



国家“十二五”职业规划教材
经全国职业教育教材审定委员会审定

新商务英语教程

A NEW
ENGLISH COURSE
For
BUSINESS STUDIES

新商务英语阅读教程

Reading Skills

总 主 编 杨亚军 周瑞杰 谢职安
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清华大学出版社



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A New English Course for Business Studies

—Reading Skills 3

新商务英语阅读教程 3

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内 容 简 介

“新商务英语教程”系列教材采用话题、语言技能和任务紧密结合的编写原则，全书以话题为核心，语言技能为主线，精心设计的任务型活动贯穿每个教学单元。本教材为《新商务英语阅读教程3》，全书共8个单元，每单元由 Learning Objectives, Lead-in, Embracing English, Extending Your English 和 Self-evaluation 5 个模块构成，在扩大阅读量的同时对英语阅读基本技能及相关职业技能进行训练。

本教材可供高职高专院校商务英语专业和应用英语专业外贸和涉外文秘方向的学生在二年级上学期使用。

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《新商务英语阅读教程》是清华大学出版社“新商务英语教程”系列教材的重要组成部分，是高职高专院校商务英语专业学生的专业基础课教材，属于“新商务英语教程”系列教材的主干教材之一。国内传统的英语阅读教材难以适应高职高专商务英语和应用英语专业学生的职业发展需求，因此，针对高职高专学生的实际英语水平和职业发展的需要，我们编写了这套《新商务英语阅读教程》，旨在为高职高专商务英语专业和应用英语专业培养应用型、技能型、职业型人才的教學提供素材最新、理念最新、训练手段最新、能够为高职高专师生喜闻乐见的优质教学资源。本教材各分册与同系列的《新商务英语综合教程》及《新商务英语听说教程》横向贯通，各单元主题一致，技能训练各有侧重又相互配合，力求给学生提供听、说、读、写、译各项基本技能的全方位训练。

本套教材本着“围绕商务相关主题学习知识和复现知识”的原则，以话题为核心，以阅读学习和技巧训练为主线，采用英语语言知识和商务知识有机结合的编写方式，注重语言知识和商务知识紧密衔接，非常适合高职高专英语专业学生的学习能力和水平。本套教材选文题材广泛、内容丰富，涵盖金融、财经、管理、外贸、电子商务等诸多商务领域，使学生既能提高英语阅读理解能力，又能系统地掌握商务英语的基本词汇及其表达方式。若配合本系列教材的其他分册使用，则更能系统地掌握商务英语的基本词汇及其表达方式，全面地获得有关商务的基本知识。

本套教材共4个分册，本书为第3册，全书分为8个单元，每单元设计为4个部分。Section A 以与本单元主题相关的导入学习为主要内容，这部分的构建注重图文并茂，以调动学生的视觉，从各方面投入本单元的学习；同时能让师生“先入为主”地了解每单元的教学主题，使师生双方都处于主动地位。Section B 由课文 Text A 和 Text B 及相应练习组成，其中 Text A 作为主课文使用，目的是有针对性地培养英语专业学生的综合阅读能力，通过练习注重词汇的多层次使用和词汇学习策略（记忆、扩展）的介绍，同时兼顾已学的语言知识、商务知识及阅读技能的复现。Text B 是快速阅读（Fast Reading）训练的课文，设计的思路是培养学生在有限时间内快速、准确地获取主要信息的能力，此部分可在课堂规定的时间内完成。课文后的练习设计关注语篇呈现，适当拓展，即引导学生学会如何学习相关知识，而非只关注结果。从第3册开始，Section C 部分除了阅读技巧讲解、练习之外，还增添了 Job skill 练习，结合剑桥商务英语证书和国际商务英语证书考试的题型，重点训练学生阅读理解各种与职业技能相关的文体，如企业内部的告示、通知、招贴、电子邮件、传真、图表、表格、报表、策划方案及其他与商务活动相关的文本等的的能力。每单元的 Section D 仍保留 Self-evaluation，鼓励学生不断反

思自己的学习过程,肯定进步,找出问题,不断优化学习方式。学生的自评结果也有利于教师及时发现教学中存在的问题,调整教学内容和教学方法。

《新商务英语阅读教程》各部分练习的设计特别强调阅读技巧的讲解与运用的体现,而在关注学生语言知识和阅读技能训练的同时,也注重培养学生的学习策略、情感和文化等素养。为了解决学生词汇量少、阅读量小和阅读速度慢的难题,每单元的课文之后还附有词汇表,且有注音,词汇表使用双语,让学生通过英语学英语;课文后还对一些难词难句加了注解,并将平时提及较少的人名、地名列在注释中,有些还加注了必要的商务背景知识,对引导学生扩大知识面有一定启迪和裨益。

本套教材第1、2册内容相对容易,题材较为广泛,目的在于提高学生的阅读速度和扩大词汇量;第3、4册难度有所增大,选材中易于掌握的应用型题材占有一定的比例,并且专门针对目前主流的商务英语证书考试设计了练习题型。

本书为第3册,8个单元主题分别涉及企业管理的定义及功能、预算、员工福利、电子商务、对外贸易、展销、物流和公司的保险。本书可供高等职业学校、高等专科学校以及成人高等学校商务英语专业的学生在二年级第一学期使用,亦可用作爱好英语的非商务英语专业学生的自学课本。各学校在使用本教材时可根据学生英语及商务知识的基础灵活掌握。

本教材在编写过程中参阅了大量国内外英语教材及文献,同时听取了许多专家的宝贵意见和建议,北京联合大学的英籍专家 Colin James Osland 对全书进行了文字审定,在此一并表示衷心感谢。

由于时间仓促,水平有限,错误和疏漏之处在所难免,敬请读者批评指正。

编者

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Management

Learning Objectives

In this unit, you will learn

- to understand the definition and the functions of management;
- to get basic information about true leadership and teamwork;
- to master the new words and expressions about management;
- to practice reading skill—interpreting texts by going outside it;
- to grasp job skill—reading and understanding internal communication texts.

Section A / Lead-in

I. Match the words or expressions in the box with the pictures below.



(1)



(2)



(3)



(4)



(5)



(6)

A. Transportation Management

B. Property Management

C. Finance Management

D. Business Management

E. Brand Management

F. Resource Management

II. Work in pairs or groups and describe one of the above pictures.

Section B / Embracing English

Text A

Pre-reading Task: Answer the following questions before reading the text.

1. Do you want to be a CEO? And why?

2. What does management include?

3. What should a manager know to control a company?

What Is Management?

Management is like investment: its goal is to get the most out of **resources**, add the most value or get the best return. Management can be defined as: achieving goals in a way that makes the best use of all resources.

This **definition** covers self-management as well as managing people, being a manager. Whenever you prioritize, you are managing your time.¹ You manage yourself and all other resources at your disposal in order to do a good job.

Leadership, by contrast, is about influencing people to change **direction**. When senior executives decide to change direction, this is seen as leadership. But because it is a decision, it is a management act—not leadership. Decisions flow from authority, leadership is an act of influence. Leadership is an **attempt** to influence followers. It's never a decision of any sort. All decisions made by executives are managerial actions.²

This is not the **conventional** view of leadership and management but, if leadership is an influence process, one implication is that there can be no such thing as autocratic leadership.³ Decisions can be made autocratically, but deciding for people is not a type of influence so it shouldn't be classed as leadership.

The Meaning of Management. We need to understand the meaning of management in order to know what management skills to develop. Think of what it means to be an investor—someone with money to invest and wanting the best return. Such a person **shifts** his or her money around regularly to improve return.

Similarly, managers have resources at their disposal to invest—people, material and a budget, **in addition to** their own time and energy. Smart managers think carefully on a regular basis about how to get the best return on these resources. When managing people, it is not just a matter of having the right employee in the right place at the right time, it is also about developing and improving that resource.

Effective managers are **catalysts**, brokers, facilitators, coaches and people developers. Because thinking is the most important work we do today, managers need to ask stimulating questions to draw new solutions out of people, to get **mental** work done through them. This makes managers facilitators more than decision makers as they were thought of in the old days.

Certainly they still make decisions, but **ineffective** managers do too much of their own thinking, **hence** not reaping the fullest possible return of all resources at their disposal. They are poor investors as a result.

Effective managers know that **delegation** is not enough in today's knowledge driven world to get work done through people. This is because most of the critical work we do today is to make decisions, solve problems and think creatively.⁴ This is mental work. Smart managers get this kind of work done through people by asking them the sorts of questions that stimulate people to think, to draw solutions out of people.

Ineffective managers may delegate a lot but this is so they can be free to do most of their own thinking and problem solving. They fail to work with and through people when it comes to this mental work. Skilled managers know how to get the best out of people by asking them the right questions—those that make them think differently, not simply fact-gathering questions.

Management needs to be upgraded for the 21st century. It needs to cast off its negative image as **mechanistic**, **controlling** and **task oriented**. We need a **concept** of management that makes it nurturing, supportive, coaching and developmental.⁵ This is essential to divide the load between leadership and management more equally.

Management Today. We can't live without good management.⁶ Nothing would get done without it. On a personal level, how could you make best use of your time and your life if you didn't set priorities and invest your time wisely?⁷

Similarly, the world is so complex that nothing is possible without the coordination of large numbers of people.⁸ This takes good management. Management today, is about facilitation, enabling others to act, being a catalyst and coach. (683 words)

New Words and Expressions

resource /rɪ'zɔ:s, -'sɔ:s/	<i>n.</i>	something such as useful land, or minerals such as oil or coal, that exists in a country and can be used to increase its wealth 资源
definition /defɪ'nɪʃən/	<i>n.</i>	a phrase or sentence that says exactly what a word, phrase, or idea means 定义; 释义
direction /dɪ'rekʃən, daɪ-/	<i>n.</i>	the way something or someone moves, faces, or is aimed 方向
attempt /ə'tempt/	<i>n.</i>	an act of trying to do something, especially something difficult 尝试; 努力; 试图
conventional /kən'venʃənəl/	<i>adj.</i>	based on what is generally done or believed 依照惯例的; 约定俗成的; 因循守旧的
shift /ʃɪft/	<i>v.</i>	to move from one place or position to another, or make something do this (使某事物/某人/自己) 改变位置或方向
catalyst /'kætl-ɪst/	<i>n.</i>	technical a substance that makes a chemical reaction happen more quickly without being changed itself 催化剂; 触媒剂
mental /'mentl/	<i>adj.</i>	relating to the health or state of someone's mind 精神的; 心理的; 智力的
ineffective /ɪnɪ'fektɪv/	<i>adj.</i>	something that is ineffective does not achieve what it is intended to achieve 不起作用的; 无效果的; 效果不佳的
hence /hens/	<i>adv.</i>	for this reason 从此时起
delegation /,delɪ'geɪʃən/	<i>n.</i>	the action or process of giving power or work to someone else so that they are responsible for part of what you normally do 授权, 委托, 委派 (某人做某项工作)

mechanistic /ˌmekəˈnɪstɪk/	<i>adj.</i>	tending to explain the behavior of things in the natural world as if they were machines 机械论的
oriented /ˈɔːrientɪd/	<i>adj.</i>	giving a lot of time, effort, or attention to one particular thing 导向的; 以……为方向的
concept /ˈkɒnsept/	<i>n.</i>	an idea of how something is, or how something should be done 观念; 概念
in addition to		除……之外

Notes

- Whenever you prioritize, you are managing your time.* 每当你把事情按优先顺序排好, 都是在更好地利用时间。

此复合句中 *whenever* 引导的状语从句解释为“无论何时; 无论什么时候, 在任何……的情况下”, 相当于隐含的条件, 也可以换成 *no matter when...*
- All decisions made by executives are managerial actions.* 所有来自管理层的决策都属于管理行为。

此句中 *made by executives* 是过去分词短语作后置定语, 对 *all decisions* 的范围进行了限定。在英语中后置定语使用得非常普遍。
- ...one implication is that there can be no such thing as autocratic leadership.* 可能的结果是根本没有独裁式的领导。

此句中 *that* 引导的表语从句用来说明主语 *one implication* 的具体情况和内容。
- This is because most of the critical work we do today is to make decisions, solve problems and think creatively.* 这是因为我们今天所做的大多数重要工作就是进行决策、解决问题和进行创造性思维。

此句中 *we do today* 是一个省略了关系代词 *that* 的定语从句, 修饰限定了 *the critical work*。之所以省略关系代词, 是因为它是从句里谓语动词 *do* 的宾语。
- We need a concept of management that makes it nurturing, supportive, coaching and developmental.* 我们需要一种管理理念, 此种理念培养、扶植、指导和发展我们的管理工作。

此句中 *that* 引导的定语从句修饰限定了 *a concept of management*。
- We can't live without good management.* 没有良好的经营管理, 企业就无法生存。

此句是一个 *can not* 和 *without* 构成的双重否定句。这类句子形式虽为否定, 实则表示强烈的肯定语气。
- On a personal level, how could you make best use of your time and your life if you didn't set priorities and invest your time wisely?* 在个人层面上, 如果你没有明智地优先设置和利用时间, 你怎么能更充分地利用时间, 让你自己生活得更好?

if 引导的将来时虚拟语气, 是表示对将来实现的可能性很小或不确定的假设。从句的谓语形式用一般过去式或用 *were to/should+ 动词原形*, 主句用 *would/should/could/might+ 动词原形*。
- Similarly, the world is so complex that nothing is possible without the coordination of large numbers of people.* 同理, 这个世界错综复杂, 没有大量的管理人员我们没法做任何事情。

此句中 so...that... 结构表示“如此……以至于”，so 后跟形容词或者副词，that 后引出结果状语从句。

Reading Comprehension

I. Answer the following questions according to the text.

1. What is the definition of management?
2. What is the goal of the management?
3. What do the effective managers need to know?
4. What method does the Japanese business use in early 1980's?
5. Why can't we live without good management in this society?

II. Choose the best answer to each of the following questions according to the text.

1. Which of the following is not true?
 - A. The goal of management is to get the most out of resource.
 - B. Management covers self-management and managing people.
 - C. Management refers to add the most value or get the best return.
 - D. The function of management and leadership is different.
2. What can we know from paragraph 3?
 - A. All decisions made by executive can be seen leadership.
 - B. The aim of leadership is influence followers.
 - C. The senior executive's decision to change direction is a way of leadership.
 - D. There is no similarity between leadership and management.
3. What should the managers invest according to the author?
 - A. People.
 - B. Material and a budget.
 - C. Their own time and energy.
 - D. All above include.
4. What should an effective manager know?
 - A. Delegation is enough in today's knowledge driven world to get work.
 - B. Manager's facilitators are making decision.
 - C. Most of the work we do today is mental work.
 - D. Ineffective managers do much of their own thinking.

5. Who is supposed to be the writer of the passage?
- A leader.
 - A student.
 - A journalist.
 - A professor.

Vocabulary and Structures

Match the definition in Column B with the words in Column A.

Column A	Column B
1. attempt	A. giving a lot of time, effort, or attention to one particular thing
2. oriented	B. to encourage or help an activity to begin or develop further
3. concept	C. a possible future effect or result of an action, event, decision etc.
4. stimulate	D. the action of giving work to someone else so that they are responsible for part of what you normally do
5. implication	E. based on what is generally done or believed
6. delegation	F. harmful, unpleasant, or not wanted
7. conventional	G. an idea of how something is, or how something should be done
8. negative	H. an act of trying to do something, especially something difficult

Text B

Pre-reading Task: Answer the following questions before reading the text.

1. What should you do to be a leader?
2. Which skill do you think is most important to be a leader?
3. Why is it important to work with a team?

True Leadership and Teamwork

Essential to the modern manager are skills that include the ability to work with other **functional** talents in teams and to lead, not by the authority of command, but that of expertise. Team leadership, **paradoxically**, includes knowing when to hand over leadership responsibilities to others therefore allowing their

functional *adj.* 功能的

paradoxically *adv.* 自相矛盾地