

1 TRENDS

Lesson 1.1, Listening, Exercise B

1.1 C = Carly D = Dan

- C: So? How did the job interview go, Dan?
- D: It was a breeze! I got the job. But the thing is, I start in two weeks and I don't have anything to wear. The job involves meeting important clients. But they won't take me seriously in my scruffy jeans and hoodie!
- C: Sounds like you need some new clothes.
- D: I know. But I'm on a tight budget until I receive my first few months' salary.
- C: Well, it's easy to look good without spending a fortune. Do you have a suit?
- D: No, but I saw a suit yesterday for 40% off in a sale, so I'll save almost \$100 if I buy that.
- C: Well, you're only saving money if you buy something you really need. If you're just buying it because it's cheap, you're throwing money down the drain. It's much better in the long run to invest in timeless classics. For example, instead of buying a cheap off-the-rack suit that you'll need to replace in a few months, save up for a tailor-made suit that will make you look great for many years.
- D: OK, I admit that suit was a little cheap-looking. But it was the only one in my size. They had some nice suits in the sale, but they were all too tight or too loose for me.
- C: Well, you can always buy oversized clothes – as long as they're good quality, and then take them in.
- D: What do you mean, take them in?
- C: It's when you unpick the seams, move the pieces of fabric closer together, and sew them back together. In fact, more generally, I'd say the best way to look good without spending a lot of money is to learn to sew. But hang on a second. Didn't you have to wear a suit for the job interview?
- D: Well, it was an online interview, so I just wore a jacket from an old suit and a nice shirt and tie to create a good impression. They had no idea I was wearing baggy sweatpants under my desk!
- C: Haha, no, you're kidding me! It's usually a good idea to mix and match parts of different outfits, which can save you a lot of money, but I'd say mixing a suit with a sweatsuit is taking things a little far! Do you still have the pants to go with that jacket?
- D: Yeah, I actually have two old suits with perfectly good jackets but pants that I can't wear! One pair is coming apart at the seams. The other is completely worn out at the knee.
- C: Hmm, it sounds like you can start your sewing lessons on those pants! Then you'll have two suits in your closet for peanuts! That's actually a good example of how to go shopping in your closet.
- D: Sorry. Where?
- C: In your closet. Most people have a lot of clothes that they never wear. The trick is to sort them into four categories: love, mend, sell and trash.
- D: Go on.

- C: 'Love' is for the clothes that make you look and feel great. 'Mend' is for the clothes that you need to adjust or repair. 'Sell' is for the clothes that you can auction online. And then 'trash' is for everything else. Basically you need to get rid of them!
- D: OK, I have a lot of clothes that I could sell, but I've never used an auction website before. Do you think anyone will buy my old clothes?
- C: You'd be surprised. I mean, most customers on those sites stick to the professional sellers with beautiful tailor-made sales pages created by web designers. But I actually buy most of my clothes from ugly sales pages, created by inexperienced sellers.
- D: What? Are you saying I should create an ugly sales page for my second-hand clothes?
- C: No, not at all. The more professional your sales page, the more you can charge for your clothes. And it needs to be a seamless process for your customers from beginning to end. So as a general rule, when you're selling clothes, it's well worth taking the time to make your sales page look good. For example, you can just use one of the off-the-rack templates from the auction site. Choose a template that catches your eye – it's much better than creating your own site from scratch.
- D: OK, sounds like good advice. And when I'm buying clothes online, to replace the ones I'm selling?
- C: Then you should look out for newbie sellers with bad photos – they're usually good for picking up a bargain.
- D: Ah, yes, that makes sense. So are auction sites the best place to pick up cheap second-hand clothes?
- C: Sometimes, but the best place to buy them is usually thrift stores, even though they're pretty exhausting! You need to know where to go if you want to avoid wearing yourself out for nothing! For instance, the best thrift stores are in expensive, exclusive neighborhoods. You'd be amazed what you can pick up there. The trick is to avoid stores in a trendy area or one with a lot of students – all the best stuff will be snapped up immediately.
- D: OK, good. What about regular stores?
- C: They're fine as long as you're not too choosy – the big-name stores are usually no better than others, but they charge a lot more for the same stuff! But wherever you go, don't forget to haggle to get the price down.
- D: What do you mean?
- C: Ask the sales clerks for a discount. I always ask, 'Is this the best you can do?' Many sales clerks are authorized to offer discounts, so it's always worth haggling. You have nothing to lose but your pride!
- D: OK. I'll give it a try. Thanks.

Lesson 1.2, Listening, Exercise B

1.3 D = Dora A = Adam

- A: Hello and welcome to the latest 'Website design podcast'. Today, I've invited Dora Cho to talk about becoming a trendsetter. As I'm sure you know, Dora's video channel is the most hyper-influential source of advice on lifestyle trends on the web. Dora, are you there?

A: Sorry. I forgot to unmute Dora's microphone. Dora?

D: Hello? Can you hear me now?

A: Yes. Sorry, Dora. Should we restart?

D: You know what? Keep going. One of the most common mistakes that new vloggers and podcasters make is to expect everything to be perfect. So they edit and re-edit everything again and again. But when things go wrong, we hear the real, authentic 'you', and that's what makes your podcast engaging. You actually need to unlearn all those rules about perfection!

A: OK. But your videos are always amazing. You seem so self-confident and relaxed. How do you do that?

D: It all comes down to experience. My first videos were pretty cheesy and amateurish. I used to be fairly disaster-prone with technology: everything that could go wrong did go wrong. But after a while, it got a lot easier! I learned everything by taking risks and making mistakes. It was frustrating at the time but you need to go through that experience. I'm a lot more tech-savvy now, but I'm still learning.

A: Great. So how did you start your vlog?

D: First of all, I set myself a target of one video every week for a year. I figured that if nobody cared after a year, I'd give up. And it did take a while to get noticed, which was frustrating. But after several months, I started to see fairly big audience numbers. By the end of the year I had 7,000 subscribers.

A: Wow! And now?

D: Six million.

A: Amazing! So what am I doing wrong with my podcasts?

D: Well, there's no need to be negative. The most important thing is that you've found your niche and you've created some excellent content.

A: Really? Oh, thank you.

D: Yeah, it's true. But if you want to move to the next level, you need to be really systematic. I mean, when do your podcasts come out?

A: It depends. Whenever I have a somewhat good idea for a podcast, then I try to make it within a few days.

D: OK, but you can't expect your listeners to check your website every day on the off-chance that you've released another episode – that's not user-friendly at all. But my followers can be absolutely sure that every Wednesday at ten o'clock, there will be a new video on my channel.

A: OK. But what if you run out of ideas?

D: I won't. I plan everything at least six months in advance, and I set alerts on my phone to tell me what to do and when. I've tried to make my system idiot-proof so that I can't mess up!

A: OK ...

D: You also need to be far more social media-savvy: once you've released each episode, tell the world about it. And don't just post a link – you need to engage with your audience, too, by replying to the comments on your site. People love to feel listened to.

A: Every single comment?

D: Well, there are plenty of people who post offensive or spammy comments. The trick is to ignore them and focus on the people who want to join your community. You can also ask them what they'd like you to talk about in future podcasts. Once you have an active community behind you, you'll never run out of ideas.

A: Right. OK, so I'll do all that. But it sounds like hard work!

D: It is hard work! Not long ago, a journalist mentioned my blog in an article about overnight successes. I suppose in many people's eyes, I am an overnight success. They probably think I'm super-lucky to have hit the big time. But they don't see the years of hard work behind that success.

A: Right. So I just need to keep working hard on my podcasts, right?

D: Well, your podcasts are great, as I say, but actually I think your content would work much better as smartphone-friendly videos. I mean, you talk about website design, so we really need to be able to see what you're talking about.

A: Maybe, but I'm not as charismatic as you. I hate being in front of the camera.

D: Well, I felt awkward at first, too, but you do get used to it. I really think you should rethink and become a vlogger instead.

A: OK. I'll give it a try. Dora Cho, thanks so much for joining me today. You've given me a long list of jobs to do! I feel super-exhausted just thinking about it.

2 CREATIVITY



Lesson 2.1, Listening, Exercise C

2.1 P = Presenter C = Caroline

P: This week's guest on *More than meets the eye* is art historian Caroline Bishop. Caroline, thanks for joining us.

C: It's my pleasure. Thank you for having me.

P: So the painting you've picked also happens to be one of the great masterpieces. Could you start by telling us its name and a little about the painter?

C: Sure. It's a painting by Velázquez, called *Las Meninas*. Velázquez is one of Spain's most important artists. He painted in a Baroque style, which means his paintings are very ornate, detailed and realistic. He mainly painted historical scenes and portraits. He painted *Las Meninas* after he'd been given a prominent position in the royal court.

P: And can you describe the painting to us?

C: Well, it depicts a scene in the artist's studio. In the center foreground we have the young Infanta Margaret Theresa, the daughter of the King and Queen – the word *Infanta* is similar in meaning to princess. The Infanta is framed on either side by her two ladies-in-waiting. Then to the right we have two other women from the royal court and a dog. Behind them are the Infanta's attendants – a chaperone and bodyguard – and further in the background, there's a royal official in a doorway.

P: OK. So, we are probably looking at the Infanta's entourage?

C: Hmm ... yes we can see her entourage on the right, but to the left, we can see the artist himself, standing next to a gigantic canvas. The inclusion of the artist in the painting is one of the things that makes this such an interesting piece. It seems more like a snapshot, taken behind the scenes of the royal court, rather than the typical posed portraits of the time. It was a very original composition – groundbreaking at the time.

P: So, do you know why he chose such an unconventional composition?

C: Actually, there are several theories about this – which is one of the things I like best about the painting. There's been a lot of debate about who the subject of the painting really is. On first inspection, it seems that the Infanta is the subject – after all she's in the center of the painting. But then, if you look in the background, there appears to be a mirror that shows the King and Queen. This suggests that the artist is actually painting *their* portrait. So we, the viewer, are actually seeing the world through the eyes of the King and Queen. The Infanta and her companions are merely watching.

P: So, it's a portrait of the King and Queen, not the Infanta. Is that right?

C: Well ... some people think so, yes. Even though the image of them is really small.

P: That's a very imaginative idea – and really unusual for a royal portrait I'm guessing.

C: Yes, absolutely. However ... there's one other interpretation that I like. Some people believe that the scene we see is actually just the reflection in a large mirror. What we're seeing is the artist at work in his studio.

P: So this may even be a self-portrait?

C: Exactly. The point of the picture may be to show us the artist's life – this is his studio, this is what it was like when he was painting a portrait. It's actually a very complex composition. It's like a puzzle for the viewer to decide what is really happening.

P: It's fascinating – and I'm not sure which interpretation I like best. Anyway, why did you choose it as your favorite painting? Do you have a personal connection to the work?

C: Well, I first saw this painting in the Prado Gallery in Madrid over 20 years ago when I was a student. And the first time I saw it, I was astounded. It's sensational. I'd never seen anything like it. In fact, I switched to art history a couple of months later.

P: So this painting helped you to choose your career?

C: Yes, yes it did.

M: Yeah? He's always sharing self-help stuff, but...

L: No, but this one's different. It's real artists, writers, directors, musicians and dancers talking about how they come up with their ideas.

M: Hmm ... So, what did they say then?

L: Oh ... let me find it. Here we go. OK. This person's a fashion designer and he says, 'Inspiration can strike at any time. I sometimes get ideas when I'm out shopping or walking in the park. I always carry a pen and paper with me, so I can sketch it or write it down. Sometimes the smallest thing can trigger an idea. A flower, a smile, a color.'

M: OK. Isn't that somewhat pretentious? Can't he just use his phone to write notes? And anyway a blank notebook is still a blank notebook.

L: OK, here's an artist – he says the best time for him to get ideas is very early in the morning – when you're not exactly awake and not exactly asleep. He often sets his alarm for 4 am, so he can get into the right state of mind to have ideas.

M: What! Is he crazy? He must never get enough sleep.

L: Yeah, but come on, I know what he means. A few times, I've had a good idea just before waking up – usually when I have a problem that I'm trying to solve.

M: Well, I don't think it's going to work for my dissertation.

L: OK. But here's an actual writer. Apparently, she thinks you have to be really disciplined and get into a regular routine. You just sit down and write, because if you wait for ideas to come, you'll never do anything. She says choose a time and stick to it – even if you don't feel like it or even if your writing is terrible, you just need to shut the door, remove all distractions and write.

M: Why does she keep writing if it's terrible? I don't want my dissertation to be terrible!

L: How about this then? You should immerse yourself in other things. Do something completely different – like watch a movie. Then when you get back to your desk, you'll be refreshed and ready to be creative again.

M: That's the first thing that I agree with! I need to take a break. I think I need a change of scenery ... right now.

L: Yeah, it doesn't hurt, does it? I also think it helps to talk to people – you know, bounce ideas around with someone and see if they can improve your idea. It can really help to get a fresh perspective on something.

M: Isn't that a little ... scary? I don't think I want to share this dissertation until it's finished.

L: Well, it has to be someone you trust. Celia and I usually read each other's work, so we're used to helping each other. She also thinks that if you're working from a completely blank canvas, the possibilities can seem limitless, so she likes to impose some restrictions – such as using a particular genre or restricting herself to a particular format. I think she likes to set herself a challenge. That's pretty fun, don't you think?

M: OK, it's very interesting – and I guess it makes sense. It must be easier to decide what to do if you have fewer choices.



Lesson 2.2, Listening, Exercise A

2.5 M = Mark L = Lauren

L: Hi Mark, how's the dissertation going?

M: Terrible, Lauren. I'm stuck. I have no ideas today. Zero.

L: Oh, no. How awful! But did you see that article Simon shared about how people find inspiration? It's really interesting.

L: Yeah, and I really like the idea of giving yourself a challenge like that. There's one other thing you could do. An artist here says it's important to take risks. You might not fully understand what you're doing, but you just have to trust your instincts and run with it.

M: Is she serious? How can you make something when you don't know what you're doing?

L: Haven't you ever started doodling a picture without knowing what it was going to be?

M: Hmm ... I guess so ...

L: Well, I think that's what she means. So ... anyway, good luck with the dissertation, Mark.

M: Thanks, Lauren!

3 PROGRESS



Lesson 3.1, Listening, Exercise B

3.1 **S = Saleswoman M = Man W = Woman**

S: Excuse me, sir. Do you ride a bike, by any chance?

M: Well, I have a bike yes. Why do you ask?

S: You just look like a very healthy and athletic person.

M: Really? Thank you. Well, I haven't ridden my bike for months. It's too wet right now.

S: Yeah, tell me about it! I bet you can't wait for the weather to warm up so you can get out on your bike, can you?

M: Uh, no. I guess not. It's not much fun biking in the rain!

S: Hmm, I know exactly what you mean. It sounds like you need some smart biking clothes.

M: Uh, sorry? I don't ...

S: Smart biking clothes are made from smart materials, which change their form depending on their environment. Let me show you an example. This biking hat is made from an advanced material that responds to your body temperature. It's somewhat complicated technology, but I'll try to simplify it for you. Just imagine you're out on your bike early one morning. When you leave home, the fibers in your hat respond to the cold temperature by tightening up. That ensures there's no heat loss from your head and keeps you nice and warm. But as you warm up, the gaps between the fibers in your hat automatically enlarge to allow air to flow freely around your head, to cool you down. But then let's imagine it starts to rain. As the hat gets wet, the water strengthens the fibers and the gaps close to keep your head dry. Amazing, isn't it?

M: Yes. It sounds very inventive.

S: It is inventive! This technology is straight out of the laboratory. You won't find these in any stores for years!

M: Really?

S: No. We're still at the testing stage. Hey, would you be willing to test it for us? We'd absolutely love to hear how you do with it. It would be incredibly useful for us.

M: Uh, possibly. What would it involve?

S: You wear your hat for a few weeks while you're riding your bike, and then you fill in a five-minute questionnaire about your experiences. And of course you get to keep your hat at the end! Would that be OK?

M: Really? Yeah, why not?

S: Great! Thanks. Here's your hat. Congratulations! I just need you to sign this form to formalize our agreement.

M: OK, no problem.

S: Thanks. We're planning to sell the hats for \$50 in the future, so I think you got yourself an excellent deal there, sir. I can see you're a very smart negotiator!

M: Am I? Yes, I suppose so. Thanks a lot.

S: No problem. Actually, maybe there is a problem. Did you say you never go biking in the rain?

M: Yes. Why?

S: Ah ... well we really need people to describe their experiences of wearing the hat in different weather conditions over the next couple of weeks, including rain. I'm so sorry – this is really embarrassing. Should I take the hat back?

M: Uh, no. I don't mind biking in the rain once or twice. I'll just have to get a little wet, I suppose!

S: Really? Oh that would be amazing if you could. And you know what? Maybe I can help you out there. You see, we also have some smart biking jackets. They're made of tiny fibers that flatten when they're wet, making the coat completely waterproof, and they open up again when dry, enabling your skin to breathe. Again, they're not available for sale for a while, but maybe I can make an exception for you. Do you mind waiting a second while I call my boss?

M: No, not at all. Go ahead.

S: Great! Oh hi, Debbie. Listen, I have a gentleman here who's interested in buying the biking coat. I know we're not allowed to sell them yet, but ... No way, huh? Are you sure? He's going to help us test our hat. Really? Oh, that's great. Thanks, Debbie! I owe you one. Good news! She says she's willing to make an exception, just for you.

M: Oh, great. Thanks. Uh, how much is it?

S: Well, we're planning to sell them for \$500. But ... hmm ... maybe ... I can offer you ... a special price ... to thank you for your help. I'll give you 10% off ... would that be better?

M: Yes, I guess so.

S: Excellent. So that's \$450, please. Will you be paying by cash or credit card?

M: Uh, credit card, I suppose.

S: Yes. Of course. Just put in your PIN here.

S: OK, perfect. Thanks. And here's your coat. Thanks so much for helping us out with the testing. I really appreciate it.

M: You're welcome. And thank you. You've been very nice. Goodbye.

S: Goodbye.

Lesson 3.2, Listening, Exercise B

3.3 **P = Presenter B = Bob M = Mary
J = James C = Callum S = Sonia**

P: Hello, and welcome to *The Progress Show*. According to a recent survey, despite amazing progress in technology and sharp increases in living standards, many of us believe our quality of life has actually decreased! So this week, I interviewed some people on the street about their lives. I asked them, would you say the world is generally getting better or worse? Let's hear a few extracts from those interviews.

So Bob, would you say the world is getting better or worse?

B: Worse, definitely. When I was a teenager, we always showed respect for older people. For example, no sooner had an older person gotten on the bus than we all stood up to offer the person a seat. I was on a bus the other day, and it was full of teenagers, but not one person offered me a seat. Only after they'd all gotten off the bus could I finally sit down.

P: So Mary, what's your view?

M: I'd say it's getting worse for people of my age. People of my parents' age had it much easier. There was plenty of work for everybody, and apartments and houses were much cheaper. But everyone of my age seems to be struggling for money. No way could I ever afford an apartment. It's not fair!

P: James, what do you think?

J: I feel like I'm going backwards sometimes. I mean, when I was younger, life was simple. None of our neighbors had much money, and neither did we. But we didn't need much, so we were content just to get on with life. But these days, if you don't post endless selfies of your perfect lifestyle on social media, you feel like a reject from society. It's very frustrating and stressful.

P: Callum, what's your take on this?

C: On balance, it's probably getting worse. You see such terrible things on TV all the time – crime, wars, diseases! I don't remember anything like that from my childhood. Mind you, I didn't watch much TV when I was a kid and I certainly didn't read any newspapers.

P: Sonia, how about you?

S: Worse, much worse. I remember when I was in my early twenties, life was wonderful. Not only did I have great friends, but we also did cool things all the time ... and the sun always seemed to be shining. Nowadays, life's just work work work ... and the weather's always terrible too!

Lesson 3.2, Listening, Exercise D

3.4 **Pre = Presenter Pro = Professor**

Pre: Let's turn now to my guest, Professor Nila Martinelli, an expert in psychology. Professor, is the world really getting worse?

Pro: No, not at all. However you choose to measure people's well-being, life for the average person is getting better. But the key word there is 'average'. By no means am I suggesting that life is wonderful for everyone

everywhere. But the vast majority of the world's population really is better off, year after year.

Pre: OK, so why do so many people say the opposite?

Pro: Well, it's all due to a psychological process called *declinism*, which is a feeling that things are declining, or getting worse. Declinism has a number of separate causes, including something called the *inequality paradox*. Let me give you an example. Say you live in a community where everybody has terrible healthcare and education, and so on, but overall people just accept that life is hard. But now imagine that 20% of the people suddenly become a lot better off, with comfortable lifestyles and so on. Those 20% push the average up, so according to statistics, the population seems better off. But in fact the remaining 80% feel much worse than before, because they're now aware of what they're missing.

Pre: Ah. That makes sense.

Pro: Another reason is the so-called *reminiscence bump*. Scientists have conducted plenty of research on this subject which shows that we build up our strongest memories in our late teens and early twenties. Our memories of early adulthood stay with us for ever. This is why so many people are nostalgic for that time in their life.

Pre: Oh ... so it's almost as if we rewrite the events in our memories in order to perfect the picture of our younger days!

Pro: Exactly! One of my favorite phenomena is something I call the *them-and-us delusion*. If you were a well-behaved child, you're likely to remember that most other kids of your age were similarly well-behaved. But that's probably because you didn't notice their bad behavior at the time. Or you've simply erased their negative attributes and bad conduct from your memory. But when you look at a group of people from the outside, what do you notice most? The noisiest, worst-behaved ones. That explains why so many people think that kids today are worse than their own generations.

Pre: Yeah, I suppose you're right. I don't remember much about my childhood!

Pro: No – and that's normal. Children simply fail to notice things that are obvious to adults. When I was a child, never in a million years did it occur to me that my parents were worried about money or job insecurity or whatever. But that doesn't mean they never talked about those things. This is something that we might call the *invisible struggle phenomenon*: we don't see the problems that other people face, so we think we're the only ones with such problems. We tend to attribute other people's success to luck and we overlook all the problems they've struggled with. And of course that's a major source of inter-generational conflict: young adults always suspect that earlier generations had it much easier!

Pre: Ah. I see what you mean.

Pro: There's one last aspect of *declinism*, and it's called the *window-on-the-world effect*. It arises when people become

aware of the terrible things that happen around the world. Centuries ago, people were blissfully unaware of wars and diseases in distant countries. But nowadays, we see such things on a daily basis on the news, on social media and so on. So it's not that terrible events are necessarily becoming more frequent, but rather that we're aware of those events. And for me, the fact that more and more people care about global tragedies makes it more likely that we'll do something about them. And that's my main reason for optimism that the world really is getting better, and will continue to do so.

Pre: Hmm ... Professor Nila Martinelli, thanks very much for joining us.

4 INTELLIGENCE



Lesson 4.1, Listening, Exercise B

4.1 **H = Host Dr = Dr. Carter A = Amanda**

H: On this week's episode of *Ask an Expert*, we're talking about boosting your brain power. These days many products claim to make you smarter. But is it really possible? To answer the question, I'm joined today by two experts: Dr. Ramona Carter, a leading neuroscientist, and Amanda Saraha, a life coach and the author of *How to be smarter*. Thank you for joining me.

A: Thanks, John.

Dr: Thank you, John.

H: So first up, Amanda, the big question. Can people really make themselves smarter?

A: The short answer is yes, John. But the first step may actually be believing it's possible. Researchers have shown that when a group of students are told it's possible to become more intelligent, they can retain more of what they learn.

H: Dr. Carter, do you agree? Can we make ourselves brighter? One way that's very popular is brain training games.

Dr: I have to admit, I love them. But I'm skeptical about whether they have any long-term effects. The problem is that the effects are probably not transferable. So for example, if you do a lot of Sudoku, the math puzzle where you write the numbers in boxes, it's most likely that you will just become better at playing that game. A team from Cambridge actually tried to shed some light on the impact of brain-training games. They had thousands of participants, so this was a big study doing brain training activities for at least 10 minutes a day, three times a week for six weeks. They tested them before and after. And the results showed no improvements in their test scores. In other words, their study showed that brain training didn't actually work.

A: Actually, if you don't mind me saying, that was just one study. Another study looked at older people playing a game that involved multi-tasking – they had to drive a car and look out for specific symbols as they drove. In this study, the participants showed that not only did they get better

at the game, but that they also improved their attention and working memory.

Dr: Yes, you're right. But it's worth noting that this study specifically involved a video game rather than a typical brain-training game. Playing video games may affect our cognitive abilities according to research. But these kinds of games may prove to be more beneficial than dedicated brain-training games.

H: So overall, the findings about playing games are a little inconclusive right now. So, what else can we do to boost our brain power?

A: There are actually a lot of things you can do. For example, have you ever wondered why so many high achievers boast about starting the day with a workout? I strongly believe that the exercise they are doing makes them smarter and more competitive.

Dr: Well ... I'd be cautious about making a direct link between high achievement and exercise, but there is a pretty clear consensus that exercise is good for the brain. Some scientists believe that exercise can help to promote the growth and formation of neurons in the hippocampus – so, as I mentioned before, if we retain the new cells that our body produces, it could affect our ability to think and remember.

H: Hmm ... Is food another factor? Recently, we've seen a lot of media stories about super foods, food that you should eat to boost your brain power – fatty fish, blueberries, even chocolate. Is this true, Dr. Carter?

Dr: Um, the research is actually fairly inconclusive. Some studies have shown that eating a healthy diet has an impact on thinking ability, but claims that particular foods can impact your intelligence are mostly exaggerated or misleading.

H: Do you agree, Amanda?

A: As Dr. Carter says, we may still be in the dark about the science behind it, but I personally believe that the food we eat has a huge effect on every aspect of our lives. I know a lot of people who strongly believe that changing their diet has made them smarter.

H: OK. So maybe I do need to rethink my lunch choices. And is there anything else we can do to boost our intelligence. Amanda?

A: Well, we haven't talked about this yet, but it's actually really important to take some time out and unplug for a while. You need to disconnect from your phone and your computer and let your mind wander.

Dr: I completely agree with this. Getting enough sleep, taking some time to rest, sitting quietly or meditating has a big impact on reducing stress and anxiety, and it also helps you think. There are studies that back this up – they have shown that students who daydream do better on standardized tests than those who remain completely focused on a task.

H: So, resting can boost your brain power? That's good to know!

Lesson 4.2, Listening, Exercise B

4.4 C = Chair E = Ella

C: So the motion is: 'Intelligence gives people the greatest advantage in life.' Now I look to Ella to open the case against the motion.

E: Thank you very much. It's an honor to speak against the motion tonight. Right, it's easy to see why so many people believe being intelligent makes your life better. After all, we see intelligent people thriving at school. We see them getting into the college courses they want. We see them graduating with good academic certifications. And on top of that, we see the importance the world gives to certifications.

So, it may seem strange for me to stand here and argue that intelligent people aren't necessarily at an advantage in life. However, that is exactly what I'll do. In fact, there are several clear disadvantages in having a superior intellect.

Let's start with a lack of common sense. And let's talk about a chess champion. Not just any chess champion, but a chess champion that was also a child chess prodigy. She must be smart, right? Well, talk to her mother. According to her, she frequently locks her car keys inside her car. The 'nutty professor' – smart but absent-minded and eccentric – is a common stereotype of highly intelligent people. Some scientists believe that geniuses' brains are wired differently. While highly intelligent people are curious about complex puzzles and are able to troubleshoot, they can't deal with more mundane tasks. So Ms. Chess Champion could beat 15 chess players in a row ... but she can't drive herself home.

Another problem faced by intelligent people is an inability to socialize. We've all known that friend at school or college. They're ready to answer in the physics class, they ask the lecturer countless questions and their voice drowns out everybody else's in the seminar. Then you take them to a party. Suddenly it seems like wishful thinking that anyone will talk to them again. Ever. Probably because they're still talking about physics. There are a few reasons why highly intelligent people are thought of as socially awkward. First, they find small talk tedious. You find them correcting other people's mistakes or trying to engage in a passionate debate at a casual social event. Second, they are incredibly self-conscious. This means they tend to overthink things and appear awkward.

And finally, there's the burden of expectation. You have a reputation to protect. If everyone thinks you're a genius, they expect you to be successful and make an impact in the world. Sometimes the pressure is just too much. Highly intelligent people can end up dropping out of education altogether and trying to hide their intellect to fit in. Or they're afraid to look stupid. So they avoid asking questions when they need to, or they try to skip the basics when they learn something new, which, of course, only creates problems down the line.

In summary, if you think that being smart means lounging in a bath tub waiting for a eureka moment, then think again. There are a lot of downsides to intelligence. Geniuses can lack common sense, find it difficult to socialize, and feel pressure to live up to expectations. I've always said myself that intelligence and happiness don't necessarily go together. This is no surprise to people who lock their keys in their car, don't have any friends to drive them and are too scared to ask. In fact, being highly intelligent makes life more not less difficult.

5 GAMES

Lesson 5.1, Listening, Exercise B

5.1 J = Joe O = Olga L = Lin

Part 1

J: OK, so we've been locked in. So where's the key?

L: Found it! It's at the bottom of this measuring cylinder.

J: Really?! That was easy!

L: Yeah, but there's a metal bar across the top with a combination lock attached to it. No way will we get that big key through this narrow gap.

O: So we need to figure out the combination to remove the bar, right?

L: Exactly. But even if we could do that, my arm's nowhere near long enough to reach the key at the bottom.

O: Can you tip it upside down?

L: Nah, it's attached to the wall. It can't be moved.

J: Try pulling it really hard.

O: Seriously?! That's cheating! Anyway, we'll get thrown out if anything gets broken! According to the instructions, we're not allowed to use force to move things!

J: I don't remember being given any instructions.

O: We were asked to sign a form at the front desk. Those were the instructions, Joe!

J: Ah, I wondered what that form was.

L: Didn't you read it?!

J: Uh, sorry. I just signed it.

L: Unbelievable! Anyway, there are microphones all over the place, so we're probably being listened to right now!

J: OK, so we need to get the key out of the cylinder without touching it. But that's impossible.

O: Not necessarily. Look. There's a cork attached to the key.

Part 2

O: I think the cylinder needs to be filled with water. Then the cork will float to the top, lifting the key with it.

L: Well, there's some water in this big vase, but nowhere near enough to fill that measuring cylinder.

J: What about this cooking oil? Do you think the cork will float on oil?

O: Absolutely. Bring it over here.

J: Hmm, I can't. The jug's attached to the shelf.

L: Typical! Could we use the vase to transfer the oil?

O: No. It needs to be something small enough to fit inside the jug and scoop out the oil. There must be a cup hidden somewhere. What's in that chest of drawers, Lin?

L: Let's take a look. An electric scale, a bath towel and, hmm, there's no handle on the bottom drawer. I can't open it. Any ideas?

J: Uh, maybe it'll open if we press that switch on the wall.

L: It's just a light switch, Joe! It won't ... Oh amazing! You just turned all the lights off! Excellent!

J: Wait! I did it! Look up! There's a secret message on the ceiling! It must have been written in fluorescent paint – it's only visible in the dark. But it's just one word: sugar.

O: Really? There are some sugar cubes on the shelf, but how does that help us?

Part 3

L: This is ridiculous. We've been stuck in here for almost an hour. We should've been given more clues. Should we give up?

J: Give up?! No way! I told all my friends I'm great at puzzles. If we give up now, I'll be made fun of for weeks. There must be a clue somewhere – something we're missing.

O: I've figured it out! Something must have been hidden inside those sugar cubes! We need to dissolve them in water!

J: Yesss! There's some water in that vase.

O: Great! They're dissolving. And I was right. There's something there. What is it? Something metal? Aha! Two screws!

L: Screws? What are we supposed to do with them?

O: We can screw them into the holes in the drawer and use them to pull it open. Just a second.

J: You did it! You've found the cup! We're free!

L: Are you joking?! We still need to remove the metal bar from the cylinder, which means working out the combination to that lock.

J: Oh yeah, I forgot.

L: Joe! We have two minutes left! Think of something!

J: Stop yelling at me! I can't think when I'm being yelled at!

O: I suppose at least we can transfer the oil to the cylinder while we're thinking. Pass me the cup. Thanks. Ooh! There's something in the jug!

L: Yeah right! There's nothing there besides the oil. You need to get your eyes tested! Oh!

O: I was right! A glass ball. Maybe we're supposed to weigh it.

J: Great! But it's covered in oil, and so are you! Be careful not to drop it!

O: Aha, that's what the towel's for! We need to clean the oil off it first!

L: OK, but hurry up! We only have 60 seconds!

O: Calm down! OK, it weighs one kilogram 327 grams. Try that combination, Joe! One three two seven.

J: One, three, two, seven. Yes! It worked. Quick, bring the oil over! How much time do we have?

L: Forty-five seconds! Come on! Hurry up!



Lesson 5.2, Listening, Exercise C

5.4 P = Presenter

P: So? What did you make of puzzle A – the Take or Share game? The fairest outcome would be for both of you to choose SHARE, and to win \$500 each. Sadly, it's more complicated than that. By choosing that option you're risking losing everything. It turns out that the best strategy in a one-round game is to be selfish, because you have a 50/50 chance of winning \$1,000, which is better than a 50/50 chance of winning \$500. The problem is, your opponent can be assumed to be having the same thoughts, so you'll both probably end up with nothing anyway!

This example comes from Game Theory, which involves using mathematical models to solve problems where your choices affect – and are affected by – other people's choices. It allows for more accurate predictions and estimates.

Coming back to puzzle A, things get really fascinating over several rounds, because now you can reward your partner's kindness, or punish his or her selfishness. For example, if you share the money in the first round, you're implying that you're willing to cooperate. It turns out that one of the best approaches over several rounds is to share in round 1 and then spend the rest of the game copying your opponent's previous move. However, it's important to acknowledge that this strategy doesn't always work.

Let's turn to puzzle B – the Talent Show Dilemma. If there's a clear favorite, you might conclude that voting for her would be a waste of your precious vote, because she's expected to win by a landslide anyway. Supposedly then the most appropriate solution is to vote for your second favorite contestant, to make the final more interesting. But if everyone follows the same strategy, no one will vote for the favorite, and she'll be eliminated! This type of thing is reported to have happened many times in real life – not just in talent shows, but also in important elections. So in such situations, I'd urge you to resist the temptation to vote tactically, and to vote for your own favorite.

What about puzzle C – the Food Truck problem? The answer seems obvious, right? You should put your truck at point B and instruct the other truck to move to point D – or vice versa. That way, you serve half the town each, and all the town's residents have one food truck fairly close. Wonderful, except that the other owner has no incentive to move her truck from point C. If you park at point B, she can simply assert that she's staying in her prime spot in the town center, and end up with three-quarters of the town's customers. The only way for you to get 50% is to park right next to her at point C! Even if a hundred new food trucks arrived, they'd each be better off by clustering together in a single point.

Finally, what about puzzle D – the road network? To reduce congestion, we need to build a new fast road between Smallton and Littlemarket, right? It's common sense, isn't it? But let's check. In the original network, there are two routes between the two big towns, so half the traffic

is likely to choose each route. But in the new 'improved' network, there's now one obvious route that everyone's going to choose. So, it'll have almost twice as much traffic as either of the old routes, and the whole network will have much worse congestion than before!

6 DISCOVERIES

Lesson 6.1, Listening, Exercise B

6.1 **P = Presenter K = Kyle**

P: Today we're talking about unusual travel challenges. Forget remote beaches and idyllic islands or precarious mountain treks and volcano hiking. None of that is enough to impress anybody these days. If you really want to stand out from the crowd, you need a travel challenge. At least that's what travel journalist Kyle Chen, who's been following this trend closely, is here to tell us today. Welcome to the show, Kyle.

K: Thanks for having me, Jo.

P: So ... first of all, what exactly is a travel challenge?

K: Well, basically, it's traveling with a goal or some sort of self-imposed restriction – or both in some cases.

P: OK. Can you give us some examples?

K: Sure. So you can limit yourself to a particular method of transportation, you can visit locations with a theme, or you can choose a particular route.

P: Actually, that sounds kind of fun. But why do you think these kinds of challenges are so popular all of a sudden?

K: Different reasons I guess. Well, in general, I think people want to be different. Maybe they want to have a goal to make their trip more interesting. And, I think for some of them, they want to share their adventure. Or maybe they're doing something for charity, or hoping to write a book.

P: So, can you tell us about some interesting challenges that people have done?

K: OK. Well, this was a pretty ambitious one. A guy named Adam Leyton challenged himself to visit as many countries as possible in 24 hours using public transportation.

P: Woah! I'm guessing you can't visit that many countries in 24 hours, though?

K: Well, amazingly, he visited 12.

P: Twelve countries in a day!

K: Right. It wasn't an easy 24 hours by the sound of it either. He came up against a few challenges. He had no time to sleep, on the whole, except for a couple of hours on a night train. But he had to wake up, and get off and on the train, to set foot in Czechia. He had to jog to the border with Hungary and only had 22 minutes to get from there to the Austrian border.

P: That sounds pretty ... intense. What gave him the idea to take on the challenge?

K: Supposedly, he wanted to break a record but he also wanted to raise \$900 for charity.

P: Hmm ... it does sound like an incredible trip. But ... the fact is, you need some spare time to plan a challenge

like that. What are some other challenges you've come across?

K: Well, one of my favorite challenges is a guy named Dixie Wills. He decided he was going to visit places in Great Britain, except he was only going to visit places that started with the letter Z. And he was going to visit all of them.

P: How many places is that?

K: There are 41 apparently! He wrote a book about it called *The Z-to-Z of Great Britain*. It's a great book, actually. It's about all these obscure places you might never have heard of – small farms in the middle of nowhere, a rock on the Isles of Scilly.

P: Hmm. That sounds like an interesting read. What else have people done?

K: Well, another really quirky one is Daniel Tunnard, a British man who lives in Buenos Aires. He decided to ride all of the 140 bus lines in the city.

P: One hundred and forty bus lines? Why?

K: It's a travel challenge. It took him about six months. Remarkably, he was sometimes traveling for 14 hours at a time.

P: OK. That actually doesn't sound like much fun to me.

K: Hmm ... me neither. But you have to admire his dedication. He set himself a goal and then he went through with it, taking three bus routes a day. He also blogged about his experiences – in English and Spanish – and he published a book about them. It's actually a really fascinating read.

P: Good for him. So how do these people fund their trips, on the whole?

K: Well, I think most of the examples I gave were self-funded. Mind you, traveling on the buses was actually very cheap. I think it cost about \$55 altogether.

P: Right, got you.

K: However, some people ask for donations through crowdfunding sites like GoFundMe.

P: Isn't that a little ... bold? Surely, you should pay for your own adventures.

K: I think it's OK. The idea is that if people enjoy reading your blog or looking at your photos, they can make a small donation. People don't have to give anything unless they want to.

P: And what would your advice be for someone thinking about trying a travel challenge?

K: OK, first it's super important to be realistic about what you can do. Think about your budget. Think about how much time you can spare. Think about what you would be comfortable doing. The most important thing is to enjoy yourself. You don't have to travel far to have an adventure.

Lesson 6.2, Listening, Exercise C

6.4 **P = Presenter**

P: Today, I'd like to talk about someone who I particularly admire. In my opinion, he's far and away one of America's greatest inventors. His innovations have fixed everyday

problems but also probably saved thousands of lives. In addition, he was one of the first African-American inventors to gain public recognition for his work. His name was Garrett Morgan and he was a prolific inventor and entrepreneur who lived between 1877 and 1963. And while you may not all know his name, you're likely to have experienced his innovations.

One of Morgan's early successes was actually an accident. He was repairing a sewing machine in his store when he noticed that some oil he was using had straightened the hairs on a cloth. Realizing that he might be on to something, he decided to test the oils on something bigger. So he borrowed his neighbor's dog and used the oils to straighten its hair. It worked. So well, in fact, that his neighbor didn't recognize his own dog and tried to chase it away. Morgan bottled his new invention, labeled it 'G.A. Morgan's Hair Refiner' and he was soon selling it far and wide.

His second big success, a safety hood, turned him from an innovator into a hero. Morgan had noticed how smoke inhalation made the work of firefighters both difficult and dangerous. His solution was a hood worn over the head with two tubes that extended to the ground, where the air was breathable. He soon had an opportunity to test out his invention. An explosion in a tunnel near his home trapped 32 workers underground with smoke, dust and poisonous gases. With emergency services unable to enter the tunnel, it was truly a life-or-death situation. Morgan and his brother Frank raced to the scene and went in side-by-side, each wearing one of Morgan's safety hoods. It was a tense moment, but they soon re-emerged safe and sound with survivors. Morgan's fame began to spread slowly but surely, with his device being used by fire and police departments across the country.

Another of Morgan's life-saving inventions was an improved version of the traffic light. By and large, in the early 1920s, American roads were dangerous places. They were filled with horses, carriages and wagons – and increasingly, the newly invented automobile. On top of this, there were only two traffic signals – stop or go. Time after time there were stories of injuries and fatalities in traffic accidents. One day, Morgan and his family saw such an accident – a collision between a car and a horse-drawn carriage at a busy intersection. The driver of the car was knocked unconscious, a little girl was thrown from the carriage, and the horse had to be put down. Determined that accidents like that shouldn't happen, Morgan's innovation was to add a third light – a 'caution' light. This gave vehicles that had entered the intersection enough time to get out before the signal changed to 'go'. Morgan sold the patent to the General Electric Motor Company, which installed the new traffic lights in cities all over the country. As a result, roads became safer and many lives were saved.

So why is Morgan so widely admired? Not only did his inventions save the lives of millions, but he also put his heart and soul into the community, even running for city council. So while his life was a classic rags-to-riches story,

it was also the story of a man who took a leadership role and truly cared about others.

7 EXTREMES



Lesson 7.1, Listening, Exercise B

7.1 A = Arjun C = Catina T = Tony

- T: Welcome back to *The Breakfast Show* with me, Tony Scott. Now I'd like you to meet a real-life superhero, Arjun Prasad. Good morning, Arjun. What's your story?
- A: Good morning. Well, I was driving home from work about three months ago, not really paying attention to the other vehicles, when suddenly I heard a loud bang from the road behind me. I looked in my mirror and saw a car had run over a bicycle. The bicyclist was still trapped under the car, which was leaking fuel onto the road.
- T: Sounds terrifying! So the car could have exploded at any second, couldn't it?
- A: Exactly. So I ran over and lifted up the car while the other driver pulled the bicyclist free. As soon as she'd freed the bicyclist, I put the car down again. Then together we carried her to safety and called an ambulance. And we were just in time – the car exploded a few seconds later. A spark must have caused the fuel to catch fire.
- T: My goodness! Now, you said you lifted up the car. But that's incredible. I mean, you're a big guy, aren't you? But a car!
- A: Yeah. It's weird, isn't it?
- T: It certainly is. This seems like a good point to introduce my second guest, Catina Ivănescu, a professor of kinesiology. Catina, how is it possible for a person to lift a car? I mean, a car weighs, what, a metric ton and a half, doesn't it?
- C: Good morning. Yes, a typical family car weighs between 1,500 and 2,000 kilograms. The world record for weight-lifting is just over 500 kilograms.
- T: Are you saying that Arjun lifted over three times the world record?
- C: No, not at all. If he'd lifted the car above his head, that would have been a superhuman feat. But in fact Arjun just lifted part of the car a few centimeters off the ground. Three or even all four of the car's wheels were still on the ground, supporting most of the car's weight.
- T: Right. So Arjun's achievement is nothing special, then?
- C: Far from it! First of all, as Arjun said, it was an incredibly dangerous situation, with a high risk of an explosion at any second. So Arjun's actions were unquestionably courageous. There's no doubt that the bicyclist escaped serious injury thanks to Arjun's heroic actions. But in addition, it still takes exceptional strength to lift a car, even by a few centimeters.
- T: OK. Let's conduct a little experiment now. We have here in the studio a car of the same model as the one you lifted, Arjun. Could you lift it for us now?
- A: Uh, not really. I've had a bad back for several months, and the doctor advised me against doing any more heavy lifting.
- T: Oh. That's a shame!

- C: Why don't you lift it, Tony?
- T: Me? Uh, OK. Wow! That's heavy! There's no way I could lift that!
- C: Well, not here and now. But who knows? Maybe if you were in the situation Arjun found himself in, you might be able to. It's all about something called 'hysterical strength': the strength that you get in extreme situations.
- T: So that's what helped Arjun, then, was it? Hysterical strength?
- C: Exactly. Basically, we're all a lot stronger than we think we are. But when we push our muscles to the limit, it's really painful.
- T: Yeah, I know. I was in too much pain to lift the car – it was agony!
- C: But that pain is just our body's way of telling us to stop exerting ourselves before we break anything. We feel it when our muscles are operating at around 60% of their potential. But, you could, theoretically, push yourself a lot further without damaging your muscles.
- T: OK. But surely it would hurt so much that you'd want to stop.
- C: Exactly. But in a high-stress situation, your body is flooded with adrenaline, which blocks your body's pain sensors – but only temporarily. That's how Arjun was able to go way beyond 60% of his strength. He didn't notice the pain until the adrenaline had worn off.
- A: Exactly. I literally didn't feel any pain at all until about an hour after the accident. And then every muscle in my body was in agony!
- T: I'm sure. Uh, I'm just wondering, Catina. We can't harness this strength in everyday life, can we?
- C: Well, world-class athletes are able to harness it to some extent. During training, they can often push themselves up to 80% of their potential. But in high-stress situations, such as when they're chasing an Olympic medal, it's often possible to go much higher. That's why so many world records are broken at such events, rather than in regular training sessions. The adrenaline blocks the pain, allowing you to go way beyond your normal limit.
- T: Ah. OK, one last question, Arjun. What happened to the bicyclist?
- A: She made a full recovery. When I met her last week, after a few weeks in the hospital, she said if it hadn't been for my actions, she might not be alive today. But I don't feel like a hero – I'm just a normal guy, aren't I?
- T: Well, I'm not so sure about that, Arjun! Anyway, let's have a break now, shall we? We'll be back very soon.

7.3 Lesson 7.2, Listening, Exercise C RS = Recruitment specialist

RS: OK, so let's look at those questions now. Interviewers often use the 'desert island' question to determine what sort of person you are. A practical survivor type might take a knife or even a satellite phone. A more creative dreamer would take something original and fun. There's no correct answer – it depends what type of employee they're looking for. Just don't pretend to be something

you're not. Focus instead on the image you want to convey about yourself.

Next, the 'dinosaur' question tests your ability to avoid obvious answers. Ninety percent of people say T. Rex is the first dinosaur they think of. But unless the employer is looking to recruit cold-blooded predators, T. Rex would be pretty unsuitable as a potential employee. Almost any other answer is much better – as long as you justify it.

The 'weakness' question is an old classic. Whatever you do, don't claim to not have any weaknesses, or you'll come across as arrogant and lacking in self-awareness. A good trick is always to describe a weakness that you've overcome.

With the 'stapler' question, the key is to think beyond the obvious applications, and to explore the properties of the object in question. I wouldn't recommend saying 'a paperweight' – it's what everyone always says.

OK, so the 'pizza' question tests your ability to make estimates and work out a plan. So don't just say any old number that pops into your head. You don't need to produce an accurate answer – which would be about 150 million in this case. But of course it's better if you're in the right ballpark, which in this case would be between around 75 and 300 million.

Next, the 'not on your résumé' question is a great opportunity to remind the interviewers that you're a real person, not some invented character whose life revolves around landing this particular job. It's fine to get personal, but don't forget to bring your story back to how you're suitable for the job.

Finally, for the 'worst enemy' question, it's always worth mentioning that you don't have any enemies. But resist the temptation to leave it there; talk about perceived weaknesses that are actually strengths. Demonstrate your ability to see yourself through others' eyes – a crucial skill for any employee.

7.4 Lesson 7.2, Listening, Exercise D I1 = Interviewer 1 O = Oscar I2 = Interviewer 2

- I1: What would you take with you to a desert island and why?
- O: Uh, a notebook and a pen. I find writing poetry immensely calming, so an extended stay on a desert island, without any other people to distract me, would really get my creative juices flowing. I'd be utterly devastated if I couldn't record my ideas on paper.
- I2: Thank you. If you could be any dinosaur, which dinosaur would you be?
- O: Oh, a pterodactyl, a flying dinosaur, soaring high above the plains. The views would be spectacular, and the sense of freedom would be really exhilarating. But much more importantly, compared to the ground, the sky would be a relatively good place for staying out of harm's way!
- I1: OK. What's your biggest weakness?
- O: Hmm, well I tend to be somewhat disorganized. When I was a student, I frequently missed deadlines. But then I learned some remarkably simple techniques, and I've

improved noticeably since then. For example, I make a to-do list every day, and I can't have any rewards until I've cleared my list. It takes a lot of self-discipline, but it's so satisfying to know that, at long last, there's nothing hanging over you.

I2: Thank you. Name four uses for a stapler, without the staples.

O: You could use it to pick up tissues without getting your hands dirty! You could also use it as a hammer for hitting things. I suppose you could also give it to a child as a toy – the child might have fun pressing it and listening to the noises. And I suppose you could also use it as a paperweight, to hold down papers when it's windy.

I1: Hmm. How many square meters of pizza are eaten in the US each year?

O: A standard pizza is, what, thirty centimeters across? So you could easily fit nine inside a square meter. In fact, if you cut them up, there'd be room for possibly three more in the spaces, so, twelve. That's a year's supply for me. I'm not completely sure how typical I am – I guess some people would eat that many in a single month! But if we assume I'm not radically different from the average American, then we're looking at around one square meter per person per year. The US has around 300 million people, so that's my estimate: 300 million.

I1: Not bad. What's the most interesting thing about you that we wouldn't learn from your résumé?

O: Well, I have six younger brothers and sisters, who are all really adorable. I'm the oldest, so I've spent most of my life taking care of them while my parents were working. It's been really challenging, because I never had any time to myself and it was practically impossible to study, but it's also incredibly rewarding when I see how far they've come.

I2: Great. How would your worst enemy describe you?

O: Hah! I'm not the sort of person who has outright enemies. It used to irritate me when people treated me badly, but I've learned that the best trick is to ignore them and move on! I know some people are jealous of what I've achieved and they think I'm lucky. But they haven't seen all the struggles I've been through. The people who matter know that I deserve any luck that has come my way.

I1: OK, great. Thanks. That's the end of the interview.

8 WELL-BEING



Lesson 8.1, Listening, Exercise B

8.1 **C = Cheryl J = Jake L = Luke**

L: Hey, Cheryl.

J: Hello, Cheryl. What you doing?

C: Oh, hey guys. Check out my brand new ... smart watch! What do you think?

L: Cool. I've been meaning to get one of those. Is that turned on, Cheryl?

C: Um ... maybe.

J: Smart watch eh? Hmm ... not a hundred percent convinced about those. I mean if I want to check my email I can just look at my phone.

L: Yeah, yeah ... but you can use it whenever you exercise to monitor the amount of activity you do.

J: Didn't know you were so big on fitness Cheryl.

C: Yeah, sure. I mean ... I do like to stay active ... and ... well, OK so ... You'll never guess what ... I've just been commissioned to write an article about wellness technology.

L: Amazing!

J: Cool. Congratulations. But what's wellness technology?

C: Good question. So wellness technology is ... technology with which we can improve our health and well-being.

J: Did you just read that somewhere?

C: Maybe. But you get the idea. There are a lot of other devices you can get to track things. Actually, you can monitor whatever you need to keep an eye on: your breathing, temperature, glucose levels in your blood, amount of sleep, pretty much everything!

J: Yeah. And it sounds a little like information overload to me.

C: Well, yes and no. Sure more information doesn't necessarily mean better health. But I've just read several news stories about people whose lives may have been saved because their smart watch alerted them to a problem. For example, on this smart watch take this handy ... heart rate tracker.

L: Eighty-five beats per minute. Isn't that fairly high ...

C: Not for me, Luke. No. And anyway I'm a little stressed. I'm meeting the person writing the article with me for lunch today. I'm supposed to share my ideas. But I think I'm out of new ideas!

L: Well, what about the smart swimsuit? Have you heard of that?

C: Hmm ... tell me more.

L: Hang on – here it is. It's a swimsuit with a tracking tag embedded, so you can log your time and how far you swim. It will start tracking all that whenever you put the swimsuit on.

J: I don't know. What happened to just going for a swim? People are obsessively tracking everything these days. Writing down everything they eat or do. It takes over your life – when really all you need to do is get some exercise and eat healthily.

L: But I don't think wellness technology is just about fitness fads. For example, monitoring devices can help show your doctor the big picture so he or she will be more likely to pick up on any problems. And it goes beyond just tracking. Like the smart pill bottle.

C: The smart pill what? Let me write this down.

L: It's a pill bottle for medication, like the Adhere Tech bottle. It glows blue when it's time to take your medication. And ... if you forget ... it starts flashing red. It can also text you or email you to remind you to take medication.

- J: OK, maybe that could be useful for my grandpa.
- L: There are a few health devices like that now. I was also reading about this thermometer. It's basically a thermometer which a smartphone can be attached to. Here it is. It says ... this device has an automated diagnosis feature whereby it checks the symptoms of the person to whom it's attached against a database. I'll send you a link to the review. And look at this – this could be a great quote for your article. 'As tech gets smarter and people get smarter about tech, this could be the decade in which we revolutionize healthcare.'
- C: Yeah. Yeah. I think that would work as a tagline. Great! Thanks, guys. One last question though. Is this thing really turned on?



Lesson 8.2, Listening, Exercise B

8.3 L = Laura B = Bill R = Rohan J = Julie

- L: Hello, everyone. This is *First Past the Post*, the sports performance podcast. My name is Laura Ford ...
- B: And I'm Bill Williams.
- L: This week, we're talking about sports psychology. A lot of the big teams have sports psychologists these days. But what do they actually do? This week we set out to find out more.
- B: First up, we spoke to Professor Rohan Kumar, a lecturer in sports psychology. Here's what we discussed ...
- L: So Rohan, could you explain what a sports psychologist does?
- R: Certainly. Essentially, our job is to help athletes perform at the peak of their abilities. We do that by offering training and therapy. Training usually means things like encouraging positive thinking, whereas therapy could be supporting them with off-field issues – this is particularly important in the case of long-term injuries.
- L: You mentioned working on positive thinking. How exactly does that work?
- R: Well, athletes, even elite athletes, suffer from the same fear of failure that we all do. They have times when they doubt their abilities or get cold feet because they're anxious about competing. Our job is to help athletes cope with these feelings, so they can perform to the best of their abilities.
- L: So what kind of training do you do with them?
- R: Well, I said before that positive thinking is important – but that doesn't just mean encouraging people to imagine winning a game or winning a trophy. It's actually more about visualizing your performance, thinking about the individual steps that you need to take, and imagining doing each one of those steps in exactly the right way. It's all about staying calm and focused, so they can give it their best shot.
- L: So you encourage them to break things down into smaller goals?
- R: That's right. It helps people focus by thinking about these smaller goals rather than getting distracted by the big picture. We also work on self-talk, which means trying to get control of that little voice inside your head that says you're not good enough or that you're having a

bad day. We train athletes to use positive self-talk to build self-confidence and self-belief – and if it's a team game, to talk out loud and encourage those same feelings in the rest of the team.

L: That's been really helpful. Thank you for your time, Rohan.

R: You're very welcome.



Lesson 8.2, Listening, Exercise D

8.4 B = Bill J = Julie L = Laura

- B: After Laura spoke to Professor Kumar, I spoke to Julie Matic, a sports psychologist working with a local soccer team. I should mention that Julie was speaking to me from a training session, so there's a little background noise during this interview.
- B: Julie, thank you for taking the time to talk with me today.
- J: No problem.
- B: So, can you tell me a little about your role with the team there?
- J: Well, before I started here, the team had been going through a losing streak, so one of the first things I needed to do was to help the team get over their fear of failure. I've been helping them to think about failure in a more positive way, so they don't dwell on the fact that they failed, but they try to learn from that experience, so that failure becomes a positive thing. Nobody can win every game, so it's not a disaster to lose – as long as you just think about what you can do differently next time.
- B: What about working with individual players? What kinds of things do you focus on?
- J: Well, the most important thing is to get to know the individuals, and encourage the coach to do the same, so that we can work out the best way to get the most out of each person. When people think about coaching, most people have a stereotypical image of a coach shouting at the players, but that's very outdated because many players won't respond positively to that kind of coaching. Different players need different approaches – some people need a lot of guidance, some need a lot of praise, others need to feel trusted and important. It's important to talk to the players – to listen to them and find the right way to work with them.
- L: Apologies again for the sound quality on that interview, but she said a lot of really interesting things. I completely agree that it's important to think about the right kind of coaching to suit individual players. I need someone to nag me and tell me to up my game, but I know that's not everyone's cup of tea.
- B: Yeah, actually I find that kind of coaching ends up distracting me because I get so angry with the coach. It means I don't concentrate on the game and I end up playing even worse! I prefer a more supportive approach.
- L: Yeah, I can imagine that! So we also interviewed ...

9 BEHAVIOR



Lesson 9.1, Vocabulary, Exercise B

9.1 **M = Man W = Woman A = American**

M: I could do with some new wheels but they'd set me back at least ten grand ... and I'm completely broke.

A: Hey, can you lend me ten bucks? Ah, sweet. That's awesome, dude.

W: I don't mean to gripe, but the office bash last night was a hot mess. I was so bummed!

M: This guy offered me a brand new TV for fifty bucks, so I'm like 'Sounds shady to me – it's probably hot or something.'

A: I wanted to hang out with my buddies tonight but I'm totally beat, so I guess I'll just chill out and crash instead.

W: I'm so stoked cuz I got myself a new crib. It's so cool.



Lesson 9.1, Listening, Exercise B

9.3 **L = Lisa G = Greg J = Jake H = Helen**

L: Uh, hello.

H: Hey. Come on in. I'm Helen.

J: What's up? I'm Jake.

G: Good morning. How are you doing? I'm Greg.

L: Good, thanks. I'm Lisa. Are you all here for the psychology experiment too?

G: Yeah. The organizers offered us ten bucks, so we signed up.

L: Yeah, same here.

J: I don't know what they're testing, though. Do you?

L: Something about perception skills and stuff like that. Are we supposed to wait for the experimenters?

H: Nah, there were two guys here earlier, psychology professors or whatever, and they were like 'sorry but we have to go and teach.' They left some questions in an envelope.

G: What a hot mess! Should we get cracking?

J: OK. Task 1: Which line is the same length as the one on the left? Easy. It's line B, isn't it?

H: Yeah, definitely B. It's obvious.

G: Yeah, it's line B. Lisa?

L: Uh, yeah. Line B.

H: Hey, those doughnuts look kind of yummy. Do you think they're for us?

L: I suppose so. Look, there's a note. It says this plate's for the 12 o'clock group and this is for the 11:30 group – that's us.

G: Cool! Mmm, yummy!

H: What's the next task? Let's see: AFC or PTU?

G: PTU, no question. What about you, Jake?

J: Definitely PTU.

H: Yeah, me too. Lisa?

L: Uh, yeah, PTU, I suppose.

J: Great. Those doughnuts were crazy yummy. Can we have some more?

L: Well, the others are supposed to be for the next group.

H: Yeah, but we could just eat them and hide the note!

J: Yeah, whatever.

G: Fine with me. Lisa?

L: Oh, go ahead then. I mean, they are yummy!

G: Cool! Well done Lisa! You passed the test!

L: What are you going on about?

H: Sorry, Lisa, but it wasn't about perception at all. It was about social pressure and conformity: how groups influence our behavior, and so on.

L: How do you know? Aren't you participants like me?

J: Nah, we're the experimenters. We were only pretending. Sorry.

L: So what do you mean, I passed the test?

G: OK, so the first part was the lines. Did you really think it was line B?

L: Not really. It seemed obvious it was line A, but then you all seemed sort of convinced it was line B. I thought my eyes were playing tricks on me in some way!

H: Yeah, that happens to more or less everyone. Sometimes it's easier to follow the crowd, in a sense, than to trust your own eyes!

L: So it was line A after all?

H: Yeah, of course it was! OK, so the second test was AFC versus PTU. Why did you go for PTU, Lisa?

L: Cuz you all chose it! I don't even know what PTU stands for. What is it?

J: PTU? Pretending to understand! Most people

hate admitting they don't understand something, especially when everyone else is nodding their heads, or something like that, so you pretend. But maybe everyone else is pretending too! They're all kind of too embarrassed to admit they don't know what's going on!

L: So what's AFC?

J: Ask for clarification! Always ask, even if it makes you feel stupid!

G: Enjoy the doughnuts, Lisa?

L: Yeah, they were yummy.

G: Yummy? That's a strange word! Why do you say that?

L: Oh, you got me again! You all called them yummy, didn't you? I never say 'yummy'! Bummer!

G: Yeah, sorry. We wanted to influence your choice of words. We used a lot of slang too, and stuff like that, to get you to conform to our style of speaking.

L: Ah, yeah. I always thought 'yummy' was uncool, but when you all started using it, I thought maybe it was cool again!

H: Nah, yummy is always a lame thing to say!

J: How did you feel about eating the other group's doughnuts, Lisa?

L: Not good. But you all convinced me it was fine. It was some kind of trick again, wasn't it?

J: Yeah, sorry. That was an example of 'groupthink', where people make bad decisions as a group that they wouldn't make as individuals. That's why we agree to things we

don't want to do. And it's why many business teams make such terrible decisions.

L: OK. And what was with that humming at the end?

H: Hah! That was the last task. We wanted to make you copy us. And it worked!

L: Yeah, I know. I felt kind of stupid cuz I didn't know what was going on, so I just joined in. You must think I'm some sort of sheep, copying everything you did!

G: Chill out, Lisa. Most people are just as bad as you! Anyway, a big pat on the back to you for taking part. You're the bomb! Want another doughnut?

Lesson 9.2, Listening, Exercise B

9.6 **P = Presenter M1 = Man 1 M2 = Man 2 W = Woman**

P: Hello and welcome to *Human Behavior*. Today we're looking at one of the most famous experiments of all time.

In the 1940s, the leading behavioral psychologist, B.F. Skinner, conducted a remarkable experiment. Some hungry pigeons were placed in a cage with a mechanism that delivered food.

The twist in this particular experiment was that the pigeons' actions had no effect whatsoever on the mechanism, which simply delivered food at regular intervals, regardless of what the pigeons did. The pigeons, of course, didn't know this, so they kept pecking and pushing and so on in a desperate attempt to make the mechanism deliver food. Inevitably, there were occasions when food appeared immediately after the pigeon had performed a particular action. That was enough to convince the pigeon that it was that action that had caused the food to be delivered, so the pigeon kept repeating it again and again. And of course, every time the mechanism delivered another serving of food, the pigeon became more and more convinced that it could influence the mechanism with its actions.

According to Skinner's report, the pigeons swung and moved around a lot, making it look like a kind of bizarre pigeon dance. Surely humans wouldn't believe such actions could influence something beyond our control ... or would we?

In fact, when the experiment was repeated on humans, who received points instead of food, the results were almost identical. By the end of one experiment, the participants were convinced that they'd gotten a point for a particular combination of shrugging, fidgeting and rocking back and forth. What never seemed to occur to them was that the points were simply awarded after completely random lengths of time. If they'd just sat there and waited, they'd still have won the points just the same, without making themselves look ridiculous in the process. But of course, it wouldn't have been so entertaining to watch.

Does anything like this happen in real life? Let's hear from a few people we interviewed on the street this morning to find out.

M1: I'm a big soccer fan. I try to watch all my team's games on TV. In fact, pretty much whenever I miss a game, my team loses! So I make sure I'm sitting by the TV in time for each game, wearing my lucky soccer jersey and scarf, to bring my team luck! And it definitely works – well, most of the time, at least.

W: It started when I was young, and my aunt gave me a lucky hamster toy before a big test. I forgot to take it with me for my next test, which was a disaster! So ever since then, I've always used lucky toys in exams.

M2: I always buy my lottery tickets at exactly 11:41 on a Thursday morning. I know it sounds crazy, but every time I've won any money on the lottery, it's after buying my ticket at that time. Unfortunately, it doesn't always work, for some reason, but it certainly seems to improve my chances of winning.

P: I'm sure it does. Anyway, join us again next week on *Human Behavior* ...

10 SOCIETY

Lesson 10.1, Listening, Exercise B

10.1 **D = Denise**

D: Walking along the streets of Beijing, you really get the sense of a city going through a rapid period of change. Huge skyscrapers dominate the skyline, while construction work continues all around. As the city evolves, its population has swelled to over 21 million, making Beijing one of the most populated cities in the world. And the more people there are, the more challenging it becomes to provide comfortable environments for people to live and work in.

Fortunately, researchers at the Well Living Lab on the northern outskirts of Beijing are conducting an extensive research project to identify ways that building design can make people healthier, happier and more productive. And if people feel better about their environment they have a higher inclination to interact positively with the people around them. Inside an unassuming office building, human guinea pigs are being carefully monitored inside a simulation of a typical office environment. I talked to environmental psychologist Wang Wei about how this kind of research can help with building design.

Lesson 10.1, Listening, Exercise C

10.2 **W = Wang D = Denise**

D: So, Wang Wei, what research is being done at the Well Living Lab here in Beijing?

W: They're looking at how small changes to the environment, such as changes to the lighting, air quality or noise levels affect people. They're observing people's emotional responses and using wearable technology to monitor people's physical reactions.

For example, recently they've been looking at what kind of light makes workers most productive. They experimented by using different kinds of light. They found that people strongly preferred daylight to electric light – and, as a matter of fact, other research has shown that people have a tendency to be less productive if their desk is more than 7.5

meters away from a window. They also found that certain kinds of blue lighting can have a positive effect on workers' moods.

D: What other things have psychologists learned about office environments?

W: Some fascinating research has focused on shapes and lines. Apparently, people feel more comfortable in places with round shapes and curved lines. On the other hand, straight lines and sharp edges have been shown to create feelings of fear. Other research has looked at colors. Red walls have been shown to be better suited for tasks that require accuracy and attention to detail – maybe because people associate the color red with danger, so they're more alert. Conversely, blue walls suit creative tasks – in fact, people trying to be creative in rooms with blue walls had twice as many ideas as those working in rooms with red walls.

D: And what have we learned about the design of the city?

W: People living in cities tend to have higher levels of stress, so unsurprisingly a lot of the research has looked at what can be done about this. One interesting study showed that people are more relaxed when they see lively and interesting store facades, whereas plain, monotonous facades make people anxious and give them the urge to hurry past. Other studies have looked at how spaces can facilitate more communication – because cities can be very isolating places. Some ideas include arranging spaces that encourage interaction between strangers, such as providing more seating in communal spaces. It sounds simple, but many places have had this kind of seating removed in recent years and people didn't realize the impact this would have.

D: If you don't believe the importance of thinking about these details, you only need to look back at the story of the Pruitt-Igoe housing complex that was built in Missouri in the US in the 1950s. When it opened, the complex was lauded as magnificent architectural design. Yet, when people actually began to live there, several problems with how people interacted in the space became evident – for example, the wide spaces between the different apartment buildings in the complex meant people in different buildings had little chance to interact. This meant there was no sense of shared community between residents of different buildings, and as a result, the complex quickly became a hostile and unpleasant place to live in. The project's failings were a reminder for architects to think not just about the look of buildings, but also about how people would interact within the spaces they create.

Today, various studies, like the ones being carried out in Beijing, are looking at how places make people feel and act. This research is vital for creating the buildings of the future. With so many people living close together, the environment should encourage positive feelings.



Lesson 10.2, Listening, Exercise B

10.4 **R = Robin J = Joanna Mr. E = Mr. Evans**

J: A few weeks to go and then we're done with college for good. Can't believe it.

R: Me neither. The end of an era. So ... you going to work at your dad's company then?

J: Hmm ... hope not. Not if I can help it, anyway. But yeah ... may need to. Any idea what you're going to do?

R: Well, funny you should ask that. I've just been trying to look over my résumé and looking for some interesting stuff to apply to. The thing is I really want to do something to help people. But I haven't seen too much of that sort of thing.

J: Really? Oh OK, thought you were going to apply for something in business though, like one of those management trainee programs.

R: I don't know. I don't think all that is really for me. I'd like to make some kind of a difference in the world. You know my cousin works for a charity, right?

J: Oh yeah?

R: Yeah, a clean water organization. Anyway, we've been talking a lot recently about all the stuff she's doing and it kind of made me want to do something similar too.

J: Oh, OK got you. But you wouldn't earn that much working for a charity. At least not at first. Any other ideas?

R: Well, yeah I thought about politics too.

J: Hmm. Don't know. I mean all they seem to do is argue with each other. Just don't know how much of a change you'll be making.

R: OK ... and there's also social work. You know, looking out for children, vulnerable people ...

J: Hmm OK ...

R: I take it you're not convinced then?

J: I just think that looks like a tough job, coping with a lot of difficult situations. I couldn't do it myself personally. I was thinking ... what about teaching? You'd be a great teacher. You could train to be a teacher or just volunteer in your spare time.

R: Yeah ... I guess.

J: Hey, there's Mr. Evans. Isn't he the new career advisor? Why don't you talk to him?

R: Good idea. Hang on a sec ... Excuse me, Mr. Evans. Would you have a minute to talk?

Mr. E: Oh hello Robin. Sure. How can I help?

R: I was wondering if you could offer me some advice. I've just been considering what to do after graduation.

Mr. E: OK. So what are you interested in doing?

R: Well I think ... first and foremost I want to do a job which involves helping people, you know, that are less fortunate than myself. So I was interested in applying for a position with a charity.

Mr. E: Ah. OK. So my first question then would be: what kind of charity do you have in mind?

R: So, ideally one that campaigns for clean water ... or maybe disease prevention.

Mr. E: So second question: what do you see yourself doing for them?

R: Well ... I'd like to be assisting with policy making, I guess.

Mr. E: OK let me just stop you there. Of course that is one area of charity work. But it's highly competitive. And you don't have experience or a specialist certification. You're more likely to be involved in fundraising, persuading people to donate money, at least initially. And even then, it would definitely strengthen your application if you can show some commitment to their particular work.

R: Like volunteering maybe. I was thinking about some kind of volunteer work.

Mr. E: You should definitely do it.

R: Great, thanks Mr. Evans. I can look into it.

Mr. E: But let me get to my final point. You should bear in mind that working for a charity isn't the only way you can help people. If you're likely to be helping the organization get money, you may actually be able to make more of a difference pursuing a career in business. Especially with your background. Then you can commit to donating a portion of your salary to your chosen charity.

R: Hmm ... I hadn't thought of that before.

Mr. E: Yes, there's a very, very interesting book about a Wall Street trader, called *The Most Good You Can Do*. If you haven't read it, you should. The guy was a philosophy student, really smart in fact. Just like you he was

thinking about how to make a difference. He decided that the way he could make the biggest impact was by working hard in finance and donating money to charity. He's been able to donate over \$100,000 a year to his chosen charities – and as a result touched many people's lives.

R: Thank you, I'll look it up. And thanks for the advice Mr. Evans, it's much appreciated. I definitely have a lot to think about.

Mr. E: You're welcome.

J: So, come on then. What did he say?

R: Not what I expected. At all. He said it might be better to get a normal job, you know, an office job or something like that.

J: Told you so.

R: No, but then give the money to charity.

J: Oh. Great.

R: Yep, that's what he said. Apparently, there's a guy who does that and has given over a hundred grand a year away.

J: No way!

R: Yeah I know. Crazy, right?

J: Well, it's kind of good advice. The part about an office job. I'd do that. I'm just not sure about the giving away part.