



Unit 1 Love



Viewing



Love Is an Open Door

About the video clip

This video clip talks about the feeling of falling in love.

Understanding the video clip

Please watch the video clip and fill in the blanks in the table below.

Anna	Hans
She and Elsa were close when they were young, but one day Elsa _____.	He was just _____ the same thing, because he had been _____ his whole life.
She felt her life was _____ doors, then suddenly _____ Hans.	He said they would _____ to the _____ of the past.
With Hans she found _____, she saw _____.	He felt love can be so _____ with her.
Anna thought their _____ synchronization can have but one _____	At last, he asked _____.
Finally, Anna say something even _____, yes.	

Further thoughts

Anna and Hans fell in love at the first sight. Could you list the advantages and disadvantages of “fall in love at the first sight”?

Advantages	Disadvantages
1. full of enthusiasm	1. not lasting for a long time
2. arousing the inside power instantly	2. always hurtful
...	...





Banked Cloze

Below is a passage with ten blanks. You are required to select one word for each blank from the list of choices given in a word bank following the passage. Read the passage carefully before making your choices. Each choice in the blank is identified by a letter. Please write the corresponding letter for each item in the blanks. You may not use any of the words in the bank more than once.

The Benefits of Marriage¹

NW: 255 **GL:** 9.1 **AWL percentage:** 7.04% **Keywords:** benefit; couple; health

Being sociable looks like a good way to add years to your life. Relationships with family, friends, neighbors, even 1._____, will all do the trick, but the biggest longevity boost seems to come from marriage or a(n) 2._____ relationship. The effect was first noted in 1858 by William Farr, who wrote that widows and widowers were at a much 3._____ risk of dying than their married 4._____. Studies since then suggest that marriage could add as much as seven years to a man's life and two to a woman's. The effect holds for all causes of death, whether illness, accident or self-harm.

Even if the odds are stacked against you, marriage can more than compensate. Linda Waite of the University of Chicago has found that a married old man with heart disease can

¹ From CNBlogs website.

5._____ to live nearly four years longer than an unmarried man with a healthy heart.
6._____, a married man who 7._____ more than a pack a day is likely to live as long as a divorced man who doesn't smoke. There is a flip side, however, as partners are more likely to become ill or die in the couple of years following their 8._____'s death, and caring for a spouse with mental disorder can leave you with some of the same severe problems. Even so, the odds favor 9._____. In a 30-year study of more than 10,000 people, Nicholas Christakis of Harvard Medical School 10._____ how all kinds of social networks have similar effects.

A) spouse	B) divorce	C) expect
D) describes	E) smokes	F) higher
G) families	H) lower	I) equivalent
J) pets	K) likewise	L) same
M) However	N) marriage	O) peers





Long Passage

You are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Please answer the questions by writing the corresponding letter after the statements.

Students Don't Need You to Be a Perfect Teacher Right Now²

NW: 923 **GL:** 11.1 **AWL percentage:** 9.05% **Keywords:** universal love; care; education

A In early March my university administration informed me that I had a week to transition my University of Virginia course Books Behind Bars online. This is a class I've been teaching for the past decade, where UVA students meet regularly with incarcerated youth at Bon Air Juvenile Correctional Center³ in Richmond⁴, Virginia to explore questions of meaning, value, and social justice through conversations about the Russian literature.

² From Newsweek website.

³ Juvenile Correctional Center: 少年管教中心

⁴ Richmond: 里士满, 美国弗吉尼亚州首府

- B** At first I thought I'd be able to salvage the core of my class—the powerful interactions between the university and correctional center students—through virtual Zoom⁵ or telephone meetings. But then COVID struck in the correctional center, eventually infecting one-eighth of the youth population there. Facility-wide medical lockdowns followed, making any communication between the two groups impossible. My class, it seemed, was dead in the water.
- C** The semester is now over, and I was never able to bring back the face-to-face meetings between UVA and Bon Air students. Nor was there any hope of resurrecting the student relationships because of the facility's "no-contact" policy preventing outside volunteers from maintaining contact with correctional center residents after a program ends. This is not what I'd envisioned for the tenth-anniversary interaction of my class.
- D** But if I had dwelled on what was gone, I would have lost my ability to harness what was still present. In a time of crises such as we're in now, we are all students again in a sense, trying to rebuild the broken ship of our lives while sailing on it toward an unknown destination. Full-time working parents are taking on a second full-time jobs as homeschool teachers for which most have no training.
- E** Front-line healthcare workers confront COVID's catastrophic toll, while sometimes forced to make heart-wrenching decisions about who gets life-saving treatments and who doesn't. Religious institutions, government agencies, nonprofits, corporations, and private individuals are doing what they can to alleviate human suffering amid fear and uncertainty and without any rule books to guide them.
- F** None of us are experts in navigating these unprecedented waters. We're a community of learners facing the unknown together. So how can teachers best support students in this process? Or parents their children, healthcare workers their patients, all of us one another? The answers to these questions are more similar than we might think. Whether you're a tenth-grade biology teacher or a parent homeschooling your four-year-old, the content of your teaching matters far less in this moment than the attitudes and values you're modeling and life skills you're helping the students develop for themselves.
- G** Shortly after my class as I knew it had been gutted, I had to face the realization that it was no longer about what I thought it was about. It became a course now on how human beings caught in extraordinarily difficult circumstances can still practice empathy, summon imagination, and maintain hope.
- H** John Dewey, educational philosopher and one of the foremost proponents of

5 Zoom: 一款多人手机云视频会议软件

experiential education, said that “all genuine learning comes through experience but not all experiences are genuinely or equally educative.” As the pandemic wreaks havoc on our world, we all have been thrust into one of the most challenging experiential learning classes of our lifetimes.

I Whether this crisis becomes an opportunity for personal growth—“educative”, to use Dewey’s word—or simply a tragic memory years from now will depend on the meaning we make out of it and the lessons we take from it.

J My students have taken inspiration from the examples of people creating human connection in the midst of fear and isolation. Many students developed videos of themselves sharing personal thoughts about life and literature, imagining the correctional center residents were still sitting right next to them. Other students wrote heartfelt letters to the residents, correspondents they know they will never see again. Still others honored the memory of the relationships they’d built through social action projects advocating for incarcerated youth.

K Students in Books Behind Bars knew all along that their relationships with the correctional center residents would end at some point. But none of us could have predicted just how abruptly and unexpectedly that end would come. Not having had the chance to say goodbye, my UVA students feel sad and incomplete. They continue to worry about the residents and wonder if they’ll be OK.

L My task as a teacher through this rupture was not to lecture, but to listen to and support students in their process of making meaning out of what seems to them a meaningless, terrifying moment. I’ve long viewed my role as a college teacher less as a purveyor of expert knowledge than as a facilitator of student learning and personal growth. I learned from my best instructors over the years that good teachers start with the student, not the subject. Never has this mindset been more essential.

M Some of my most influential teachers never worked in any kind of formal classroom. They were the people I encountered growing up who were concerned with my well-being, listened to me, encouraged me to take risks, and taught me valuable life lessons not by words but by example.

N Students don’t need me to be a perfect teacher right now. They need me to be honest and human, to let them know that I, too, have never been here before and that we’ll figure this out together. Students, like the rest of us, have been traumatized. They wonder what this all means, and when it will end. They have connectivity issues. Some are cooped up at home in unhealthy relationships with parents or caring for ailing relatives. Others are scrambling to find work just to stay afloat. High-school and college

seniors have been robbed of the rite of passage known as graduation.

0 Academic learning isn't their top priority right now. Nor should it be.

1. Students were undergoing some unexpected problems right now. ☐
2. It's hard for the doctors to make a decision on who should be saved first. ☐
3. Some young people were infected with COVID, so the whole center was shut down. ☐
4. Experience is the real root of the authentic study. ☐
5. Sometimes there is no such day for us to say goodbye to each other. ☐
6. The writer's course now can help people rouse hope. ☐
7. To "me", the most important thing right now was to guide the students to find the value of life. ☐
8. Students used their ways to encourage each other. ☐
9. The significance and lessons of the crisis would help us see it clearly. ☐
10. Most of the time the valuable knowledge is not acquired in the classroom. ☐





Short Passages

There are two passages in this module. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C, and D. You should decide on the best choice and mark the corresponding letter.

Passage one

Roses Lose Spell on Young Chinese Aged 30+⁶

NW: 479 **GL:** 8.8 **AWL percentage:** 4.72% **Keywords:** Qixi; romance; stress

Today the Chinese celebrate their traditional Valentine's Day⁷ known as Qixi⁸. Like in the West, young Chinese express their love through roses.

Data shows that people under the age of 30 are the biggest buyers of roses and that those over 30 are not so keen on the flowers. Is that because love fades as one gets older, or is there a deeper reason behind it?

Love is in the air as the Chinese Valentine's Day arrives. On the streets of Beijing, and

⁶ From CCTV ENGLISH website.

⁷ Valentine's Day: 又被称为 St. Valentine's Day, 即圣瓦伦丁节, 情人节。

⁸ Qixi: 农历七月初七, 有祈福许愿、坐看牵牛织女星、祈祷姻缘等传统习俗, 又被称为“中国情人节”。