



“十二五”普通高等教育本科规划教材系列

# College English Longer Text Reading

总主编 王健芳

# 大学英语长篇阅读

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 復旦大學出版社



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# 前 言

《大学英语长篇阅读》是一套以教育部《大学英语课程教学要求》为指导、紧扣大学英语四六级考试阅读新题型而编写的阅读教材。本教材结合大学英语教学改革与发展的方向,以外语教学理论为指导,遵循“以人为本”的教学理念,强调大学英语的人文性及工具性。在教材的选材中,关注社会热点问题,重视文章内容的时代性、信息性、知识性、趣味性、实用性及可读性。

根据大学英语四、六级阅读试题的要求,长篇阅读不但要求学生对文章全篇内容能够有所理解,同时也要求学生对文章的一些细节能够把握,新题型对学生的宏观概括总结能力则有较为明显的提升要求,要求学生要将知识赋予运用转换能力,不仅要读懂,更强调测试考生在实践语言环境中查询有效信息的能力。还要对所掌握的信息积极地加工处理。鉴于此,本套教材以阅读技能开篇,重视学生学习方法的训练,强调学生的英语综合应用能力的培养,增强阅读信息获取的能力,提高阅读效能。

本套教材分为上、下两册,每册由8个单元组成。每个单元有4篇文章,练习形式与大学英语四、六级考试长篇阅读题型紧密结合,每篇文章除了段落匹配题外,还设计有单项选择题和信息填空题。学生通过对英语语言材料的学习,开阔视野,熟悉和掌握阅读技能,同时还能熟悉和掌握新题型的要求,使学生在愉悦的阅读中,增强学习兴趣,逐步提高阅读能力及英语语言的应用能力。

本套教材适用于各类高校的大学一至四年级学生,可作为课堂教材或自学材料。

由于编者水平有限,本书中错误疏漏在所难免,敬请读者和同行专家给予批评指正,以便更好的改进与提高。

编者

2017年7月

# 阅读技能

## 一、简述

现代语言学家认为,语言学习的过程是一个输入(阅读、视听)→加工(理解、记忆)→输出(读、写、译)的过程。阅读是获取知识与信息的主要渠道之一,也是语言运用中最频繁的活动之一。可以说,一个人在具备了基本的文化素质后,主要是通过阅读来获取信息、陶冶文化情操的。大量的阅读输入能帮助你学会地道的英文,不仅能增进语感,使你谈吐有深度,还能使你的独到见解流畅地表达出来。《大学英语课程教学要求》也对阅读能力提出了明确的要求。所以,提高阅读能力能够使你在英语学习上事半功倍,通过有效的阅读能帮助你记忆和扩大词汇,能帮助你更好地理解篇章结构,能帮助你提高写作和翻译的能力。通过英语阅读你能够开阔视野,丰富生活经历,形成跨文化意识,发展创新能力,形成良好的品格和正确的人生观与价值观。这一切,都使得阅读在英语学习中的作用显得尤为重要。那么,如何进行成功的阅读呢?

## 二、阅读能力的培养

### 1. 扩大词汇量

在英语阅读中,词汇量不足是造成有效阅读最大的障碍,当遇到生词时,有些学习者会立即翻阅字典,查找词义。这种做法不但费时费力,而且影响阅读速度和理解。事实上,并不是所有的生词都会影响我们的理解,根据上下文提供的语境,我们可以有效地猜测生词的意义。而通过上下文猜测词义是一种提高阅读速度和理解的行之有效的方法。学习并掌握这种技巧,可以帮助我们提高阅读速度和理解的准确性。

有时,当作者在使用一个新词或生僻的词时,他也会考虑到读者理解的困难,所以会采用一些方法来对其进行解释和定义,如果能抓住作者所给的线索,就能够迅速理解该词的准确含义。

通过上下文猜测词义的线索有以下几方面:有针对性的解释(定义、重述、相关信息);上下文内在的逻辑关系(类比、对照、因果、情境性细节);读者的常识和

经验。

### A. 定义法

例如:

1) The lawyer was **disconcerted** (rather upset) by the evidence produced by his adversary.

(从括号中的 rather upset 猜出 disconcerted 的词义为“不安,恼怒”。)

2) The harbor is protected by a **jetty** — a wall built out into the water.

(从破折号后的 a wall built out into the water 猜出 jetty 的词义为“护堤”。)

3) The **façade** — the front of the building — of the church has often been photographed by visitors.

(从 the front of the building 可以猜出 façade 的意思为教堂的“前部或正面”。)

4) You will learn about U.S. business **protocol**, that is, fixed rules of behavior for particular situations.

(从 that is 可以猜出逗号后面短语表达的与 protocol 相同,从 fixed rules of behavior for particular situations 可推出 protocol 的意思为“礼仪,礼节”。)

从以上 4 个例子中,我们可以看出,读者通过文中标点符号及上下文的解释文字,能够非常清楚地了解划线部分的词义。

### B. 重述法

有的时候,作者在使用了一个新词或生僻的词后,他会利用复述的方式,把这个句子的意思重新表达一次。这样,通过上下文,读者能够很快理解该新词或生词的意思。

例:

1) He is very **fastidious**. It is extremely hard to please and satisfy him.

2) We can't put up with the chairman's **arbitrariness**. He often makes decisions without consulting other members of the committee.

3) They seem to have problems with **directionality**. In other words, they get lost again.

在上述的 3 个例子的上下文中都可以看出,第二个句子是对第一个句子中的划线词进行补充说明,通过第二个句子的重述和解释,可以迅速猜出 fastidious 的词义是“挑剔”;同样,在第二个句子中,我们通过“他从来不征求委员会其他成员的意见就做决定”很容易推断出 arbitrariness 的词义为“武断,独断”的;而 directionality 这

个词的词义也可以通过“换句话说,他们又迷路了”推理出 directionality 的词义为“方向性”或“方向感”的意思。

### C. 相关信息

有的时候,作者并没有如此直接地告诉我们新词的词义,但是需要读者根据上下文所给的相关信息,去猜测出正确的词义。

例:

- 1) After the rent increased, he refused to pay it. Consequently, he was **expelled** by the landlord.

(从上下文的“房租涨了,而他拒付房租”,可以很容易推理出其结果就是他被房东“赶出来了”。)

- 2) We are happy to inform you that we started a **remedial** reading class for college freshmen and strongly advise Laura participate in it. If she doesn't, it is our opinion that Laura will not be able to keep up with her studies.

(remedial 有很多的词义,但是根据上下文所给的相关信息,能够清楚地理解 remedial class 的意思为“补习班”。)

### D. 对比法

对比也是一种行之有效的猜词技巧,通过衔接与连贯所衬托出的对比能够使读者很清晰地理解该词的意思。

例:

- 1) Lisa's roommates were all discussing noisily about the latest clothes fashions, but she remained **reticent** all the while.

(从 noisily 和 but 两个关键词,可以对比出 reticent 的词义为“沉默不语”。)

- 2) Most of us agreed; however, she **dissented**.

(从 agreed 和 however 两个关键词,可以对比出 dissented 的词义为“不同意”。)

- 3) Unlike his brother, who is truly a handsome person, Adam is quite **ill-favored**.

(从 unlike 和 handsome 两个关键词,可以对比出 ill-favored 的词义为“难看的”。)

### E. 类比法

同样,通过类似的比较,也可以使读者顺利猜出词义。

例:

- 1) The hot air balloon took off. It was as **buoyant** in the air as a cork in the water.

(从 as a cork in the water 可以类比出 buoyant 的词义为“漂浮”。)

- 2) Even the gifted teacher had difficulty making clear to the secondary school classes such an **abstruse** subject as Einstein's theory of relativity.

(从 as Einstein's theory of relativity 可以类比出 abstruse 的词义为“深奥的”, “难懂的”。)

#### F. 常识与经验

在人们的生活和学习中,已经积累大量的常识与经验,在阅读中,正确地使用这些常识与经验,能够迅速掌握生词的意思。

例:

- 1) The modern age of medicine began with stethoscope, an instrument for listening to a patient's heart and breathing.

(从生活常识很清楚就知道“用来听病人呼吸和心跳的仪器”为“听诊器”。)

- 2) The door was so low that I hit my head on the lintel as I was walking into the room.

(生活常识告诉我们,如果门低了,进门时头撞到的一定是“门楣”。)

- 3) Many cold-blooded animals are dormant during the winter.

(大家都知道很多冷血动物冬天要“冬眠”,所以很容易猜出 dormant 的词义。)

英语单词中,很多的词是一词多义,有时候,即使是认识的词,也只能在上下文中(或语境中)才能迅速、准确地理解该词的词义,提高阅读理解能力。

## 2. 熟悉文化背景

语言是文化不可分割的一部分,是信息交流和文化传播的载体。通过语言,可以了解一个民族的历史、风俗、宗教、传统、思想感情和思维习惯等。换言之,如果熟悉这些文化背景,也就能够更好地理解语言的表达。在汉语与英语中,有一些表达是相通的,体现了人类心理的共性,如:“The faster, the better.”(越快越好。)但是在更多的情况下,这两种语言的表达方式都包含着特定的文化信息,体现了独特的文化传统背景,如果没有对其文化背景的了解,就会造成理解困难或误解。如:John can be relied on. He eats no fish and plays the game. (约翰为人可靠。他既忠诚又正直。)在英国历史上,新教和旧教派别之间的斗争十分激烈,旧教规定在斋日只许吃鱼,新教推翻了旧教之后,新教徒拒绝在斋日吃鱼,以表示皈依新教,忠于新教。所以“to eat no fish”表示“忠诚”;“to play the game”原是游戏、比赛术语,表示“按规则进行比赛”,转义为“光明正大”“为人正直”。又如:In American political elections the candidates that win are usually the ones who have green power backing them. (在美

国政治竞选中获胜的候选人通常都是些有财团支持的人物。)因为美元纸币的颜色是绿色,所以 green power 指有经济实力的财团。类似文化差异的例子不胜枚举,这就说明扩大知识面与提高阅读理解能力是分不开的,知识面的宽窄与阅读理解的深浅有着密切的联系。想要学好英语,提高阅读理解能力,就必须熟悉和了解英语国家的风土人情及文化传统。

### 3. 培养良好的阅读习惯

要提高阅读能力,还需要培养良好的阅读习惯,不良的阅读习惯会妨碍阅读速度和理解能力的提高。有些英语学习者阅读效率低下,除了缺乏必要的词汇、语法知识和文化背景知识等原因,往往是因为没有养成良好的阅读习惯造成的。

在阅读测试中,我们发现学生做阅读理解时均会超过所规定的时间,感到时间不够用。这说明阅读速度与教学大纲的要求尚有一定的距离。速度跟不上,理解就更难。因此,要提高阅读速度,必须从平时就养成正确、良好的阅读习惯,努力克服掉在阅读过程中影响速度与理解的各种习惯与做法,其中包括:

#### 1) 边看边“念”

有些学习者习惯用手或笔指着材料阅读,一边逐词移动一边轻声或无声地逐词朗读。朗读是训练口语、培养语感的一个很好的途径,但是在阅读中使用却会影响阅读速度和效率。边看边“念”时,读者要经常把注意力分散到一些词的发音上,特别是碰到生词,或者不知其确切发音的词,往往要重复念上几遍。这种停顿使大脑对文字信息进行分析、综合、概括的活动不时中断,因而会影响思维的连贯性。

读者需要记住,阅读是一种视觉与思维的活动。文字作为一系列具有特定含义的视觉符号直接反映到人脑中,这一过程中没有发音的环节。因此阅读过程中应尽量避免边看边念的不良习惯。

#### 2) 逐词阅读

不少英语学习者认为,读得越慢,理解就越透彻,所以习惯一个词一个词的阅读。然而,独立的词都不能表达完整的意义,这种阅读习惯不仅导致阅读速度变慢,而且会影响对阅读材料的理解。其次,由于这种阅读方法视觉接收信息的节奏过慢且过于零散,与大脑思维活动的节奏差距太大,也影响记忆的效果,大脑接收的都是支离破碎的信息,需要重新组织,也就造成了理解的困难。

因此,要提高阅读速度,就得根除逐词阅读的不良习惯。而按意群(能够表达一个相对完整意义的最小语言单位)阅读,既能提高阅读的效率,又有利于整体思维,连词成句,从而达到快速理解文章的目的。

#### 3) 过多地依赖词典

词典是学习语言的重要工具,但是阅读中,尤其是进行快速阅读或泛读时,不当过多地依赖词典。有的读者一见生词就停下来查词典,然后将查到的词义带回原

句,反复推敲,试图选到适当的词义。但这一系列过程费时太多,而且由于频繁查阅词典,不能连贯地思维,读者常常要回过头来重读上文。如此反复,效率低下。并且会影响读者的阅读兴趣,害怕长篇阅读。事实上,阅读并不要求每个单词都必须认识,即使遇上有碍于理解文章大意的生词,也不必急于翻词典,可使用构词法和上下文线索去猜测词义,节省阅读时间,保持思维、理解的连贯。

阅读效率高的读者知道,认识一篇文章的所有单词并不等于能理解这篇文章,而理解一篇文章并不一定要认识文章里的所有单词。

#### 4) 不必要的语法分析和英汉翻译

对于长难句,适当地分析其语法结构可以帮助我们弄清句子的意思,但是在阅读中不需要对每句英文都做语法分析。此外,有些读者习惯译读,通过母语来辅助理解。大脑总在思索如何选用适当的词句将原文译成汉语。这种加工过程对阅读理解来说不仅是不必要的,也是有害的。应该学会用原文进行思维,将原文直接吸收、消化,省去中间的多余环节,加快阅读速度,提高阅读效率。

### 三、阅读策略

大学英语四、六级考试从2013年12月起,将原来的快速阅读调整为长篇阅读。篇章长度和难度不变,题型有所不同。篇章后附有10个句子,每句一题。每句所含的信息出自篇章的某一段落,要求考生找出与每句所含信息相匹配的段落。有的段落可能对应两题,有的段落则可能不对应任何一题。新的题型不仅要求学生对于文章全篇内容能够有所理解,还要求学生对于文章的一些细节能够把握,这些要求显然对学生的宏观概括总结能力有较为明显的提高,需要学生将知识赋予运用转换能力,不仅要读懂,更强调测试考生在实践中查询有效信息的能力,以及对所掌握的信息进行加工处理。长篇阅读要以较快的速度有目的、有方法、有效率地进行阅读,以便从中准确地获取所需要的信息。这就需要学习和掌握正确的阅读策略和技能,略读和寻读是长篇阅读中非常重要的阅读技能。

#### 1. 略读(skimming)

略读,是指以尽可能快的速度浏览整篇文章,以获取文章大意或中心思想。换句话说,略读是要求读者快速地、有选择地进行阅读,跳过一些细节,以求抓住文章的大意。因此,当读者的阅读目的是了解文章大意时,略读是高效率的阅读方式,其特点是注重整体,忽略细节。下面是进行有效略读的技巧:

1) 有选择性地阅读。有些部分需要仔细阅读,有些部分可以一扫而过。一般说来,略读时需要注意以下几个方面:

(i) 关注文章的标题、副标题、小标题、斜体词及脚注或标点符号,对文章进行预测略读(preview skimming)。预测略读可以了解作者的思路、文章的题材,以便把

握文章的大意和相关的细节及相互关系。

(ii) 文章的开篇部分。作者常常在文章的开篇介绍其将要探讨的问题, 阅读文章开篇的一两个段落通常可以大致了解文章的背景、基本观点、行文的风格和基调等。

(iii) 文章主体部分各段的主题句和结论句。抓住主题句就掌握了文章的大意, 然后就可以略去无关和相关性较小的细节、例子不读, 从而达到既不受细节的干扰, 而又提高阅读速度和准确度的效果。

(iv) 注意文章中的转折词和序列词, 如: however, moreover, firstly, 等等。

(v) 文章的结尾部分。文章最后一两个段落需要放慢速度仔细阅读, 因为作者往往会在该部分对文章主旨进行重述, 并做出结论。

2) 阅读速度在不同部分有所不同。对于需要仔细阅读的部分, 以正常速度阅读; 而对于可以快速浏览的部分, 速度可以是正常速度的两三倍。

3) 关注衔接词句和线索词。尤其是对没有主题句的段落, 要特别注意衔接过渡词句、表明作者观点态度的句子及一些重要的事实。

4) 遇到生词尽量不查词典。重点部分的生词可以通过构词法及上下文来猜测词义, 细节中的生词则直接忽略。略读注重的是大意, 不需要把所有的词句都彻底弄清楚, 因而在理解的准确率方面, 略读可能低于正常速度的阅读, 但并不影响阅读效果。

例:

**A child must learn some actions, but other actions are innate.** All humans are born with the same innate actions. One innate action is sucking. All babies know how to suck when they are born. Babies do not have to learn how to suck. Smiling and frowning are also innate actions. All babies smile and frown, even babies who are blind and deaf. Likewise, all babies cry, although babies who are deaf and cannot hear themselves cry. When people greet each other, they move their eyebrows up and down rapidly. Anthropologists believe that this movement of the eyebrows is innate. There is no proof that this movement of the eyebrows is innate, but all people that anthropologists have studied raise and lower their eyebrows when they greet each other. While anthropologists know that babies' actions are innate, they do not know if some adult actions are innate or not. **Adults have learned many actions and there is no way to be certain about that.**

## 2. 寻读 (Scanning)

寻读又称查读, 与略读 (skimming) 相同的是, 查读的阅读速度很快, 而且也忽略阅读材料的某些部分。与略读不同的是, 寻读的目的是为了寻找某一具体信息, 有很强的针对性。寻读不需要了解全文大意, 只需利用文章中的关键词、过渡词和有

关线索,以最快的速度找到需要的信息和内容,是一种从长篇的阅读材料中迅速查找某个具体事实或特定信息而略去其他无关部分不读的快速阅读方法。如查找人名、地名、数字、时间表、索引、概念等,一旦找到,阅读也就结束了。进行寻读时,理解的准确性与速度同等重要。

为了有效地进行寻读,读者应运用下列技巧。

### 1) 利用文章的编排形式。

不管文章的题材如何,通常都是按照某种逻辑方法排列的。有些阅读材料是按字母顺序排列的,如词典、索引、邮政编码簿、电话号码簿及其他参考资料等。有些阅读材料是按其他方式排列的,例如,电视节目是按日期和时间排列的,历史资料是按年代排列的,报纸上的体育版面是按比赛类别(足球、排球、网球)排列的,等等。因此,在寻读之前,需要花一点时间了解所读材料的编排形式或篇章结构,这样才能帮助我们快速找到所需信息。比如,我们知道电话号码簿是按姓氏的字母顺序排列的,在寻找 Jackson 的电话时,就可以利用书页上方的标志词,按姓氏的字母顺序很快翻到以 J 开头的书页,从而找到 Jackson 名下的电话页码。

### 2) 利用章节标题和说明。

寻读之前,首先看看文章标题或章节标题,了解哪一部分包含哪些信息,这样可以迅速找到包含自己所需信息的章节,然后在该章节进行寻找。

### 3) 抓提示词或定位词。

找到包含所需信息的章节,准备寻读时,要留心与所需信息有关的提示词。例如,在报纸体育版面上寻找某田径运动员的某项运动成绩,运动员的国名便是提示词之一。再如,在百科全书上寻找纽约市的人口,翻到 New York City 那一章后, population, census, inhabitants 等词就是提示词,找到提示词,就可以采用一般阅读速度,获得所需要的信息。

例:

**How many** bands of color are there in the spectrum?

(所需信息: a number)

Sunlight is actually lights of many colors. When sunlight passes through a glass prism, a group of colors is formed. This group of colors, from deep red to dark violet, is called a spectrum. The spectrum has an infinite number of colors. However, there are **six** fairly clear bands of color: orange, yellow, green, blue, and violet. Different colors have different wavelength. Red has the longest wavelength. Violet has the shortest wavelength.

总之,阅读技能和策略是提高阅读效率的有效方法,在平时的学习中,应该有意识地去培养和实践,才能不断提高英文的阅读能力和英语语言的综合运用能力。

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Unit

1

# ADVERTISEMENT

Passage A History & Roles of Advertising

Passage B Challenges in Global Advertising and Promotion

Passage C The Effects of TV Advertising on Children

Passage D Why Global Water Challenges Call for Creative  
Advertising

## Passage A

### History & Roles of Advertising

- A) What does the word advertising bring to mind? TV and radio commercials? Newspaper ads? Magazine ads? Outdoor signs? Supermarket displays and packages? Certainly all of these are advertising. In fact, advertising is as old as civilization and commerce.
- B) The urge to advertise seems to be part of human nature, evidenced since ancient times. It isn't surprising that the people who gave the world the Tower of Babel also left the earliest known evidence of advertising. A Babylonian clay tablet of about 3000 B. C. bears inscriptions of an ointment dealer, a scribe, and a shoemaker. Papyri exhumed from the ruins of Thebes show that the ancient Egyptians had a better medium on which to write their messages. The Greeks were among those who relied on town criers to chant the arrival of ships with cargoes of wines, spices, and metals. Often a crier was accompanied by a musician who kept him in the right key. Town criers later became the earliest medium for public announcements in many European countries, as in England, and they continued to be used for many centuries.
- C) Roman merchants, too, had a sense of advertising. The ruins of Pompeii contain signs in stone or terra-cotta, advertising what the shops were selling: a row of hams for a butcher shop, a cow for a dairy, a boot for a shoemaker.
- D) The forerunner of our present want ads bore the strange name of *si quis*. These were tack-up ads that appeared in England at the end of the fifteenth century. Mass advertising has its roots in the German and English handbills of the sixteenth century, which were either handed out or, more frequently, posted in central locations. A growing middle class, mass production, expanded transportation, and high-speed printing presses combined to pave the way for modern marketing and advertising as we know it today in the latter nineteenth century.

## Roles of Advertising

- E) Advertising is a method of delivering a message from a sponsor, through an impersonal medium, to many people. (The word advertising comes from the Latin *ad vertere*, meaning “to turn the mind toward.”) The roles of advertising are many. It is designed to dispose a person to buy a product, to support a cause, or even to do less consuming (“de-marketing”). It may be used to elect a candidate, raise money for charity, etc. Most advertising, however, is for the marketing of goods and services. More specifically, advertising may attempt to
- stimulate awareness and trial of a product;
  - introduce a new product to the market;
  - re-launch an unsuccessful brand;
  - maintain current market position;
  - change consumer attitudes;
  - show support for the sales force;
  - elicit a direct response from the consumer.
- F) Advertising functions within a marketing framework. Marketing consists of four primary elements: product, price, distribution, and communication. While advertising is primarily concerned with communication, it depends on sound management decisions in the three other areas of the “marketing mix” for its success. An inferior product, an overpriced product, or a product with inadequate distribution will doom even the finest advertising campaign to failure. So advertising’s influence and impact are largely confined to the area of communication. However, advertising must complement, reinforce, and be coordinated with the other three areas of the marketing mix. One of the primary jobs of the marketing manager is to assess the role that advertising should play in the marketing-communication mix.
- G) The roles of advertising cannot be understood without some consideration of the changing social, technical, and business context in which it will be operating. As changes take place in society, advertisers must adjust their strategies to the environment. The new competitive environment is radically different and management practices that once worked well are no longer assured of success. Evidence of this is already visible in such widely divergent industries as soft drinks, fast food, and automobiles. Successful firms will adapt to this new competitive