

B2 ENGLISH

CHAPTER 2 Practice 3

In this practice you will learn

B2 ENGLISH CHAPTER 2 Practice 3		Completed <i>Yes No</i>		Your Score
B2 Reading	• Millennials in the workplace	☐	☐	/22
	• Star Wars and the hero myth	☐	☐	/20
	• The Buy Nothing movement	☐	☐	/22
<i>Read these articles</i>	➤ <i>International Mother Language Day</i>	☐	☐	/20
	➤ <i>International Day of Women in Science</i>	☐	☐	/20
	➤ <i>You and your data</i>	☐	☐	/24

Millennials in the workplace

Read a report on millennials in the workplace to practise and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Match the definitions (a–j) with the vocabulary (1–10).

Vocabulary

1. a threat
2. turnover rate
3. employee retention
4. large-scale
5. ethics
6. to give up
7. to strive to
8. to monitor
9. excessive
10. a sacrifice

Definitions

- a. the percentage of employees leaving the company
- b. a company's ability to keep its staff from leaving
- c. extensive; involving large numbers or a large area
- d. to try hard to
- e. something that can cause damage or danger
- f. more than necessary or normal
- g. something of value that you give up so that you can have something else
- h. moral principles defining what's good for society and its individuals
- i. to watch and observe over a period of time
- j. to stop having something you want

Reading text: Millennials in the workplace

Background

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

Research

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

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

Key findings

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

Recommendations

Organisations and managers wanting to retain millennials should consider:

- monitoring their workload and satisfaction levels with their work–life balance
- creating a flexible work culture where employees have more control over their working hours and their work location
- providing meaningful work and interesting opportunities
- offering help and support in continuing professional development
- changing the organisation's goals from being mainly about profit-making to motives that address social concerns and solve wider societal problems.

Tasks

Task 1

Circle the best answer.

1. This report is based on the findings of how many surveys?
 - a. two
 - b. six
 - c. forty thousand
 - d. fifty thousand

2. This report was done for organisations that want to ...
 - a. get rid of millennial employees.
 - b. have higher turnover rates.
 - c. prove that millennials are more difficult than non-millennials.
 - d. increase the job satisfaction of the millennials who are working for them.

3. According to the report, which of the following would millennials be happy to do?
 - a. give up family time on weekends to finish a work project
 - b. sacrifice pay so that they can work shorter hours
 - c. be left to find their own developmental opportunities
 - d. be committed to their companies' profit-making motives

4. According to the report, which of the following would promote millennials' loyalty to their company?
 - a. better pay structures
 - b. more opportunities for promotion
 - c. a more regular working schedule
 - d. the company's commitment to the greater good of society

5. According to the report, millennials believe that it is important to ...
 - a. be appreciated for the work you do.
 - b. measure your productivity.
 - c. show your bosses how long you are working in the office.
 - d. work for a company that is bringing in a lot of money.

6. If managers want to keep their millennial employees happy, they should ...
- avoid giving them feedback on the work they're doing.
 - give them options to work from home.
 - have them develop the technological skills of the non-millennials.
 - promote the importance of remaining loyal to the company.

Task 2

Are the sentences true or false?

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

Discussion

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

Star Wars and the hero myth

Read about how the film *Star Wars* follows a pattern found in myths to practise and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary

Definitions

- | | |
|---------------------|---|
| 1. a mentor | a. to be exactly the same as |
| 2. to pre-date | b. to happen before a later event |
| 3. to mirror | c. a difficult thing that stands in your way, a challenge |
| 4. a threshold | d. someone who acts as a teacher and guide to help you in your life |
| 5. an obstacle | e. to travel across a line or border |
| 6. to cross | f. the line between one place and another |

Reading text: Star Wars and the hero myth

Critics of the 2015 film *Star Wars: Episode VII – The Force Awakens* have called the film unoriginal and predictable because the story so closely mirrors the very first *Star Wars* film in 1977. But, in fact, both films follow a structure that pre-dates all Hollywood films, that of the 'hero myth'. That's because director George Lucas based *Star Wars* on the ideas in Joseph Campbell's 1949 book, *The Hero with a Thousand Faces*. Later editions of Campbell's book even featured *Star Wars*' hero Luke Skywalker on the front cover.

In his book, Campbell analyses myths from all over the world to describe the 'monomyth' – a pattern that you can see in myths from every culture. In short, a hero sets off from home on a journey, where he overcomes obstacles and defeats enemies to return with a prize. It's a tale that has been told for thousands of years, from the Ancient Greeks with *The Odyssey* to JK Rowling's Harry Potter books.

George Lucas was one of the early film directors to directly base his story on the 17 stages of the hero's journey. Typically, the hero starts the story living an ordinary life, but something happens that calls them to an adventure that changes everything. At the beginning of *Star Wars*, Luke lives an ordinary life with his aunt and uncle, repairing robots. When he finds Princess Leia's message to Obi-Wan Kenobi inside the robot R2D2, it is 'the call to adventure' that starts the hero on his journey.

According to Campbell, the hero at first refuses the call to adventure, but a mentor appears who helps them and they decide to 'cross the threshold' and travel into the 'special world' where the adventure happens. The next stage consists of passing tests, fighting enemies and meeting friends as the hero prepares to face their biggest challenge. For Luke the mentor is, of course, Obi-Wan, the friends are Han Solo and the robots R2D2 and C3PO and the enemy is Darth Vader inside the special world of the Death Star.

Next, the hero overcomes obstacles on the way to facing their greatest challenge. There often comes a moment when they face death or loss and that experience gives them the strength to finally defeat the enemy. Luke loses his mentor when he sees Darth Vader kill Obi-Wan, which helps him find the strength he needs later on. When heroes succeed, they return from the special world, changed by their experiences forever. Luke's change comes when he remembers Obi-Wan saying, 'Use the force', and he uses it to help him aim his laser into the heart of the Death Star. Luke takes his first steps to becoming a Jedi, and the hero myth restarts in *The Return of the Jedi*, except this time his mentor is Yoda.

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. Joseph Campbell's original book cover has links to the Star Wars films.	True	False
2. The Ancient Greeks also based their stories on Campbell's ideas.	True	False
3. Other film directors after George Lucas have carefully followed the hero myth structure.	True	False
4. Obi-Wan Kenobi sends Luke a message and starts his adventure.	True	False
5. The hero is always willing to accept the call to adventure.	True	False
6. The hero often finds strength from some kind of loss.	True	False

Task 2

Write the correct form of the word in brackets.

- Critics of *Star Wars: Episode VII – The Force Awakens* complained that the film was (origin)
- The film was so similar to the first Star Wars film that the story was really (predict)

3. The front cover of later of the book *The Hero with a Thousand Faces* had Luke Skywalker on the front cover. (edit)
4. George Lucas was one of the first film to use the ideas in Joseph Campbell's book to plan his hero's journey. (direct)
5. Lucas based Luke Skywalker's story on the 17 stages of the hero's journey described by Campbell. (direct)
6. The hero has to overcome obstacles on the way such as or loss. (die)
7. When Luke loses his mentor, he finds the he needs for the rest of his journey. (strong)
8. When heroes are finally , they return from the special world, changed by their experiences forever. (succeed)

Discussion

What are your favourite hero stories?

The Buy Nothing movement

Read about the Buy Nothing movement and answer the questions to practise and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. overconsumption
2. disposable
3. consumerism
4. to bombard
5. to spring up
6. a landfill site
7. overspending
8. an influencer

Definitions

- a. to hit someone with a lot of something, without pausing
- b. designed to be thrown away after use
- c. a place where rubbish is buried under the ground
- d. to appear
- e. the practice of buying and owning lots of products
- f. the act of spending more money than you should
- g. using too much of something
- h. someone who uses social media to advertise products to their followers

Reading text: The Buy Nothing movement

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

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

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

away, and a lot of clothes that charities can't sell are sent abroad, causing even more economic and environmental problems.

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

The trend has now reached influencers on social media who usually share posts of clothing and make-up that they recommend for people to buy. Some YouTube stars now encourage their viewers not to buy anything at all for periods as long as a year. Two friends in Canada spent a year working towards buying only food. For the first three months they learned how to live without buying electrical goods, clothes or things for the house. For the next stage, they gave up services, for example haircuts, eating out at restaurants or buying petrol for their cars. In one year, they'd saved \$55,000.

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

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. People buy clothes because they want to throw them away.	True	False
2. The writer thinks it is worrying that people spend money on things they do not need.	True	False
3. The amount the average Briton owes on credit cards is one third of the amount they spend on clothes each year.	True	False
4. Only a very small proportion of unwanted clothes are thrown away.	True	False
5. Charities can find ways to use clothes even if they are not very good quality.	True	False
6. Buy Nothing Day is a protest against credit cards.	True	False
7. The two friends who did the 'buy nothing' experiment only bought food for 12 months.	True	False
8. If everyone followed the Buy Nothing idea, the environment would benefit.	True	False

Task 2

Complete the sentences with words from the box.

sites	hand	spending
shops	fashion	away

- Fast is made quickly and cheaply.
- Some clothing is so cheap that people can afford to wear it a couple of times and throw it
- There is a worrying trend for more consumers on credit cards.
- Giving clothes to charity does not completely solve the problem.
- Make sure you only donate clothes that people will want to buy second-.....
- A lot of clothes donated to charity cannot be reused and end up in landfill

Discussion

What do you think about the buy nothing trend?

International Mother Language Day

There are about 6,500 languages in the world, but did you know that a language disappears and dies every two weeks? International Mother Language Day, on 21 February, is a day to celebrate and protect all the languages of the world.

Before reading

Do the preparation task first. Then read the article and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary in **bold** (1–8).

Vocabulary

1. **to promote** mother languages
2. **to raise awareness** of how many languages we have
3. **to hold** a competition or event
4. **to set up** a project
5. **to mark** a special day
6. **to release** a book or a piece of music
7. **to have access** to education
8. **to deserve** to have something

Definition

- a. to start something new
- b. to encourage or support something
- c. to celebrate something
- d. to increase what people understand about something
- e. to publish something
- f. to make something happen
- g. to have the right to do something
- h. to be able to do something

International Mother Language Day

A language is much more than just a way of communicating. Language, and particularly our mother tongue, is an important part of our culture. Some people even think that our language can change how we see the world.

A special day

In 1999, a special day to promote mother languages was created: International Mother Language Day. The day was also intended to raise awareness of just how many languages we have on this planet (around 6,500) and to protect them. The idea for this special day came from the country of Bangladesh, and 21 February is also the day when Bangladeshis mark the day that the Bangla language was officially accepted. Bangladeshis celebrate both days by holding literary competitions and singing songs.

Different themes each year

Every year, UNESCO chooses a different theme and holds different events at its headquarters in Paris, France. For example, in 2005, there was a focus on Braille and sign languages, and in 2017, a focus on how multilingual education could help the world to have a better future.

Other countries have also set up special projects to mark this day. For example, in 2014, the Indian government released digital learning materials for schools and colleges in the 22 most widely spoken Indian languages. It is estimated that there are around 750 languages or dialects in India, and, sadly, that around 250 more languages have been lost in the last 50 years.

The importance of the mother tongue in education

The Director General of UNESCO, Audrey Azouley, pointed out in a recent speech on International Mother Language Day that mother languages ‘shape millions of developing young minds’. She believes that children learn best in their mother tongue, and that it is important that children should have this opportunity. Around the world, 40 per cent of the population does not have access to education in a language they can understand or speak. Using certain languages can make it easier, or much harder, to do well in life.

Language goes to the heart

Nelson Mandela once said, ‘If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.’ At least 43 per cent of all languages are endangered, and fewer than 100 of the world’s languages are used in the digital world. Most internet communication is in one of the following languages: English, Chinese Mandarin, Spanish, Arabic, Portuguese, Indonesian, Malayan, Japanese, Russian and German. But everyone has the right to use their own mother language, and to keep the memories, traditions and ways of thinking that their language represents. And this is what International Mother Language Day is all about.

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. The Bangladeshis do not celebrate Mother Language Day.	True	False
2. There are more than 22 languages spoken in India.	True	False
3. Around a quarter of the languages in India have been lost in the last 50 years.	True	False
4. Audrey Azouley believes that children learn best in English.	True	False
5. Only 43 per cent of the world's languages are used online.	True	False
6. Portuguese is widely used online.	True	False

Task 2

Match the numbers (a–f) to the subject they refer to (1–6).

Subject	Numbers
1. The year International Mother Language Day began	a. 6,500
2. The number of languages in the world	b. 2005
3. The percentage of languages at risk	c. 21
4. The date of International Mother Language Day	d. 40
5. The percentage of people who are unable to learn using their first language	e. 43
6. The year when the theme of the day was sign language and Braille	f. 1999

Discussion

How many people speak your mother tongue? How many languages do you speak?

International Day of Women and Girls in Science

February 11 is International Day of Women and Girls in Science. We explore some of the reasons why there are fewer girls and women interested in working in science, technology, engineering and mathematics (STEM) and what's happening to encourage equality in these fields.

Before reading

Do the preparation task first. Then read the article and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. to discourage
2. to dominate
3. gender
4. a graduate
5. a minority
6. a researcher
7. to underestimate
8. discrimination

Definition

- a. to think that something is not as good as it actually is
- b. a group that is smaller than a larger group it is part of
- c. to be stronger or bigger in number
- d. treating people differently because of, for example, their age, sex or race
- e. to make someone not want to do something
- f. the social condition of being male or female
- g. someone who studies a subject carefully to discover new information
- h. a student who has completed a university course

International Day of Women and Girls in Science

In 2016, the UN declared 11 February as International Day of Women and Girls in Science. The main reason for this declaration was to encourage more girls and women to take up jobs in the fields of science, technology, engineering and mathematics (also known as the STEM subjects). Figures show that although there is no significant difference in ability between boys and girls in maths and science, less than 35 per cent of graduates in STEM subjects worldwide are women and there are even fewer in engineering and information technology.

Why is it important to involve more women and girls in science?

When one group of people dominates a field of study, whether it's an age group, a cultural group or a gender, there is danger of creating a narrow view of the subject. Including more women in male-dominated areas will bring in fresh points of view, new talent and creativity. It can also help increase women's social and financial position in some countries.

Why aren't more girls taking up careers in STEM subjects?

This is a difficult and complicated question. A number of answers have been suggested.

Early years

Some suggest that girls have less experience of activities and toys that encourage an interest in science. Others suggest that girls are more critical of their abilities and tend to underestimate themselves, so they might not think they're 'good enough' to study a STEM subject at university.

Making choices at school

Studies found that girls' test results in science subjects were as good as boys'. But since they often also do well in other subjects, girls have more choices when deciding what to study. This has an obvious influence on their future choice in jobs.

Entering the world of work

Another factor could be the fact that the thought of being one of a small minority on a university course, or in a job, may discourage girls from preparing for a career in research or engineering. There is a common fear that if you are in a minority, you will suffer discrimination and you will need to work much harder in order to succeed.

What can be done to encourage girls to take up science as a career?

There are a number of things that can be done to encourage girls to consider a career in science.

Early years

Parents and schools can introduce all children – boys and girls – to activities and toys that encourage them to build and make things and get them interested in exploring the world around them and how it works.

Making choices at school

A number of organisations send women scientists to talk to girls at school about their work. Some schools encourage older girls who are studying STEM subjects to talk to younger students in their schools about their passion for their subject. University and research facilities open their laboratories to schools so that the students can experience hands-on scientific research.

Entering the world of work

More and more workplaces and science departments are using mentor programmes to help and support women when they are working in a minority. Women in senior roles are often very keen to offer support to younger women entering their field.

Role models

Probably one of the most important things is to make sure that girls see plenty of examples of successful women scientists in the news and in the media.

If you want to find out more about women in science and this special day, look for #WomenInScience on social media.

Sources

<http://www.un.org/en/events/women-and-girls-in-science-day/>

<http://www.unwomen.org/en/news/in-focus/international-day-of-women-and-girls-in-science>

<https://www.theatlantic.com/science/archive/2018/02/the-more-gender-equality-the-fewer-women-in-stem/553592/>

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. International Day of Women and Girls in Science has been celebrated since 2015.	True	False
2. Research shows that boys and girls have the same ability in maths and science.	True	False
3. There are more women working in information technology than in other areas of science.	True	False
4. It's important to have a number of different views in scientific research.	True	False
5. Giving the same toys to boys and girls could encourage more girls to enter STEM fields.	True	False
6. Examples of successful women working in science are important to encourage girls to choose a career in science.	True	False

Task 2

Put the words in the correct order to make sentences.

- to take up jobs for this declaration The main reason was to encourage in STEM.
more girls and women
- no significant difference Figures show that there is between boys and girls
in maths and science. in ability
- increase women's social and financial position A career can help in STEM
in some countries.
- a number of things to encourage girls There are that can be done in science.
to consider a career
- to talk to younger students encourage older girls about their passion Some schools
who are studying STEM subjects for their subject.
- in senior roles to offer support Women to younger women are often very keen
entering their field.

Discussion

Can you think of any other possible solutions? Do you know of any famous women scientists from your country?

You and your data

On Safer Internet Day let's take a closer look at who uses our online data, what it's used for and what we can do to protect it.

Before reading

Do the preparation task first. Then read the article and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary	Definition
1. data	a. directed at a particular person or group
2. to be aware of	b. permission to do something
3. consent	c. to risk having a harmful effect on something
4. to keep track / to track	d. to control an activity or process, especially with rules
5. a scandal	e. information, especially facts or numbers, that is collected for a future purpose
6. targeted	f. to study or record someone's behaviour over time
7. to regulate	g. to have noticed or know about something
8. to compromise	h. a public feeling of shock and disapproval

You and your data

As the internet and digital technology become a bigger part of our lives, more of our data becomes publicly accessible, leading to questions about privacy. So, how do we interact with the growing digital world without compromising the security of our information and our right to privacy?

Imagine that you want to learn a new language. You search 'Is German a difficult language?' on your phone. You click on a link and read an article with advice for learning German. There's a search function to find German courses, so you enter your city name. It asks you to activate location services to find courses near you. You click 'accept'. You then message a German friend to ask for her advice. When you look her up on social media, an advertisement for a book and an app called *German for Beginners* instantly pops up. Later the same day, while you're sending an email, you see an advert offering you a discount at a local language school. How did they know? The simple answer is online data. At all stages of your search, your devices, websites and applications were collecting data on your preferences and tracking your behaviour online. 'They' have been following you.

Who uses our data and why?

In the past, it was easy for people to keep track of their personal information. Like their possessions, people's information existed mostly in physical form: on paper, kept in a folder, locked in a cupboard or an office. Today, our personal information can be collected and stored online, and it's accessible to more people than ever before. Many of us share our physical location, our travel plans, our political opinions, our shopping interests and our family photos online – as key services like ordering a takeaway meal, booking a plane, taking part in a poll or buying new clothes now take place online and require us to give out our data.

Every search you make, service you use, message you send and item you buy is part of your 'digital footprint'. Companies and online platforms use this 'footprint' to track exactly what we are doing, from what links we click on to how much time we spend on a website. Based on your online activity, they can guess what you are interested in and what things you might want to buy. Knowing so much about you gives online platforms and companies a lot of power and a lot of money. By selling your data or providing targeted content, companies can turn your online activity into profit. This is the foundation of the growing industry of digital marketing.

Can you protect your data?

Yes ... and no!

Some of the time our personal data is shared online with our consent. We post our birthday, our photographs and even our opinions online on social media. We know that this information is publicly accessible. However, our data often travels further than we realise, and can be used in ways that we did not intend. Certain news scandals about data breaches, where personal data has been lost, leaked or shared without consent, have recently made people much more aware of the potential dangers of sharing information online.

So, can we do anything to protect our data? Or should we just accept that in fact nothing is 'free' and sharing our data is the price we have to pay for using many online services? As people are increasingly aware of and worried about data protection, governments and organisations are taking a more active role in protecting privacy. For example, the European Union passed the General Data Protection Law, which regulates how personal information is collected online. However, there is still much work to be done.

As internet users, we should all have a say in how our data is used. It is important that we pay more attention to how data is acquired, where it is stored and how it is used. As the ways in which we use the internet continue to grow and change, we will need to stay informed and keep demanding new laws and regulations, and better information about how to protect ourselves. Safer Internet Day is an ideal time to find out more about this topic.

<https://www.saferinternetday.org/>

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. Information about you is collected when you look at websites.	True	False
2. Using different devices (for example, your phone and your laptop) makes it impossible for companies to track you.	True	False
3. The train of information you leave online is called your 'digital footprint'.	True	False
4. Companies use your digital footprint to make money.	True	False
5. This issue has not been in the news, so most people are completely unaware of it.	True	False
6. European law on the protection of online data has changed.	True	False
7. The writer thinks the new law has solved the problem.	True	False
8. The article concludes by saying individuals should stay up to date and know how their information is used.	True	False

Task 2

Complete the sentences with the words.

aware	compromise	consent	data
regulates	scandal	targeted	track

- Our devices, websites and applications collect about our online behaviour.
- Until recently, many people were not of how much of their personal information was collected and shared.
- Information about products you are interested in is used to create advertising.
- The news of how certain applications used people's private information caused a
- People felt their information had been used for purposes that they had not agreed to, without their
- The General Data Protection Law how personal data is collected online.
- When private information was stored physically, on paper, it was easier to keep of where your data went.
- If you want to use many online apps and services, you still have to your right to privacy.