

## Love – Lesson 1 Teacher's Notes

*Time: 90 minutes*

*Level: Intermediate/Advanced*

*Community Building - Life*

### **Warm-up 10**

How was your week? How's work/school? Anything out of the ordinary or special happen this week?

*Topic to Life*

### **Class Discussion 5**

1. Do people celebrate Valentine's Day in your country? If so, how? If not, does your country have a holiday similar to Valentine's Day?
2. What symbols, people or activities are associated with the 'love holiday' in your country?
3. When you think of the Western Valentine's Day what symbols, people or activities do you associate with it?

### **Reading 30**

*Article: The History of Valentine's Day*

*Reading* – students read the article and underline any unknown words. The class will discuss these later.

*Post reading* – Teacher discusses any unknown vocabulary. In pairs, summarize the history of Valentine's Day.

### **Speaking – Class or Pair Discussion 15**

Teacher assigns either pair or class discussion. See quotations for discussion in the student's notes.

### **Speaking – Class Discussion 30**

Teacher leads a discussion selecting all or some of the following discussion questions. See student's notes for a list of discussion questions.

Optional:

### **Reading and Speaking 20**

The teacher divides the class into pairs. Each group is assigned one poem to read together. After reading the poem a few times together, students decide how they will act out the love poem. For the student's performance, one student reads the poem while the other student acts it out. Teacher should give suggestions to students. This is to be a fun exercise so the more students ham it up...the better.

### **Homework 5**

Students complete any outstanding work from the lesson. If students didn't read the Valentine's Day poems, they can read them for homework.

## Love - Lesson 1 Student Handout

### History of St. Valentine's Day



St Valentine's Day was supposedly started during the time of the Roman Empire. In Ancient Rome, the date of February 14 was a holiday to honor the Queen of Roman Goddesses and Gods, Juno. Juno was known as the Goddess of women and marriage. The next day, February 15, was the first day of the Festival known as the Feast of Lupercia.

On February 14 it was said that the young boys and girls of the villages would write down the names of every girl and place these names in a jar. Each young man would have to draw a name of a girl and this particular girl would be their partner for the rest of the festival. Sometimes these pairings would last a year and end up in marriage.

Under the laws of Emperor Claudius, these rituals were banned as he believed that the reasons why men would not go to war were because they did not want to leave their lovers or families. As a result, all marriages and engagements were cancelled. Saint Valentine, a Roman priest, was said to have married these couples in secret and for this he was executed on the 14th day of February.

While St Valentine was in jail it is said that he fell in love with the jailer's blind daughter. By a miracle, or some say by the prayers of Valentine, she gained her sight. As a last farewell, he wrote her a note saying, "From Your Valentine".

Another version of the legend goes like this: St. Valentine was a priest who was also a physician and would cure the sick. He was also said to have tried to cure the jailer's blind daughter, but was arrested after that. On the day of his execution, he wrote a note to the jailer's daughter as a final farewell, saying "From your Valentine" which some say was what caused her to gain her sight.

It is also said that while he was in jail awaiting execution, he was sent little notes and flowers from the children whom he had helped when they were sick. This also may have been one of the reasons why he sent a farewell note to the jailer's daughter and why we send valentines.

St. Valentine's Day is celebrated on February 14 of each year. The reason why it is celebrated on this day is that this was the day on which the Patron Saint of Lovers "St Valentine" was supposedly executed. On this day lovers all around the world send poems, cards, flowers or candy, etc. to their loved ones. There might also be a social gathering or ball to mark the occasion.

Source: <http://www.stvalentines.net/stvalentinesdayhistory.htm>

**In pairs: Use your own words to summarize the main points about the history of Valentine's Day.**

### **Speaking - Class or Pair Discussion**

Teacher assigns either pair or class discussion.

### **QUOTATIONS FOR DISCUSSION**

*Greater love has no man than this,  
that a man lay down his life for his friends.*  
--John 15:13

*We are shaped and fashioned by what we love.*  
--Johann Wolfgang Von Goethe

*The supreme happiness of life is the conviction that we are loved.*  
--Victor Hugo

Discuss the following questions for each quote above:

1. What does it mean?
2. Do you agree or disagree? Explain giving one or two reasons.

### **Speaking - Class Discussion**

Teacher leads a discussion selecting all or some of the following discussion questions.

### **DISCUSSION QUESTIONS**

1. List ways that you could show your love for an individual on Valentine's Day.
2. Flowers, candy and cards can be nice on Valentine's Day, but real love should be demonstrated in countless more practical ways every day. Identify ways in which you show your love for others and in which others show their love for you on a daily basis.
3. What does the word "love" mean to you?
4. How do the following types of love differ:
  - a parent's love for a child?
  - a child's love for a pet?
  - a boyfriend's love for a girlfriend?
  - a wife's love for her husband?
  - a grandchild's love for a grandparent?How are they the same?
5. Who might you give gifts to on Valentine's Day? What kinds of gifts would you give?

6. Who might you receive gifts from on Valentine's Day? What kinds of gifts might you receive?
7. Imagine a perfect Valentine's Day. Who would you be with? Where would you go? What would you do? How would you feel? Describe it.
8. At what age do most people in your country marry? At what age did you/do you want to get married?
9. If you are not married, what kind of person would you like to marry?
10. How do people in your country meet future mates? Are marriages arranged by parents? Are introductions arranged by friends or by a matchmaker? Do young people date casually to find someone they would like to marry?
11. Do you think arranged marriages are a good idea? Why or why not?
12. What changes does marriage require of a man? What changes does marriage require of a woman?
13. Do you think it's better to be single or married? Why?

## LOVE POEMS

### Freeze This Moment

We were sitting on your rooftop  
Staring at the skies  
The sun was dipping lower  
I looked into your eyes  
You saw what I was feeling  
I know you felt it too  
We wanted time to just stand still  
Then forever there'd be me and  
you  
Why can't we freeze this moment?  
Return to it in time  
Stay together through the years  
Proclaim I'm yours and you are  
mine  
So let us freeze this moment  
Store it safely away  
Even if we leave this place  
We'll return to it someday

- Jenna Todd -

### I Will Love You Forever

I love you so deeply,  
I love you so much,  
I love the sound of your voice  
And the way that we touch.  
I love your warm smile  
And your kind, thoughtful way,  
The joy that you bring  
To my life every day.  
I love you today  
As I have from the start,  
And I'll love you forever  
With all of my heart.

- Amanda Nicole Martinez -

### Love

Love is like a lump of gold,  
Hard to get, and hard to hold.  
Of all the girls I've ever met,  
You're the one I can't forget.  
I do believe that God above,  
Created you for me to love.  
He chose you from all the rest,  
Because he knew I would love you best.

- Loy Bowman -

### Your Name

I wrote your name in the sky,  
but the wind blew it away.  
I wrote your name in the sand,  
but the waves washed it away.  
I wrote your name in my heart,  
and forever it will stay.

- Jessica Blade -

## Love – Lesson 2 Teacher’s Notes

*Time: 90 minutes*

*Level: Intermediate/Advanced*

*Community Building - Life*

### **Warm-up 10**

How was your week? How’s work/school? Anything out of the ordinary or special happen this week?

*Life to Topic*

### **Class Discussion 10**

1. What does the word ‘commitment’ mean to you? Give an example of a very important commitment that you’ve made in your life.
2. Why is commitment important in love relationships?
3. Give an example of someone you know who is in a committed love relationship?

*Topic*

### **Reading 30**

*Article: “Till Death Us Do Part”*

*Pre-reading* - Have you heard the phrase or vow “Till Death Us Do Part”? Teacher explains this marriage vow. Students predict - What do you think the story will be about?

*Reading* – Students read the article underlining any new words. They are also given comprehension questions.

*Post-reading* – Class Discussion

Are there any words that you do not know the meaning?

1. What do the words loyalty and devotion mean?
2. Why were women and children put into the lifeboats first as the Titanic was sinking?
3. Who is Mabel Bird?
4. As the Titanic was sinking what was Mrs. Isidor Straus doing?
5. How did Mrs. Straus help Mabel?
6. What made Mrs. Straus take her foot out of the lifeboat?
7. Who said the words “Where you go, I will go”? Why are they significant?
8. Describe the relationship between Mr. and Mrs. Straus.

*Topic to Life*

### **Pair Discussion 15**

1. How does Mrs. Straus’s love demonstrate sacrifice?
2. What do you think is going through Mr & Mrs. Straus’s mind as they are holding each other on the sinking ship?
3. What impresses you most about this great story of love?
4. If you were in Mrs. Straus’s shoes on the Titanic what would you do? Choose the life boat or the sinking ship?
5. Examine your own relationships, how do you demonstrate acts of love and sacrifice?

*Life*

**Speaking 20**

Problem Solving

1. Your husband or wife has had a long day of work. They are very tired and therefore requests that you make dinner even though he/she said she would make dinner. You feel tired too but you want to show love and care to your spouse. What would you do?
2. Your daughter or son needs your help with a school project. They need you to proofread their project to check for mistakes. You have lots of work to do that includes cleaning and grocery shopping. What would you do?
3. You and your husband/wife are having a disagreement. Your spouse has said something to you that was hurtful and untrue. You want to yell back at them because they've made you angry. You're very tempted to make rude comments. What would you do?

**Homework 5**

*Weekly Challenge*

Look for two or more opportunities to be deliberate in your expression of love to family members. Take note of how they responded to your love and how you felt.

## Love - Lesson 2 Student Handout

### Reading

Article: "Till Death Us Do Part"

#### Comprehension Questions - Class Discussion

1. Are there any words in the story that you do not know the meaning?
2. What do the words "loyalty" and "devotion" mean?
3. Why were women and children put into the lifeboats first as the Titanic was sinking?
4. Who is Mabel Bird?
5. As the Titanic was sinking what was Mrs. Isidor Straus doing?
6. How did Mrs. Straus help Mabel?
7. What made Mrs. Straus take her foot out of the lifeboat?
8. Who said the words "Where you go, I will go"? Why are they significant?
9. Describe the relationship between Mr. and Mrs. Straus.

#### Pair Discussion

1. How does Mrs. Straus's love demonstrate sacrifice?
2. What do you think is going through Mr & Mrs. Straus's mind as they are holding each other on the sinking ship? If you were in their spots, what would be going through your mind?
3. What impresses you most about this great story of love?
4. If you were in Mrs. Straus's shoes on the Titanic what would you do? Choose the life boat or the sinking ship?
5. Examine your own relationships, how do you demonstrate acts of love and sacrifice? Share with your partner some examples of how you show love and sacrifice for your family or friends.

### Speaking

#### Problem Solving

1. Your husband or wife has had a long day of work. They are very tired and therefore requests that you make dinner even though he/she said she would make dinner. You feel tired too but you want to show love and care to your spouse. What would you do?
2. Your daughter or son needs your help with a school project. They need you to proofread their project to check for mistakes. You have lots of work to do that includes cleaning and grocery shopping. What would you do?
3. You and your husband/wife are having a disagreement. Your spouse has said something to you that was hurtful and untrue. You want to yell back at them because they've made you angry. You're very tempted to make rude comments. What would you do?

### Homework

#### Weekly Challenge

Look for two or more opportunities to be deliberate in your expression of love to family members. Take note of how they responded to your love and how you felt.



## Till Death Us Do Part

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ON COMMITMENT

Many lovers vow to be together forever, in life and in death, but I don't believe I've heard of anyone whose loyalty and devotion matched that of Mrs. Isidor Straus.

The year was 1912. Mrs. Straus and her husband were passengers on the *Titanic* during its fateful voyage. Not many women went down with the ship, but Mrs. Straus was one of the few women who did not survive for one simple reason: She could not bear to leave her husband.

This is how Mabel Bird, Mrs. Straus's maid, who survived the disaster, told the story after she was rescued:

"When the *Titanic* began to sink, panicked women and children were the first ones loaded into lifeboats. Mr. and Mrs. Straus were calm and comforting to the passengers, and helped many of them into the boats.

"If it had not been for them," Mabel stated, "I would have drowned. I was in the fourth or fifth lifeboat. Mrs. Straus made me get into the boat, and put some heavy wraps on me."

Then, Mr. Straus begged his wife to get into the lifeboat with her maid and the others. Mrs. Straus started to get in. She had one foot on the gunwale, but then suddenly, she

changed her mind, turned away and stepped back onto the sinking ship.

"Please, dear, get into the boat!" her husband pleaded.

Mrs. Straus looked deep into the eyes of the man with whom she'd spent most of her life, the man who had been her best friend, her heart's true companion and always a comfort to her soul. She grabbed his arm and drew his trembling body close to hers.

"No," Mrs. Straus is said to have replied defiantly. "I will not get into the boat. We have been together through a great many years. We are old now. I will not leave you. Where you go, I will go."

And that is where they were last seen, standing arm in arm on the deck, this devoted wife clinging courageously to her husband, this loving husband clinging protectively to his wife, as the ship sank. Together forever . . .

*Barbara De Angelis, Ph.D.*

Chicken Soup for the Couple's Soul: Inspirational Stories  
About Love and Relationships

By Jack Canfield, Mark Victor Hansen, Barbara  
De Angelis, Chrissy Donnelly

Published 1999

p. 131-132

## Love – Lesson 3 Teacher's Notes

*Time: 90 minutes*

*Level: Intermediate/Advanced*

*Community Building - Life*

### **Warm-up 10**

Teacher asks students about their previous week or weekend. Students share any new vocabulary they've collected from their previous week.

*Life to Topic*

### **Class Discussion 20**

In pairs, students discuss and then write their definition of love. Next, students read out their definitions of LOVE. Teacher compares definitions for like qualities and unique aspects of their definitions. Is there a standard definition of love that all can agree on?

Teacher asks students to read the following quotes about love. Teacher asks for students to explain the meaning of the quote and their impressions of each one. Do students agree or disagree with the quotes?

1. "Love is the master key that opens the gates of happiness." - Oliver Wendell Holmes
2. "Love doesn't make the world go round, love is what makes the ride worthwhile." - Elizabeth Browning

*Topic*

### **Reading 40**

*Pre-reading - Vocabulary*

Teacher introduces new vocabulary including gong, clanging, cymbal, prophesy, boastful, quick tempered.

*Reading - 1 Corinthians 13 (Contemporary English Version).* Students read silently and then answer comprehension questions.

*Post reading - Class Discussion*

1. What is the relationship between speaking many languages, listening to noisy instruments and love?
2. Why are prophecy, understanding secrets and having great knowledge valued in our society? What is greater than these things?
3. Is giving to charity valued in Canadian society? Explain and give examples. Is the same true in your home country?
4. Why is sacrificing yourself and being burned alive not as valuable as loving others?
5. Describe both what love IS and what love ISN'T.
6. Can you explain lines 9 and 10?
7. What childish ways should we put away? Give specific examples.
8. When will humans know everything?

9. Love is compared to faith and hope. What value does faith and hope have in our lives?
10. The author says that the greatest of these is love. Do you agree or disagree?

*Topic to Life*

**Writing and Speaking 30**

In pairs, students fill in chart that gives real world examples (ie. their own personal stories are welcome) of love and non-love (hatred).

Love is....	Love	Non-love (hatred)
Kind	eg.	eg.
Patient		
Not jealous		
Not boastful		
Not proud		
Not rude		
Not selfish		
Not quick tempered		
No record of wrongs		
Rejoices in the truth		
Supportive		
Loyal		
Hopeful		
Trusting		
Never fails		

**Homework**

Memorize 1 Corinthians 13. Next week students may volunteer to recite the passage.

## Love - Lesson 3 Student Handout

### Class Discussion

Read the 2 quotes below and be ready to discuss the meaning of the quotes and your impression of the quote. Do you agree or disagree with the quote?

1. "Love is the master key that opens the gates of happiness." - Oliver Wendell Holmes
2. "Love doesn't make the world go round, love is what makes the ride worthwhile." - Elizabeth Browning

### Reading

#### Love

1 What if I could speak all languages of humans and of angels? If I did not love others, I would be nothing more than a noisy gong or a clanging cymbal.

2 What if I could prophesy and understand all secrets and all knowledge? And what if I had faith that moved mountains? I would be nothing, unless I loved others.

3 What if I gave away all that I owned and let myself be burned alive? I would gain nothing, unless I loved others.

4 Love is kind and patient, never jealous, boastful, proud, or 5 rude. Love isn't selfish or quick tempered. It doesn't keep a record of wrongs that others do.

6 Love rejoices in the truth, but not in evil. 7 Love is always supportive, loyal, hopeful, and trusting. 8 Love never fails!

Everyone who prophesies will stop, and unknown languages will no longer be spoken. All that we know will be forgotten. 9 We don't know everything, and our prophecies are not complete.

10 But what is perfect will someday appear, and what isn't perfect will then disappear.

11 When we were children, we thought and reasoned as children do. But when we grew up, we quit our childish ways.

12 Now all we can see of God is like a cloudy picture in a mirror. Later we will see him face to face. We don't know everything, but then we will, just as God completely understands us.

13 For now there are faith, hope, and love. But of these three, the greatest is love.

#### Post reading - Class Discussion

1. What is the relationship between speaking many languages, listening to noisy instruments and love?
2. Why are prophecy, understanding secrets and having great knowledge valued in our society? What is greater than these things?
3. Is giving to charity valued in Canadian society? Explain and give examples. Is the same true in your home country?
4. Why is sacrificing yourself and being burned alive not as valuable as loving others?
5. Describe both what love IS and what love ISN'T.

6. Can you explain lines 9 and 10?
7. What childish ways should we put away? Give specific examples.
8. When will humans know everything?
9. Love is compared to faith, hope and love. What value does faith and hope have in our lives?
10. The author says that the greatest of these is love. Do you agree or disagree?

**Writing and Speaking**

In pairs, fill in the chart that gives real world examples. Your own personal stories are welcome of love and non-love (hatred).

Love is....	Love	Non-love (hatred)
Kind	eg.	eg.
Patient		
Not jealous		
Not boastful		
Not proud		
Not rude		
Not selfish		
Not quick tempered		
No record of wrongs		

Rejoices in the truth		
Supportive		
Loyal		
Hopeful		
Trusting		
Never fails		

**Homework**

Memorize 1 Corinthians 13. Next week students may volunteer to recite the passage.

## Lesson 4 – Love Teacher’s Notes

Time: 90 minutes

Level: Intermediate/Advanced

*Community Building – Life*

### **Warm-up 10**

Small talk – Teacher asks students about their previous week/weekend. Next, teacher follows up with last week’s homework.

*Life to Topic*

### **Class Discussion 5**

Teacher reviews the qualities of love from the previous week’s lesson. Teacher leads a discussion by asking several questions:

1. Do you easily love those who love you? Explain.
2. Do you easily love those who have hurt you? Explain.
3. What is an enemy? Without answering aloud, do you have any enemies?
4. What about loving your enemies? What are your thoughts regarding loving your enemies?
5. Did you ever love your enemy? What was the result of this action?

*Topic*

### **Reading: The Good Samaritan (Luke 10:25-37)**

Teacher explains the cultural background knowledge to the class. Students should understand the deep hatred that each group (Jews and Samaritans) had for one another.

*Pre-reading*

### **Background Knowledge 10**

*The story takes place on the road between the city of Jerusalem in the mountains and the city of Jericho, about 20 miles away in the Jordan River valley. The terrain between the cities was rough, desolate, with few inhabitants and frequented by robbers. The robbers at times used tricks like having one of their group members appear “injured” by the side of the road. When someone stopped to help, the others could attack him easily while he wasn’t paying attention.*

*Different types of people are mentioned in the story. The person who is robbed would be understood to be a Jew. The priest and the Levite are Jewish religious leaders who have a good knowledge of God’s laws. The final person in the story is a Samaritan, a person from the province of Samaria. The relationship between the Jews and Samaritans was very similar to the relationship between Jews and Arabs today, or to any relationship marked by strong racial or cultural prejudice. The Jews considered Samaritans as social outcasts, untouchables, racially inferior, practicing a false religion. They avoided any association with Samaritans, traveling long distances out of their way to avoid passing through a Samaritan area.*

The Samaritans responded with strong dislike or hatred for Jews. Understanding this cultural prejudice makes the end of Jesus’ story all the more surprising to us.

*Reading* - Class silently reads the passage before discussing it. Optional: After silent reading, teacher could ask someone to read it aloud.

*Post-reading*

### **Class Discussion 30**

Teacher leads the discussion in three parts.

#### **v. 25-29**

1. Have you heard the term 'eternal life' before? Do you know what it means?
2. What is the connection between 'eternal life' and 'love'?
3. What is your understanding of Jesus' statement: "*Love your neighbors as much as you love yourself*"? Is this possible?
4. Who are YOUR neighbours?

#### **v 30-35**

1. What is the man's second question and how does Jesus answer it?
2. What is the big surprise in the story?
3. Why might we have expected the priest or the Levite to help?
4. What reasons do you think they might have had for walking by on the other side?
5. What reasons might the Samaritan have had for going on by like the others?
6. Why did he stop to help?
7. What is Jesus' point in having the Samaritan show brotherly love toward his neighbour?
8. Which one of these men would you like to be like?

#### **v 36-37**

1. How does this story answer the lawyer's original question, "Who is my neighbor?"
2. What final test does Jesus leave for the lawyer? Do you think he passed the test?

Source: <http://www.intervarsity.org/ism/article/196>

*Topic to Life*

### **Discussion Questions 15**

In pairs, students discuss the following questions:

- What motivated the Samaritan? Do you think he was looking for payment in return for his kindness?
- What kind of person needs to hear the story that Jesus told to the lawyer?
- Jesus tells this story because he wants us to learn how to live from it. Do the words of Jesus challenge you? How could you apply this story to your own life?
- Do you find it easy or difficult to love family, friends or neighbours when they are good to you? Explain.
- Do you find it easy or difficult to love family, friends or neighbours when they have hurt you? Explain.

*Life*

### **Speaking - Class Discussion 15**

"Love must be sincere. Hate what is evil; cling to what is good. Be devoted to one another in brotherly love. Honour one another above yourselves". (Romans 12: 9,10)



1. Describe 'sincere love'? Give an example if it helps you explain better.
2. Why should we be "devoted to one another in brotherly love"?
3. What kind of person is able to honour another person above themselves? How would you describe such a person?

**Homework**

Jesus said, "Go and do the same!" For this week's homework students must show 3 acts of love to *family, friends and strangers*. Be prepared to share next week what you did, how you felt about it and how the other person responded to you.

<b><i>ACT OF LOVE</i></b>	<b><i>HOW I FELT ABOUT IT</i></b>	<b><i>HOW THE OTHER PERSON RESPONDED</i></b>
#1		
#2		
#3		

## Love - Lesson 4 Student Handout

### Reading - The Good Samaritan - Luke 10:25-37 (Contemporary English Version)

25 An expert in the Law of Moses stood up and asked Jesus a question to see what he would say. "Teacher," he asked, "what must I do to have eternal life?"

26 Jesus answered, "What is written in the Scriptures? How do you understand them?"

27 The man replied, "The Scriptures say, '*Love the Lord your God with all your heart, soul, strength, and mind.*' They also say, '*Love your neighbors as much as you love yourself.*'"

28 Jesus said, "You have given the right answer. If you do this, you will have eternal life."

29 ..... So he asked Jesus, "*Who are my neighbours?*"

30 Jesus replied:

As a man was going down from Jerusalem to Jericho, robbers attacked him and grabbed everything he had. They beat him up and ran off, leaving him half dead.

31 A priest happened to be going down the same road. But when he saw the man, he walked by on the other side. 32 Later a temple helper came to the same place. But when he saw the man who had been beaten up, he also went by on the other side. 33 A man from Samaria then came traveling along that road. When he saw the man, he felt sorry for him 34 and went over to him. He treated his wounds with olive oil and wine and bandaged them. Then he put him on his own donkey and took him to an inn, where he took care of him. 35 The next morning he gave the innkeeper two silver coins and said, "Please take care of the man. If you spend more than this on him, I will pay you when I return." 36 Then Jesus asked, "Which one of these three people was a real neighbor to the man who was beaten up by robbers?"

37 The teacher answered, "The one who showed pity." Jesus said, "*Go and do the same!*"

### Discussion Questions

In pairs, students discuss the following questions:

- What motivated the Samaritan? Do you think he was looking for payment in return for his kindness?
- What kind of person needs to hear the story that Jesus told to the lawyer?

- Jesus tells this story because he wants us to learn how to live from it. Do the words of Jesus challenge you? How could you apply this story to your own life?
- Do you find it easy or difficult to love family, friends or neighbours when they are good to you? Explain.
- Do you find it easy or difficult to love family, friends or neighbours when they have hurt you? Explain.

## Homework

### Weekly Challenge

Jesus said, "Go and do the same!" For this week's homework students must show 3 acts of love to *family, friends and strangers*. Be prepared to share next week what you did, how you felt about it and how the other person responded to you.

<i>ACT OF LOVE</i>	<i>HOW I FELT ABOUT IT</i>	<i>HOW THE OTHER PERSON RESPONDED</i>
#1		
#2		
#3		