

The Fame Game

7 Unit

FOCUS FOR LISTENING

Status, attention, and everything associated with being famous make fame very exciting, but there are also negative consequences. Listen and discuss the aspects of fame in **The Fame Game**.

FOCUS FOR CONVERSATIONAL SKILLS

Practice expressing frequency and sequence.
Be the teacher and give instructions to the class in an activity called **What's the Matter Here?**

FOCUS FOR SPEAKING PRACTICE

The Push of Fame. What should a person do in the face of fame? Give your opinion on this issue in a classroom discussion.





Warming Up



Now you will hear a conversation. Mark the following statements with T (true), F (false) or NG (not given) according to what you hear.



- 1. The man envies the lives of famous people that he sees on TV.
- 2. Generally, audiences like watching celebrities experience hardships.
- 3. The man has appeared on television for 15 minutes.

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.





- 1 A. The man has come to a new understanding.
B. The man has not painted any pictures yet.
C. The woman is famous for painting pictures.
D. The woman has not accepted the man's application.
- 2 A. He created art that is ignored by people.
B. He does not have money and fame.
C. He is not satisfied with his work as an artist.
D. He has not achieved everything he ever wanted.
- 3 A. The man starting in the writing business.
B. The man having problems with his writing.
C. The man finding something to keep from being bored.
D. The man suffering for a reason he isn't sure of.
- 4 A. The man is rarely inclined to believe others.
B. The speakers do not know much about the director.
C. The director does not sell his art to the public.
D. The woman really works for art rather than fame.
- 5 A. A successful salesman.
B. A man with famous friends.
C. A famous man's family life.
D. A troubled dancer.
- 6 A. He drew cartoon artwork.
B. He became a homeless person.
C. He won an Academy Award.
D. He became really famous.
- 7 A. She has become a success.
B. She has become a queen.
C. She has cooled down a bit.
D. She has found a new sweetheart.
- 8 A. Quitting a job.
B. Becoming famous.
C. Working as an actor.
D. Getting a simple job.
- 9 A. In a book publishing company.
B. In a car dealer's lot.
C. On a street.
D. In an agent's office.
- 10 A. Teacher and student.
B. Doctor and patient.
C. Mother and son.
D. Employer and employee.





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. Oscar Wilde's fame.
 - B. 19th century writers.
 - C. Gays in England.
 - D. Oscar Wilde's literature works.

- 2
- A. Being talked about is the worst thing.
 - B. Having no one speak about you is the worst thing.
 - C. Talking about others is the worst thing.
 - D. There is one thing worse than not talking.

- 3
- A. Teacher and student.
 - B. Police officer and citizen.
 - C. Mother and son.
 - D. Father and daughter.

- 4
- A. Because he was in jail.
 - B. Because he was gay.
 - C. Because he was well-known.
 - D. Because he was a writer.

- 5
- A. The English threw all gays in prison.
 - B. Fame is both positive and negative.
 - C. Oscar Wilde paid more attention to his actions.
 - D. Oscar Wilde watched reporters carefully.



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. A lesson we can learn from Monroe's life.
- B. The ways people become big movie stars.
- C. A simple life of integrity and hard work.
- D. The movies of Marilyn Monroe.

2

- A. The speaker is an old person.
- B. The speaker had beauty and innocence.
- C. Marilyn Monroe worked hard in Hollywood.
- D. Marilyn Monroe lived out a simple life.

3

- A. To build on her name.
- B. To develop integrity.
- C. To work hard.
- D. To be in films.

4

- A. In 1950.
- B. In 1959.
- C. In 1953.
- D. In 1962.

5

- A. To warn people about drugs.
- B. To warn people about movies.
- C. To warn people about fame.
- D. To warn people about Monroe.





Understanding a Radio Program



Task 1 Now you will hear a recording. Listen carefully and complete the following sentences with the word groups provided according to what you hear. Each word group will be used no more than once and two will be left unused.

wore a hat with flowers at the wedding

was a guest at the wedding ceremony

was very large

was one of the designers of the wedding dress

married in St. Paul's Cathedral

is remembered as having been naughty

became king of Britain

- ① Charles, prince of England, _____.
- ② Victoria Mather _____.
- ③ Diana's mother _____.
- ④ The bridesmaid _____.
- ⑤ David Emanuel _____.

Task 2 Listen to the recording again and then imitate the speakers to the best of your ability.



Speaking



Practicing Conversational Skills



Useful Expressions



Read the following expressions for talking about frequency. Try to learn them by heart.

Asking About Frequency

How often does she usually exercise?

How many times a week do you visit Anime News Network?

Do you ever watch TV in the evening?
Is Tom often late?

She exercises every day.
Once/4 times a week.
She doesn't exercise very often/very much.
Not very often.
Every day!

Yes, I sometimes watch TV before bed.
Yes, sometimes.
Not very often.
Seldom.

Expressing Frequency

Read the following expressions for talking about sequence. Try to learn them by heart.

Asking About Sequence

What do you usually do in the mornings?

What did Emily do after getting her B.A.?

What will he do next?
What's his next step?

I usually get up at around 7 a.m. Then the first thing I do is to drink a cup of coffee. Then, I eat breakfast.

Well, as soon as she finished school, she worked in a company.

Next he will leave the house to go to work.
His next step is to speak to Mr. Kate.

Expressing Sequence



Model Dialogs



Frequency

W: What does your wife do in her spare time?

M: Well, she goes to the cinema or to the theater.

W: How often does she go to the cinema?

M: Every two weeks. **1**

W: It's been two months since you came to China.

M: Yeah. I miss home very much.

W: Do you often call your parents?

M: No. I usually send them e-mails.

W: How many times a week?

M: Every other day. **2**

3

W: Do I need to feed the fish three times a day?

M: No. Once is enough.

W: Do I have to change the water every day?

M: No, not necessary.

Sequence

W: Did you grow up there?

M: Yeah, I grew up in the suburbs.

W: When did you graduate from high school?

M: At 16.

W: And what did you do after that?

M: Then I went to college. **1**

W1: Mom, can you tell me how to cook rice? **2**

W2: First wash the rice in cold water; then put it into a pot.

W1: What should I do after that?

W2: After that cover it with water. Then bring it to the boil and cook it for about 20 minutes.



Situational Conversations



What's the Matter Here?

This is a class activity. First, think of a cause for students not doing as well as they could in their studies. Then construct a question about it. Make sure that it involves a regular habit and how often that habit is repeated. (Examples: What do you usually do after class?/How often do you stay out late at night?) Then go around the class, asking your question and recording answers. Once you have completed this, go in front of the class to announce your findings. Then tell your classmates what their regular habits should be. Example causes for failing to succeed are listed below.

Sample Conversation:

A: How often do you exercise?

B: I exercise once a week.

A: How often do you exercise?

C: I exercise every day.

A: How often do you exercise?

D: I exercise twice a week.

...

A: According to my poll, students don't exercise enough. I think that students with healthy bodies will also have healthy minds. The first thing you should do in the morning is to go jogging. And then...



Failure to succeed is caused by...

- staying out too late
- not studying hard enough
- sleeping in class
- studying too hard
- not getting enough exercise
- eating fast food



Speaking Practice



The Push of Fame

Now listen to a passage and give a speech in response to the questions asked. Your speech should be no shorter than 20 sentences. Write out your speech before delivering it in front of your classmates.

*Quotation from Albert Einstein:
"Marie Curie is, of all celebrated
beings, the one whom fame has
not corrupted."*



Questions:

What is the correct attitude towards fame?
What should people do in the face of fame?





Listening and Speaking



Listening and Summarizing



Take notes as you listen to a passage. And use your notes to write a summary, choosing one of the given sentences to begin.

Task 1 Fill in the following table.

Reasons why being famous is good	
①	
②	
③	

Task 2 Write a summary with one of the opening sentences provided and present it in class.

Opening sentences for a summary:

- ① The speaker believes that being famous has three benefits.
- ② Being famous is good for three reasons.



Homework



L Language Sense Enhancement

Task 1 Listen to the following recording and imitate the speaker.

I believe that fame and celebrity, influence and power, success and failure, reality and illusion are all somehow neatly woven into a seamless fabric we laughingly call reality. I say to those who desperately seek fame and fortune, celebrity: good luck. But what will you do when you have caught your tail, your success, your fame? Keep chasing it? If you do catch it, hang on for dear life because falling is not as painful as landing.

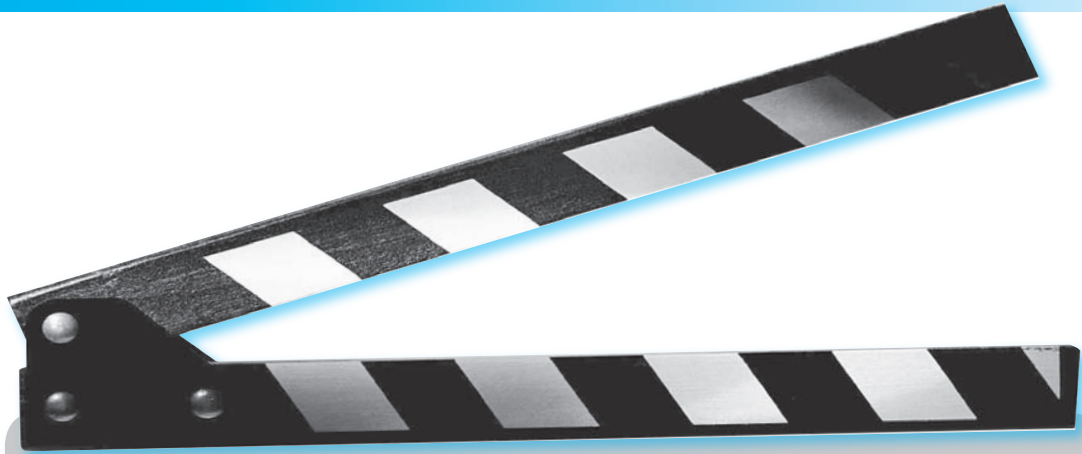
From "Fame"

S 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.

- | | |
|--|--|
| <p>1 A. Important friends.
B. The woman's friends.
C. The man's family.
D. The value of friends.</p> | <p>4 A. One can lose his temper with a friend.
B. One can argue with a friend.
C. Friends are for life.
D. Friends think the same thing.</p> |
| <p>2 A. Friends aren't very necessary.
B. He is important in his family.
C. Questions about friends are strange.
D. Friends are really important.</p> | <p>5 A. In a classroom.
B. In a library.
C. In an office.
D. In a club.</p> |
| <p>3 A. The woman loves her friends.
B. The woman doesn't have a big family.
C. The man doesn't have any friends.
D. The man and woman have been friends for life.</p> | |



Clark Gable

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. The death of Clark Gable.
B. Clark Gable during World War II.
C. Gable's life after World War II.
D. The films of Clark Gable.
- 2 A. In 1955.
B. In 1949.
C. In 1958.
D. In 1960.
- 3 A. Gable was disappointed by his films.
B. Gable's life had many ups and downs.
C. Gable's wife was disappointed with him.
D. Gable was happy about being highly paid.
- 4 A. A heart attack.
B. A film.
C. Clark Gable.
D. A stunt scene.
- 5 A. Gable never saw his son.
B. *The Misfits* made Gable a king.
C. The death announcement was four words.
D. Every newspaper announced the death of Gable.



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.



Nursing at Beth Israel

Nursing at Beth Israel Hospital produces the best patient care possible. If we are to solve the nursing 1) _____, hospital administration and doctors everywhere would do well to follow Beth Israel's example.

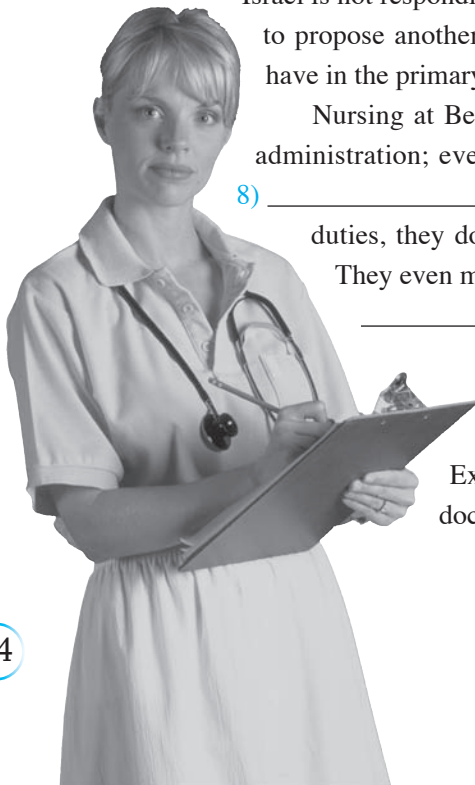
At Beth Israel, each patient is 2) _____ to a primary nurse who visits at length with the patient and constructs a full-scale health account that covers everything from his or her medical history to his or her emotional state. Then, the nurse writes a care plan, one that is not only 3) _____ on the patient's illness but also one which includes everything else that is necessary.

The primary nurse stays with the patient throughout his or her 4) _____, keeping track of his or her progress and seeking further advice from the doctor. If a patient at Beth Israel is not responding to 5) _____, it is not uncommon for the nurse to propose another approach to the doctor. What the doctors at Beth Israel have in the primary nurse is a true 6) _____.

Nursing at Beth Israel also involves a 7) _____ nursing administration; every floor and every unit is a self-contained organization. 8) _____; in addition to their medical duties, they do all their own hiring and firing, and employee advising. They even make salary recommendations. Each unit's nurses 9) _____.

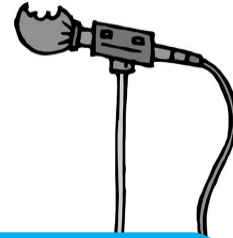
Beth Israel's nurse-in-chief ranks as 10) _____.

The nurse-in-chief is also a member of the Medical Executive Committee, which in most hospitals includes only doctors.





ORAL REPORT



Prepare a 3-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 your report in the next class. ▼

- The trouble of fame
- The meaning of a good name
- The ideas people have about me



• **Audio Script** •

M: You're telling me that you'd rather be famous than be respected as a good person?

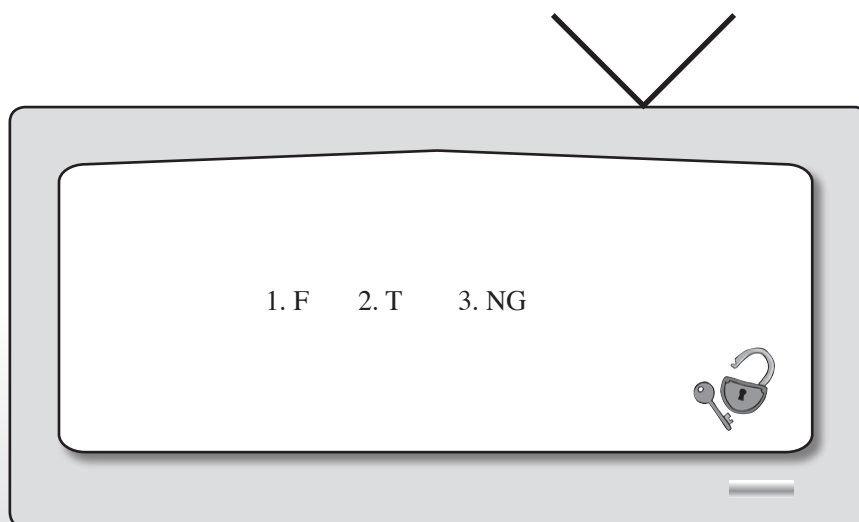
W: Well, I don't know. It's just that I see all these famous people on TV, and, well, it's hard not to want the same thing for myself—attention, love from millions of people...

M: Love? Do you think people actually love celebrities? I don't think so! The public enjoys watching famous people get into trouble even more than they like watching them succeed. Besides, being a famous person means never having time to yourself—appearing before crowds, having people follow you around 24-7. Believe me, it isn't fun.

W: You talk as if you know something about celebrity. Were you ever famous?

M: You know the old saying "Everyone has his 15 minutes of fame"? Well, I expect to have my 15 minutes someday. But I don't expect to like it.

(Words: 148)



Audio Scripts

- 1 **W:** You don't really seem interested in painting pictures, so why did you apply to this art program?
M: To be honest, I thought that through art, I could become famous. Pretty stupid, huh?
Q: What can be inferred from this conversation?
- 2 **W:** You have everything you ever wanted! But why do you look so blue?
M: Ah, man, I discovered that all those things—money, fame, and the lot—are all empty. And in trying to get them, I ignored my art.
Q: Why is the man not happy?
- 3 **W:** Hey, Marty. What's the matter, pal? When you first started writing, you did so much better work. Are you bored or something?
M: I know my work is suffering, but I don't know the reason. I don't seem so interested anymore. Maybe, as you said, I am bored. Who knows?
Q: What are the speakers talking about?
- 4 **W:** Is it true what they say about the director? Does he really work for art, not for fame?
M: That's what people say, and I'm inclined to believe them. He certainly hasn't sold out to the cheap film companies.
Q: What can be inferred from the conversation?
- 5 **W:** What's on the schedule for tonight's show? Something I'm likely to enjoy?
M: You might like it—a story about a dancer who sells his soul to become famous and then loses his friends, family, and everything important.
Q: What is tonight's show about?
- 6 **W:** Isn't that the man who won an Academy Award for his cartoon artwork?
M: What? That tramp? Hey, you know, I think you're right. Man, what happened to him? He was really famous!
Q: What happened to the artist at last?
- 7 **W:** Look! Look! Look! Look at me, Dad! I've done it! Success, money, popularity... The world is at the tip of my fingers and I feel like a queen!
M: Sweetheart, I think you need to cool down a bit. Don't let all of this success go to your head.
Q: What has happened to the woman?
- 8 **W:** Get a grip on yourself! Don't you dare quit your job! You really think you can succeed as an actor? Do you really think you can become famous?
M: I don't think I need to be famous to succeed. I'm sure I can get work as an extra and then maybe move on to more interesting roles.
Q: What are the speakers talking about?
- 9 **M:** Hey, you! Watch out! Where's your head? Walking in front of cars like that?
W: Huh? Ah! Oh! Sorry, I mean... thanks. I just received word from my agent that my book is to be published. Isn't it wonderful? Sorry I was daydreaming about the fame to come and forgot to look at the traffic.
Q: Where is the conversation taking place?
- 10 **W:** Thanks for coming in. I loved your work, but I wish it looked more like your previous pieces.
M: God! I knew it! Complaints from my teacher, my mother... even my doctor! And now, my boss? Since I became famous, no one will let me change!
Q: What is the relationship between the speakers?

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

Audio Script

M: There's only one thing in life worse than being talked about, and that's not being talked about.

W: That was said by Oscar Wilde, wasn't it?

M: That's right. You're pretty smart.

W: I have my moments. But I'm afraid that I won't remember anything else for your test tomorrow.

M: Well, let's have a run-through. First, what can you remember about Wilde?

W: The basics, obviously—British, 19th century writer.... He was gay, wasn't he?

M: That's right. And he actually went to jail for it.

W: Why? There must've been many gays in England at the time. Why was he singled out to be put in prison? Or, were the English throwing all gays in jail?

M: No, not everyone. But things were different for Wilde. A famous person, like him, isn't free to do what he likes. People paid more attention to his actions. There were reporters, and everything that he said and did was watched carefully.

W: Yeah? It might've been better for him if he wasn't famous.

M: Maybe. But, then again, if he wasn't well-known, we might not have his wonderful stories today.

(Words: 190)

- 1 What are the speakers talking about? **A**
- 2 What did Oscar Wilde say? **B**
- 3 What is the probable relationship between the speakers? **A**
- 4 Why was Oscar Wilde treated differently? **C**
- 5 What can be inferred from the conversation? **B**



• Audio Script •

You young people go crazy over famous people. Will you listen to me when I tell you your generation is wrong about this? Let me use an example to illustrate my point to you.

Marilyn Monroe, you might not even know who she is. Back in my day, when I was your age, she was a big movie star. But she wasn't born a movie star, no sir. She was a simple girl with beauty and innocence until she went to Hollywood to make movies. That's right. Instead of living out a simple life of integrity and hard work or trying to develop a respectable name in her profession, she sought fame. Well, I'll tell you, she got her wish. She made her movies—*All About Eve* in 1950, *Gentlemen Prefer Blondes* in 1953, *Some Like It Hot* in 1959, and more. She got into trouble throughout—drugs, abuse.... All of this came crashing down on her head, and she died at an early age in 1962. Sad, really.

I hope that this example shows you the dangers of fame. Believe me, it's best just to live a simple life.

(Words: 190)

- 1 What is the man talking about? **A**
- 2 What is TRUE according to what you hear? **A**
- 3 Why did Monroe go to Hollywood? **D**
- 4 When was *Some Like It Hot* made? **B**
- 5 Why is the man telling this story? **C**



• **Audio Script** •

It was the royal wedding we remember best of all. Twenty-five years ago tomorrow, Prince Charles married Lady Diana Spencer in London's St. Paul's Cathedral. CBS News correspondent Randall Pinkston looks back to the perfect day which didn't turn out happily ever after.

It was the wedding of the century, watched by over half-a-million people in Britain, and the worldwide audience of a staggering 750 million. The young bride, peering out smilingly from her glass coach, would become the most famous woman in the world, and change the monarchy forever. But that was in the distant and tragic future. On this day in July, 1981, joy filled the land.

This was a moment in history, that, you know, that Prince Charles was going to be king and she was going to be his queen. She was so young, and so beautiful. And she had already sort of got a stranglehold on the hearts and minds of the people.

British journalist Victoria Mather was one of the wedding guests that fabled day.

“What do you remember most about that day?”

“I remember most that it was just exactly like anybody else's wedding. That, the bride's mom wore a flowery hat. You know, and there was the naughty little bridesmaid; the bridegroom looked nervous; and the bride fluffed her lines. I mean it was just so like anybody else's wedding, it was just writ large.”

Like the train of Diana's wedding gown, which seemed to go on forever. Elizabeth Emanuel, with her then-husband David, designed the dress. Right after the wedding, they received a phone call.

“It was Diana, and we, we couldn't believe it, and she had phoned to thank us for making her wedding dress and saying she felt so beautiful in it.”

(Words: 295)

1. Charles, prince of England, married in St. Paul's Cathedral.
2. Victoria Mather was a guest at the wedding ceremony.
3. Diana's mother wore a hat with flowers at the wedding.
4. The bridesmaid is remembered as having been naughty.
5. David Emanuel was one of the designers of the wedding dress.



Notes for Teachers

Expressing Frequency

When people ask about the frequency, the answer can be various. There are many adverbs which can express frequency, including **always**, **often/frequently**, **usually/generally**, **sometimes/occasionally**, **hardly ever/rarely/seldom**, **never**. The meanings of these adverbs range from the most frequent (**always**) to the least frequent (**never**). The position of adverbs in the sentences also varies. The adverb appears either before the verb or after the link verb. It can also appear between the modal verb and transitive verb/intransitive verb. The phrase “**from time to time**” means the same as “sometimes”. When you are asked “how often/how many times...” you do something, you can use “**numeral word (more than two) + times**” or “**once/twice a day/week/month...**” However, pay attention that if the frequency is under 3 times, you should use “once” and “twice” or “two times”.

Expressing Sequence

There are several ways to express the sequence. The most commonly used one is to use the numerals, such as **first**, **second**, **third...** or **firstly**, **secondly**, **thirdly...**; and this indicates the order in time span. Also, you can use adverbs to express sequence. For example, if you are going to do three things in the morning, you can say, “**First**, I will do... **second...** and **last...**” Or you can say, “**First**, I will do... **then...** and **in the end...**” If you are going to do something in a very short future, you can say, “I will do ... **right now/ right away/ right off**, **after** that I will do...” Or you can simply use the time to express the sequence. For example, you can say, “At 9 a.m. I will... One hour later, I will... And at 5 p.m. I will...”



Notes for Teachers

(On Page 10)

1. Ask students to take notes while listening to the recording.
2. Ask students to work in pairs or groups to discuss the questions after listening, using the notes they have taken if necessary.
3. Walk around the classroom while students are discussing and provide assistance when needed.
4. The discussion may not be limited to the questions provided. Encourage students to discuss other questions coming to their mind related to the recording they have listened.
5. Invite some students to deliver the speech to the whole class and make comments.
6. As students are coming forth with their answers quickly, as well as in response to other students, what they say might be shorter than the answer provided. However, it could give teachers an idea of what students might say.



• Audio Script •

Money, awards, and attention often come with fame. For some people, these things have a corrupting influence. They cling to their fame, seek to make more money, and stop being creative. This wasn't the case with Marie Curie, one of the greatest scientists in history.

Curie became the first woman to win a Nobel Prize in 1903. This did not stop her from continuing to work and make even more discoveries and inventions. For her ceaseless efforts and scientific discoveries, Curie earned her second Nobel Prize in 1911. She was the first person ever to receive two Nobel Prizes. Fame was never a burden to Curie.

It wouldn't have been surprising had Curie become a millionaire. She did not and never thought of money! Instead of patenting her work, she allowed other scientists to use it freely so they could also help mankind. She also donated 2 grams of radium for research work. And during World War II, she was a volunteer in hospitals, helping them make use of radiation.

(Words: 171)

Key for Reference: In light of Marie Curie's example, we are asked to say something of fame. Curie set a high standard for famous people. Having achieved fame, she continued her work. Not only that, but she remained unselfish. Though she could've earned greater riches and enjoyed a more comfortable life, she didn't. She put others first, and she put her work before herself. She lived and died for her work, and nothing more could be asked of a person. Her example shows us two things. First, it shows that there is nothing wrong with fame. Fame is a symbol of success in one's career. When one has achieved it, fame shows that a person has done well. It can even encourage people to work even harder, to do even better work. Following this idea, people can have a positive attitude toward fame—

not making it a burden, but avoiding the corruption that can occur because of it. Second, Curie's example shows us what a person should do in the face of fame. So many people, after they have become famous, allow themselves to be corrupted. After becoming famous, they stop working hard or they take making money as their goal. It is clear that in doing this they have not acted well in the face of fame. These corrupted individuals should look at the life of Curie. Famous people, after having proven themselves well, should continue doing well. This is true for all famous people. Whether it is in the arts or in the sciences, accomplishment and selfless devotion to work should continue. In this way, the world will become better for all people.



Audio Script

People often say that being famous is a hassle. I don't see why. From what I've seen, from people on TV and in movies, having fame is a never-ending joy. Right here, I'd like to introduce the reasons behind my thought.

Firstly, famous people enjoy a status that other people simply don't have. With this higher status, famous people can enjoy such pleasures as getting a table at a crowded restaurant whenever they want one. People look up to and respect those with fame.

Secondly, famous people receive attention from others. How often do you feel ignored and unheard by others? Famous people don't have this problem. When they speak, people listen.

Thirdly, famous people can often use their fame to make money. They can bring attention to products and receive money for doing so, or they can act in movies.

I, for one, would like to be famous. And I suspect that even people who are against fame would secretly like to be famous too.

(Words: 166)

Reasons why being famous is good

- 1 Famous people have high status.
- 2 Famous people receive attention.
- 3 Famous people can make money.



Notes for Teachers

1. Teachers can provide other opening sentences for students to write their own summaries and students could create their own opening sentences.
2. Sample summary for reference
The speaker believes that being famous has three benefits. The first benefit is that famous people have high status. In addition to this, they receive much attention from others. And finally, famous people can make a lot of money.



• Audio Script •

W: How important are friends to you, Bill?

M: That's kind of a strange question for this setting, don't you think so?

W: Well, the teacher hasn't come in yet, class hasn't begun, and I was just wondering about it. So, what do you think about friends?

M: I've never regarded them as particularly important. Perhaps that's because I come from a big family—two brothers and three sisters, and lots of cousins. That's what's really important to me. What about you, Emma?

W: My situation, you know, is different, so I have different ideas. To me friendship... having friends... people I know I can really count on... to me that's the most important thing in life. It's more important even than love. If you love someone, you can always fall out of love again, and that can lead to a lot of hurt feelings and bitterness. But a good friend is a friend for life.

M: In my mind, a friend is someone who likes the same things as you do, with whom you can argue without losing your temper, even if you don't always agree with him.

(Words: 188)

Task 1

- ① What are the speakers talking about? **D**
- ② What has the man always thought? **A**
- ③ What can be inferred from the conversation? **B**
- ④ What does the man think about friends? **B**
- ⑤ Where is the conversation taking place? **A**

• Audio Script •

At the age of 41, Clark Gable, one of Hollywood's biggest actors, enlisted in the army, serving in World War II. Gable's postwar films were, for the most part, disappointing, as was his 1949 marriage. Dropped by both his wife and his studio, Gable ventured out as a freelance actor in 1955, quickly becoming the highest paid actor in Hollywood. He again found happiness with his fifth wife and continued his career in such critical failures as *Teacher's Pet*, released in 1958. In 1960, Gable was signed for the "modern" Western, *The Misfits*. The troubled and tragic history of this film has been well documented, but, despite the on-set tension, Gable took on the task uncomplainingly, going so far as to perform several grueling stunt scenes involving wild horses. The strain of filming, however, coupled with his ever-robust lifestyle, proved too much for the actor. Clark Gable suffered a heart attack two days after the completion of *The Misfits* and died in 1960 at the age of 59, just a few months before the birth of his first son. Most of the nation's newspapers announced the death of Clark Gable with a four-word headline: "The King is Dead."

(Words: 198)

Task 2

- ① What is this passage about? **C**
- ② When did Gable become a freelance actor? **A**
- ③ What can we know about Gable from the passage? **B**
- ④ What is described as being "tragic" in the passage? **B**
- ⑤ What can be inferred from the passage? **A**



Audio Script

Nursing at Beth Israel Hospital produces the best patient care possible. If we are to solve the nursing 1) shortage, hospital administration and doctors everywhere would do well to follow Beth Israel's example.

At Beth Israel, each patient is 2) assigned to a primary nurse who visits at length with the patient and constructs a full-scale health account that covers everything from his or her medical history to his or her emotional state. Then, the nurse writes a care plan, one that is not only 3) centered on the patient's illness but also one which includes everything else that is necessary.

The primary nurse stays with the patient throughout his or her 4) hospitalization, keeping track of his or her progress and seeking further advice from the doctor. If a patient at Beth Israel is not responding to 5) treatment, it is not uncommon for the nurse to propose another approach to the doctor. What the doctors at Beth Israel have in the primary nurse is a true 6) colleague.

Nursing at Beth Israel also involves a 7) decentralized nursing administration; every floor and every unit is a self-contained organization. 8) There are nurse-managers instead of head nurses; in addition to their medical duties, they do all their own hiring and firing, and employee advising. They even make salary recommendations. Each unit's nurses 9) decide among themselves who will work what shifts and when.

Beth Israel's nurse-in-chief ranks as 10) an equal with other vice presidents of the hospital. The nurse-in-chief is also a member of the Medical Executive Committee, which in most hospitals includes only doctors.

(Words: 257)