

| [1] Dear Ms. Lopez, |
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| [2] We want to express our gratitude for your dedication as a Spanish instructor. |
| [B] With exceptional teaching skills, you have significantly improved our students' progress and confidence in Spanish. |
| [4] As the year is about to end, it is time for us to reflect on your contributions and consider the renewal of your contract. |
| [5] Given your positive impact, we would like to offer an extension of your contract for the next academic year. |
| [G] We believe your continued involvement will further enhance our students' learning experience and academic achievement. |
| [7] We look forward to your response. |
| [8] Sincerely, James Martin Principal |
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| [1] Peter stepped out of the freezing night air and into the brightly lit hospital lobby, holding his three-year-old daughter in his arms. |
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| [2] The harsh light made her look even more unwell, her face all red and sweaty. |
| [B] Her fever had started suddenly, just before dinner, but it wouldn't go down despite his efforts. |
| [4] At the front desk, he explained her symptoms, his concern growing with every moment. |
| [B] They were quickly led to the doctor, who reassured him and carefully examined his daughter. |
| [G] After the doctor gave her a shot, her fever went down and she seemed more comfortable. |
| [7] As Peter watched her sleep peacefully that night, he felt a wave of calm wash over him. |
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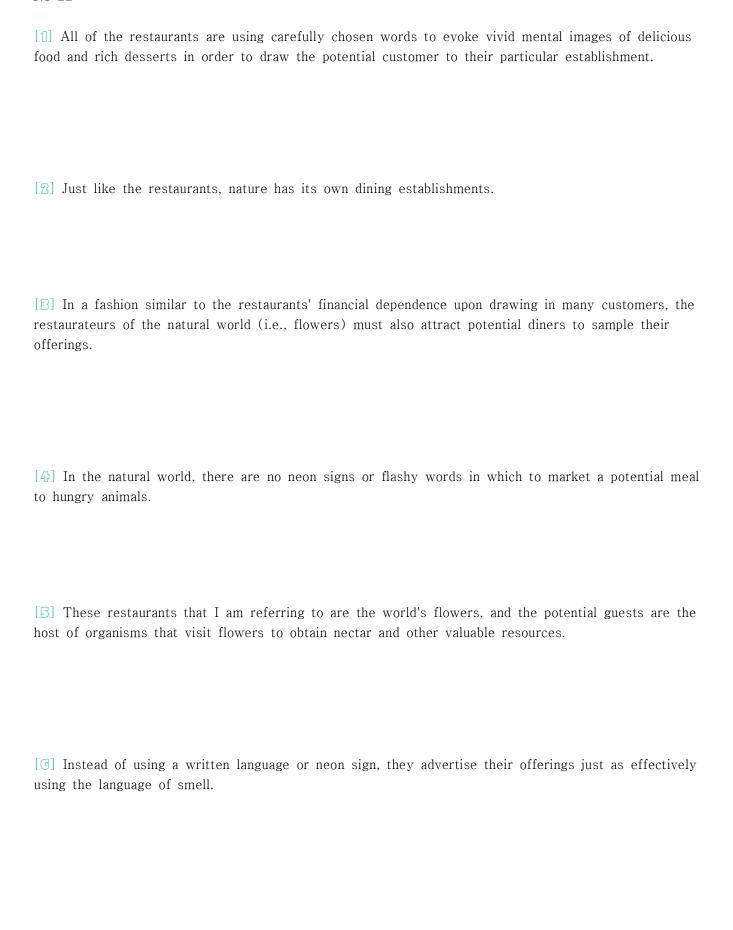


| [1] Ir | nagine you have the best tea in the world and you put it into a bag that's impermeable. |
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| [2] It | t won't work. |
| [B] Y | You just won't be able to make a cup of tea. |
| [4] F | For the teabag to work, it needs to be porous. |
| [B] Y | You need the tea and the water to come in contact with each other. |
| [d] In | n our lives too, we cannot survive and thrive in isolation. |
| | headers need to be careful not to build walls around themselves that prevent people from reaching them. |
| [8] A | As a leader, you need to be able to touch other people. |
| [9] T | The tea was meant to mix with the water. |
| [10] | Similarly all of us were designed to work with other people, with teams, and with society at large. |

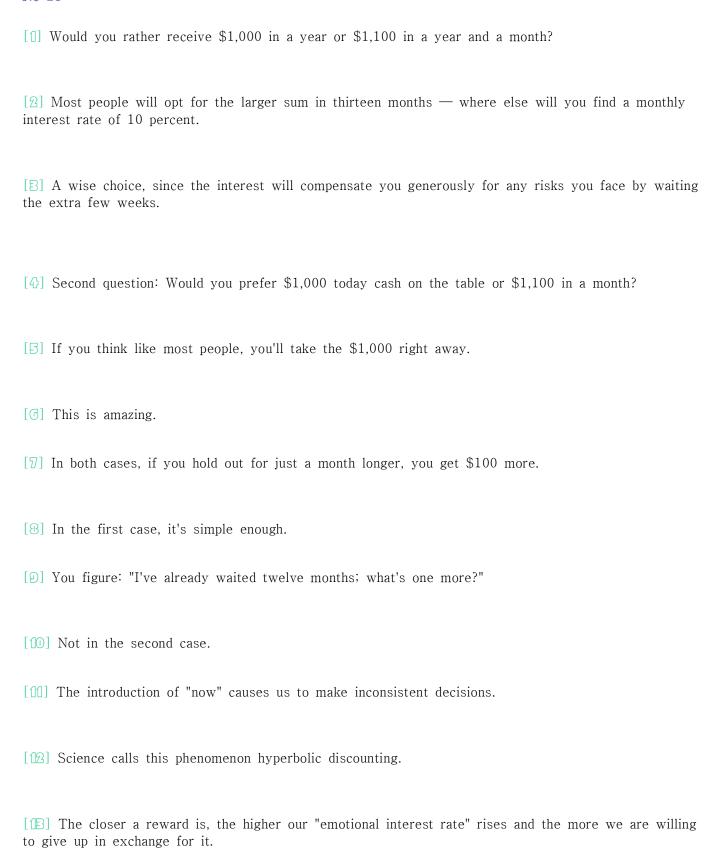


| [1] It is difficult, if not impossible, to define the limits which reason should impose on the desire for wealth; for there is no absolute or definite amount of wealth which will satisfy a man. |
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| [2] The amount is always relative, that is to say, just so much as will maintain the proportion between what he wants and what he gets; for to measure a man's happiness only by what he gets, and not also by what he expects to get, is as pointless as to try and express a fraction which shall have a numerator but no denominator. |
| [B] A man never feels the loss of things which it never occurs to him to ask for; he is just as happy without them; whilst another, who may have a hundred times as much, feels miserable because he has not got the one thing he wants. |
| [4] In fact, every man has a horizon of his own, and he will expect as much as he thinks it is possible for him to get. |









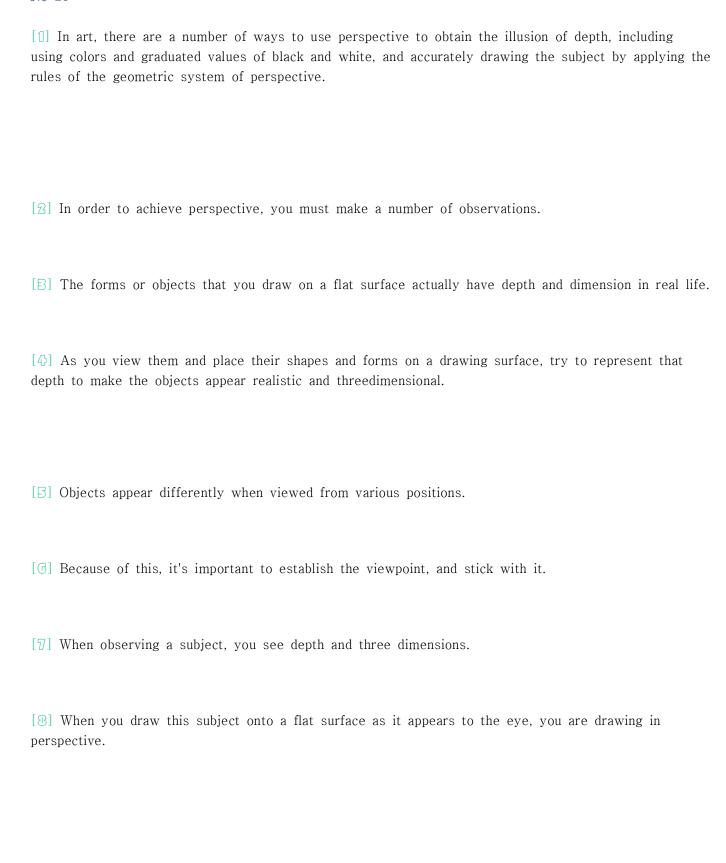




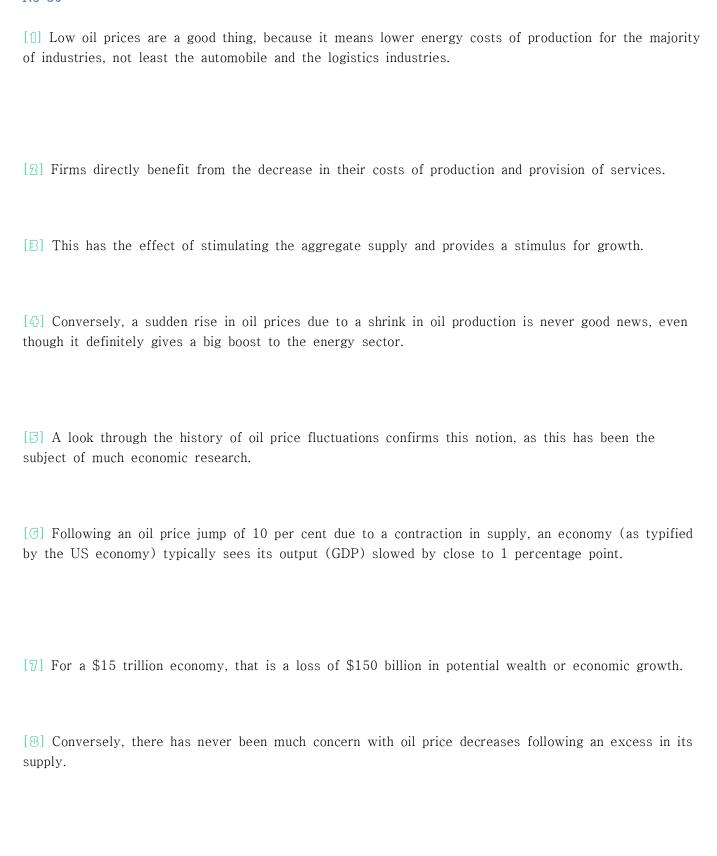


| [1] Filippo Brunelleschi is considered to be the founding father of Renaissance architecture. |
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| [2] He was born in Florence in 1377. |
| [B] Filippo was artistically talented, and trained as a goldsmith and a clockmaker before becoming an architect. |
| [4] When he was around 25, he traveled to Rome with his friend, the sculptor Donatello, where he studied the remains of ancient Roman buildings. |
| [B] His first architectural commission was the Ospedale degli Innocenti, which is one of the great Renaissance buildings. |
| [G] A number of other fine works, including chapels in Florentine churches, strengthened his reputation. |
| [7] And the stunning dome of Il Duomo is his masterpiece. |
| [8] He also designed machinery to produce special effects in theatrical productions. |
| [9] He died in Florence and was buried in Il Duomo. |
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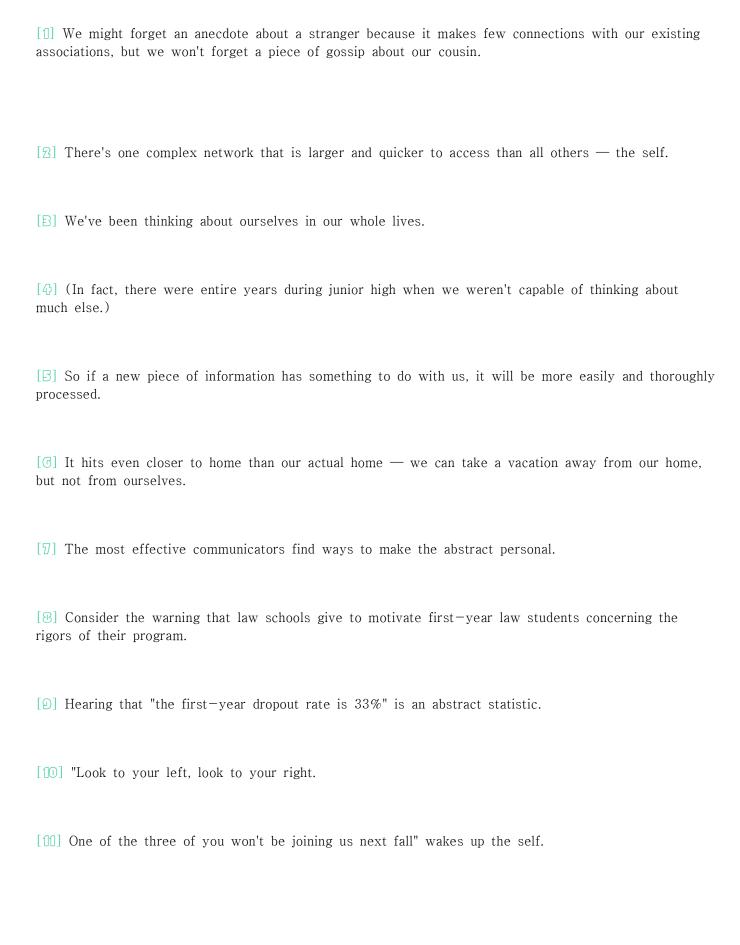




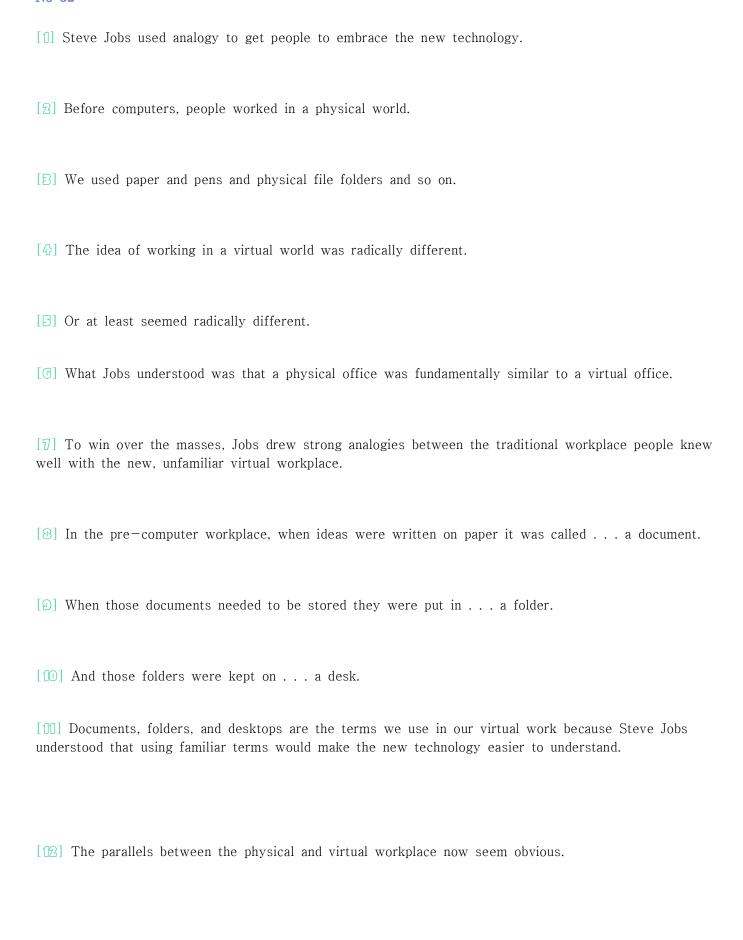














| [1] Turtle hatchlings have, it seems, evolved to crawl toward the light. |
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| [2] For millions of years this was a highly rational and effective strategy because the light on a dark beach represented the reflection of the moon and stars on the water's surface. |
| [B] Following the lights led baby turtles back home to the sea. |
| [4] The problems started when humans began building beachfront homes and sparkling hotels on the other side of the beach. |
| [B] Now after hatching, turtles heading for the brightest nearby lights were being guided straight into traffic. |
| [G] Are self-destructive sea turtles naturally irrational? |
| [7] Yes, in the modern world. |
| [8] But there's a deeper truth. |
| [9] Turtles are basing their decisions on simple cues that were perfectly rational for their ancestors; these days, however, their evolved decision-making mechanisms are being blinded by modern lights. |
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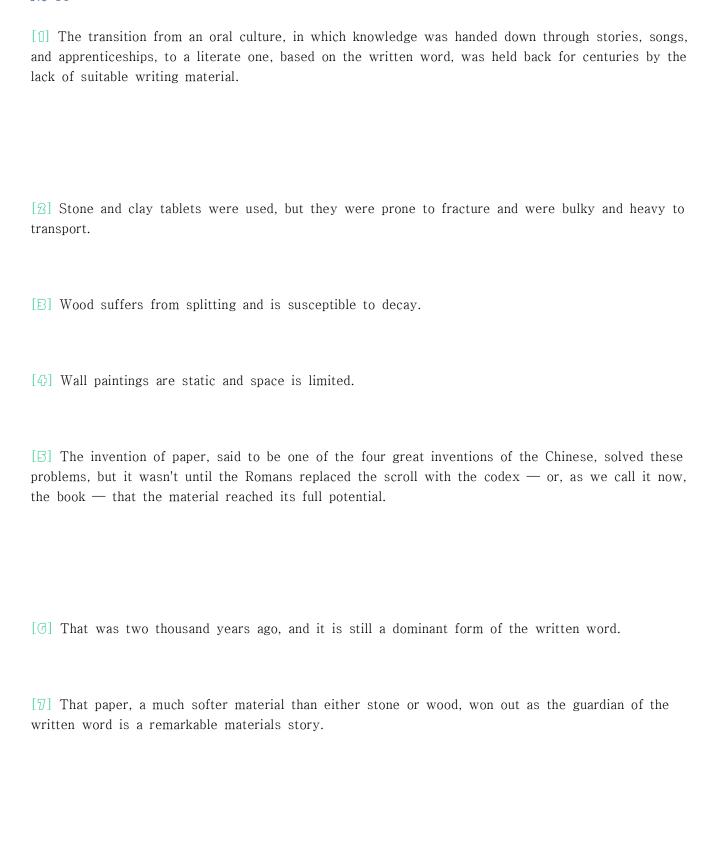


| [1] Sensory organs are the only channels of communication between the brain and the outside world. |
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| [2] Simply put, the brain is not designed to sense on its own. |
| [B] For instance, an exposed brain would neither sense light shining on it nor feel something touching it. |
| [4] In fact, patients are often kept awake during brain surgery, which can help a surgeon isolate specific regions of the brain. |
| [B] The ancient Greek philosopher Aristotle recognized this characteristic of the brain over 2,000 years ago when he said, "Nothing is in the mind that does not pass through the senses." |
| [G] This concept can be seen clearly when volunteers are blind-folded and placed in the warm water of a sensory deprivation tank. |
| [7] They soon experience visual, auditory, and tactile (touch) hallucinations, as well as incoherent thought patterns. |
| [8] From these experiments and others, it is apparent that we need constant input from our senses to carry out functions that give us personality and intellect. |
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| [1] The writer and zoologist Desmond Morris observed that our feet communicate exactly what we think and feel more honestly than any other part of our bodies. |
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| [2] Why are the feet and legs such accurate reflectors of our sentiments? |
| [B] For millions of years, long before humans spoke, our legs and feet reacted to environmental threats (e.g., hot sand, illtempered lions) instantaneously, without the need for conscious thought. |
| [4] Our limbic brains made sure that our feet and legs reacted as needed by either ceasing motion, running away, or kicking at a potential threat. |
| [B] This survival regimen, retained from our ancestral heritage, has served us well and continues to do so today. |
| [G] In fact, these age-old reactions are still so hardwired in us that when we are presented with something dangerous or even disagreeable, our feet and legs still react as they did in prehistoric times. |







| [1] A reason for a conclusion is very unlikely to consist in a single claim. |
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| [2] No matter how we might state it in short-hand, it is, analytically, a complex interaction of many ideas and implications. |
| [B] The reason must be broken down into a chain of more precise premises. |
| [4] For example, the claim that 'university education should be free for all Australians' might be supported by the reason that 'the economy benefits from a well-educated Australian population'. |
| [5] But is our analysis of the situation clearly expressed in just one statement? |
| [G] Hardly. The conclusion is about universities and free education, while the reason introduces some new ideas: economic benefit and a well-educated population. |
| [7] While the link between these two ideas and the conclusion might seem obvious, the purpose of reasoning is to avoid assuming the 'obvious' by carefully working through the connections between the various ideas in the initial statement of our reason. |



| [1] The word "migration" is almost always reported in the popular media and even in scientific literature as a problem or a crisis. |
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| [2] For example, migrants are assumed to overcrowd cities, clog up labor markets, and increase poverty. |
| [B] The other questionable assumption is that most migration is involuntary — people fleeing natural or man-made disasters. |
| [4] The reality, however, is more complex, and many migrants are simply seeking greater economic opportunity. |
| [B] Of course migration can and does create social and economic problems. |
| [G] But migration can also be a solution for many preexisting problems. |
| [7] For example, out-migration generally redistributes workers from places of labor surplus to areas where there is greater demand or more opportunity. |
| [8] Migration is generally selective of persons who are younger, healthier, more flexible, and more willing to endure hardship in hopes of a better life relative to their prospects in their places of origin. |
| [P] Most research that examines long-term outcomes of migration, including remittances and intergenerational mobility, finds positive "long-term" effects on places of origin and destination. |







| [1] The study of emotions and decision making is now of considerable importance. |
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| [2] This involves the application of various tools afforded by neuroscience. |
| [B] One important stream of the literature examines people with brain damage and how damage to particular parts of the brain known to be responsible for particular cognitive functions impacts on decision making. |
| [4] One example of this research is the work of Antonio Damasio, who finds that when the emotional part of the brain is damaged, this actually reduces the efficacy of decision making. |
| [5] Good decisions are a product of the emotional part of the brain working in conjunction with the deliberative part. |
| [G] This contradicts the assumptions of conventional economics, where emotions play a negative role in the decision-making process. |
| [7] Here it is assumed that decision making can be modeled as being generated in a stoic, unemotional fashion, and that's why decisions tend to be optimal. |
| [8] But the evidence suggests that emotions actually play an important and, often, a positive role in decision making. |
| $[\mathfrak{O}]$ \rightarrow The brain's emotional part working in relation with its deliberative part enhances the effectiveness of decision making, which counters the ideas about emotions in the decision-making process of traditional economics. |



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| Shoppers confronted with the choice of thirty different varieties of gourmet chocolates are more likely to walk away without buying any, compared with when they are presented with only half a doze choices. |
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| [2] If employees are given a free trip to Paris, they are happy. |
| [B] If you give them a free trip to Hawaii, they are happy. |
| [4] But if you offer them the choice between the two destinations, they are less happy, no matter what they choose. |
| [B] Why might choice be so disruptive? |
| [G] The reason is that choice forces us to make comparisons and acknowledge relative disadvantages. |
| [7] People who choose Paris complain that it doesn't have the ocean and those who choose Hawaii regret that it doesn't have the museums. |



| [8] Psychologist Barry Schwartz calls this the 'tyranny of choice' because rather than providing freedom, it actually constrains our decision-making. |
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| [9] He argues that wider choice increases unhappiness because we worry that we are going to make the wrong decision and so we get stressed about trying to process all the comparisons in an effort to get it right. |
| [10] This both increases our fear of making the wrong choice and raises expectations that we should be able to get the best choice. |
| [11] Having made the choice, we then start to regret, wondering whether it was the right one. |