of experiencing a negative outcome or consequence

*keep the creative juices flowing* - maintain a continuous flow of creative ideas or innovative thinking

## 8. Talking point

### Part A

5 mins.

Ask students if there is any way to know which are AI-produced in terms of style or wording.

- |               |                    |
|---------------|--------------------|
| 1. Bill Gates | 2. AI              |
| 3. AI         | 4. Albert Einstein |
| 5. AI         | 6. Jeff Bezos      |

### Part B

5 mins.

Guide students as they talk about the issues raised.

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