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English

文化透视 英语教程

BOOK TWO

何其莘 童明(美) 编著

Through



A Comprehensive Course Book for English Majors

Culture

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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English Through Culture

文化透视
英语教程

BOOK TWO

A Comprehensive Course Book for English Majors

何其莘 童

江苏工业学院图书馆
藏书章

北方工业大学图书馆



00576219

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目(CIP)数据

文化透视英语教程 第2册/何其莘,(美)童明编著. —北京:外语教学与研究出版社, 2005.1
ISBN 7-5600-4670-3

I. 文… II. ①何… ②童… III. 英语—高等学校—教材 IV. H31

中国版本图书馆 CIP 数据核字(2005)第 005326 号

出 版 人: 李朋义

责任编辑: 孔乃卓 聂海鸿

封面设计: 潘振宇

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京大学印刷厂

开 本: 787×1092 1/16

印 张: 23

版 次: 2005 年 2 月第 1 版 2005 年 2 月第 1 次印刷

书 号: ISBN 7-5600-4670-3

定 价: 29.90 元

* * *

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前 言

凡在非英语国家施教或学习英语,教材实为决定性之要素。中国近百年来的英语教学史上,已出现过几套颇受欢迎的教材,例如《英语》(许国璋主编),又如《新概念英语》(亚历山大编写,其新版由亚历山大与何其莘合编)——这些教材适应了我国在不同时期英语教学的需要。

本书《文化透视英语教程》(*English Through Culture*)为中美专家合作编写,是一套缜密切入英美文化各个层面、培养英语运用能力的有机教程,不仅适用于高校英语专业学生,也适用于入学时英语水平较高的大学非英语专业学生和有一定英语基础准备出国深造的英语学习者。

此套教材的特色在于其基本概念是:把学术焦点放在中西文化的表里差异中,以期领会准确的、纯粹的英语,从而生动无碍地掌握语言技能。(反观若以语法为主要途径,而忽视感性腠理者,岂非每流于“中式英语”之弊。)

盖语言所表达之信息,必与特定的生活习惯、思维方式、历史习俗等息息相关。要精确地掌握英语,务需尽可能及早深入其文化内涵。本书编者既有在英美学习和生活的经历,也有在中美高等院校长期执教的实践经验,因之力图剖切中边,诠释语言与文化的微妙关系以尽其志责。

与国内现有的同类教材相比,本教材还具有以下三个特点:

1. 全部教材采用原文,如需适当压缩改写,也力图保持“原汁原味”。听、说、读、写材料,均选自各种文化语境,兼顾不同风格,既多样又在专题之下相互配合,有利于学生大量接触和积累准确的语言知识。

2. 切入英语文化的各个层面、各个情景,在更广的语境中提高学生的语言理解能力和运用能力,将听、说、读、写、译五项技能有机地结合在一起,进行综合训练。这样,可弥补过分侧重语言点讲授法的不足。

3. 深入英语文化,将焦点放在中外文化的差异上,不仅便于学习地道的英语,而且有益于开拓视野,启发思路。这套教材兼为文化读本,每个单元都有精练的文化知识介绍。此外,与课文配套的练习强调互动,促使学生在学习的各个阶段参与教学活动。

在教材编写过程中,编者曾向美国多位从事语言文学教学的专家、学者、教师和编辑请教、求证和核实。谨此向他们表示衷心的感谢。

编者

2004年元月

使用说明

《文化透视英语教程》(English Through Culture)是一套以英美文化为切入点的英语综合技能训练教程。

该教程采用单元式教学,每个单元围绕一个文化专题,所选的课文往往从不同的角度、在不同的层面上对同一议题展开讨论。

每个单元包含了 Close Reading, Further Reading, Listening 和 Writing 四大部分。

Close Reading 以训练学生的阅读理解能力为目标,并配有一定数量的有关词汇、语法和句型的练习。

Further Reading 的第一篇是从另外一个角度对同一文化专题的探讨,可作为泛读材料和供教师在课堂上组织对该文化专题的讨论时使用;第二篇则可作为训练学生的快速阅读能力的教材。

Listening 含有一篇听力材料和一部推荐的电影。部分听力材料选自美国人对某一文化专题讨论的录音。推荐的电影除了内容梗概外,还有配套的讨论题,可以作为视听说训练的材料。

Writing 含有一篇阅读材料和配套的写作练习。遵照循序渐进的原则,写作练习设置为从单句到段落,再到整篇短文的写作训练。

每个单元的教学时间一般为一周。教师可以根据学生的程度和兴趣对阅读、听力、写作每部分中的具体内容进行筛选。每周可以安排 10 至 14 个课时。每个单元中的三大部分可以由同一个教师来教授,也可以由几位教师分别担任,但要加强不同课型教师间的联系和沟通。

本套教程共含 6 册,每册各有 16 个单元,供一个学期使用。整套教程的 6 册可供一至三年级使用。

《教师手册》含有与 Close Reading 配套的练习答案、Further Reading 中 Passage II 的练习答案、Listening 听力理解练习的答案、听力材料的文本以及 Writing 练习的参考答案。

CONTENTS

Unit 1**The Power of Words**

Close Reading	Pondering “Love”	1
Further Reading	I. Contrite Makes Right	8
	II. The Language of the Eyes	12
Listening	Inspiring Speakers	15
Writing	Language and Thought	17

Unit 2**The Changing Face of Liberty**

Close Reading	Race and the Deception of “Freedom”	21
Further Reading	I. Tracing the Paths of Our Lady Liberties	29
	II. Lady Liberty’s Male Relations	31
Listening	The Statue of Liberty	34
Writing	Emma Lazarus, “The New Colossus”	37

Unit 3**(Un)Romantic Relationships**

Close Reading	Meaningful Relationships	41
Further Reading	I. The Unromantic Generation	49
	II. I Wish They’d Do It Right	54
Listening	Dating	57
Writing	Marrying Absurd	59

Unit 4**Fast Food, Soft Drinks**

Close Reading	No Beef	63
Further Reading	I. Custom-Made	74
	II. Fallen Arches	78
Listening	The Mc-Cola Culture: A Historical Review	81
Writing	The Coca-Cola Company	84

Unit 5 Issues of Education

Close Reading	College Is a Waste of Time and Money	87
Further Reading	I. Public and Private Language	97
	II. On Being 17, Bright, and Unable to Read	101
Listening	College Education	104
Writing	Save Liberal Arts	107

Unit 6 Still Under the Gun

Close Reading	Countering Violence	111
Further Reading	I. Of Arms and the Boy	120
	II. Mothers March for Stricter Gun Laws	124
Listening	An Argument Against Gun Control	128
Writing	Still Under the Gun	130

Unit 7 The American Dream

Close Reading	American Dreamer	133
Further Reading	I. The American Immigrants	143
	II. Divided We Stand: The Immigration Backlash	147
Listening	The American Dream	150
Writing	Five Myths About Immigration	152

Unit 8 Teenage Problems in the U.S.

Close Reading	Perils of Prohibition	157
Further Reading	I. Dubious Conception: The Politics of Teenage Pregnancy	166
	II. Who Us? Stop Blaming Kids and TV	169
Listening	A Teen Mom Copes with an Unplanned Pregnancy	172
Writing	Juvenile Justice Is Delinquent	175

Unit 9 Pop Culture Icons

Close Reading	The Kingdom Comes	179
Further Reading	I. Loving Las Vegas	187
	II. Oh, Lucky Man!	191
Listening	Michael Jackson	194
Writing	Booming Amusement Parks	196

Unit 10

Images of America

Close Reading	Let's Tell the Story of All America's Cultures	199
Further Reading	I. The Concept of Money; The Politics	209
	II. Selling Our Innocence Abroad	213
Listening	Images of American Culture	216
Writing	Here to Stay	218

Unit 11

The Language of Advertising

Close Reading	Under the Influence	221
Further Reading	I. With These Words I Can Sell You Anything	228
	II. Sex in the Ice Cubes	233
Listening	How Advertisers Make Claims	237
Writing	Euphemisms for the Fat of the Land	240

Unit 12

Pressures of Competition

Close Reading	The Winner Instinct	243
Further Reading	I. Why Competition?	251
	II. Is Winning Everything?	255
Listening	Self-Esteem in a Culture When Winning Is Everything and Losing Is Shameful	258
Writing	Dealing with Success	261

Unit 13

The War on Drugs

Close Reading	Can Legalization Solve America's Drug Problem?	265
Further Reading	I. The Drug That Pretends It Isn't	275
	II. War and Hypocrisy	277
Listening	Drug Abuses	280
Writing	The War on Drinks	282

Unit 14

Sports and Athletes

Close Reading	Rare Jordan	285
Further Reading	I. Bad as They Wanna Be	296
	II. Drugs and the Modern Athletes	300
Listening	Steroids and Competitive Sports	304
Writing	Next Athlete: Yao Ming	306

Unit 15 Pop Music. Pop Culture

Close Reading	Girls ‘n’ Spice: All Things Nice?	311
Further Reading	I. The Beatles	322
	II. The Cultural Impact of Rock and Roll	326
Listening	Remembering Presleymania	330
Writing	Rock and Roll’s Evolving Audience	332

Unit 16 Battling Against AIDS

Close Reading	Safe Sex and White Lies in the Time of AIDS	335
Further Reading	I. Talking AIDS to Death	346
	II. AIDS Orphans Tell U. N. of Their Plight	352
Listening	Robby	355
Writing	AIDS Hysteria	357

Unit 1

The Power of Words

CLOSE READING

Pre-reading Questions

1. Does it matter how we use words in everyday conversation?
2. Does it make any difference when we say we “love” ice cream? And when we say “sorry?”
3. Can you define “love?” How is the emotion of “love” different from “contentment,” “happiness,” “warmth” or “affection?”

Pondering “Love”

Camille DeAngelis

“Love” is the most overused word in the English language. I say I love Chunky Monkey ice cream. I love the Muppets and poetry and any song U2 has ever written. I love New York. But rarely do I consider the meaning of the word I use so liberally.

5 “Love” is a word whose power has been diluted by eons of misuse. I’m not sure I’m ready to see my own reflection in the things and people I profess to love, because I’m not at all confident I really do love them. It’s a dirty or worthless word for some. Others hold it as completely sacred and pure and refuse to waste it on musical artists or Ben & Jerry or even on people they merely like.

10 But most of us really are confused about the true meaning of the word, whether or not we realize it. It doesn’t help that you run into it wherever you go: “love” in pop songs on the radio, “love” in movies, and “love” on television. Love poetry ranges from the romantic (like Byron: “She walks in beauty, like the night/Of cloudless climes and starry skies... A heart whose love is innocent!”) to the angst-ridden (like Plath: “I should have loved a thunderbird instead;/At least when spring comes they roar back again”).

15

So, what *is* love? The most fascinating, and frustrating, aspect of that question is that there is no simple answer. Any dictionary definition is horribly unsatisfactory. Love is much more than “warm attachment” or “strong affection.”
20 True love, I think, ought to last. But can the love of which those poets write be the one that so often does not last? Is love unconditional?

I can say for sure, however, that love is not logical. The goal in the pursuit of logic is absolute truth and even perfection, neither of which is compatible with love. Should rational thought win out over romance, any relationship in question would
25 surely fade as quickly as it had begun.

The actress Katharine Hepburn's thoughts on the matter are certainly thought-provoking. “Love has nothing to do with what you are expecting to get—only with what you are expecting to give—which is everything.” But what if I give everything and receive nothing in return? Can that possibly be love, however “unrequited?”
30 When Sheryl Crow sings that “need is love, and love is need,” is she singing about dependency, or is love really based on necessity? One definition states that if you truly love someone, you find you simply cannot live without them. But I consider myself an independent being. I don't need anyone in order to function. Does that make me incapable of love? Perhaps a more refined definition would be that “love”
35 is wanting (but not needing) the other person in your life for always, because ideally I want to be a much better person for having known him.

So what if it doesn't work out? You pick yourself up, dust yourself off, and think about anything but romance until someone else comes along who inspires you to try again. Most people believe that even if a relationship doesn't last, it still
40 could have been love. I'm not so sure. A Chinese proverb states that if you love someone, let them go. If they return to you, it was meant to be. If they don't, their love was never yours to begin with. This, too, is trite, but its inherent truth is undeniable.

Perhaps to use the word *love* in terms of any college relationship is absurd.
45 There can be no promises and no plans, because so often plans and promises go unfulfilled. We hang on when we ought to let go. In the end only one thing can be certain: we enter into relationships and risk loving someone because all of the joy and the agony leads us to a greater sense of self. “Love” can never be completely defined; ultimately the only definition that matters is your own. I'd like to suggest,
50 however, that the next time you choose to use the word, you contemplate first all the profoundly marvelous possibilities that it contains.

Building Vocabulary

chunky (L. 1)	[ˈtʃʌŋki]	adj.	thick, solid and heavy 厚实的
dilute (L. 5)	[daɪˈlu:t]	vt.	to make something weaker or less effective 降低, 削弱
eon (L. 5)	[i:ən]	n.	an extremely long period of time 极长的时间
profess (L. 6)	[prəˈfes]	vt.	to make a claim about something 声称, 表白
sacred (L. 8)	[ˈseɪkrɪd]	adj.	greatly respected, believed to be holy 神圣的
clime (L. 14)	[klaɪm]	n.	climate (常用于诗歌) 天气
angst (L. 15)	[æŋst]	n.	strong feeling of anxiety and unhappiness 焦虑
thunderbird (L. 15)	[ˈθʌndəbə:d]	n.	雷鸟
fascinating (L. 17)	[ˈfæsɪneɪtɪŋ]	adj.	extremely interesting 迷人的
frustrating (L. 17)	[frʌˈstreɪtɪŋ]	adj.	making one feel annoyed, upset 使人沮丧的, 令人泄气的
unconditional (L. 21)	[ʌnkənˈdɪʃənəl]	adj.	not depending on any conditions 无条件的
compatible (L. 23)	[kəmˈpæɪtəbəl]	adj.	able to exist together, or be used together or with (another thing) 一致的, 相适合的
rational (L. 24)	[ˈræʃənəl]	adj.	理性的, 合理的
thought-provoking (LL 26-27)	[ˈθɔ:tprəɪvəʊkɪŋ]	adj.	发人深省的
unrequited (L. 29)	[ʌnrɪˈkwaɪtɪd]	adj.	无回报的
dependency (L. 31)	[dɪˈpendənsi]	n.	依赖
necessity (L. 31)	[nɪˈsesɪti]	n.	something that one needs to have 需要
function (L. 33)	[ˈfʌŋkʃən]	vi.	to work in the way it is supposed to 运转, 执行特定功能
incapable (L. 34)	[ɪnˈkeɪpəbəl]	adj.	unable to do something 无能力的
refined (L. 34)	[rɪˈfaɪnd]	adj.	having been improved for greater effectiveness 精确的
ideally (L. 36)	[aɪˈdɪəli]	adv.	理想地
trite (L. 42)	[traɪt]	adj.	having been used so often that it seems boring and not sincere 陈腐的, 老一套的

inherent (L. 42)	[ɪn'hɪərənt]	adj.	being a natural part of 固有的
undeniable (L. 43)	[ʌndɪ'naɪəbəl]	adj.	definitely true or certain 确凿的, 不可否认的
unfulfilled (L. 46)	[ʌnfʊl'fɪld]	adj.	未实现的, 未履行的
agony (L. 48)	['ægəni]	n.	very severe pain 极度的痛苦
ultimately (L. 49)	['ʌltɪmɪtli]	adv.	最终, 最后
contemplate (L. 50)	['kɒntəmpleɪt]	vt.	to think about something 沉思, 思忖
profoundly (L. 51)	[prə'faʊndli]	adv.	深切地, 深深地
marvelous (L. 51)	['mɑ:vələs]	adj.	extremely good 不可思议的, 绝妙的

Culturally Speaking

I. What is “Chunky Monkey ice cream?”

You must love “chunky” ice cream, the kind which has a chewy texture and contains chewy things such as nuts. When you love it so much, you will say, as native speakers of English do, “Chunky Monkey” ice cream. It rhymes. Chunky Monkey is a specific kind of ice cream.

II. Who are the “Muppets?”

The Muppets are a group of puppets that became famous on television and in movies. They were first invented by Jim Henson, an American puppeteer, in the 1950s and have since been developed further. The name “Muppets” suggests that these puppets are a combination of *marionettes* and foam-rubber hand *puppets*. Some of the best-known Muppets are Kermit the Frog, Miss Piggy, Fozzie Bear, and Gonzo.

III. Who are members of “U2?”

U2 is one of the most popular bands in rock music history. Since it was established in 1976 the group has used strong political themes in its music such as aid for impoverished African peoples and banning nuclear weapons. Members of U2 are Irish and they are: Bono, the lead singer; Edge, the guitarist; Adam Clayton, the bassist; and Larry Mullen, Jr., the drummer.

IV. Who are “Ben & Jerry?”

Believe it or not, they're ice cream makers who make flavors dedicated to some rock musicians and bands. For example, they have a flavor called “Cherry Garcia” which is a reference to Jerry Garcia, the guitarist for the rock band The Grateful Dead. They have another name called “Phish Food”, which is a reference to the rock band Phish. When you buy ice cream made by “Ben & Jerry,” you will see their name printed on the package.

V. Lord Byron

George Gordon Byron (1788-1824), better known as Lord Byron, was the most colorful of the English Romantic poets. Byron's poetry, tender, violent and exotic, often follows an underlying theme that people are free to choose their own course in life. In *Childe Harold's Pilgrimage* and in the sequence of "Turkish Tales" (1813-1816) that followed, Byron presented a character type known as "the Byronic hero." The Byronic hero is the melancholy, defiant, proudly self-assured man and is widely imitated in later literature.

VI. Sylvia Plath

Sylvia Plath (1932-1963) was one of the powerful American poets that emerged after World War II. Her poems convey sharp insights, ironic wit, and suggest painful feelings. Her poems are especially sympathetic to the plight of women, young people, artists, misfits, and rebels.

Questions for Group Discussion

I. Reading Comprehension

1. Why does DeAngelis say that "love" is the most overused word in the English language?
2. What does she mean when she says that "most of us really are confused about the meaning of the word, whether or not we realize it?"
3. Why is it that dictionary definitions are often unsatisfactory?
4. What is the most important characteristic of true love, according to DeAngelis?
5. What does she mean when she says that love is not logical?
6. What ideas about love does DeAngelis derive from the actress Katharine Hepburn's comment?
7. What does the Chinese proverb quoted by DeAngelis really suggest?
8. Why is it that the author says the word "love" cannot be used in reference to college relationships?
9. All things considered, what is the one thing that can be certain when it comes to love, according to DeAngelis?

II. Further Discussion

1. Do you agree with DeAngelis that "most of us really are confused about the true meaning of the word?" Are you confused about love? Do you love anyone unconditionally?
2. Do you think that it is easy that people can "dust themselves off" after a break-up?
3. What is your definition of "love?"

Exercises

I. Fill in each of the blanks with an appropriate preposition from the box.

about above as at for in into of on with within

1. He tried so hard in the last five months, but he failed again _____ the end.
2. When she first arrived _____ New York, she ran _____ difficulties _____ the language and some weird people in the neighborhood.
3. When he came to the crossroads, he was confused _____ which road he should take to get to the airport.
4. The 20% to 30% increase _____ train tickets during the Chinese New Year would certainly not be well received _____ terms of customer satisfaction.
5. The Jewish people traditionally hold Jerusalem _____ a sacred land promised to their forefathers by God.

II. Paraphrase the underlined words or expressions in each sentence.

1. "Love" is the most overused word in the English language.
2. "Love" is a word whose power has been diluted by eons of misuse.
3. I'm not sure I'm ready to see my own reflection in the things and people I profess to love.
4. It doesn't help that you run into it wherever you go.
5. Is love unconditional?
6. Should rational thought win out over romance, any relationship in question would surely fade as quickly as it had begun.
7. When Sheryl Crow sings that "need is love, and love is need," is she singing about dependency, or is love really based on necessity?
8. Perhaps a more refined definition would be that "love" is wanting the other person in your life for always, because ideally I want to be a much better person for having known him.
9. You pick yourself up, dust yourself off, and think about anything but romance until someone else comes along who inspires you to try again.
10. This, too, is trite, but its inherent truth is undeniable.
11. We enter into relationships and risk loving someone because all of the joy and the agony leads us to a greater sense of self.

III. Rewrite the following sentences, making use of the words or expressions in parentheses.

1. If you do not understand any of the items on the contract, please talk to my secretary or consult your lawyer. (confused about)
2. The preschool center is open to children of 3 to 6 years old. (range from)
3. When I was shopping for Christmas the other day, I met a former classmate of mine whom I had not seen for ages. (run into)
4. Early immigrants from Europe came to the New World because they were trying to fight for the ideals of freedom and democracy. (in pursuit of)
5. When the first group of pioneers came to the small fishing village at Zhenzhuang Harbor in the early 1980s, few of them believed that they could finally succeed in setting up an entirely new and prosperous city along the coast. (win out)
6. It seems that after the September 11th Incident American politicians tend to discuss American relationship with any other country in connection with the issue of anti-terrorism. (in terms of)

IV. Replace the underlined with synonymous words or expressions. Modify the sentence structure if needed.

1. But rarely do I consider the meaning of the word I use so liberally.
2. Others hold it as completely sacred and pure and refuse to waste it on musical artists or Ben & Jerry or even on people they merely like.
3. Love poetry ranges from the romantic to the angst-ridden.
4. Any dictionary definition is horribly unsatisfactory.
5. The actress Katharine Hepburn's thoughts on the matter are certainly thought-provoking.
6. But what if I give everything and receive nothing in return?
7. So what if it doesn't work out?
8. If they don't, their love was never yours to begin with.

V. Choose the best answer (from a, b, c and d) to complete each of the following blanks.

Many of today's cliches are 1 to be tomorrow's standard English, just 2 many of today's standard 3 were yesterday's metaphors: *thunderstruck*, *astonish*, *cuckold*, and thousands of others that 4 a substantial part of any dictionary. 5, the cliché is sometimes the most 6 way of expressing a thought. To attempt to write 7 a cliché will often 8 to pretentious obscurity. And 9 a writer to decide to 10 all clichés indiscriminately would be to restrict his efforts.

- | | | | |
|---------------|------------|--------------|--------------|
| 1. (a) hardly | (b) likely | (c) possibly | (d) probably |
| 2. (a) as | (b) for | (c) like | (d) to |

- | | | | |
|---------------------|----------------|---------------|---------------|
| 3. (a) languages | (b) letters | (c) terms | (d) words |
| 4. (a) consist | (b) contribute | (c) form | (d) make |
| 5. (a) Consequently | (b) However | (c) Moreover | (d) Therefore |
| 6. (a) common | (b) direct | (c) important | (d) straight |
| 7. (a) about | (b) across | (c) around | (d) over |
| 8. (a) form | (b) lead | (c) result | (d) take |
| 9. (a) as | (b) by | (c) for | (d) when |
| 10. (a) banish | (b) cut | (c) forget | (d) restrict |

VI. Translate the following sentences into English, making use of the suggested expressions.

1. 为了迎接 2008 年奥运会,北京市政府制订了一系列措施以改善北京的空气污染,但是现在还很难说这些措施是否有效。(work out)
2. 我的好朋友玛丽说她想退学。我劝她仔细考虑一下退学将会给她的人生带来什么影响。(contemplate)
3. 从加强国际合作和双边贸易方面来说,改善中美关系对双方都是有利的。(in terms of)
4. 虽然教育部取消了对大学考生婚姻状况的要求,但是许多老年人仍然认为成了家的学生不可能专心致志地读书。(hold the view)
5. 第一次开车上路的时候,她被路边的路标搞糊涂了,几次从错误的出口下了高速公路。(be confused about)
6. 女儿被害后,她辞去了工作,走了几个省追寻杀害女儿的凶手,最后她的婚姻也破裂了。(in pursuit of)
7. 她的英语语音语调至今仍然没有太大的提高,我觉得这并不奇怪,因为她刚开始的时候连普通话也说不好。(begin with)
8. 汤姆被挂在半山腰的一棵小树上,警察大声地告诉他不要松手,直升飞机马上就到。(hang on)

FURTHER READING

I. Contrite Makes Right

Deborah Tannen

Apologies are powerful. They resolve conflicts without violence, repair disputes between nations, allow governments to acknowledge the suffering of their citizens, and restore harmony to personal relationships. They are an effective way to restore trust and gain respect. They can be a sign of strength: proof that the