

练习部分录音文本和参考答案

## Unit 1 Fighting Stress

### Grammar in Use

#### Section A

##### • Task 1

- (1) to raise      (2) including      (3) to give      (4) are exposed      (5) To decrease  
(6) to neglect      (7) to keep

##### • Task 2

(Answers may vary.)

- (1) to remember your pets' needs  
(2) smoking at home  
(3) to try to keep healthy and slim  
(4) staying in smoky atmosphere  
(5) to give your pet enough exercise  
(6) keeping up with your pet's usual routine  
(7) to have the best interaction possible with your pets

#### Section B

##### • Task 1

- (1) addressing      (2) depending      (3) (to) relax      (4) to calm      (5) to stay  
(6) to participate      (7) to suffer      (8) to affect      (9) To apply/Applying

##### • Task 2

(Answers may vary.)

- (1) I am sorry to hear that.  
(2) (to) accept it.  
(3) to have a cup of tea.  
(4) allows time to be alone.  
(5) to think too much about the past and the future/thinking too much about the past and the future  
(6) to live in the moment  
(7) to have helped you

### Vocabulary Focus

#### Section A

- (1) overloaded/overburdened      (2) anxious      (3) upset/depress/disappoint  
(4) physical      (5) inspire      (6) tough/rough  
(7) handle/address      (8) reduce

### Section B

- (1) professional (2) showing up (3) admit (4) bothering (5) focusing on  
(6) scared of (7) recognise (8) anxiety (9) relaxation (10) state

### Listening and Viewing

#### Section A



Listen to the conversations and choose the best answer to each of the questions. The conversations and the questions will be read only once.

1. M: I've been feeling anxious lately and can't concentrate on my work.  
W: Why not join me and do some yoga? It relaxes my muscles and just makes me feel more comfortable.  
M: Good idea! Call me the next time you go to the yoga centre.  
Q: What will the man most probably do next?
2. M: Honey, I think Tom is too childish, don't you? I hope he can become more independent as soon as possible.  
W: He'll never be perfect enough for you. I mean, you're stressing our boy out as if you were his boss.  
M: Yes. Maybe I should accept him as he is.  
Q: What is the most probable relationship between the woman and Tom?
3. M: I was wide awake last night. I worried that I couldn't hand in the paper on time.  
W: You should have made more preparations in advance.  
M: I cannot agree with you more. Being an early bird is always the best policy.  
Q: What can we learn from the conversation?
4. M: A recent study reports that stress and anxiety combined are the greatest health concern for students.  
W: That's horrible! But how do students usually relieve stress?  
M: According to the study, when stressed, 7 out of 10 students talk to a friend or family member; 68 percent do exercise while three-fifths use deep breathing or imagination.  
Q: Which of the following is the most popular way for students to release their pressure?
5. M: Do you think we can perform best when we are free of stress?  
W: Actually moderate stress can help us to our best performance. That is, as the stress level increases, people will perform better, but if there is too much stress, the performance will get worse.  
M: Really?  
Q: According to the woman, which of the following can best illustrate the relationship between people's stress level and their performance?

#### Key to Section A

1. B      2. C      3. A      4. B      5. D

## Section B



Do you think girls have more pressures than boys? Listen to an interview and complete the tasks.

- **Task 1. Listen to the interview twice and complete the notes.**

M: Welcome to "Culture Interview"! Our guest today is Roni, author of the book "Stressed-Out Girls: Helping Them Thrive in the Age of Pressure". Roni, good evening. Good to see you.

W: Thank you. 快对快对快对

M: When I was a kid, I thought I needed to look good, be popular and do well academically, but why is it harder for girls than for boys?

W: Girls face more intense social pressures in middle and high schools. You know they have more issues about body-image appearance than boys do. Besides, they care more about their relationships with teachers, parents and their peers.

M: How does that impact their personalities?

W: Well, they think that they have to be great in everything, and of course, they have limitations. And when they have limitations, they may end up feeling terrible about themselves.

M: Let's talk about some things that parents can do to look for signs of hidden stress, not obvious stress.

W: Right, if the girl tends to be annoyed and tired, or she suddenly starts saying she hates school or complains about certain teachers, parents should realise maybe something stressful is going on.

M: I find that many kids are overloaded.

W: Absolutely. I suggest parents make sure that their daughters have at least one free period during the school day. Parents also need to set realistic goals for their daughters and don't push too hard.

M: Give it your best effort, but don't worry about the results as much.

W: Absolutely!

M: That's good advice and the last one of course: don't be afraid to make mistakes.

## Key to Section B

- **Task 1**

- |                         |                    |                   |                                    |
|-------------------------|--------------------|-------------------|------------------------------------|
| (1) social              | (2) appearance     | (3) relationships | (4) feel terrible about themselves |
| (5) Advice for Parents  | (6) hidden stress  | (7) annoyed       | (8) complains about                |
| (9) set realistic goals | (10) make mistakes |                   |                                    |

Objectives:

- (1) Go to a foreign studies school;
- (2) Practise English every day;
- (3) Obtain English Proficiency certificates;
- (4) Further study in the UK;
- (5) Work as an intern interpreter;
- (6) Work as a professional interpreter.

### Section C



Researchers are studying how relaxation techniques can help students to battle anxiety and mental health issues. Watch the video clip and complete the tasks.

#### Mindfulness Techniques Teaching Students to Calm Down

In our "School Matters" series, stress-reducing exercises in mindfulness are gaining popularity across the world. Now, schools are exploring how these techniques can help students battle mental health issues.

Roxana Saberi takes a look at one-of-a-kind study in England giving students an education in relaxation.

At Arnold Academy, north of London, students are learning to open up about their anxieties.

(A girl) "My great auntie died over the weekend."

(A girl) "I'm feeling a bit worried because my grandmother has high blood pressure."

(A girl) "Worried, because I get camera fright sometimes, and there's a camera pointing in my face right now!"

Their list of concerns runs long.

(A girl) "There is so much work to do."

(A girl) "I have a lot of homework."

(A girl) "My parents both like kids. They didn't have as much technology and social media. There's a lot of pressure on that."

To tackle these tensions, their school, and nearly 400 others across England, are trying something new: short, daily doses of relaxation and mindfulness.

Over three years, researchers plan to study whether exercises like these can improve the mental health of children in England, where anxiety among kids is rising.

(Jessica Deighton) "If we find actually this is beneficial, then that's great."

Professor Jessica Deighton said the government-backed trial in England, which she's leading, is the largest of its kind.

(Roxana Saberi) "Why do you think these practices could be beneficial for kids?"

(Jessica Deighton) "In the early piloting, what they were saying is, their life is busy, very busy, maybe busier than it was when we were children, and they find it's an opportunity to sit and reset."

Twelve-year-old Harrison says he doesn't get in trouble like he used to.

(Harrison) "It just released my stress and stuff, and it's just helped me out a lot."

(Roxana Saberi) "How many of you feel that learning relaxation has helped you? Olivia, you are not raising your hand."

(Olivia) "Well, my usual way of calming down is to move. So, that's why I do dance. When you do relaxation breathing, it's like the complete opposite. So, I don't really feel it."

(Jessica Deighton) "I think there's a danger that people get very carried away with one particular approach. I would say that's why it's really important to do this research because actually these practices may turn out not to be effective."

If researchers conclude that these practices are effective, supporters hope all schools in England will eventually offer them.

(Rachel Bradford) "Schools are not just there to get children the best grades that they can. We are also here to help our children become the very best versions of themselves."

(Roxana Saberi) "How many of you think that adults should also learn relaxation techniques?"

Techniques, these kids say, all of us could learn from.

#### Key to Section C

##### • Task 1

(Answers may vary.)

The students in the picture are practising mindfulness techniques. They are putting their hands on their abdomen and taking a deep breath.

##### • Task 2

- (1) high blood pressure
- (3) homework
- (5) release pressure
- (7) Adults/Grown-ups

- (2) fright
- (4) sit and reset
- (6) the complete opposite

##### • Task 3

(Answers may vary.)

Schools are not only here to teach students to perform well academically and achieve. Schools should also help students tap their potential, give full play to their talents and help them be as healthy as possible.

#### Section A

- |        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|
| (1) B  | (2) D  | (3) A  | (4) C  | (5) D  | (6) C  |
| (7) B  | (8) D  | (9) A  | (10) C | (11) A | (12) B |
| (13) D | (14) C | (15) B |        |        |        |

#### Section B

##### • Task 1

- |       |       |       |       |
|-------|-------|-------|-------|
| (1) C | (2) B | (3) D | (4) A |
|-------|-------|-------|-------|

• Task 2

(Answers may vary.)

Dos — wear blue light-blocking glasses if necessary; avoid or replace pills that make sleep difficult; take Cognitive Behavioral Therapy to relax and reduce anxiety; train yourself to wake naturally.

Don'ts — don't tap on screens before sleep; don't drink coffee or any other drinks that contain the least amount of caffeine; don't keep worrying about losing sleep.

• Task 3

(Answer for reference)

Natural strategies refer to the strategies that help people to sleep better simply by making a few mental and lifestyle changes, rather than resorting to medicine or using complicated devices.

### Integrated Tasks

#### Section A Translation

(Answers may vary.)

For most of us, there is no avoiding stress. A job loss or financial problems, even events that are worthy of celebration, like a birthday can result in it. Stress is linked to weight gain, heart attacks and anxiety. But without "good stress" variety, we'd feel aimless and unhappy. Actually, good stress, in its many forms, plays a vital role in life.

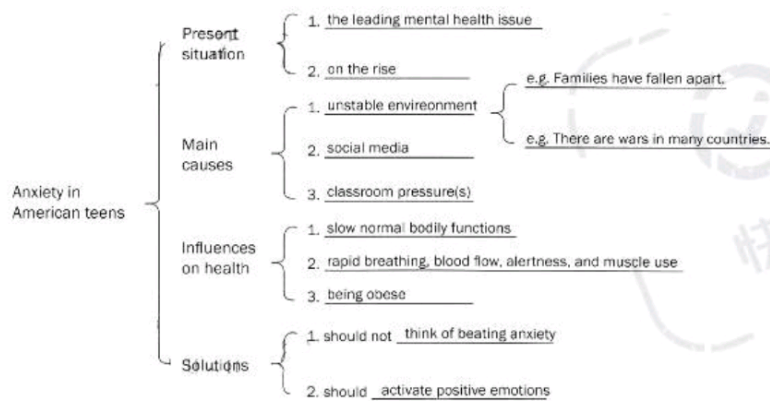
The good news is that we can add good stress to our life! Make sure to focus on some activities that are worth doing, and set some goals that make us feel happy and excited.

Overall, make every effort to have plenty of good stress and cut out as much bad chronic stress as possible to create a healthy balance in your life.

#### Section B

• Task 1

(Answer for reference)





• Task 2

(Answers may vary.)

Positive thinking is sometimes only superficial. Being positive is a kind of true feeling that comes from the heart and originates in the inner self. This true feeling can affect our bodies, our thinking and our emotions.

• Task 3

(Answers may vary.)

Dear Li Mei,

I am sorry to learn that you have just transferred to a new school and been feeling down recently days. But you are not alone. I happened to have read an article about anxiety among American teens. Usually there are three main causes of anxiety. I think your depression is mainly related to the environmental change.

So firstly, I suggest making one or two friends in your new school, and then communicate with more students, which may help you to adapt to the new environment quickly. Secondly, find and enjoy the beautiful things around you. You should also find some hobbies, such as reading, listening to music or playing sports, which may inspire positive emotions so that you feel less lonely. But most importantly, I hope you can understand that bad emotions are not always that bad. Sometimes, we need some stress. If we didn't have some stress in our lives — the "good stress" — we'd feel aimless and unhappy. So instead of thinking of beating it, let's face it and benefit from it.

I really hope that these suggestions help you. Enjoy your new life.

Yours,  
xxx

**Extended Reading**

**Pre-reading question**

(Answers may vary.)

Yes. About two years ago my mother fell very ill and was bedridden for nearly a year. During that tough period, I had to cook for my family and do some of the household chores while also paying close attention to my academic study. Once I was so exhausted that I fell sound asleep while doing my reading assignment. It was indeed a difficult time, but my belief convinces me that this is just what life might be like. We take good care of our family when it's difficult. Now my mother has fully recovered and everything has returned to normal. I can now face up to all challenges in life with greater confidence.

**Food for thought**

(Answers may vary.)

1. Teenagers/Young people

In paragraph 1, the author says "Here's what your parents think about at night", so the readers are likely young people. In paragraph 3, the sentences "The generations judging you are scrambling just as much as you are," and "These complaints about younger people are nothing

more than anxiety about the chaos in our own lives" show that the readers are younger people being judged by older generations. And the first few sentences of the last paragraph imply that the readers are most probably students who are about to enter the world of work.

2. First, the author makes the case that a little chaos in life is inevitable and perfectly acceptable. Then the author goes on to explain how chaos makes life interesting and makes us alive. From my own perspective, I think chaos in life brings us experience in dealing with various issues and thus makes us wiser and stronger. Only when we look back on a chaotic time in our lives will we realise how it has helped us grow. Also, chaos in life allows for deep feelings and emotions, which enrich our spirits and lead to more well-rounded personalities.

### Challenge

(Answers may vary.)

My views:

1. Chaos makes life interesting only in retrospect; while one is experiencing chaos, the suffering and pain are real and can cause distress.
2. Successful people may say they are the happiest when they are battling and struggling, but all people cannot be successful; there are people who are less fortunate and their perception of chaos can be very different.