

Audio Scripts

Unit 1

LESSON A EXERCISE A

Success and Wealth

To many people, “making it” is synonymous with making a lot of money. And in many cultures, people are only considered successful when they fulfill society’s expectations of becoming wealthy. As a result, the desire to become rich is what motivates most people to keep going. After all, money is the tool that enables us to accomplish all other things—from pursuing a hobby to reducing world hunger. With money on so many people’s minds, it’s no wonder society celebrates individuals who go from rags to riches and embraces them as inspirational role models. Whether they are businesspeople, celebrities, or sports figures, their stories are often similar: they start out poor, they face failure many times, but through hard work and determination, they eventually overcome their difficulties and succeed against the odds.

LESSON B EXERCISE B

I’ve learned from experience that the only person you should compete with is yourself. When I was a kid, I was great at basketball. I was always the best player on the team. And then Robert Brewster came along. He was better than me at everything. He was stronger, faster, taller, and smarter. I was the same player with the same skills, but now I felt like a loser. I lost my self-confidence and quit the basketball team.

When I went to college though, I started playing basketball again. But this time, I focused on myself, not anyone else. I worked just as hard as I did in high school, but this time, my goal wasn’t to be the best player. It was to be the best I could be. If someone on my team played better than me, great! We were a team, and their success was my success. I wasn’t looking over my shoulder all the time, worried that someone would surpass me. As long as I did my best, that was good enough. By competing against myself, I learned how to be in control of my own success.

LESSON C EXERCISE A

1. Let’s take Bill Gates as an example.
2. You know the story, right?
3. Take Michael Jordan, who many consider ...

LESSON C EXERCISE B

1. Success involves a lot of luck and opportunity. By realizing that, we can change the way we define success—and failure. Let’s take Bill Gates as an example. You know the story, right? When he was 13 years old, he taught himself computer programming. At 21, he founded Microsoft. In short, he’s a self-made man who became incredibly successful and wealthy through hard work and determination. But is that the whole story? At that time, most people had never even seen a computer. But Bill Gates went to an exclusive private high school which had a single computer—and he was given unlimited access to it. So to tell the whole story of Bill Gates, we need to talk about the extraordinary opportunity he was given. While hard work and determination certainly played a role in his success, part of it also came down to chance.
2. When we learn from each failure, we get one step closer to success. Take Michael Jordan, who many consider the greatest basketball player of all time. He retired with the NBA’s highest scoring average of 30.1 points per game. He won the title of NBA All-Star 14 times. He’s a highly successful businessman. Here’s what Jordan says about success and failure: “I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games ... I’ve failed over and over and over again in my life. And that is why I succeed.”

LESSON C EXERCISE C

My definition of success can be summed up in one sentence: “There is no substitute for hard work.” These are the words of Thomas Edison, the most successful inventor of all time. You’ve probably heard his story. Edison was responsible for over 1,000 inventions, including the electric lamp, the telegraph, the phonograph, and the movie camera. Not surprisingly, Edison was famous for working long hours. He was able to work continuously with no sleep for three days in a row. When he was 29 years old, he set himself the goal of coming up with “a minor invention every ten days and a big thing every six months or so.” As Edison said when asked about his success, “Genius is 1% inspiration and 99% perspiration.” That’s a quote I can live by.

LESSON D EXERCISE A AND B

It’s important to have your *own* definition of success. After all, who wants to put in the effort to “succeed” at something and then realize it wasn’t what you wanted

or needed after all? So how can you create a definition that is meaningful to you?

Start small. Think about just one aspect of success, such as your finances, or your family, before moving on to other aspects.

Next, for each aspect of your life, ask yourself meaningful questions like these:

One: What are your values? What do you believe in, and what's important to you in life?

Two: What makes you happiest? What brings you joy?

Three: What are the basic things you need to be happy?

And four: What kind of accomplishments make you feel great?

Applying questions like these to different aspects of your life will help you come up with several different and specific definitions of success that suit *you*.

LESSON E EXERCISE A

An Inspirational Athlete

Wilma Rudolph was a successful athlete and the winner of several Olympic medals. But success didn't come easy to her. Growing up, she faced many obstacles. Rudolph suffered from several illnesses, including polio, which caused her to lose strength in her left leg. She was teased and rejected by other children, and had to work hard for many years in order to regain her strength.

In high school, Rudolph took up basketball, but a track and field coach noticed her athleticism and was impressed. Under his guidance, Rudolph eventually turned into one of the fastest athletes in the world. After winning three gold medals at the 1960 Olympics, Rudolph turned down other opportunities to compete. She became a teacher and a coach, inspiring new generations of athletes to pursue their dreams.

LESSON F EXERCISE F

1. ... and that was the longest walk of my life—hair on the back of my neck standing up, I was sweating, and my heart was pounding. And I got there and said ...
2. In fact, he invited me to explain myself. And I could've said many things. I could've explained, I could've negotiated. I didn't do any of that. All I did was run.
3. But had I left after the initial rejection, I would've thought, well, it's because the guy didn't trust me,

it's because I was crazy, because I didn't dress up well, I didn't look good ... It was none of those.

Unit 2

LESSON A EXERCISE A

Passing the Torch

Changemaking is often associated with young people on a mission to change the world. But young people are not the only ones who can make an impact. Society has much to gain from those with more experience.

One organization that aspires to make the most of experience is Encore, an innovative charity that gets people from different generations to work together in meaningful ways. For example, for one of its projects, it paired retired doctors up with younger ones and sent them out to treat patients on the front lines, in places with limited healthcare access. The senior doctors shared their knowledge and expertise with their younger counterparts, who in turn gained the skill and confidence they needed to better perform their duties.

What is the intention of programs like this one?

The guiding principle is simple: to ensure that the knowledge accumulated over the years by those with experience isn't wasted; that it is instead passed on to the next generation of changemakers.

LESSON B EXERCISE B

1. But while most of us have good intentions, being a changemaker is not usually a job that pays the bills. Luckily, it is possible to make a difference through your career choice.
2. Imogen Napper is a great example of someone whose career allows her to make a positive difference in the world.
3. Dr. Napper is a marine scientist, an environmental activist, and an award winner for her innovative work protecting the world's oceans.
4. Known as the "plastic detective," her mission is to reduce the amount of plastic that finds its way to our oceans.

LESSON C EXERCISE A

1. I'm sorry, I think I missed something. Shouldn't the average number of lives doctors save be 5 times 40?

2. I'm not sure about Singer's idea. Is he saying that front-line work is not important ...
3. No, not at all. He's saying that we can't all be volunteers ...
4. I see. So if I understand you correctly, he's not saying that the work that doctors and volunteers do *isn't* important.

LESSON C EXERCISE C

- Johan:** Hey, Viv. What's that you're reading?
- Viv:** Hey, Johan. It's an article about this girl—Morgan Guess—and what she's trying to do about bullying.
- Johan:** About bullying? There's only one thing you can do about that: stand up to your bully.
- Viv:** Um ... Could you elaborate on that a little?
- Johan:** I don't mean fight back. That'll only make things worse. What I'm saying is that ... you've got to do something about the situation. Tell your teachers and your parents. There shouldn't be any shame in that.
- Viv:** It's not that simple these days. Bullying isn't just a beating in the school yard. It's non-stop online shaming.
- Johan:** That's true, but surely letting your parents and teachers help fix things can't hurt?
- Viv:** Perhaps. But I think the most important thing is to raise awareness ...
- Johan:** Are you saying that we should try to convince bullies that bullying is wrong? That'll never work.
- Viv:** No, not quite. Sure, bullies need to know about the lifelong damage they're causing. But people in general need to be more conscious of the problem, too. We need a culture where bullying is frowned upon by everyone.
- Johan:** So if I understand you correctly, we need to get society to sort of "bully" bullies into not bullying anymore?
- Viv:** In a sense. That's what Morgan Guess is doing. She started the Guess Anti-Bullying Foundation to encourage people to speak up against bullying. She raised awareness about bullying and even successfully lobbied for it to be defined in the state of Kentucky.
- Johan:** Really? That's impressive.

LESSON D EXERCISE A AND B

- Aisha:** You know, I was already thinking of doing that local council new initiatives thing.
- Wayne:** Sorry, what thing?
- Aisha:** The thing our professor was just talking about! The thing where the council listens to new ideas that can help the community!
- Wayne:** Do you mean you want to do some volunteer work?
- Aisha:** No, not at all! I mean, I would, but actually this is about proposals for new programs. Weren't you listening?
- Wayne:** Er ... I must have missed that bit. And you're saying you have an idea for a program?
- Aisha:** Exactly.
- Wayne:** Well, can you elaborate on that a little?
- Aisha:** I just had this idea to help the community through the local food industry.
- Wayne:** Do you mean like helping local cafés and restaurants?
- Aisha:** No, not really. I mean, my idea is more about helping young people from disadvantaged backgrounds. But connected to food. Basically, I'd like to propose a program that gives unemployed young people food service training and then work opportunities. That could be useful, couldn't it? But I suppose it's also good for the cafés and restaurants because it can help with staffing ... and may be good publicity ...
- Wayne:** That sounds like a great idea! Would you consider other sorts of training, too? More general work skills?
- Aisha:** What do you mean? Like, office skills and stuff?
- Wayne:** That's right. You know, basic finance, management and stuff so they can go for different types of job, not just food-service jobs.
- Aisha:** But I'm not sure how I would start with that. My idea was to start small—though I guess it could expand into that. Good idea.
- Wayne:** What do you mean by starting small then?
- Aisha:** Well—you know my parents have a café? I thought we could be an example of how a local business can provide some on-the-job training and work experience for these kids.

And maybe other local cafés and restaurants could get involved, too.

Wayne: Oh right. Well, it's a great idea, but what do you have to do to put this forward to the council?

Aisha: Oh there's a whole proposal template on their website and you have to ...

LESSON E EXERCISE A

Who Cares about Fairness?

What makes people want to create change in the world around them? One of the biggest motivations is often to take action against injustice.

Living in any society requires a degree of collaboration. Laws and unspoken rules help people to navigate interactions with other people. But when people feel that they are being treated unfairly, they may no longer wish to follow the rules.

Humans have a strong sense of fairness. For us, it is essential to recognize not only when we are being treated worse than others, but also when we have an unfair advantage over others. This is why even young children learn quickly that sharing is important and that games should give everyone an equal chance.

Until recently, this sense of fairness was believed to be unique to humans. Then, in 2003, an experiment by scientists Sarah Brosnan and Frans de Waal provided evidence that these behaviors may extend to some of our animal relatives.

Brosnan and de Waal observed that capuchin monkeys paid close attention not just to the rewards that they received for completing certain tasks, but also to the rewards that other monkeys received. One monkey famously threw away her cucumber when she saw that her neighbor was receiving grapes, their preferred food.

To the researchers, these behaviors conveyed the monkeys' dislike of unfair treatment, but others called for stronger evidence that the monkeys would give up an advantage in the interest of fairness. The research continues, but what we know for sure is that some humans will fight against inequality even at great cost to themselves.

LESSON F EXERCISE A

1. Do you remember when you were 12 years old? I do. I was on a mission, convinced that I could change the world around me.

2. In 2013, together with my sister Isabel, I started a movement in Bali because I saw a problem that I thought had an easy solution.
3. We wanted to do something about the growing problem of plastic pollution on our home island of Bali, Indonesia.

LESSON F EXERCISE G

1. An experience, an injustice that takes place, big or small, local or global.
2. I think it is high time to ensure that what we learn in the classrooms reflect what is happening outside of them.
3. It's the process of conveying a false impression about the climate friendliness of a company product or actions.

LESSON G EXERCISE B

The findings we see here are actually taken from a wider survey of 22,928 respondents. 8,273 were Gen Zs born between January 1995 and December 2003, but the remaining 14,655 were millennials born between January 1983 and December 1994. When we look at both sides of the data, we may be able to see some trends at work.

While 55% of millennials donated to charities over the past two years, only 52% of Gen Zs did. Why are fewer young people donating? Perhaps it's because they are more active in other, more direct ways. For example, while 35% of millennials volunteer, in Gen Zs this goes up to 40%. And while 44% of millennials choose work or potential employers based on personal ethics, we see this increasing to almost 50% in Gen Zs, which points to the fact the younger generations may be increasingly guided by principles.

Businesses should take note: if they want to attract and retain young talent, they need to start showing that they are ethical employers who make decisions based on principles and not just money.

Unit 3

LESSON A EXERCISE A

History of Communication

Before humans began to use language, our ancestors communicated through facial expressions and gestures. Since then, human communication has

evolved. Through speech, writing, and images, people fulfill the universal need to communicate with one another.

62,000 BCE	Cave paintings: Some of the oldest cave paintings in the world are in Chauvet Cave, France. They show a variety of different animals including woolly mammoths.
5,000 BCE	Pictographs: These symbols were used to represent an object or event. They began to appear around the world about 7,000 years ago.
3,300 BCE	Pictograph writing systems—hieroglyphics: Pictographs became more complex, forming the world's first writing systems.
800 CE	Woodblock printing: Woodblock printing originated in China and was used on textiles and paper.
1450 CE	Printing press: With the invention of Gutenberg's printing press, large amounts of printed material began to be produced. Ideas could spread across large distances.
1826 CE	Photography: The first photo portrait was a selfie by Robert Cornelius in 1839.
1876 CE	Telephone: Scottish-born inventor Alexander Graham Bell made the first ever telephone call to his colleague Thomas Watson.
1971 CE	Email: The first email was sent by Ray Tomlinson to himself.
1992 CE	Messaging: In December 1992, British engineer Neil Papworth sent the world's first SMS. Reductions are often used in phone texts to get the message across while saving valuable time and space. Many people today have a preference for more indirect communication and choose texting over talking on the phone.

LESSON B EXERCISE B

1. ... well, the reality is that it's not just older people who suffer from hearing loss or deafness. 5% of the world's population has some kind of hearing loss—that's some 430 million people. This includes 34 million children who suffer from

hearing loss, mostly as a result of infections or problems during pregnancy. And as much as 60% of these cases could have been avoidable ...

2. ... So, let's say, "How are you?" using American Sign Language. For this we need to sign "how" and then "you." First, curl your hands to make loose fists. Second, put your fists together. All your fingers should be pointing towards yourself, while your thumbs point upward. Third, rotate your fists up, so that your palms are facing up. That's the sign for "how." Now let's do the sign for "you." It's easy—just point at the person you're addressing. How are you?

LESSON C EXERCISE B

1. Emojis are small, cartoon-like pictures of just about anything ...
2. Emojis and emoticons are like pictures scratched on rocks.
3. Emoticons express both feelings and ideas in online communication.
4. The word "emoticon" is a combination of two words: "emotion" and "icon."
5. An icon is a type of symbol, such as a drawing of a heart broken into two pieces to mean "heartbroken."

LESSON C EXERCISE E

Professor: OK, so one thing that people often do when they tell a lie is to fidget more than usual.

Student: Fidget?

Professor: You know, when people make lots of little movements, like playing with a pencil or with their hair, or touching their face a lot.

Student: Oh, I see. But why do people fidget when they lie?

Professor: Well, it's a sort of defense mechanism—that's something we do unconsciously to protect ourselves from unpleasant feelings. Think of a gambler who can't stop gambling, but insists that there's no problem.

Student: Right ...

Professor: Well, that's denial—a common defense mechanism.

Student: Yeah, I see.

LESSON E EXERCISE A

Filling the Gaps

“Umm ... ,” “Actually, ... ,” “OK, ... ”

English speakers tend to use a lot of short words and phrases like these in conversation, often without realizing it. Linguists refer to them as discourse markers, but they are more commonly known as “fillers;” that is, they help to fill the silence as you think of what to say. Although usage of these small words is often unconscious on the part of the speaker, they play an important role in helping us communicate.

Fillers have a variety of functions. Some help us soften a statement: “*Well*, I’m not sure about that” Others help us take the lead in a conversation so we can grab our listener’s attention: “*Hey*, I have an idea ... ,” “*Listen*, how about we ... ?”

Meaning can also shift depending on how a filler is used. “Mmm” for example, can indicate someone is interested in what you are saying, but it can also express boredom or disbelief—it all depends on the speaker’s intonation.

LESSON F EXERCISE F

Words like “heartbroken,” “bookworm,” “sandcastle,” all are compounds.

Unit 4

LESSON A EXERCISE A

Stress and Anxiety

Whether we’re worrying about how to meet a work deadline or having to deal with a major crisis, we all face challenges at one time or another. It’s an inevitable part of life that often results in stress and anxiety. But stress and anxiety, while closely associated with each other, are not exactly the same. So how are they different?

Stress is the body’s response to a threat or a challenge. When we feel stressed, hormones are released into our body to help us to strengthen the body’s defenses. But the mechanisms of stress don’t only affect our body. They can also change the way we feel. Anxiety is often the result of stress. Feeling anxious at times is completely normal, but if these feelings don’t go away and become chronic, it’s likely that our health will suffer.

Research has revealed that various habits can reduce anxiety. It’s important to get good sleep, to eat well,

and to get plenty of exercise. Focusing on positive things and doing enjoyable activities also help calm the mind. Through breathing techniques and meditation, we may not only relieve anxiety, but even enhance feelings of relaxation and well-being.

LESSON B EXERCISE B

1. As a result of the financial crisis, there’s been a sharp increase in the number of people with stress-related illnesses.
2. It’s estimated that globally, almost four people in every 100 suffer from an anxiety disorder.
3. The sharp drop in the number of people being hospitalized was one of the most important results of the government’s health campaign.

LESSON C EXERCISE A

1. Our stress tends to be caused by psychological fear or worry about the future ...
2. The effects of chronic stress on the heart are the easiest to explain ...
3. Chronic stress can affect the brain, the stomach, and other muscles.

LESSON C EXERCISE D

Scientists are now beginning to realize just how much our gestures and words can influence and affect other people in measurable ways. For example, a smile or a kind word to someone can affect their heart rate and the chemicals carried in their bloodstream. When someone we love is in pain, we can even reduce their suffering by holding their hand. Studies show that when we have strong, caring relationships with others, we live longer, and we’re less likely to get sick. But on the flip side, unpleasant words—especially when experienced regularly for a long time—can result in chronic stress. And this constant state of stress harms the brain and can eventually lead to illness. The bottom line? Our actions and words matter to the people around us—perhaps even more than we know.

LESSON D EXERCISE A AND B

Sarah: What’s up? You don’t look so good.

Wei Ming: Yeah. To be honest, I feel really stressed. Our professor told us we have to hand in our essays by Friday. I haven’t even started mine.

Sarah: Well, it’s only Tuesday. If you start today, you’ll be fine.

Wei Ming: Yeah, but I have so many other assignments. I'm up late most nights just trying to keep up. I've hardly slept these past few weeks. I can't focus in class because I'm so sleepy, and then I need to spend more time trying to finish my assignments! How do you do it? How come you always seem so chilled?

Sarah: Me? I'm pretty stressed, too. My new job means I have almost no time to study. I'm falling further and further behind.

Wei Ming: So ... Why don't you quit your job, then?

Sarah: I can't! I need some money to live! My parents can just about pay my fees and my rent, but nothing else.

Wei Ming: Yeah, the cost of living here is really high compared to my hometown.

Sarah: I know, just buying a sandwich here is really expensive! And what about ...

LESSON E EXERCISE A

Strategies for Managing Stress

Whether we're at college, at work, or at home, most of us experience at least a moderate amount of stress regularly—but by using some simple strategies, we can increase our resilience to stress. One way is to rethink the way we view stressful situations. For example, after a bad day, instead of thinking about the things that made us feel anxious or unhappy, we can focus on what we learned from them. That way, we can build up the courage to face the next day's challenges even if our circumstances remain the same.

Another simple way to reduce stress is through massage. A recent study shows that even a short massage can help to reduce mental as well as physical stress. In the study, participants were given a ten-minute massage, and their heart rates were monitored. After the massage, all the participants reported that they felt more relaxed, and their results indicated that they had experienced a physiological reduction in stress.

LESSON F EXERCISE E

You experience acute stress in certain situations, usually when something unexpected happens causing you to feel threatened.

LESSON G EXERCISE B

It's very important to look at common stressors like financial pressures and difficult employers. Knowing

this can help us prepare ourselves and support others. But don't forget that any situation that involves pressure and change can be stressful, even things that may seem exciting, like moving to a new home.

It's also common for people to forget stressors that continue over a long period time, because they accept them as normal. This could be, for example, dealing with a chronic pain or illness, or having difficult relationships with family. We also sometimes ignore the impact that the world has on our mental health, simply because we live in a time where there are political, social, economic, and environmental problems which are usually beyond our individual control.

With so much to feel stressed about, people can end up almost training themselves to feel anxious, even when there is no specific stressor present. People with anxiety can worry about anything and everything, often imagining the worst. They can have trouble sleeping, feel physically unwell, or experience panic attacks.

It's important to take care of ourselves and each other in a stressful world. Sleep well, eat well, be kind to yourself and others. If you feel your stress or anxiety is getting out of control, please speak to a professional, because you can get help, and you can learn how to change your thinking.

Unit 5

LESSON A EXERCISE A

The Worldwide Giving Index

Every year, the Charities Aid Foundation publishes the World Giving Index (WGI), a report based on the largest survey of charitable giving worldwide. The report is not based on the money a country donates or people's motives for giving. Rather, it looks at the percentage of people in each country who claim to have donated funds, volunteered time, or helped a stranger in the previous month.

One might assume that the most generous nations were the wealthiest and therefore most capable ones, but that would be incorrect. For many years, the top ten ranking has included countries at all stages of economic development. In fact, in 2020, the top five spots were taken mostly by less wealthy countries. Neil Heslop, who took over as CEO of the Charities Aid Foundation in 2020, believes that this was down to the COVID-19 pandemic.

According to Heslop, charitable activity in wealthy countries relies heavily on an infrastructure of

fundraisers, thrift shops, community allies, and volunteers. However, the effectiveness of this infrastructure was undermined during the pandemic when many volunteers and charity workers were no longer able to participate as effectively.

LESSON B EXERCISE B

GiveDirectly is a charity started by aid worker Joy Sun. Unlike many other charities, it gives money directly to the people who need it. Most charities don't work like this. Usually, the charity decides what a community needs and uses the donations it gets to buy, repair, or build what's needed. And in many cases, this works.

But sometimes, giving money to people directly works better. Rather than have decisions made for them, people are now allowed to make their own decisions based on their own situations. Pregnant mothers, for example, can choose to use the funds to buy higher quality food, resulting in the birth of healthier babies. Families can choose to start small businesses that both generate income and meet local needs.

GiveDirectly believes that people are often capable of solving their own problems. It's just a matter of helping them get the funds they need to do so.

LESSON C EXERCISE A

1. But how much good does our help really do?
2. In fact, they often undermine humanitarian efforts, due to the time and effort needed to deal with all the donations.
3. The problem is all too familiar to disaster specialists, who see it happen over and over again.

LESSON C EXERCISE C

1. We need *you* to help us in our fundraising efforts.
2. This *will* be on the test.
3. There's no way I'm doing that!
4. Do *exactly* what I tell you, OK?

LESSON D EXERCISE A AND B

I'd like to tell you about a bank that's doing great work. The Grameen Bank isn't just any bank. Unlike traditional banks, it was founded to help poor people in developing countries. How does it do this? By providing very small loans—or microcredit—so people can get the funds they need to pull themselves out of poverty.

Microcredit has proven itself to be an effective and sustainable solution to poverty. It's effective because in many parts of the developing world, small amounts of money are all it takes to help people escape their tough situations. And it's sustainable because almost everyone who takes up a micro-loan pays it back. In fact, Grameen has a remarkably high payback rate of almost 99%!

Just how is this possible? It's mainly down to the bank's interesting lending policy. People who want to borrow from Grameen must apply in groups of five. At first, only two of the five receive loans, but if they make their payments on time, then the remaining people can get loans, too. In other words, the bank uses peer pressure to ensure a high payback rate. Pretty clever, right?

So how successful has Grameen been in helping people? So far, it has loaned out billions of dollars, mostly in amounts of \$200 ... or less. Do the math: that's an awful lot of people the bank has helped. So please, check out Grameen's website, learn more about some of the borrowers, and hear how their loans helped them escape the cycle of poverty. And most importantly ... join me in supporting their life-changing work.

LESSON E EXERCISE A

Voluntourism: More Harm than Good?

Voluntourism—or the performing of volunteer work as a form of tourism—is a topic that often sparks debate. For those volunteering, the experience can be life-changing. However, for local communities, the help received from these short-term volunteers isn't always appreciated.

In many cases, voluntourism has been known to do more harm than good. Sometimes, volunteers with little or no experience in humanitarian or conservation work actually slow down progress and bring up costs. And other times, volunteers who do not understand local cultures end up harming the organization's relationship with local communities and authorities.

So is voluntourism bad? Not always. When volunteers' abilities match the tasks they're doing, or when the tasks do not require specialized skills, results can be positive. But to ensure this, volunteers need to do their part by learning about the organization they'll be working for and its expectations, the work they'll be doing, and the organization's policies regarding volunteering.

Organizations should also provide training and guidance on culturally appropriate behavior. No matter how prepared volunteers may be, they are still outsiders who need support in navigating cultural differences.

LESSON F EXERCISE G

It creates a dependency on external expertise and makes it unsustainable in the long term.

LESSON G EXERCISE C

People often assume that charitable organizations with low expenses are doing a better job than those with higher expenses. While it's certainly important to consider how your donation is spent, the percentage an organization spends on overheads and fundraising should not be your only consideration. You also need to look at the total amount of money that the organization is able to spend on the cause.

For example, let's say you have two organizations that are working to end homelessness. The first organization has very low overheads and fundraising costs. This allows it to spend 95% of its income on direct aid to the homeless. Its total income is \$100,000 a year, so that's \$95,000 for direct aid. Pretty good, right?

Now, let's take a look at the second organization. It has much higher overheads and fundraising costs than the first organization, so it spends only 50% of its income on direct aid. Its total income is \$1,000,000 a year so that's \$500,000 for direct aid. Which organization can provide more aid to the homeless?

Does it really matter that an organization's expenses are high if it allows them to raise more money for those in need? As the common saying goes, sometimes you have to spend money to make money.

Unit 6

LESSON A EXERCISE A

Starting a Business

For some, corporate employment just isn't enough. Rather than settle for a regular job, they choose to go down a different path and start a business of their own. However, becoming an entrepreneur isn't easy. The journey is often long, complex, and uncertain. While examples of overnight success are striking, success in business is far from guaranteed. If an

entrepreneur is to succeed, it is crucial that they are dedicated, willing to work long hours, and able to deal with constantly changing circumstances and deadlines.

In some ways, starting a new business is like placing a high-risk bet: there's much to gain, but a lot to lose, too. And even then, success—if it happens at all—usually takes years. Despite this, many people are still drawn to the idea, leaving the safety of their jobs to pursue dreams of wealth and independence.

LESSON B EXERCISE B

Think about the last time you bought something online. Did you pay before you received the item? Why were you comfortable doing that? It's probably because you trusted the app you were on or the seller you were dealing with.

Trust is an essential ingredient for any business to succeed. It allows new customers to feel confident about the item or service they're paying for, and it encourages old customers to return. But why do we trust some businesses and not others?

A recent study by business leader Marcos Aguiar offers some insight. Aguiar compared failed businesses against successful ones and found that successful businesses had built trust into their systems using specific tools.

One such tool is contracts. Both the seller and the buyer sign a contract when they agree on a deal. The buyer promises to pay a sum of money, and the seller promises to provide an item or service. The contract makes sure that both parties keep their word.

Incentives are another useful tool. Online shopping sites, for example, give sellers a strong incentive to behave well by allowing customers to rate them. Sellers with good reputations end up building more customer trust, which in turn leads to increased sales.

A third tool is transparency. If a seller's behavior is visible, it's easier for buyers to trust them. Sellers should therefore avoid hiding crucial details like hidden costs or information about the product or service that customers need to consider.

LESSON B EXERCISE E

1. Not all your bets will pay off, but it's important not to throw in the towel when things don't work out.
2. The journey won't always be smooth, but there's something you can learn from every mistake or problem you encounter.

3. If you want your business to reach greater heights and achieve long-term success, you'll need your business to grow.
4. If you can put yourself in your customers' shoes, you'll understand what it takes to keep your existing customers loyal, and attract new ones, too.

LESSON C EXERCISE B

In the US, there are now over 30 million entrepreneurs, which works out to about one in every six workers. Why the popularity? Well, there are a lot of upsides to being an entrepreneur. Besides the potential riches, there's also the satisfaction of being your own boss and having control over your own time, which many company employees don't really have. Another benefit is that entrepreneurs often get to focus on doing what they love. They get to choose the directions and goals of their businesses as they see fit.

But entrepreneurship has its downsides, too. For new businesses, failure is always one small step away. And let's not forget the responsibilities that go with being the one in charge. There are deadlines to manage, people to deal with, and plans to coordinate, which means that entrepreneurs rarely get days off. But perhaps the most striking disadvantage is the fact that entrepreneurs are not guaranteed a stable income.

LESSON C EXERCISE C

1. Being a salaried employee has many pros and cons.
2. You'll have a real advantage over others if you apply early.
3. My job is easy, and the hours are great. On the flip side, I don't get paid much.
4. A major drawback of my job is the long drive to work.
5. The great thing about this company is that it gets the job done quickly and cheaply.
6. Employees here enjoy many benefits, like health insurance and staff discounts.

LESSON C EXERCISE D

Anya: So you've been self-employed for nearly a year now. How's it going?

Richard: It's going alright. The great thing about it is the freedom and flexibility. I get to decide what I spend my time on. But there are some downsides.

Anya: Really? Like what?

Richard: Honestly, it's pretty stressful—I never really appreciated the benefits of employment and a stable income until I left my job. And another drawback is I don't really get weekends anymore. I can't just switch off and forget about work like I used to.

Anya: But overall, you're still glad you made the change, aren't you?

Richard: Yeah, for now. I think the pros outweigh the cons.

LESSON D EXERCISE A AND B

Myron: So, Jodie, have you decided what you're going to do yet?

Jodie: Yes, I have. I'm leaving the company!

Myron: Oh, wow. Congrats!

Jodie: Thanks. But now I have an even bigger decision—what do I do next?

Myron: Didn't you want to start your own web design business?

Jodie: I do, and it makes sense. I'm pretty good at it, and I've been doing it for years.

Myron: Yeah, you already have the skills and experience you need. Plus, you have business contacts and regular clients too, don't you?

Jodie: Yes, but I guess the major drawback is that I've been designing websites for six years now, and I feel like I want to do something different. Something that involves getting away from my desk and working directly with people.

Myron: Ah, I see. Anything specific in mind?

Jodie: I was thinking about being a web design instructor instead. It wouldn't be too difficult I think to set up a range of classes online.

Myron: That sounds like a great idea.

Jodie: The downside is that it might not guarantee a stable income. What if I don't get enough students to cover my costs?

Myron: I guess you could start small and keep your costs low. I just had another idea, though. It's a bit out of the blue and it's not related to web design ... but I remember how you used to be so passionate about coffee. What do you think about opening a coffee shop?

Jodie: A coffee shop! That *is* out of the blue! But it actually sounds like a fun idea ...

Myron: Yeah, and if you open one around here, you'll make a killing. There isn't any competition, and if your coffee's good, you'll get lots of regulars in no time.

Jodie: I like the sound of that. I mean ... I do make a great cup of coffee! The thing is, I don't actually have any café or management experience.

Myron: Hmm. Well, it's true, that's a big disadvantage. You'll need to be good at managing a large team, and handling finances, too.

Jodie: Yeah. I suppose I could learn, but really ... it just seems like a big and expensive risk.

LESSON E EXERCISE A

Jobs With No Titles

The world of business is tough. To sustain revenue and growth, companies must not only hire the best people—they must also retain them. But companies everywhere are all fighting for the same candidates. Therefore, in order to stand out, some choose to employ slightly unusual strategies.

The HR software company Gusto, for example, decided to get rid of job titles. Instead, most of their staff now identify themselves by their teams. Why? Amongst other reasons, the seemingly infinite number of job titles in the company was confusing. In fact, the titles were so overly specific that many eligible applicants chose not to try for positions they were qualified for.

So far, Gusto's move has paid off. With job titles gone, team members are now working more closely together. Also, Gusto is attracting employees who would never have applied to them before. While the long-term success of the move is not guaranteed, Gusto remains optimistic about its policy.

LESSON F EXERCISE H

1. And they were going up, and they finally made it to the peak.
2. ... and it was a lot of friends, they were going up a mountain, it was a very high mountain, and it was a lot of work.

LESSON G EXERCISE C

There are many reasons why new businesses fail. According to financial website Investopedia, one of the most common reasons is ineffective business planning. Business owners who cannot address the needs of their

customers or who do not have a clear understanding of the industry they're operating in stand a much higher chance of seeing their company go under.

Let's take Iridium, for example. This global satellite phone company filed for bankruptcy in 1999. Its phone service—which relied on a system involving 66 satellites—cost about \$5 billion to build. Although its phones could make calls from anywhere by linking directly to satellites, Iridium handsets cost \$3,000 each, and making a simple phone call cost \$5 a minute. On top of that, callers were also unable to use their satellite phones indoors. Ultimately, the pros of buying a satellite phone were outweighed by the cons, and customers opted to buy cellphones instead.

A lack of innovation, especially in today's fast-paced environment, is another reason why some businesses fail. Blockbuster Video used to be one of the biggest movie rental companies in the world. Its services were mostly offered at video rental shops where customers could browse and rent physical copies of the movies. At its peak in 2004 it had over 84,000 employees. But when the demand for streaming services began to rise, Blockbuster chose to keep its outdated business model. It failed to move to a digital business model and went bankrupt just six years later.

A third reason why businesses fail is poor management. Nokia, which was the world's best-selling cellphone company in 1998, is a good example. According to one study, its top managers were mostly concerned with hitting targets. They intimidated middle managers to get results, who in return lied to save their jobs. To make matters worse, Nokia's top managers did not really understand the technological limitations faced at the time. All of this restricted Nokia's ability to focus on long-term goals—like the development of a new operating system—which would have allowed the company to better compete with its rivals. By 2013, Nokia's value had fallen by 90%, and the company was acquired by Microsoft.

Unit 7

LESSON A EXERCISE A

Sleep: The Simplest Health Hack

Do you often feel sleepy in the afternoon? If you do, there's a good chance you're not getting enough sleep. Why does that matter? According to numerous studies, sleep is one of the most important factors affecting our health.

Insufficient sleep has been found to have many unwanted health effects. It weakens our immune system, leads to weight gain, restricts our ability to absorb new information, and affects our overall brain function and health.

Most experts say that we need between seven and nine hours of sleep a night. But it's not just the duration of our sleep that matters. We need to minimize sleep disruptions, too, if we are to eliminate the negative effects of insufficient sleep.

LESSON B EXERCISE A

Do you want to get healthier, but just don't know where to start? There are many simple strategies, or hacks, that can start you in the right direction. One category of health hack involves exercise. For example, try including exercise in your daily activities. Take the stairs rather than the elevator, or get off the bus or subway one stop early and walk the rest of the way. With just a few simple changes like these, you won't have to disrupt your routine too much in order to get a workout. You could also try exercising more efficiently. For example, according to the British Journal of Sports Medicine, five minutes of high intensity interval training—or HIIT for short—can be just as beneficial as a moderate thirty-minute workout. So try several short rounds of high intensity exercise to cut down your workout time significantly.

Another category of health hack involves diet. For example, some studies suggest that the slower you eat, the fewer calories you consume. It takes our brains about twenty to thirty minutes to realize we're full, so rushing a meal often means eating more than we really need. If you're having trouble slowing down, try creating a relaxed mood by playing soft music and using soft lights. Another simple diet hack is to use smaller plates and bowls. Some research suggests that when people serve themselves from a plate or bowl that is thirty percent smaller than average, they will eat, on average, thirty percent fewer calories.

Health hacks like the ones I've mentioned today seem simple, but over time, small changes like these do add up and eventually lead to big changes.

LESSON B EXERCISE F

1. One explanation involves biophilia—a term which comes from the Greek words “bio” (meaning “living things”) and “philia” (meaning “a love of”).
2. In addition, trees release chemicals called phytoncides which are linked to improvements in our immune function.

3. And if the idea of a solitary trek through the woods doesn't appeal to you, try organizing group sessions with your friends or family.
4. It'll help you eliminate excess stress, boost your immune system, and find an inner tranquility from being in a place where your mind and body are truly at ease.

LESSON C EXERCISE A

1. We'll be discussing the benefits of surrounding ourselves with trees and spending more time in places such as forests and parks.
2. One explanation involves biophilia—a term which comes from the Greek words “bio” (meaning “living things”) and “philia” (meaning “a love of”).
3. Yet another theory centers around stress.
4. Beyond improving our immune systems, phytoncides lower our production of stress hormones, too, which have been known to have unwanted effects.
5. Finally, there's the theory of awe. Michelle Shiota, a professor of social psychology at Arizona State University, explains that ...

LESSON C EXERCISE B

There are many physical benefits of forest bathing. For example, spending time with trees strengthens your immune system and lowers blood pressure. There are also mental health benefits, for instance, stress reduction and a decline in anxiety and depression. Another mental health benefit is an increase in the ability to focus.

LESSON C EXERCISE C

A few communities in the world have an unusually high percentage of people who live to be 100 or older (also known as centenarians). Researchers Dr. Gianni Pes and Dr. Michel Poulain came up with the phrase “blue zones” to refer to these places. Although blue zones are located all over the world, there are interesting similarities in the lifestyles of the people who live there. Let's look at a few.

The first is exercise. According to researchers, blue zone residents rarely exercise intentionally, but have a lot of exercise incorporated into their daily lives. For instance, they might take regular care of a farm or garden, or climb a lot of stairs every day.

Next, let's look at food. Researchers have found that people in blue zones tend to eat mostly plant-based

foods. This is also not intentional: it's cultural. Blue zone diets tend to be restricted mostly to foods that can be found locally. In addition, overeating in blue zones is uncommon. Plates tend to be small, and people usually eat just one serving.

Finally, we have social networks. Families in blue zones frequently live in the same community for generations. It's also common for people in blue zones to have the same friends their whole lives. Blue zone social networks are often both broad and deep.

LESSON D EXERCISE A AND B

Fabio: So Lize, what can I do to help you?

Lize: Well ... I'm not sick or anything, but I feel out of shape, and I never seem to have enough energy. And whenever I try to do something about it, I feel completely overwhelmed. I thought maybe you could help me figure out what to do.

Fabio: I see. So ... the first thing I want to tell you is don't worry. Lots of people come to me feeling the same way. Also, you should know I won't be demanding huge changes to your lifestyle. My job is to suggest small changes that make a big impact. Did you read the information I sent you?

Lize: Yes, I have it right here.

Fabio: Great. So let's start with your daily routine. On an average day, how much time do you spend outside?

Lize: Not much, really. Especially on weekdays. I work in the day and study at night, so the only time I'm outside is when I commute, or head out for a bite.

Fabio: So how much walking do you think you do in a day?

Lize: Maybe ... 10 to 15 minutes? Does standing in the train count?

Fabio: It's better than sitting, but I'm more interested in walking right now. Do you exercise on weekends? Go for walks or runs, maybe?

Lize: Not usually. I mostly spend weekends visiting friends and family at their homes.

Fabio: I see, I see. That definitely gives us something to work with. Let's move on to your eating habits. I want to know *how* you eat, not *what* you eat.

Lize: How I eat? What do you mean?

Fabio: Well ... What do you do while you eat? Do you sit or stand? Do you eat alone or with others? And do you rush through your meals?

Liza: I've never really thought about it. I guess I usually eat while I'm sitting at my desk doing other things like sending emails or writing study notes. I usually eat alone on workdays ... but not on weekends ... And I definitely eat faster than others.

Fabio: Great. OK, so I'll send you a food log for you to update over the next two weeks, to give me a better idea of what your diet is like. But for now, let's talk about your social life. Sounds to me like it's pretty healthy?

Lize: Yes, it is. Not so much on weekdays, but I always make time for friends and family at weekends. But ... what's that got to do with my health?

Fabio: A lot more than you'd think! But anyway, I've noted down a few quick ideas and recommendations. If you like, we could over and refine them together ...

LESSON E EXERCISE A

The Sleep Cycle

Sleeping is more than just lying down and closing our eyes. It's a complex process that can be classified into several separate but interrelated stages.

The first stage is simply falling asleep. Our brain activity and breathing slow down, and our eyes and muscles relax. We eventually enter a light sleep, which is the second stage of sleep. This stage typically lasts just a few minutes.

The third stage is called deeper sleep. Our heartbeat slows and our body temperature falls. We spend most of our sleeping time in this stage, which evidence suggests is essential for healthy brain function and memory.

During the fourth stage—deep sleep—it can be hard to wake someone up. Our heartbeats and breathing rates reach their lowest points, and our brain activity slows down. This stage is crucial for cell and tissue repair, and strengthening our immune systems.

Finally, we experience rapid eye movement, or REM. REM sleep begins about an hour and a half after we fall asleep. Our brain waves speed up almost to waking levels, our eyes shift back and forth, and our breathing and heartbeats get faster. This is when people dream.

Optimal sleep follows a steady rhythm. It is without disruption, and it is also long enough to cycle through all the stages of sleep several times a night.

LESSON F EXERCISE F

Example: Let me start with the brain and the functions of learning and memory, because what we've discovered over the past 10 or so years is that you need sleep after learning to essentially hit the save button on those new memories so that you don't forget.

1. So we took a group of individuals and we assigned them to one of two experimental groups: a sleep group and a sleep deprivation group.
2. In fact, the link between a lack of sleep and cancer is now so strong that the World Health Organization has classified any form of nighttime shift work as a probable carcinogen, because of a disruption of your sleep-wake rhythms.
3. Well, beyond avoiding the damaging and harmful impact of alcohol and caffeine on sleep, and if you're struggling with sleep at night, avoiding naps during the day, I have two pieces of advice for you.

Unit 8

LESSON A EXERCISE A

All in the Brain

The human brain is made up of billions of cells that are linked via trillions of neural connections. It is responsible for our thoughts, actions, and memories. It is also the source of our aspirations and our perceived limitations. It is therefore crucial that we take good care of this precious organ.

Healthy brain function is affected by a diverse range of factors. People diagnosed with brain injuries, for example, experience not only physical symptoms (such as headaches and dizziness) but mental ones too (such as memory or concentration problems). Chronic stress can also affect our brains by eventually reducing the survival rate of new nerve cells. Staying mentally active, on the other hand, affects our brains positively. There are various ways to do this. For example, one activity worth doing is traveling. It broadens our horizons and it helps our brain form new connections. Scientists still have an imperfect understanding of how the brain works, but new discoveries are helping to

transform our approach towards treating brain injuries and disorders. They are also teaching us more about the vast spectrum of factors involved in maintaining a healthy brain.

LESSON B EXERCISE B

The language we use to talk about disability reflects what we think people with disabilities are capable of. As a result, we've revised many of the terms we use to be more sensitive and less limiting.

In general, society has moved away from labeling people as "handicapped" or "disabled." Instead, terms like "person with disability" are more widely used, as they take emphasis away from the disability and focus more on the person. However, not all people with disability prefer the same terms. While some opt for gentler terms like "hearing loss" or "sight loss," others may prefer more direct terms like "deaf" and "blind." What's acceptable to one person may not be to another, so the best thing to do is ask the person with the disability what terms they prefer.

Also, we should remember that a so-called disability or disorder is not necessarily a negative. Autism, for example, is a condition that many people can learn to live and thrive with. Many people think we should therefore avoid using the terms "disability" and "disorder" if possible.

LESSON B EXERCISE E

No matter where you are on the spectrum, there are certain signs and behaviors that are typical. OK, so what are the typical behaviors associated with ASD? According to child development specialist Dr. Mike Rios, to start with, people may find it really hard to take part in normal conversations. Then there is the difficulty many have in processing normal social contexts ...

LESSON C EXERCISE B

There was once something strange that kept happening at a cattle facility. The cattle would be walking along calmly when suddenly one of them would become paralyzed with fear and stop moving. This always happened at exactly the same place. However, nobody was able to see anything different about that spot. It was then that they contacted Dr. Grandin to see if she could help. As soon as Dr. Grandin saw the facility, she identified the problem. There was a hole in the roof that let light in exactly above the spot where the cattle stopped moving.

LESSON C EXERCISE C

The story of Arunima Sinha is an inspiring one. Born in 1989, Sinha had always been active in sports, and eventually represented her country in both soccer and volleyball. But one day in 2011, tragedy struck. Sinha was pushed from a moving train by robbers while trying to protect herself and other passengers. She suffered serious injuries and her left leg had to be amputated. After the operation, even standing up was a challenge, but with the help of a prosthetic leg, Sinha slowly learned to walk again. It was then that she made up her mind to become a mountain climber. She began training, and within eight years, succeeded in reaching all seven of the highest mountain peaks in the world.

LESSON D EXERCISE A AND B

Julien: So how was your lecture?

Sophie: It was interesting. Gave me some real food for thought. It was about how people with disabilities find it harder to get access to healthcare.

Julien: What do you mean? Are you talking about people in wheelchairs who can't enter hospitals because there aren't any ramps or elevators, or something?

Sophie: That's part of it, yeah. There are physical barriers like that, but there are also other barriers my lecturer talked about that I hadn't thought about before.

Julien: Like what?

Sophie: Well, we went through three types of barriers—the first was physical, like not having wheelchair access and so on. But the second was attitudinal—you know, about the way some healthcare providers act around people with disabilities. Sometimes they don't quite understand how people with different disabilities should be treated.

Julien: I see that. My aunt has a speech disability and it's amazing how so many healthcare providers assume she can't make her own decisions simply because of that.

Sophie: Exactly. Sometimes they don't seem to understand that different disabilities impact people in different ways, and they don't adapt their behavior to the person.

Julien: Right. And what was the third kind of barrier?

Sophie: Oh ... Financial. Basically, people with disabilities often find it harder to afford the healthcare they need.

Julien: Isn't healthcare hard to afford for most people?

Sophie: That's true. But I guess it's harder on average for people with disabilities.

LESSON E EXERCISE A

Equality in the Classroom

A diverse classroom should contribute to a rich learning environment with opportunities for all. But it is vital that everyone in the classroom is treated fairly and equally.

In the 1960s, an American primary school teacher called Jane Elliott performed a psychology experiment on her students to help them understand this. She informed them that brown-eyed people were better and smarter than blue-eyed people. She then observed their responses.

In just a short while, the brown-eyed children began to display signs of aggression toward the blue-eyed children. The discrimination got progressively worse throughout the day, and even impacted the students' academic performance. Those in the "superior" group did better in a reading task, while the others encountered difficulties accomplishing tasks they had previously found easy. The next week, Elliott repeated the experiment but this time making the blue-eyed children "superior." The results were similar. The students who were considered "superior" collectively scored better in tests that day. The others did worse.

Despite its limitations, Elliott's simple experiment became famous across the country. It demonstrated how labeling students could lead to significant changes in academic performance. Though some people were angered by Elliott's methods, her experiment helped us gain a deeper appreciation of the problems created by unjust and perpetual discrimination.

LESSON F EXERCISE F

Excerpt 1: So I dipped my hands in paint, and I just attacked the canvas ...

Excerpt 2: So I did. I went home, I grabbed a pencil, and I just started letting my hand shake and shake.

LESSON G EXERCISE C

I've never been good at getting along with others or at making small talk. At school, I loved math, and I was really good at it. I was more interested in doing math than chatting with others. I thought it was normal, but many people thought it was weird.

There were other things too—for example, I could only have three things on my desk at a time. And all of them had to be placed at specific angles. In lectures, I always sat in the same place. If someone else got to my seat first, I wouldn't be able to stop thinking about it and it would ruin my entire day. Sometimes I wondered if everyone was right about me being weird. I wished I was more like them, and less like me.

After graduating from university, I got a job as a physicist and I could use math in my work. But I still felt like I was different from everyone else. But everything changed a year ago. I went to see a doctor because I had some trouble sleeping. But after the consultation, the doctor suggested that I take a few tests.

When the results came in, I was shocked. I was autistic. I couldn't believe it. Slowly, everything began to make sense—to me, and to all the people who know me. I began to realize that my differences weren't "wrong." Instead, they gave me an unexpected sense of belonging. I'm not alone. There are many people out there who are like me, too. I'm wired differently, and that's OK.