



“十二五”职业教育国家规划教材  
经全国职业教育教材审定委员会审定



# Century Business English 世纪商务英语

总主编：刘杰英

## 阅读教程

(第五版)

## 基础篇

(学生用书)

# I

主 编 王洗薇 赵雨华

审 校 Chuck Thode



大连理工大学出版社



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# 总序

## 让理性认知的光芒普照大地

“所谓教材建设,就是建立在教学实践基础上的教材不断深化、不断完善的过程。”这是我们自投身高职教材建设时起,为了探索做好高职教材有效方法给出的定义。十几年来,它见证了我们作为高职教材建设推动主体的出版者团队的心路历程、成长历程。

早在世纪之初的2001年,我们就有幸比别人更早、更确切、更坚定不移地看到了高等教育变革的一线曙光,这就是高等职业教育变革将会而且注定会给整个高等教育变革带来重大影响。这一信念清晰地记录在了我们多数高职教材一直沿用至今的总序上:

“高等职业教育的崛起,既是高等教育体制变革的结果,也是高等教育体制变革的阶段性表征。它的进一步发展,必将极大地推进中国高等教育体制变革的进程。作为一种应用型人才培养的高等教育,它从专科层次起步,进而应用本科教育、应用硕士教育、应用博士教育……当应用型人才培养的渠道贯通之时,也许就是我们迎接中国高等教育体制变革的成功之日。”

这一信念同时也强烈地唤醒了我们沉寂已久的社会责任意识,并以极大的热忱义无反顾地投身于推动高职教育变革的历史进程:“以推动高职教育变革为己任,通过推动高职教材建设推动高职教育变革”成了我们此后始终不渝的追求。

正是由于这样的信念与追求,才使我们从零起步,逐步凝聚成万众一心、和谐向上、以推动高职教育变革为己任的优秀高职教材建设团队。

正是由于这样的信念与追求,才使我们宁可忍受长达六年之久无盈利回报,也要让更多的教材问世,创造了持续、稳定、快速增长的高职教材建设奇迹。

正是由于这样的信念与追求,才使我们顶住了逐利诱惑,让理性和智慧的光芒照耀我们一路前行,相继完成了能将每一种教材都做成经典范本的教材建设理念及基于一体化战略合作的市场运行模式等诸多创新。

我们欣喜地看到,我们当年对高职教育变革未来发展趋势的预见,正在变成现实;我们在通过推动高职教材建设推动高职教育变革的进程中所做出的贡献和取得的成就,已经有目共睹。

我们并未就此止步,因为我们深切地意识到,高职教育变革的目标远未达成,改革尚处于局部探索或个性化推进阶段,尤其是高职教育变革的路径还迟迟不能贯通。由信念与追求所积聚的忧患及能量,再一次指引我们冲破重重迷雾,探索出能够直达教改目标的有效路径,这就是构建以实践课程体系为基础的专业课程体系。

专业课程体系构建的基本原理就是,首先按照社会用人单位对专业人才初始专业实践能力需求,借助在院校教学范围内能够借助的有效的实践教学手段,构建出专业实践课程体系,而后以专业实践课程体系为依据,整合专业理论课程体系。

关于专业课程体系构建原理的科学性,我们在此不作赘述,有兴趣者可参见我们这些年来陆续整理的相关文件或资料。我们应该关注的是,它对外语类专业也是普遍适用的吗?回答是肯定的,这一从非外语类专业得出并获得普遍认同的专业课程体系



构建原理,也同样适用于外语类专业的情形。

就高职外语类专业而言,能够满足社会用人单位初始需求的专业能力由两部分构成:专业外语沟通能力和专业涉外业务能力。其中,专业外语沟通能力又分为听、说、读、写、译等专业外语实际应用能力以及对它的理解即理论认知能力;专业涉外业务能力也要分为专业涉外业务操作能力和专业涉外业务认知能力。我们不难证明,无论是专业外语沟通能力还是专业涉外业务能力,都可以分为“知其然”和“知其所以然”两个层面。前者为实际应用层面,后者为理论认知层面。

从满足社会用人单位对高职外语类专业人才能力需求的角度分析,实际应用层面的能力形成将耗去我们能够用于专业教学的绝大部分时间,而能够明确用于“知其所以然”的理论教学时间必然会相对有限,个别非专门阐述原理不能形成实际专业能力的课程则另当别论。因此,高职外语类专业构建专业课程体系理应以实践课程体系为主导;理论课程体系部分,或者更确切地说是必要的原理部分,则应有机地、恰到好处地融入实践课程体系中讲述,以有效促进实际应用能力的形成。在这种情形下,理论课程体系部分将退居从属地位,专业课程体系将会表现为前述基本形式的简化形式,即主要表现为实践课程体系。

与其他类别如文管类、工科类专业相比,外语类专业课程体系的构建,其主体部分也更像在这些专业情形下的实践课程体系。这是因为,这些专业在构建实践课程体系时,考虑到教学效果的最大化,也会直接或间接如通过一体化教学等将必要的原理或理论相应地融入实践教学过程。

因此,在无论是专业外语沟通能力还是专业涉外业务能力都主要以实际应用能力为主的高职外语类专业,同时探索出能够有效实现专业外语沟通能力的实践课程体系和专业涉外业务能力的实践课程体系构建的有效路径,就是至关重要的。

需要明确的是,科学的专业实践课程体系既不是一般意义上的专业教学软件或教学资源的大量堆积,也不是个性化专业实践教学成果的简单集成,而是借助现有的实践教学条件,按照明确的实践教学培养目标,通过科学论证、设计、开发、测试等程序完成的专业实践教学整体解决方案,是专业实践教学科学、合理、有效的体系构建。外语类专业实践课程体系建成后,再根据需求和可能有机地融入原理或理论部分相关内容,外语类专业课程体系的科学构建就初步完成。

按照这一路径整合构建的外语类专业课程体系,通过教学过程的有效组织和一体化实施,既能最大限度地提升外语类专业人才培养效果,又能有效避免专业教学安排的主观随意性,同时也有助于体系构建的改进完善,再经过与社会实践过程的验证程序对接,就能逐步使专业教改目标趋于极致,直至最终完成。

专业课程体系不是一个新概念,但如此构建完成的专业课程体系,却已经赋予了其全新的、明确的、科学的含义。

这是理性认知的结晶,也是信念与追求的结晶。

我们坚信不疑:理性认知的光芒终将普照大地!

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# 前言

《世纪商务英语阅读教程》(第五版)是“十二五”职业教育国家规划教材,也是新世纪高职高专商务英语专业系列教材之一。本套教材于2005年出版,由于编写风格独到、实用性强受到了广大高职高专院校商务英语专业师生的欢迎。

我们本着不断完善、精益求精的教材建设理念,在广泛搜集前四版教材使用意见的基础上对教材进行了一次较为全面的并且具有创新意义的修订。这次修订在基本保持原教材风格和体例的前提下,针对高职高专教学新发展的实际需要,并结合企业对商务英语专业毕业生的需求,对文章和习题设置做了适当调整。

## 教材构成

本套教材分为四册,《世纪商务英语阅读教程(基础篇Ⅰ)》《世纪商务英语阅读教程(基础篇Ⅱ)》《世纪商务英语阅读教程(专业篇Ⅰ)》《世纪商务英语阅读教程(专业篇Ⅱ)》,每册包含十个单元,同时配有两个测试单元。其中基础篇Ⅰ、基础篇Ⅱ分册侧重商务英语基础知识和基本素养的培养;专业篇Ⅰ、专业篇Ⅱ侧重实践业务能力、深层商务领域的培养,循序渐进。在四册的学习过程中实现商务阅读能力的提升。其中《世纪商务英语阅读教程(基础篇Ⅰ、Ⅱ)》(第五版),每单元包括三个模块:

### 1. 阅读技巧点津(Reading Skill Focus)

这部分循序渐进地介绍了各种常用的阅读技巧,条理清晰、通俗易懂。通过阅读技巧阐述、示范讲解和技巧训练三个步骤,让学生了解并掌握阅读技巧,提高阅读速度,增强阅读理解能力。

### 2. 综合阅读(Comprehensive Reading)

这部分包括两篇文章,选材新颖,与时俱进,契合商务及跨文化题材,实用性强,让学生在加强阅读能力的同时能够了解商务知识及文化常识。

### 3. 实用阅读(Practical Reading)

这部分包括一篇实用阅读材料,选材围绕企业对商务英语人才的需求,呈现真实的商务文本,让学生能够加深对商务工作内容的理解。

## 教材特色

1. 单元内容围绕企业对商务人才的需求,紧跟商务发展趋势,体现最新的商务工作情境。

在当今的商业环境下,企业发展日新月异,企业对人才的要求也越来越高。在此次修订前,我们针对企业对商务英语人才的需求进行了深入调研,从而确定了教材的内容方向。基础篇Ⅰ以商务文化及礼仪为主线,让学生了解英语国家文化,学习商务礼仪,以适应未来的外事及商务工作;基础篇Ⅱ以企业商务工作为主线,让学生能够了解企业工作环境及工作内容,提升职业素养;专业篇Ⅰ介绍公司业务运营,为学习者以

后工作提供部门协作的必要材料;专业篇Ⅱ介绍宏观经济环境和商务职业领域,让学习者了解更多宏观经济内容以及商务相关行业,放眼于高处。

## 2. 单元体例安排科学、系统,能力培养的目标更为清晰、明确。

阅读技巧的设置从猜词、识别主题句及中心思想等基础阅读技巧到段落展开模式以及快速阅读、推论等高级阅读技巧,由浅入深,帮助学生克服各种阅读理解障碍;综合阅读部分的两篇文章对本单元所学的阅读技巧进行了针对性训练,帮助学生学以致用,熟练掌握阅读技巧,提高阅读效率。新增了期中期末两套测试题,让学生能够综合运用各种阅读技巧进行阶段性自测,巩固所学知识,了解自己的不足之处。

## 3. 文章难度适中,符合高职学生的需求。

本着因材施教的原则,以“能力为主、够用为度”为编写原则,此次修订调整了部分文章的难度,并且替换了部分章节,使其在难度与深度上更加适合高职高专院校商务英语专业学生的英语基础及培养目标。

## 4. 练习设计灵活多样,与课文紧密结合,并兼顾商务类英语考试阅读题型。

“能力为主”是高职高专教学的一大特色。本书课后练习内容丰富,包括生词、词汇构成、阅读技巧、阅读理解等几个方面,让学生能够全方位地进行训练;练习形式各异,让学生在提高阅读能力的同时,提升应对各种题型的能力,不会由于题型单一而觉得枯燥。

我们希望此次修订能够打造一套内容体系完整、科学、实用的商务英语阅读教材,能够在提高学生阅读技巧、培养学生对商务英语的兴趣的同时,引领学生走入职场,成为企业需要的合格的商务英语人才。

为方便教师更好地开展立体化教学,本教材另配有教师用书、电子课件、教学大纲、题库和拓展阅读材料,请登录教材服务网站下载。

教材中难免存在纰漏之处,敬请相关院校和读者在使用本教材的过程中给予关注,并将改进意见和建议及时反馈给我们,以便下次修订时完善。

编者

2014年2月

所有意见和建议请发往:dutpwy@163.com

欢迎访问教材服务网站:<http://www.dutpbook.com>

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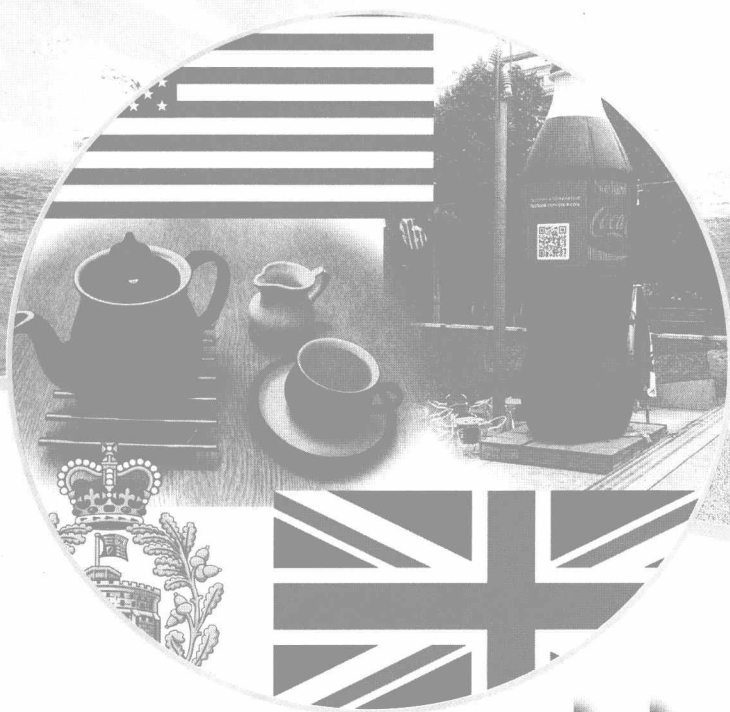
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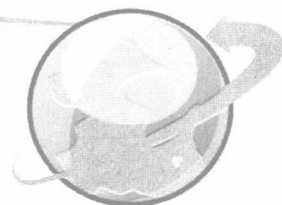
# Unit 1

## Western Cultures

*More and more people are working in multicultural environments nowadays. The understanding of other coworkers' cultures is more and more important. The two texts in this unit give us a general picture of American culture and British culture, which will help you have a better understanding of the western cultures.*



# Reading Skill Focus



## Context Clues (1)

Successful readers use a variety of plans to deal with words they do not know. They may study the formation or parts of the word, or they may make use of definition, its synonym or antonym provided by the author to work out its meaning. Determining meaning through context is the most effective method for handling unknown words. That is, examine the sentence in which the word appears, or even the sentence before and after the word. When the surrounding text contains a hint or suggestion to help determine the meaning of the unknown word, we refer to this hint or suggestion as context clue. There are commonly six types of context clues:

1. Inference /General Sense Clues (推论/常识线索)
2. Contrast /Antonym Clues (对比/反义线索)
3. Restatement /Synonym Clues (重述/同义线索)
4. Example Clues (示例线索)
5. Cause and Effect Relationship Clues (因果关系线索)
6. Definition Clues(定义线索)

We will discuss the six types of context clues from Unit 1 to Unit 4. In this unit, we will begin with Inference /General Sense Context Clues and Contrast /Antonym Clues.

### **Inference/General Sense Clues**

Sometimes a word or phrase is not immediately made clear within the same sentence. Relationships, which are not directly apparent, are implied. The reader must look for clues within, before and after the sentence in which the word or the phrase is used.

### **Contrast/Antonym Clues**

In some sentences, we will find two words with opposite meanings. If we know the meaning of one word, we will be able to guess the meaning of the other word. The clue words and expressions commonly used in the sentences are:

## Clue Words and Expressions

but	while
yet	though
however	although
never-the-less	even though
conversely	in spite of
in contrast	on the contrary
despite	on the other hand

## Punctuation

semicolon(,)

## A Guided Practice

## Sample 1

As you look down from the tower, you have the panorama of sea, bay, city and countryside.

- A. real beauty      B. great excitement      C. whole idea      D. complete view

**Clue:** 当“panorama”一词单独出现时,你可能猜不出它的意思,不过当你读到后面的词,“sea, bay, city”和“countryside”时,就会猜出它的意思与“视野”有关。因此D为正确选项。

## Sample 2

Elvis Presley was afraid of being assassinated, and he wore a bullet-proof vest, but he couldn't stay away from the crowds who loved him.

- A. laughed at      B. killed      C. taken away      D. beaten

**Clue:** 从后面的句子可以分析出Elvis Presley所担心的是“be killed”,否则的话,他不会穿上防弹背心(bullet-proof vest)。因此B为正确选项。

## Sample 3

Some students tried to help, but some tried to hinder him.

- A. prevent      B. support      C. praise      D. assist

**Clue:** “but”这个线索词表明“hinder”与“help”的词义形成对比,由此可以猜出“hinder”这个词含有“阻止,阻挠”的意思。因此A为正确选项。



## B Let's Try

**Try to figure out the meaning of the underlined words in the following sentences and explain the clues.**

1. I can't believe it! Right in the middle of our conversation, Peter turned around abruptly and walked out of the room!

A. formally                      B. slowly  
C. suddenly                      D. quietly

**Clue:** \_\_\_\_\_

2. After the harvest, we had an abundant amount of apples. We made apple pie, apple sauce and apple juice because we had so many apples!

A. small                          B. not enough  
C. limited                        D. plentiful

**Clue:** \_\_\_\_\_

3. When Sara was sick, her voice was almost inaudible. We couldn't clearly hear what she was trying to say.

A. very loud                      B. very soft  
C. very strange                      D. very shy

**Clue:** \_\_\_\_\_

4. There is an optimum way to approach each kind of exam question. For a multiple-choice item, for example, first remove any clearly wrong answers. For an essay question, write down an outline first.

A. inconvenient                      B. best  
C. annoying                        D. easy

**Clue:** \_\_\_\_\_

5. The doctor said that there was only a slim hope of survival for the people in the air crash.

A. numerous                      B. considerable  
C. moderate                        D. very little

**Clue:** \_\_\_\_\_

6. Black clouds, thunder and lightning show that a storm is imminent.

A. transient                        B. about to happen  
C. coming to an end                      D. to last long

**Clue:** \_\_\_\_\_

7. They suspended the construction of the bridge during the strike.

A. opposed                        B. supported  
C. continued                        D. delayed

**Clue:** \_\_\_\_\_



8. In the past the world seemed to run in an orderly way. Now, however, everything seems to be in a state of turmoil.  
 A. lack of order                      B. harmony  
 C. peace                                D. simplicity  
**Clue:** \_\_\_\_\_
9. During office hours he looked very tense and anxious, but on the weekends he was very relaxed.  
 A. unhappy                            B. nervous  
 C. exhausted                          D. sick  
**Clue:** \_\_\_\_\_
10. Unlike the well-mannered John, Jim was rather uncouth.  
 A. rude                                    B. polite  
 C. untidy                                D. informal  
**Clue:** \_\_\_\_\_

# Comprehensive Reading

## Text A

### American Culture

① When most people think about the “American culture”, images of Coca-Cola, hot dogs, baseball games, big cars and suburban houses come to mind. But there is a deeper side of American culture than Hollywood and Disney World. Here is a brief look at several cultural aspects that influence the way Americans think and act.



#### Individualism

② The core of American culture is individualism: belief in the primary importance of the individual and the importance of personal independence. Americans tend to put their personal needs first; they pursue individual benefit and enjoyment rather than collective interest; they emphasize on achieving individual value by self-strive and self-design.

③ American individualism has its pros and cons. People are encouraged to express themselves in unique ways. They admire those who do something new and innovative. Perhaps this is one reason why so many technological inventions and new ideas have come from the US. On the other hand it is difficult to keep good relationships among people if everyone is egocentric, which makes the entire society lack unity.

#### Work: You are what you do

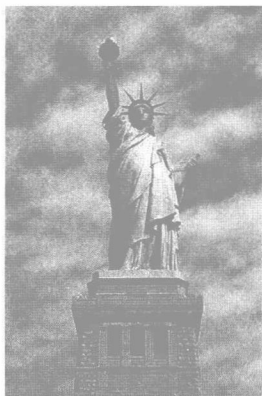
④ One of the first questions that Americans ask each other when they meet is, “So, what do you do?” This is a common question because most people in the US define who they are by the work they do. Americans have a very strong sense of success, and personal achievement is the pursuit of most Americans. It is their attractive future and the



incentives for moving forward. They believe that one's personal value is equivalent to his achievements in his career. Some high achievers in their career such as entrepreneurs, scientists, artists and all kinds of super stars have become modern heroes. The process and result of how they strived have become the real life text book for parents to educate their children.

#### Mobility

⑤ American society has great movements within itself. These movements are shown in two aspects: movement between locations and movement inside the society.



The people of the United States are relatively more open and have more freedom than people in many other countries. Developed transportation and the tradition of adventure and mobility makes a lot of American migrate from the countryside to cities, from downtown to uptown; and from north to the southern sunny land, from one city to another. The social classes in America are not so stable, and movements upwards along the social ladder are possible. Many people living in the States, no matter whether they are natives or immigrants from overseas, have the same dream of changing their social classes and make their lifetime dreams come true through their own efforts. This is what they often call the “American dream”.

(434 words)



hot dog 热狗

suburban [sə'bʒ:bəŋ] adj. 郊区的

brief [bri:f] adj. 简洁的, 简明的

core [kɔ:(r)] n. 核心, 精髓

primary ['praɪməri] adj. 首要的, 主要的

individual [ˌɪndɪ'vɪdʒuəl] n. 个人

pursue [pə'sju:] vt. 追求

strive [straɪv] vi. 努力, 奋斗

unique [ju'ni:k] adj. 独特的

innovative ['ɪnəveɪtɪv] adj. 创新的

egocentric [ˌi:ɡəʊ'sentɪk] adj. 自我为中心的

unity ['ju:nəti] n. 团结, 一致

define [dɪ'faɪn] vt. 定义

pursuit [pə'sju:t] n. 追求

incentive [ɪn'sentɪv] n. 动机, 刺激

equivalent [ɪ'kwɪvələnt] adj. 相等的, 相当的

entrepreneur [ˌɒntrəprə'nɜ:(r)] n. 企业家

mobility [məʊ'bɪlɪti] n. 流动性

relatively ['relətɪvli] adv. 相对地, 比较

transportation [ˌtræns'pɔ:'teɪʃn] n. 交通

adventure [əd'ventʃə(r)] n. 冒险

migrate [maɪ'greɪt] vi. 移动, 移往

stable ['steɪbl] adj. 稳定的

native ['neɪtɪv] adj. 本国的, 本土的

immigrant ['ɪmɪgrənt] n. 移民, 侨民

## Comprehension

I. Read Text A and choose the most probable meaning for the following words, and explain the clues.

1. individualism (Para. 2, Line 1): \_\_\_\_\_

A. a belief in the virtue of obedience

B. a belief in the freedom of thought and the virtue of self-reliance

C. a belief that people should consider the benefit of the unit or group first

Clue: \_\_\_\_\_

2. collective (Para. 2, Line 3): \_\_\_\_\_

A. of or shared by every member of a group of people

B. relating to a single, separate person or thing

C. owned and controlled by a single person

Clue: \_\_\_\_\_

3. pros and cons (Para. 3, Line 1): \_\_\_\_\_

A. in one direction and then in the opposite direction

B. reasons or causes of something

C. the advantages and disadvantages of something

Clue: \_\_\_\_\_



4. uptown (Para. 5, Line 6): \_\_\_\_\_
- A. in or towards an area of a city that is away from the center
  - B. to or in the center or main business area of a town or city
  - C. in the industrial area of a town or city

**Clue:** \_\_\_\_\_

5. overseas (Para. 5, Line 10) : \_\_\_\_\_
- A. in the middle of a country, away from the sea
  - B. related to the sea or ocean
  - C. other countries reached by crossing a sea or an ocean

**Clue:** \_\_\_\_\_

*II. Choose the best answer for each of the following questions according to Text A.*

1. Why does the author mention Coca-Cola, hot dogs, baseball games, big cars and suburban houses in the first paragraph?
  - A. To exemplify a superficial understanding of American culture by many people.
  - B. To exemplify the core of American culture.
  - C. To introduce an important aspect of American culture.
  - D. To present the most popular products and sports in America.
2. What is the central belief of American culture?
  - A. Luxurious lifestyle.
  - B. Entertainment.
  - C. Individualism.
  - D. Primary importance of benefit.
3. Which of the following is NOT an advantage of individualism?
  - A. It makes people strive by themselves to achieve success.
  - B. It can help to accelerate the development of technology.
  - C. It encourages people to think differently and innovate.
  - D. It makes the entire society lack unity.
4. The American people evaluate one's personal value on the basis of \_\_\_\_\_.
  - A. his relationship among people
  - B. personal achievements
  - C. his pursuit
  - D. his social class
5. It is possible for American people, no matter where they are from, to move up the social ladder because \_\_\_\_\_.
  - A. the country has developed transport
  - B. the country has the tradition of adventure
  - C. the social classes are not stable
  - D. they have the dream of changing their social classes