



普通高等教育“十五”国家级规划教材

新视野

NEW HORIZON
COLLEGE ENGLISH

大学英语

快速阅读

<http://www.nhce.edu.cn>

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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★ 教育部大学外语推荐教材

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前言

为适应我国高等教育发展的新形势,深化教学改革,提高教学质量,满足新时期国家和社会对人才培养的需要,教育部于2004年初颁布了《大学英语课程教学要求(试行)》(以下简称《课程要求》)。新颁布的《课程要求》进一步明确了大学英语的教学目标是“培养学生的英语综合应用能力”,注重“英语语言知识与应用技能、学习策略”,“使他们在今后工作和社会交往中能用地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。”

《课程要求》还对大学英语教学目标进行了定性和定量描述,将大学阶段的英语教学要求分为三个层次:一般要求、较高要求和更高要求。每个层次都对学生的英语快速阅读能力提出了具体而明确的要求。

《课程要求》规定,在一般要求层次,“在快速阅读篇幅较长、难度略低材料时,阅读速度达到每分钟100词。能基本读懂国内英文报刊,掌握中心意思,理解主要事实和有关细节。能读懂工作、生活中常见的应用文体的材料。能在阅读中使用有效的阅读方法。”正是依据《课程要求》的具体要求,《新视野大学英语》项目组专门编写了这套《新视野大学英语:快速阅读》,以期通过规范的选篇和练习设计循序渐进地提高学生的英语快速阅读水平,从而进一步提高他们的英语综合应用能力。

《新视野大学英语:快速阅读》编写说明和原则

1.《新视野大学英语:快速阅读》分为1—4级,达到《课程要求》规定的一般要求层次的快速阅读的具体要求。

2.为培养学生的“英语语言知识与应用技能、学习策略”,《新视野大学英语:快速阅读》每级教材都提供了“快速阅读技能指南”,供学生学习和教师教学参考。

3.为实现《课程要求》提出的充分利用多媒体和网络技术,实现个性化、自主式学习的要求,《新视野大学英语:快速阅读》提供配套光盘与网上补充练习,方便学生自主训练以及教师查询学生的学习记录。

4.《新视野大学英语:快速阅读》在编写和设计中充分考虑到不同起点的学生的需要。除了提供建议的标准阅读速度外,光盘和网上练习还提供了可调节的阅读速度与阅读模式,学生和教师可根据实际情况选择使用。

5.《课程要求》指出,“全面、客观、科学、准确的评估体系对于实现课程目标至关重要”,而教学评估分为形成性评估和终结性评估两种。本着通过评估检验学生学习效果、提高学生学习质量的原则,《新视野大学英语:快速阅读》为每一单元、每一级别提供了试题库,为实施两种教学评估提供了有效的工具。

6.改革后的大学英语四级考试增加了快速阅读理解的测试。“快速+准确”是这部分

测试的考查重点。《新视野大学英语：快速阅读》在选篇长度、题型、阅读速度等方面参考了快速阅读理解测试的相关要求，帮助学生熟悉新题型，循序渐进地提高快速阅读能力。

本书为《新视野大学英语：快速阅读》系列教材的第4级。全书共10单元，每单元由4篇阅读短文组成。遵循由浅到深、由易到难的原则，阅读短文长度约1,000—1,200词左右，难度不高于《新视野大学英语：读写教程4》，生词不超过短文词汇总量的3%。练习形式主要为判断题、信息填充题和综合题，与改革后的大学英语四级考试中快速阅读的题型基本一致。

本书在选材上注重趣味性、信息性、知识性和新颖性，题材广泛，内容丰富，涉及语言、文化、习俗、伦理、科学、社会焦点等方面。文章主要选自20世纪八九十年代出版的国内外书籍，以及本世纪的一些新作品，也包括适量应用文体裁的文章。

《新视野大学英语：快速阅读》第4级的建议标准阅读速度为每分钟120词，练习用时为每小题20秒钟。书中每篇短文之前都明确标出了完成短文及练习的建议用时，学生可以记录实际完成时间和答题的正确率，以便对自己的阅读速度和阅读水平进行评估。光盘和网络练习的阅读速度有30%左右的调节余地，速度范围为110词/分钟—220词/分钟。学生可选择适合自己的阅读速度。每种阅读速度又提供了四种呈现方式：normal reading、scroll up、sentence flash和line flash。每种呈现方式都从不同的角度帮助学生提高阅读效率。光盘中共包含三种学习模式：标准速度阅读、自定义速度阅读以及自主阅读。在选择自主阅读模式的情况下，学生可以导入任意一篇文章的纯文本文件进行快速阅读训练，提高阅读能力。

《新视野大学英语》系列教材总主编为上海交通大学郑树棠。

《新视野大学英语：快速阅读》第4级主编为郑州大学申娜娜，副主编为王胜利、钱建成。参加编写的人员有王西敏、曾利娟、郭勇、蒋郑宏、夏莉、卢二洹、徐锦凤、毛继红、张军平。由郑树棠、美籍专家Erick Peterson和饶小飞最终审定全稿。在选材、编写和审定上郑树棠、饶小飞、顾建华、郑晗、左克文、陆莹等做了大量的工作。在材料整理、计算机处理、复印、外教事务、材料传递、信息沟通等方面上海交通大学陈庆昌、河南农业大学王哲光等做了大量工作，在此一并表示感谢。

编 者

2006年10月

快速阅读技能指南

快速阅读是一种科学的阅读方法，旨在通过一定的训练，在较短时间内阅读大量文字材料以获取尽可能多的信息。在快速阅读中读者没有必要识别所有的语言信息，而只需选择少量的必需的语言信息，以便在短时间内获得最佳的理解效果。快速阅读是一种需要专门学习、培养和训练的阅读技能，这种技能要求一定的语言能力、心理素质和实用的速读技巧。下面就将针对快速阅读的特点和一些实用技巧进行介绍。

一、快速阅读的主要特点

1. 快速阅读是限时阅读 (Time-limited Reading)

在训练快速阅读技能时，要特别注意阅读的时限。快速阅读的文章一般难度较低，如果不按规定的时限阅读，就失去了快速阅读训练的意义。在开始阅读时，先记下“起读时间”(starting time)，阅读完毕后，再记下“止读时间”(finishing time)，然后就可以计算出阅读速度。这样长期坚持记录，限定自己的阅读时间，逐步提高阅读速度，会收到比较明显的效果。此外，在阅读过程中应尽量保持精力集中，不受干扰。因为在快速阅读时精力高度集中，时间一长很容易疲劳，精力分散，所以每次训练时间不宜过长。

2. 快速阅读是略读 (Skimming)

略读又称“跳读”(reading and skipping)或“浏览”(glancing)，是指以尽可能快的阅读速度，迅速获取文章大意或中心思想。换句话说，略读可以跳过不重要的细节，以求抓住文章的大概，从而加快阅读速度。

略读时可以运用下列技巧：

(1) 略读的关键是成组视读 (phrase reading)，即以意群为单位，快速扫视文章，寻找所需信息，也就是我们平时所说的“一目十行”。切记每一视读单位必须以意群为基础。划分意群时，短语、主谓式、谓宾式、短句、从句等都可以单独成为一个视读单位。

(2) 学会利用文章中的印刷细节 (typographical details)，如标题、副标题、小标题、斜体词、黑体词、脚注、标点符号等。这些细节往往传达了作者的写作思路和意图，了解这些细节可以帮助掌握文章大意。

(3) 以正常阅读速度阅读文章的首段及尾段。这两段在文章中的位置十分重要，要力求从中了解文章的主题、背景、作者的写作风格以及写作口吻或语气等。在阅读其他段落时，也要注意其主题句和结论句，段落大意往往隐含其中。其他细节则可以略去不读。各段要重点把握前两句，后面的内容主要观察是否有转折。在很多情况下，段落的首句就是主题句。如果段落中有难以理解的部分也可以参看主题句。

(4) 阅读时只要知道文章所举例子的大致意思即可。文章中的例子、类比和比喻等都

服务于段落大意或文章中心思想。

(5) 注意文章中的连词。顺接连词(如in addition、moreover、furthermore、also等)前后的内容大致相似,作者观点也不会发生变化,所以在读懂前句的前提下,后句可以不读。但是要注意, but、however、yet、nevertheless、thus、hence、though等逻辑信号词往往指示逻辑转换和发展。当读到这些词时,应放慢阅读速度,细心地读完这些句子,从而抓住突出内容。

(6) 注意表示结论的信号词,如as a result、in short、in conclusion、all in all等,它们引出的是作者对前面所述内容的概括和总结,这些对了解作者的观点至关重要。

(7) 注意冒号和分号的使用。一般来说,冒号后面的句子与其前面的句子内容相似,可以略而不读。而分号后的句子与其前面的句子则为并列内容,内容可能与前面不一致。

3. 快速阅读是 (Scanning)

寻读又称“查读”,指从大量资料中迅速查找出某一项具体事实或特定信息,如人物、事件、时间、地点、数字等,而对其他无关部分则略去不读。这是一种带着明确目的寻找特定信息而忽略无关内容的点式阅读。运用这种方法,读者可以大大提高阅读效率,在最短的时间内扫视尽可能多的材料,检索到所需要的信息。例如,在车站查找某次列车或汽车的运行时刻,在机场查找某次航班的起飞或到达时刻,在图书馆查找书刊的目录,在文献中查找某一日期、作者或编号等,都可以运用这种方法。

作为一种快速寻找信息的阅读技巧,寻读既要求速度,又要求准确性。寻读与略读不同:略读时,读者事先对材料一无所知,而寻读则是读者在对材料有所了解的情况下进行的,而且寻读经常用于阅读应用文。应用文是功能性、实用性较强的文章,为特定目的写作,表达特定的内容。在阅读应用文时,要尽量了解应用文的功能内容和写作目的,文中包含的各种程式对读者理解内容和查找信息会有很大帮助。例如,在一本电话号码簿中寻找一位名叫Brown的人的电话号码时,你知道受话人的姓名,还知道电话号码簿是按姓氏的首字母顺序排列的,这样利用书页上方的标识词,再按姓氏的首字母顺序翻到以B开头的部分,就能找到Brown名下的电话号码了。

二 快速阅读的方法

在快速阅读中,除了利用上面介绍的阅读技巧外,还可以使用一下一些方法:

1. 推断法

(1) 根据已知信息推断出未知信息。利用文章中的线索和暗示(过渡句或过渡词语、各种连接词等)进行逻辑推理,如根据几个单词推断一个句子的意思,由句子推断整个段落的意思,由段落推断全文的意思等。这样有助于快速地把握文章主题,领会作者的真正意图。

(2) 利用英语构词法推断词义。英语的构词法主要有三种:转换、派生与合成。分析

单词的构成是猜测词义的一个好方法。英语中很多单词是由词根加前缀、后缀或前后缀构成的。词根表示词的基本意义。词根加上不同的前缀和后缀可以构成不同的词，词性或词义也会相应改变。因此，在阅读过程中分析生词结构有助于推断出其词义。

(3) 利用上下文猜测词义。如 (a) 利用定义。在生词出现的上下文中有时能找到文章对它的定义或解释，由此可推断其词义；(b) 利用同义词或反义词。在生词出现的上下文中有时会包含它的同义词或反义词，这些词往往用来揭示或解释生词的词义；(c) 利用常识。有时一句话中尽管有生词，但我们可以根据已有的知识去判断生词的意思。

2. 关键词句法

段落或文章中的关键词是衔接上下文的纽带，在快速阅读时只要抓住了这些关键词，句子的意思就可以基本掌握。而所谓抓住关键句也就是找出文章段落的主题句。主题句是用来概括段落大意的句子，一般位于段落的起始或结尾，在特殊情况下也可能出现在段落当中。理解了主题句，就可以理解各个段落的主要意思，进而掌握整篇文章的中心思想。在阅读中识别并准确理解主题句，有助于了解作者的思路，分析文章的结构，把握段落之间的逻辑关系，从而提高阅读的速度和理解的准确性。

3. 整体认知法

合成认知和整体认知是阅读活动中的两种认知方式。合成认知阅读是由词到词 (to move one's eyes from word to word)，也就是每看一个词视觉停顿一次，然后再把看过的词合起来理解。整体认知阅读是由词组到词组，也就是从意群到意群 (from sense group to sense group)，一次视觉停顿了解一个词组或短句的意思。整体认知阅读以词组或短句为认知单位，减少了视觉停顿的次数，从而加快了阅读速度。

4. 强记法

快速阅读要求读者具有较强的短时记忆能力，因为熟记文中的重要事实或情节是提高阅读理解速度的重要手段。边读边忘、回视、复读等不良阅读习惯会影响阅读的速度和效果，在阅读中要注意克服。

三、快速阅读理解题的答题方法

做快速阅读理解题时，常用以下两种方法。

1. 先略读，再查读。第一步统览整篇文章，了解全篇的主旨大意和框架结构，并做标记；第二步看题，以便辅助定位；第三步利用题干给出的信息，结合做出的记号和大致的印象来确定与问题相关的内容在文中的位置，然后通过分析、推理、归纳找出答案。

2. 先查读，再略读。第一步快速浏览问题，明确题目要求，预测文章内容；第二步统览整篇文章，在阅读过程中随手解决某些针对局部内容的问题；第三步针对整篇文章的问题，统览全文，把握文章主旨大意和基调。然后根据主体段、结论段、每段的主题句、

过渡句等信息，推理、归纳出答案。

答题步骤因人而异，只有在阅读实践中不断摸索，才能形成自己有效的答题方法。

快速阅读是一种实用性的阅读技能。只有通过大量的快速阅读练习，并且掌握快速阅读的主要特点、方法和有效的答题技巧才能逐步达到《课程要求》的规定：“在快速阅读篇幅较长、难度略低材料时，阅读速度达到每分钟 100 词。能基本读懂国内英文报刊，掌握中心意思，理解主要事实和有关细节。能读懂工作、生活中常见的应用文体的材料。能在阅读中使用有效的阅读方法。”



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Unit 1

Passage 1

Directions: Read the following passage, and then answer the questions. Mark **Y** (YES) if the statement agrees with the information given in the passage, mark **N** (NO) if the statement contradicts the information given in the passage, or mark **NG** (NOT GIVEN) if the information is not given in the passage.

快速阅读自查表

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| 阅读和练习建议用时: 11 分 44 秒 |
| 实际用时: |
| 正确答题数记录: |

The Communication Problem Between Men and Women

Public Men and Private Women

I was addressing a small gathering in a suburban Virginia living room—a women’s group that had invited men to join them. Throughout the evening, one man had been particularly talkative, frequently offering ideas, while his wife sat silently beside him on the couch. Toward the end of the evening, I commented that women frequently complain that their husbands don’t talk to them. This man quickly gestured toward his wife and said, “She’s the talker in our family.” The room burst into laughter; the man looked puzzled and hurt. “It’s true,” he explained. “When I come home from work I have nothing to say. If she didn’t keep the conversation going, we’d spend the whole evening in silence.”

Communication Problems in Marriage

The above case clearly shows that although men tend to talk more than women in public situations, they often talk less at home. And this pattern is causing problems for marriages.

Sociologist Catherine Kohler Riessman reports in her new book *Divorce Talk* that most of the women she interviewed—but only a few of the men—gave lack of communication as the reason for their divorces.

In my own research, complaints from women about their husbands most often focused not on things such as having given up the chance for a career or doing far more than their share of daily

life. Instead, they focused on communication: “He doesn’t listen to me”, “He doesn’t talk to me”. I found that most wives want their husbands to be, first and foremost, conversational partners, but few husbands share this expectation of their wives.

Reasons for the Lack of Communication at Home

How can women and men have such different impressions of communication in marriage? Why is there a widespread imbalance in their interests and expectations?

● Different Ways of Creating Intimacy

My research on men’s and women’s conversations uncovered patterns similar to those described for children’s groups.

For women, as for girls, moments of intimacy are the building blocks of relationships, and talk is the cement that holds those blocks together. Little girls create and keep friendship by exchanging secrets. Similarly, women regard conversation as the basis of friendship. So a woman expects her husband to be a new and improved version of a best friend. What is important is not the individual subjects that are discussed, but the sense of closeness that emerges when people tell their thoughts, feelings, and impressions.

Bonds between boys can be as intense as girls’, but they are based less on talking, more on doing things together. Since they don’t assume talk as the cement that binds a relationship, men don’t know what kind of talk women want, and they don’t miss it when it isn’t there.

● Different Ways of Providing Help

When a girl told a friend about a problem, the friend responded by asking probing questions and expressing agreement and understanding. But the boys dismissed each other’s problems. Todd assured Richard that his drinking was “no big problem”, and when Todd said he felt left out, Richard responded, “Why should you? You know more people than me.”

Women perceived such responses as unsupportive. But men seemed satisfied with them. Whereas women reassure each other by implying, “You shouldn’t feel bad because I’ve had similar experiences,” men do so by implying, “You shouldn’t feel bad because your problems aren’t so bad.”

● Different Ways of Making Response

Women often complain about men’s absent mind when they are talking. There is a simple reason for women’s impression that men don’t listen. Researcher Lynette Hirschman found that women make more listener-noise, such as “mm”, “uh-huh”, and “yeah”, to show “I’m with you”. Men, she found, more often give silent attention. Women who expect a stream of listener-noise



interpret silent attention as no attention at all.

Women's conversational habits are as frustrating to men as men's are to women. Men who expect silent attention interpret a stream of listener-noise as overreaction or impatience. Also, when women talk to each other in a close, comfortable setting, they often overlap, finish each other's sentences and anticipate what the other is about to say. This practice is often perceived by men as interruption and lack of attention.

● Different Ways of Viewing Conversational Purpose

The different views on conversational purpose between men and women caused a man to complain about his wife, "She just wants to talk about her own point of view. If I show her another view, she gets mad at me." When most women talk to each other, they assume a conversationalist's job is to express agreement and support. But many men see their conversational duty as pointing out the other side of an argument. This is regarded as disloyalty by women, and refusal to offer support. It is not that women don't want to listen to other points of view, but that they prefer them phrased as suggestions and inquiries rather than as direct challenges.

The differences begin to clarify why women and men have such different expectations about communication in marriage. For women, talk creates intimacy. Marriage is about closeness: You can tell your feelings and thoughts, and still be loved. Their greatest fear is being pushed away. But men live in a different world, where talk maintains independence and status. They don't talk to create intimacy, as women do, but to compete with others.

In the public setting, men feel challenged to show their intelligence and display their understanding. But at home, where they have nothing to prove and no one to defend against, they are free to remain silent. For wives, being home means being free from the worry that something said might offend someone, or cause disagreement, or appear to be showing off. At home, she is free to talk.

Solving the Problem

The communication problems that endanger marriage can't be fixed by making a few small changes. They require a totally new way of thinking about the role of talk in human relationships. Many of the psychological explanations may not be helpful, because they tend to blame either women (for not being strong enough) or men (for not being in touch with women's feelings). A sociolinguistic approach by which male-female conversation is seen as cross-cultural communication allows us to understand the problem and to look for solutions without blaming either party. Once the problem is understood, improvement comes naturally. Wives may look to their friends or family for the kind of talk they need. And husbands can do likewise.

(1,088 words)



- () 1. This passage mainly discusses the problems that put modern marriages in danger.
- () 2. According to the book *Divorce Talk*, men are less satisfied than women concerning communication in the home.
- () 3. Women are different from men in that they keep friendship by talking or conversing rather than doing things together.
- () 4. Another gender difference in talks is that women usually express agreement and understanding toward others' problems while men tend to dismiss the problems.
- () 5. In conversations, women want listener-noise or quick response from the listener for they take silence as a lack of attention.
- () 6. Women just want to talk about their own points of view and usually reject others' points of view.
- () 7. Husbands usually remain silent at home partly because there's no such challenge or competition at home as they experience at work.
- () 8. The sociolinguistic approach has taken great effect in dealing with communication problems between husband and wife.





Passage 2

Directions: Read the following passage, and then complete the sentences with the information given in the passage.

快速阅读自查表

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| 阅读和练习建议用时: 11 分 32 秒 |
| 实际用时: |
| 正确答题数记录: |

Marriage in the Middle Ages

When someone says the word “marriage” today, we think about two people who are in love and who want to spend the rest of their lives with each other. Marriage is a serious commitment, one that isn’t taken lightly for most people. One wouldn’t likely marry a stranger they just met, for instance. In the Middle Ages, however, marriage was quite different. Women didn’t have any choice as to who they would marry. Most of the time, they didn’t even know the man before they took part in the marriage ceremony. Marriage was different in other ways back then too. There were many reasons a marriage could not take place, and strict rules existed for whether or not a divorce was allowed. Despite the differences in various aspects of marriage, the marriage ceremony has stayed rather similar in Western countries over the years. Western countries carry on some of the same traditions in their societies today.

Arrangement

In the Middle Ages, marriage was not based on love, but were done by arrangement, usually handled by parents. Women were generally not allowed to choose who they wanted to marry. However, sometimes men were able to choose their bride. Husbands and wives were generally strangers until they get married. If love was involved at all, it came after the couple had been married. Even if love did not develop through marriage, the couple generally developed a friendship of some sort.

In the Middle Ages, children were married at a young age. Girls were as young as 12 when they married, and boys as young as 14. The arrangement of marriage was based on financial

worth. The family of the girl gave an amount of money or some property to the boy she was to marry. This money or property is called a dowry. The dowry went with the girl at the time of marriage and stayed with the boy forever, even if the girl died or somehow left the relationship.

Notice of Marriage to the Public

After a marriage was arranged, a wedding notice was posted on the door of the church. The notice was put up to ensure that there were no grounds for prohibiting the marriage. The notice stated who were to be married, and if anyone knew any reason the two could not marry, they were to come forward with the reason. If the reason was a valid one, the wedding would be prohibited.

Conditions Prohibiting a Marriage

There were many reasons for prohibiting a marriage. One reason was that the two were close relatives in a family. Besides, if the boy or the girl had taken a religious vow, the marriage was also prohibited. A religious vow is a promise to the church, which was very powerful during the Middle Ages. Sometimes widows or widowers took religious vows after the death of their spouse, and later regretted doing so when they could not remarry. But there was nothing they could do about it. A couple could not be married during a time of fasting. Nor could a couple be married by someone who had killed someone.

The Ceremony

The church ceremony in the Middle Ages took place outside the church door before entering the church. During the ceremony in front of the church doors, the man stood on the right side and the woman stood on the left side, facing the door of the church. The priest, the highest authority in the ceremony, began the ceremony by asking if anyone knew of any reason the couple should not be married. He also asked this of the man and woman so they may confess any reason for prohibiting their marriage. If there were no reasons to stop the ceremony, the ceremony could continue with the priest saying, "Will you have this woman to be your wife, will you love her, and honor her, keep her and guard her, in health and in sickness, as a husband should a wife... so long as you both shall live?" Then the priest, changing the wording of "as a husband should a wife", asked the same question of the woman. Both the man and the woman should answer by saying "I will". At this time the woman was given by her father. The wedding continued with the saying of promises. Both the man and the woman would say, "I take you... to have and to hold from this day forward, for better, for worse, for richer, for poorer, in sickness, and in health, till death do us part, if the church will allow it..." At this time they exchanged rings. They then bowed their heads and the priest gave them a blessing. This ended the marriage ceremony.

Traditions and Changes

Many of the things that took place during the wedding have become traditions, and are currently practiced in Western countries. The marriage ceremony, for example, contains much of the same wording as was used in the Middle Ages. Today, the man and the woman stand on the same sides of the altar as they did in the Middle Ages. The wedding ceremony of today also includes a ring exchange, and the ring is put on the fourth finger, the same finger it was placed on during the Middle Ages. In the Middle Ages, a couple and their families would have a large dinner after the wedding, and this is still carried on in today's Western societies.

One change societies have today is the acceptance of divorce. People today can get divorced for practically any reason. In the Middle Ages, there were few reasons the wedding could be dissolved. One reason was if either the man or woman were not of legal age, 12 for girls and 14 for boys. If the husband or wife had previously made a religious vow or were not Christian, the marriage would be dissolved.

Marriages in the Middle Ages were done by arrangement. Most of the time the man and woman did not know each other prior to their wedding. The marriage involved a dowry, and a ceremony beginning at the church door and proceeding into the church. After the couple was married, there were few reasons for divorce. Over time, marriages have carried on similar traditions and have also changed to involve the man and woman in deciding who they want to marry, and most importantly: LOVE.

(1,065 words)