

- [1] It would be hard to overstate how important meaningful work is to human beings work that provides a sense of fulfillment and empowerment.
- [2] Those who have found deeper meaning in their careers find their days much more energizing and satisfying, and count their employment as one of their greatest sources of joy and pride.
- [B] Sonya Lyubomirsky, professor of psychology at the University of California, has conducted numerous workplace studies showing that when people are more fulfilled on the job, they not only produce higher quality work and a greater output, but also generally earn higher incomes.

- [4] Those most satisfied with their work are also much more likely to be happier with their lives overall.
- [5] For her book Happiness at Work, researcher Jessica Pryce-Jones conducted a study of 3,000 workers in seventy-nine countries, finding that those who took greater satisfaction from their work were 150 percent more likely to have a happier life overall.

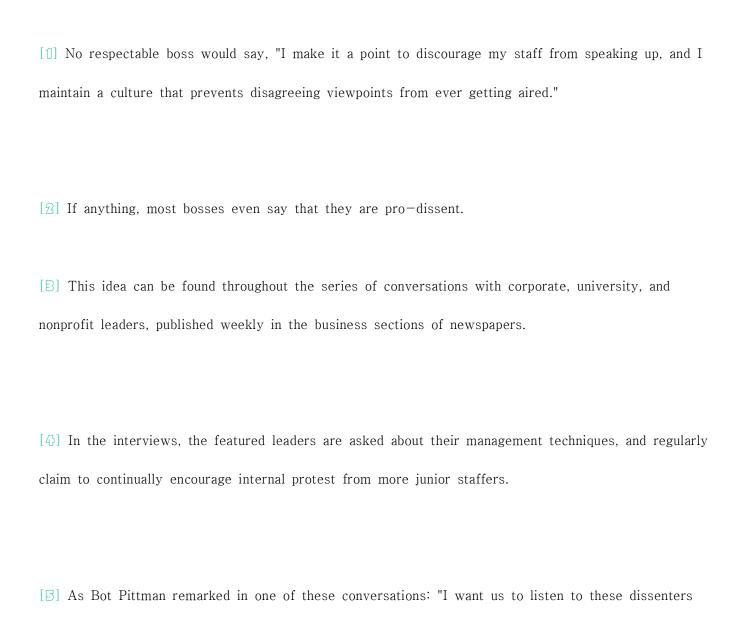


- [1] The rate of speed at which one is traveling will greatly determine the ability to process detail in the environment.
- [2] In evolutionary terms, human senses are adapted to the speed at which humans move through space under their own power while walking.
- [B] Our ability to distinguish detail in the environment is therefore ideally suited to movement at speeds of perhaps five miles per hour and under.
- [4] The fastest users of the street, motorists, therefore have a much more limited ability to process details along the street a motorist simply has little time or ability to appreciate design details.

- [5] On the other hand, pedestrian travel, being much slower, allows for the appreciation of environmental detail.
- [6] Joggers and bicyclists fall somewhere in between these polar opposites;
- [7] while they travel faster than pedestrians, their rate of speed is ordinarily much slower than that of the typical motorist.

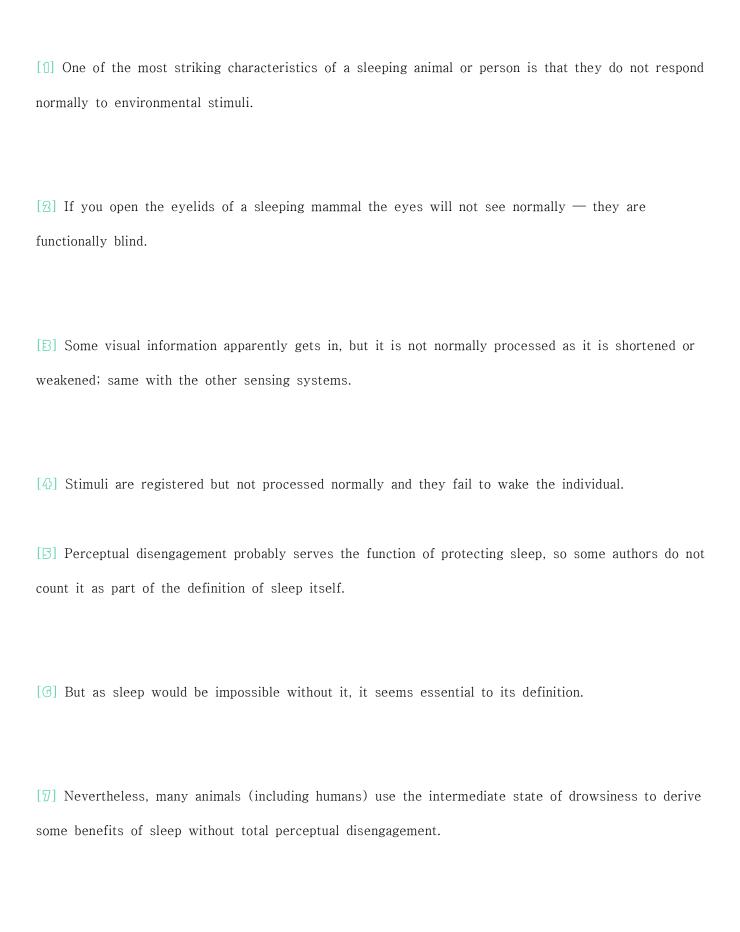






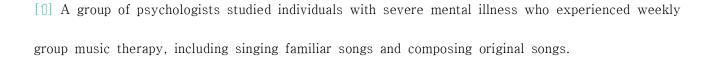
[G] because they may intend to tell you why we can't do something, but if you listen hard, what

they're really telling you is what you must do to get something done."



| [1] | Α | number | of | research | studies | have | shown | how | experts | in | a | field | often | experience | difficulties | when |
|-------|----|-----------|-----|----------|----------|------|-------|-----|---------|----|---|-------|-------|------------|--------------|------|
| intro | du | icing nev | wcc | omers to | that fie | ld. | | | | | | | | | | |

- [2] For example, in a genuine training situation, Dr Pamela Hinds found that people expert in using mobile phones were remarkably less accurate than novice phone users in judging how long it takes people to learn to use the phones.
- [B] Experts can become insensitive to how hard a task is for the beginner, an effect referred to as the 'curse of knowledge'.
- [4] Dr. Hinds was able to show that as people acquired the skill, they then began to underestimate the level of difficulty of that skill.
- [B] Her participants even underestimated how long it had taken themselves to acquire that skill in an earlier session.
- [G] Knowing that experts forget how hard it was for them to learn, we can understand the need to look at the learning process through students' eyes, rather than making assumptions about how students 'should be' learning.



- [2] The results showed that the group music therapy improved the quality of participants' life, with those participating in a greater number of sessions experiencing the greatest benefits.
- [B] Focusing on singing, another group of psychologists reviewed articles on the efficacy of group singing as a mental health treatment for individuals living with a mental health condition in a community setting.
- [4] The findings showed that, when people with mental health conditions participated in a choir, their mental health and wellbeing significantly improved.
- [5] Group singing provided enjoyment, improved emotional states, developed a sense of belonging and enhanced self-confidence.

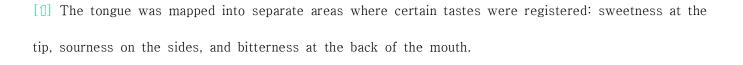
| [1] | In | many | sports, | people | realized | the | difficulties | and | even | impossibilities | of | young | children |
|------|-------|--------|----------|--------|-----------|------|--------------|-----|------|-----------------|----|-------|----------|
| part | ticip | oating | fully in | many | adult spo | rt e | nvironments | S. | | | | | |

- [2] They found the road to success for young children is unlikely if they play on adult fields, courts or arenas with equipment that is too large, too heavy or too fast for them to handle while trying to compete in adult-style competition.
- [B] Common sense has prevailed: different sports have made adaptations for children.
- [4] As examples, baseball has T ball, football has flag football and junior soccer uses a smaller and lighter ball and (sometimes) a smaller field.
- [B] All have junior competitive structures where children play for shorter time periods and often in smaller teams.
- [G] In a similar way, tennis has adapted the court areas, balls and rackets to make them more appropriate for children under 10.
- [7] The adaptations are progressive and relate to the age of the child.







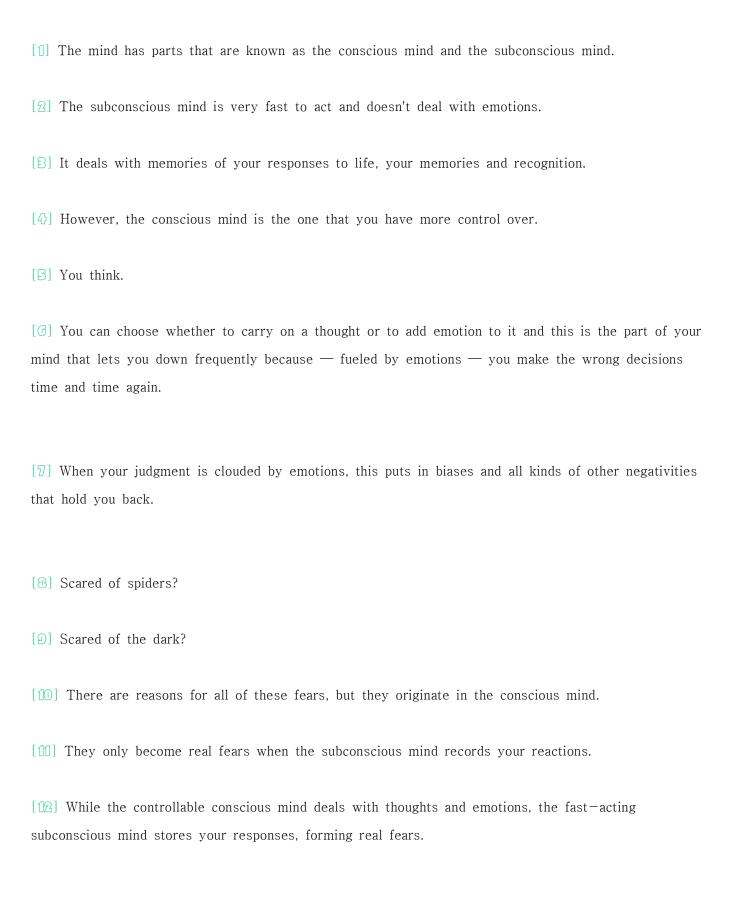


- [2] Research in the 1980s and 1990s, however, demonstrated that the "tongue map" explanation of how we taste was, in fact, totally wrong.
- [B] As it turns out, the map was a misinterpretation and mistranslation of research conducted in Germany at the turn of the twentieth century.
- [4] Today, leading taste researchers believe that taste buds are not grouped according to specialty.
- [5] Sweetness, saltiness, bitterness, and sourness can be tasted everywhere in the mouth, although they may be perceived at a little different intensities at different sites.
- [6] Moreover, the mechanism at work is not place, but time.
- [7] It's not that you taste sweetness at the tip of your tongue, but rather that you register that perception first.



| [1] No two animals are alike. |
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| [2] Animals from the same litter will display some of the same features, but will not be exactly the same as each other; |
| [B] therefore, they may not respond in entirely the same way during a healing session. |
| [4] Environmental factors can also determine how the animal will respond during the treatment. |
| [5] For instance, a cat in a rescue center will respond very differently than a cat within a domestic home environment. |
| [G] In addition, animals that experience healing for physical illness will react differently than those accepting healing for emotional confusion. |
| [7] With this in mind, every healing session needs to be explored differently, and each healing treatment should be adjusted to suit the specific needs of the animal. |
| [8] You will learn as you go; healing is a constant learning process. |







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- [2] As a simple example, there is a norm in Anglo society to say Thank you to strangers who have just done something to help, such as open a door for you, point out that you've just dropped something, or give you directions.
- [B] There is no law that forces you to say Thank you.
- [4] But if people don't say Thank you in these cases it is marked.
- [3] People expect that you will say it.
- [6] You become responsible.
- [7] Failing to say it will be both surprising and worthy of criticism.
- [8] Not knowing the norms of another community is the central problem of cross-cultural communication.
- [9] To continue the Thank you example, even though another culture may have an expression that appears translatable (many don't), there may be different norms for its usage, for example, such that you should say Thank you only when the cost someone has caused is considerable.
- [10] In such a case it would sound ridiculous (i.e., unexpected, surprising, and worthy of criticism) if you were to thank someone for something so minor as holding a door open for you.



