

## Topic 5

### Stress and its consequences. Healthy x unhealthy lifestyle.

#### Answer key

#### Part 1

##### Listening for specific information

1 for 20 years; 3-year-olds, pre-school, and elementary level

2 Children bring problems to class; one disruptive child can disturb the entire class; a teacher cannot forget about work when she goes home

3 She has to be very patient all day with her class.

4 She works very closely with the children, and they often have colds or flu; teaching is stressful, and stress can lower one's resistance to illness.

5 She exercises regularly and talks to her friends.

#### Part 2

**Synonyms and antonyms:** 1 a disease, an illness 2 to be anxious, to be depressed 3 pressure, stress

4 a pain, an ache

5 to suffer from, to be afflicted with 6 helpful, harmful 7 to be sick, to feel well

**Original title:** Stress and Illness

**Specific information:** illnesses – common cold, cancer, arthritis, asthma, migraine headaches, ulcers  
jobs – assembly-line workers, air-traffic controllers

things – eat too much or too little, sleep badly, smoke, drink, fail to exercise

**Summary:** 1b, 2c, 3a – this is the correct order of a short summary

**Words in italics:** 1 - *anxious*, 2 - *contribute*, 3 - *fail*, 4 - *mood*, 5 - *sensation*, 6 - *sick*, 7 - *result*

#### Part 3

**Summarising again:** 1 c, 2 g, 3 j, 4 e, 5 d, 6 a, 7 i, 8 f, 9 b, 10 h

**Fill in the gaps:** how, on, some, catapults, have, well-being, role, fact, make, poor, few, or, bomb, risk

# Listening Transcript Topic 5

## LISTENING SCRIPT

**Narrator:** *Academic Listening Encounters: Listening, Note Taking, and Discussion* by Miriam Espeseth.  
Series editor: Bernard Seal.  
Content focus: Human Behavior.  
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These cassettes contain the listening material for the *Academic Listening Encounters: Listening, Note Taking, and Discussion Student's Book*.  
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**Narrator:** SA4BP\_2AB1  
Cassette 1,  
Chapter 1, The Influence of Mind  
Over Body  
Page 3  
Listening to directions, Step 1

**Woman:** Modern life is stressful. Many of us walk around all day with tight muscles in our necks, our chests, our backs. It's not surprising that we get headaches, and feel tired, and sometimes even make ourselves physically ill. But just as our minds can make our bodies feel more *stressed*, our minds can also help us relax. We're now going to do a relaxation exercise called "mind over matter." The expression "mind over matter" simply means that your mind is very powerful, and it can control your physical state. In this relaxation exercise, your mind is going to tell your body how to feel. And your body will listen to your mind, and it will become deeply, deeply relaxed.

First, sit comfortably. Now, close your eyes and take a couple of deep breaths. Breathe in slowly and deeply

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through your nose. Then, breathe out slowly through your mouth. Keep your eyes closed. As you breathe, repeat these words in your mind: *I am feeling very peaceful and quiet. I am feeling very peaceful and quiet.* Keep your eyes closed and continue to breathe gently, but normally. Relax your shoulders and let the air push your stomach out as you breathe in.

Now focus on your left arm. Think about nothing but your left arm, and say these words in your mind: *My left arm feels warm and heavy.* Keep saying it to yourself: *My left arm feels warm and heavy.* Soon your left arm will begin to feel warm and very, very heavy. Feel that now.

Continue to breathe quietly and gently, with your eyes closed. Now focus on your right arm. Tell yourself that it feels warm and heavy. Warm and heavy. Warm and heavy. Now your left leg: *My left leg feels warm and heavy.* Now your right leg. Now take one last deep breath and stretch. Open your eyes and pay attention to how you feel. Your body should feel much more relaxed and your mind should feel clear.

**Narrator:** Now complete the steps in your book.

SZ7BP\_2AB1  
**Narrator:** Chapter 1, The Influence of Mind  
Over Body  
Page 5  
Personalizing the topic, Step 2

**Interviewer:** Nancy, how long have you been teaching?

**Nancy:** Mmm, let's see, I've been teaching for twenty years now.

**Interviewer:** Twenty years!

**Nancy:** Yeah.

And have you always taught first grade?  
No, actually I've taught a variety of ages of children. Uh, I taught three-year-olds and preschool children for seven years, and then I taught fifth, fourth, and first grade at the elementary level.  
So, always children.  
That's right.  
Now, would you say that being an elementary school teacher was a stressful job?  
Yes, very much so.  
And what is stressful about it?  
Well, the children bring a lot of problems into the classroom – problems from home, and then there are developmental things going on with each age, too – emotional and social, uh–  
Could you think of, uh, an example of something stressful that happens at school? Y'know, something typical.  
Well, I guess when I'm trying to teach something new to a class of five- and six-year-olds, and that's about thirty-two students now, and you're trying to teach a new concept, and there's one disruptive child, and a lot of times lately there's been *more* than one disruptive child at a time who can't pay attention and is disturbing the children around him. So it pulls everyone off track.  
So that you can't teach the lesson.  
Right. As a teacher you feel it's your job to be teaching these things that are in the curriculum, and then you end up spending so much time trying to teach children how to get along in the classroom setting – and how to behave, and be polite to each other – and it seems like there gets to be less and less time to teach what we're supposed to be teaching.  
OK, so there's less time for teaching and more time spent on–  
On helping children work out their personal problems.  
Hmm. Now, Nancy, you say that teaching is very stressful. Do you think it's *more* stressful than *other*

kinds of work? Have you had other jobs besides teaching that were–  
**Nancy:** Yes, I've done office work and sales, and the big difference with teaching is that you're never really finished! I mean, when I did those other jobs, I could go home at five or whatever and forget about it till the next morning. But with teaching, it's never over until summer vacation.  
**Interviewer:** Uh-huh.  
**Nancy:** Y'know, I mean you carry around the responsibility of those children all the time.  
**Interviewer:** So, evenings and weekends–  
**Nancy:** Uh-huh, you are never really free of the stress of, of that *responsibility*.  
**Interviewer:** Hmm. How does that stress manifest itself?  
**Nancy:** *Fatigue!*  
**Interviewer:** Fatigue. You feel tired a lot?  
**Nancy:** Yeah. I think that comes with working with young children. And the younger the child you work with, the more energy they require. I think any mother of a young child will tell you that.  
**Interviewer:** So you feel tired. Anything else? Do you ever lose your temper?  
**Nancy:** Well, I have to *keep* my temper in the classroom. I mean, that's my job. But I do find that, um, now that I have a child of my own, I sometimes have less patience with him. And it's probably related to the fact that I've spent the whole day being very patient with *thirty-two* children! I mean, I have to admit that I'm a much better mother during the summer than I am during the school year.  
**Interviewer:** Nancy, do you find that as a teacher you get sick more often than other people?  
**Nancy:** Definitely! Especially when I was teaching preschool. Whatever cold or flu the children got, I would get, too.  
**Interviewer:** Because of the stress of working with little kids? Or–  
**Nancy:** Partly, yeah. I really believe that stress *does* make you more susceptible to illness, that it weakens your immune system.

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**Interviewer:** Mmm.  
**Nancy:** But I also think that the smaller the child, the closer you work with him, I mean, physically. I mean, y'know, the kids're *in your lap*, in your *face*, and they're *coughing*, *sneezing*, and touching you, and maybe your tolerance would be higher if you weren't under so much stress. I think it's related.  
**Interviewer:** Hmm. Nancy, what do you do to *relieve* stress?  
**Nancy:** Well, I find it's very important to exercise. I, I go to an exercise class regularly.  
**Interviewer:** Mhmm.  
**Nancy:** Mhmm. And also it's been very important to me to have good friends that I can talk to when I need to.