



普通高等“十一五”国家级规划教材

*College Practical English  
Reading Course*

# 大学实用英语 阅读教程

主编 蒋向勇 杜建萍

主审 李芳媛

English

江西出版社集团  
江西科学技术出版社  
· 北京出版社



普通高等教育“十一五”国家级规划教材

# 大学实用英语 阅读教程

主 编：蒋向勇 杜建萍

主 审：李芳媛

编写人员：蒋向勇 李 丽 李石友

唐 乐 张细淼 喻国英

刘 婷 修嫒嫒 陈祖斌

*College Practical English  
Reading Course*

江西出版集团

江西科学技术出版社

· 北京出版社

## 图书在版编目(CIP)数据

大学实用英语阅读教程/李芳媛主编. —南昌:江西科学技术出版社,2007.9

ISBN 978 - 7 - 5390 - 3098 - 2

I. 大… II. 李… III. 英语—阅读教学—高等学校—教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2007)第 148041 号

国际互联网(Internet)地址:

<http://www.jxkjbs.com>

大学实用英语阅读教程

李芳媛主编

---

出版	江西出版集团·江西科学技术出版社
发行	南昌市蓼洲街2号附1号
社址	邮编:330009 电话:(0791)6623491 6639342(传真)
印刷	江西省农大印刷厂
经销	各地新华书店
开本	787mm×1092mm 1/16
字数	390千字
印张	16.25
印数	3000册
版次	2007年10月第1版 2007年10月第1次印刷
书号	ISBN 978 - 7 - 5390 - 3098 - 2
定价	28.00元

---

(赣科版图书凡属印装错误,可向承印厂调换)

# 前 言

本教材是一本依据全新的教学理念、全新的构思、全新的素材编写而成的供大学英语教学使用的教材。在内容的安排、形式体例、行文风格等方面与传统的阅读教材有很大的不同,具有选材新、实用性强、趣味性强的特点。本教材将为学生提供较为系统、丰富多彩的阅读材料,旨在培养和提高学生的英语阅读能力,扩大学生的知识面和词汇量,从而增进学生的理解和欣赏水平。

本书共分为十六单元,每一单元围绕某一主题分为三个部分,结构如下:

第一部分(Text A)是为课堂教学设计的,一般不需要学生预习。课文难度为大学英语四级水平的难度。课后的练习为新四级的快速阅读题型,要求学生在规定的时间内完成。

第二部分(Text B)文章难度有所加深,教师可根据学生水平,选择Text A或Text B作为课堂精讲的内容。该部分练习着重介绍一些常见的前后缀和构词法,方便学生记忆词汇。

第三部分(Text C)所选文章的难度超过前两部分,内容是相关题材的深化和补充,供学生课外阅读,教师可适当选择讲解。后面的翻译题可锻炼学生对语境意义的理解和把握能力。

希望《大学实用英语阅读教程》能适应转型期的英语教学特点,满足新世纪英语教学的实际需要。

在编写过程中,江西科学技术出版社的责任编辑提出了很好的建议和意见,此外,我们还参考和引用了一些刊物、网站上的相关文章作为素材,在此一并谨致诚挚的谢意。

由于编者水平有限,谬误或不妥之处一定不少,恳切希望广大专家、读者批评指正。

编 者

2007年6月



# Contents

<b>Unit 1 Culture and Customs</b> .....	(1)
Text A Dining Etiquette .....	(2)
Text B American Values .....	(6)
Text C Wedding Customs around the World .....	(11)
<b>Unit 2 Sports</b> .....	(16)
Text A Ding, from Zero to Hero .....	(17)
Text B Schumacher Retirement Marks End of an Era .....	(20)
Text C The Official Mascots of the Beijing 2008 Olympic Games .....	(24)
<b>Unit 3 Job</b> .....	(29)
Text A The Interview .....	(30)
Text B “Apprentice” a Good Lesson in How to Land Job You Want .....	(34)
Text C 10 Hot Jobs for 2007 .....	(39)
<b>Unit 4 Kinship &amp; Love</b> .....	(43)
Text A I Have Two Adopted Sisters .....	(44)
Text B Hunger for Your Love .....	(48)
Text C About Love .....	(53)
<b>Unit 5 Famous People</b> .....	(57)
Text A American Idol .....	(58)
Text B Chinese Socrates .....	(64)
Text C Musical Wizard .....	(69)
<b>Unit 6 Education</b> .....	(74)
Text A The ‘In’ Crowd and Social Cruelty .....	(75)
Text B We’re Raising Children Not Flowers .....	(79)
Text C Why People Should Study History .....	(83)
<b>Unit 7 Holidays</b> .....	(89)
Text A Father’s Day and Mother’s Day .....	(90)
Text B Halloween .....	(95)
Text C St. Valentine’s Day and Chinese Valentine’s Day .....	(99)
<b>Unit 8 Internet</b> .....	(105)
Text A The Rise of Baidu .....	(106)
Text B The Battle for the Internet .....	(111)

Text C Your Hobby + a Computer = Extra Money .....	(117)
<b>Unit 9 Music</b> .....	(122)
Text A The Final Week of TV Sensation Super Voice Girls .....	(123)
Text B Chinese Rock Music Grows Up .....	(128)
Text C Meeting the Beatles .....	(134)
<b>Unit 10 Tourism</b> .....	(138)
Text A Bungee Jumping .....	(139)
Text B The Giant Buddha of Leshan .....	(144)
Text C The Statue of Liberty .....	(148)
<b>Unit 11 Pets</b> .....	(155)
Text A Pets .....	(156)
Text B The Gifts We Give Our Dogs .....	(160)
Text C Let's Stop Keeping Pets .....	(164)
<b>Unit 12 Technology</b> .....	(167)
Text A Google : A Brief History of the Search Engine .....	(168)
Text B Robot .....	(173)
Text C Computer Networks .....	(178)
<b>Unit 13 Entertainments</b> .....	(183)
Text A No Stumping for Culture in the French Presidential Election .....	(184)
Text B Arkin Wins Supporting — Actor Oscar .....	(189)
Text C Singing and Doing the Hustle in Austin .....	(194)
<b>Unit 14 Environment</b> 183 .....	(198)
Text A Experts Warn Warming will Harm Society, Nature .....	(199)
Text B On the Climate Change Beat, Doubt Gives Way to Certainty .....	(204)
Text C Breathing Lessons .....	(210)
<b>Unit 15 Health</b> .....	(215)
Text A Drinking Water Smarts .....	(216)
Text B Insomnia .....	(221)
Text C AIDS .....	(226)
<b>Unit 16 Finance</b> .....	(231)
Text A Shares Continue to Sink, from Hongkong to New York .....	(232)
Text B In Florida, a Company Finds a New Way to Sell Hurricane Insurance .....	(236)
Text C Marketing .....	(241)
参考答案 .....	(246)

# Unit One

## Culture & Customs

### Preview



**T**

We are living on the same beautiful Earth, but people in one different certain place in the world are living in one different cultural atmosphere. They have unique characteristics, living habits, architectures, etc. In this unit, we can enjoy some of the fantastic customs. Text A mainly tells us that table manners play an important role in our lives, and are very essential to our professional success. By learning this text we know the napkin use, ordering, the table settings, use of silverware and what we should do after we finish meals. Text B is an introduction of some of the important American values like individual freedom, equality, privacy, etc. Text C takes us into the world of wedding. People in different countries have their own ways of celebrating weddings. Some of them are very traditional, while some may seem strange and interesting to us.

## Dining Etiquette

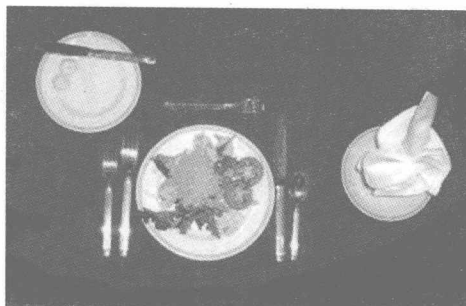


Table manners play an important part in making a **favorable**<sup>1</sup> impression. They are visible signals of the state of our manners and therefore are essential to professional success. Regardless of whether we are having lunch with a **prospective**<sup>2</sup> employer or dinner with a business **associate**<sup>3</sup>, our manners can speak volumes about us as professionals.

*Napkin Use*

The meal begins when the host **unfolds**<sup>4</sup> his or her napkin. This is your signal to do the same. Place your napkin on your lap, completely unfolded if it is a small **luncheon**<sup>5</sup> napkin or in half, **lengthwise**<sup>6</sup>, if it is a large dinner napkin. Typically, you want to put your napkin on your lap soon after sitting down at the table (but follow your host's lead). The napkin remains on your lap throughout the entire meal and should be used to gently **blot**<sup>7</sup> your mouth when needed. If you need to leave the table during the meal, place your napkin on your chair as a signal to your server that you will be returning. The host will signal the end of the meal by placing his or her napkin on the table. Once the meal is over, you too should place your napkin neatly on the table to the right of your dinner plate. (Do not **refold**<sup>8</sup> your napkin, but don't **wad**<sup>9</sup> it up, either.)

*Ordering*

If, after looking over the menu, there are items you are uncertain about, ask your server any questions you may have. Answering your questions is part of the server's job. It is better to find out before you order that a dish is prepared with something you do not like or are **allergic**<sup>10</sup> to than to spend the entire meal picking **tentatively**<sup>11</sup> at your food.

1.favorable['feivərəbl] a.良好的

2.prospective[prəs'pektiv] a.未来的

3.associate[ə'səʊʃieit] n.伙伴

4.unfold [ʌn'fəʊld] v.展开

5.luncheon['lʌntʃən] n.午餐

6.lengthwise['leŋθwaiz] ad.纵向地

7.blot[blɒt] v.抹去

8.refold[ri:'fəʊld] v.再折叠

9.wad[wɒd] v.使...成一团

10.allergic[ə'le:dʒik] a.过敏的

11.tentatively['tentətɪvli] ad.犹豫不决地



An employer will generally suggest that your order be taken first; his or her order will be taken last. Sometimes, however, the server will decide how the ordering will proceed. Often, women's orders are taken before men's.

As a guest, you should not order one of the most expensive items on the menu or more than two courses unless your host indicates that it is all right. If the host says, "I'm going to try this delicious sounding cheesecake; why don't you try dessert too," or "The **prime**<sup>12</sup> **rib**<sup>13</sup> is the specialty here; I think you'd enjoy it," then it is all right to order that item if you would like.

#### *"Reading" the Table Setting*

Should you be attending a formal dinner or **banquet**<sup>14</sup> with pre-set place settings, it is possible to gain clues about what may be served by "reading" the place setting. Start by drawing an **imaginary**<sup>15</sup> line through the center of the serving plate (the plate will be placed in the center of your dining space). To the right of this imaginary line all of the following will be placed; glassware, cup and **saucer**<sup>16</sup>, knives, and spoons, as well as a seafood fork if the meal includes seafood. It is important to place the glassware or cup back in the same position after its use in order to maintain the visual presence of the table. To the left of this imaginary line all of the following will be placed; bread and butter plate (including small butter knife placed **horizontally**<sup>17</sup> across the top of the plate), salad plate, napkin, and forks. Remembering the rule of "liquids on your right" and "solids on your left" will help in allowing you to quickly become familiar with the place setting.

#### *Use of Silverware*

Choosing the correct silverware from the variety in front of you is not as difficult as it may first appear. Starting with the knife, fork, or spoon that is farthest from your plate, work your way in, using one **utensil**<sup>18</sup> for each course. The salad fork is on your **outermost**<sup>19</sup> left, followed by your dinner fork. Your soup spoon is on your outermost right, followed by your **beverage**<sup>20</sup> spoon, salad knife and dinner knife. Your dessert spoon and fork are above your plate or brought out with dessert. If you remember the rule to work from the outside in, you'll be fine.

There are two ways to use a knife and fork to cut and eat your food. They are the American style and the European or **Continental**<sup>21</sup> style. Either style is considered appropriate. In the American style, one cuts the food by holding the knife in the right

12. **prime**[praɪm] a.最好的

13. **rib**[rɪb] n.肋骨

14. **banquet**['bæŋkwɪt] n.宴会

15. **imaginary**[i'mædʒɪnəri] a.想象的

16. **saucer**['sɔː sə] n.茶托,碟子

17. **horizontally**[.hɒrɪ'zɒntlɪ] ad.横向地

18. **utensil**[ju: 'tensl] n.器具

19. **outermost**['aʊtəməʊst] a.最远的

20. **beverage**['bevərɪdʒ] n.饮料

21. **Continental**[.kɒntɪ'nentl] a.大陆的

hand and the fork in the left hand with the fork tines<sup>22</sup> piercing the food to secure it on the plate. Cut a few bite-size pieces of food, then lay your knife across the top edge of your plate with the sharp edge of the blade<sup>23</sup> facing in. Change your fork from your left to your right hand to eat, fork tines facing up. (If you are left-handed, keep your fork in your left hand, tines facing up.) The European or Continental style is the same as the American style in that you cut your meat by holding your knife in your right hand while securing your food with your fork in your left hand. The difference is your fork remains in your left hand, tines facing down, and the knife in your right hand. Simply eat the cut pieces of food by picking them up with your fork still in your left hand.

#### *When You Have Finished*

Do not push your plate away from you when you have finished eating. Leave your plate where it is in the place setting. The common way to show that you have finished your meal is to lay your fork and knife diagonally<sup>24</sup> across your plate. Place your knife and fork side by side, with the sharp side of the knife blade facing inward and the fork, tines down, to the left of the knife. The knife and fork should be placed as if they are pointing to the numbers 10 and 4 on a clock face. Make sure they are placed in such a way that they do not slide<sup>25</sup> off the plate as it is being removed. Once you have used a piece of silverware, never place it back on the table. Do not leave a used spoon in a cup, either; place it on the saucer. You can leave a soup spoon in a soup plate. Any unused silverware is simply left on the table.

22.tine [tain] n.齿,叉

23.blade[bleid] n.刀口

24.diagonally[dai'ægənlɪ]  
ad.对角地

25.slide[sleid] v.滑

Total words: 1052

From: <http://www.bsu.edu>

### Exercise:

#### I. Read the passage quickly and answer the following questions.

##### For questions 1-7, mark

- Y (for YES) if the statement agrees with the information given in the passage;  
N (for NO) if the statement contradicts the information given in the passage;  
NG (for NOT GIVEN) if the information is not given in the passage.

##### For questions 8-10, complete the sentences with the information given in the passage.

1. A prospective employer or business associate can learn the state of our manners through table manners which are essential to our professional success.

2. If you need to leave the table during the meal, place your napkin on your table as a signal to your server that you will be returning.
3. When you finish your meal, you can place your napkin anywhere you would like on the table.
4. Generally speaking, when it is the time for ordering, the server will take women's orders first.
5. It is important for you to remember the rule of "liquids on your right" and "solids on your left", which will help in allowing you to quickly become familiar with the place setting.
6. Your soup spoon is on your outermost right, followed by your salad knife, beverage spoon, and dinner knife.
7. The European style of using a knife and fork is more popular among most of the people.
8. In the American style, one cuts the food by holding the knife in the right hand and the fork in the left hand with \_\_\_\_\_ piercing the food to secure it on the plate.
9. The common way to show that you have finished your meal is to lay your fork and knife \_\_\_\_\_ across your plate.
10. The knife and fork should be placed as if they are pointing to the numbers \_\_\_\_\_ and \_\_\_\_\_ on a clock face.

**II. There are five questions based on the above passage. For each of them there are four choices marked A, B, C and D. You should decide on the best choice.**

1. Where should you put your napkin during the meal?
  - A. Around your neck.
  - B. On the table.
  - C. On the chair.
  - D. On your lap.
2. When ordering the dishes, if you are a guest, what should you not do?
  - A. Ask the server about the uncertain items.
  - B. Order the most expensive dish.
  - C. Order not more than two courses.
  - D. Order the specialty you would like to try if the host recommends.
3. Regarding the use of silverware, \_\_\_\_\_ is on your outermost left.
  - A. the salad fork
  - B. dinner fork
  - C. salad knife
  - D. dinner knife
4. Which of the following statement is true according to the passage?
  - A. When the meal begins, as a guest, you should first unfold your napkin.
  - B. You should not use the napkin to bolt your mouth when needed.
  - C. You should not push your plate away from you when you have finished eating.
  - D. You can not leave a soup spoon in a soup plate after your meal.
5. What's the author's purpose in writing this passage?
  - A. To tell us the importance of table manners.
  - B. To tell us how to observe table manners.
  - C. Give us a vivid picture of dining etiquette.
  - D. Advise us to dine gracefully.

## Text B

# American Values

Thomas E. Grouling



If you asked most Americans what the cultural values in the U.S. are, you might get some blank stares, or a statement of some basic beliefs. The question may seem simple, but the answer is quite complex. In a society as highly diverse as the United States, there is likely to be a **multitude**<sup>1</sup> of answers.

American culture has been **enriched**<sup>2</sup> by the values and belief systems of virtually every part of the world. Consequently, it is impossible to be comprehensive. Nevertheless, a few **selected**<sup>3</sup> values are at the **core**<sup>4</sup> of the American value system.

### *Individual Freedom*

The one value that nearly every American would agree upon is individual freedom. Whether you call it individual freedom, individualism, or independence, it is the **cornerstone**<sup>5</sup> of American values. It **permeates**<sup>6</sup> every aspect of our society.

The concept of an individual's having control over his/her own destiny influenced the type of government that was established here, and individual rights are **guaranteed**<sup>7</sup> in the United States **Constitution**<sup>8</sup> (the supreme law of the land).

These rights are so protected in our **judicial**<sup>9</sup> system that, even though Americans may complain that criminals sometimes "get away with murder," most people believe it is better to free a few guilty persons than to **imprison**<sup>10</sup> one person who is innocent.

While our economic system may be **dominated**<sup>11</sup> by large corporations, the majority of American businesses are small, and many are owned by an individual or a family. It is part of the "American dream" to "be your own boss," and being an

1. multitude['mʌltitju: d] n.大量

2. enrich[in'ritʃ] v.使丰富

3. selected[si'lektid] a.节选的

4. core[kɔ: ] n.核心

5. cornerstone['kɔ: nəstəʊn] n.基石

6. permeate['pə: mieit] v.渗透

7. guarantee[.gærən'ti: ] v.保证

8. constitution[.kɒnsti'tju:ʃən] n.宪法

9. judicial[dʒu: 'dʃiəl] a.司法的

10. imprison[im'prizn] v.拘禁

11. dominate['dɒmineit] v.支配



entrepreneur<sup>12</sup> is one of the most appealing ways to improve one's economic future.

### Choice in Education

Education is often regarded as the key to opportunity, including financial security. Americans take a pragmatic<sup>13</sup> approach to learning, so what one learns outside the classroom through internship<sup>14</sup>, extracurricular<sup>15</sup> activities and the like is often considered as important as what is learned in the classroom. Consequently, lifelong learning is valued which results in many adult and continuing education programs.

Americans have many choices. In school they decide their major field of study, perhaps with or without their parents' influence, and students even get to select some of their courses. These "elective" courses often confuse foreign students who may expect a more rigid curriculum<sup>16</sup>.

The belief that Americans should "be all that you can be" emanates<sup>17</sup> from our Protestant heritage. Since the majority of the early settlers were Protestant<sup>18</sup>, they believed that they had a responsibility to improve themselves, to be the best they could be, to develop their talents, and to help their neighbors. These convictions<sup>19</sup> have not only influenced our educational system, but are often reflected in U.S. foreign policy. What some might consider meddling<sup>20</sup> in other people's affairs, others believe is fulfilling a moral obligation.

### The Family

Another aspect of American society that may bewilder<sup>21</sup> non-Americans is the family. The nuclear family structure (parents and children) is so alien<sup>22</sup> to most cultures in the world that it is often misunderstood. The main purpose of the American family is to bring about the happiness of each individual family member. The traditional family values include love and respect for parents, as well as for all members of the family.

However, the emphasis on the individual and his/her right to happiness can be confusing. It allows children to disagree, even argue with their parents. While in most other cultures such action would be a sign of disrespect<sup>23</sup> and a lack of love, which is not the case in the United States. It is simply a part of developing one's independence.

Many foreign students and visitors are welcomed by host

12. entrepreneur[.ɒntrəprə'nə:]  
n. 企业家

13. pragmatic[præɡ'mætɪk] a. 实际的

14. internship['ɪntɜː nʃɪp] n. 实习

15. extracurricular  
[ɛskstrəkə'ɹɪkjʊlə] a. 课外的

16. curriculum[kə'ɹɪkjʊləm] n. 课程表

17. emanate['eməneɪt] v. 发源于

18. Protestant['prɒtɪstənt] n. 新教徒

19. conviction[kən'vɪkʃən] n. 信念

20. meddle['medl] v. 干预

21. bewilder[bi'wɪldə] v. 使迷惑

22. alien ['eɪljə] a. 相异的

23. disrespect['dɪsɪs'pekt] n. 不敬

families, who invite them into their homes for dinner or to join in family activities. Frequently visitors are told to “make themselves at home” and, at times, may appear to be “left alone.”

It certainly is nice to be treated as an honored guest in someone’s home, but one of the highest **compliments**<sup>24</sup> that an American can give foreign guests is to treat them like members of the family, which means to give them the “freedom of the house” to do what they want, to “**raid**<sup>25</sup> the refrigerator” on their own, or to have some quiet time alone.

### Privacy

Privacy is also important to Americans. The notion of individual privacy may make it difficult to make friends. Because Americans respect one’s privacy, they may not go much beyond a friendly “hello.” **Ironically**<sup>26</sup>, it is usually the foreigner who must be more **assertive**<sup>27</sup> if a friendship is to develop.

The rugged individualism valued by most Americans stems from our frontier heritage. For much of our country’s history, there was a frontier. That experience greatly influenced American attitudes. Early settlers had to be **self-sufficient**<sup>28</sup> which forced them to be inventive. Their success gave them optimism about the future, a belief that problems could be solved. This positive spirit enables Americans to take risks in areas where others might only dream, resulting in **tremendous**<sup>29</sup> advances in technology, health and science.

The American frontier also created our heroes: the self-reliant, strong-willed, confident individual who preferred action to words and always tried to treat others fairly. Many of these characteristics are represented by the myth of the American cowboy, and the more modern versions **personified**<sup>30</sup> in movies by John Wayne, Clint Eastwood, and Sylvester-Stallone. We can even look to “future” centuries and admire similar qualities in the heroes of the *Star Trek* and *Star Wars* movie series.

In addition to such basic American values as individual freedom, self-reliance, equality of opportunity, hard work, material wealth, and competition, we see a trend toward conservation with an emphasis on **recycling**<sup>31</sup> and preserving the environment. Also there is a greater sensitivity to cooperation on a more global scale.

No matter what changes the next century brings or whether you

24.compliment[ˈkɒmplɪmənt]

n.称赞

25.raid[reɪd] v.袭击

26.ironically[aiəˈrɒnikəli] ad.讽刺地

27.assertive[əˈsɜːtɪv] a.断定的

28.self-sufficient[ˈselfsəˈfɪʃənt]

a.自给自足的

29.tremendous[triˈmendəs] a.巨大的

大的

30.personify[pəːˈsɒnɪfaɪ] v.表现

31.recycling[ˈriːˈsaɪklɪŋ] n.回收

agree with American values, the opportunity to visit the United States and to observe Americans **first-hand**<sup>32</sup> is an experience well worth the effort.

Be careful not to be **ethnocentric**<sup>33</sup>, but to evaluate a culture by its own standards. Be aware that you'll help shape American attitudes, just as they will influence you.

*Equality*

U.S. Americans **uphold**<sup>34</sup> the idea that everyone "is created equal" and has the same rights. This includes women as well as men of all ethnic and cultural groups living in the U.S. There are even laws that protect this "right to equality" in its various forms.

The general lack of **deference**<sup>35</sup> to people in authority is one example of equality. Titles, such as "sir" and "madam" are seldom used. Managers, directors, presidents and even university instructors are often addressed by their first or given name.

Edward Stewart, a well-known expert on American culture, noted that in most American social relationships, "each person is **ascribed**<sup>36</sup> an **irreducible**<sup>37</sup> value because of his humanness.

When a personal confrontation is required between two persons of different **hierarchical**<sup>38</sup> levels, there is an **implicit**<sup>39</sup> tendency to establish an atmosphere of equality." For instance, many American children talk to their parents just as they talk to their friends. Sometimes you can see a man treating a woman as if she were another man. You will also encounter females working in occupations that are usually filled only by men in your country, such as truck driving, mail delivery, and coal mining. The employer is not supposed to show any **discrimination**<sup>40</sup> against females or males. Outwardly at least, most differences between people, such as age, sex, race, religion, and class differences are diminished. There is an acknowledged emphasis on equality for all.

32.first-hand[.fə: st'hænd] a.直接的

33.ethnocentric[.eθnəu'sentrik] a.种族(民族)中心主义的

34.uphold [ʌp'həuld] v.赞成

35.deference['defərəns] n.顺从

36. ascribe[əs'kraib] v.具有

37.irreducible[.iri'dju: səbl] a.不能削减的

38.hierarchical[.haiə'ra: kikəl] a.有等级的

39.implicit[im'plisit] a.暗示的

40.discrimination [dis.krimi'neiʃən] n.歧视

**Total words: 1245**  
**From: <http://www.americanhospitals.com>**

**Exercise:**

**I . Fill in the blanks with the words given below. Change the form where necessary.**

enrich   dominate   imprison   internship   compliment   personify   recycling   uphold

1. Although she is poor, she is the \_\_\_\_\_ of generosity.
2. The President swore to \_\_\_\_\_ the constitution.
3. I worked as an \_\_\_\_\_ in that firm last summer.
4. Good books are a/an \_\_\_\_\_ of life.
5. We can \_\_\_\_\_ bottles and use the glass again.
6. Many coal-miners were \_\_\_\_\_ in a pit accident.
7. He \_\_\_\_\_ her on her new dress without even looking at it.
8. She longed to escape from her mother's \_\_\_\_\_.

## II. Match the left column words with their synonyms in the right column.

- |                   |               |
|-------------------|---------------|
| 1. multitude      | a. implied    |
| 2. selected       | b. prejudice  |
| 3. permeate       | c. practical  |
| 4. pragmatic      | d. plentitude |
| 5. implicit       | e. diffuse    |
| 6. discrimination | f. chosen     |

## III. Word Building.

The suffix *-ify* is added to adjectives or nouns to form verbs that describe the process by which a state, quality, or condition is brought about. For example:

simple (a.) + *-ify* → simplify: make sth. simple

beauty (n.) + *-ify* → beautify: make sb./sth. beautiful

Complete the following sentences with the words given in the grid and change the form where necessary.

justice   identity   intense   pure   class   glory

1. Patients are \_\_\_\_\_ into three categories.
2. The opposition leader has \_\_\_\_\_ his attacks on the government.
3. One tablet will \_\_\_\_\_ a liter of water in 10 minutes.
4. Passengers were asked to \_\_\_\_\_ their own suitcases before they were put on the plane.
5. Her success had \_\_\_\_\_ the faith her teachers had put in her.
6. He denies that the movie \_\_\_\_\_ violence.



## Wedding Customs around the World



**Early African American:** Jumping the broom. In the times of slavery in this country, African American couples were not allowed to formally marry and live together. To make a public **declaration**<sup>1</sup> of their love and commitment, a man and woman jumped over a broom into **matrimony**<sup>2</sup>, to the beat of drums. (The broom has long held significant meaning for the various Africans, symbolizing, the start of home-making for the newlywed couple. In Southern Africa, the day after the wedding, the bride assisted the other women in the family in sweeping the courtyard, indicating her **dutiful**<sup>3</sup> willingness to help her in-laws with housework till the newlyweds could move to their new home.) Some African-American couples today are choosing to include this symbolic **rite**<sup>4</sup> in their wedding ceremony.

**Armenia**<sup>5</sup>: Two white doves may be released to signify love and happiness. The bride may dress in red silk and may wear cardboard wings with feathers on her head. Small coins may be thrown at her.

**Belgium**<sup>6</sup>: The bride may still **embroider**<sup>7</sup> her name on her handkerchief, carry it on the wedding day, then frame it and keep it until the next family bride marries.

**Bermuda**<sup>8</sup>: Islanders top their tiered wedding cakes with a tiny **sapling**<sup>9</sup>. The newlyweds plant the tree at their home, where they can watch it grow, as their marriage grows.

**Bohemia**<sup>10</sup>: The groom gives the bride a **rosary**<sup>11</sup>, a prayer book, a **girdle**<sup>12</sup> with three keys (to guard her virtue), a fur cap, and a silver wedding ring. The bride gives the groom a shirt sewn with gold thread blended with colored silks and a wedding ring. Before the ceremony, the groomsman wraps the groom in the bride's

1.declaration[.dek'lə'reiʃən]

n.宣布

2.matrimony['mætrɪməni] n.结婚

3.dutiful['dju:tɪfəl] a.顺从的

4.rite[raɪt] n.仪式

5.Armenia[a:'mi:njə] n.亚美尼亚

6.Belgium['beldʒəm] n.比利时

7.embroider[ɪm'brɔɪdɪə] v.刺绣

8.Bermuda[bə'mju:də] n.百慕大群岛

9.sapling['sæplɪŋ] n.树苗,小树

10.Bohemia[bəu'hi:mjə] n.波希米亚

11.rosary['rəʊzəri] n.(尤指罗马天主教的)玫瑰经

12.girdle['gə:dl] n.腰带