



Reading Tests

Contents:

1. **Brexit:** *The path to Brexit*
2. **The Financial Crash:** *The cause of the 2008 Financial Crisis*
3. **Gig Economy:** *The Gig Economy*
4. **CSR:** *Corporate Social Responsibility*
5. **Globalisation:** *International Trade*

Levels: ***** B2/C1 ***** C1

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Brexit: The path to Brexit

Reading Test

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Student

Time: *Approximately 1 hour*

Two types of lesson

Lesson#1: [Easy] ***** [B2/C1]

1. Try to predict the content of text / write down key terms / ideas
2. Read text – check words and meanings with a dictionary
3. Answer questions
4. Check answers (pass mark is 70%)

Lesson #2: [Hard] ***** [C1]

1. Read text – no dictionary
2. Answer questions
3. Check answers (pass mark is 70%)

Teacher

Two types of lesson

Lesson#1: [easy] ***** [B2/C1]

1. Give out text a week before the test – students read, check vocabulary and meaning
2. Test day – give out a new copy of text and the questions (no dictionary or notes)
3. Set 1 hour to read text and answer the questions
4. Take in and correct or go through answers in class (pass mark is 70%)
5. Extra activity – students write the summary* (add 30 minutes to test)

Lesson #2: [hard] ***** [C1]

1. Test day – give out text and questions
2. Set 1 hour to read text and answer the questions
3. Take in and correct or go through answers in class (pass mark is 70%)
5. Extra activity – students write the summary* (add 30 minutes to test)

***Summary writing**

Link: www.academic-englishuk.com/summary

The Path to Brexit

C. Wilson (2017)

1) The European Union was formed in the 1950s, specifically under the 1957 Treaty of Rome that implemented the single market for goods, labour, [redacted] with common policies on transport and [redacted] the creation of the European Social fund and commission. In these early stages it was termed the European Economic Commission (EEC) and was derived of six member states; Germany, France, Italy, [redacted]. The UK declined an invitation to join. Nevertheless, twenty-two years later the UK was granted **accession** in 1973 and [redacted] has voted to leave.

2) Since joining the EU back in 1973 there has been significant progress in terms of regulation and policy. The first being 'the Schengen Treaty' in 1985. [redacted] zone across member [redacted] visa policies and the abolishment of passport controls. The UK refused to sign up to this agreement. The second [redacted] in 1992. This changed the name from EEC to the EU and introduced the single currency of the Euro through the creation of the European Central Bank (ECB) to create a second reserve currency in the world and solely [redacted] stability. It also developed a better coordination of economic policies and the implementation of European Citizenship. The final development was the Lisbon Treaty in 2007. This improved [redacted] powers of **judicial matters** and European Parliament.

3) At the moment in 2017, the EU consists of [redacted] a single market with standardised laws and EU policies aimed at ensuring the four freedoms of the free movement of goods, services, capital and people [redacted], fisheries and **regional development**. The EU is the second largest economy in the world with a combined GDP of \$20.75 trillion, 20% of the global gross domestic product and 30% of the net global wealth of \$223 trillion. The EU is [redacted] since 2008 is the largest importer of goods and services. Internal trade is aided by the removal of **tariffs** and reduced border control. According to the Office of National Statistics (2016), the UK pays on average £ [redacted], this equates to £350million a week. In 2016, the UK received a **rebate** of £5bn and the EU spent £4.5bn on the UK, therefore the UK's net contribution is about £8.5bn a year. These costs seem **exuberant** and the true [redacted] investment. On the one hand, the UK Government (2016) claims that EU benefits provide 4-5% of UK GDP or £62-78bn a year with the single market increasing flows of investment and the free movement of people benefits recruitment and knowledge transfer skills. On the other hand, [redacted] is unclear but not necessarily negative due to the fact that this could be a new horizon opening better trade markets outside [redacted] investing solely in the UK.

4) The UK and its relationship with the EU has been a **turbulent** affair (Young & Gee, 2016) from the start and there have been numerous calls for referendums. These [redacted] in 1975 when a referendum to leave was called on the disagreement with the EEC's agricultural policies and [redacted] when Margret Thatcher famously negotiated a rebate from being the net contributor to the EU funds. Following that in 1992, the UK suspended its membership over the introduction of the Euro and the [redacted], the UK prevented the EU Government plans to **levy** banks and restrict London's financial sector. In 2013, [redacted] the UK's membership and have greater power of immigration, exclusion from Eurozone **bailouts** and prevent the [redacted], which the UK sees as a creation of a super-state Europe controlled by one type of political union. However, the negotiations were not [redacted] proposed. Finally, in 2016, **trouble in the**

Eurozone and the **ongoing migrant crisis** led to the referendum being called for the 23th June 2016. The controlling government 'the conservatives' were divided with the Prime Minister 'David Cameron' [redacted] politicians supporting leave.

5) On Thursday 23rd June Britain voted to leave the EU with 51.9% leave and 48.1% remain overall. However, Scotland and Northern Ireland had a majority [redacted] 55/44 respectively. According to Official Government figures (2016), 34 million people voted equating to a 72% turnout, which was the [redacted] of voting. The referendum results suggest the UK is split down the middle in its opinion on the EU. The main arguments for the leave campaign were to regain **sovereignty**, to cut immigration, to remove restrictions of the single market to access global [redacted] a week on the UK economy. Economists have analysed the results and found a correlation between the people who voted to leave being a specific [redacted], non-graduate level of education and the over 60s (pensioners). Also, the main areas that voted leave were places with high numbers of immigrants, high unemployment and **deprivation** from lack of [redacted]. London on the other hand voted overwhelmingly to remain in the EU (59.9%), which some Economists suggest is [redacted], a younger population and highly educated residents.

6) The referendum vote was to leave so 'Brexit means Brexit'. Since the vote there has been a change in Prime Minister and a complete pro-Brexit **cabinet reshuffle** to accommodate the new changes. The Government has **triggered** 'Article 50' [redacted]. Triggering [redacted] of the intention to withdraw the UK from the EU and the UK has two years to leave from that date. At the same time, all the treaties that govern membership no longer apply to Britain. [redacted] between Britain's 27 counterparts. The Government has two main choices a 'hard' or 'soft' Brexit. A hard Brexit means to give up full access to the single market, go back to WTO rules for trade and gain full control of borders and laws. And a soft [redacted] relationship with the EU [redacted] with free access to the Single market, bank **passporting** rights but no seat on EU commission, and this deal must include the four freedoms. Whatever the choice, it is now becoming increasingly evident that the short-term impact is likely to be negative with uncertainties [redacted] affecting the pound sterling. [redacted] stated that Brexit is the biggest risk to financial stability in history. However, the main point is that no one actually knows exactly [redacted] of Brexit on economic prosperity and the UK's role on the international stage.

References:

The UK Government. (2016). *European Union Referendum 2016: Briefing Paper No:CBP 7639*. [online] House of Commons. Available at: <http://researchbriefings.files.parliament.uk/documents/CBP-7639/CBP-7639.pdf> [Accessed 10 Jan. 2017].

ONS, (2016). *The UK's EU membership fee*. [online] Office of National Statistics. Available at: <https://fullfact.org/economy/our-eu-membership-fee-55-million/> [Accessed 10 Jan. 2017].

Young, A and Gee, G, (2016). Regaining Sovereignty, Brexit, the UK Parliament and the Common Law. *European Public Law*, 22 (1), 131-147.

Comprehension questions

1. Headings – match a subtitle for each paragraph

1	B	Background history	A	Dissatisfaction with EU policy
2			B	Background history
3			C	The way forward
4			D	
5			E	An analysis of the referendum
6			F	EU Economics

___ / 5

2. True / false / not given (T / F/ NG)

i.	The UK refused to be a member in the 1950's because of the treaty of Rome	
ii.	The UK	
iii.	The UK receives nothing for its net investment of £8.5bn	
iv.	The Eurozone crisis	the referendum
v.	The main reason for the leave vote was from people who felt disadvantaged	
vi.	Hard	

___ / 6

3. Open questions

i. What are the four freedoms?

1) _____ 2) _____ 3) _____ 4) _____

___ / 4

ii. What are the key points of each treaty? (fill in box below)

'the Schengen Treaty'	ii)
'the Maastricht Treaty'	iii)
'the Lisbon Treaty'	iv)

___ / 3

4. EU figures - (fill in box below from paragraph 3 – what do the numbers connect to?)

\$20.75 trillion	i)
20%	ii)
	iii)
£18bn	iv)
£350m	v)
	vi)

___ / 6

5. Dates: UK disagreements with EU – (fill in box below from paragraph 4 – topics of conflict)

1975	i)
1983	ii)
	iii)
2011	iv)
	v)
2016	vi)

___ / 6

6. Reasons: Key reasons why people voted leave - (fill in box below – 4 key reasons)

1	
2	
3	
4	

___ / 4

7. Types of people: Who were the main people who voted leave?

1	
2	
3	

___ / 3

8. Definition: What is Article 50?

--

___ / 2

9. Key language – explain these terms from the context / synonyms where appropriate

Accession	<i>Ex. Acquisition / to be added</i>
i. Ratified	
ii. Judicial matters	
iii. █ development	
iv. Tariffs	
v. A rebate	
vi. █	
vii. Turbulent	
viii. To levy	
ix. A bailout	
x. █	
xi. Sovereignty	
xii. Deprivation	
xiii. A cabinet reshuffle	
xiv. █	
xv. Passporting	

___ / 15

Overall Score: ___ / 54

Comprehension Questions ANSWERS**1. Headings** – match a subtitle for each paragraph

1	B	Background history	A	Dissatisfaction with EU policy
2	D	Three key treaties	B	Background history
3	F	EU Economics	C	The way forward
4	A	Dissatisfaction with EU policy	D	Three key treaties
5	E	An analysis of the referendum	E	An analysis of the referendum
6	C	The way forward	F	EU Economics

2. True / false / not given

i.	The UK refused to be a member in the 1950's of the treaty of Rome	NG
ii.	The UK refused to sign two treaties	T
iii.	The UK receives nothing for its net investment of £8.5bn (<i>hard to calculate</i>)	F

ALL ANSWERS ARE INCLUDED IN PAID VERSION...



The Causes of the Financial Crisis 2008

Reading Test

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Student

Time: *Approximately 1 hour*

Two types of lesson

Lesson#1: [Easy] ***** [B2/C1]

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4. Check answers (pass mark is 70%)

Lesson #2: [Hard] ***** [C1]

1. Read text – no dictionary
2. Answer questions
3. Check answers (pass mark is 70%)

Teacher

Two types of lesson

Lesson#1: [easy] ***** [B2/C1]

1. Give out text a week before the test – students read, check vocabulary and meaning.
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5. Extra activity – students write the summary* (add 30 minutes to test)

Lesson #2: [hard] ***** [C1]

1. Test day – give out text and questions
2. Set 1 hour to read text and answer the questions
3. Take in and correct or go through answers in class (pass mark is 70%)
5. Extra activity – students write the summary* (add 30 minutes to test)

Summary writing

Link: www.academic-englishuk.com/summary

The Causes of the 2008 Financial Crisis

C. Wilson [2017]

1) In 2008 the world experienced the worst financial crisis since the Great Depression (1930s). The severe **magnitude** of the financial disaster became [redacted] the end of 2007. It had, however, begun years earlier through what many claimed to be the main factor in the crash; [redacted]. The financial crisis of 2007-08 and the aftershocks of the US subprime mortgage crisis of 2007-09 is now considered to be 'The Great Recession'. The US [redacted] Commission [FCIC] (2011) reported [redacted] was caused from widespread failures in regulation of financial institutions and the reckless actions in risk and borrowing. It concluded that key [redacted] were ill-prepared and lacked understanding and accountability in the financial systems they oversaw. This article will examine how [redacted] to the Great Recession.

2) Towards the end of the 1990s property purchases began to rise. With such growth, lending money for house buying became a profitable business in [redacted]. Traditionally, the house buyer saves up a deposit (down payment – usually between 10% of the house cost) and [redacted], who connects them to a lender, who in turn provides a mortgage based on the grounds of specific criteria (permanent employment, [redacted] **defaults** (a positive credit-score), and the [redacted] being achievable).

3) Throughout 2000 as home ownership became more popular and house prices rose significantly (1997 – 2006 house prices rose by [redacted] in the UK (US Spindices, 2016)), lenders began to securitise these mortgages into mortgage-backed securities (MBS) and Collateralized Debt Obligations (CDOs) and then sold [redacted] banking sector. These [redacted] credit agencies into three areas, 'safe', 'ok' and 'risky', and then sold on to the Shadow Banking Sector or investors, [redacted], and hedge funds respectively. However, the prime mortgage market began to become **saturated** due to those who [redacted].

4) Therefore, sub-prime mortgage lending was introduced in 2002/3 based on the presumption that as house prices continued to rise, if a [redacted] the lender would reprocess the house as equity. Lenders began to add risk to these new mortgages in that no deposit, no proof of income, or no documents were required to obtain a mortgage. An estimated \$3.2 trillion loans were [redacted] with bad credit and undocumented incomes between 2002-2007 (FCIC, 2011), and with such a rise deregulation of [redacted] to include **fraudulent** automated underwriting processes and credit agencies' standards falling. At the same time 'predatory [redacted] at low interest rates or Adjustable Rate Mortgage (ARM) rates, where the consumer was unaware of the contract [redacted], 2009). The sub-prime mortgage process actively encouraged a rise in house prices and a phenomenon known as the '**housing bubble**', where [redacted] than wages making housing unaffordable or people borrowing more than they can repay.

5) The shadow banking sector of Investment bankers, hedge funds and insurance firms all bought into the highly profitable world of [redacted]. These highly profitable credit instruments (CDOs), were traded internationally through derivatives and foreign exchange trading [redacted] financial community. By 2006, 80% of U.S mortgages were subprime loans with an [redacted] (FCIC, 2011) Shadow banking often referred

to as **parallel** banking, were not subjected to the same banking regulatory controls. These institutions [redacted] short-term in liquid markets to purchase long term, illiquid and risky assets. This meant disruptions in [redacted] deleveraging, selling long term assets at depressed prices.

6) Interest rates began to rise in 2007, and this was the beginning of the end. The default rates began to increase with many borrowers unable to meet the [redacted] in turn meant that MBS and CDOs began to lose value with higher default rates. Concurrently, the housing bubble [redacted] 40% (FCIC, 2011), leaving many people in **negative equity**. However, the most serious effect was a crisis [redacted] across banks. Lehman Brothers went bankrupt and many more (Merrill Lynch, AIG, Freddie Mac, Fannie Mae, HBOS, Royal Bank of Scotland, Bradford & Bingley, Fortis, Hypo and Alliance & Leicester) were on the verge of [redacted] **bailed out** by Governments. In fact, 21 Banks and 61 hedge funds had been forced to declare bankruptcy in the US alone (Morris & [redacted] banks rose interest rates [redacted] which became known as the '**Credit Crunch**' and the led the world into 'The Great Recession'.

7) Since 2008, a number of measures have been created in response **to rectify** the problems. These include [redacted] bank's monetary policies of lowering interest rates, and Governmental public **stimulus packages**. There are [redacted] and supervision, which have been met through the Dodd Frank Act (Krugman, 2009). This was the largest reform of the U [redacted]. In addition, a new global financial system regulated by the IMF, who should have a broader role in the regulatory [redacted].

8) Overall, the financial crisis of 2008 was not just the [redacted]. There are a number of other contributing factors that this article has not discussed, but primarily fraudulent greedy [redacted] seems to lie at the heart of it. To identify who is exactly to blame is incredibly difficult because the results of **toxic assets** from fraudulent underwriting processes, easy credit conditions, predatory lending, [redacted]. It seems that everyone was responsible, from government's inability to regulate innovative banking practice, Economists unable to [redacted], financial institutions exploiting the **complexity** of MBS and CDOs and even homeowners taking on loans they were unable to pay back. The questions that exist, however, are whether it will happen [redacted].

[1003 words]

Reference List

Krugman, P. (2009). *The Return of Depression Economics and the Crisis of 2008*. W.W. Norton Company Limited.

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[redacted] (2016). *S&P CoreLogic Case-Shiller U.S. National Home Price NSA Index - S&P Dow Jones Indices*. [online] Available at: <https://us.spindices.com/indices/real-estate/sp-corelogic-case-shiller-us-national-home-price-nsa-index> [Accessed 24 Dec. 2016].

Comprehension Questions

1. Headings – choose a subtitle for each paragraph

1	B	Background history	A	Profitable Trading
2			B	Background history
3			C	mortgage
4			D	Conclusion
5			E	A Prime mortgage
6			F	A new regulatory system
7			G	Mortgage
8	D	Conclusion	H	The collapse

___ / 6

2. True / False / Not Given – one question per paragraph

T/F/NG

i.	The financial crisis began in 2007	
ii.	Prime-mortgages are high-risk	
iii.	In 2000, mortgages into marketable products	
iv.	Credit Agencies were unqualified in underwriting processes	
v.	Shadow main reason for the financial crisis	
vi.	The government had to take over banks to save them from bankruptcy	
vii.	The rescue packages the banking sector	
viii.	The subprime mortgage sector was the main reason for the financial crisis	

___ / 8

3. Data - fill in box below– what do the numbers connect to?

10%	i)
186%	ii)
	iii)
80%	iv)
1.4	v)
	vi)

___ / 6

4. Acronyms: write the words for these acronyms

FCIC	
MBS	
ARM	

___ / 4

Paragraph 1

5. What were the main causes of the crisis according to the FCIC? (2 key reasons)

1	
2	

___ / 2

Paragraph 2

6. Three key criteria for a traditional mortgage.

1	
2	
3	

___ / 3

Paragraph 3/4

7. Why did the sub-prime mortgage [redacted] rise?

1	
2	

___ / 2

Paragraph 4

8. What is 'predatory' lending?

--

___ / 1

Paragraph 5

9. How is shadow banking different from [redacted] banking?

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___ / 1

Paragraph 6

10. What was the most [redacted] the financial crisis to the banks?

--

___ / 1

Paragraph 7

11. What are the two [redacted] being put in place after 2008?

1	
2	

___ / 2

Conclusion

12. What were the key problems associated with toxic assets?

i	
ii.	
iii.	
iv.	
v.	

___ / 5

Conclusion

13. The overall key problems with these groups were:

Governments	i. <i>inability to regulate innovative banking practice</i>
Economists	ii.
	iii.
Homeowners	iv.

___ / 3

14. Key language – explain these terms from the context / use synonyms (where appropriate)

magnitude	<i>A great size / immense / vast</i>
i. Defaults	
ii. Saturated	
iii.	
iv. Fraudulent	
v. 'housing bubble'	
vi.	
vii. Bail out	
viii. The 'credit crunch'.	
ix. To rectify	
x.	
xi. toxic assets	

___ / 11

Overall Score: ___ / 55

Comprehension Questions ANSWERS**1. Headings – write a subtitle for each paragraph**

1	B	Background history
2	E	A Prime mortgage
3	G	Mortgage securitization
4	C	Sub-prime mortgage
5	A	Profitable Trading
6	H	The collapse
7	F	A new regulatory system
8	D	Conclusion

___ / 6

2. True / false / not given – one question per paragraph

i.	The financial crisis began in 2007 [P1: begun years earlier]	F
ii.	Prime-mortgages are high-risk [P2: low risk]	F

ALL ANSWERS ARE INCLUDED IN THE PAID VERSION...



The Gig Economy

Reading Test

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Teacher

Two types of lesson

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***Summary writing**

Link: www.academic-englishuk.com/summary

The Gig Economy

C. Wilson (2017)

1) The working world is changing. In our increasing [redacted], the **notion** of a 'job for life' and the concept of 9-5 workday is diminishing. In its place is the gig economy, which [redacted] where people work on temporary contracts (gigs), often as freelancers and self-employed. Recent research from Oxford University (2016) suggests that [redacted] with predicted growth of [redacted], and is occupied by 30% of the UK's population working on short-term temporary projects. This significant growth is [redacted], increased financial pressures and the increased frequency of people changing jobs (The Recruitment & Employment Confederation (REC), 2016).

2) Defining the Gig Economy is incredibly difficult because of how diverse the labour market is. World leading research from the Mckinsey Report (2016) defines it as [redacted], payment [redacted] or sales and a short-term relationship between the worker'. This includes people who provide labour services [redacted] in goods or rent assets. The McKinsey Report also defines workers into four bands: Free [redacted] and **Financially Strapped**. Vaughan and Daverio (2016) separate the gig economy into five key sectors: peer to peer accommodation, peer-to-peer transportation, on demand household services, [redacted] and collaborative finance. Overall, these economies are independent temporary short-term positions that include a [redacted] and are often operated through a digital platform. This article will use the 'gig economy' as an **umbrella** [redacted] of the above.

3) There are 275 collaborative economy platforms in the EU creating an estimated €25bn annually (Vaughan and Daverio, 2016). Key leaders in peer-to-peer accommodation are companies like Airbnb. This platform allows [redacted] room or an entire house to [redacted] is the creation of extra income for the supplier but also creating an **authentic experience** and cheaper accommodation for the traveller. Peer-to-peer transportation is Uber who provide 'a [redacted] their Uber app. Clients submit a trip request and the app links them to the nearest Uber 'gig' driver. A popular [redacted] service is the company Deliveroo, who are an online food delivery service company through which customers order food from local restaurants advertised on the Deliveroo platform. The food is then [redacted] by gig employees within 30 minutes. On demand professional services are companies like [redacted]. These platforms advertise and organize top professionals. Workers **showcase** their portfolios, recent work and trusted reviews so that employers can choose appropriately. Finally, collaborative [redacted] as 'crowd-funding' these offer individuals and businesses opportunities to invest, lend and borrow directly between each other. The gig [redacted] a vital component of the UK labour market for a range of sectors and industries (REC, 2016).

4) The transformative impact of the gig economy is having **veritable** economic benefits by raising [redacted], **stimulating** consumption, and boosting productivity

(McKinsey Report 2016). It is meeting the growing [redacted] and [redacted] the potential for considerable growth and development over the next 20 years (REC, 2016). Research [redacted] the gig economy offers a better work-life balance through **autonomy** and flexibility. In addition, businesses are benefitting from [redacted] talent pool, reduction in operational [redacted] the risks of long-term employment contracts.

5) Such a rapid growth of the gig economy is posing profound challenges for policy makers and [redacted] are already significant differences [redacted] in tax policies, applications and enforcement across Europe (Vaughan and Daverio, 2016: 3). REC (2016) claims that [redacted] common workers' rights laws, do not qualify for sick, holiday or pension entitlements, and they can be forced [redacted] with no job security or continuity. With regards to employers, REC (2016) states that gig workers [redacted] to the company's brand, there is also the possibility that crowd sourcing profiles are **deceptive** or exaggerated, [redacted] of gig employees, companies may become **embroiled** in legal disputes over worker's rights. Overall, it [redacted] a number of challenges to be addressed.

6) The commodisation of the labour market has created short fixed working contracts, and limited job security, and lifetime [redacted] is now **a relic of the past**. Digital technologies are changing work patterns and offering greater opportunities. It seems no [redacted] collaborative economy is highest [redacted] under 35 age range (Vaughan and Daverio, 2016), thus suggesting this is going to be the future of employment. The biggest challenge for the [redacted] control. Research is key in enabling policy-makers to modernize classifications of work patterns, tax filing [redacted] improvements. It is imperative that this research improves regulation offering protection for low-skilled, [redacted] working rights, acknowledging [redacted] discrimination laws and also controlling minimum wages. Overall, 'regulating the gig economy [redacted] **to flourish** but making sure the advantages [redacted] (REC, 2016: 56).

[Words: 860]

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The Recruitment & Employment Confederation (2016) [redacted] Work. *Institute of Recruitment Professionals publishing*.

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Vaughan, R. & Daverio, R. (2016) [redacted] Collaborative Economy in Europe. *PWC- European Commission Paper* (DG GROW).

Comprehension Questions

1. Headings – choose a subtitle for each paragraph

1	B	The rise of the gig economy	A	Principal gig companies
2			B	The rise of the gig economy
3			C	The importance of the gig economy
4			D	A complex definition
5			E	Future [REDACTED]
6			F	The limitations of the gig economy

___ / 5

2. True / False / Not Given – one question per paragraph

T/F/NG

i.	People who work for the Gig Economy are self-employed.	
ii.	Defining is difficult because of the different types of workers.	
iii.	On demand services like [REDACTED] are the most popular.	
iv.	The majority of gig workers are satisfied with the flexibility.	
v.	Some [REDACTED] are lying.	
vi.	More research is necessary to offer better protection.	

___ / 6

Open answer questions

Paragraph 1

3. What is Oxford University forecasting?

1	
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___ / 1

Paragraph 1

4. What are the main reasons [REDACTED] of the gig economy?

1	
2	
3	

___ / 3

Paragraph 2

5. What are the main differences between the two definitions.

1	
2	

___ / 2

Paragraph 3

6. What are the five [redacted] given as examples?

1	
2	
3	
4	
5	

___ / 5

Paragraph 4

7. What are the key benefits?

Economic	1. <i>Labour force participation</i>
	2.
	3.
[redacted]	1.
	2.
	3.
Business	1. <i>Global talent pool</i>
	2.
	3.

___ / 7

Paragraph 5

8. What are the key problems?

Policy makers	Differences in regulatory frameworks such as...
	1. <i>Tax policies</i>
	2.
	3.
[redacted]	1. <i>Not protected by workers' rights</i>
	2.
	3.
	4.
	5.
Employers	1.
	2.
	3.

___ / 9

Paragraph 6

9. What is the main evidence that [redacted] is here to stay?

--

___ / 1

Paragraph 6

10. What are the most important issues to be addressed?

--

___ / 2

Paragraph 6

11. What four aspects [redacted] focus on?

1	
2	
3	
4	

___ / 4

12. Author's stance?

Is the author for or against the Gig economy? Why?	
For	Against [choose one]
Why?	

___ / 2

13. Reference words – explain what these reference words connect to: (underlined in the text)

Paragraph	Word	Connection
1	<i>This</i>	25% growth
2	<i>those</i>	
3	[redacted]	
4	<i>It</i>	
5	<i>they</i>	
6	[redacted]	

___ / 5

14. Key language – explain these terms from the context / use synonyms where appropriate)

Paragraph	Word	Explanation
1	<i>notion</i>	<i>A belief / conception</i>
2	<i>encapsulates</i>	
2	<i>financially strapped</i>	
2	██████████	
3	<i>authentic experience</i>	
3	<i>To showcase</i>	
4	<i>veritable</i>	
4	██████████	
4	<i>autonomy</i>	
5	██████████	
5	<i>embroiled</i>	
6	<i>'a relic of the past'</i>	
6	<i>to flourish</i>	

___ / 12

Overall Total: ___ / 64

Comprehension Questions ANSWERS

1. Headings – choose a subtitle for each paragraph

1	B	The rise of the gig economy	A	Principal gig companies
2	D	A complex definition	B	The rise of the gig economy
3	A	Principal gig companies	C	The importance of the gig economy
4	C	The importance of the gig economy	D	A complex definition
5	F	The limitations of the gig economy	E	Future challenges
6	E	Future challenges	F	The limitations of the gig economy

___ / 6

2. True / False / Not Given – one question per paragraph

T/F/NG

i.	Most people who work for the Gig Economy are self-employed.	T
ii.	Defining is difficult because of the different types of workers. [markets]	F
iii.	On demand services like <i>Peopleperhour</i> and <i>freelancer</i> are the most popular.	NG

ALL ANSWERS ARE INCLUDED IN PAID VERSION...



CSR: Corporate Social Responsibility

Reading Test

Copyright: These materials are photocopiable but we would appreciate it if all logos and web addresses were left on materials. Thank you.

Student

Time: *Approximately 1 hour*

Two types of lesson

Lesson#1: [Easy] ***** [B2/C1]

1. Try to predict the content of text / write down key terms / ideas
2. Read text – check words and meanings with a dictionary
3. Answer questions
4. Check answers (pass mark is 70%)

Lesson #2: [Hard] ***** [C1]

1. Read text – no dictionary
2. Answer questions
3. Check answers (pass mark is 70%)

Teacher

Two types of lesson

Lesson#1: [easy] ***** [B2/C1]

1. Give out text a week before the test – students read, check vocabulary and meaning.
2. Test day – give out a new copy of text and the questions (no dictionary or notes)
3. Set 1 hour to read text and answer the questions
4. Take in and correct or go through answers in class (pass mark is 70%)
5. Extra activity – students write the summary* (add 30 minutes to test)

Lesson #2: [hard] ***** [C1]

1. Test day – give out text and questions
2. Set 1 hour to read text and answer the questions
3. Take in and correct or go through answers in class (pass mark is 70%)
5. Extra activity – students write the summary* (add 30 minutes to test) – see [reading summary](#)

***Summary writing**

Link: www.academic-englishuk.com/summary

Corporate Social Responsibility

C. Wilson (2017)

1) Corporate Social Responsibility (CSR) has undergone profound transformation from an ideology of uncertainty into an **indispensable** component of business practice. Hamidu et al, (2015) acknowledge that it has become a [REDACTED], complying with regulations and maintaining standards, building corporate reputation and obtaining customer [REDACTED] increasing profitability and overall attainment of organisational objectives' (p.83). In fact, over 9,270 companies from 166 countries are signatories to the voluntary UN Global [REDACTED] obligation to establish issues on human rights, labour standards, the environment and anti-corruption initiatives (Wang, 2016). Overall, CSR [REDACTED] approach in responsibility to achieve shared value for the stakeholder and societal obligations.

2) CSR's progression, since its introduction in 1950's, has been quite remarkable. In the beginning it was [REDACTED] in seeking to promote the welfare of others. This focused on mainly religious and humane philosophies, community development and poverty alleviation (Carrol, 2008). In the 1970's, [REDACTED]. It became more 'regulated' focusing on changing perspectives in stakeholder to manager relationships, encouraging a [REDACTED] reputation and placing emphasis on legal and ethical issues (ibid). The 1990's instigated what is now commonly seen as 'instrumental / strategic' CSR. A **prominence** on [REDACTED] and transparency with a clear guide on internationalization of CSR standards (ibid). In sum, Matten & Moon (2002) summarise [REDACTED] of business ethics, corporate philanthropy, corporate citizenship, sustainability and environmental responsibility, all embedded in social, [REDACTED] institutional contexts.

3) Research by Weber (2008) highlights that the implementation of CSR has become a **pre-eminent** feature in building and maintaining corporate reputation, which has become regarded as an essential [REDACTED] a company's competitive advantage. Park, Lee, & Kim, (2014) claim that the key benefits behind being [REDACTED] include: [REDACTED] to market value, a more general positive impact on societal stakeholders, a conscious connection with consumers, and improved product quality. The authors also note that [REDACTED] employee commitment and reduced employee turnover are important benefits. In addition, Carrol (2008) asserts [REDACTED] **resilience** to negative company information and consumers' awareness, and this cultivates appreciation to the [REDACTED] why companies are engaging in CSR initiatives.

4) The effectiveness of [REDACTED] to observe. Companies often fail through short-run CSR investment policies. They may lack commitment and support at senior management level, [REDACTED] the issues that are **salient** to stakeholder groups in various markets. Long-term investment is the key but a lack of transparency [REDACTED] make it difficult to understand and manage the risks and boundaries of corporate social activities [REDACTED] prioritize and balance aspects of CSR is often a challenge facing many corporations. Moreover, the

complexity in organizing and managing CSR is **exacerbated** for multinational corporations with global logistic chains [redacted] industries. The values of CSR in one country are not necessarily in accordance to another country's governmental and [redacted]. A final challenge is the concept of 'shop dressing' or 'greenwashing'. This is companies who are promoting the [redacted] CSR principles through [redacted] but in reality are not implementing the business practice and thereby misleading consumers. An example of it would be a company promoting recycled packaging but its [redacted] courses.

5) Over the past sixty years, the issue for companies has become how to conduct CSR in a strategically and effectively planned manner that meets stakeholder's expectations, maximises profit and [redacted] narrative of its impact on the company and for the community (Wang et al. 2016). CSR is a constantly evolving integrated and disciplined field of business activity, which has moved on from the latest management **fad** into a significant [redacted]. Although CSR is formed on voluntary basis, there are a number of key areas that need to be addressed. The **recognition** of diversity is a necessity for a universal approach. This includes [redacted] supportive [redacted] to supply chain to seller advancing the sustainability agenda (Gov.uk, 2014). In addition, Governments could play a greater role by changing **existing** legislation to [redacted] Services Act through the inclusion of enforcing ethical standards, the adoption of effective and transparent supply chain management practice and legal action against greenwashing / [redacted]. Overall, sustainability, transparency and ethical standards are key drivers in responsible business practice and the values of the society.

References

Carroll, A.B. (2008) *A History of Corporate Social Responsibility: concepts and practices*, in Crane, A. et al (eds), *The Oxford Handbook of Corporate Social Responsibility*, Oxford University Press, pp. 19-46

Gov.uk. (2014). *Corporate Responsibility: Good for business & society. Department for Business Innovation & Skills*. Available at: <https://www.gov.uk/government/uploads> [Accessed 17 February 2017]

Hamidu, A. Haron, H. & Amran, A. (2015). CSR: A Review of Definitions, Core Characteristics and Theoretical Perspectives. *Journal of Social Sciences*. 6 (4) 83-95

[redacted]. (2004) *Implicit and Explicit CSR: A conceptual framework for understanding CSR in Europe. ICCSR Research Paper Series (29-2004)*, University of Nottingham

Park, J., Lee, H., & Kim, C. (2014). [redacted], consumer trust and corporate reputation: South Korean consumers' perspectives. *Journal of Business Research*, 67, 295-302.

[redacted] (2016). *Corporate Social Responsibility: an overview and new research directions. Academy of Management [redacted]* (2) 534-544.

Weber, M. (2008). The Business Case for Corporate Social Responsibility: a company level measurement approach for CSR. *European Management Journal*, 26, 247-61.

Comprehension Questions

1. Headings – choose a subtitle for each paragraph

1	B	CSR popularity	A	The values of CSR
2			B	CSR popularity
3			C	The way forward
4			D	CSR evolution
5			E	Key challenges

___ / 4

2. True / False / Not Given – one question per paragraph

T/F/NG

1	i.	The UN Global compact is an obligation	
2	ii.	CSR has achieved a	
3	iii.	CSR has helped many companies become more competitive	
4	iv.	CSR boasts productivity	
5	v.	CSR is a fad and will evolve into something different	

___ / 5

Open answer questions

Paragraph 1

3. What does CSR lead to?

i)	
----	--

___ / 1

Paragraph 2

4. Key changes in the three main areas:

1950	Philanthropic	Religious & humane
		iii)
		iv)
1970s	ii) _____	v)
		vi)
		Legal and issues
i) _____	Instrumental / strategic	Environmental protection
		vii)
		viii)
		CSR standards

___ / 8

Paragraph 3

5. What are the main benefits of CSR?

1	<i>Improved financial performance</i>
2	
3	
4	
5	

___ / 4

Paragraph 3

6. Name the two key features of [redacted] benefits.

1	
2	

___ / 2

Multiple Choice:

Paragraph 4

7. A company's failure in CSR is due to... (choose only one answer)

a	only investing for a limited amount of time
b	higher [redacted] not supportive
c	not being attentive to stakeholder matters
d	All the above

___ / 1

Paragraph 4

8. The main problem for managers is

a	prioritizing and balancing aspects of CSR
b	investing [redacted] CSR
c	transparency and goal clarity
d	All the above

___ / 1

Paragraph 4

9. The problems with global logistic chains and off-shore manufacturing industries is

a	organizing CSR
b	[redacted]
c	international governmental and environmental policies
d	All the above

___ / 1

Definitions

Paragraph 4

10. What is green washing?

--

___ / 2

Open answers

Paragraph 5

11. What are the key areas that [redacted] ?

1	
2	

___ / 2

Paragraph 5

12. What needs to be [redacted] Act and Social Services Act?

1	
2	
3	

___ / 3

Linking words

13. Reference words – explain what these reference words connect to: (underlined in the text)

Paragraph	Word	Connection
1	<i>it</i>	Answer: CSR
2	<i>this</i>	
3	<i>this</i>	
4	<i>it</i>	
5	<i>this</i>	

___ / 4

13. Author's stance?

Is the author for or against CSR? Why?		
For	Against	[choose one]
Why?		

___ / 2

14. Key language – explain these terms from the context / use synonyms where appropriate)

Paragraph	Word	Explanation
1	<i>indispensable</i>	<i>absolutely necessary</i>
1	<i>culminates</i>	i)
2		ii)
3	<i>pre-eminent</i>	iii)
3	<i>resilience</i>	iv)
4		v)
4	<i>exacerbated</i>	vi)
5	<i>fad</i>	vii)
5		viii)
5	<i>mechanisms</i>	ix)
5	<i>existing</i>	x)

___ / 10

Overall Total: ___ / 50

Comprehension Questions ANSWERS

1. Headings – choose a subtitle for each paragraph

1	B	CSR popularity	A	The values of CSR
2	D	CSR historical evolution	B	CSR popularity
3	A	The value of CSR	C	The way forward
4	A	Key challenges	D	CSR historical evolution
5	C	The way forward	E	Key challenges

___ / 4

2. True / False / Not Given – one question per paragraph

T/F/NG

1	vi.	The UN Global compact is an obligation [voluntary]	F
2	vii.	CSR has achieved a great deal since 1950 [remarkable]	T

ALL ANSWERS ARE INCLUDED IN PAID VERSION...



Globalisation: International Trade

Reading Test

Copyright: These materials are photocopiable but we would appreciate it if all logos and web addresses were left on materials. Thank you.

Student

Time: *Approximately 1 hour*

Two types of lesson

Lesson#1: [Easy] ***** [B2/C1]

1. Try to predict the content of text / write down key terms / ideas
2. Read text – check words and meanings with a dictionary
3. Answer questions
4. Check answers (pass mark is 70%)

Lesson #2: [Hard] ***** [C1]

1. Read text – no dictionary
2. Answer questions
3. Check answers (pass mark is 70%)

Teacher

Two types of lesson

Lesson#1: [easy] ***** [B2/C1]

1. Give out text a week before the test – students read, check vocabulary and meaning.
2. Test day – give out a new copy of text and the questions (no dictionary or notes)
3. Set 1 hour to read text and answer the questions
4. Take in and correct or go through answers in class (pass mark is 70%)
5. Extra activity – students write the summary* (add 30 minutes to test)

Lesson #2: [hard] ***** [C1]

1. Test day – give out text and questions
2. Set 1 hour to read text and answer the questions
3. Take in and correct or go through answers in class (pass mark is 70%)
5. Extra activity – students write the summary* (add 30 minutes to test)

Summary writing

Link: www.academic-englishuk.com/summary

Globalisation: International Trade

(Wilson et al. 2017)

1. Globalisation is an economic process that increases the **assimilation** of economies around the world, particularly [REDACTED]. The term also refers to the movement of people (labour) and knowledge (technology) across international borders. It is an extension of the same market forces that have [REDACTED] human economic activity – village markets, urban industries, or financial centres beyond national borders (IMF, 2017). Today's [REDACTED] for people **to tap into** more and larger markets around the world, which means they can have access to more capital, [REDACTED], and larger export markets. Globalisation, however is not just a recent phenomenon. Some analysts have [REDACTED] just as globalised 100 years ago as it is today (Kobayashi-Hillary, 2008).

2. Globalisation offers **extensive** opportunities for truly [REDACTED] it is not progressing evenly. The growing gaps between rich and poor countries, and rich and poor people within countries, are increasing. The richest quarter [REDACTED] saw [REDACTED] increase nearly six-fold during the last century, whereas the poorest quarter experienced less than a three-fold increase (Harrison and Cavendish, 2014). However, in some countries, [REDACTED] incomes have been moving rapidly towards levels in the industrial countries since 1970. Having said this, a larger number of developing countries have made only slow progress or **have lost ground**. In particular, per capita [REDACTED] relative to the [REDACTED] and in some countries have declined in absolute terms (IMF, 2017).

3. It is clear that some countries are **amalgamating** into the global economy more quickly than others. Countries that have been able to [REDACTED] growth and lower poverty. Outward-looking policies like low taxes and low trade barriers brought [REDACTED] of East Asia, transforming it from one of the poorest areas of the world 40 years ago (IMF, 2017). Due to these [REDACTED], and it has been possible to make progress on democracy and issues such as the environment and work standards. By contrast, [REDACTED] countries in Latin America and Africa pursued inward-looking policies (such as **protectionism** and state-owned companies), their economies stagnated or declined, [REDACTED] the norm (Kobayashi-Hillary, 2008). In many cases, especially in Africa, there were external developments such as [REDACTED] made the problems worse. Encouraging this trend towards outward-looking policies, not reversing it, [REDACTED] growth, development and poverty reduction (IMF, 2017).

4. The effects of globalisation can be seen in three main areas: trade, movement of people and shared knowledge. First of all, trade. [REDACTED] have increased their share of world trade from 19% in 1971 to 29% in 1999 (IMF, 2017). As mentioned, Asia's newly [REDACTED] well, while Africa as a whole has done poorly. What countries export is also important. The most **profound** rise by far [REDACTED] of manufactured goods. The [REDACTED] exports such as food and raw materials, most of which are often produced by the poorest countries has declined

(Kobayashi-Hillary, 2008). Secondly, movement of people. Workers who move from one country to another to [REDACTED] in advanced economies provide a way for global wage **convergence**. Harrison & Cavendish (2014) claim there is also the potential for skills to be [REDACTED] countries and for wages in those countries to rise. Thirdly, information exchange is an important, often [REDACTED] globalisation. Direct foreign investment, which is private capital from outside the country, [REDACTED] the amount of a country's capital, but also technical innovation (ibid). More generally, knowledge about [REDACTED] management techniques, export markets and economic policies is available at very low cost, and it represents a [REDACTED] for the developing countries (IMF, 2017).

5. In conclusion, globalisation is one of the most effective ways of helping developing nations we know. As globalisation [REDACTED] have improved significantly in [REDACTED]. However, no country, least of all the poorest, can afford to remain isolated from the world economy. The [REDACTED] should try by **reinforcing** the international financial system, through trade, and through aid to help them integrate into the [REDACTED] and reduce poverty. That is the way to **safeguard** all people in all countries have access to [REDACTED].

736 words

Reference List

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IMF, 2017. *Globalisation: Threat or opportunity* [online]. Available at: <https://www.imf.org/external/np/exr/ib/2000/041200to.htm> [Accessed 10 March 2017]

Kobayashi-Hillary, M. 2008. *Building a future with BRICs*. 1st Ed. Berlin: Springer

Comprehension Questions

1. Headings – choose a subtitle for each paragraph

1			A	Key results
2			B	Definition
3			C	Integration
4			D	Conclusion
5	D	Conclusion	E	Progression

___ / 4

2. True / False / Not Given – one question per paragraph

			T/F/NG
P1	Globalisation is built around historical market forces		
P2	Globalisation's [redacted] balanced		
P3	Outward looking policies can be negative for developing countries		
P4	Trade is the most [redacted] globalisation		
P5	The global community has no responsibility to assist poorer countries		

___ / 5

Open answer questions

Paragraph 1

3. What are the four key terms associated with globalization?

i)	<i>Trade</i>
ii)	
iii)	
iv)	

___ / 3

Paragraph 1

4. What does [redacted] people?

i)	<i>Larger markets</i>
ii)	
iii)	
iv)	
v)	

___ / 4

Paragraph 2

5. Per capita – what is the monetary difference between these two?

Richest quarter	i)
Poorest quarter	ii)

___ / 2

Paragraph 2

6. What is the difference per capita between these two continents?

Asia	i)
Africa	ii)

___ / 2

Multiple Choice

Paragraph 3

7. Outward looking policies are ... (choose only one answer)

a	democratic progression
b	improved standards of living and prosperity
c	lowered [REDACTED]
d	All the above

___ / 1

Paragraph 3

8. Inward looking policies... (choose only one answer)

a	are government run companies
b	restrain [REDACTED]
c	stall economic growth
d	All the above

___ / 1

Paragraph 3

9. What's the solution for developing countries? (choose only one answer)

a	Stop the wars
b	Develop outward looking policies
c	Give [REDACTED] alleviate
d	All the above

___ / 1

Key effects

Paragraph 4

10. Trade

The strongest rise is in...	i)	
The main goods are...	ii)	iii)
These are produced in...	iv)	

___ / 4

Paragraph 4

11. People

Workers benefits are...	i)	
█ ...	ii) <i>converge</i>	
Skill transfer to developing countries create...	iii)	

___ / 2

Paragraph 4

12. Information exchange

Private capital is called...	i)
Increases ...	ii) <i>a country's capital</i>
	iii)
	iv)
	v)
	vi)
	vii)
	viii)

___ / 7

Paragraph 5

11. What needs to be done? The █ should strengthen...

1	
2	

___ / 2

Linking words

13. Reference words – explain what these connect to: (underlined in the text)

Paragraph	Word	Connection
1	<i>it</i>	Answer: <i>Globalisation</i>
2	<i>this</i>	
3	<i>which</i>	
4	<i>which</i>	
5	<i>them</i>	

___ / 4

14. Author's stance?

Is the author for or against Globalisation? Why?	
For	Against [choose one]
Why?	

___ / 2

15. Key language – explain these terms from the context / use synonyms where appropriate)

Paragraph	Word	Explanation
1	<i>assimilation</i>	<i>Integrate / to become part of something</i>
1	To [REDACTED]	i)
2	<i>extensive</i>	ii)
2	<i>to have lost ground</i>	iii)
3	[REDACTED]	iv)
3	<i>protectionism</i>	v)
4	[REDACTED]	vi)
4	<i>convergence</i>	vii)
5	<i>reinforcing</i>	viii)
5	to [REDACTED]	ix)

___ / 9

Overall Total: ___ / 55

Comprehension Questions

1. Headings – choose a subtitle for each paragraph

1	B	Definition	A	Key results
2		Progression	B	Definition
3		Integration	C	Integration
4		Key results	D	Conclusion
5		Conclusion	E	Progression

___ / 4

2. True / False / Not Given – one question per paragraph

			T/F/NG
P1	Globalisation is built around historical market forces [same market forces that have operated for centuries]		T
P2	Globalisation's progression is not fairly balanced [not progressing evenly]		T

ALL ANSWERS ARE INCLUDED IN PAID VERSION...