

新世纪大学英语系列教材

总主编 秦秀白

综合教程

主编 秦秀白 张怀建

COLLEGE ENGLISH

*Zooming In:
An Integrated English Course*



教师手册
Teacher's Manual



W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

新世纪大学英语系列教材

总主编 秦秀白

综合教程

Zooming In: An Integrated English Course

主 编 秦秀白 张怀建

副主编 肖锦银 黎进安

编 者 (按拼音顺序)

金苏扬 黎进安 刘喜琴

秦秀白 肖锦银 张怀建

2

江苏工业学院图书馆

藏书章

教师手册

Teacher's Manual

图书在版编目 (CIP) 数据

综合教程. 第2册 / 秦秀白, 张怀建主编. —上海: 上海外语教育出版社, 2007
(新世纪大学英语系列教材)

教师手册

ISBN 978-7-5446-0328-7

I. 综… II. ①秦… ②张… III. 英语—高等学校—教学参考资料
IV. H31

中国版本图书馆 CIP 数据核字 (2007) 第 116471 号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 梁泉胜

印 刷: 上海图宇印刷有限公司

经 销: 新华书店上海发行所

开 本: 890×1240 1/16 印张 24.75 字数 992千字

版 次: 2007 年 12 月第 1 版 2007 年 12 月第 1 次印刷

印 数: 5 000 册

书 号: ISBN 978-7-5446-0328-7 / H · 0154

定 价: 43.00 元 (附光盘)

本版图书如有印装质量问题, 可向本社调换

编委会名单

顾问（按姓氏笔画顺序）

李观仪 胡文仲 桂诗春 董亚芬 蒋妙瑞 戴炜栋

总主编 秦秀白

编委（按姓氏笔画顺序）

王一普	（南开大学）	张维友	（华中师范大学）
王守仁	（南京大学）	李 梅	（同济大学）
王海啸	（南京大学）	李霄翔	（东南大学）
白永权	（西安交通大学）	束定芳	（上海外国语大学）
石 坚	（四川大学）	杨达复	（西安外国语学院）
刘 骏	（汕头大学）	杨惠中	（上海交通大学）
刘洵波	（华南理工大学）	汪火焰	（武汉大学）
刘海平	（南京大学）	邱东林	（复旦大学）
庄智象	（上海外国语大学）	陈永捷	（上海交通大学）
严 明	（黑龙江大学）	罗立胜	（清华大学）
何莲珍	（浙江大学）	俞洪亮	（扬州大学）
余渭深	（重庆大学）	柯彦玠	（北京大学）
吴松江	（福州大学）	徐青根	（苏州大学）
张 森	（河北科技大学）	黄国文	（中山大学）
张绍杰	（东北师范大学）	黄源深	（上海对外贸易学院）
张勇先	（中国人民大学）	黄震华	（对外经济贸易大学）
张春柏	（华东师范大学）		

2004年1月,教育部颁布了《大学英语课程教学要求(试行)》,将大学英语的教学目标确定为“培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要”,提出了分层次(即“一般要求”、“较高要求”和“更高要求”)和分类指导的教学要求。与此同时,教育部在全国180所院校开展多媒体网络教学的试点,推广具有个性化学习特征的多媒体网络教学系统,并于2005年2月颁布了《全国大学英语四、六级考试改革方案(试行)》,2007年7月又下发了修订后的《大学英语课程教学要求》。这些举措进一步推动了我国高校大学英语教学全方位的改革和教学质量的全面提升。新世纪的教学改革呼唤新的教材不断诞生。这既是时代的召唤,也是历史的必然。

正是在这样的时代背景下,上海外语教育出版社于2004年初组织全国数十所高校启动了“新世纪大学英语系列教材”建设项目。项目开始之初,外教社以书面问卷、个别访谈和集体座谈等形式在全国数十所高校中进行了广泛的调查研究,并请专家对编写方案进行了多次论证。在上海外语教育出版社智象社长的直接领导和筹划下,经过三年多的努力,我们编写了这套“新世纪大学英语系列教材”,力图为新世纪形势下的我国大学英语教材建设作出新的尝试和努力。

在编写过程中,我们力求体现以下一些编写理念和特色:

(一)坚持人本主义教育观。在确立“新世纪大学英语系列教材”的指导思想时,我们强调教学过程的人的因素,强调“以学生为中心”,重视开发学习者的自我潜能,注重“情感”和“态度”在学习活动中的作用和力量,力图使学生成为“自我实现者”。与此同时,我们认为,教师必须在课堂内外发挥指导作用,指导学生学会学习。

(二)尊重外语教学的普遍规律和在国内学习英语的客观条件,充分考虑“人”、“语言”和“社会”之间存在的互为依存、互动互促、密不可分的关系,开拓学习者的跨文化交际视野,让学生置身于广阔的社会文化情景之中,养成用英语进行思维的习惯,做到学有所思、思有所得、得有所用,从而不再感到英语是身外之物,实现英语综合运用能力和学习者人格、素质的同步提升。

(三)立足国情,博采众长,充分吸收我国外语教学长期积累下来的宝贵经验和行之有效的教学方法,全面而辩证地审视国外盛行的教学理念,汲取其精髓和内涵,兼收并蓄地注入我们的教学理念中,确保教材具有更好的系统性、科学性、完整性、针对性和实用性。

(四)全面落实《大学英语课程教学要求》提出的教学原则、教学内容和所倡导的教学方法,确保“分层次教学”和“分类指导”的落实,让不同地区、不同群体、不同层次乃至不同时期的学习者各尽其能、各取所需地选用学习资源。为此,系列教材的主干教程共分8册,旨在实现“一般要求”(1-4册)、“较高要求”(3-6册)和“更高要求”(5-8册)的学习目标。不同类别的学校可根据各自的情况从中选择各自的教学起点。

(五)为了体现人本主义的教育观并贯彻“个性化学习”、“自主式学习”、“合作学习”等先进学习理念,“新世纪大学英语系列教材”在课堂教学活动和课后学习活动的设计和安排等方面为教师和学生都提供了较为广阔的空间,教师和学生都可以根据各自的情况和面对的教学条件选择恰当的教材起点、

教学模式和学习模式，实现《大学英语课程教学要求》提出的教学模式的改变，即从“以教师为中心、单纯传授语言知识与技能的教学模式”向“以学生为中心、既传授一般的语言知识与技能，更注重培养语言运用能力和自主学习能力的教学模式”的转变。

(六)在教学内容的安排上，本系列教材讲求科学性和系统性；在培养学生英语综合运用能力方面，本系列教材注重听说训练，强调听、说、读、写、译等诸方面技能协调而全面的发展；在练习设计上，本系列教材突出实用性、新颖性和可操作性。

(七)为适应新形势下我国高校英语教育的需求，“新世纪大学英语系列教材”增加了诸如“经贸类”和“文化类”的选修课教程。这些用英文撰写的选修课教程旨在拓宽学生的相关专业知识，进一步提高学生的英语思维能力和听、说、读、写、译诸方面的语言应用技能。

“新世纪大学英语系列教材”由《综合教程》、《阅读教程》、《视听说教程》、《写作教程》、《快速阅读》和选修课系列教程等部分组成。除《快速阅读》外，各教程均配有教师手册。《综合教程》和《视听说教程》还配有学习光盘和电子教案；《快速阅读》配有学习光盘。各教程虽自成体系，但理念相通、联系密切、相得益彰，为学生和教师提供了比较完整的、多元的、立体化的英语教学平台。

“新世纪大学英语系列教材”各教程及主编如下：

教材名称	主编
综合教程	秦秀白 华南理工大学
阅读教程	黄源深 上海对外贸易学院
视听说教程	杨惠中 上海交通大学
写作教程	刘海平 南京大学
快速阅读	束定芳 上海外国语大学
经贸类选修课教程	黄震华 对外经济贸易大学
文化类选修课教程	石坚 四川大学

新世纪呼唤新教材，新教材体现新理念。和外语界的众多前辈一样，我们在特定的历史条件下做了一件我们认为有意义的工作。我们培育的这棵新苗需要更多园丁的抚育和护理。我们期待着她的成长、壮大、开花、结果。

秦秀白

《综合教程》(*Zooming In: An Integrated English Course*)是“新世纪大学英语系列教材”中的主干教程,是根据教育部高等教育司颁发的《大学英语课程教学要求》编写的。本教程前四册可供大学英语教学基础阶段使用,旨在培养和提高学生的“听”、“说”、“读”、“写”、“译”诸方面的基本技能,协同《视听说教程》、《阅读教程》、《快速阅读》和《写作教程》全面实现《课程要求》规定的“一般要求”的教学目标。

在编写过程中,我们力求突出以下一些特色:

1. 立足国情,博采众长,充分吸收中国人长期积累的学习英语的有效方法,认真借鉴国外的教学理论和经验;全面落实《大学英语课程教学要求》提出的教学原则、教学内容和所倡导的教学方法。

2. 坚持人本主义教育观,重视开发学习者的“自我潜能”,注重“情感”和“态度”在学习活动中的作用,鼓励学生开展课堂内外的自主学习活动,帮助学生成为“自我实现者”。

3. 英语综合运用能力的培养应该建立在语言技能、语言知识、情感态度、学习策略和跨文化交际意识等诸方面的整体发展基础上;交际能力的习得应该与学习者的人格发展有机地结合起来。为此,我们从选材到教学环节的设计都坚持“聚焦于学习者”(zooming in on the learner)和“聚焦于文本”(zooming in on the text)的理念,力图使学生做到“学有所思”、“思有所得”、“得有所用”,通过全身心的体验轻松而快乐地学习和掌握英语。

4. 在课堂教学活动和课后学习活动的设计和安排等方面,力求为教师和学生提供较为开阔的自主空间,让教师和学生都能根据各自的情况和已有的教学条件选择适合自己需要的教学模式和学习风格。

《综合教程》(学生用书)各册均配有“学习光盘”(Learner's CD)、“教师手册”(Teacher's Manual)和“电子教案”(Electronic Teaching Portfolio)。

鉴于教育部颁发的《普通高中英语课程标准(实验)》(2003)仍处于实验和推广阶段,我们在确定第一册的起点时,既参照了该新课程标准,也参照了原《全日制普通高级中学英语教学大纲(实验修改版)》(2000)。

本教程的编写工作从一开始就得到了黄源深教授(上海对外贸易学院)、杨惠中教授(上海交通大学)、刘海平教授(南京大学)、石坚教授(四川大学)、黄震华教授(对外经济贸易大学)、束定芳教授(上海外国语大学)和郭杰克教授(华南理工大学)等多位英语教育界资深专家的关心与指导。英籍专家Anthony Ward先生对教程的文字做了精心的润饰。上海外语教育出版社庄智象社长、孙玉副总编、策划室主任谢宇、责任编辑梁泉胜等同志为教程的出版做了大量而细致的工作。在此,我们对他们表示衷心的感谢。

由于编者的水平和经验有限,教材中的不足之处在所难免,恳切希望广大师生和读者不吝赐教,以便我们进一步修订和完善。

编 者

I. General Guidelines

1. *Zooming In: An Integrated English Course*, compiled in strict accordance with the *College English Curriculum Requirements*, is a new set of college English textbooks targeting at non-English majors. It aims to help learners attain the “Basic Requirements” in coordination with its companion course books such as *Learning to Read: An English Reading Course*, *Learning to Speak: An English Video Course*, *Reading Faster*, and *Writing as Communication*. For details about the Basic Requirements, please refer to *College English Curriculum Requirements*.
2. Each of the four books consists of 8 theme-based units. Each unit is expected to be covered in 4–5 class periods (about 200 to 250 minutes). The *Learner's CD* is an integrated part of the *Student's Book*. Students are expected to make full use of it and work towards becoming autonomous learners. Close attention should be paid to its additional components that are not included in the *Student's Book*.
3. Classroom teaching focuses on Text A. A thorough analysis of the text is recommended. Students are expected to read Text B and finish all the tasks on their own with the help of the *Learner's CD*.
4. Classroom activities should be well integrated with students' individualized and autonomous learning, and group work should be fully emphasized. For this purpose, it is strongly suggested that 1) online supervision and conferencing or face-to-face tutorials be arranged with students on a regular basis; and 2) students be assigned into study groups at the beginning of the semester so that they may organize group study on their own before or after class.
5. Evaluation is a key component in College English teaching. It is suggested that both formative assessment and summative assessment be carried out in accordance with the *College English Curriculum Requirements*. The two practice tests provided in each of the four books may serve as a guide for teachers to administer their own tests in accordance with the requirements of CET 4.
6. Teachers are encouraged to make use of the *Electronic Teaching Portfolio* and other resources available to suit their particular needs in the process of teaching.

II. Teaching Suggestions

Get Started

1. This section serves as a warm-up to activate students' existing knowledge and to encourage them to share their personal experiences or opinions on the theme of the unit. The following steps may be taken:
 - 1) Choose a group member to lead the discussion.
 - 2) Ask all group members to take notes on what others say.
 - 3) Ask one or two students to report their discussion to the whole class.
2. The theme-related quotes in each unit are meant to give students some insights into the theme under discussion. The following steps may be followed:

- 1) Go through the quotes in class, ask students to interpret the meaning of the quotes and then state if they accept the ideas expressed in the quotes.
 - 2) A brief introduction about the quoted celebrities may be given if necessary.
 - 3) Ask students which quote they like best and why.
3. Recommended time allotment: 15–20 minutes.

Listen and Respond

1. Go over the new words and phrases listed in the box to check if most of them are new to students. For students at a higher proficiency level, the list of new words and phrases may be skipped.
2. Go over the questions in Task One before playing the recording, and make sure that students know what information to look for in order to answer the questions.
3. Play the recording for a second time so that students can start Task Two. Students should be reminded that, for Task Two, they need to focus on specific details.
4. Recommended time allotment: 20–30 minutes.

Read and Explore

Text A

1. Since Text A is designed for what has been traditionally known as “intensive reading”, the teacher should play a leading role in organizing classroom activities. Priority should be given to text explanation with the aim of helping students reach a shared understanding of the text. At the same time, by focusing on both the **Content Questions** and the **Extended Questions**, the teacher should help students navigate through the process of intensive reading, so that the latter may learn, bit by bit, how to read effectively and critically.
2. Learning to ask questions on the content of the text is an effective reading skill which will lead students on the right track towards becoming independent learners. Students are, therefore, encouraged to devise questions and ask one another for answers. The **Content Questions** and the **Extended Questions** given in the *Teacher’s Manual* may serve as a guide for the question-answer activity, but teachers should feel free to design more questions as they see fit.
3. It is strongly suggested that such tasks and activities as **Discovering the Main Ideas** and **Reading Between the Lines** be incorporated into text explanation.
4. Underlining good usage (i.e. collocations) while reading is another useful skill. Teachers should help students acquire the ability to pick out useful language points while reading.
5. Oral activities such as **Voicing Your Views** are recommended for learners at all levels. All the questions therein should be tackled by students at a higher proficiency level, whereas the teacher may select just one or two questions for discussion for learners at a lower proficiency level.
6. Recommended time allotment: 90–100 minutes.

Text B

1. Students are requested to study Text B on their own before class with the help of the *Learner’s CD*. Students should be reminded to make use of Appendix III: Glossary.
2. Classroom activities focus on both reading comprehension and language points. The teacher’s role in class is to check and guide. For this purpose, it is suggested that such activities as **Checking Your**

Vocabulary and **Checking Your Comprehension** be conducted in class by means of negotiation with students or group discussions among students.

3. Students should be reminded of the importance of the **Word Detective** section, which contains all the “active words” that are to be mastered on their own. It is suggested that emphasis be placed on training students’ ability to determine the meaning of vocabulary items from the context, which is one of the most important aspects of successful reading.
4. Recommended time allotment: 40–50 minutes.

Optional Classroom Activities

1. Optional Classroom Activities work best for students at a higher proficiency level. However, this does not mean that students at a lower proficiency level should be denied this in-class opportunity to develop their practical skills. In fact, some of the optional classroom activities are designed for students at all levels. Teachers and students are encouraged to take up this section in the light of their specific circumstances.
2. Specific suggestions for teaching are listed on the relevant pages in the *Teacher’s Manual*.

Enhance Your Language Awareness

1. The section **Enhance Your Language Awareness** is designed for three purposes: 1) to help students consolidate the knowledge of focal language points as well as skills they have acquired both through negotiation with the teacher in class and through their autonomous learning; 2) to check and evaluate the efficiency of students’ work by asking them to perform comprehensive tasks related to the focal language points in the unit; and 3) to help teachers obtain feedback of their teaching so as to improve or adjust their teaching strategies.
2. This section includes 1) **Words in Action**, which consists of **Working with Words and Expressions** and **Increasing Your Word Power**; 2) **Grammar Review**; 3) **Cloze**; 4) **Translation**; and 5) **Theme-Related Writing**. Reference answers and sample essays for the writing tasks are all provided in the *Teacher’s Manual*. Teachers should see to it that students complete all the learning tasks conscientiously either in class or outside class.
3. In the *Teacher’s Manual* specific suggestions for teaching are given where necessary.
4. Recommended time allotment: 30–40 minutes.

Enjoy English

1. This section may be considered as the “dessert”. It aims to liven up the learning and teaching atmosphere.
2. Note that the *Learner’s CD* contains some theme-related video clips and English songs for students to enjoy.
3. Recommended time allotment: 5–10 minutes.

CONTENTS

Unit One	<i>Living in Harmony</i>	1
	Get Started	1
	Listen and Respond	2
	Read and Explore	3
	Text A “I Forgive You”	3
	Text B The Smile	11
	Optional Classroom Activities	18
	Enhance Your Language Awareness	20
 Unit Two	 <i>The Value of Life</i>	 29
	Get Started	29
	Listen and Respond	30
	Read and Explore	31
	Text A Three Days to See	31
	Text B My Debt in Life	40
	Optional Classroom Activities	51
	Enhance Your Language Awareness	52
 Unit Three	 <i>The Road to Success</i>	 63
	Get Started	63
	Listen and Respond	64
	Read and Explore	65
	Text A The Shadowland of Dreams	65
	Text B The Struggle for an Education	77
	Optional Classroom Activities	86
	Enhance Your Language Awareness	87
 Unit Four	 <i>Optimism and Positive Thinking</i>	 97
	Get Started	97
	Listen and Respond	98

	Read and Explore	99
	Text A Choose Optimism	99
	Text B The Power of Positive Thinking: Your Key to a Happy and Better Life	108
	Optional Classroom Activities	116
	Enhance Your Language Awareness	118
	<i>Practice Test I (Units 1–4)</i>	128
Unit Five	<i>Moral Values</i>	145
	Get Started	145
	Listen and Respond	146
	Read and Explore	148
	Text A Why Character Counts	148
	Text B Trust	158
	Optional Classroom Activities	167
	Enhance Your Language Awareness	168
Unit Six	<i>Being Creative</i>	179
	Get Started	179
	Listen and Respond	180
	Read and Explore	181
	Text A The Creative Personality	181
	Text B Unlock Your Own Creativity	192
	Optional Classroom Activities	200
	Enhance Your Language Awareness	202
Unit Seven	<i>Learning to Work Together</i>	211
	Get Started	211
	Listen and Respond	212
	Read and Explore	213
	Text A What Does Teamwork Really Mean?	213
	Text B Help Wanted: A Team Player	221
	Optional Classroom Activities	229
	Enhance Your Language Awareness	230
Unit Eight	<i>Adversity</i>	241
	Get Started	241
	Listen and Respond	242
	Read and Explore	243
	Text A Did You Have a Tough Childhood?	243

Text B Learning to Recover	253
Optional Classroom Activities	261
Enhance Your Language Awareness	262
<i>Practice Test II (Units 5–8)</i>	<i>272</i>
<i>Appendix I Scripts and Key to Practice Test I</i>	<i>288</i>
<i>Appendix II Scripts and Key to Practice Test II</i>	<i>294</i>
<i>Appendix III Glossary</i>	<i>300</i>

Unit One

Living in Harmony

Get Started



Answers for reference

- 1) I can get along with my classmates pretty well. We help each other and take good care of each other. When anyone is in trouble or in difficulty, we do all we can to lend a helping hand. I love campus life. I believe that the time spent in this university will be an unforgettable period in my life.
- 2) When I was in primary school, I was once deeply hurt by one of my schoolmates. At that time he was the school bully. One day we were playing basketball and I was not willing to let him join us. He got angry and hit me in the face. For this I hated him so much that I vowed to have my revenge on him.
- 3) Yes, I think so. After we graduated from high school, we went to different universities. Last term he sent me an E-mail apologizing for what he did to me back then. He hoped that I could forgive him and we could be friends again. And I forgave him. After all, we had been schoolmates for many years. What's more, I found that by constantly remembering how unfriendly he was, I had made my own life miserable.
- 4) I think interpersonal relationships have much to do with one's success in career and life. Every day we have to deal with all kinds of people. If we can get along well with the people around us, we are more likely to live a happier life. A good working relationship with colleagues and business partners is bound to contribute to a successful career.

Listen and Respond



Listen and Respond

In this section you will hear a short talk about our need to live in harmony. The following words and phrase may be of some help.



Script

Living in Harmony

Look around you. The world in which we live often seems filled with hate created by fear, misunderstanding, and selfishness. We fight with each other; we make war over resources and we desire to have power over others.

But there is no good reason to hate. Your neighbours may be of a different colour; they may follow a different religion; or they may have a different culture, but they are still human; they are still worthy of respect. We all live in the same small world; we should aim to treat each other as brothers and sisters.

Look at your own family. Home is where we find happiness and rest. All things go well in a house if the family members are in harmony, and such a family will be filled with love and vitality. As it is said, "Better a meal of vegetables where there is love than a meal of delicious beef with hate." Thus, we must first love the members of our family. How can we love others if we do not love our own family members?

We can find more than enough reasons to live in harmony with each other. If all people can live in peace, harmony and love, then we can work together to create a better world for all of us.

TASK ONE

Focusing on the Main Ideas



- 1) The passage mainly explains why we should live in harmony.
- 2) According to the passage, we fight with each other because of hate created by fear, misunderstanding and selfishness, and to gain more resources and power over others.

(黑正体表示“一般要求”的词汇; ★表示“较高要求”的词汇; ▲表示“更高要求”的词汇; 白正体表示超纲词汇)

harmony /'hɑ:məni/ n. [U (with)] a state of complete agreement (in feelings, ideas, etc.) [常与 with 连用] (感情、思想等的) 和睦、一致、融洽

in harmony (with) in a state of being together without fighting or disagreeing with each other (与...) 协调一致; (与...) 和睦融洽

selfishness /'selfɪʃnɪs/ n. [U] 自私自利

religion /rɪ'lɪdʒən/ n. [C] one of the systems of faith that are based on the belief in the existence of a particular god or gods 宗教

culture /'kʌltʃə(r)/ n. [C; U] the customs, beliefs, art, music, and all the other products of human thought made by a particular group of people at a particular time 文化

worthy /'wɜ:ði/ a. [(of), to-v] deserving [与 of 或不定式连用] 值得...的

vitality /vaɪ'tæləti/ n. [U] *apprec* spirit; cheerfulness; force 精神、活力、力量

TASK ONE

Focusing on the Main Ideas

Work in groups of threes or fours and discuss the following questions.

- 1) What is the main idea of the passage you have just heard?
- 2) Why do we fight with each other?
- 3) Do you think we have reasons to hate?
- 4) Why must we first love the members of our family?

TASK TWO

Zooming In on the Details

Listen to the recording again and fill in each of the blanks according to what you have heard.

2 Student's Book
Unit 1

- 3) No, there is no good reason to hate. Your neighbours may be of a different colour; they may follow a different religion; or they may have a different culture, but they are still human; they are still worthy of respect.
- 4) Because all things go well in a house if the family members are in harmony. And how can we love others if we do not love our own family members?

- 1) Look around you. The world in which we live often seems filled with hate created by _____, _____, and _____.
- 2) But there is no good reason to hate. Your neighbours may be of a different _____; they may follow a different _____; or they may have a different _____, but they are still human; they are still worthy of _____.
- 3) All things _____ in a house if the family members are in harmony, and such a family will be filled with _____. As it is said, "Better a meal of _____ where there is love than a meal of _____ with hate".



Read and Explore

TEXT A

True forgiveness is hard to achieve, especially when we believe we've been hurt too deeply. But many of us may not know that our life needs forgiveness. Just as the author puts it, forgiveness helps establish harmonious relationships between human beings. So let us follow the author's advice and take the first step toward living in harmony.

"I Forgive You"

Author Unknown

① Marriage isn't the only relationship that needs forgiveness. It's required with our children, friends, workmates, neighbours and even strangers. In fact, no human relationship can survive without

(黑正体表示“一般要求”的词汇; ★表示“较高要求”的词汇; ▲表示“更高要求”的词汇; 白正体表示超纲词汇)

forgiveness /fɔː'ɡɪvnɪs/ n. [U (of)] [常与of连用] 原谅, 宽恕, 饶恕; 宽厚之心
workmate /'wɜ:kmeɪt/ n. 同事, 工友

Student's Book
Unit 1 3

Extended questions (Para. 1)

Q: What does the phrase "the oxygen of forgiveness" mean in this context?

A: Here forgiveness is compared to oxygen, a gas which is vital to our survival. Without oxygen, human beings can not exist; without forgiveness, human relationships can not survive.

Q: Do you think there is anything unforgivable?

A: Answers may vary. Possible answers are:

- I think nothing is unforgivable.
- I think the infidelity of a husband or a wife is unforgivable.
- I don't think that I could forgive a dishonest friend.

- If one hasn't filial respect for one's parents, it's unforgivable.

Focusing on language

Underlining good usage (Para. 1)

required with
the oxygen of forgiveness
a universal necessity for
physical and mental health

Key words and expressions (Para. 1)

universal a. e.g. Agreement on this issue is almost universal.

TEXT B

Zooming In on the Details



- 1) fear
misunderstanding
selfishness
- 2) colour
religion
culture
respect
- 3) go well
love and vitality
vegetables
delicious beef

Read and Explore

TEXT A

Para. 1

Focusing on the content

Content questions (Para. 1)

Q: Why is forgiveness so necessary for us?

A: Because it's a universal necessity for human relationships and for our own physical and mental health.

Focusing on the content

Content questions (Paras. 2-3)

- Q:** According to the author, who really needs to forgive?
- A:** According to the author, it's those of us who have been most hurt that really need to forgive.
- Q:** What is the similarity between cancer and bitterness?
- A:** Both of them can destroy their host. Unless they are swiftly rooted out, they take hold and grow and cripple and eventually kill the host.

Extended questions (Paras. 2-3)

- Q:** Before reading the text, did you ever realize that your physical health might be affected if you refused to forgive?
- A:** Answers may vary. Possible answers are:
- No. I knew I would be very unhappy if I should cherish bitterness or harbour a desire to harm others. But I never had the idea that my physical health would be affected by my state of mind.
 - Yes. I knew if I were unhappy I would not be as healthy as I should be. Lin Daiyu in *A Dream of Red Mansions* is a case in point. She is a sentimental girl and is liable to abrupt mood swings. Consequently she is never free from care and worry. And as the saying goes, "Care killed the cat." She remains physically weak and lives but a very short life though she enjoys all the material comforts she wants. So, I would try to forgive others and learn to live in harmony with them.
- Q:** A metaphor is used in Para. 3. Can you point it out and explain it?
- A:** "Our wounds will continue to grow worse and never heal." Here, mental bitterness is compared to physical wounds.

Focusing on language

Underlining good usage (Paras. 2-3)

rooted out

the oxygen of forgiveness. It's not the kind of quality that only good-tempered people choose to have; it's a universal necessity for relationships and for your own physical and mental health.

② Some of us may think that we've been hurt too deeply, or too often, to forgive. But ironically, it's those of us who've been most hurt that really need to forgive, for one simple reason: like cancer, bitterness can destroy its host. Unless it's swiftly rooted out, it takes hold and grows, crippling and eventually even killing those who insist on clinging determinedly to it.

③ For the truth is that unless we can forgive, we can never recover.¹

1 For ... recover. "For" here is a conjunction, used at the beginning of a new paragraph to explain why the above is said.

oxygen /'ɒksɪdʒən/ *n.* [U] 氧(气)

good-tempered /'ɡʊd'tempəd/ *a.* pleasant, kind, and not easily made angry 脾气好的

universal /ˌjuːnɪ'vɜːsəl/ *a.* concerning or shared by all members of a group 全体的; 与全体有关的

ironically /aɪ'rɒnɪkəlɪ/ *ad.* it is ironic (that) 具讽刺意味地

bitterness /'bɪtənɪs/ *n.* [U] 怨恨, 愤恨, 伤心或不愉快情绪

host /həʊst/ *n.* *tech* an animal or plant on which some lower form of life is living as a parasite; a person who receives guests and provides food, drink, and amusement for them 《术语》寄主, 宿主; 东道主, 主人

swiftly /'swɪftli/ *ad.* quickly 很快地, 即刻

root sth. out; root out sth. get rid of sth. completely; destroy sth. bad 把(坏事等) 彻底

底根除, 杜绝

take hold begin to have complete control over sb. or sth.; become very strong 固定下来, 确立

cripple /'krɪpl/ *vt.* *informal* damage or weaken seriously; hurt or wound (a person) so that use of one or more of the limbs is made difficult or impossible 《非正式》严重损坏或削弱; 使残废

cling /klɪŋ/ *v.* (*clung* /klaŋ/, *clung*) [(to)] continue to believe or do sth., even though it may not be true or useful any longer; hold tightly; refuse to go or let go [常与 to 连用] 坚持, 墨守; 紧握住, 紧抱住

cling to sth. continue to believe or do sth., even though it may not be true or useful any longer 坚持, 墨守; 忠实于某事物

determinedly /dɪ'tɜːmɪndli/ *ad.* 坚决地, 决然地

takes hold
insist on clinging determinedly to it
As the ancient Chinese proverb puts it
Whoever seeks revenge should dig two graves.

Key words and expressions (Paras. 2-3)

host *n.* *e.g.* This pest is found wherever its hosts are grown.

root sth. out; root out sth. *e.g.* At the conference, China called for international efforts to root out terrorism.

take hold *e.g.* They got out of the house just before the flames took hold.
cripple *vt.* *e.g.* Too much worry robs people of their joy and cripples their spirit.

cling *v.* *e.g.* The couple clung together when it was time for them to part.

cling to *e.g.* They still cling to the belief that God created the world.