

研究生英语
系列教程

总策划 / 施 欣 周迎春

总主编 / 吴建国

总主审 / 郑立信 左晓岚

英语精读教程

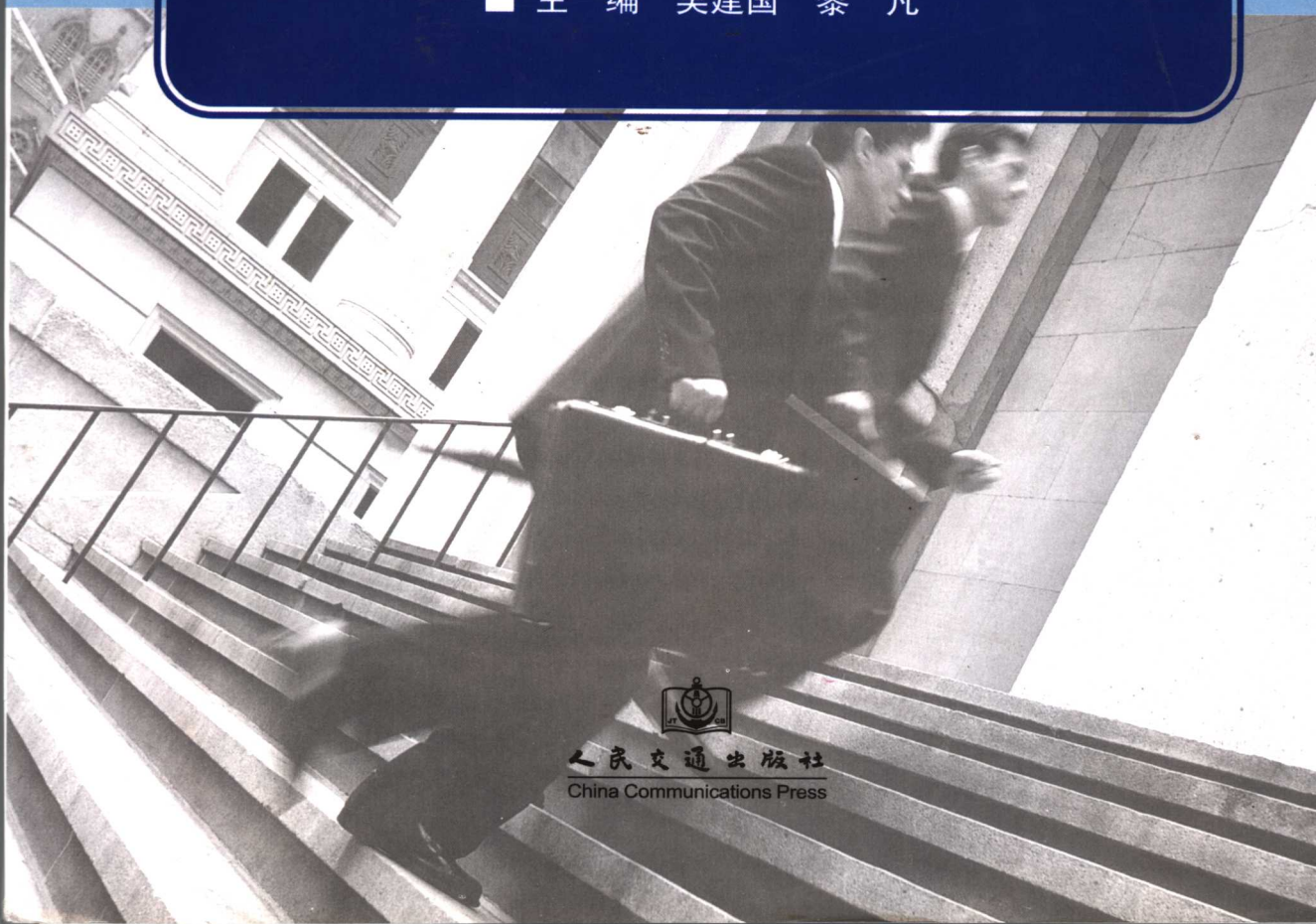
English Intensive Reading Course
For Graduate Students

■ 主 编 吴建国 黎 凡



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内 容 提 要

本书是《研究生英语系列教程》的分册之一,共分 15 个单元,每个单元由三大模块组成,即课文一、课文二和语言运用。课文一和课文二的选文经过认真细致的筛选和改编,其特点是:内容新颖,题材广泛,难度适中。语言运用部分为结合课文设计的练习题,通过这些练习题可以使读者提高对课文的理解。

本书可供交通运输、国际航运、物流管理、物流工程专业研究生使用。

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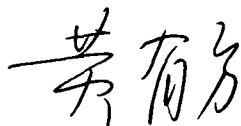
中国的经济发展要融入世界经济的主流,中国的企业要在更大的范围和更深的程度上参与经济全球化的进程,应对日趋激烈的国际竞争的挑战,这就是我们所面临的不可避免的现实。新的发展态势、新的经济格局,必然会对我国高等教育的发展提出新的要求。如何适应人才市场的需求,积极而有效地探索和改革传统的培养模式,促进科研开发的国际合作,已成为高等教育,尤其是研究生教育的一项紧迫任务。

众所周知,我国的交通运输、国际航运、物流工程与管理,以及国际经济与商务等领域近年来发展迅速,正方兴未艾。这些领域的发展需要我们从速加快培养和造就出大量的能够了解这些领域的国际竞争趋势、掌握最新信息、熟悉各种“游戏规则”、既具有较高的专业素质又具有很强的外语能力的专业技术人才。正基于此,在研究生层次的培养上,探索新的外语教学理念、改革传统外语教学模式、使专业研修与外语技能的培训紧密结合的任务才显得尤为紧迫。

由吴建国教授担任总主编、郑立信教授担任总主审的这套《研究生英语系列教程》,较好地体现了新的教学理念和研究生培养模式的特点:既突出专业的相关性,又强调英语语言技能的应用型的培养和训练;既重基础,又有拔高;既有时代感和针对性,又不乏对人文素养的关怀。这是因为编者具有独到的眼光和对工作高度负责的态度,精心选出的材料内容广泛,积极新颖,融知识性和可读性于一体。值得一提的是,该教程各分册在体例设计上都是以学习者为中心来安排的,强调学员、教员、编者以及文本之间的相互作用和相互影响,充分体现了注重知识输入的同时更注重知识的输出这一教学原则。相信学习者通过这套教程的学习,可获得双重的收效:提高综合运用英语语言的能力,掌握获取专业信息的能力。

融世界之先进,创中华之新奇。当前,各行各业都在快速发展,无论是新兴产业还是传统产业,都显示出勃勃生机。尤其是在物流、航运、商务等国际性服务业领域里,新的理论、新的规则、新的运作方法不断推陈出新,日新月异。随着中国的日益强盛,世界已把目光转向了中国,而中国也需要融入世界经济和文化的发展潮流。在这样的历史时期,我们更需要脚踏实地研究和探索适合时代发展特征的新的教学理念,转变传统的外语教学模式,在严峻的挑战中寻找找到发展和促进外语教学的新的机遇,努力为社会培养和造就出一大批适合于行业需要的、外语水平较高的专业技术人才。

我是一名英语爱好者,长期以来一直坚持不辍地学习、练习。我的体会是,只要肯学,敏于猎奇,勤于追踪,敢于突破,善于总结,就一定会有所收获。于是,一名英语学习者就能做到开卷有益,从一部优秀教材中学到许多从别的书本里学不到的东西,得益之多,往往会超出编著者的期望。相信这套教程也会使学习者受益良多,并学以致用。值此系列教程即将付梓之际,谨缀数语如上,是为序。



博士 教授 博士生导师

上海海事大学副校长

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2007 年 6 月

前 言

随着我国研究生教育规模的不断扩大和培养模式多样化的发展趋势,以行业需要为特点、与国外名校联合办学的硕士学位研究生培养模式,以及各类工程管理硕士和 MBA 项目,已成为我国高等院校一个很具潜力的发展方向。这种培养模式不仅要求学员具有较高的素质、较新的行业管理知识和较强的从事实际工作的能力,对外语实际应用能力的要求显得尤为突出。本《研究生英语系列教程》正是为了满足此类研究生英语教学的需求而编写的。

本《研究生英语系列教程》的编写以《研究生英语教学大纲》以及研究生培养模式的特点和要求为依据,突出知识性和实用性,强调语言应用能力的培养,同时兼顾到语言基础的训练和巩固。本系列教材共由 5 个分册组成:即《英语精读教程》、《英语泛读教程》、《英语口语教程》、《英语听力教程》和《英语写作教程》。各分册之间既具有密切的横向联系,又各有其鲜明的特色和侧重。内容涵盖了交通运输、国际航运、物流管理、物流工程、国际商务等相关领域。本系列教程各分册均为 15 单元,各分册所选材料均具有积极的思想意义,富有时代感,具有较强的可读性和可接受性,且便于操作。

本系列教程的编写原则基于两个前提:(1) 语言学习是一种积极和互动的过程;(2) 语言材料的合适选取应有利于激发学习的积极性,有利于学以致用,提高效率。各分册共同具有的主要特点如下:

1. 选材新颖,内容丰富,题材广泛,有利于拓宽学员的知识面和视野;
2. 语言规范,难度适中,针对性强,适合学员的实际水平,符合研究生外语教学的要求;
3. 内容实用,循序渐进,重视基础,有利于学员掌握语言技能,并为以后的学习和从事实际工作打下较坚实的基础;
4. 本系列教程主要适用于交通运输、国际航运、物流、MBA、工程类的研究生,也可适用于其他各相关专业研究生以及相关企事业单位在职人员的培训。

编写本系列教程的指导思想是:“以学习者为中心”,强调读者、编者、课文和教员之间的互动作用,目的在于能使学习者通过较科学的语言习得规律,结合自己的行业知识和亲身经历,运用英语这一交流工具来准确地表达自己的思想,或做出及时而又正确的判断,从而达到能全面提高英语实际应用能力和综合素质的效果。

担任本系列教程各分册主要编写工作的人员均为长期从事高校英语教学并具有较丰富的从事实际工作经验的教授或副教授。尽管本系列教程中的部分内容已在实际教学或培训中使用过两至三年,且效果颇佳,但他们仍深感缺少新颖而又系统化,且用起来顺手的教材的苦恼,是以萌发了编写本教程的念头。在长达近两年的编写过程中,他们密切合作,集思广益,相互沟通,使得各分册在总体框架下既互有衔接,又各具特色,形成一个有机整体。因此,本系列教程既可配套使用,又可按具体培训目标独立选用。

担任本系列教程主审工作的是著名语言学家、词典编纂家郑立信教授和左晓岚博士。他们不仅仔细审读了书稿,还提出了很多富有建设性的宝贵意见。此外,本系列教程的编写工作得到了上海海事大学领导的关心和支持,尤其得到了交通运输学院领导的鼎力襄助和 MTE 项目部的全程指导和管理以及全力以赴的协助。人民交通出版社的闻亚伦同志为本系列教程的编写和出版也给予了极大的鼓励和支持。我们谨在此向他们致以诚挚的感谢。

由于水平所限,书中如有错误、欠妥之处,诚请同行专家、教授和使用者批评指正。我们希望本系列教程能对提高研究生英语教学的层次,以及提高行业性教材建设和基础学科建设的层次起到一定的促进作用。

吴建国
上海海事大学
2007 年 6 月 21 日

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编者的话

本书系《研究生英语系列教程》中的一个分册,严格按照《研究生英语教学大纲》的要求编写,可供交通运输、国际航运、物流管理、物流工程、MBA 以及工程类研究生或具有同等英语程度的人员使用。

本教程的编写参考和吸收了国内外研究生英语教材的编写原则和特点,根据研究生培养模式的要求,突出知识性和实用性,强调语言应用能力的培养,同时兼顾到语言基础的训练和巩固。本教程具有以下特点:

1. 注重培养“预读”能力。为加强对课文的理解,每篇阅读课文前均配有关键词(Key Terms)和相关问题(Questions),引导学员针对课文涉及的话题进行阅读前的分析和讨论(Anticipation)。“预读”能力是重要的阅读技巧,是有效阅读的前提。学习者可通过“预读”法来预测作者的观点,克服盲目阅读,提高理解能力。同时,“预读”也是一种教学手段,为学员提供了口语表达的机会,可以增强记忆,活跃课堂气氛。

2. 强调选文的质量。作为英语精读教程,课文的质量极为重要。本教程所选课文均出自近年来出版的国内外图书、专业期刊和杂志,经过精选或改编而成,涵盖交通运输、国际航运、物流工程与管理、国际商务、谈判实务、企业文化等领域。内容新颖、健康,具有时代感,可读性和可接受性强,力求使学员在提高英语语言技能的同时,掌握获取专业信息的能力。选文在篇幅和难度上也略超出同类教材,这主要是考虑到目前我国研究生的英语水平总体上已经有了较大幅度的提高,需要相应的教材以满足需求。

3. 重视“人文素质”的培养。人文知识的学习和文化素养的培育近年来倍受关注,在外语教学中有着特别的意义,也是本教程突出强调的内容。除融入相关素材作为课文外,本教程在编写体例上还通过关键词和语篇练习的形式介绍西方社会文化背景知识,课文中出现的人文地理知识也以注释的方式加以说明。

4. 注重语言学习的主动性。本教程在编排上力求注重语言运用能力的培养,以发挥学员的主动性。阅读是读者、编者和作者互相作用和影响的过程,读者的积极参与是提高理解能力和阅读速度的关键。读者通过阅读来扩大词汇量,获得语言和文化信息,再结合自身的阅读体验,对作者的观点、文章的要点以及语言细节加以分析和评判,得出明确的结论,以此提高阅读理解能力和口、笔头表达的逻辑思维能力,从而达到整体提高英语语言能力的目的。

《英语精读教程》的编写以这些特点为导向,对课文中的重点、难点和要点进行了细致的分析、解释和点评,以帮助读者加深对课文的理解,正确掌握语言的使用技巧和方法,以期达到有效和主动学习的目的。

本教程共有 15 个单元,每个单元都由课文一、课文二和语言运用三大模块组成,具体编排如下:

1. 课文一(TEXT I):课文一是每个单元的重点,由预读、正文、注释、词汇和课文检测题 5 个部分组成。预读部分(Anticipation in Action),包含关键词(Key Terms)和启发性问题(Questions)。关键词一般为课文中讨论的重要概念,具有一定的专业性。预读的目的是让学生在阅读前就课文中可能出现的内容进行充分的讨论,为有效阅读打好基础。

课文语篇的长度在 800 ~ 1800 词不等,题材广泛,内容新颖,语言规范,难度适中,有利于知识面和视野的拓宽。课文注释以文化历史背景、人名和地名为主,力求准确,言简意赅。课文配有详细的生词表,释义明确,使用方便。课文之后的阅读理解题(Comprehension Check)和词汇检测题(Vocabulary Check),紧扣课文,形式多样,用于检查阅读理解能力和词汇的掌握情况。

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Unit One

Text I

Competence and Competitive Advantage

By Terence Brake ^[1]

Anticipation in Action: Here are a few key terms from the text followed by anticipation questions. Please define the terms and answer the questions.

Key Terms:

1. cultural barriers
2. cross-cultural studies
3. P&G
4. Burger King
5. comparative advantage
6. bottom line
7. political correctness
8. added value

Questions:

1. What is culture? What is your understanding of the importance of cross-cultural exchanges and communications?
2. What do you think is the relationship between understanding cultures and doing business across cultures?
3. What are your primary cultural orientations? How do you account for the differences between different cultural orientations?
4. In what ways do you think your mainstream culture is changing? Please name some of the primary factors that have caused these changes?

Thomas Jefferson^[2] once said, "The merchant has no country." Jefferson, like many others of his and our times, made the erroneous assumption that business is business wherever it is conducted. Commerce in this view is perceived to be a universal superstructure into which men and women can step at will without carrying the very heavy cultural baggage of their own society. This assumption rests on three dubious premises: (1) The culture of money and profit transcends national or regional boundaries. (2) The language of bottom-line profitability is

recognized across the globe. (3) A good deal is a good deal from New York to Beijing to Bogotá^[3].

On a superficial level, all three premises have some credence. But as we expand trade across new borders, form strategic alliances and joint ventures with foreign partners, and develop new relationships with overseas suppliers and distributors, we are learning—although still very slowly—that *culture matters*, that business is not an activity that cut across cultural boundaries easily. If Jefferson resided in the White House^[4] today and made the same remark, he would undoubtedly receive telephone calls, faxes, E-mails and cables from CEOs, executives, and managers from around the globe saying, “Think again, Dear President.”



London's Chinatown, near Leicester Square

Many international companies are learning to integrate cultural competence into their competitive strategies. Take, for example, Procter & Gamble (P&G). They first entered the Japanese market in 1973 and had lost \$200 million by 1987. Entering the market with their American goods and American-style advertising just didn't work. P&G then turned Japan into its second biggest market after Germany with over \$1 billion in sales for the year ending June 30, 2000. The company now sells over twenty products in Japan, including the number one brand in seven categories: disposable diapers, liquid laundry detergent, fine fabric detergent, acne treatment, adult incontinence diapers, feminine hygiene products, and laxatives.

While many Western companies have shied away from entering the Japanese market, P&G decided to *unlearn*^[5] their primarily American and European business practices and to explore doing business from a different viewpoint. P&G came to understand that advertising that knocks the competition is offensive to the Japanese, who value harmony and avoid direct conflict. They found that product performance is a top priority for the Japanese customers, who place a lower premium on price than do customers in the United States. They also discovered how to adapt their products to the space constraints of Japanese homes^[6]. And they quickly realized that the Japanese are also very company conscious and are quick to relate a product to the image and reputation of the company. Paying close attention to the Japanese culture and market transformed P&G's performance.

The company currently is continuing to focus on learning how to do business internationally. Its 2003 restructuring announcement was not only aimed at reducing the levels of management and simplifying the business, but was also directed at increasing the company's ability to further tap into overseas markets

such as China and Eastern Europe. In fact, the restructuring plan was titled “Strengthening Global Effectiveness”.

50 As we have seen, focusing attention on culture can dramatically improve effectiveness by means of enhancing creativity and innovation, productivity, problem solving, communication, customer responsiveness, planning, organizing, and so on.

If ignored, culture may have the opposite effect and inhibit competitiveness by alienating customers, destroying workforce cohesiveness, and degrading efficiency and effectiveness. For example, an insurance company from the United Kingdom took ownership of a 50 percent stake in three Italian companies in 1999. The policies of these three companies were altered to create standardization throughout the enterprise. The venture suffered a pretax loss of approximately 55 \$90 million in just over a year.

No company can afford to neglect the cultural context of doing business, and no manager has the luxury of ignoring cultural differences. The challenge is to build synergy from what sets us apart. As Edward T. Hall^[7] said about the human race in general, but which can also be applied to business specifically, “The 65 future of the human race lies in maintaining its diversity and turning that diversity to its advantage.”

In response to the increasing internationalization of business activity, and the growing awareness of the power of the cultural factors, many companies are developing initiatives to train managers in intercultural competence and global 70 management.

Many business schools in the United States and Europe are increasingly focusing MBA programs on the international marketplace. Schools like the Institut Europeen d’Administration des Affaires (INSEAD) near Paris, the London Business School (LBS), and the International Institute for Management 75 Development (IMD) in Lausanne, Switzerland, are among the elite business schools attracting students with eyes on the global economy. One recent project at LBS involved a team of students assigned to Burger King’s London headquarters. Burger King wanted to expand its European operations, and the students were assigned to develop a business plan to “spread the Whopper from Piccadilly to Prague^[8]”. Harvard is just finishing a review of its MBA curriculum. “The whole internationalization thrust is becoming a very dominant theme in our review,” says Harvard professor Christopher A. Bartlett. The University of Pennsylvania’s Wharton School and Columbia Business School have already reworked their programs to reflect the challenges faced by managers in the global market.

85 As companies seek to recruit and develop professionals who can transfer their skills across cultural boundaries and relate to customers, suppliers, and distributors with different conceptions of *how the world works*, we need to bring the

issue of cross-cultural competence to the top of the competitive agenda. Cultural competence is no longer a nice skill to have; it is an economic necessity. We have been successful in developing the hardware of increased globalization; for example, computer and communication technologies, transportation methods, and flexible manufacturing systems. Our weakness has been in developing individuals with the flexibility and knowledge needed to maximize the value of the cultural capital available to the organization.

Open, receptive attitudes built on curiosity and a willingness to undertake continuous learning are the foundation for developing cultural competence. In turn, these attitudes facilitate the development of self and other awareness. To become useful, however, awareness needs to be grounded in knowledge of culture (general and specific), and that knowledge needs to be translated into skills for working across cultures. By developing on all these four levels, a manager builds the confidence and ability to integrate cultural differences into new and more rewarding ways of doing business.

As we do business across the globe, we are beginning to understand the impact of culture on the formation and maintenance of comparative advantage.

Companies that are paying attention to culture are seeing the results on their bottom lines. Meanwhile, it is also important for us to understand that while we need to adapt to other cultures, we do not need to adopt other cultures. We all have boundaries we cannot cross, values we cannot violate. Our primary goal in coming to understand other cultures is not the achievement of some vague notion of political correctness, but the generation of *added value*.

(Adapted and abridged in 1173 words)

Notes

1. **Terence Brake** is President of Transnational Management Associates-USA, a leading executive development consultancy focused on managing the human challenges of globalization. His books include *Doing Business Internationally: The Guide to Cross-Cultural Success* and *DK's Successful Manager's Handbook*.
2. **Thomas Jefferson** (1743-1826) was the third US President, and one of the major authors of the Declaration of Independence and the founder of American Republican Party.
3. **Bogotá** is the capital of Colombia, as well as the largest and most populous city in the country.
4. **White House** is the executive mansion of the President of the United States, and the site of the executive branch of the U. S. government.
5. **unlearn** (unlearned or unlearnt) means aiming to discard (something learned) from

- one's memory. Its use in the sentence implies that the company has to forget or throw away its normal American or European practices in doing business in Japan.
6. **adapt their products to the space constraints of Japanese homes:** In terms of living quarters, the concept of space is strikingly different between the Americans and the Japanese. The Japanese enjoy close relationships between family members so that their living space is generally more compact and thinly partitioned while American houses are spacious and tend to be individually-oriented.
 7. **Edward T. Hall (1914-)** is a well-known American cultural anthropologist. Among his many studies, he takes a special interest in learning the differences between cultures. Some of his best ideas about cultural differences can be found in *Hidden Differences: Studies in International Communication*, *Hidden Differences: Doing Business with the Japanese*, and *Understanding Cultural Differences, Germans, French and Americans*.
 8. **spread the Whopper from Piccadilly to Prague:** The Whopper, literally "a thing that is extremely large", is the name of sandwich in jumbo size and elaborate configurations prepared by Burger King, just like the Big Mac from MacDonald. Piccadilly is a famous square in London with many trendy shops and clubs. Prague is the capital and the largest city of Czech Republic. The phrase implies that Burger King has outlets in many countries.

New Words and Expressions

erroneous	<i>adj.</i> wrong; incorrect
perceive	<i>v.</i> get to know by perceptive senses
dubious	<i>adj.</i> fraught with uncertainty or doubt; questionable
transcend	<i>v.</i> be or go beyond the range or limits of
credence	<i>n.</i> belief in or acceptance of something as true
alliance	<i>n.</i> a union or association between countries or organizations
disposable	<i>adj.</i> designed to be disposed of after use; <i>disposable towels</i>
diaper	<i>n.</i> a folded piece of absorbent material, such as paper or cloth, that is placed between a baby's legs and fastened at the waist to contain excretions
detergent	<i>n.</i> a soluble cleansing agent which combines with impurities and dirt to make them more soluble
acne	<i>n.</i> a skin condition marked by red pimples on the face
hygiene	<i>n.</i> conditions or practices that help to maintain health and prevent disease, especially cleanliness
laxative	<i>n.</i> a laxative drug or medicine that helps to stimulate or facilitate evacuation of the bowels
offensive	<i>adj.</i> causing anger or displeasure; <i>an offensive smell</i>

value	<i>v.</i>	cherish; treat something as valuable
constraint	<i>n.</i>	a limitation or restriction
simplify	<i>v.</i>	render something more simple
inhibit	<i>v.</i>	hinder or restrain (an action or process)
alienate	<i>v.</i>	lose the support or sympathy of
inhibit	<i>v.</i>	prevent or forbade; ban
cohesiveness	<i>n.</i>	the state of being together; unity
degrade	<i>v.</i>	reduce the value or level of
stake	<i>n.</i>	a share or interest in a business or situation
venture	<i>n.</i>	a business enterprise involving some risk in expectation of gains: <i>a joint venture</i>
synergy	<i>n.</i>	interaction or cooperation of two or more agents to produce a combined effect greater than the sum of their separate effects
initiative	<i>n.</i>	a beginning step or move, initial measures or policies
elite	<i>adj.</i>	selected as the best: <i>an elite school</i>
curriculum	<i>n.</i>	the subjects comprising a course of study in a school or college; (plurals) curricula or curriculums
thrust	<i>n.</i>	the essence; the point
recruit	<i>v.</i>	enroll (someone) as a member or worker in an organization
transfer	<i>v.</i>	convey or cause to pass from one person or place to another
agenda	<i>n.</i>	a list of matters to be addressed
flexible	<i>adj.</i>	able to change or be changed to respond to different situations or circumstances
facilitate	<i>v.</i>	make easy or easier
adapt	<i>v.</i>	become adjusted to new conditions
adopt	<i>v.</i>	choose to take up or follow
vague	<i>adj.</i>	misty; hazy; ambiguous
generation	<i>n.</i>	the act of generating or producing; production
shy away from		avoid having to deal with some unpleasant task
at will		as one chooses or pleases; freely without being constrained
place a premium on		regard as particularly valuable
tap into		have access to; make use of

Comprehension Check: Here are ten statements about Text I. Determine whether they are true or false based on your understanding of the text.

1. Even today there are people who still believe that commerce is a universal enterprise

- which can transcend cultural and national barriers.
2. Procter & Gamble made a loss when it first entered the Japanese market because it did not advertise effectively and continuously.
 3. P&G's final success in the Japanese market is a case in point for the argument that culture matters in international business.
 4. Standardization in the policies of its three Italian companies helped a British insurance company to avoid a loss of \$90 million in taxes.
 5. Edward Hall advised business leaders to look into the human nature and instincts for principles guiding cross-cultural business practices.
 6. Many business schools in the United States have reviewed and adapted their curricula with an eye on the challenges faced by managers in the global market.
 7. The cultural capital can be best harvested by developing individuals with flexibility and knowledge rather than the hardware of increased globalization.
 8. To be successful, a company has to adopt the culture or at least the mainstream culture of the country it expects to work in.
 9. In order to develop cultural competence, it is imperative for us to adopt an open, receptive attitude based on a willingness to learn and quest.
 10. Managers must be aware of cultural differences and be able to put that awareness into specific skills for working across cultures so as to be beneficial to their businesses.

Vocabulary Check: Without referring to the article, fill in each blank with a correct word in its proper form from the list.

receptive	transfer	vague	transcend	credence
constraint	adapt	offensive	tap	degrade

1. For a company to do business abroad, failure to realize the importance of cultural contact will _____ its efficiency and effectiveness, to say the least.
2. In the eyes of these money-minded top managers, the culture of money and profit always _____ national or regional boundaries, whether physical or psychological.
3. It is true that cut-throat competition is _____ to everyone, but that is the way with business life in this highly competitive world.
4. These Western fast food chains have learned to _____ their products to the taste constraints of the local residents.
5. Taken out of its context, the statement would lose much of its _____ and even became totally irrational.
6. Before setting up the joint venture in this African country, the leaders of the company took into serious consideration the cultural and geographic _____ which might affect the operations of the undertaking.

7. Multinational corporations are eager to recruit capable professionals who are able to _____ their skills across cultural boundaries.
8. We must make it clear to our recruiters that we need people with open, _____ attitudes built on a willingness to undertake continuous learning.
9. The _____ notion of political correctness has little to do with the generation of added value for a global business enterprise.
10. The corporation is now busy with restructuring with a view to _____ into the emerging markets in the developing world.