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Институт филологии и межкультурной коммуникации  
Кафедра иноязычной коммуникации и лингводидактики

# ENGLISH PODCASTS FOR BACHELOR AND MASTER STUDENTS

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Учебное пособие 'ENGLISH PODCASTS FOR BACHELOR AND MASTER STUDENTS' предназначено для бакалавров и магистров направлений подготовки «Менеджмент», «Реклама», «Связи С Обществом», «Социальная Работа», «Педагогика», «Информационная Безопасность», «Информационные системы и Технологии», специалистов в сфере Профессиональной Коммуникации от среднего до высокого уровня иноязычной компетенции. Инновационность учебника состоит в разработанной лингводидактической модели развития прикладных иноязычных компетенций анализа и решения проблем в рамках указанных специальностей, его методической основой являются компетентностный и коммуникативный подходы к обучению, позволяющие организовать основные виды профессионально-ориентированной речевой деятельности.

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# Preface

Учебное пособие ENGLISH PODCASTS FOR BACHELOR AND MASTER STUDENTS предназначено для бакалавров и магистров направлений подготовки «Менеджмент», «Реклама», «Связи С Обществом», «Социальная Работа», «Педагогика», «Информационная Безопасность», «Информационные системы и Технологии», специалистов в сфере Профессиональной Коммуникации от среднего до высокого уровня иноязычной компетенции. Инновационность учебника состоит в разработанной лингводидактической модели развития иноязычных компетенций анализа и решения проблем в рамках указанных специальностей, его методической основой являются компетентностный и коммуникативный подходы к обучению, позволяющие организовать основные виды речевой деятельности для формирования и развития иноязычной профессионально значимой интеракции.

Учебное пособие состоит из 10 разделов, охватывающих проблемы и перспективы менеджмента, организации, коммуникации, обработки информации, информационной безопасности, интернет.

Методическая схема состоит из 3х частей: до прослушивания на снятие фонетических и лексических сложностей; на прослушивание и лексико-грамматический комментарий, разнообразные подстановочные упражнения; после прослушивания с вопросами к тексту, создание презентации, смысловых карт, предложений, что способствуют оптимальному развитию иноязычной коммуникативной компетенции.

Учебное пособие рассчитан на аудиторную и самостоятельную работу студентов и развитие у них навыков профессионально значимой коммуникации, которая осуществляется на базе аутентичных и учебных подкастов, при помощи системы упражнений, ориентированных на развитие и совершенствование навыков монологической и диалогической устной речи, письменной речи, чтения, перевода, которые актуальны в сфере профессионально значимой и деловой коммуникации.

Каждый раздел содержит упражнения и задания к подкастам, направленные на формирование и развитие навыков понимания; активизацию тезауруса и профессиональной терминологии; закрепление активной лексики с помощью письменного перевода и говорения.

Задания на понимание состоят из вопросно-ответных заданий на общее и детальное понимание оригинальных подкастов из BBC, которые варьируются от среднего до высокого уровня сложности, что позволяет преподавателю выбрать материал различной сложности в соответствии с иноязычной компетенцией студента.

Упражнения на овладение лексикой и профессиональной терминологией могут использоваться для формирования профессионального тезауруса и его активизации в письменных заданиях на перевод и говорение. Они предполагают

работу студентов со словарями общеупотребительной и специальной лексики, а также профессиональными тезаурусами.

Задания на формирование и развитие навыков говорения и презентации научат студентов выделять основные проблемы, находить авторские аргументы и предложения по их решению, выражать собственное мнение о результативности этих решений. Задания направлены также на активизацию грамматических тем, которые преподаватель может использовать как для аудиторной, так и самостоятельной работы студентов, в частности.

Учебное пособие ENGLISH PODCASTS FOR BACHELOR AND MASTER STUDENTS составлено в соответствии с требованиями ФГОС к обязательному минимуму содержания и уровню подготовки студентов заявленных специальностей, многоуровневой интеграции и последовательной реализации внутри- и межпредметных связей. Результативность обучения отражается в виде иноязычных компетенций, формируемых в процессе обучения.

# Unit 1. Change management



## A. BEFORE LISTENING

1. Practice the pronunciation of the following words taken from the text which you are going to listen.

Analysis, organizational, productivity, drastically, analyst, visionary, imaginative, persuasive, awareness, employee, problematic, resistance.

2. Give Russian equivalents to the following English words and word combinations.

To change current practice, to improve productivity, to reach new markets, raise awareness for, gatekeeper, encouragement, to raise morale, new procedures.

## B. WHILE LISTENING

3. Listen to the text "Change management" twice (URL: <https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/change-management>). First time make notes about the numbers, geographical, proper or personal names which you might hear. When you are listening to the text for the second time, try to catch the events and the order in which they are spoken about.

4. Agree or disagree to the following statements.

1) Organizational change is a costly and difficult business.

- 2) A good analyst will identify the key solution.
- 3) The company might bring in a consultant to help them find the right solution.
- 4) There should be meetings to help raise awareness for the need for solution.
- 5) Next comes what's probably the most problematic stage: implementation.
- 6) Making the planned change a reality requires interaction.
- 7) Staff will need to be informed of new procedures.
- 8) The most important member of the change management team at this stage is the housekeeper.
- 9) Finally, there's the consolidation stage.

**5. Fill in the gaps using the following words.**

Awareness, productivity, practice, visionary, key, staff, consultant, analysis

Before change, there must be \_\_\_\_\_. Organisational change is a costly and difficult business, and there must be a real business need reason in order to change current \_\_\_\_\_. Typically, changes are attempts to reach new markets, to improve \_\_\_\_\_ or to cope with drastically reduced funding. A good analyst will identify the \_\_\_\_\_ problem.

Once it's clear what change is required, a change strategy has to be developed. In other words, somebody needs to say what should be done. Sometimes the idea will come from a \_\_\_\_\_ within the company, perhaps an imaginative and persuasive member of the management team. Otherwise, the company might bring in a \_\_\_\_\_ to help them find the right solution. Either way, management should also consult with \_\_\_\_\_ at this stage. There should be meetings to help raise \_\_\_\_\_ for the need for change and to give employees a chance to suggest their own solutions.

**C. AFTER LISTENING**

**6. Answer the following questions.**

- 1) What should be done before change?
- 2) What is the organizational change?
- 3) Why might the company bring in a consultant?
- 4) What will help to raise awareness for the need for change?

- 5) What is the most problematic stage?
- 6) Who is the gatekeeper?
- 7) What does the final stage require?

**7. Put the words in order to form sentences.**

- 1) a way, to collect, to be, there, needs, feedback.
- 2) someone, as, champion, a, to act, needs.
- 3) will, need, informed, to be, staff, new procedures, of.
- 4) for, the need, awareness, raise, change, we, should, of.
- 5) say, somebody, should, what, needs, to, be done.
- 6) requires communication, a reality, else, above, all, making, the planned change.

**8. Match the following words from the text to form collocations.**

current	procedures
reduced	feedback
key	solution
management	problem
right	awareness
raise	team
collect	funding
new	practice

**9. Write down all words you associate with the word “management”. Share your words with your partner(s) and talk about them. Together, put the words into different categories.**

**10. Search the Internet and find more information about change management. Talk about what you discover with your groupmates. If possible, try to make a presentation, because it will help you to present information in a way which contributes to better understanding and figures or different graphics which help to understand your report better. After presentations choose the best report.**



# Unit 2. Line management



## A. BEFORE LISTENING

1. *Practice the pronunciation of the following words taken from the text which you are going to listen.*

Retailers, employer, area, retailing, challenge, particular, awkward, disciplinary, company, ultimately, chance, path.

2. *Give Russian equivalents to the following English words and word combinations.*

To be responsible for a staff, to do the standard round of applications from university, managing staff, a set of challenges, to have a sociable, outgoing personality, to be a good person to work under, to talk over issues, to be a bringer of bad news, to develop a thick skin, to say on a particular subject.

## B. WHILE LISTENING

3. *Listen to the text “Line management” twice (URL: <https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/line-management>). First time make notes about the numbers, geographical, proper or personal names which you might hear. When you are*

*listening to the text for the second time, try to catch the events and the order in which they are spoken about.*

**4. Agree or disagree to the following statements.**

- 1) The manager works for a well-known firm of retailers.
- 2) The manger has been responsible for a staff of 16 for a year.
- 3) This is the manager's second employer.
- 4) Being in a position of responsibility means you can be the bringer of bad news as well as good.
- 5) One of the easiest aspects is the issue of disciplinary action.
- 6) The manager likes seeing people develop, change and perhaps go off on a completely new path.
- 7) You plan your work, you have to get yourself well organised, but ultimately no three days are ever the same.
- 8) The positive thing is that there is the chance to help people reflect on things.

**5. Fill in the gaps using the following words.**

Challenge, disciplinary, go off, sheer, develop, reflect, pointed, shape up, line
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**Presenter:** Are there other aspects of \_\_\_\_\_ managing that you find difficult?

**Manager:** One of the hardest, most awkward things is the issue of \_\_\_\_\_ action. The company should have a system in place for dealing with this kind of area, and you have to make sure the system is understood and agreed by everyone. But ultimately, if you've taken the employee through all the procedures and he or she still doesn't \_\_\_\_\_, some hard decisions have got to be made.

**Presenter:** We seem to be focusing a lot on the negative side here. What about some of the positive things?

**Manager:** Oh, the chance to help people \_\_\_\_\_ on things, how they are developing with the company. I like seeing people \_\_\_\_\_, change and perhaps \_\_\_\_\_ on a completely new path, something that may never have occurred to them if you hadn't \_\_\_\_\_ them in that direction.

**Presenter:** I imagine it can be quite satisfying.

**Manager:** Yes. And then there's the \_\_\_\_\_ variety. You plan your work, you have to get yourself well organised, but ultimately no two days are ever the same. There's always a new \_\_\_\_\_, and I like that more than anything.

### C. AFTER LISTENING

#### 6. Answer the following questions.

- 1) How long has the manager been responsible for a staff of 15?
- 2) Is this the second manager's employer?
- 3) What kind of personality does the manager have?
- 4) What is managing people according to the manager's opinion?
- 5) What is the thing you learn?
- 6) What aspects are the most difficult?
- 7) What are the positive sides of managing people?

#### 7. Put the words in order to form sentences.

- 1) retailers, a well-known, you, for, firm, work, of.
- 2) have, for, of, you, or, responsible, a staff, 15, a year, so now, been, for.
- 3) did, of, the, I, university, round, applications, from, standard.
- 4) people, you, on, pride, good, being, with, yourself.
- 5) have, personality, quite, a, sociable, got, outgoing, you.
- 6) imagine, I, good, would, a, person, to work, be, under, you.

#### 8. Match the following words from the text to form collocations.

a well-known	for a staff
to be responsible	of challenges
to do the standard	on being good with people
a whole new set	a lot on the negative side
to pride oneself	round of applications
to seem to be focusing	on a completely new path
to go off	of disciplinary action
the issue	firm

- 9. Write down all words you associate with the word “line management”. Share your words with your partner(s) and talk about them. Together, put the words into different categories.***
- 10. Search the Internet and find more information about line management. Talk about what you discover with your groupmates. If possible, try to make a presentation, because it will help you to present information in a way which contributes to better understanding and figures or different graphics which help to understand your report better. After presentations choose the best report.***



## B. WHILE LISTENING

3. Listen to the text “Managing conflict” twice (URL: <https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/managing-conflict>). First time make notes about the numbers, geographical, proper or personal names which you might hear. When you are listening to the text for the second time, try to catch the events and the order in which they are spoken about.

4. Agree or disagree to the following statements.

- 1) There have been some problems between Craig and Gavin.
- 2) Gavin came into this job two years ago with a special project to do.
- 3) Craig’s just blocked Gavin all along.
- 4) When Gavin walks into the office, the others say hello to him.
- 5) Gavin is very positive, energetic and outgoing, while everyone else here seems to be half-asleep.
- 6) Gavin thinks there’s no initiative, no energy.
- 7) We can’t keep away from personal comments here and stick to talking about the workplace.
- 8) Craig thinks that Gavin respects the limits of what he’s supposed to do.
- 9) Gavin says that it was impossible to do what he had to do without getting other people to rethink the way they work.

5. Fill in the gaps using the following words.

A one-year, sticks, workplace, personality, responsibilities, tolerant, flexible, settle, rethink

**Craig:** Well, I am talking about the \_\_\_\_\_! He doesn’t respect the limits of what he’s supposed to do. He came in here for \_\_\_\_\_ project, but has then tried to change the way everyone else works as well.

**Gavin:** Well, my project involved everyone else! It was impossible to do what I had to do without getting other people to \_\_\_\_\_ the way they work.

**Mike:** OK, I think that \_\_\_\_\_ issues are crucial here. Personality issues are the most difficult things to change. Perhaps we'll never be able to resolve them. You are different people with different personalities and different ways of working. Well, that doesn't mean the problem can't be solved. We have to be \_\_\_\_\_, accept change and be \_\_\_\_\_ of difference. Well, yes, it is easy to say, but difficult to do! I don't deny that. However, what we need to do is review your project and look at everyone's roles and \_\_\_\_\_ in the project and in this organisation as a whole. If everyone \_\_\_\_\_ to and respects other people's roles and responsibilities, then we can at least \_\_\_\_\_ on a good, constructive working atmosphere.

### **C. AFTER LISTENING**

#### **6. Answer the following questions.**

- 1) Who has the conflict?
- 2) When did Gavin come to work?
- 3) What problems does Gavin tell about?
- 4) What is Craig's position?
- 5) What is Mike's attitude to the conflict?
- 6) How does Mike try to find the solution?

#### **7. Put the words in order to form sentences.**

- 1) what, project, need, we, review, to do, is, your, however.
- 2) difficult, issues, the, things, are, personality, to, change, most.
- 3) to be, change, difference, have, accept, tolerant, and, flexible, be, we, of.
- 4) think, personality, that, are, issues, crucial, here, I.
- 5) here, came, one-year, for, in, a, he, project.
- 6) don't, that, think, judgemental, I, comments, personal, like, that, help.

**8. Match the following words from the text to form collocations.**

to have some problems	things to change
to have	for a one-year project
to say	the limits
to be	from personal comments
to keep away	positive, energetic and outgoing
to respect	hello to someone
to come in here	a very positive attitude
to be the most difficult	between Gavin and Craig

**9. Write down all words you associate with the word “conflict”. Share your words with your partner(s) and talk about them. Together, put the words into different categories.**

**10. Search the Internet and find more information about managing conflict. Talk about what you discover with your groupmates. If possible, try to make a presentation, because it will help you to present information in a way which contributes to better understanding and figures or different graphics which help to understand your report better. After presentations choose the best report.**



# Unit 4. Public relations



## A. BEFORE LISTENING

1. Practice the pronunciation of the following words taken from the text which you are going to listen.

Course, advertising, overview, couple, association, through, industry, portfolio, internship, extremely, enthusiastic.

2. Give Russian equivalents to the following English words and word combinations.

To do a business course, an overview of business, different careers in communication, to start networking, experienced professionals, to be offered an internship, to build up a portfolio, to do an internship, to get a foot in the door, willing, ambitious, to put in with a PR job.

## B. WHILE LISTENING

3. Listen to the text “Public relations” twice (URL: <https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/public-relations>). First time make notes about the numbers, geographical, proper or personal names which you might hear. When you are

*listening to the text for the second time, try to catch the events and the order in which they are spoken about.*

**4. Agree or disagree to the following statements.**

- 1) When I was at university, I did a business course that covered managing conflicts.
- 2) While I was studying, I realised that I was most interested in public relations.
- 3) I was also offered an internship in my final year.
- 4) It was easy studying and working at the same time.
- 5) Studying and working at the same time prepared me for the deadlines and long hours.
- 6) After five months I applied for a job with more responsibility.
- 7) I became an account executive and very quickly felt at home in my new job.
- 8) I do not do a lot of writing with press releases.
- 9) If I had to start again I'd choose to do a journalism option at university.

**5. Fill in the gaps using the following words.**

Proofread, deadlines, an internship, public relations, insight, succeed, experienced professionals, CV

While I was studying, I realised that I was most interested in \_\_\_\_\_, and so I joined a couple of associations so I could start networking before leaving university. Through one of the organisations I joined, I was able to meet lots of \_\_\_\_\_, who gave me advice on getting into the industry. I was also offered \_\_\_\_\_ in my final year. This meant I could build up my portfolio even before I'd finished studying. I think that it's extremely important, especially today when there are so many people wanting to work in PR, to do an internship to a) get a foot in the door and b) have more on your \_\_\_\_\_ than simply your studies.

You have to show willing and prove that you're an enthusiastic, ambitious person who wants to \_\_\_\_\_. It was hard studying and working at the same time, but at least it prepared me for the \_\_\_\_\_ and long hours you're expected to put in with a PR job. My internship also meant that I built up a list of contacts in the media and

PR industry itself. Both areas were very important in helping me get my first job as an account co-ordinator with a corporate public relations agency. I had to write and \_\_\_\_\_ flyers, keep track of media databases and other admin-type stuff. It wasn't the most exciting of jobs, but at least it gave me a better \_\_\_\_\_ into PR and helped me decide what I wanted to do after. I didn't have much journalism experience either before working for this company, so I learned that as I went along.

### C. AFTER LISTENING

#### 6. *Answer the following questions.*

- 1) What did the business course cover?
- 2) Why did the author choose to join a couple of associations?
- 3) What was the author offered?
- 4) What opportunities does the internship offer?
- 5) What responsibilities did the author have at his first job?
- 6) What job did the author get after nine months?

#### 7. *Put the words in order to form sentences.*

- 1) the best, I've, an internship, thing, done, was, ever, getting.
- 2) easily, able, have, quite, and, to be, you, outgoing, to communicate.
- 3) press, writing, a lot of, I, still, do releases, with.
- 4) I had to keep track of media databases and other admin-type stuff.
- 5) for, nine, I, after, applied, about, months, a job.
- 6) also, that, I, a list of contacts, PR industry, in, internship, and, meant, itself, my, built up, the media.

#### 8. *Match the following words from the text to form collocations.*

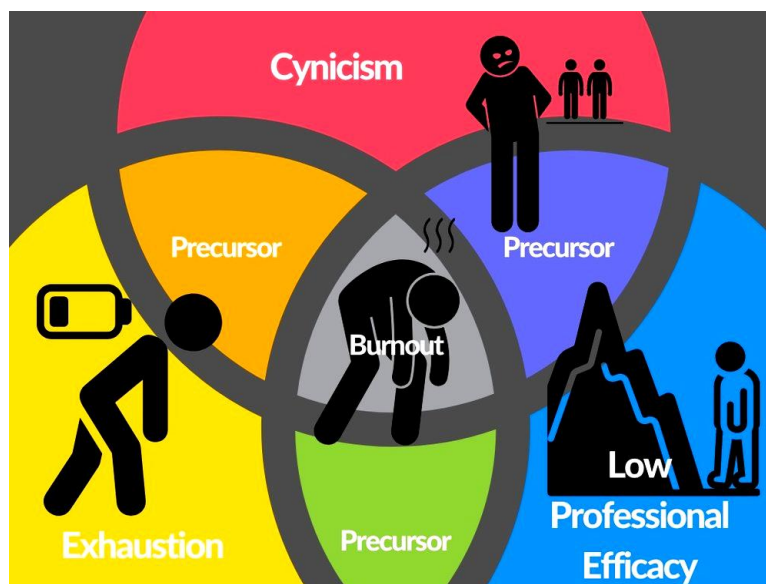
to do	a portfolio
to start	of media databases
to be offered	a foot in the door
to build up	an internship
to do	with a PR job

to get	networking
to put in	a business course
keep track	an internship

***9. Write down all words you associate with the word “relations”. Share your words with your partner(s) and talk about them. Together, put the words into different categories.***

***10. Search the Internet and find more information about public relations. Talk about what you discover with your groupmates. If possible, try to make a presentation, because it will help you to present information in a way which contributes to better understanding and figures or different graphics which help to understand your report better. After presentations choose the best report.***

## Unit 5. Work burnout



### A. BEFORE LISTENING

1. *Practice the pronunciation of the following words taken from the text which you are going to listen.*

Work burnout, therapy, health, serious, to drown, overload, to be all dried up, to lose one's energy, cynical, depressed, hopeless, appointment, anti-depressants.

2. *Give Russian equivalents to the following English words and word combinations.*

To deal with work-related health problems, to take the blues out of work, work burnout, case study, to follow a course of therapy, to get one's health back, to drown in an overload of work, to be all dried up, a happy-go-lucky sort of bloke, to calm the mind, to shut out the world's distractions.

### B. WHILE LISTENING

3. *Listen to the text "Work burnout" twice (URL: <https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/work-burnout>). First time make notes about the numbers, geographical, proper or personal names which you might hear. When you are listening to the text for the second time, try to catch the events and the order in which they are spoken about.*

**4. Agree or disagree to the following statements.**

- 1) Pam's new book is titled Taking the blues out of work: How to deal with work-related health problems.
- 2) Pam has just recovered from work burnout.
- 3) Steve followed a course of therapy and got his health back again.
- 4) Burnout is just another word for stress.
- 5) We live in a world where stress is part of our everyday lives.
- 6) Stress is like drowning in an overload of work, burnout is more like being all dried up.
- 7) With burnout we lose our energy, our motivation, our hope.
- 8) Steve changed his behaviour and started feeling really negative and cynical about everything.
- 9) Steve got better with anti-depressants.

**5. Fill in the gaps using the following words.**

Suffering from, stress, drowning, everyday lives, energy, dried up, burnout, stressed, motivation
---

Most people make the mistake of thinking that \_\_\_\_\_ is just another word for stress – so I'll start with that. Everyone understands \_\_\_\_\_. We live in a world where stress is part of our \_\_\_\_\_. Burnout can be the result of too much stress, but it isn't the same thing. I once heard somebody say that if stress is like \_\_\_\_\_ in an overload of work, burnout is more like being all \_\_\_\_\_. With stress we lose our \_\_\_\_\_, with burnout we lose much more – our \_\_\_\_\_, our hope. And one very important difference between stress and burnout is that we know when we are \_\_\_\_\_, but we don't usually realise we are \_\_\_\_\_ burnout.

**C. AFTER LISTENING**

**6. Answer the following questions.**

- 1) What is the title of Pam's book?
- 2) Who was her patient?
- 3) What is the difference between stress and work burnout?
- 4) What symptoms did Steve have?

- 5) Who noticed Steve's strange behaviour?
- 6) Who made an appointment with a doctor?
- 7) How did Steve recover from work burnout?

**7. Put the words in order to form sentences.**

- 1) and, the, mind, meditating, to shut out, the, calms, world's, helps, distractions.
- 2) the, days, these, they, same, used, aren't, to be, anti-depressants, as.
- 3) started, my, and, behavior, really, and, negative, cynical, about, feeling, changed, everything, I.
- 4) lucky, his, was, support, and ,Steve, the, family, to, have, of, friends.
- 5) stress, burnout, the, result, of, be, too, can, much.
- 6) work, is, in, like, an, stress, overload, drowning, of.

**8. Match the following words from the text to form collocations.**

to deal with	all dried up
to take	the blues out of work
to follow	sort of bloke
to get	an overload of work
to drown in	the world's distractions
to be	one's health back
a happy-go-lucky	the mind
to calm	a course of therapy
to shut out	work-related health problems

**9. Write down all words you associate with the word "work burnout". Share your words with your partner(s) and talk about them. Together, put the words into different categories.**

**10. Search the Internet and find more information about work burnout. Talk about what you discover with your groupmates. If possible, try to make a presentation, because it will help you to present information in a way which contributes to better understanding and figures or different graphics which help to understand your report better. After presentations choose the best report.**

# Unit 6. Relationship-building



## A. BEFORE LISTENING

1. *Practice the pronunciation of the following words taken from the text which you are going to listen.*

Relationship-building, team-building, competency, to cultivate, individuals, eventually, informal, environment, initiating, obvious, courtesies, co-worker, complicated, current affairs, deficiencies, to appreciate.

2. *Give Russian equivalents to the following English words and word combinations.*

To cultivate relationships, to sum up, to develop one's relationship-building competency, to incorporate into your day-to-day lives, to transfer to a more formal environment, to practise simple courtesies, to neglect, to set oneself a goal, to share an interest in, to plan an occasional social event with co-workers, to nurture the relationships, to fizzle out, to stay on a plane, to be in a conflictive situation with somebody, to hammer out a point of disagreement.

## B. WHILE LISTENING

3. *Listen to the text "Relationship-building" twice (URL: <https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/relationship-building>). First time make notes about the numbers, geographical, proper or personal names which you might hear.*



*When you are listening to the text for the second time, try to catch the events and the order in which they are spoken about.*

**4. Agree or disagree to the following statements.**

- 1) Relationship-building is not the same as team-building.
- 2) When we talk about relationship-building, we're talking about a competency in which we cultivate relationships both inside and outside the workplace.
- 3) Set yourself a goal to say 'Thank you' to three people you normally wouldn't.
- 4) We should also try to get to know colleagues inside the office.
- 5) Listen to what they say and take notice of the information you learn about their interests.
- 6) You won't be very good at small talk if you don't know about current affairs
- 7) We should focus on a person's deficiencies.
- 8) We should also practise effective speaking.
- 9) If we are in a conflictive situation with somebody, we should focus on the issue and not on the person.

**5. Fill in the gaps using the following words.**

Current affairs, goal, neglect, co-workers, target, courtesies, outside, small talk, complicated
--

The first thing we should all do is to practise simple \_\_\_\_\_. This might seem like common sense to some people, but in actual fact you'd be surprised at how many people do \_\_\_\_\_ these things. Set yourself a \_\_\_\_\_ to say 'Good morning' to three people you normally wouldn't. We should also try to get to know colleagues \_\_\_\_\_ the office. Ask people what their interests are. If you share an interest in tennis, say, suggest a game. Plan an occasional social event with \_\_\_\_\_. It doesn't have to be anything \_\_\_\_\_ – a coffee together or a picnic lunch, for example. Another thing you can do is to actually \_\_\_\_\_ somebody in your office – somebody you would like to know better. Make it your goal to talk to them. Small talk is fine. Listen to what they say and take notice of the information you learn about their interests. Make sure you

keep yourself up to date on what's happening in the world too. You won't be very good at \_\_\_\_\_ if you don't know about \_\_\_\_\_.

**C. AFTER LISTENING**

**6. Answer the following questions.**

- 1) What is relationship-building?
- 2) How can people develop their relationship-building competency?
- 3) What are a few ways that we can practise developing existing relationships?
- 4) What is the first thing?
- 5) Why should we try to get to know colleagues outside the office?
- 6) Why is it important to know about current affairs?
- 7) Why is listening so important in building relationships?

**7. Put the words in order to form sentences.**

- 1) courtesies, is, the, we, thing, should, first, all, to, do, practice, simple.
- 2) yourself, a, to, goal, say, 'Good morning', to, you, people, three, normally, wouldn't, set.
- 3) co-workers, plan, occasional, an, event, with, social.
- 4) thing, you, is, another, can, to, target, actually, your, somebody, in, do, office.
- 5) should, a person's, deficiencies, good, focus on, and, not, qualities, their, on, we.
- 6) also, should, practice, we, listening, effective.

**8. Match the following words from the text to form collocations.**

to hammer out	the relationships
to develop	an occasional social event with co-workers
to incorporate	to a more formal environment
to transfer	simple courtesies
to practise	oneself a goal
to set	into your day-to-day lives
to share	a point of disagreement

to plan	one's relationship-building competency
to nurture	an interest in

***9. Write down all words you associate with the word “relationship-building”. Share your words with your partner(s) and talk about them. Together, put the words into different categories.***

***10. Search the Internet and find more information about relationship-building. Talk about what you discover with your groupmates. If possible, try to make a presentation, because it will help you to present information in a way which contributes to better understanding and figures or different graphics which help to understand your report better. After presentations choose the best report.***



**4. Agree or disagree to the following statements.**

- 1) There are several reasons why electronic equipment breaks down.
- 2) Design errors often cause equipment failure early on.
- 3) There is seldom some infant mortality among newly-built products.
- 4) Many problems in electronic equipment are due to mechanical wear.
- 5) Solder joints never fail and develop resistance.
- 6) Televisions and other large electronic products may fail because of heat stress.
- 7) Power supplies don't create heat which can damage electronic circuits.
- 8) Lightning can produce power surges and burn out equipment.
- 9) Components don't wear out from overuse.

**5. Fill in the gaps using the following words.**

Product's lifespan, corrosion, equipment failure, repair, physical stress, components, water
---

**Customer:** Excuse me, my laptop broke down and I brought it here last week. Have you looked at it?

**Technician (F):** Yes, of course. I'm afraid I have some bad news. There's some \_\_\_\_\_ damage.

**Customer:** What does that mean?

**Technician:** There is some \_\_\_\_\_ in the connections. Possibly the laptop got wet at some point.

**Customer:** It probably happened when I took it to the beach.

**Technician:** Well, I hate to tell you this, but salt water is a big cause of \_\_\_\_\_.

**Customer:** Is it?

**Technician:** Yes. People put a lot of \_\_\_\_\_ on their electronic equipment these days.

**Customer:** So, can you \_\_\_\_\_ my laptop?

**Technician:** I can, but I'm afraid it will be expensive. It would be cheaper to buy a new one.

**Customer:** But I've only had it two years!

**Technician:** I'm sorry, but \_\_\_\_\_ inside the laptop are damaged. That shortens the \_\_\_\_\_.

**C. AFTER LISTENING**

**6. Answer the following questions.**

- 1) What are the reasons of breaking down?
- 2) What is the main problem of breaking down?
- 3) What prevents normal circuit operation?
- 4) Why may televisions and other large electronic products fail?
- 5) What problem do power supplies create?
- 6) What is electrical stress?
- 7) What is physical stress?

**7. Put the words in order to form sentences.**

- 1) to, problems, are, many, electronic, in, equipment, mechanical, due, wear.
- 2) corrosion, sometimes, the, circuit, in, board, develops, connections, component.
- 3) joints, solder, sometimes, and, resistance, develop, fail.
- 4) can, lightning, power, produce, burn out, surges, equipment, and.
- 5) example, one, physical, of, is, when, are, drinks, on, spilled, equipment, stress.
- 6) from, components, sometimes, wear out, just, overuse.
- 7) create, power, damage, supplies, can, which, heat, electronic, circuits.

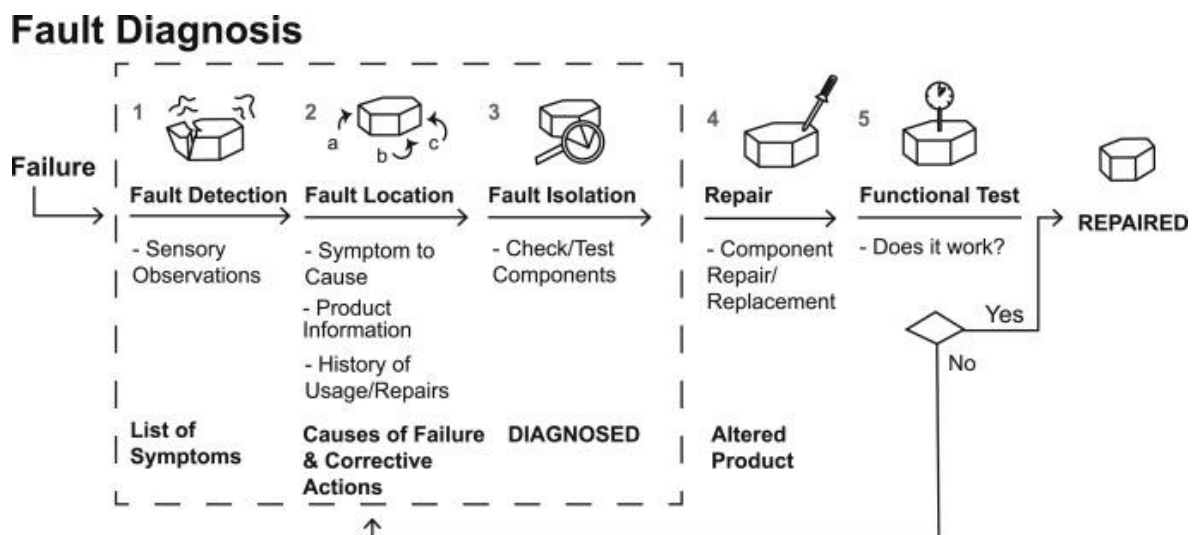
**8. Match the following words from the text to form collocations.**

electronic	joints
infant	equipment
to break	mortality
newly-built	down
design	board component connections
to cause	wear
mechanical	equipment failure
in the circuit	errors
solder	products

9. Write down all words you associate with the word “electronic equipment”. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

10. Search the Internet and find more information about why electronic equipment break down. Talk about what you discover with your groupmates. If possible, try to make a presentation, because it will help you to present information in a way which contributes to better understanding and figures or different graphics which help to understand your report better. After presentations choose the best report.

## Unit 8. Evaluation of a Faulty Electronic Device



### A. BEFORE LISTENING

1. Practice the pronunciation of the following words taken from the text which you are going to listen.

A faulty item, repair, to evaluate, manufacturer, specific, to tear, to abuse, unknowingly, outdoors, idle, to exhibit, failure, dirty, to blow.

2. Give Russian equivalents to the following English words and word combinations.

A faulty item, repair, to evaluate, manufacturer, faulty parts, to treat, to abuse the equipment, in operation, to sit idle, to exhibit any strange behavior, gradual, sudden, worn components, to cause gradual product failure.

## B. WHILE LISTENING

3. Listen to the text “Evaluation of a faulty electronic device” (URL: <https://youtu.be/wgPIogzyAig>) twice. First time make notes about the numbers, geographical, proper or personal names which you might hear. When you are listening to the text for the second time, try to catch the events and the order in which they are spoken about.

4. Agree or disagree to the following statements.

- 1) Item’s history can help you to evaluate what the problem is.
- 2) It’s not necessary to find out the manufacturer and model.
- 3) Products from specific companies may have design faults.
- 4) It’s necessary to find out the product’s age.
- 5) New products may have faults due to normal wear and tear.
- 6) Newer products may have problems linked to recent, faulty technology.
- 7) It’s not necessary to ask the customer how they treat the item.
- 8) Dirty or worn components cause gradual product failure.
- 9) If parts blow, failure is sudden.

5. Fill in the gaps using the following words.

Blow, model, evaluate, design, technology, abused, faulty, exhibit, age, idle,  
gradual, item, wear

When a customer brings a faulty \_\_\_\_\_ for repair it’s useful to know its history. This can help you to \_\_\_\_\_ what the problem is. First, find out the manufacturer and \_\_\_\_\_. Products from specific companies may have \_\_\_\_\_ faults. Even different models may have \_\_\_\_\_ parts in common. Second, find out the product’s \_\_\_\_\_. Old products may have faults due to normal \_\_\_\_\_ and tear. Newer products may have problems linked to recent, faulty \_\_\_\_\_. Ask the customer how they treat it. Maybe they \_\_\_\_\_ the equipment unknowingly. In what conditions is the product used? At home or outdoors? Next, ask about what the product was doing when it failed. Was it in operation or sitting \_\_\_\_\_? Did it \_\_\_\_\_ any strange



behavior before it shut down? Find out whether the failure was gradual or sudden. Dirty or worn components cause gradual product failure. If parts \_\_\_\_\_, failure is sudden.

### C. AFTER LISTENING

#### 6. Answer the following questions.

- 1) Why is it necessary to know the product's history before repair?
- 2) What is it necessary to do first?
- 3) Why are manufacturer and model important?
- 4) What is it necessary to do second?
- 5) What do old products have?
- 6) What problems do newer products have?
- 7) Why is it important to find out how customers treat the product?

#### 7. Put the words in order to form sentences.

- 1) is, history, help, you, can, to, the, what, evaluate, product's, problem.
- 2) from, products, companies, may, specific, have, faults, design.
- 3) products, have, may, due, faults, normal, to, wear, tear, and, old.
- 4) may, customers, abused, the, have, unknowingly, equipment.
- 5) or, components, dirty, gradual, cause, product, worn, failure.
- 6) products, faulty, newer, have, problems, may, to, linked, recent, technology.
- 7) parts, if, blow, is, failure, sudden.

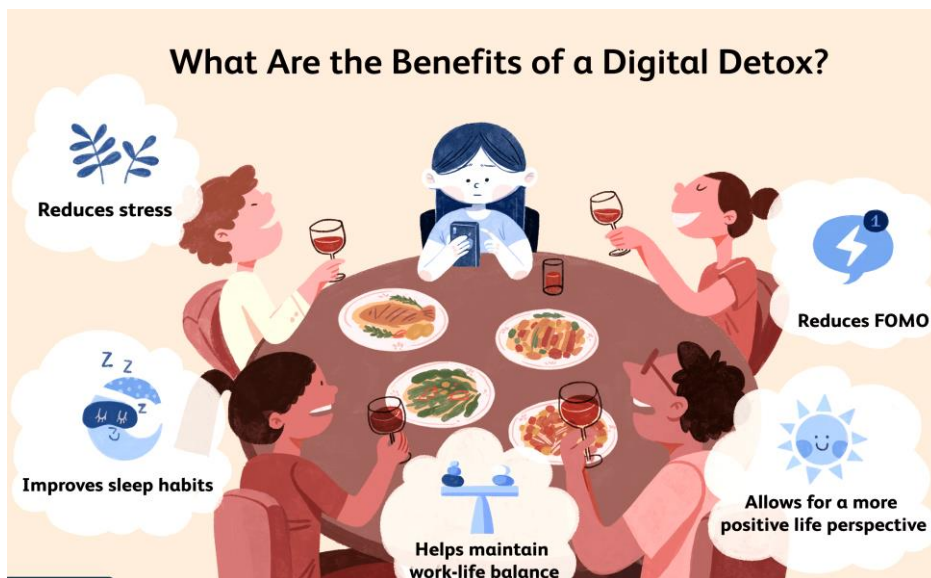
#### 8. Match the following words from the text to form collocations.

a faulty	faults
faulty	components
to abuse	any strange behavior
to sit	operation
to exhibit	the equipment
to be in	gradual product failure
worn	idle
to cause	parts

design	item
--------	------

9. Write down all words you associate with the word “a faulty electronic device”. Share your words with your partner(s) and talk about them. Together, put the words into different categories.
10. Search the Internet and find more information about evaluation of a faulty electronic device. Talk about what you discover with your groupmates. If possible, try to make a presentation, because it will help you to present information in a way which contributes to better understanding and figures or different graphics which help to understand your report better. After presentations choose the best report.

## Unit 9. A digital detox podcast



### A. BEFORE LISTENING

1. Practice the pronunciation of the following words taken from the text which you are going to listen.

Displays, smartphones, access, a digital detox, amongst, especially, studio, apart from, to browse, messy, distraction, alerts, buzzes, immediately, automatic, drastic, scary.

**2. Give Russian equivalents to the following English words and word combinations.**

To be in front of screens, to disconnect, to have access to the internet, to be in need of a digital detox, a total switch-off from all things digital, to take digital detox, to be online, apart from the hundreds of emails, to browse fashion websites, to change digital habits, to start with removing distraction, to turn off alerts, alarms, buzzes or notifications, an automatic habit, to stand in line, to send a message on any of social media channels.

**B. WHILE LISTENING**

**3. Listen to the text “A digital detox podcast” twice (URL: <https://learnenglish.britishcouncil.org/skills/listening/b2-listening/a-digital-detox-podcast>). First time make notes about the numbers, geographical, proper or personal names which you might hear. When you are listening to the text for the second time, try to catch the events and the order in which they are spoken about.**

**4. Agree or disagree to the following statements.**

- 1) From our laptops to our televisions, from the displays on our smartphones to those on our satnavs, we are in front of screens all the time.
- 2) The idea of people taking a digital detox is becoming more and more unpopular.
- 3) Amanda is always browsing fashion websites, as well as online videos.
- 4) Amanda is online for at least 8 hours a day.
- 5) Amanda read the book called *Log Off: How to Stay Connected after Disconnecting* by Blake Snow.
- 6) Amanda started with removing distraction.
- 7) Digital detox means turning off alerts, buzzes, alarms or notifications of any kind.
- 8) She was just checking her phone to kill time when she was alone.
- 9) Our devices don't influence us much.

**5. Fill in the gaps using the following words.**

online, disconnect, screens, emails, a fashion magazine, to keep in touch, a digital detox, laptops

**Presenter:** So, we're back in the studio. Welcome back, everyone. My name's Rick Walker. From our \_\_\_\_\_ to our televisions, from the displays on our smartphones to those on our satnavs, we are in front of \_\_\_\_\_ all the time. Have you ever wondered what it would be like to \_\_\_\_\_ completely? To choose not to have access to the internet? If you have, you may be in need of \_\_\_\_\_ – a total switch-off from all things digital. The idea of people taking a digital detox is becoming more and more popular, especially amongst young people – and today we're joined by someone who's tried a number of digital detox activities and is here to give us some advice about it. Amanda Vince, welcome to the studio.

**Amanda:** Thank you very much.

**Presenter:** So, Amanda, you work for \_\_\_\_\_ in London, right? I guess your work means you need to be online a lot.

**Amanda:** Oh, yes. Apart from the hundreds of \_\_\_\_\_ I get every day, I'm always browsing fashion websites, as well as online videos. I also need to be very active online, especially on Twitter and Telegram – sharing what we're doing in the magazine, interacting with designers, photographers, influencers ... it never stops, literally. Then of course there's my friends and family \_\_\_\_\_ with online too, and for me, my work grew out of my passion, so friends and work colleagues aren't two totally separate groups of people and it all gets a bit messy online sometimes. I think I'm \_\_\_\_\_ for at least 12 hours a day.

### **C. AFTER LISTENING**

#### **6. Answer the following questions.**

- 1) Have you ever wondered what it would be like to disconnect completely?
- 2) Why is the idea of a digital detox becoming more and more popular?
- 3) How did Amanda get the idea of a digital detox?
- 4) What does a digital detox mean?
- 5) What book did Amanda read?

6) What are the steps of a digital detox according to the book?

7) What are her impressions from a digital detox?

**7. Put the words in order to form sentences.**

1) here, can us, or, call, send, directly, a message, any, on, our, social, of, channels, media, you, us.

2) partner, my, and, a weekend, did, I, no, absolutely, with, screens, first.

3) it, scary, but, it, to, first, turned out, a little bit, be, rewarding, a pretty, experience, was, at, for, me.

4) we, to, just, realise, how, begin, much, a grip, of, devices, our, on, have, us, once.

5) wasn't, just, my, checking, to, phone, I, time, when, I, kill, was, alone.

6) should, ourselves, 'Why?', every, time, we, take out, our, phone, we, ask.

7) means, alerts, turning off, buzzes, or, that, alarms, of, any, kind, notifications.

**8. Match the following words from the text to form collocations.**

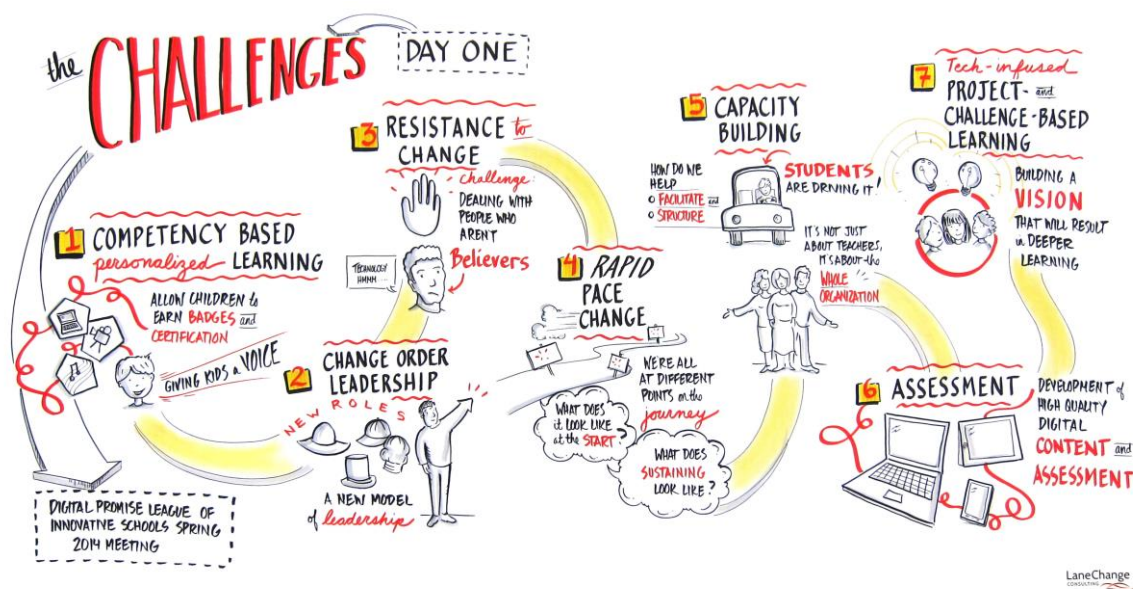
to be	fashion websites
to have	removing distraction
to be in	from all things digital
a total switch-off	need of a digital detox
to take	digital habits
apart from	the hundreds of emails
to browse	in front of screens
to change	digital detox
to start with	access to the internet

**9. Write down all words you associate with the word "a digital addiction". Share your words with your partner(s) and talk about them. Together, put the words into different categories.**

**10. Search the Internet and find more information about a digital detox. Talk about what you discover with your groupmates. If possible, try to make a presentation, because it will help you to present information in a way which contributes to**

*better understanding and figures or different graphics which help to understand your report better. After presentations choose the best report.*

## Unit 10. Challenges at work



### A. BEFORE LISTENING

**1. Practice the pronunciation of the following words taken from the text which you are going to listen.**

Company, vision, co-operation, relationship, foundation, impression, to greet, awkward, assumption, a virtual team, challenging, time zones, deadlines, effort, communication, a rough patch, overloaded, acronym, to prioritise, delay, departures, cancellation, capacity, destination.

**2. Give Russian equivalents to the following English words and word combinations.**

To meet someone in person, to define a shared vision for future co-operation, to focus on building a good relationship with someone, to make a good impression, to greet with a handshake, a virtual team, to make the effort, to clarify everyone else's understanding, to define the communication norms, to go through a bit of a rough patch,

to become overloaded, to prioritise some tasks, to cancel the flight, to go back through the airport, to rebook on the following day's flight, to organise hotels.

## B. WHILE LISTENING

3. Listen to the text "Challenges at work" twice (URL: <https://learnenglish.britishcouncil.org/skills/listening/c1-listening/challenges-at-work>). First time make notes about the numbers, geographical, proper or personal names which you might hear. When you are listening to the text for the second time, try to catch the events and the order in which they are spoken about.

4. Agree or disagree to the following statements.

- 1) I wanted to focus on building a good relationship with him which would be a good foundation for working together.
- 2) I greeted him with a handshake and addressed him by his name.
- 3) I'd never worked with a virtual team on an international project before.
- 4) French was the project language.
- 5) We lost a team member through restructuring and I quickly became overloaded.
- 6) My boss was really helpful and she pushed back against the realistic targets.
- 7) My flight home from a business trip was the last one of the day and we were told it was going to be delayed.
- 8) That's seldom a risk at the end of each day.
- 9) They then told us to go back through the airport to the departures area to talk to their agent.

5. Fill in the gaps using the following words.

overloaded, prioritise, overtime, targets, stressed, acronym, setting, a rough patch,  
approach

I went through a bit of \_\_\_\_\_ last year at work. I was already committed to too much and then we lost a team member through restructuring and I quickly became \_\_\_\_\_. This led to me doing too much \_\_\_\_\_ and feeling very \_\_\_\_\_. My boss was really helpful and she pushed back against the unrealistic \_\_\_\_\_ that had been set

for our department. She also introduced me to the smart approach to goal \_\_\_\_\_. It's an \_\_\_\_\_, S-M-A-R-T. You use it to create goals that are Specific, Measurable, Achievable, Relevant and Timely.

I used this \_\_\_\_\_ to deal with all of the things that were overloading me. It helped me to \_\_\_\_\_ some tasks, to do some later and to drop some completely.

I often use this approach now and feel much more in control of my time and workload.

### **C. AFTER LISTENING**

#### **6. Answer the following questions.**

- 1) What happened when the author arrived at the office and met her new contact from Retrolink?
- 2) What are the author's impressions about working in a virtual team?
- 3) What difficulties did they have working on the international project?
- 4) What are the advantages of working on the international project?
- 5) What approach did the author's boss introduce?
- 6) Why was the author's flight delayed?
- 7) What did the author manage to do to fly home?

#### **7. Put the words in order to form sentences.**

- 1) fly, else, airport, to, coaches, had, to, a, airport, different, then, back, continue, to, destination, our, in, and, everyone.
- 2) the, made, they, the, about, announcement, cancellation.
- 3) it, prioritise, me, to, helped, tasks, some.
- 4) went, I, a bit, a, patch, of, last, rough, year, at, through, work.
- 5) never, a, worked, with, team, on, international, virtual, an, before, I'd, project.
- 6) project, we, the, fact, and, that, shouldn't, English, was, the, forget, language.
- 7) situation, I, I, assumptions, guess, level, about, formality, the, he, this, made, of, expected, in.

#### **8. Match the following words from the text to form collocations.**



to meet someone	a shared vision for future co-operation
to define	a bit of a rough patch
to focus on	everyone else's understanding
to make	on the following day's flight
to greet	the communication norms
to clarify	building a good relationship with someone
to define	with a handshake
to go through	in person
to rebook	a good impression

***9. Write down all words you associate with the word "challenge". Share your words with your partner(s) and talk about them. Together, put the words into different categories.***

***10. Search the Internet and find more information about challenges at work. Talk about what you discover with your groupmates. If possible, try to make a presentation, because it will help you to present information in a way which contributes to better understanding and figures or different graphics which help to understand your report better. After presentations choose the best report.***

# KEY

## Unit 1

### Change management

4. *Agree or disagree to the following statements.*

1) T; 2) F; 3) T; 4) F; 5) T; 6) F; 7) T; 8) F; 9) T

5. *Fill in the gaps using the following words.*

Analysis, practice, productivity, key, visionary, consultant, staff, awareness

7. *Put the words in order to form sentences.*

- 1) There needs to be a way to collect feedback.
- 2) Someone needs to act as a champion.
- 3) Staff will need to be informed of new procedures.
- 4) We should raise awareness for the need for change.
- 5) Somebody needs to say what should be done.
- 6) Above all else, making the planned change a reality requires communication.

8. *Match the following words from the text to form collocations.*

current	practice
reduced	funding
key	problem
management	team
right	solution
raise	awareness
collect	feedback
new	procedures

Before change, there must be analysis. Organisational change is a costly and difficult business, and there must be a real business need reason in order to change

current practice. Typically, changes are attempts to reach new markets, to improve productivity or to cope with drastically reduced funding. A good analyst will identify the key problem.

Once it's clear what change is required, a change strategy has to be developed. In other words, somebody needs to say what should be done. Sometimes the idea will come from a visionary within the company, perhaps an imaginative and persuasive member of the management team. Otherwise, the company might bring in a consultant to help them find the right solution. Either way, management should also consult with staff at this stage. There should be meetings to help raise awareness for the need for change and to give employees a chance to suggest their own solutions.

Next comes what's probably the most problematic stage: implementation. Above all else, making the planned change a reality requires communication. Staff will need to be informed of new procedures and, where necessary, trained in new skills. The most important member of the change management team at this stage is the gatekeeper. It's their job to be available to staff, to help them deal with problems they may be having with the changes and answer any questions, making the change as painless as possible.

Finally, there's the consolidation stage. There needs to be a way to collect feedback from employees on how the change is being received. Because there will still be some resistance to the change, even at this stage, someone needs to act as a champion for the innovation. The champion gives encouragement and raises morale by congratulating everyone on a successful changeover and on what's been achieved.

## **Unit 2**

### **Line management**

#### ***4. Agree or disagree to the following statements.***

1) T; 2) F; 3) T; 4) T; 5) F; 6) T; 7) F; 8) T

#### ***5. Fill in the gaps using the following words.***

Line, disciplinary, shape up, reflect, develop, go off, pointed, sheer, challenge
---

**7. Put the words in order to form sentences.**

- 1) You work for a well-known firm of retailers.
- 2) You've been responsible for a staff of 15 for a year or so now.
- 3) I did the standard round of applications from university.
- 4) You pride yourself on being good with people.
- 5) You've got quite a sociable, outgoing personality.
- 6) I imagine you'd be a good person to work under.

**8. Match the following words from the text to form collocations.**

a well-known	firm
to be responsible	for a staff
to do the standard	round of applications
a whole new set	of challenges
to pride oneself	on being good with people
to seem to be focusing	a lot on the negative side
to go off	on a completely new path
the issue	of disciplinary action

**Presenter:** Welcome back to the second part of our programme, *How do you manage?* I have with me Jenny Buxton, who works in Ipswich. Welcome, Jenny.

**Manager:** Hi.

**Presenter:** You work for a well-known firm of retailers, but it's not the products I wanted to talk to you about today, it's the people involved. You've been responsible for a staff of 15 for a year or so now. Tell me how you got there.

**Manager:** Well, I did the standard round of applications from university and this is my second employer. I enjoy the area of retailing, but as far as managing staff, that's more recent and so it's quite a new area for me, with a whole new set of challenges.

**Presenter:** You pride yourself on being good with people. You've got quite a sociable, outgoing personality. I imagine you'd be a good person to work under.

**Manager:** Well, that's what I like to think. But managing people isn't all about sitting down with a cup of tea and talking over issues. Being in a position of responsibility means you can be the bringer of bad news as well as good. You have to develop a thick skin ... to be unpopular, not to be liked for a decision you make.

**Presenter:** And I guess that can be hard at first.

**Manager:** Yes, but the thing you learn, if you stick at it long enough, is that people will still respect you even if they don't like what you had to say on a particular subject or the way you acted.

**Presenter:** Are there other aspects of line managing that you find difficult?

**Manager:** One of the hardest, most awkward things is the issue of disciplinary action. The company should have a system in place for dealing with this kind of area, and you have to make sure the system is understood and agreed by everyone. But ultimately, if you've taken the employee through all the procedures and he or she still doesn't shape up, some hard decisions have got to be made.

**Presenter:** We seem to be focusing a lot on the negative side here. What about some of the positive things?

**Manager:** Oh, the chance to help people reflect on things, how they are developing with the company. I like seeing people develop, change and perhaps go off on a completely new path, something that may never have occurred to them if you hadn't pointed them in that direction.

**Presenter:** I imagine it can be quite satisfying.

**Manager:** Yes. And then there's the sheer variety. You plan your work, you have to get yourself well organised, but ultimately no two days are ever the same. There's always a new challenge, and I like that more than anything.

### Unit 3

#### Managing conflict

##### *4. Agree or disagree to the following statements.*

1) T; 2) F; 3) T; 4) F; 5) T; 6) T; 7) F; 8) F; 9) T

**5. Fill in the gaps using the following words.**

Workplace, a one-year, rethink, personality, flexible, tolerant, responsibilities, sticks, settle

**7. Put the words in order to form sentences.**

- 1) However, what we need to do is review your project .
- 2) Personality issues are the most difficult things to change.
- 3) We have to be flexible, accept change and be tolerant of difference.
- 4) I think that personality issues are crucial here.
- 5) He came in here for a one-year project.
- 6) I don't think that personal, judgemental comments like that help.

**8. Match the following words from the text to form collocations.**

to have some problems	between Gavin and Craig
to have	a very positive attitude
to say	hello to someone
to be	positive, energetic and outgoing
to keep away	from personal comments
to respect	the limits
to come in here	for a one-year project
to be the most difficult	things to change

**Mike:** OK, Craig and Gavin, I realise that there have been some problems between you recently, and I'd like to try and sort them out right now. Gavin, can you tell me why you think this problem has arisen now?

**Gavin:** You're asking me!?! I really have no idea. I mean, I came into this job a year ago with a special project to do. I had a very positive attitude. I was excited about it and Craig's just blocked me all along ...

**Craig:** Well, that's not fair at all! That's just not true!

**Mike:** OK, OK, one second. Can everyone speak one at a time, please? Gavin, go on ...

**Gavin:** Well, that's about it really. I've never felt as if I've been welcomed here. I mean, when I walk into the office, the others don't even say hello to me ...

**Craig:** That's just not true! It's you who doesn't say hello!

**Mike:** Craig, please! Gavin, can you tell me why you think this situation may have arisen?

**Gavin:** Well, as I said, I've really no idea. Perhaps it's just my style – I'm very positive, energetic and outgoing, while everyone else here seems to be half-asleep.

**Mike:** Erm, listen, I don't think that personal, judgemental comments like that help. Can we just stick to facts rather than opinions?

**Gavin:** OK. Well, I could see right away that some changes needed making here, so I set about making those changes.

**Mike:** And was that part of your job description?

**Gavin:** Job description! Job description! That's all I ever hear round here. That's the problem with this place ... there's no initiative, no energy.

**Mike:** Hmm, OK. Craig, would you like to tell us what you feel the problem is?

**Craig:** Well, I think it's quite clear, isn't it? Him! That's it!

**Mike:** OK, as I said, can we keep away from personal comments here and stick to talking about the workplace.

**Craig:** Well, I am talking about the workplace! He doesn't respect the limits of what he's supposed to do. He came in here for a one-year project, but has then tried to change the way everyone else works as well.

**Mike:** Gavin? Can you respond to that?

**Gavin:** Well, my project involved everyone else! It was impossible to do what I had to do without getting other people to rethink the way they work.

**Mike:** OK, I think that personality issues are crucial here.

**Gavin/Craig:** (murmurs of agreement)

**Mike:** Personality issues are the most difficult things to change. Perhaps we'll never be able to resolve them. You are different people with different personalities and different ways of working.

**Gavin:** And so?

**Mike:** Well, that doesn't mean the problem can't be solved. We have to be flexible, accept change and be tolerant of difference.

**Craig:** Easy to say!

**Mike:** Well, yes, it is easy to say, but difficult to do! I don't deny that. However, what we need to do is review your project and look at everyone's roles and responsibilities in the project and in this organisation as a whole. If everyone sticks to and respects other people's roles and responsibilities, then we can at least settle on a good, constructive working atmosphere.

## Unit 4

### Public relations

#### 4. Agree or disagree to the following statements.

1) F; 2) T; 3) T; 4) F; 5) T; 6) F; 7) T; 8) F; 9) T

#### 5. Fill in the gaps using the following words.

public relations, experienced professionals, an internship, CV, succeed, deadlines, proofread, insight
---

#### 7. Put the words in order to form sentences.

- 1) Getting an internship was the best thing I've ever done.
- 2) You have to be quite outgoing and able to communicate easily.
- 3) I still do a lot of writing with press releases.
- 4) I had to keep track of media databases and other admin-type stuff.
- 5) After about nine months I applied for a job.
- 6) My internship also meant that I built up a list of contacts in the media and PR industry itself.

#### 8. Match the following words from the text to form collocations.

to do	a business course
to start	networking



to be offered	an internship
to build up	a portfolio
to do	an internship
to get	a foot in the door
to put in	with a PR job
keep track	of media databases

When I was at university, I did a business course that covered advertising, marketing, sales and public relations. I'm really glad I did this particular course as, although it was vast, it gave me an overview of business in general and the different careers in communications.

While I was studying, I realised that I was most interested in public relations, and so I joined a couple of associations so I could start networking before leaving university. Through one of the organisations I joined, I was able to meet lots of experienced professionals, who gave me advice on getting into the industry. I was also offered an internship in my final year. This meant I could build up my portfolio even before I'd finished studying. I think that it's extremely important, especially today when there are so many people wanting to work in PR, to do an internship to a) get a foot in the door and b) have more on your CV than simply your studies. You have to show willing and prove that you're an enthusiastic, ambitious person who wants to succeed. It was hard studying and working at the same time, but at least it prepared me for the deadlines and long hours you're expected to put in with a PR job.

My internship also meant that I built up a list of contacts in the media and PR industry itself. Both areas were very important in helping me get my first job as an account co-ordinator with a corporate public relations agency. I had to write and proofread flyers, keep track of media databases and other admin-type stuff. It wasn't the most exciting of jobs, but at least it gave me a better insight into PR and helped me decide what I wanted to do after. I didn't have much journalism experience either before working for this company, so I learned that as I went along.

After about nine months, when I felt ready to tackle something a bit meatier, I applied for a job, still within the same company, with more responsibility. I became an account executive and very quickly felt at home in my new job. That was about two years ago. I've much more contact with our clients and I play a large role in developing public relations strategies. I still do a lot of writing with press releases, but I'm also more involved in organising special events like press conferences.

I love what I do because I get to meet loads of different, interesting people every day. You have to be quite outgoing and able to communicate easily, which I guess is more of a talent than a skill. If I had to start again I'd choose to do a journalism option at university, as employers like you to have a journalism background. Otherwise, getting an internship was the best thing I've ever done and I'd do it again, no problem.

## Unit 5

### Work burnout

**4. Agree or disagree to the following statements.**

1) T; 2) F; 3) T; 4) F; 5) T; 6) T; 7) F; 8) T; 9) F

**5. Fill in the gaps using the following words.**

Burnout, stress, everyday lives, drowning, dried up, energy, motivation, stressed, suffering from
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**7. Put the words in order to form sentences.**

- 1) Meditating calms the mind and helps to shut out the world's distractions.
- 2) Anti-depressants aren't the same these days as they used to be.
- 3) I changed my behaviour and started feeling really negative and cynical about everything.
- 4) Steve was lucky to have the support of his family and friends.
- 5) Burnout can be the result of too much stress.
- 6) Stress is like drowning in an overload of work.

**8. Match the following words from the text to form collocations.**

to deal with	work-related health problems
--------------	------------------------------

to take	the blues out of work
to follow	a course of therapy
to get	one's health back
to drown in	an overload of work
to be	all dried up
a happy-go-lucky	sort of bloke
to calm	the mind
to shut out	the world's distractions

**Henry:** I'd like to thank you both for coming along today. Pam, this is your new book: *Taking the blues out of work: How to deal with work-related health problems*.

**Pam:** Yes.

**Henry:** And Steve, you've just recovered from work burnout, one of the most serious – and common – work-related problems, yes?

**Steve:** Yes, that's right. I'm in the book! Pam used me as a case study.

**Pam:** Yes. Steve came along to my clinic for help. He had a serious case of burnout. He followed a course of therapy and ...

**Steve:** ... and she helped me to get my health back again.

**Henry:** Well, that's great. It's good to hear there's a happy ending. Pam, could you tell us what work burnout actually is? Aren't we just talking about stress here? Is there a difference?

**Pam:** Yes, there is a difference! A very big difference. But that's a good question because most people make the mistake of thinking that burnout is just another word for stress – so I'll start with that. Everyone understands stress. We live in a world where stress is part of our everyday lives. Burnout can be the result of too much stress, but it isn't the same thing. I once heard somebody say that if stress is like drowning in an overload of work, burnout is more like being all dried up. With stress we lose our energy, with burnout we lose much more – our motivation, our hope. And one very

important difference between stress and burnout is that we know when we are stressed, but we don't usually realise we are suffering from burnout ...

**Henry:** ... until it's too late.

**Pam:** Exactly.

**Henry:** Steve, how did you know that your problem was more serious than just being stressed?

**Steve:** Well, I didn't realise myself. Other people realised first. I changed my behaviour and started feeling really negative and cynical about everything. That wasn't me at all. I've always been a happy-go-lucky sort of bloke. It got to the point where I felt so hopeless and depressed that I couldn't even face getting up in the morning. My wife made me an appointment with the doctor. He was helpful and referred me to Pam.

**Pam:** Steve was lucky to have the support of his family and friends. It's difficult to get better on your own. It's important to do normal things – exercise, socialise, go for a walk, meet a friend for a coffee ...

**Henry:** And did Steve need medication?

**Steve:** No.

**Pam:** We decided to try with everything else first. Medication can be effective – anti-depressants aren't the same these days as they used to be – but Steve got better without any. In fact, it was something he felt quite strongly about.

**Steve:** I don't even like taking an aspirin unless I really have to, so I think I made a real effort to listen to Pam and do the things she suggested. I even started meditating!

**Henry:** Meditating?

**Pam:** Yes, it can really help. It calms the mind and helps to shut out the world's distractions.

**Henry:** And how are you now, Steve?

**Steve:** I feel great. Better than I have for years.

**Henry:** Well, I'm glad to hear it. Now let's talk a bit about ... (fade out)

## Unit 6

### Relationship-building

**4. Agree or disagree to the following statements.**

1) T; 2) T; 3) F; 4) F; 5) T; 6) T; 7) F; 8) F; 9) T

**5. Fill in the gaps using the following words.**

Courtesies, neglect, goal, outside, co-workers, complicated, target, small talk, current affairs
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**7. Put the words in order to form sentences.**

- 1) The first thing we should all do is to practise simple courtesies.
- 2) Set yourself a goal to say 'Good morning' to three people you normally wouldn't.
- 3) Plan an occasional social event with co-workers.
- 4) Another thing you can do is to actually target somebody in your office.
- 5) We should focus on a person's good qualities and not on their deficiencies.
- 6) We should also practise effective listening.

**8. Match the following words from the text to form collocations.**

to hammer out	a point of disagreement
to develop	one's relationship-building competency
to incorporate	into your day-to-day lives
to transfer	to a more formal environment
to practise	simple courtesies
to set	oneself a goal
to share	an interest in
to plan	an occasional social event with co-workers
to nurture	the relationships

So, as we have seen, then, relationship-building is not the same as team-building. When we talk about relationship-building, we're talking about a competency in which we cultivate relationships both inside and outside the workplace, with individuals and groups.

I'm going to sum up by suggesting practical ideas of how you can all develop your relationship-building competency ... tips that you can easily incorporate into your day-to-day lives in such a way that they will eventually become a habit.

I'm going to talk about informal relationships, but as we discussed earlier, the ideas can be transferred to a more formal environment. First I'll talk about initiating new relationships and then I'll mention a few ways that you can practise developing existing relationships.

Let's start off with the obvious. Common sense is always a good starting point. The first thing we should all do is to practise simple courtesies. This might seem like common sense to some people, but in actual fact you'd be surprised at how many people do neglect these things. Set yourself a goal to say 'Good morning' to three people you normally wouldn't.

We should also try to get to know colleagues outside the office. Ask people what their interests are. If you share an interest in tennis, say, suggest a game. Plan an occasional social event with co-workers. It doesn't have to be anything complicated – a coffee together or a picnic lunch, for example.

Another thing you can do is to actually target somebody in your office – somebody you would like to know better. Make it your goal to talk to them. Small talk is fine. Listen to what they say and take notice of the information you learn about their interests. Make sure you keep yourself up to date on what's happening in the world too. You won't be very good at small talk if you don't know about current affairs.

So let's imagine that we've done these things and that we've started a few new relationships. What can we do to develop them further? How can we nurture the relationships so they don't just fizzle out or stay on a plane?

Well, for a start we should focus on a person's good qualities and not on their deficiencies. Nobody's perfect, after all.

We should also practise effective listening. We are all good at speaking, but how many of us really listen? And people want to be listened to. They appreciate it and they respond. Try it!

If we are in a conflictive situation with somebody, we should focus on the issue and not on the person. So, we can hammer out a point of disagreement, but then shake hands and go for a coffee. Usually it is an issue that is the problem and not a person.

Choose somebody who you consider to be an acquaintance and make a point of learning something new about his or her interests. Think of some questions that you can ask them for when you next meet.

Finally, when you are talking to people with whom you have a relationship of some kind, get into the habit of asking open-ended questions. That way they'll be able to give their points of view. Sometimes people just need to have the chance to say what they think ... and very often it doesn't happen.

## Unit 7 Why do Products Break Down?

**4. Agree or disagree to the following statements.**

1) T; 2) T; 3) F; 4) T; 5) F; 6) T; 7) F; 8) T; 9) F

**5. Fill in the gaps using the following words.**

Water, corrosion, equipment failure, physical stress, repair, components, product's  
lifespan

**7. Put the words in order to form sentences.**

- 1) Many problems in electronic equipment are due to mechanical wear.
- 2) Sometimes corrosion develops in the circuit board component connections.
- 3) Solder joints sometimes fail and develop resistance.
- 4) Lightning can produce power surges and burn out equipment.
- 5) One example of physical stress is when drinks are spilled on equipment.
- 6) Sometimes components just wear out from overuse.
- 7) Power supplies create heat which can damage electronic circuits.

**8. Match the following words from the text to form collocations.**

electronic	equipment
------------	-----------

infant	mortality
to break	down
newly-built	products
design	errors
to cause	equipment failure
mechanical	wear
in the circuit	board component connections
solder	joints

### **Why do products break down?**

There are several reasons why electronic equipment breaks down. First, there is always some infant mortality among newly-built products. Design errors often cause equipment failure early on. Many problems in electronic equipment are due to mechanical wear. Moving parts wear out. Sometimes corrosion develops in the circuit board component connections. Solder joints sometimes fail and develop resistance. These problems prevent normal circuit operation. Televisions and other large electronic products may fail because of heat stress. Power supplies create heat which can damage electronic circuits. Electrical stress is another problem. Lightning can produce power surges and burn out equipment. Reversed polarity is also very damaging. This happens when people install batteries the wrong way. Physical stress is another cause of product failure.

## **Unit 8**

### **Evaluation of a Faulty Electronic Device**

**4. Agree or disagree to the following statements.**

**1)T; 2) F; 3) T; 4) T; 5) F; 6) T; 7) F; 8) T; 9) T**

**6. Fill in the gaps using the following words.**

Item, evaluate, model, design, faulty, age, wear, technology, abused, idle, exhibit,  
gradual, blow



**7. Put the words in order to form sentences.**

- 1) Product's history can help you to evaluate what the problem is.
- 2) Products from specific companies may have design faults.
- 3) Old products may have faults due to normal wear and tear.
- 4) Customers may have abused the equipment unknowingly.
- 5) Dirty or worn components cause gradual product failure.
- 6) Newer products may have problems linked to recent, faulty technology.
- 7) If parts blow, failure is sudden.

**8. Match the following words from the text to form collocations.**

a faulty	item
faulty	parts
to abuse	the equipment
to sit	idle
to exhibit	any strange behavior
to be in	operation
worn	components
to cause	gradual product failure
design	faults

**Evaluation of a Faulty Electronic Device**

When a customer brings a faulty item for repair it's useful to know its history. This can help you to evaluate what the problem is. First, find out the manufacturer and model. Products from specific companies may have design faults. Even different models may have faulty parts in common. Second, find out the product's age. Old products may have faults due to normal wear and tear. Newer products may have problems linked to recent, faulty technology. Ask the customer how they treat it. Maybe they abused the equipment unknowingly. In what conditions is the product used? At home or outdoors? Next, ask about what the product was doing when it failed. Was it in operation or sitting idle? Did it exhibit any strange behavior before it shut down? Find out whether the

failure was gradual or sudden. Dirty or worn components cause gradual product failure. If parts blow, failure is sudden.

## Unit 9

### A digital detox podcast

**4. Agree or disagree to the following statements.**

1) T; 2) F; 3) T; 4) F; 5) T; 6) T; 7) T; 8) F; 9) F

**5. Fill in the gaps using the following words.**

Laptops, screens, disconnect, a digital detox, a fashion magazine, emails, to keep in touch, online

**7. Put the words in order to form sentences.**

- 1) You can call us here directly, or send us a message on any of our social media channels.
- 2) First, my partner and I did a weekend with absolutely no screens.
- 3) For me, it was a little bit scary at first but it turned out to be a pretty rewarding experience.
- 4) Once we begin to realise just how much of a grip our devices have on us.
- 5) I wasn't just checking my phone to kill time when I was alone.
- 6) We should ask ourselves 'Why?' every time we take out our phone.
- 7) That means turning off alerts, buzzes, alarms or notifications of any kind.

**8. Match the following words from the text to form collocations.**

to be	in front of screens
to have	access to the internet
to be in	need of a digital detox
a total switch-off	from all things digital
to take	digital detox
apart from	the hundreds of emails

to browse	fashion websites
to change	digital habits
to start with	removing distraction

### A digital detox podcast

**Presenter:** So, we're back in the studio. Welcome back, everyone. My name's Rick Walker. From our laptops to our televisions, from the displays on our smartphones to those on our satnavs, we are in front of screens all the time. Have you ever wondered what it would be like to disconnect completely? To choose not to have access to the internet? If you have, you may be in need of a digital detox – a total switch-off from all things digital. The idea of people taking a digital detox is becoming more and more popular, especially amongst young people – and today we're joined by someone who's tried a number of digital detox activities and is here to give us some advice about it. Amanda Vince, welcome to the studio.

**Amanda:** Thank you very much.

**Presenter:** So, Amanda, you work for a fashion magazine in London, right? I guess your work means you need to be online a lot.

**Amanda:** Oh, yes. Apart from the hundreds of emails I get every day, I'm always browsing fashion websites, as well as online videos. I also need to be very active online, especially on Twitter and Telegram – sharing what we're doing in the magazine, interacting with designers, photographers, influencers ... it never stops, literally. Then of course there's my friends and family to keep in touch with online too, and for me, my work grew out of my passion, so friends and work colleagues aren't two totally separate groups of people and it all gets a bit messy online sometimes. I think I'm online for at least 12 hours a day.

**Presenter:** So, how did you get the idea for a digital detox?

**Amanda:** I read a book about it, called *Log Off: How to Stay Connected after Disconnecting*. The author's name is Blake Snow. That book gave me some really good advice and made me think about trying to change some of my digital habits. I started with removing distraction.

**Presenter:** What do you mean by that?

**Amanda:** That means turning off alerts, buzzes, alarms or notifications of any kind. I had notifications set up for everything, and it meant I was always being forced to look at my phone. Removing all of them except for important contacts helped me focus immediately. The book also made a really good point, that we should ask ourselves ‘Why?’ every time we take out our phone. I realised that most of the times I looked at my phone were because I was trying to avoid or ignore something else happening right in front of me. It was an automatic habit.

**Presenter:** I have to confess, that happens to me too. But what else are you going to do when you’re standing in line at the bank or waiting for your train?

**Amanda:** OK, yes, I’m the first to admit that it’s great for helping time go by. But speaking personally, I found I wasn’t just checking my phone to kill time when I was alone. I was also doing it with friends or family around.

**Presenter:** Hmmm ... right. Well, so far, this doesn’t sound too drastic. Turning off notifications and becoming aware of when we use our devices. That sounds easy.

**Amanda:** Yes, it’s the first step. Once we begin to realise just how much of a grip our devices have on us, then we’re ready to really take the next step. First, my partner and I did a weekend with absolutely no screens. She found it easier than I did. For me, it was a little bit scary at first but it turned out to be a pretty rewarding experience.

**Presenter:** A whole weekend, huh? I don’t know if I could ...

**Amanda:** I think everyone has to do this at their own pace. If a weekend feels too much, maybe just try for an evening. Then work your way up to more. I guarantee, once you’ve tried it, you’ll want to try it again. We’re going to try for a whole week in the summer.

**Presenter:** OK, let’s pause there then and see what our listeners have to say. You can call us here directly, or send us a message on any of our social media channels ... oops, should I be saying that? Anyway, more after the break.

## **Unit 10**

### **Challenges at work**

#### ***4. Agree or disagree to the following statements.***

1) T; 2) F; 3) T; 4) F; 5) T; 6) F; 7) T; 8) F; 9) T

**5. Fill in the gaps using the following words.**

a rough patch, overloaded, overtime, stressed, targets, setting, acronym, approach,  
prioritise

**7. Put the words in order to form sentences.**

- 1) Everyone else had to fly to a different airport and then continue back to our destination airport in coaches.
- 2) They made the announcement about the cancellation.
- 3) It helped me to prioritise some tasks.
- 4) I went through a bit of a rough patch last year at work.
- 5) I'd never worked with a virtual team on an international project before.
- 6) And we shouldn't forget the fact that English was the project language.
- 7) In this situation, I guess I made assumptions about the level of formality he expected.

**8. Match the following words from the text to form collocations.**

to meet someone	in person
to define	a shared vision for future co-operation
to focus on	building a good relationship with someone
to make	a good impression
to greet	with a handshake
to clarify	everyone else's understanding
to define	the communication norms
to go through	a bit of a rough patch
to rebook	on the following day's flight

**A**

I'll never forget the first time I met our new contact from Retrolink, one of our top five customers. I had travelled to their office to meet him in person, talk about the

history of our companies together and define a shared vision for future co-operation. I wanted to focus on building a good relationship with him which would be a good foundation for working together.

So, when we met I wanted to make a good impression and also show him respect. I greeted him with a handshake and addressed him by his surname. When I put my hand out I realised he had been moving in to give me a hug, so we did an awkward mixture of the two! Also, when I greeted him by his surname, he responded politely, though he used my first name. It was all a little uncomfortable.

In this situation, I guess I made assumptions about the level of formality he expected. Even though he had never met me before, he knew our two companies had been doing business with each other for years and he wanted to build on that history by being less formal with me from the beginning. The real learning here for me was that I shouldn't assume we all have the same ideas about meeting people for the first time.

## **B**

I'd never worked with a virtual team on an international project before. It was quite exciting, though also challenging to work with people from different countries, many of whom I would never actually get to meet in person. There were a lot of things that were different about working in the same office and it was quite challenging at the beginning.

For example, there were different time zones, different IT systems and even different local regulations, which impacted on what each person was allowed to, or able to, do for the project.

There were also interpersonal differences, such as different ways of working, approaches to deadlines and when to reply to emails. And we shouldn't forget the fact that English was the project language and that most people on the team had to work in a language which wasn't their first. A positive of this was that it meant that everyone, including the native English speakers, had to make the effort to communicate clearly and clarify their own and everyone else's understanding.

To help us all get on the same page, we defined the communication norms and the rules the team would follow, as well as the meeting dates and deadlines. We laid this all

out in a document called a team or project charter. This was really useful and in the end the project was a great success. I'm looking forward to working on my next international project.

## **C**

I went through a bit of a rough patch last year at work. I was already committed to too much and then we lost a team member through restructuring and I quickly became overloaded. This led to me doing too much overtime and feeling very stressed. My boss was really helpful and she pushed back against the unrealistic targets that had been set for our department. She also introduced me to the smart approach to goal setting. It's an acronym, S-M-A-R-T. You use it to create goals that are Specific, Measurable, Achievable, Relevant and Timely.

I used this approach to deal with all of the things that were overloading me. It helped me to prioritise some tasks, to do some later and to drop some completely. I often use this approach now and feel much more in control of my time and workload.

## **D**

Have you ever missed a flight or had one cancelled? I did. It happened to me last week. My flight home from a business trip was the last one of the day and we were told it was going to be delayed. That's always a risk at the end of each day. The ground crew kept extending the delay until eventually they cancelled the flight completely. They then told us to go back through the airport to the departures area to talk to their agent who would organise hotels for everyone and rebook us on the following day's flight.

As soon as they made the announcement about the cancellation, I knew I had to think quickly as it would not be likely that the flight would have capacity to take everyone from my cancelled flight. I hurried back through the airport and was one of the first to make it to the desk. That turned out to be a good idea, as there were only nine seats available on the flight the next morning. Everyone else had to fly to a different airport and then continue back to our destination airport in coaches. Lucky me! Right?

## Source

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