

Audio Scripts

Unit 1

LESSON A EXERCISE A

Is Soft News Really News?

When we think about the news, we usually think about war, natural disasters, or important topics like science, politics, and business. But news stories aren't always serious. Every now and then, we get a heartwarming anecdote about an adorable dog or cat, or some sensational story about a famous celebrity misbehaving.

In the world of journalism, news like this is called "soft news." Soft news is a broad term, but its defining trait is that it is usually more for enjoyment or entertainment. Many people feel the quality of news is declining, and that soft news is partly to blame. So why then does soft news still exist in our media? The easy answer is that it sells. People like feel-good articles and juicy celebrity stories.

But for some people, soft news isn't actually soft. Sports coverage, for example, is more than just entertainment to people who actually work in sports. Also, imagine how anxious we'd all be if all our news stories were serious or heavy. Some feel that it's irresponsible to place disproportionate emphasis on bad news. Soft news is important because it reminds us that positive and fun things happen, too.

So is soft news really news, or just pointless entertainment? It probably depends on who you ask.

LESSON B EXERCISE B

Where do people get their news from? Most people use several different news sources, but in the United States at least, online sources lead the way by far.

Slightly more than two-thirds of adults get their news from news websites or apps – that's around 260 million people. Just over half of American adults get their news from different social media platforms. And about one-fifth listen to podcasts.

But what about non-digital news sources? Just over a third of American adults – 35 percent to be exact – prefer to turn on the TV for their news. And while print publications and the radio used to be the go-to sources for up-to-date information, these days, only seven percent of U.S. adults get their news via radio, and only one in 20 people still read print publications like newspapers and news magazines.

LESSON C EXERCISE B

1. The world's a frightening place, isn't it? All you have to do is turn on the news, and you're hit by a wall of information, most of it bad.

2. So why does the media show us all this bad news and fill us with so much negativity? Why is there so much fear in our media? What do you think, Matteo?
3. When you think about it, aren't you glad to be alive today? The world is safer than it's ever been! But that doesn't sell newspapers.
4. The profit motive definitely affects the type of news we get. But why does any of this matter? Does all this negativity pose a risk? Let's have someone else share their thoughts. Um ... Thea?
5. I know what you're thinking: isn't that just one small anecdote? Sure, but ...

LESSON C EXERCISE C

1. The world's a frightening place, isn't it? All you have to do is turn on the news, and you're hit by a wall of information, most of it bad.
2. When you think about it, aren't you glad to be alive today? The world is safer than it's ever been. But that doesn't sell newspapers.
3. I know what you're thinking: isn't that just one small anecdote? Sure, but ...

LESSON C EXERCISE E

1. Where do I get my news? I listen to the radio! I know what you're thinking: why would a young person like me choose to get her news from the radio? The internet's a much better place for news, isn't it? Sure, for most people. But where I'm from, we've got a great local radio station. You get all the latest updates non-stop, by the minute. Plus they bring in many experts as guests to comment on the latest events ...
2. I run a software company. So you probably think I get all my news online, don't you? The truth is, I get really tired looking at computer and phone screens all day. I bet you do, too. I mean, don't you wish you could spend more time away from screens sometimes? That's why I still order newspapers. It's funny. I'm the neighborhood IT expert, but my house is the only one on the street that still gets the paper delivered!
3. I used to watch TV news a lot, but not anymore. Why's that? Well, they make everything so dramatic! Plus, it's non-stop. The news channels are on 24 hours a day. I mean, who really wants to listen to that much news? It's too much! That's why I get my news from social media. My children tell me not to trust the news on social media, but I only look at the stories I get from people whose opinions I trust.

LESSON D EXERCISE A

W: woman, **M:** man

- W:** So that leaves us with ... three stories. What do you think? Which one's our big headline?

- M:** The celebrity story's going to be the talk of the town once people find out. Maybe that's what we should lead with. "Hollywood's favorite couple faked their relationship ..."
- W:** It's an eye-catching story for sure. But it's not really news, is it? It's fluff – entertainment, really. Still, you're right. It's all everyone's going to be talking about. Let's think about it. What about the new tax laws that were drafted? Big news – at least for anyone who understands it!
- M:** But that's the problem, isn't it? I don't think many people *will* understand it. It's a lot to take in, and it's all very technical and, well, boring. I know it's important news, but do you really want to lose half your audience? Because that's what happens when you lead with a story like that.
- W:** Well ... not **half** – our readers are smarter than that – but I take your point. Let's move on. The health story – it's important, and it's easy enough to understand. But you know how people get when it comes to health issues, don't you? They overreact. If we make it our big headline, readers might blow the issue out of proportion. And yes, the story *is* important – and interesting. But it's definitely *not* something to panic about.
- M:** Well, I guess that's what we could say. "Scientists have discovered a new virus, but don't panic – there's nothing to worry about?"
- W:** Because telling people not to panic *always* works ... Anyway, here's what I think we should do ...

LESSON E EXERCISE A

Fake Photos

Photographs have the power to shape what we believe. And some even change the world, like the "Blue Marble" photo of Earth in 1972, which helped start the environmental movement. It's therefore no surprise that fake photos have existed for nearly two centuries.

In the early days of photography, creating a fake photo wasn't easy. People had to physically combine elements from different images and paint the parts they wanted to change by hand. Despite this, many fake photos from this period were still very convincing and almost impossible to spot.

Digital photography changed everything. Today, with the help of computers, people can manipulate photos in any way imaginable. Magazines and websites feature photos of celebrities with their features enhanced and flaws removed. And doctoring a photo is so easy that anybody can do it with just a little practice.

Photo editing technology isn't all bad. It opens up new possibilities in business, art, and science. But as fake photos become easier to create and harder to detect, the risk they pose becomes bigger. News stories that misrepresent reality

are more convincing than ever because the fake photos they're based on look so real.

LESSON F EXERCISE G

So it's very important that we make everyone aware of what's currently possible so we can have the right assumption and be critical about what we see.

LESSON G EXERCISE B

We all know the internet is full of misinformation – that is, unintentional mistakes and inaccuracies. But it's filled with disinformation, too, which is deliberately false information meant to mislead people. It's therefore vital that users know how to tell real and fake content apart. Here are seven tips that can help you.

1. **Check the URL.** Does the URL match the site you think you are visiting, or does it look suspicious? Is the URL secure, or is it an official website? What country does it belong to? URLs tell you a lot, so pay attention to them.
2. **Consider who owns the site.** Is it run by a well-known organization? Does that organization have goals that might affect how it frames the content of an article?
3. **Investigate the author.** Who wrote the article, and what else have they written? Other articles by the same author will often tell you if the author usually produces reliable, well-researched content.
4. **Evaluate the text.** Is the language too positive or too negative? Are there many exclamation marks? Language that isn't neutral is often more opinion than fact. And are there many spelling or grammatical errors? This suggests that an article might not have been reviewed or edited.
5. **Evaluate other information.** Is the headline sensational? Does it make an alarming or emotional claim? Serious websites don't usually use sensational headlines. Are the videos and images real? Can you find them on other reputable websites?
6. **Evaluate the sources.** Does the article say where it gets its information from? And can you trust these sources? Beware of articles that cite unnamed sources, or that cite themselves. And finally ...
7. **Check your own biases.** A fake news story may seem true to you because of what you already believe. Ask yourself: are you reading objectively, or are you just reinforcing one of your own biases?

Unit 2

LESSON A EXERCISE A

The Life-Changing Power of Habits

Sit up straight. Tidy up your room. And stop biting your nails! Parents and teachers everywhere seem to be quite aware of

just how important it is to adopt good habits and break bad ones. Habits are powerful things, and we've known this for a long time.

Writer Will Durant once famously paraphrased the Greek philosopher Aristotle: "We are what we repeatedly do. Excellence, then, is not an act, but a habit." Many successful people are aware of this and try to incorporate good habits into their lives. To avoid feeling fatigued, they eat well, exercise often, and get enough sleep. They also make other adjustments that improve their efficiency and reduce wasted time.

So why don't more people modify their lives this way? One well-known experiment showed that most people had to persevere for about two months in order to make a simple habit automatic. And while some people required less time, others never even succeeded during the eight-month-long experiment. Similar timeframes apply to breaking existing habits, which research suggests isn't much different than forming new ones. For most of us, changing our habits requires a little determination!

LESSON C EXERCISE B

Sounds far-fetched? What if I told you about a simple lifestyle upgrade that would lower your blood pressure and reduce your risk of diabetes? What if the same upgrade could also reduce anxiety or depression and lead to greater happiness? And what if it could help you feel less tired, and even live longer? You'd be interested, wouldn't you? So what is this miracle upgrade? The answer is just six words long: walk every day for 30 minutes.

LESSON C EXERCISE C

1. Tired of your slow internet connection? Imagine having the fastest download speeds in town at only half the cost! Switch to AceComm Broadband today.
2. Too much responsibility at work and at home? How would you feel if you finally had the time and energy to do the things you want to do? Let Springtime Cleaning Services handle all your major household chores.
3. Picture yourself sitting on a beach. The air is warm, the sea is blue, and your worries are an ocean away. Wouldn't that be amazing? Book yourself a vacation in the sun with Castaway Holidays.
4. What if I told you that you could improve your sleep and wake up refreshed every morning with one simple lifestyle change? You'd be interested, wouldn't you? So what's the secret? Introducing the *Sleepwave* white noise generator!

LESSON D EXERCISES A AND B

What if I told you that for just 200 dollars, you could get your own personal trainer who'd constantly assess your lifestyle, motivate you to include more physical activity into your

routine, and recommend a wide range of workouts to suit your needs? Sounds too good to be true? I thought so too – but that's exactly what my fitness tracker watch does, and I love it!

So what exactly does my watch do? Well, the feature I use most often is its reminder function. The watch has a sensor that notices when I haven't moved for a while. This happens a lot when I'm at work. But now, every hour or so, an alarm on my watch beeps and a message flashes reminding me to get up and take a little walk around.

And that's just a basic feature. The watch is capable of much more. For example, its sensors track how much you walk or run every day, and all that information is recorded so you can analyze it using the app that goes with the watch. So you can compare how much you ran this month against previous months, or against other users in the area. The app even allows users who live close by to meet up if they feel like exercising together.

On top of that, the app also assesses the amount of exercise you're doing and recommends new exercises you can add to your routine. As someone who didn't use to work out much in the past, most of these exercises are new to me. But I'm finding that switching workouts isn't just an effective way to reach my fitness goals. It also makes exercising more interesting – even fun! It's great not having to do the same exercises all the time.

Something else I love about it is the sleep monitor. It doesn't just tell you how *much* you've slept; it also tells you how *well* you've slept. And it suggests ways to get a better night's rest if it thinks your sleep quality is poor.

So what do I like best about my watch? Well, for me, it has to be the activity monitoring feature. At first, my exercise levels were really low – I was in the bottom two percent in my area! But as I started to exercise more, I found myself rising up the leaderboard. It's great seeing your name in the top ten for the first time! I felt like I'd accomplished something big, which made me want to exercise even more.

LESSON E EXERCISE A

We Are What We Do

Our actions don't just affect how other people see us. They affect how we see ourselves, and even shape how we feel. But can we use this to our advantage? Can we act a certain way – even if we don't feel that way – in order to change who we are? In other words, can we fake it till we make it? Surprisingly, the answer is yes: to some degree, we can.

Research shows that if we simply mimic positive behavior – for example, if we smile, stand up straight, or speak confidently – we can generate positive feelings. The opposite is also true. If we frown or slouch a lot, we can turn a good mood into a bad one. Our actions don't just reflect our moods: they create them. To an extent, they make us who we are.

But is this effect only temporary? It doesn't have to be. Studies indicate that doing positive things on a regular basis – in other words, making positivity a habit – can result in personality changes that are both long-lasting and fulfilling. And this, of course, is great for both our emotional and physical well-being.

LESSON F EXERCISE F

1. So I used to embark on these imaginary journeys to find intergalactic objects from planet Krypton, which was a lot of fun but didn't yield much result.
2. ... as if you found 25 grand in a pocket of an old jacket you hadn't worn for ages ...

LESSON G EXERCISE B

We smile when we're happy, don't we? Well, that's only part of the story. We smile for many different reasons, and in many different ways. In fact, science tells us there are as many as 19 different types of smile! And only six of these express happiness. This means 13 of the 19 smiles humans use serve different purposes.

The infographic describes five common types of smile. You'll probably feel that some of these smiles are sincere, while others are, to varying degrees, fake. And while most of these fake smiles are at least well-intentioned, one of them is downright hostile: a thinly disguised expression of anger or hatred.

All of this raises the question: when we're told to smile more, how are we supposed to smile? The Duchenne smile seems the obvious choice ... but is it actually possible to smile sincerely when we're not really happy? Go ahead. Try it out.

The science says that smiles are a lot easier to fake than most of us might think. About 70% of people are able to convincingly mimic a Duchenne smile. It's not actually that difficult to contract all the right muscles in the right ways. Sometimes, our eyes give our fake smiles away, but if we're consciously trying to avoid displaying that tell-tale sign of a fake smile, we'll probably succeed. Fake smiles are actually more recognizable because of how long they last, not how they look. People often start them too soon, or hold them too long.

But all that aside, there's a bigger question we need to consider. Do fake smiles help us, or do they make things worse? The research suggests that they do both things, but in different amounts. Fake smiling does make people feel better, but the effect isn't very strong. So if you're having a particularly bad day, you probably won't be able to smile your way to a better one. In fact, you may actually make your day worse.

This was shown to be true in a study that looked at bus drivers, who—as part of their jobs—had to smile at passengers all day. This was fine on days when they were feeling upbeat. Smiling made the bus drivers feel even better. However, when the drivers weren't in a positive mood, fake

smiling made them feel even worse. So it seems that perhaps genuine smiles are good for you, but fake smiles are not.

LESSON G EXERCISE C

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Unit 3

LESSON A EXERCISE A

Costly Communication Disasters

Human interaction is complex, and it's subjective, too; people often have different interpretations of the same message. As a result, poor communication often leads to confusion – and sometimes, much worse.

A \$125 Million Space Disaster

In 1999, NASA launched a probe into space to study the planet Mars. The probe was designed to orbit the planet 150 kilometers above its surface. However, when it finally arrived at Mars, things went wrong. The probe flew too close to the planet and eventually burned up in its atmosphere. What caused the miscalculation? A simple failure to agree on units of measurement. One team of engineers used the imperial unit pounds, while everyone else used the metric unit Newtons.

Million Dollar Discounts

The flight from Toronto to Cyprus is long and expensive. So imagine everyone's surprise when tickets that should have cost \$3,900 went for \$39 instead! The airline realized its error quickly and even acknowledged it publicly, but not before losing \$7 million. A similar mistake happened in Japan when a company offered to sell 610,000 of its shares for one yen each. It had meant to sell each of its shares for 610,000 yen! In less than a day, the company lost \$340 million.

LESSON B EXERCISE A

A recent U.S. survey of 1,300 employees resulted in some thought-provoking findings on workplace communication—and miscommunication.

One finding was that about half of all communications exchanged at work are considered low-quality. Interestingly, the people who reported most high-quality workplace communications believed they communicated well with both their bosses and their co-workers, suggesting an ability to adapt to who they were speaking to.

Another finding was that about half of all employees don't say what's really on their mind. Sometimes, they're reluctant to present new ideas or suggest possible improvements. And other times, they avoid criticizing bad ideas or pointing out problems.

A final interesting statistic was that while 80% of those surveyed claimed miscommunication at their workplace was a common occurrence, only 40% admitted that they miscommunicated frequently. So most employees know miscommunication at work is a big issue, but many don't think they are part of the problem.

LESSON C EXERCISE A

For decades, researchers have asked, "What happens when we communicate?" One interpretation, called the transmission model, views communication as a message that moves directly from one person to another, similar to someone tossing a ball and walking away. But in reality, this simplistic model doesn't account for communication's complexity.

Enter the transactional model, which acknowledges the many added challenges of communicating. With this model, it's more accurate to think of communication between people as a game of catch. As we communicate our message, we receive feedback from the other party. Through the transaction, we create meaning together.

But from this exchange, further complications arise. It's not like the Star Trek universe, where some characters can Vulcan mind-meld, fully sharing thoughts and feelings. As humans, we can't help but send and receive messages through our own subjective lenses. When communicating, one person expresses her interpretation of a message, and the person she's communicating with hears his own interpretation of that message. Our perceptual filters continually shift meanings and interpretations.

Remember that game of catch? Imagine it with a lump of clay. As each person touches it, they shape it to fit their own unique perceptions based on any number of variables, like knowledge or past experience, age, race, gender, ethnicity, religion, or family background.

LESSON C EXERCISE C

1. Languages like English have different verb forms to indicate tense. For example, the word *take* has three forms: *take*, *took*, and *taken*. In contrast, many other languages don't have past tense verbs. They make use of time expressions like *last night* or *two hours ago* to say when things happened. So in English, you might say something like "I went to the market yesterday." On the other hand, in languages like Indonesian or Mandarin, you'd probably say something like "I go to the market yesterday." Even though the verb for *go* doesn't change form, the meaning of the sentence is still perfectly clear.

2. It's common to hear people compare the human brain to a computer. In this analogy, our thoughts are like files that we arrange in neat folders. A better way to look at it would be to think of your brain as the internet. Our thoughts aren't organized neatly in separate folders. They're points in a complex network. One thought can therefore link to many other thoughts, which are similarly connected to many more thoughts. The first analogy is too simple to describe complex human thinking. However, the second analogy better accounts for why human behavior is so unpredictable.

LESSON D EXERCISE C

R: *Raul*, **L:** *Mr. Leong*

R: Mr. Leong! I was hoping I'd bump into you. How did your meeting with Mateus go?

L: Not that great, to be honest.

R: What happened?

L: Well ... For starters, it went on too long. I'd asked for a half-hour meeting, but he ended up staying for more than an hour. He wouldn't stop talking, even after I hinted that I had to go. I was late for a couple of other meetings because of that.

R: I'm sure he was just trying to be helpful.

L: I suppose so. But it wasn't just that. I was expecting questions about our company, and our specific requirements. He hardly asked any. He just offered suggestions. One or two were interesting, but the others ... they might work somewhere else, but not here.

R: So did you end up calling him back or emailing him? To fix another appointment?

L: No. I'm not really sure Mateus and his company are right for us.

R: Hmm. You should give them another chance. My initial meeting with Oksana went really well. Maybe you should reach out to her directly.

L: Maybe ... Let me think about it.

LESSON E EXERCISE A

A Band-Aid Solution?

Millions suffer around the world because they lack the resources to escape the effects of poverty, disease, and war. Thankfully, there are many people who care. Governments and charities help provide aid, while donors and volunteers do what they can to make a difference. To most of us, charity is crucial if we are to make the world a better place. But many experts and government officials feel differently. To them, charity is more of a band-aid solution: it addresses the issues we see without fixing the underlying problems. And while some people may still benefit from charity, it does not

necessarily lead to long-term improvement. Charity can even slow progress down because local organizations and officials who benefit from foreign aid have little incentive to initiate sustainable, locally driven change. So how can charities do their jobs better? The debate is ongoing, but a few things are clear: passion and good intentions are often not enough. Cooperation with local communities is key.

LESSON F EXERCISE G

1. I worked for an Italian NGO, and every single project that we set up in Africa failed.
2. I thought, age 21, that we Italians were good people, and we were doing good work in Africa. Instead, everything we touched, we killed.
3. Our first project, the one that has inspired my first book, *Ripples from the Zambezi*, was a project where we Italians decided to teach Zambian people how to grow food.

LESSON G EXERCISE B

The way we listen reflects who we are and what we value. And while there are many differences that set people apart, it is possible to group listening styles into four broad categories. For many of us, it would be tempting to conclude that some listening styles are better than others, but the reality is more complicated than that. Context matters.

Take this situation. A company begins working with a new long-term partner from a different country. Nobody at the company knows much about this country or its culture. Who do you send to make first contact?

Here's another situation. A technical officer needs someone at your office to carry out a complicated task. He's on the phone, about to relay a long chain of instructions. Who do you ask to take the call?

We all know people with different listening styles, and we probably even have a sense for the things they're good at and the things they're not. Everyone does better in some situations than they do in others. The key is to know what our own strengths are, and where our blind spots are, too.

And if you want to take things one step further, know who you're talking to and how they listen. Adjust what you say to suit their listening styles and you'll have an easier time getting your message across.

Unit 4

LESSON A EXERCISE A

What would you do?

Imagine you're a participant in a gameshow. You've already won a thousand dollars when you're offered a bonus prize. You're presented with two options:

OPTION 1: You're guaranteed a \$500 bonus.

OPTION 2: Toss a coin. If it lands on heads, you get a \$1000 bonus instead of a \$500 bonus. But if it lands on tails, you don't win anything at all.

What would you do?

It's now later in the game, and you've managed to accrue \$2000! Unfortunately, you've incurred a penalty. You have two options:

OPTION 1: You're guaranteed a \$500 loss.

OPTION 2: Toss a coin. If it lands on heads, you lose nothing. But if it lands on tails, you incur a \$1000 loss instead of a \$500 loss.

What would you do?

In situations like these, our intuition often kicks in and we make decisions based on gut feelings. But such decisions aren't always rational. We're not thinking objectively about the risks involved and the probability of each outcome – we're making snap decisions based on emotions and past experiences. So, think about the game show scenarios again, but this time, without any emotion or bias. What would you do this time?

LESSON B EXERCISE A

Loss aversion is a type of cognitive bias, but what exactly are cognitive biases? Cognition refers to the way your brain works, or your thought processes. A bias – well, you know what that means. It's a tendency to favor one thing over another, often in a way that's unfair or unfounded. A cognitive bias is therefore a preference for one way of thinking over another.

Often, our cognitive biases are subconscious – they affect our thoughts without us realizing. Another example of a cognitive bias is confirmation bias. People often favor information that supports what they already believe. Or they may interpret new information in a way that supports opinions they already have – even if there's data that contradicts their opinions.

LESSON C EXERCISE A

1. Loss aversion is one cognitive bias that arises from heuristics: problem-solving approaches based on previous experience and intuition rather than careful analysis.
2. Situations involving probability are notoriously bad for applying heuristics. For instance, say you were to roll a die with four green faces and two red faces twenty times.
3. So, if heuristics lead to all these wrong decisions, why do we even have them? Well, because they can be quite effective.

LESSON C EXERCISE C

It's important to be logical when assessing risk. Unfortunately, what we think of as logic isn't always logical. The word fallacy is used to refer to reasoning that's flawed. And there are many logical fallacies we need to be aware of.

For instance, people often incorrectly assume that some actions have inevitable and irreversible negative consequences. We call this the slippery slope fallacy.

Also, many people assume that if one thing happens after another thing, then the first thing must have caused the second thing to happen. This is what's called the causal fallacy.

So, is there anything we can do to avoid logical fallacies? As it turns out, there are quite a few things you can do. For example, try disagreeing with yourself. Or always look for evidence to support your opinions. But most importantly ... be aware that logic isn't always as intuitive as you think.

LESSON D EXERCISES A AND B

What are you afraid of? And what's actually dangerous? Oftentimes, there's a huge difference between how dangerous we think or feel something is and how dangerous it really is.

Take flying, for instance. As many as one in three people fear flying to some degree. Some fear it so much that they'd rather drive or take a train than fly. After all, plane crashes are horrible. It's a scene we've seen many times in movies and TV shows, and few things are more terrifying.

It's no surprise, then, how common the fear of flying is. But what do the numbers and stats tell us? They paint an altogether different picture of flying. It is in fact the least dangerous mode of transportation. Because of how tightly regulated the airline industry is, flying is many, many times safer than driving, or taking the train or bus. So why aren't we afraid of these things as much?

People tend to attach more risk to things that appear scarier. Flying seems riskier because the crashes are bigger and more shocking – even though they're extremely rare. And driving seems less risky because the crashes are smaller – even though they happen more frequently and kill many more people.

We apply the same reasoning to other things, too. For example, people are far more worried about getting attacked by a shark than they are of getting seriously injured or killed while horseback riding. In reality, the latter is far more likely than the former.

LESSON E EXERCISE A

Risk-taking and the Teenage Brain

Teenagers are often thought of as daring, or even reckless. They are known to be big risk-takers: open to new experiences, and unafraid of the consequences of their actions. But why exactly are teens wired this way?

For young people, risk-taking is an essential part of growing up. It is a way for teens to learn about themselves. As they mature and gain independence, they often seek new and exciting ways to test the boundaries of what they're capable of. They put themselves in unfamiliar situations, try challenging or even dangerous stunts, and – as they succeed or fail – discover new things about themselves that help them better forge their identities.

Risk-taking can obviously be dangerous if it goes too far, but fortunately, most teenagers know where to draw the line. However, there are some who are prone to engaging in what's called multiple-risk behavior: they take on more risk than they can handle, and often suffer long-term consequences as a result. These vulnerable teens are a minority, but it is nonetheless important that we recognize them and do more to help safeguard their futures.

LESSON F EXERCISE G

This still image of me experimenting in my school library may seem ordinary, but to me, it represents a sort of inspiration.

LESSON G EXERCISE D

The infographic shows us how we can assess risk by considering all the things that can go wrong. But it doesn't paint a complete picture. Think about it: many things are obviously risky, yet people still do them. How do we account for this behavior?

To assess risk more completely, it's important that we also look at the rewards of risk-taking. After all, why do something dangerous if there's nothing to be gained by it? But if there's a lot to be gained by doing something risky ... ? It's surprising how much people would be willing to risk for a large reward.

The rewards of risk-taking can come in many forms. A risky investment, for example, may pay off and leave you with much more than you started with. But often, rewards aren't so tangible – they aren't always things we can see, feel, or touch.

The reward for climbing a mountain, for instance, is usually pride or a sense of accomplishment. Skydiving gives people an adrenaline rush. And deep-sea exploration fills people with peace and wonder. All of these activities are risky, but people do them anyway because of the rewards – both tangible and intangible.

Unit 5

LESSON A EXERCISE A

Feeding the World

In recent decades, eating habits have changed dramatically both in terms of what we eat and how much. Because of improved standards of living, we now have access to a more

diverse range of foods, from staples to less-common items. On the one hand, this is good because fewer people are hungry, and vitamin deficiencies are rarer. On the other hand, people are generally eating a lot more.

Compared with the 1970s, Earth's population has more than doubled, and people consume at least 500 extra calories a day on average – which is roughly equivalent to eating an additional large breakfast every day. Furthermore, people are consuming more foods from animals, which require more resources to produce. In fact, almost 40% of the crops we grow are used to rear cows and other livestock rather than feed people.

There is increasing concern over whether farmers can harvest enough edible crops so everyone can get the nutrition they need. Moreover, the environmental impact of increased agriculture is significant. Our growing food needs are linked directly to climate change, and while that may be unwelcome news, it at least raises the possibility that solving the food crisis will help fix our planet.

LESSON C EXERCISE B

1. The story probably begins around 10,000 BC in the Fertile Crescent, a place in the Middle East that was a major birthplace of agriculture.
2. As farming took off, people might have spurned bugs as mere pests that destroyed their crops.
3. Indeed, bugs can be delicious. Mealworms taste like roasted nuts. Locusts are similar to shrimp. Crickets, some people say, have an aroma of popcorn.
4. Bug production could uplift people in developing countries since insect farms can be small-scale, highly productive, and yet relatively inexpensive to keep.

LESSON C EXERCISE C

1. The idea of eating insects makes many people uncomfortable. However, it's possible to turn certain bugs into flour that can be used to make foods like bread or pasta. Because consumers would never see the insects, powders like these might make the idea of eating bugs more appealing.
2. Aquaponics combines farming fish and growing plants in a single system. The nutrient-rich water in which the fish are raised is used to grow plants too. Many believe that aquaponics will help humans meet our food needs in a way that's sustainable and relatively eco-friendly.
3. A common misconception is that farmers can't produce enough food for everyone, but that may not be true. According to studies, about a third of the food farmers produce is lost *before* it reaches consumers. If we can reduce this food waste, we'd probably have enough food for everyone.

LESSON C EXERCISE D

You may not have heard of it, but the DASH diet is possibly one of the best diets out there. Like other diets, DASH recommends certain foods to eat more of, and others to avoid. People on DASH eat a lot of vegetables, fruit, whole grains, low-fat dairy products, nuts, lean fish, and meat while avoiding processed foods, fatty foods, and foods high in salt.

But what makes DASH special? Unlike most other diets, DASH is not designed to help people lose weight. It's designed to help with a specific health condition. The letters D – A – S – H stand for “dietary approaches to stopping hypertension,” which is another term for high blood pressure – a serious health condition that's linked to many other medical problems, and that's becoming more common as our diets continue to change.

So does the DASH diet actually work? According to several studies, the answer is yes. For those who follow the diet carefully, DASH is quite effective in lowering blood pressure – especially for people whose blood pressure started off at the higher end.

The DASH diet has other benefits, too. Apparently, even though the diet isn't designed to help people lose weight, it often has that effect. Furthermore, research suggests that it might help with Alzheimer's Disease, too – a serious brain condition that affects some elderly people. While there's still no cure for Alzheimer's, it's possible that following the DASH diet could help people better manage the condition or even prevent it altogether.

LESSON D EXERCISES A AND B

Hi everyone. Thank you for attending this focus group discussion. As I explained previously, I'm a chef and an entrepreneur, and I'm interested in opening a restaurant with a rather unusual theme. I'd like to know how you feel about it, so please be honest and just say what you think. I promise I won't take it personally!

So, the restaurant I'm opening will have four main goals. First, it has to produce absolutely incredible food. Everything has to be delicious. Second, our food has to be good for you. Third, it has to be good for the environment. And finally – this is where things get interesting – our food will be meat-free, in the traditional sense at least. And no, I'm not planning to open another vegan restaurant that only serves vegetables and fruit. My concept is a little more unusual than that: I intend to serve dishes made *from* or *with* insects.

Now I know that probably sounds a little crazy to some of you, but I chose to go with this insect theme for several reasons. Eating insects is actually pretty common in some parts of the world – there's nothing strange about it. They're actually very healthy and high in protein. They're also extremely affordable. And insect farming is much better for the planet and more sustainable than traditional meat farming. Oh – and I really do have to stress this point – if

they're prepared right, insects can be incredibly delicious! So, in a short while, I'll be opening up the floor to you. I'd like to know your thoughts on a few particular areas. First, how do you find the general concept? Is it something you'd be interested in? Second, I've prepared a draft menu for you. I'd love to know what you think about it, and our prices, too. Third, I've prepared a few delicious insect dishes for you to sample if you want. Let me know how they taste! And lastly ... I understand that not everyone is as adventurous with their food as I am. So if you have ideas that you think will make this whole insect-eating experience easier or more enjoyable for customers, let's hear them.

So, without further ado, the floor is now yours!

LESSON E EXERCISE B

Modified Foods

When we think about food production, we usually think of farms and fields – not laboratories. Yet many important food innovations have been the result of human ingenuity and scientific research. Still, food modification remains controversial – even though it has long been crucial to our success as a species.

Since ancient times, humans have selectively bred crops and animals to create new breeds with more desirable traits. And over long spans of time, this has drastically altered many plant and animal species. In recent times, we've learned to fast-forward this process by modifying food at a cellular level, and this has led to amazing breakthroughs. For example, the IR8 strain of rice produces harvests that are ten times bigger, which has led to social transformation in countries like India and the Philippines. Another rice variety – golden rice – has the potential to save millions of children from blindness every year.

Many people are understandably concerned about food modification. After all, not all food innovations have been positive. Ultra-processed foods, for example, are linked to several major health issues. Yet, in this rapidly changing world, food modification has the potential to help us meet our food needs and alleviate human suffering. Perhaps the best approach is to be both cautious and open to the potential of food modification.

LESSON F EXERCISE G

1. Broilers have been optimized so much for meat production that they must be slaughtered at six to eight weeks, because if they live beyond that ...
2. Early estimates of cell-cultured meat's potential show that cultured meat would require 99 percent less land ...
3. One in four pigs – that is hundreds of millions of pigs – lost from our food supply.
4. About a third of this planet, 27 percent, roughly equivalent to all of North and South America combined ...

5. We get a chance to usher in a transformation as big for humanity as our transformation from hunting to agriculture some 12,000 years ago.

LESSON G EXERCISE B

Traditional animal farming has its problems. It uses too much water, requires too much land, produces too much pollution, and causes animals to suffer. And even then, it struggles to provide us with all the protein we need. Solutions like cellular agriculture offer some hope in solving many of these problems, but even if they work, it's important to remember the people who are adversely affected.

Take the chicken industry, for example. In the United States, where chicken is the most consumed meat, the industry generates almost \$100 billion a year in revenue and employs more than 1.5 million people directly or indirectly. What would happen if lab-grown chicken became cheaper and easier to produce than regular chicken?

Meat production is a massive industry, and anything that disrupts such a large industry so drastically is likely to have huge unintended consequences – not just for individuals, but for economies, infrastructure, and society.

For many of the people directly affected, adapting simply won't be possible. Consider the industrial farms that have invested heavily in animal-farming equipment. It's possible that some could switch to growing crops, or even to cellular agriculture. But such changes are complicated and expensive, and more likely to fail than succeed.

And what about small, family-owned farms? Farms like these are even less likely to have the ability to acquire and operate the complex technology required to compete with industrial-scale cellular agriculture plants.

New technology is generally celebrated, and rightly so. But the people who get left behind are seldom talked about. While it's important to consider the potential benefits of cellular agriculture and other meat substitutes, we should also pay attention to the unintended consequences of moving away from traditional animal farming.

Unit 6

LESSON A EXERCISE A

Mobile Phone Milestones

Mobile phones empower billions around the world. They allow people to do many things that would have been difficult or impossible to do in the past. They've become so widespread and central to our lives, in fact, that we often forget just how lucky we are to have them.

From a historical perspective, mobile phone technology has come a long way in a short time. It's hard to imagine that the pocket-sized gadgets we have today started off in 1973 as a bulky machine that did just one thing. Fast forward a few decades though and things get exciting very quickly.

Phones double up as gaming devices, music players, and cameras. They connect to the internet and function as mini computers. They sync up with other gadgets like speakers and TVs. They replace books and maps. And we use them to get work done, create art, and even find love.

These days, there's not much we can't do on a good mobile phone – which begs the question: what does the future of these versatile devices look like? It's hard to imagine, but whichever direction things go, one thing is for sure: phones aren't getting any less popular than they are today.

LESSON C EXERCISE B

1. We see headlines all the time telling us that mobile phone addiction is widespread – that it's something we need to be worried about.
2. Picture in your mind a teenager who spends many hours every day looking at a small, rectangular object.
3. They check their phones about 340 times a day. That's about once every four minutes!
4. Hundreds of years ago, when the printing press was invented, people panicked about the destructive effects books and the ideas they contained would have on society. The same fear and anxiety returned many years later, when radios became popular ... "

LESSON C EXERCISE C

Do any of you remember a time before cell phones? I do. For almost two decades, before cell phones became common, people carried a different sort of mobile telecommunications device in their pockets.

The pager craze began in the 1980s. You'd see them everywhere – little black boxes with tiny digital displays clipped onto people's belts. And you'd hear them go off all the time, and watch as people scurried off in search of a pay phone.

But just how did pagers work? To page someone, you had to dial a number and at the sound of a beep, type in a call-back number before pressing the "pound" key. A short while later, the person receiving the page would hear a beep and see the call-back number displayed on their pager, and they'd know someone was trying to contact them. They'd have to find a phone and return the call.

In the 1990s, pager technology developed further. It became possible to leave short text messages on pagers – either by dictating the message to a phone operator or by typing it out on a phone dialpad. And in 1995, the first two-way pager with its own keyboard was invented. Pagers didn't just receive messages anymore. They could send them, too.

But that was all around the time that mobile phones started to become popular. Pagers grew unfashionable and eventually faded into the pages of history.

Or did they? Surprisingly, pagers are still important today. They're used around the world by doctors and nurses, as well as by emergency and security workers who carry out their duties in remote places. But why?

To this day, paging networks are actually far more reliable than cellular networks, and they're a lot cheaper to set up and operate. This makes them very useful during disasters. In addition, pager messages are more secure than phone messages, which is great when there's a need to ensure confidentiality.

LESSON D EXERCISES A AND B

1. My name's Naomi, and I'm a college student. I use my phone all the time. For me, my phone is first and foremost a music player. I always have something playing quietly in the background or on my headphones, especially when I'm studying or working on a project. I also use it to listen to podcasts while I fall asleep at night. Like everyone else, I use my phone to text and go on social media, but honestly, those aren't things I do very often. I actually prefer to not look at my phone most of the time. But I do use my phone quite often for video calls. I'm not from here, so I don't get to meet a lot of my friends and family members often. So, I think – on average – I have about three or four long video calls a week.
2. I'm Ruben. I'm a full-time photographer, so I use my phone a lot to take photos. Phone cameras these days are so good that often, it's just easier to use my phone than my big digital camera. I'm obviously on social media a lot, too. It's a part of my job, and what's the fun in taking a great photo if you can't share it? I love checking out other photographers' work on social media, too. It's a great source of inspiration. What else ... I wouldn't be very good at my job without my phone's GPS and map functions. I'm always looking for new locations, and some would be extremely hard to find without my phone showing me the way. When I'm not working, I text, and I watch videos – news videos, science videos ... cat videos, too!
3. Hi. I'm Sasha. I'm in my final year of high school. I guess for me, my phone is primarily a gaming device. It's amazing how good mobile phone games are these days. I don't really play that much on my computer or console anymore. My friends and I game a lot on our phones. It's more fun when we're together in the same place. But I guess that doesn't really matter, since we can play together online as well. So yeah ... I'm usually gaming at school during lunch break, or in my room after I've finished dinner. I've never counted how much time I spend gaming, but I think it's about an hour or two a day ... maybe more. When I'm not gaming, I watch videos online or I go on social media. I text my friends a lot, too.

LESSON E EXERCISE A

How Phones Are Changing Photography

I know a food photographer who almost never carries a camera with him. Why? Because the camera on his phone does a good enough job most of the time. It's smaller, plus he can edit his photos as soon as he's taken them. Phone cameras have gotten so powerful that they're giving actual cameras – devices built solely for taking photographs – a real run for their money.

While camera phones definitely have their limitations, it's hard to argue against how incredibly convenient they are. But is this convenience ruining photography by making it too easy? Some committed photographers seem to think so. The art of photography, they say, is getting lost under layers of digital filters and editing. Furthermore, with the sheer number of photos people take on their phones, getting that one compelling image is no longer a matter of skill or patience: it's a game of chance.

Still, does any of that really matter? Are smartphones making photography less meaningful, or are they giving opportunities to people who otherwise would not have had them? Phone cameras are only going to get better, and the impulse to snap away is only going to grow stronger. Whether this is good or bad for photography is largely down to perspective.

LESSON F EXERCISE H

1. Being eye to eye with these bears gave me a feeling of connection that transcends words, and having my camera with me in this case enhanced that.
2. That group and I will have that experience together and these images to look back on time and time again, and photography is what enabled us to share this in the first place.

LESSON G EXERCISE C

You may never have been to Trolltunga in central Norway. It's a rock ledge that leans out thousands of feet over a bright blue lake. It's truly beautiful, but until 2010, fewer than 800 people went there annually. In recent years, however, Trolltunga received about 87,000 visitors each year. That's an increase of over 10,000 percent!

Why have the number of visitors increased so drastically? Is it because travel has become more popular? No, not really. Travel has long been an incredibly popular thing to do, and no wonder: travel can be enriching, it can help us become better people, and it can teach us about the world and ourselves. And while travel rates did increase during many of the years we're discussing, they certainly didn't increase by 10,000 percent! In fact, during the COVID pandemic, travel rates fell significantly.

So what *does* account for Trolltunga's new popularity? Simply put: mobile devices and social media. These two things are changing how people choose their travel

destinations, especially the young. Studies show that social media strongly influences where young people decide to go. At least a third, for example, say they've chosen to visit a place because they saw it on social media. And nearly two-thirds say that sharing photos of their vacations is important to them. In fact, almost a third say they would choose *not* to visit a place if they couldn't take photos while they were there.

So Trolltunga became popular because it's such a great spot for a photo. People went there, took photos, and shared those photos online. Other people saw those photos and decided to do the same thing. And then more people did that. And then even more people. And then ... well, you get the idea.

Is this a good thing? It depends on your perspective, but if we think about those 87,000 visitors to Trolltunga, how many of them *really* wanted to visit the place? And how many of them just wanted to get a great photo?

It's perhaps unfortunate that so many young people are making travel decisions based on their phones. We shouldn't want to visit a destination simply because it's trending on social media. There is, after all, so much more to travel than just going to popular places that look good in photographs.

Unit 7

LESSON A EXERCISE A

Events That Shaped Generations

What makes us who we are? For many, the answer would be our DNA, or perhaps the people we grew up with. However, major events can also shape our personalities, to the extent that people born around the same time – who lived through the same events – often share similar traits.

Some of these major generation-shaping events can be positive. During the period of optimism after World War II, for instance, salaries rose, the cost of housing declined, and people had less debt. These favorable circumstances led to a baby boom and a new “baby boomer” generation that eventually developed a more positive outlook on life.

However, other generation-shaping events are more challenging. The global financial crash of 2008 and the COVID lockdowns of 2020, for example, impacted billions of young people negatively. They made it harder to find jobs and homes, and left many of the young people affected feeling anxious and frustrated.

It's easy to misunderstand people from different generations because they grew up in vastly different worlds. And that might explain why many are often so quick to form negative generational stereotypes. It's important, though, to consider the different social and financial pressures that made us all who we are.

LESSON C EXERCISE C

M: Michael, **C:** Carlos, **F:** Faye

1. **M:** They think that we're lazy, and that we're anxious all the time ...
C: Yeah, I'm with you. I certainly don't identify with those traits.
2. **F:** I'd say that in general, we both probably misunderstand each other.
M: Hmm ... Good point.
3. **F:** I think the big social media companies should definitely do more to protect that.
C: Same here.
4. **F:** Plus, in twenty or so years, we'll be the ones in charge, and then we'll be able to do even more.
C: I wish I shared your optimism, but I'm afraid my outlook isn't as positive.

LESSON D EXERCISES A AND B

W: woman, **M:** man

- W:** Are you OK? Did you hurt your back?
- M:** Yeah. I was helping a friend move into a new apartment and I hurt myself lifting something I didn't think was too heavy. I think I'm getting old!
- W:** Ouch! I know what you mean. I hardly ever got sick when I was younger, but these days, I fall sick all the time ... and I feel like I stay sick longer, too. It's affecting my work, actually. I'd love to switch to a less stressful job but what if it doesn't pay as well? I really need the money!
- M:** Don't even get me started on money. The cost of everything is going up and I'm watching every penny I spend these days. It's like being a student all over again, except without any of the advantages!
- W:** I hear you. Still, look on the bright side: we're better off than many people, aren't we?
- M:** I suppose that's true. But it's hard to stay optimistic these days.
- W:** What do you mean?
- M:** Well, you know – the economy's a mess, and the climate seems to get worse every time I turn on the news.
- W:** I know. I never thought twice about it when I was a kid – now it keeps me awake at night.
- M:** Same ... Hey, by the way, how are your parents doing? Last I heard, they were having some health issues?
- W:** Thanks for asking. My mom's healthy again, but I'm afraid my dad needs a few more tests.

M: That's too bad. My parents are doing alright health-wise, but I still worry about them ... and my kids, too.

W: Oh? What's going on with them?

M: Well, they've both graduated, so there's that, but now what? They can't find good jobs, so they can't pay their rent or their student loans. I think I'm going to have to help them out financially.

W: I hear you. It's hard to be in the middle and have to worry about kids *and* parents.

M: Yeah, absolutely.

LESSON E EXERCISE A

Painting with a Broad Brush

How are people older and younger than you different? Are they stubborn and closed-minded, or independent and wise? Are they selfish and entitled, or tech-savvy and innovative? Now think about what you've just done. This sort of broad generalizing about people is stereotyping, and it's something we do all the time.

Stereotyping is useful because it allows us to make sense of a complicated world. It helps us make quick predictions about people's values, traits, and actions. We spot patterns of behavior in groups of people and create mental shortcuts based on these patterns, which we then use to make interaction with new people easier.

But while it's true that people from similar backgrounds often share similarities, it's easy to see how applying stereotypes broadly can cause problems. Millennials, for example, are often seen as idealistic. It would, however, be unfair to regard all millennials as unrealistically optimistic; obviously, many are pragmatic and capable of practical compromises.

Because some stereotypes radically oversimplify reality, stereotyping is often seen as negative. Still, it's impossible – even impractical – to avoid stereotyping completely. Perhaps the appropriate thing to do is to simply be aware of our stereotypes and learn to treat people as distinct individuals.

LESSON F EXERCISE G

Or that Generation X-er who has four drop-offs, three kids, two hands, and is just trying to keep the wheels on the bus. Sure, maybe she's a little aloof at work. Maybe she's a little independent, maybe she's exhausted. Or that millennial who asks for a raise after two months because they're "entitled"?

LESSON G EXERCISE B

The offices of 30, 20, or even 10 years ago are very different from the workplaces of today. Technology, of course, has changed both the kind of work we do and how we do it. And there have been new trends in working styles, too, such as open-plan office layouts and remote working.

But arguably the biggest change in many workplaces has been the people who work there. As older workers move out of the workforce into retirement, younger generations enter it for the first time. Within the last decade or so, millennials have become the largest generation in the workforce, while Generation Z workers have also become increasingly common. Companies must learn to adapt to these changes if they want to thrive. And while adjusting to a new, younger workforce won't necessarily be easy, with the right mindset, it should not be too big of a challenge either.

Perhaps the most important thing for companies is to be aware of what younger people want at work. For example, millennials prefer informal workplaces, and those in Generation Z want workplaces that are inclusive and diverse. So companies might have to change their dress codes and be open to hiring people they might not previously have considered.

In addition, millennials want to stay physically fit and healthy. Gen Z employees do as well, but they're also concerned about their mental and emotional health. As a result, companies that want to attract younger employees like these need to consider how they can best accommodate that. Could they set up fitness corners in the office, stock their pantries with healthier food options, or plan health and fitness days? Or could they hire a company counselor to help employees going through a hard time?

One of the most important things that companies need to do is develop effective strategies for managing workers of different generations. Gen X-ers, for example, are often happy with a hands-off approach from managers. Millennials and Gen Z employees, in contrast, often want more direct communication, feedback, and support from their superiors – though this may change as they eventually become more experienced.

Finally, as companies become increasingly intergenerational, they need to find ways to help the different generations work productively with each other. One approach some firms have adopted is to set up programs that allow workers from different generations to mentor each other. Older workers with valuable on-the-job experience can teach practical skills to younger workers while younger workers share their tech and social media skills with their older, non-digital-native colleagues.

Managing the needs of different generations may seem like a tough challenge, but when looked at in the right way, every challenge is also an opportunity – in this case, an opportunity to get the most out of a young and dynamic workforce that's intelligent, resourceful, and talented.

Unit 8

LESSON A EXERCISE A

The Road to Globalization

Since ancient times, trade and the movement of people have led to the exchange of goods, ideas, and beliefs among societies. Today, thanks to improvements in technology, these exchanges are happening much more frequently. Something that originates in one country can now spread quickly and easily to other regions.

This phenomenon – known as globalization – is a controversial topic. Some people worry about its effect on small, local businesses, or how new cultural influences could change their society in ways that feel non-traditional or inappropriate. But despite this sometimes understandable resistance, there's no doubt that globalization brings many benefits, too. Businesses enjoy increased trade; cities become exciting and multicultural; and people get to enjoy the best food, art, and entertainment the world has to offer.

Whatever one's feelings are about globalization, one thing remains true: it's not going away. It therefore makes sense for us to be open and sensitive to other cultures: to not disrespect foreign traditions, or label them as strange; and to replace the rejection of different cultural practices with genuine appreciation. At the very least, we could try not to offend each other and show some consideration instead.

LESSON B EXERCISE A

I once saw a concert performance online. The singer was wearing a kimono – a traditional Japanese type of clothing – and I thought she looked amazing! But a few days later, she was all over the news apologizing for her outfit. I was confused. What did she do wrong?

I did a quick internet search, and that was the first time I came across the term "cultural appropriation." The singer was American, not Japanese, so it was apparently wrong of her to "exploit" Japanese culture that way. Also, her kimono wasn't completely authentic, so some people felt she had misrepresented Japanese culture.

I kind of got it – I've seen photos of people wearing costumes from other cultures in ways that were pretty horrible, and maybe even offensive – but this singer's costume looked great. Did she really have to apologize for it?

LESSON C EXERCISE B

1. And in this picture, the person has a hairstyle that is associated closely with black culture.
2. We had an amazing time, but it was hot and humid, and we didn't pack suitable clothes.
3. And if it is not done with respect or consideration for the other culture, then that's probably as clear-cut as cultural appropriation gets.

LESSON C EXERCISE D

The English language is known to have many more words than most other languages. But why is this so? One significant reason is cultural assimilation. As a result of foreign invasions and centuries of international trade, words from many other languages were picked up by English speakers. Early English was influenced mostly by Latin and French, but also by ancient Greek and various Germanic languages. Later, when advances in shipbuilding made it possible for British traders to visit regions like Asia, North and South America, and Africa, words from even more languages were added to English. Today, this process continues. It has even been sped up by the internet and other communication technologies.

LESSON D EXERCISE A

According to many surveys, Italian food is the most popular cuisine in the world. As somebody who was born in Italy, it makes me happy to hear that. However, today I'm going to talk about some ways in which American food and culture have influenced Italian cooking.

LESSON D EXERCISE B

According to many surveys, Italian food is the most popular cuisine in the world. As somebody who was born in Italy, it makes me happy to hear that. However, today I'm going to talk about some ways in which American food and culture have influenced Italian cooking.

If you search online for images of Italian food, you'll probably come across pictures of delicious-looking slices of garlic bread, bowls of spaghetti and meatballs, pizza covered with slices of pepperoni, or even crispy pieces of chicken breast covered in tomato sauce and cheese. All of these foods use ingredients that are common in Italian cooking, all of them are very popular, and all of them can be incredibly tasty. But surprisingly, all of these foods are actually American, not Italian.

These foods, and many other well-known "Italian" dishes, were created by Italians who moved from Italy to the United States in the nineteenth and twentieth centuries. In their new home country, ingredients like tinned tomatoes, butter, cheese, and meat were cheaper and more available than they had been in Italy. Other ingredients, such as olive oil, fresh Italian tomatoes, and fresh vegetables, were more expensive or harder to find. As a result, Italians in America adapted traditional recipes and came up with new ones, and it's these adaptations and inventions that became the dishes I mentioned – garlic bread, spaghetti with meatballs, pepperoni pizza, and crispy, cheesy chicken parmigiana.

So how did these American foods – or perhaps Italian-American is a better name – become so popular? Why do we find their images everywhere? And why are these foods considered symbols of Italian cuisine? One reason is the popularity of American entertainment. American TV, movies,

fashion, video games, and literature exist in almost every country. And in recent decades, the internet has sped up the spread of American culture even more. It's therefore common for people around the world to see dishes like these referred to as Italian on American TV shows or movies. And as a result, many assume these dishes really are Italian rather than Italian-American.

A second reason is that if people visit Italy, they can actually order these dishes at restaurants. As I said, these dishes are not authentically Italian, so why is this? Well, restaurants in tourist areas sell food that tourists want to eat. And because people from most countries think of garlic bread and chicken parmigiana as Italian, that's what they often want to order. So in this way, American culture has actually changed the Italian food sold by Italian restaurants in Italian cities.

Is this a good or bad thing? We live in a global society where cultures change and shape each other all the time. And in my view, this is neither good nor bad: it's just the way things are in our modern, connected world.

LESSON E EXERCISE A

Missing Pieces

Museums play an important role in communities and countries around the world. By preserving items of historical and cultural significance, museums make the history and culture of these places more accessible. They also educate visitors and help locals develop a deeper sense of their own cultural identity and their country's rich history.

To remain popular, museums need to feature exhibits of value and importance. These can be obtained in a number of ways. Some objects, for instance, are received as gifts or purchased from their rightful owners. In other cases, museums acquire their artifacts through exchanges with other institutions. Museums might even excavate – or dig up – historically important sites, or conduct fieldwork out in the natural world.

However, some museums house objects that were improperly acquired. These objects might have been purchased from someone other than their legal owner, or simply stolen. In such cases, people often want these objects returned. For instance, millions believe that the Benin Bronzes – displayed in museums across Europe and the United States – should be sent back to Nigeria. In fact, the Nigerian government has campaigned for decades for the restitution of these culturally significant objects. So far, only some of their appeals have been successful.

LESSON F EXERCISE E

I'm an artist, and I tell stories for a living. To tell stories you need imagination and memory. And in Kenya, we have a gap in our memory. So much of what happened in between the late 1800s until our independence in 1963 is missing because too many of the objects that tell our stories from that period are gone. According to a 2018 report on African

cultural heritage, 90% of sub-Saharan Africa's material cultural legacy is housed outside the African continent.

LESSON F EXERCISE F

1. It's **never** too late to make a difference.
2. The item was bought, but **not** from its rightful owner.
3. You're not giving the item **to** us. You're giving the item **back** to us.
4. Museums in **Africa** shouldn't have to prove that an item belongs to them. It's up to the museums in **Europe** to prove that the artifacts they house rightfully belong to them.

LESSON G EXERCISE C

V: Vic, **S:** Sharon

V: Hey, Sharon. What are you reading?

S: Hey, Vic. Er ... It's an article about cultural restitution.

V: Cultural restitution?

S: You know – how lots of big museums around the world have thousands of objects that were taken from other cultures. In this article it's about Egyptian artifacts, but the issue affects many countries.

V: But ... what's wrong with that? Aren't museums supposed to have thousands of objects from around the world?

S: Well, yes, but some of these objects are really important. You know, like the Rosetta Stone – that's at the British Museum – and the statue of the Nefertiti in Berlin? Cultural restitution is about returning items like this to their home countries. That's what this writer argues, and I think it's hard to disagree. It seems like the right thing to do.

V: But ... it's not like the items were stolen. Why should museums have to return stuff they got perfectly legally?

S: Yes, but Vic, the museums got hold of a lot of these things one or two *centuries* ago! It's not like international laws were well developed in those days. They might have got these things legally, back then, but it wasn't fair or right, and it definitely wouldn't be legal now.

V: I don't know. If you start down that road ... the list of "objects acquired in less-than-ideal ways" throughout history is a long one! And how far back would you have to go to decide who some of these objects belong to? Plus, does it really matter where an object is? Objects from a country still represent that country's culture, does it matter where they're displayed?

S: That's true ... but ask yourself: who benefits?

V: What do you mean?

S: The museums that house these objects benefit because they get visitors. And the cities where those museums are located also benefit because they get tourists. But what about the countries where the objects are from? How do they benefit?

V: Well ... maybe they benefit from the publicity these world-class museums give them. A friend of mine once visited Egypt because she'd seen an Egyptian museum exhibit in Europe. She probably wouldn't have gone if her curiosity hadn't been piqued by the exhibit.

S: I see your point, but maybe Egypt would generate its own publicity if it got all of its priceless artifacts back. I don't know ... Publicity sounds like a weak argument to me. It feels wrong that museums in Europe and the U.S. are profiting so much from artifacts that shouldn't belong to them. But it's not just the financial side of things that bothers me. Artifacts like these are symbols of cultural pride and identity. Imagine having a part of your culture taken from you. In my opinion, historical and cultural items are much better appreciated in the places they're originally from.

V: Fair enough. Though I'm still not sure museums should just return the objects in their collections. Perhaps they could be shared? Six months in one museum, six months in another? That way everybody benefits.

S: Well ... that's better than nothing, but is it really practical? I bet it would be expensive and difficult to actually manage. No, a permanent return would definitely be better. These days, museums could produce perfect 3D-printed copies of artifacts anyway. They could return the real objects to their original countries and still display perfect copies in their own collections.

V: Perfect 3D copies? *That's* an interesting idea ...

LESSON H EXERCISE E

We're asking them to account for the violent histories of some of the objects in their collections by labeling their collections more truthfully. We're asking them to return objects that were improperly acquired back to the communities that need them. We're asking them to trust African museums to store objects on behalf of the people of Africa. There can be no collective identity without collective memory so we're asking for our objects to help us remember who we are.