

## CD 6, Track 2

### Test 2: Listening

#### Happiness Economics

**Narrator:** Listen to a lecture in an economics class. The professor is discussing happiness economics.

**Professor:** Good morning. We've got a great topic today. We're going to talk about happiness economics. Now the reason this concept has come into common usage and current practice is that the typical measures of a nation's well-being don't really do a good job at describing this well-being. This is because economists have, up until now, measured a country's quality of life based upon its gross domestic product or its gross national product. And people are beginning to question whether these indexes actually measure life satisfaction to any real degree. Okay, so gross domestic product—can anyone define that for me?

**Student 1:** Well, gross domestic product or GDP is the market value of all goods and services produced in a country in a one-year period.

**Professor:** That's right. And how is it calculated?

**Student 1:** Consumer spending, plus business investment...plus government spending...plus exports, minus imports.

**Professor:** Good job! So, we can see that GDP is all about consumption and spending. The more a country consumes, the better off are its citizens. But the thing we've learned is that higher incomes or a higher GDP do not have much to do with life satisfaction after we take care of basic survival needs. This is known as The Easterlin Paradox. Can anyone give me a bit more detail?

**Student 2:** The Easterlin Paradox...The Easterlin Paradox states that... as a country's average incomes rises, so does each person's financial hopes or aspirations. In other words, the person expects more. And so, it takes more to satisfy them—like more material goods, for instance. In this way, an average person living in a wealthy country is no happier than an average person who is living in a much poorer country.

**Professor:** Exactly. So what economists are now realizing is that indexes like the GDP and the GNP—the two being more or less the same—these don't really say much about life satisfaction. And the basic problem with this is that economists have been using indexes like these—the GDP and the GNP—to measure successful policy within and across national boundaries. In other words, they use these indexes to decide important economic and governmental decisions and priorities. But ever since the introduction of the Easterlin Paradox—the idea that more money does not equal happiness after basic needs have been met—some economists have started to think that they may be looking at the wrong index. The thing is...that most people do not aspire to be rich. What they really want is to be happy.

So...what we're finding is that all of a sudden, there have been a fair number, a fairly large number of new indexes that measure a nation's happiness. For instance, there's the Satisfaction

with Life Index. And this is put together from self-reports on the satisfaction levels of a population. Can you give me another?

**Student 1:** There's the Happy Life Years Index that uses self-reports of life satisfaction as one variable but also adds life expectancy: the measure of a nation's health.

**Professor:** Correct. What about the Happy Planet Index? What's that about?

**Student 2:** Well the Happy Planet Index is different because it takes into account not only people's happiness and health, but also the happiness of the planet and of future generations. It shows how sustainable a nation's lifestyle is and if it's using more or less of its fair share of the world's resources. It's an interesting indicator that not only provides data on happiness, but also about the future sustainability of that happiness.

**Professor:** And how do countries do on these scales?

**Student 2:** Well for the most part, while industrialized countries usually do fairly well on Satisfaction with Life and Happy Life Years indexes, they often do fairly poorly on the Happy Planet Index. Take the US for instance. They're ranked pretty low at 150th out of 178 countries. So, while they have a fairly high happiness self-report and life expectancy, they totally overuse natural resources. And as a result, with this large ecological footprint, they basically rob other countries of these limited resources. Our planet is only so big. And they also cause environmental damage that will impact upon future generations.

**Professor:** Can anyone describe a country that ranks fairly high on this index?

**Student 1:** Well Colombia, which came in 2nd on the scale, has life satisfaction and life expectancy which are fairly similar to the US. But they have a much lower ecological footprint. In other words, they use fewer natural resources to deliver this happiness. People there lead full and happy lives without draining resources or damaging the environment.

**Professor:** So, I guess now we, as future economists, will have our hands full interpreting this data. And we can learn a lot from countries that manage to deliver happiness without damaging the environment. By looking toward their example, we'll be better able to come up with policy decisions that'll mean happiness for both nations and the environment in the long term.

### **CD 6, Track 3**

**Narrator:** Listen again to part of the discussion.

**Student 2:** Take the US for instance. They're ranked pretty low at 150th out of 178 countries. So while they have a fairly high happiness self-report and life expectancy, they totally overuse natural resources. And as a result, with this large ecological footprint, they basically rob other countries of these limited resources. Our planet is only so big. And they also cause environmental damage that will impact upon future generations.

**Narrator:** Why does the student say this?

**Student 2:** Our planet is only so big.

**CD 6, Track 4**

Test 2: Listening  
Conversation

**Narrator:** Listen to a student at the campus pharmacy.

**Pharmacist:** Have you taken this anti-depressant before?

**Student:** No.

**Pharmacist:** Well, just to let you know, you may feel some side-effects as your body becomes accustomed to the drug.

**Student:** Such as?

**Pharmacist:** Well, you may notice diarrhea, dizziness, drowsiness...

**Student:** Diarrhea, dizziness, and drowsiness?

**Pharmacist:** Yes, and it's really not advisable to drive until you have a good handle on how this medication is going to affect your alertness level.

**Student:** No driving? Anything else I can't do?

**Pharmacist:** Well, you'll need to stay away from alcohol.

**Student:** Alcohol, okay. Any other side-effects?

**Pharmacist:** Well some of the more common ones are dry mouth, headache, insomnia, nausea, and trembling or shaking.

**Student:** So you're telling me I won't be able to sleep, I'll feel sick, and I'll start shaking. Is that right?

**Pharmacist:** Well, these are the most common side-effects, but of course not everyone will experience them. And then of course, you should contact your doctor immediately should you have suicidal tendencies or decreased sexual functioning.

**Student:** Decreased sexual functioning? Suicidal tendencies? I thought this was an anti-depressant medication. You know, I don't really feel that comfortable with this. I think I'm going to have to put off buying this until I go back to my doctor and discuss it.

**Pharmacist:** Well, that is totally up to you, but we've already gone to the trouble of filling this prescription for you. And this particular anti-depressant is one of the better ones. I mean, it has the fewest side-effects.

**Student:** I thought these drugs were supposed to make you feel better, not worse.

**Pharmacist:** Well, you may not experience any side effects. Everyone is different. Why don't you give it a try and see how it works for you?

**Student:** I don't know. I need to think on this and make another trip to the doctor. Thanks for your help.

### **CD 6, Track 5**

**Narrator:** Listen again to part of the conversation. Why does the pharmacist say this?

**Pharmacist:** Have you taken this anti-depressant before?

### **CD 6, Track 6**

Test 2: Listening

Laughter and Health

**Narrator:** Listen to a lecture in a pre-med class. The professor is discussing laughter.

**Professor:** Okay. So, today we're going to talk about laughter. We'll look at the purposes it may serve, both socially and in terms of its evolutionary advantages. And then we'll tie this to its many health benefits.

Alright, so—laughter. Now, what's interesting about this innate universal language is that it crosses all cultural boundaries. I mean, all human infants, regardless of whether they are born deaf and blind will start to laugh after they're around 17 days old. And no matter where we're from or what language we speak, we all laugh in more or less the same way. But why do we laugh? Well, it seems that laughter is a way to promote social bonding. Like the smile, it builds trust and sends a message that we want to have a friendly—and not a hostile—interaction. It's a sign of positive intent and goodwill: a desire to play. And it's not surprising that intentions such as these produce positive health benefits.

What is surprising, though, is that laughter is not unique to humans. For example, scientists have looked at the vocal patterns of infant bonobos—a type of small chimpanzee. And they've found that bonobos laugh in much the same way humans do, albeit at a higher frequency. And both humans and bonobos laugh along with a facial expression known as the relaxed open mouth display, which reveals a friendly rather than hostile intent. And it's not just bonobos, but also other apes such as chimps, gorillas, and orangutans—and even dogs and rats (yes, rats)—that make laughter-type sounds in play-type situations. And the reason for this, so it seems, as is the case with humans, is to promote healthy social interaction.

So, laughter is a method of social interaction that predates the evolution of human beings. And other animal research tells us that along with being a sort of social lubricator, laughter may be evolutionarily beneficial in terms of health as well. I'm thinking of a study to do with dogs exposed to a pre-recorded dog laugh. Now, this sounds more like a pant than a laugh to us but is, in fact, a dog laugh. So dogs exposed to this taped laugh track ended up having much lower stress levels. There was more tail wagging and play-face display, and less barking and growling. So stress reduction and social bonding seem to be the two evolutionary purposes of laughter that we find not only in humans, but also in animals.

And this leads us to the health benefits of laughter, with stress reduction being a big part of that. As a matter of fact, laughter in humans has been found to reduce three known stress hormones. The first two, cortisol and dopac, fall by around 40 percent and then epinephrine drops around 80 percent. Stress hormones inhibit the proper functioning of the immune system and increase the number of blood platelets. And blood platelets can clog arteries and raise blood pressure, leading to conditions such as heart disease and stroke.

Laughter also increases antibodies that destroy viruses and tumors. And research has shown that the feelings of trust linked to the social bonding aspect of laughter lead to the release of oxytocin. And oxytocin has anti-stress properties that stimulate opioid activity. So, in this way, laughter elicits positive feelings and a calming effect.

Laughter also increases pain tolerance. This is because laughter activates the production of endorphins, the body's own natural painkillers. In children's hospitals, for example, where a clown visits a child before surgery, the youngsters end up needing less sedation.

And as you may know, laughter lowers the risk for heart disease and diabetes. First of all, it improves blood flow and protects the heart by maintaining the lining of veins and arteries. And this prevents the build-up of cholesterol in the coronary arteries and lowers the chance of a heart attack. And for diabetes patients, laughter has been found to lower blood sugar in a variety of studies.

Finally, laughter is...it's a great physical workout for the body. A hearty laugh can exercise the diaphragm, lungs, the abdomen, and the facial muscles. It can raise your heart rate and increase the oxygen supply in your blood. And this encourages healing. So for all of these reasons, the medical community now views laughter therapy as a valid treatment for cancer patients and other chronically ill persons. For instance, many treatment centers now include a humor room, where patients can watch comedies, read funny books, and meet with volunteers who can cheer them up.

## **CD 6, Track 7**

**Narrator:** Listen again to part of the lecture.

**Professor:** And it's not just bonobos, but also other apes such as chimpanzees, gorillas, and orangutans—and even dogs and rats (yes, rats)— that make laughter-type sounds in play-type situations..

**Narrator:** Why does the professor say this?

**Professor:** yes, rats

### **CD 6, Track 8**

Test 2: Listening

Flow

**Narrator:** Listen to a professor in a psychology class. The professor is discussing flow.

**Professor:** All right. So this morning, we're going to be looking at the concept of flow. Now, what we're talking about is a state of total absorption in the task at hand, so much so...that this high level of alertness and concentration leads to a mental condition that's extremely rewarding. Some people even describe it as a kind of altered state of consciousness. So what we're talking about is a state of mind where individuals lose themselves in a particular activity. And they lose themselves to such an extent that even their sense of time is altered, so that past and future fade away as they focus completely on the now.

Let me give you a few examples of athletes who describe this feeling of being "in the zone" as they call it. Pelé, the famous soccer player, for instance, once reported the feeling as a sort of strange calmness, a type of euphoria. He said he felt like he could run all day without getting tired. And he said he could dribble through any of the opposing team and even pass through them almost physically. While his comments seem to verge on the impossible, reports of this nature from athletes are fairly common. We have basketball players describing how the basket seems to grow larger and gymnasts who say that the balance beam almost magically becomes wider as they move "into the zone." Football players relate the feeling of time slowing down and one Olympic archer described her record breaking tournament by saying that the arrows just seemed to shoot themselves. The same thing happens in creative fields with artists reporting that a painting just seems to take shape on the canvas. And then there are writers who describe how words flow almost effortlessly onto the page. So reports such as these do seem to portray flow as some sort of altered state of awareness—and one that is highly pleasurable.

So what are the conditions of flow and how does one get into "the zone," as it's typically called in the sports world? Well, psychologists tell us that the flow state requires a skills-to-task match. In other words, a person's skills are such that he or she can realistically expect to meet the demands of a task. Second, the chosen activity needs to have a clearly defined goal. For instance, in sports it'd be to win the game or achieve a record score. And finally, feedback is needed to let the person know how they're doing and how to adjust their behavior to improve their performance.

Psychologists also tell us that the pleasure level of flow increases as the difficulty and significance of the task increase. For instance, you are more likely to experience flow when engaged in rock climbing or performing surgery than in cleaning the house or gardening, let's say. This is because of the high skill demands, the difficulties of the task, and the possible dangers involved. The thing with surgery or rock climbing is that almost every decision you make has life-or-death implications.

So we know that the greater the challenge and importance of an activity, the greater the chance of a flow experience. But what exactly causes a person to enter into almost a trance-like state of concentration? And why do people in this state report feelings of ecstasy and even an altered state of consciousness?

This is where neuroscience can provide some answers. It seems that the greater the complexity of the task, or the greater the number of times we have to shift attention from one environmental factor to another in order to decide our next move, the more dopamine that's released in the midbrain. And with dopamine comes increased alertness and a feeling of pleasure. So if the task requires ongoing shifting of attention to various factors like in sports or surgery, dopamine is released on a continual basis. And this is what's responsible for the ongoing feeling of ecstasy or elation. And the profound sense of calm or relaxation felt by those in the zone refers to a mechanism that occurs to enhance decision-making and improve performance. What I'm saying is that because of the vast number of decisions required, the body automatically shifts into relaxation mode to better handle the incoming information.

So if you want to feel a high level of flow, you're going to have to take part in a fairly demanding task that's going to require you to attend to a wide variety of incoming stimuli for a long period of time. What this means is that you're going to have to learn a skill and learn it well. Sure, this may sound like a whole lot of work. But, it seems to me like the rewards would be well worth the effort.

### **CD 6, Track 9**

Test 2: Listening  
Conversation

**Narrator:** Listen to a student talking to her professor.

**Student:** Hi Professor. Do you have a minute?

**Professor:** Sure, what would you like to discuss?

**Student:** Well, it's my grade on the last research paper. I have it with me. You gave me a D.

**Professor:** Okay, can I see the paper?

**Student:** Sure.

**Professor:** Oh yes, Exercise and Endorphins. Yeah, I remember this one. Now while you did a good job of explaining fundamental effects like runner's high where there has been a proven and documented endorphin release, you did not specify exactly where the good feelings come from.

**Student:** They come from endorphins, don't they?

**Professor:** Well I'm afraid there's a little more to it than that. I mean, if you'll examine the literature a little more carefully, you will find that there is a fair amount of uncertainty about whether the endorphins are the actual cause of the positive mood change. I mean there are those who say that these endorphins merely block or dull the pain associated with exercise and allow the good feelings from the activation of the serotonin and dopamine neurotransmitters to be felt more easily. It is this kind of failure to get at the fine details of an issue that I find particularly unprofessional.

**Student:** I see.

**Professor:** And it's my responsibility to make sure you learn just to what extent you need to research. This kind of negligence would not be acceptable in the field. You need to do a full survey of the studies available.

**Student:** I guess I need to put a little more effort into it next time. Was that it, then? I mean was there anything else wrong with the paper?

**Professor:** Well, your presentation wasn't the best. It was difficult to understand in places, there was a lot of repetition, and there were even grammar and spelling mistakes. That is not acceptable. You are lucky I did not give you an F.

**Student:** I see. Okay. Well, I think I understand where you are coming from, and I'd like to ask if I can do another paper to make up for this, you know, sloppy work. It's really important for me to do well in this course.

**Professor:** All right. I'll give you another chance. Why don't you continue on with this same topic and see if you can do a better job.

**Student:** Thanks so much, professor. I'll work really hard on it.

**Professor:** That's what I like to hear. And another thing, if I were you, I would take my finished paper over to the Writing Centre and have someone look it over and give you some feedback.

**Student:** You mean they'll do that for me? Check over my paper?

**Professor:** Of course. You just have to make an appointment. I think it will really help you improve your writing skills, and writing skills are very important in this line of work.

**Student:** Thanks. I had no idea I could get help with editing, revising and—that kind of thing.

**Professor:** Yes, and they can help you refine your ideas as well—eliminate a lot of that unnecessary repetition, for instance.

**Student:** Okay. Great. Thanks for explaining the problems with my paper and giving me a heads up on the writing center. I really appreciate it.

**Professor:** No problem.

### **CD 6, Track 10**

**Narrator:** Listen again to part of the conversation.

**Professor:** Well I'm afraid there's a little more to it than that. I mean, if you'll examine the literature a little more carefully, you will find that there is a fair amount of uncertainty about whether the endorphins are the actual cause of the positive mood change. I mean there are those who say that these endorphins merely block or dull the pain associated with exercise and allow the good feelings from the activation of the serotonin and dopamine neurotransmitters to be felt more easily. It is this kind of failure to get at the fine details of an issue that I find particularly unprofessional.

**Narrator:** Why does the professor say this?

**Professor:** It is this kind of failure to get at the fine details of an issue that I find particularly unprofessional.

### **CD 6, Track 11**

Test 2: Listening  
Nutrition

**Narrator:** Listen to a professor in a nutrition class.

**Professor:** Okay. So today we're looking at how different sorts of food can put you in a good mood. And as you may imagine, mood is largely a result of what goes on in the brain. So first, we need a brain in top shape—and for that omega-3 fatty acids, especially EHA is crucial. Foods like salmon, tuna, and other coldwater fish are the best sources. Research has shown that patients with depression are particularly low in this nutrient and respond to supplements like fish oil capsules. In addition, the rate of depression is lower in countries where people eat more fish. And the reason for this is because omega-3 fatty acids and in particular EHA and DHA help to build the brain's basic architecture—all those neuronal connections. And this includes the receptor sites for neurotransmitters like serotonin and dopamine, which are responsible for our positive moods. So in other words, omega-3 fatty acids strengthen brain pathways, and so they are an important part of feeling good.

Now, I mentioned two neurotransmitters, serotonin and dopamine, that both lead to positive feelings. But these positive feelings are a little different: serotonin reduces anxiety and makes you feel calm and content. But dopamine makes you more alert, more enthusiastic, and more motivated. And there are various foods that can invoke each of these positive mental states. Let's look at serotonin first because that's where the bulk of the research has been. So tell me, what kinds of foods do you want when you feel a need to relax?

**Student 1:** Carbohydrates.

**Professor:** You got it. And there's a reason for that. Carbs such as grains, including breads, pasta, and rice, starchy fruits and vegetables like bananas and potatoes, and snack foods like potato chips, popcorn, cookies, and cake...these carbs contain tryptophan. And tryptophan is the amino acid the brain converts into serotonin. But in order for tryptophan to cross the blood-brain barrier, it needs a transport molecule and there are a lot of other amino acids vying for transport molecules. The thing with carbs is that, when you eat them, your body releases insulin. And insulin clears away every single amino acid but one: tryptophan. It has absolutely no effect on tryptophan. So, when you eat carbs, especially if you eat them on their own, tryptophan has a clear passage into the brain, where it can be converted into serotonin. This explains why not all foods with tryptophan will make you feel calm. Take a protein like cottage cheese, for instance. It has very high tryptophan content, but also contains other amino acids. Well, these end up blocking tryptophan from entering the brain. Carbs, on the other hand, do the job perfectly.

Interestingly, dieters who cut down on their carb intake tend to get depressed around two weeks into their diet, just about the time their serotonin levels start to drop. So, if you want to maintain a fairly stable calm sort of positive mood, you need to include a healthy dose of carbs in your diet.

The thing is, though, that serotonin production is not all about tryptophan and carbs. There are other things to think about, such as folic acid and even cholesterol, which are essential in the production of serotonin. Studies have shown that patients with depressive symptoms often lack folic acid. So it's a good idea to eat foods high in folic acid like citrus fruits and juices, spinach, chicken, nuts, seeds, and that kind of thing.

And HDL, or good cholesterol, is vital in improving serotonin receptor activity. For instance, olive canola, and peanut oil, avocado, soy products such as tofu, and your omega-3 fatty acids like fish and nuts will all increase your HDL cholesterol level.

Now, let's move on to dopamine. What kinds of foods might provide you with an energy boost, and instill a feeling of enthusiasm and motivation?

**Student 2:** Protein?

**Professor:** Exactly. Even a small serving of protein in the form of fish, poultry, meat, eggs, and dairy products will increase dopamine levels and elevate mood. And when proteins break down in digestion, an amino acid called tyrosine is what the body uses to make dopamine. So as tryptophan is to serotonin, tyrosine is to dopamine. They are both formed in exactly the same way. For the best results in dopamine production, you've got to incorporate plenty of fruits and vegetables because they contain anti-oxidants, and dopamine tends to get oxidized easily. Also remember that dopamine production falls off with stress, inadequate sleep, sugar, and caffeine. So lay off that coffee.

Okay, well, that about sums it up for foods that induce a good mood. You need Omega-3s for your basic brain architecture, carbs for comfort, and protein for motivation. And for best results, I mean if you are really trying to invoke a particular mood, it's best to eat carbs and proteins separately. That way you can be assured the right amino acid crosses the blood brain barrier.

**CD 6, Track 12**

**Narrator:** Listen again to part of the lecture.

**Professor:** Now, let's move on to dopamine. What kinds of foods might provide you with an energy boost, and instill a feeling of enthusiasm and motivation?

**Narrator:** Why does the professor say this?

**Professor:** Now, let's move on to dopamine.

**CD 6, Track 13**

Test 2: Speaking Task 1

**Narrator:** You will now be asked a question about a familiar topic. After you hear the question you will have 15 seconds to prepare your response and 45 seconds to speak.

Describe a place where you feel very happy and explain why. Please give details and examples to support your response.

Begin to prepare after the beep. **(15 seconds silence.)**

Begin your response after the beep. **(45 seconds silence.)**

End of response time.

**CD 6, Track 14**

Test 2: Speaking Task 2

**Narrator:** You will now be asked to give your opinion about a familiar topic. After you hear the question, you will have 15 seconds to prepare your response and 45 seconds to speak.

Which brings you the greatest happiness: good relationships or good health? Please provide reasons, details, and examples to support your response.

Begin to prepare after the beep. **(15 seconds silence.)**

Begin your response after the beep. **(45 seconds silence.)**

End of response time.

**CD 6, Track 15**

Test 2: Speaking Task 3

**Narrator:** Now listen to two students discussing the proposal.

**Man:** Hey, did you hear about the planned revisions for the rec center?

**Woman:** Yeah, sure, I heard about them all right. Two years? What good is that to me? I'll be long gone by that time. I'm in my senior year, right?

**Man:** Yeah, me too.

**Woman:** And what's with these student lounges? Sounds to me like it's just adding more time onto the whole construction process. I'd say, you know, they really need to think about the students here now. Take student lounges, for instance. I mean, what would it take? Buying a few couches and chairs? Emptying out a classroom or two?

**Man:** Yeah, good idea.

**Woman:** And another thing, if this university was really interested in improving our physical well-being, I think they could at least try to get us some kind of discount rates at the rec center... the city rec center like now—but are they doing that? No. Instead they're pouring millions into a rec center that we'll never be able to access.

**Man:** That's right. Hey, why don't we write a letter and ask for some intermediate measures—like the ad-hoc student lounges and the discounted city rec center passes?

**Woman:** Sounds good. Give me a pen.

**Man:** You never know, maybe we'll find out they actually do care about their current students.

**Woman:** Yeah, maybe.

**Narrator:** Now get ready to answer the question.

The woman expresses her opinion about the proposal for the new recreation center. State her opinion and the reasons she gives for holding that opinion.

Begin to prepare after the beep. **(30 seconds silence.)**

Begin your response after the beep. **(60 seconds silence.)**

End of response time.

## **CD 6, Track 16**

Test 2: Speaking Task 4

**Narrator:** Now listen to part of a talk in a psychology class. The professor is talking about the Broaden and Build Theory.

**Professor:** Okay. So we're talking about the Broaden and Build Theory of Positive Emotions. And what I'd like to do is provide you with a couple of examples to demonstrate how positive emotions can lead to the development of future resources that may assist the individual in meeting life's challenges.

Take joy, for instance. When we feel happy, we instinctively have the urge to play. Now this can apply to children in a schoolyard or to adults playing a game of badminton in a gymnasium. And while the initial motivation for play may be solely to enjoy oneself, play can actually build a variety of resources. First, it can develop physical resources. Playing a game of tag in a playground or hitting a birdie across the net in a gym will increase physical fitness and overall health. And of course, physical health promotes future survival. Second, sports games involve a certain amount of strategy, right? So by engaging in sports, problem-solving skills are likewise enhanced. And this builds intellectual resources that can be put to future use. Third, group games provide a large amount of social contact, which can, in turn, build social skills and result in friendships. These friendships and group interactions can form the basis for a social network—a social network that can end up being of great value in times of distress. Finally, play can improve psychological resources. It can give people a new skill set and enhance self-esteem. Besides that, it's simply a great way to have fun. And fun adds to positive feelings and an optimistic outlook, which can buffer a person against the effects of any future adversity.

**Narrator:** Now get ready to answer the question.

The professor discusses The Broaden and Build Theory of Positive Emotions in relation to building resources. Explain how positive emotions contribute to the development of resources that may assist in future survival.

Begin to prepare after the beep. **(30 seconds silence.)**

Begin your response after the beep. **(60 seconds silence.)**

End of response time.

**CD 6, Track 17**

Test 2: Speaking Task 5

**Narrator:** In this question, you will listen to a conversation. You will then be asked to talk about the information in the conversation and to give your opinion about the ideas presented. After you hear the question, you will have 20 seconds to prepare your response and 60 seconds to speak.

**Woman:** Hey Paul, what's up?

**Man:** Oh, I'm really stressed out.

**Woman:** Finals?

**Man:** Yeah, oh yeah. I am really worried about my Statistics exam. I mean if I don't do well, I'm going to have to take a make-up course in the summer. I have this great job lined up, and I don't want to miss out on the opportunity. And then if I don't do the job, I won't have the experience I need to apply for jobs once I graduate, and then where will I be? This has really got me upset.

**Woman:** When's the exam?

**Man:** Next week.

**Woman:** Well, maybe what you need to do is review all of the material for a couple of days and then once you're done, give yourself some kind of reward—like go see a comedy or go for a bike ride. What do you think?

**Man:** I can't concentrate on studying. I'm just too stressed. I had a dream last night that I totally bombed on the exam. As a matter of fact, as soon as they put the test paper on my desk, I passed out cold, and they had to call the paramedics.

**Woman:** Okay look, you've got to relax. What is it that you do—I mean when you need to relax?

**Man:** Well, I usually go swimming and to the sauna.

**Woman:** Well, I order you to do just that, and do it now. In fact, why don't you go swimming every day until exam day? That way, you'll be in the most relaxed state possible.

**Man:** Well maybe, but I really should study. I mean, the exam is next week.

**Narrator:** Now get ready to answer the question.

The speakers discuss two possible solutions to the man's problem. Describe the problem. Then state which of the two solutions you prefer and explain why.

Begin to prepare after the beep. **(20 seconds silence.)**

Begin your response after the beep. **(60 seconds silence.)**

End of response time.

## **CD 6, Track 18**

Test 2: Speaking Task 6

**Narrator:** In this question, you will listen to part of a lecture. You will then be asked to summarize important information from the lecture. After you hear the question, you will have 20 seconds to prepare your response and 60 seconds to speak.

**Professor:** Good morning. Today we're going to talk about happiness and health. While there seems to be a definite correlation between these two phenomena, the reasons for the connection need to be investigated. Today we're going to look at a study that attempts to figure out some of the underlying mechanisms that connect happiness to health. Researchers predicted that happier people might take better care of themselves.

So, these researchers set up a study of 1000 individuals that were divided into three groups. Because the expression of gratitude is known to be a successful technique in eliciting a positive mood, the first group was asked to keep a daily journal of all the things they felt grateful for. The two control groups consisted of a group that kept a journal documenting their mood level on a scale from 1 to 6, and another group that listed all of the daily events and interactions that irritated or annoyed them. As researchers predicted, the gratitude group had the highest overall happiness scores in terms of enthusiasm, energy, and alertness. And as predicted, the group who wrote about all of their problems scored the worst. Interestingly, in terms of health maintenance, the gratitude group was also much more likely to engage in health routines such as exercising and scheduling regular medical check-ups. They were also more likely to take preventive health measures such as wearing sunscreen. And so the researchers concluded that the expression of gratitude not only improved the mood of participants, but it also provided them with the feeling that their life was a gift, and their health was something to be grateful for. In this way, they were more inclined to do what was necessary to maintain it.

**Narrator:** Now get ready to answer the question.

Using points and examples from the lecture, show how writing about gratitude improves both physical and mental health.

Begin to prepare after the beep. **(20 seconds silence.)**

Begin your response after the beep. **(60 seconds silence.)**

End of response time.

## **CD 6, Track 19**

Test 2: Integrated Writing

**Narrator:** Now listen to part of a lecture on the topic you just read about.

**Professor:** Okay. So today we're going to look at some case studies on telecommuting. And we'll examine the facts and figures about how this phenomenon works in the real world.

First, let's look at AT&T, a communications corporation that began its telecommuting initiative as a way to comply with the Clean Air Act. For one thing, this company, with something like 30,000 telecommuters, vastly improved profit margins. They saved on both real estate and productivity costs. In the New Jersey Branch alone, for example, they cut costs by \$11 million. First, they cut \$6 million in real estate costs by shutting down an entire office complex. And second, productivity went up. Employees worked an average of 2.5 extra hours per week.

In a related survey, AT&T polled their telecommuters. And they found that more than 70 percent of them reported being more satisfied with both their jobs and their family life. Workers mentioned greater feelings of empowerment and more flexibility in meeting the often conflicting demands of work and family.

Then there's the study done at Sun Microsystems, a computer hardware and software firm. They wanted to find out about the environmental impact of telecommuting. And what they found was that employees who worked an average of 2.1 days a week at home saved more than \$1,770 per year in fuel costs and vehicle maintenance. Workers also used far less energy working from home than at the office. But more than 98 percent of the reduction was clearly due to the reduction in driving. All in all, telecommuters reduced CO<sub>2</sub> emissions by 32,000 metric tons per year.

Other advantages cited in the Sun Microsystems study were a \$68 million reduction in real estate costs and a superior method of and recruiting and retaining personnel. Apparently, 85 percent of employees recommend the job to others on the basis of the telecommuting option.

**Narrator:** Now get ready to answer the question.

Summarize the main points in the lecture, making sure to show how they cast doubt upon points made in the reading passage.

You must finish your answer in 20 minutes.