

7 Unit

Live and Love

FOCUS FOR LISTENING

People, usually close family members, give us examples of love that we can learn from. Hear stories of love and family in **Live and Love**.

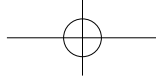
FOCUS FOR CONVERSATIONAL SKILLS

Just Being Disagreeable introduces you to ways of disagreeing with others in conversations.

FOCUS FOR SPEAKING PRACTICE

Listen to a recording **To Love or to Spoil**. Is it proper for parents to indulge their children with many gifts? Give your opinion on this issue in a classroom presentation.

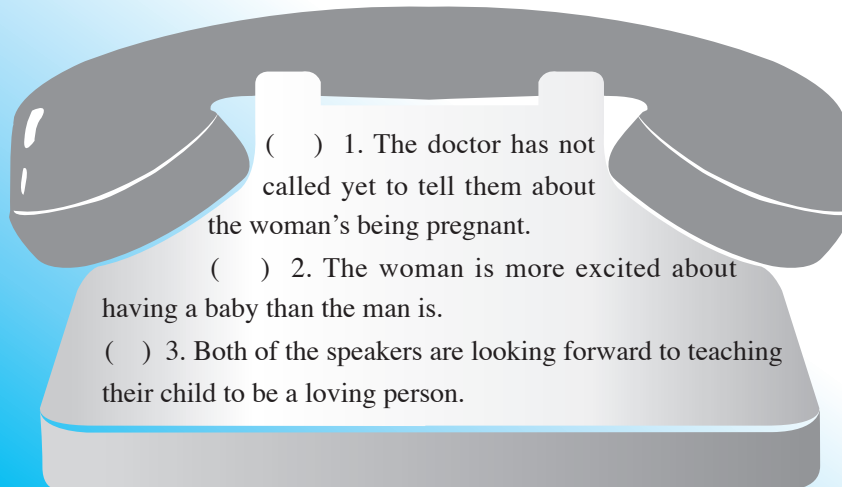




Warming Up



Now you will hear a conversation. Listen carefully and mark the following statements T (for TRUE), F (for FALSE) or NG (for NOT GIVEN) according to what you hear.



1. The doctor has not called yet to tell them about the woman's being pregnant.

2. The woman is more excited about having a baby than the man is.

3. Both of the speakers are looking forward to teaching their child to be a loving person.

Listening



Understanding Short Conversations

Now you will hear ten short conversations. A question will follow each conversation. Listen carefully and choose the best answer from the four possible choices.



• Audio Script •

W: Did the doctor call? Did he say I'm pregnant?

M: Yeah, I just talked to him.

W: What did he say? Are we going to have a baby?

M: You're really excited about this, aren't you?

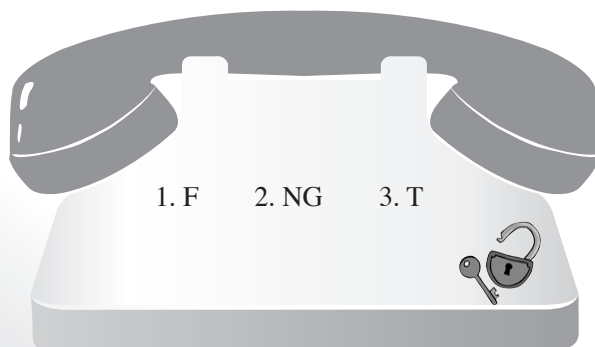
W: You know I am! It's my dream to have a baby that I can teach how to be a loving person. I thought you were excited too.

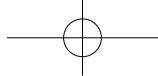
M: Sure, I am. I am. I'm excited for the same reason as you are. I think we can do what you said—we can teach this baby how to grow up and become a loving person.

W: So...is there a baby? What did the doctor say?

M: It's exactly what we wanted. We're going to have a baby! Let's start off by calling our families and telling them the good news. I believe our parents are going to be as thrilled as we are.

(Words: 143)





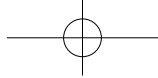
- 1 A. She's much too cold and distant.
B. She's not loving toward her own family.
C. She's loving, but doesn't know how to show it.
D. She's never expressed her love to him.
- 2 A. Her father is much too tough.
B. Her father is crazy about guns.
C. Her father has provided for the family.
D. Her father is admirable.
- 3 A. Love requires one not to give up on a person.
B. Her brother's nature keeps him from loving others.
C. Her parents have reasons for not quitting on her brother.
D. She always gets a second chance to do things right.
- 4 A. Let them know they are important to her.
B. Make sure they have enough money.
C. Buy them only what's necessary.
D. Go and see them more often.
- 5 A. What we can learn from love.
B. What love means.
C. How we can find love.
D. How our ideas of love began.
- 6 A. The importance of learning about love.
B. The people we love in our lives.
C. The age we find love in our lives.
D. The gratitude we owe our parents.
- 7 A. The man returns home late every day.
B. The man doesn't understand the woman.
C. The man doesn't love the woman anymore.
D. The man loves the woman though he is late again.
- 8 A. Shared all the love she had.
B. Stayed with them and helped.
C. Said she was disappointed in her daughter.
D. Felt happy to look upon her children.
- 9 A. Teacher and student.
B. Mother and son.
C. Father and daughter.
D. Grandmother and grandson.
- 10 A. Wife and husband.
B. Employer and employee.
C. Father and daughter.
D. Mother and son.



Audio Scripts

- 1 **W:** I don't know what to say about your new girlfriend—she seems so cold, so distant.
M: Deep down, she's a loving person. The problem is that she didn't have a loving family like ours. So she doesn't know how to express love.
Q: According to the man, what's wrong with his new girlfriend?
- 2 **W:** You look at my father and see a tough man with a gun and blood on his hands. But I see him as a man who always provides for his family.
M: Whoa, wait a minute. I didn't say anything of the sort. I admire your father a lot.
Q: What does the man think about the woman's father?
- 3 **W:** You know, I never understood why my parents kept giving second chances to my brother. He never does right by them.
M: Then you don't understand the nature of love. Love means never quitting on the one you love.
Q: What does the woman NOT understand?
- 4 **W:** If only I had more money, I would buy my parents everything they wanted.
M: That's a very nice thought, but it's really not necessary. Visit them more. That should be enough for them.
Q: What should the woman do for her parents?
- 5 **W:** Excuse me! Have you already started class? Or am I on time?
M: I've already begun the lesson. We're talking about the meaning of love. Please take your seat.
Q: What is the topic for the class?
- 6 **W:** Some learn from their parents, some from their friends...but if a person has never learned about love, his life is a waste.
M: I agree whole-heartedly. Thankfully, I learned about love from my parents at an early age.
Q: What are the speakers talking about?
- 7 **W:** It's 10 o'clock! You're late again! I just don't know what to say anymore.
M: Sweetheart, love, darling, you should know that my being late has nothing to do with my love for you. Try to understand me.
Q: What can we infer from the conversation?
- 8 **W:** Sometimes I'm glad our mother isn't alive. I think if she could see the person I've become, she'd really be disappointed.
M: Mom had a lot of love for you. If she were here now, she wouldn't judge you that way. She just would've been happy to see her kids and help them when she could.
Q: According to the man, what would their mother NOT have done if she were alive?
- 9 **M:** Pardon me. Um, why don't you teach us anything about love in class?
W: Well, love is important, but it's not a good topic for the classroom. You should learn about love from your parents or grandparents.
Q: What is the probable relationship between the two speakers?
- 10 **W:** I've been thinking about how I could teach my children to be more loving.
M: Sounds like a job for you and your husband. How about I give you some vacation time? You could take a family trip and talk more with your kids.
Q: What is the probable relationship between the two speakers?

1. C 2. D 3. A 4. D 5. B
 6. A 7. D 8. C 9. A 10. B



Understanding a Long Conversation

Now you will hear a long conversation followed by five questions. Listen carefully and choose the best answer from the four possible choices.



Questions 1 to 5 are based on the conversation you have just heard.

1

- A. The woman's attitude toward her children.
- B. The impact of parents' relationship on their child.
- C. Things a parent can learn about becoming loving.
- D. The differences between the woman and her parents.

2

- A. She doesn't care about her kids.
- B. She acts unlike other parents.
- C. She treats her kids rudely.
- D. She leaves her kids alone.

3

- A. To be polite to others.
- B. To act lovingly toward others.
- C. To raise children with good discipline.
- D. To follow her parents' example.

4

- A. Her children worry too much.
- B. Her children are able to show love.
- C. She knows enough about parenting.
- D. She has taught her kids about being loving.

5

- A. Brother and sister.
- B. Father and daughter.
- C. Mother and son.
- D. Husband and wife.

Audio Script

M: Sometimes I really don't understand you. You are often rude to our children, you never play with them, and you rarely say you love them. This isn't how parents are supposed to act. Where did you learn such behavior?

W: Hey! I don't think I've treated them any differently than my parents treated me and my sisters!

M: So that's where you learned it...from your parents?

W: My parents were good. They raised three children.

M: From what I can see, they didn't teach you how to be a loving person. What is going to happen to our kids? If you keep treating them poorly, they're going to grow up to be just like you.

W: Listen, there's a lot that I can learn about being a good mother, but I still think I'm doing a good job. Look at our kids. They're already kind and loving people. And I don't think you have any reason to worry.

(Words: 154)

- 1 What are the two speakers talking about? **A**
- 2 According to the man, what is wrong with the way the woman treats her children? **C**
- 3 According to the man, what didn't the woman's parents teach her? **B**
- 4 What does the woman think? **B**
- 5 What is the probable relationship between the two speakers? **D**



Understanding a Passage

Now you will hear a passage followed by five questions. Listen carefully and choose the best answer from the four possible choices.

Questions 1 to 5 are based on the passage you have just heard.

1

- A. Becoming a happy, successful, and loving parent.
- B. Raising children to be happy, successful, and loving.
- C. Trying different methods of parenting.
- D. Child-raising at different times in history.

2

- A. The best way to raise children.
- B. The importance of being happy.
- C. The need for different parenting methods.
- D. The goals they have for a child.

3

- A. Because all methods have positive and negative points.
- B. Because parents succeed in different areas of parenting.
- C. Because parents have different ideas about a child's nature.
- D. Because parents show different examples of success.

4

- A. He will be more loving toward the child.
- B. He will tend to take more control.
- C. He will give the child more room.
- D. He will encourage the child to succeed.

5

- A. Parenting that includes lessons in love guarantees success.
- B. Different methods should be tried because they all have positive and negative points.
- C. Children have a better chance to become loving if they're loved.
- D. Successful parenting will make your child the person you want him to be.



• **Audio Script** •

All parents want to raise a happy, successful and loving child, but there is little agreement about how best to reach this goal. Over the years, parents have tried dramatically different ways. They have put their baby on a schedule, or they have fed on demand; they have let their baby cry himself to sleep, or they have picked him up as soon as he cried; they have given their child whatever he wants, or they have taught him to get everything through his own efforts. These contrasting parenting strategies arise from quite different views of the nature of children and childhood and the roles of parents. Some parents view their child as naturally social. To them, their job is to allow him the space to succeed. Others think that their child should be taught how to act. There are probably positives and negatives to each method. None of them guarantees that your child will become the loving individual you want him to be. But some things are certain—a child will be more likely to be loving if you show him love, more successful if you give him examples of success, and happier if you are happy.

(Words: 198)

- 1 What is this passage about? **B**
- 2 What do parents NOT agree upon? **A**
- 3 Why do parents have different methods for raising children? **C**
- 4 How will a father raise his child if he believes his child is naturally social? **C**
- 5 What can we be certain of? **C**



Understanding a Radio Program

Task 1 Now you will hear a recording. Listen carefully and complete the following sentences with the word groups provided. Each word group will be used no more than once. Note: There are two extra word groups.

about what she has *about acceptance*

as a writer *protective of his family*

pretty good *you just want more*

a journalism degree

New Words:
jerk 莽撞的人
newsletter 通讯, 简报
toxic 有害的

- 1 The speaker is a lifelong liberal with _____ while her husband doesn't care for journalists.
- 2 The speaker thinks that lives are _____ for most of us, though we are told to demand more from lives.
- 3 The speaker says she is a happy person mainly because she is honest with herself _____.
- 4 When you are unhappy, you should ask yourself whether it is because you don't have what you need, or because _____.
- 5 One of the good points about the speaker's husband is that he is _____.

Task 2 Now listen to the recording again, and then try to retell it in your own words.



• Audio Script •

Our “This I Believe” essay today comes from Corinne Colbert, a listener in Athens, Ohio. Colbert is a mother of two. She writes the newsletter for a business organization, and she is president of a parent-teacher’s organization. Here’s Corinne Colbert with her essay for “This I Believe”.

My husband is not my best friend. He doesn’t complete me. In fact, he can be a self-absorbed jerk. We’re nearly polar opposites: He’s a lifetime member of the NRA who doesn’t care for journalists, and I’m a lifelong liberal with a journalism degree. On the other hand, he doesn’t beat or emotionally abuse me. He doesn’t drink or chase other women. He’s a good provider. So I’m sticking with him. Some people would call that “settling”, like it’s a bad thing. But I believe in settling.

Alas, to many of us, the grass is greener on the other side of the fence. From movies to magazines to commercials, we’re told that we should demand more from lives that are, for many of us, pretty good. We suppose to look better, eat better, find better jobs, be better lovers and parents and workers. A stable marriage isn’t enough. It’s supposed to be a fairy tale. Perfection is the goal.

Settling in my sense, is about acceptance. I’m a pretty happy person, in large part because I’m honest with myself about what I have.

Of course, some situations are worth improving. If your weight jeopardizes your health, exercise and change your eating habits; if your job makes you truly miserable, find a new one. If your marriage is toxic, end it. Chances are, though, you probably have what you need. If you’re unhappy, ask yourself: Am I unhappy because I really don’t have what I need, or because I just want more?

So, yes, I’m settling. I’m happy with my husband who, despite his flaws, is a caring father, capable of acts of stunning generosity and fiercely protective of his family. Thinking about him may not set me on fire as it used to, but after 17 years and two kids, our love is still warm. And I believe that’s good enough.

(Words: 359)

Task 1

- ① a journalism degree
- ② pretty good
- ③ about what she has
- ④ you just want more
- ⑤ protective of his family



Speaking



Practicing Conversational Skills



Useful Expressions



Read the following expressions for making inquiries and giving negative responses. Try to learn them by heart.

Making Inquiries

What do you think of this proposal? I think it's really good.

Do you agree with me on this point?

Do you mind if I smoke?

People say the price will go up soon. What would you say?

What about going swimming with me?

Can you cash this check for me?

Will you tell me the whole case?

Giving Negative Responses

That's not the way I see it. I have some reservations about it.

I don't see eye to eye with you. I wouldn't go along with you there.

I'm afraid so.

I'm afraid that's not true. I don't think it is right. I don't think so. Nonsense.

I don't feel like going swimming today.

No, I'm sorry, sir. That would be against the rules.

I'd rather not tell you.

Culture Notes

A very common goal of a verbal exchange is to make inquiries. Making inquiries has one very important element in common with greetings—they “force” the listener into responding. It is unusual not to respond when a question is directed to you. One basic rule is that you must respond to a question, even if your response is “I refuse to answer that” or “No comment”.

There are two basic types of inquiries. One is to get other people’s opinions; the other is to make requests. As for the first type, people often begin their inquiries with “What do you think...”, “Do you agree...”, or “What would you say...”. As for the second type, people often make inquiries to ask for a favor. Thus, they often ask in this way: “Can you...”, or “Will you...”. To be more polite, one may ask “Could you please...”, “Would you please...” or “Do you mind...”.

When one has to give negative responses, it is impolite for him to simply end the conversation with “No”. He may say “That’s not the way I see it.” or “I don’t see eye to eye with you.”, etc. There are numerous ways to give negative responses, but remember it is much more proper to add personal opinions or certain explanations.



Model Dialogs



Negation

A: It seems to be clearing up. **1**
B: That's such a nice change.
A: I think it's going to be nice all weekend.
What do you think of that?
B: Well, that's not the way I see it. They say
we are going to get some rain later.
A: As long as it doesn't snow!

A: You haven't been around much lately, have you? **2**
B: No, I've been away on vacation.
A: Wow. Where have you been?
B: San Diego. I've got an old friend there. But I found the natives
are a little bit harsh to strangers.
A: Oh really? I wouldn't go along with you there. They treated me
nicely when I was on a business trip there.

A: Would you like to order now, sir?
B: Yes. I'll have the fish to start. Would
you like the same, dear?
C: Actually, I'd like some soup.
A: And what would you like for the main
course?
B: We'll have the lamb chops, well-done,
please. **3**

A: I've been told you might have a
vacant room. **4**
B: Yes. I have a spare room.
A: What do you charge?
B: \$35 a week, but you can't have
visitors.
A: Fine. And do you mind if I keep
pets?
B: I'm afraid so. Pets aren't allowed
here.

Situational Conversations



Just Being Disagreeable

Work in pairs. One of you will take the part of A, and the other B. A and B meet each other on the street and discuss about a particular topic. They find that they can't agree on anything. You may choose one of the given topics for discussion.

Topics for Discussion:

1. A and B disagree with each other about a film they saw.
2. A and B give different comments on a new student who has just joined their class.
3. A and B quarrel about the quality of the food at a restaurant they are visiting.
4. A and B argue about the performance of the school's basketball team.
5. A and B hold opposing opinions concerning how to show parental love to children.

Sample Dialog:

- A: Hello, there!
- B: Oh, hi! I didn't see you in the theater. Did you see *The Da Vinci Code* as well?
- A: I did. And I thought it was great. What do you think of it?
- B: Well, I have some reservations about it.
- A: Reservations? It's the best movie that I've ever seen! Tom Hanks acted really well. Don't you think so?
- B: I wouldn't go along with you there. I thought he gave his worst performance ever.
- A: Wow! We really don't agree at all. Well, what do you think of the weather? I think that it's going to rain.
- B: That's not the way I see it. I think it's going to stay sunny all day and...

Notes for Teachers

In **Just Being Disagreeable**, students are required to work in pairs, playing the roles of two friends who run into each other on the street and have a chat. They should use expressions for making inquiries and giving negative responses in their conversations. For example, it could be that B disagrees with everything A has to say. Even when they change to other topics, they still can't agree. Remind students that though they disagree with their partners, they should still show good manners and be polite.

Each pair is supposed to choose one topic from the five possible choices provided to build a conversation upon. The teacher may give students five minutes for practicing the conversation. When the time is up, choose one or two pairs and ask them to present their conversation before the class. Then other students should comment on their presentation.



Speaking Practice

To Love or to Spoil

Now Listen to a passage and give a speech in response to the questions asked. Your speech should be no shorter than ten sentences. Write out your speech before delivering it in front of your classmates.


Questions:

Do you think this is true love?

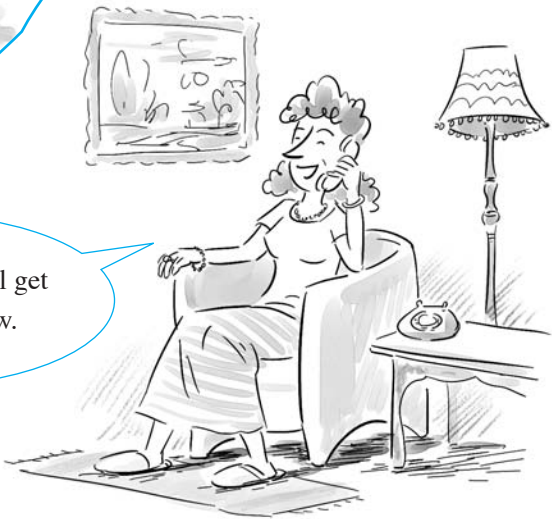
What must parents do in order to prove their love?

Notes for presentation skills:

Your talk should have a clear standpoint: whether you agree or disagree with what the speaker says. Try to keep to your standpoint, and try not to introduce any arguments or opinions that are not relevant.



I need a laptop to do my assignments.



OK, your daddy will get you one tomorrow.

• Audio Script •

Parents' desire to express love to their children is endless! Many parents want to give whatever they can afford to their children. Fashionable clothes, a separate bedroom with a television and a telephone, a lot of pocket money, or even a car—if parents can give their children these things, they often will. They also try hard to protect their children from any outside threats or pressures. In this way, they hope their children will live a comfortable life that is free of the hardships that they themselves went through.

(Words: 90)

Key for Reference: On the subject of gift-giving and a parent's love, we must get clear about what true love is. One thing that we can be sure of is that true love is not about giving material things. Parents who give their children many things, such as a beautiful car or brand-name clothing, are losing sight of what it means to love someone. If parents truly love their children, they will help them to get prepared to work on their own in the future. By giving their children too many things, parents actually work against

the goal of readying them for life's long journey. The uncontrolled gift-giving impetus only creates spoiled children who are not well-positioned for a future in which they must depend on no one but themselves. This is not to say that parents should not give things to their children. Of course, some things are necessary, as children do have needs. However, gift-giving should be balanced. Parents must know how to say "No" to their children; this is true love.



Notes for Teachers

Notes for organizing this activity: Prepare the students for the activity by asking them to brainstorm a list of things parents would do for their children out of love. Then play the recording. Once the recording is over, give the students time to write out their speeches, which should answer the questions asked. Students should make presentations in a spontaneous way of speaking, instead of just reading out or reciting what they have prepared.

Notes for extending this activity: Encourage students to speak more on the topic. It is likely that students may disagree with each other. Ask them to argue their positions against their opponents. This can be done with the entire class together or in smaller groups. You also have the option of either allowing students to discuss and argue freely or having them take part in an organized debate. In an organized debate, one student will speak for a set amount of time. The next student will then speak for an identical length, providing his own ideas and refuting the position of the previous speaker(s).



Listening and Speaking



Listening and Summarizing

Now you will hear a passage. Take notes while listening and then use your notes to finish the tasks.

Task 1 Fill in the following table according to what you hear.

Reasons why watching TV is bad	
①	_____
②	_____
③	_____

Task 2 Read the following opening sentences and the sample summary. With one of the opening sentences provided, write a summary and present it in class.

Opening Sentences for a Summary:

- ① The speaker believes that watching TV has three bad effects.
- ② TV-watching is bad for our children.

Sample Summary:

The speaker believes that watching TV has three bad effects. One of those effects is that it leads to fewer family talks. Another effect is that it reduces children's study time. The final one is that TV programs can have a bad influence, as they may teach children some bad behaviors.

• Audio Script •

Before the television was invented, families spent their spare time doing different activities together. Now, most families stay at home and watch TV. But there are a few reasons why watching television can be harmful.

The most important reason why watching TV is bad is it influences how much family members communicate. Parents, grandparents, and other family members have a lot of wisdom to share. This wisdom, however, is often ignored by young people who watch TV.

Furthermore, watching television is bad because it reduces children's study time. Researchers have found that children who watch little or no television spend three hours a day on study more than frequent TV watchers.

Finally, TV programs can be a bad influence. Some shows, as we all know, include inappropriate language and too much violence. And while there is still a great amount of general discussion as to whether or not children will imitate the bad things they see on TV, many researchers say children do repeat what they see. Several studies link their behaviors to TV programs; for example, children are three times more likely to get into fights at school if they watch violent TV programs.

(Words: 196)

Task 1

Reasons why watching TV is bad

1. It influences how much family members communicate.
2. It reduces children's study time.
3. It can be a bad influence.



Task 2

Key for Reference: TV-watching is bad for our children. First, TV-watching leads to fewer family talks. Second, it reduces children's study time. And third, watching TV can have a bad influence, encouraging violence and bad language use.



Notes for Teachers

Teachers can provide any other opening sentences for the students to write their summaries and students could create their own opening sentences.



Homework



Language Sense Enhancement

Now listen to a poem and try to imitate the reciter.



When you are old and gray and full of sleep
And nodding by the fire, take down this book,
And slowly read, and dream of the soft look
Your eyes had once, and of their shadows deep;

How many loved your moments of glad grace,
And loved your beauty with love false or true;
But one man loved the pilgrim soul in you,
And loved the sorrows of your changing face.

From "When You Are Old" by William Butler Yeats

Supplementary Listening

Task 1 Now you will hear a long conversation followed by five questions. Listen carefully and choose the best answer from the four possible choices.

Questions 1 to 5 are based on the conversation you have just heard.

- 1 A. He is looking for help with his job.
B. He is buying things at a store.
C. He is ordering a drink.
D. He is ordering food.
- 2 A. In a German restaurant.
B. In the home of the man's mother.
C. In a place selling beers.
D. In a store in Germany.
- 3 A. A cold German beer.
B. A friendly person to talk to.
C. A new wallet.
D. A job that pays better.
- 4 A. To pay others for the work they do.
B. That one should do his job well.
C. To think about others first.
D. That being nice has rewards.
- 5 A. When she gets things for free.
B. When she gets money from others.
C. When she finds money on the floor.
D. When she finds something she lost.

Audio Script

M: Hello? Yes. Um, can I get some help over here?

W: Sure thing, handsome. What'll it be?

M: A menu, please.

W: We don't serve food—just the beers you see on the wall.

M: All right. What about that one? It's German, right?

W: Yeah, it is. Is that what you'd like?

M: That'll do. But I'd like a cold one if you got one.

W: Sure thing, sweetie. That'll be \$6.25.

M: Say, you're kinda friendly, aren't you?

W: Suppose it comes with the job. It pays to be nice to people, don't you think?

M: I suppose it does. That's what my mother said to me anyway. Oh, wait. Wait a second. Oh no. I can't believe this.

W: What's wrong?

M: I think I left my wallet somewhere.

W: Quick, look around. It's gotta be around here. Maybe on the floor.

M: No...it's not there. I don't know where it could be. Any chance you can be nice and give me the beer for free?

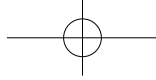
W: No chance of that happening. No, if no one's paying, I'm not nice.

(Words: 169)

Task 1

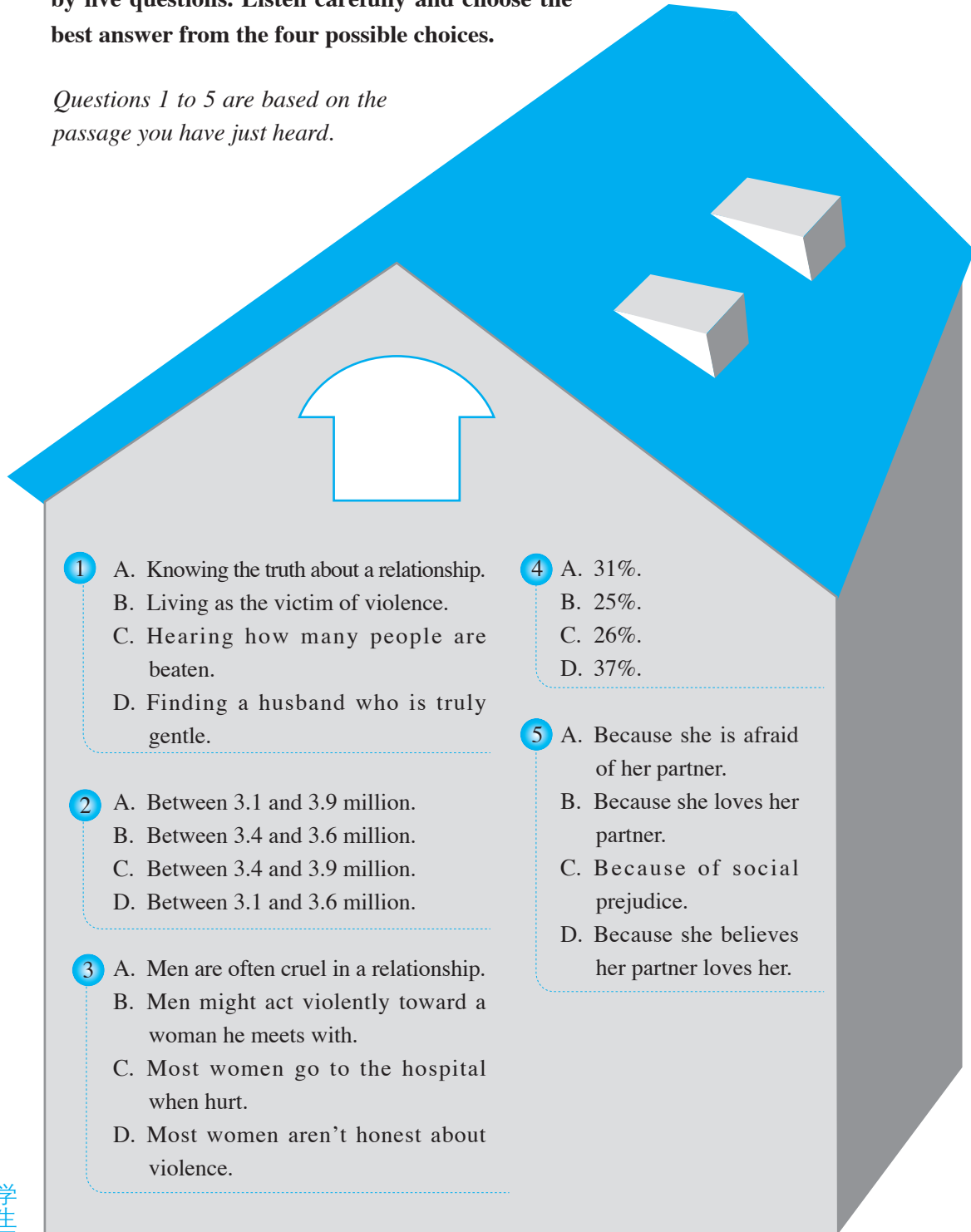
- 1 What is the man doing in this conversation? **C**
- 2 Where does this conversation take place? **C**
- 3 What does the man want? **A**
- 4 What did the man's mother teach him? **D**
- 5 When is the woman friendly? **B**





Task 2 Now you will hear a passage followed by five questions. Listen carefully and choose the best answer from the four possible choices.

Questions 1 to 5 are based on the passage you have just heard.



- 1 A. Knowing the truth about a relationship.
 B. Living as the victim of violence.
 C. Hearing how many people are beaten.
 D. Finding a husband who is truly gentle.

- 2 A. Between 3.1 and 3.9 million.
 B. Between 3.4 and 3.6 million.
 C. Between 3.4 and 3.9 million.
 D. Between 3.1 and 3.6 million.

- 3 A. Men are often cruel in a relationship.
 B. Men might act violently toward a woman he meets with.
 C. Most women go to the hospital when hurt.
 D. Most women aren't honest about violence.

- 4 A. 31%.
 B. 25%.
 C. 26%.
 D. 37%.

- 5 A. Because she is afraid of her partner.
 B. Because she loves her partner.
 C. Because of social prejudice.
 D. Because she believes her partner loves her.

• Audio Script •

It's difficult to know what is truly happening inside a relationship. Though a woman might appear to be happy, she may be a victim of violence. And though a man may appear to be gentle, he might not actually be. Every year estimates range from 3.4 million acts of violence against a wife or girlfriend to 3.9 million in this small country.

This is bad news. Unfortunately, there is more. Nearly one-third of women reported being beaten by a husband or boyfriend at some point in their lives. Some of this violence resulted in injuries that required a doctor's care. Thirty-seven percent of women who sought emergency room treatment for violence-related injuries in 2005 were injured by their own husbands or boyfriends. What's more, twenty-six percent of all female murder victims in 2006 were killed by their partners.

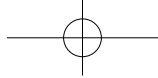
What this means is that we as a society must look for the signs of violence. Do you know someone who often gives poor excuses for being hurt? Maybe you should talk with her about violence. Often a woman will stay in a violent relationship because she believes her husband or boyfriend loves her. But she should know that violence does not equal love.

(Words: 202)

Task 2

- ① According to the passage, what is difficult? **A**
- ② How many women are beaten by a husband or boyfriend per year? **C**
- ③ What can we infer from this passage? **D**
- ④ What percentage of female murder victims were killed by a partner in 2006? **C**
- ⑤ Why does a woman often choose to stay in a violent relationship? **D**





Task 3 Now you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 1 to 7 with the exact words you have just heard. For blanks numbered from 8 to 10 you are required to fill in the missing information. For these blanks you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.

Who doesn't love being in love? A true love listens to you talk about work, lets you have that last 1) _____ of pie, and (usually) remembers to take out the trash. He is ready to forget all kinds of 2) _____. And he always thinks you're 3) _____, even without makeup.

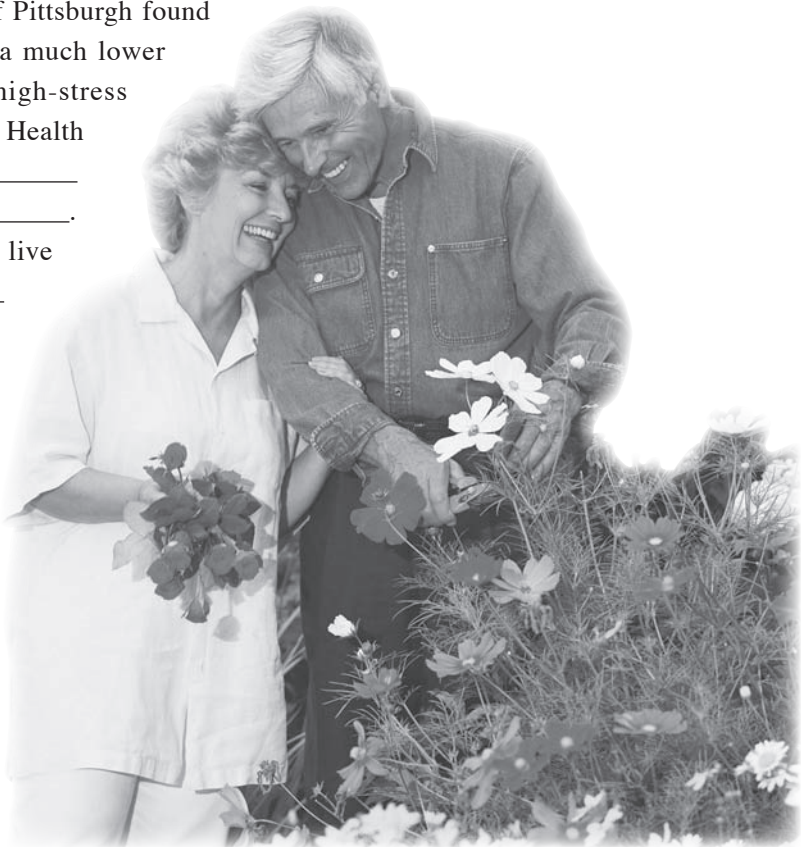
Scientists have long been keen to prove that love gives us health 4) _____ too. Researcher can't say for sure that a lover is more important than a loving family or warm friendship when it comes to 5) _____. But they are learning more about how a romantic partner makes us stronger, with health gains that 6) _____ from faster healing and better control over illnesses to living longer.

The benefits of love are 7) _____ and measurable. A study last year from the University of Pittsburgh found that women in good marriages have a much lower risk of heart disease than those in high-stress relationships. The National Love and Health Study 8) _____

The study shows that married people live longer, 9) _____

_____, and even get pneumonia less frequently than singles. A new study from the University of Iowa also found that cancer patients with 10) _____

_____ were better able to fight off cancer. It seems that love helps people strengthen their immune systems.



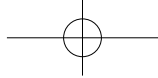
Audio Script

Who doesn't love being in love? A true love listens to you talk about work, lets you have that last 1) slice of pie, and (usually) remembers to take out the trash. He is ready to forget all kinds of 2) misunderstandings. And he always thinks you're 3) beautiful, even without makeup.

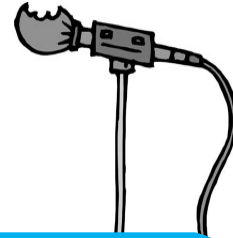
Scientists have long been keen to prove that love gives us health 4) benefits too. Researchers can't say for sure that a lover is more important than a loving family or warm friendship when it comes to 5) wellness. But they are learning more about how a romantic partner makes us stronger, with health gains that 6) range from faster healing and better control over illnesses to living longer.

The benefits of love are 7) explicit and measurable. A study last year from the University of Pittsburgh found that women in good marriages have a much lower risk of heart disease than those in high-stress relationships. The National Love and Health Study 8) has been tracking more than a million subjects since 1979. The study shows that married people live longer, 9) have fewer heart attacks and lower cancer rates, and even get pneumonia less frequently than singles. A new study from the University of Iowa also found that cancer patients with 10) a strong sense of connection to others and in satisfying relationships were better able to fight off cancer. It seems that love helps people strengthen their immune systems.

(Words: 233)



ORAL REPORT



Prepare a three-minute oral report on one of the following topics or any other topic related to what you have learned in this unit. You will be asked to present it in the next class. ▼

- Cherish the love from others
- How I learned to love
- Love is the most important lesson of all

