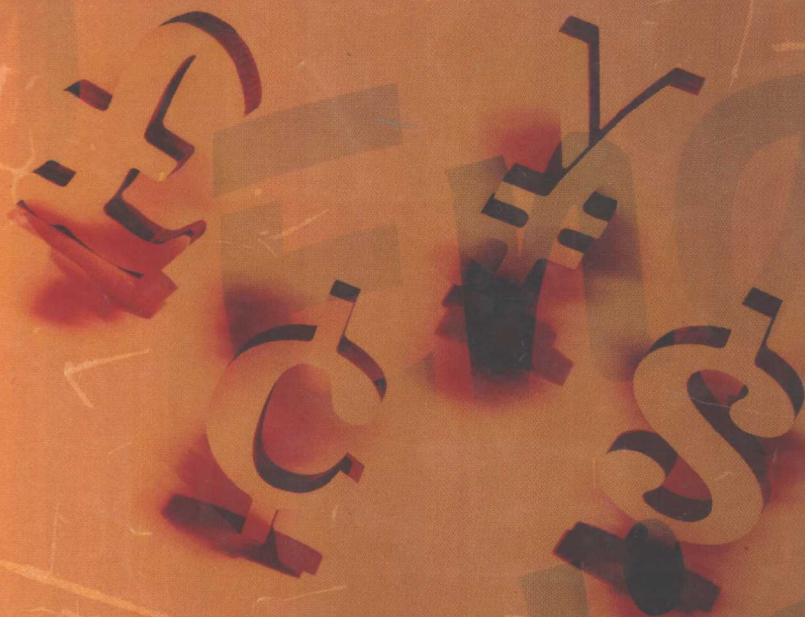


财经专业英语教程

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财经专业英语教程

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内容简介

本书选取了最新的国际经济信息和美国等国家财经领域中新的研究成果,内容包括企业管理、财务会计、管理会计、经济体制、市场营销、经济全球化、审计、税务、证券、保险、国际金融、国际经济组织、国际贸易等各个方面。每篇课文后附有难点注释、生词和术语表,配有阅读理解和常用财经单词及术语的练习;书后附有译文等附录。

本书特别注重词汇和内容的专业实用性,适合经管类各专业的专业英语教学,也可供实际工作部门的同志培训和自学时选用。

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关于本书

一、对象

本教程可作为大专院校财经类各专业的专业英语课教材、财经专业研究生的课外阅读材料,也可以供有一定英语基础的从事财经工作的人员自学使用。

二、目的与内容

本教程的编写是为了满足财经类各专业的学生了解最新国际经济动态、全面提高自身的专业英语水平、扩充专业词汇、提高阅读速度的要求,进而达到准确而迅速地筛选所需信息的水平。选材时我们尽可能兼顾材料的时效性、实用性、广泛性和前瞻性,材料内容涵盖企业管理、财务会计、管理会计、经济体制、市场营销、经济全球化、审计、税务、证券、保险、国际金融、国际经济组织、国际贸易等各个方面。

三、体例

本教材以单元为基本构件,每个单元包括:

1. Passage
2. New Words
3. Special Terms
4. Abbreviations (有的单元没有)
5. Notes to the Passage
6. Exercises to the Passage, Terms and Vocabulary
7. Passage for Reading
8. Exercise to the Passage for Reading

新单词的界定主要参考教育部制定的《大学英语教学大纲》词汇表,同时把在基础英语中相对冷僻,但在财经英语中却是常用的单词也列入其内。对新单词根据它们的使用频率标以分级记号(*为基础词汇,**为常用财经词汇,***为不常用词汇),以便在教学过程中把握重点。这样处理的结果使本教程既适合于本科院校,也适合于专科院校的财经类学生。练习的设计除了主课文和阅读材料的理解外,重点放在财经术语的反复练习上。对使用频率极高的动词也安排了足够的练习。Notes to the Passage 重点讲解长句难句,为学生课后自学提供方便。

全书最后共有五个附录:

单词表(包括阅读材料和复习课中的新单词)

英语构词法和某些重音规则

财经英语翻译技巧

主课文参考译文

读者意见反馈表

四、使用

根据《大学英语教学大纲》中大学英语学习不断线的原则,本教程可以安排在基础英语教学完成后的三个学期内完成,每学期学习五个单元,外加一个复习单元。每周两个课时,每个单元教学时间为 6 学时,每学期的总课时约 36—40 课时。每个单元正课文和阅读课文教学时间比可以是 4:2。阅读课文可以让学生自学,教师进行答疑,并指定有关段落要求学生进行翻译。为了配合教师如此安排,阅读课文的译文没有附在本书后,而将其作为教学软盘的内容之一,只向教师提供。

五、其它

为方便教学,我们将向教师提供教学软盘。软盘包括练习参考答案、教学所需的资料及期末试卷及答案。请教师填写好书后所附的“读者意见反馈表”,加盖公章,按照表下提供的地址发寄,以获取软盘;同时也便于我们更好地汲取读者意见以及时修订完善本教程。

请各位在反馈表内尽可能提供 E-mail 地址,以便迅速发送。自学者也可以通过读者意见反馈表索取练习参考答案。本书作者的 Email 地址为 songdefu@sina.com 或 songdefu@yahoo.com

六、致谢

本教程的编写得到了美国专家 Peterson 夫妇以及美国卡特彼勒公司 Spencer 和 Oberg 先生的大力支持,他们为我们解释了本教程当中的许多难点。

本教程的编写得到了张强华副教授的大力帮助,在使用 Foxpro 处理词汇表方面张教授给予了技术方面的具体指导;另外彭城大学图书馆马聪老师在提供资料方面给予了许多方便。

在此,谨向他们一并表示衷心的感谢!

编者

2001 年 2 月

目 录

[1] Unit 1

- [1] Passage **What Does It Take to Become a Successful Manager**
- [10] Passage for Reading **Learning to Manage**

[13] Unit 2

- [13] Passage **Attributes of Success**
- [24] Passage for Reading **Total Quality Management**

[29] Unit 3

- [29] Passage **Why Leadership Is Important**
- [37] Passage for Reading **Mastering Yourself**

[42] Unit 4

- [42] Passage **The Goal of Financial Management**
- [48] Passage for Reading **The Agency Problem and Control of the Corporation**

[53] Unit 5

- [53] Passage **Responsibilities for the Accounting Communication Process**
- [61] Passage for Reading **Management Responsibility and the Demand for Auditing**

[66] Unit 6

- [66] **Revision (I)**

[74] Unit 7

- [74] Passage **Basic Types of Socioeconomic System**
- [82] Passage for Reading **Changing Socioeconomic System**

[87] Unit 8

- [87] Passage **Economics—a Surprisingly Broad Subject**
- [96] Passage for Reading **The Discipline of Economics**

[99] Unit 9

- [99] Passage **Marketing**
- [106] Passage for Reading **Basic Tools Marketers Use**

[111] Unit 10

[111] Passage **Patents, Copyrights, and Trademarks (I)**

[121] Passage for Reading **Patents, Copyrights, and Trademarks (II)**

[125] Unit 11

[125] Passage **The 29th Annual Meeting of the World Economic Forum**

[133] Passage for Reading **Finding the Right Balance**

[136] Unit 12

[136] **Revision (II)**

[143] Unit 13

[143] Passage **The International Trade Organizations**

[148] Passage for Reading **The Evolution to the New Financial Environment**

[154] Unit 14

[154] Passage **From GATT to WTO—the Institutionalization of World Trade**

[163] Passage for Reading **The Birth of WTO**

[168] Unit 15

[168] Passage **A Brief History of the International System of Payments (I)**

[177] Passage for Reading **A Brief History of the International System of Payments (II)**

[180] Unit 16

[180] Passage **The Cashless Society (I)**

[189] Passage for Reading **The Cashless Society (II)**

[194] Unit 17

[194] Passage **Physical and Financial Capital**

[199] Passage for Reading **Prices and Returns on Equity and Debt**

[205] Unit 18

[205] **Revision (III)**

[213] 附录 1 单词表

[240] 附录 2 英语构词法和某些重音规则

[261] 附录 3 财经英语翻译技巧

[281] 附录 4 主课文参考译文

[305] 附录 5 读者意见反馈表

Unit 1

Passage *What Does It Take to Become a Successful Manager*

[Para 1] Successful managers come from a wide variety of backgrounds and possess an equally wide variety of traits and skills. No sure-fire formula exists for getting to the top of the managerial ladder, but there are at least three general preconditions for achieving lasting success as a manager: ability (A), motivation to manage (M), and opportunity (O). Together, they constitute a basic formula for managerial success (S): $S = A \times M \times O$. Notice that success depends on a balanced combination of ability, motivation to manage, and opportunity. A total absence of one factor can cancel out strength in the other two. (Hence, the use of multiplication rather than addition signs.) For example, high ability and motivation are useless without opportunity.

1. Ability

[Para 2] As used here, the term managerial ability is the demonstrated capacity to achieve organizational objectives both effectively and efficiently. Actually, today's successful manager needs a whole package of conceptual, technical, and interpersonal abilities. According to recent work by the American Assembly of Collegiate Schools of Business (AACSB), an accrediting agency, business school graduates should be able to demonstrate certain skills and personal characteristics. AACSB's package of skills and characteristics can help everyone better understand the term *ability to manage*. They include

1. Leadership.
2. Oral communication and presentation skills.
3. Written communication.
4. Planning and organizing.
5. Information gathering and problem analysis.
6. Decision making.
7. Delegation and control.
8. Self-objectivity (being aware of one's strengths and limitations).

9. Disposition to lead (a willingness and desire to lead others in new directions).

2. Motivation to Manage

[Para 3] Uplifting stories about disabled persons and adventurers who succeed despite seemingly insurmountable odds are often summed up in one word: *desire*. The same force drives successful managers. All the ability in the world will not help a future manager succeed if he or she does not possess a persistent desire to move ahead. Linda Wachner, the only woman chief executive officer of a *Fortune* 500 company (garment maker Warnaco), is an inspiring case in point. *Fortune* magazine calls her America's most successful businesswoman:

From the time she was 11 and growing up in Forest Hills, New York, Wachner knew she wanted to run something. That was the year she lay flat on her back, encased in a plaster cast from her head to her knees, the first step in a surgical procedure to correct severe scoliosis. Hardly able to move and facing the possibility that she would never walk again, Linda became determined that whatever she did in life, she would call the shots—not doctors, or parents, or physical therapists. “The focus I have today comes from when I was sick,” she says. “When you want to walk again, you learn how to focus on that with all your might, and you don’t stop until you do it.”

That brand of determination was evident from the first day Wachner hit the job market in 1966. After graduating at age 20 from the University of Buffalo with a bachelor's degree in business administration, she landed at Associated Merchandising Corp., the New York City, buying arm of Federated and other department stores. Her pay: \$ 90 a week.... [A former boss] remembers her: “Linda used to come flying through my door every morning hitting me with ideas on how we could run the business better. She wanted to tell our manufacturers how they could do more business with the stores.”

[Para 4] Until the mid-1960s, this kind of desire was an intangible trait that could be measured only subjectively. Then a management researcher named John B. Miner developed a psychometric instrument to measure objectively an individual's motivation to manage. Miner's test, in effect, measures one's desire to be a manager.

[Para 5] **The Seven Dimensions of Motivation to Manage.** Miner's measure of motivation to manage is anchored to the following seven dimensions:

1. Favorable attitude toward those in positions of authority, such as superiors.
2. Desire to engage in games or sports competition with peers.
3. Desire to engage in occupational or work-related competition with peers.
4. Desire to assert oneself and take charge.
5. Desire to exercise power and authority over others.
6. Desire to behave in a distinctive way, which includes standing out from the crowd.

7. Sense of responsibility in carrying out the routine duties associated with managerial work.

The higher the individual scores on each trait, the greater is the motivation to manage. (Although the complete instrument is not given here, you can readily gauge your own motivation to manage as low, moderate, or high.) Miner's research indicates that this concept can accurately predict how fast and how far one will move up the hierarchy.

[Para 6] Motivation to Manage among Business Students. Miner and his colleagues went on to track motivation-to-manage scores for business students at two major U. S. universities over a twenty-year period and came to some interesting conclusions. First, although the steady decline of motivation to manage during the 1960s and early 1970s had stopped, students' motivation to manage still was very low. Generally speaking, students continued to show a distaste for authority, competitiveness, assertiveness, and routine managerial duties. Miner believed this situation foreshadowed a shortage of managerial talent over the coming years. A second conclusion was that female students no longer lagged behind their male counterparts in motivation to manage.

[Para 7] More recently, Miner's research has focused on international differences in motivation to manage. His student samples from Mexico, Japan, China, and Korea, all scored consistently higher than did his samples from the United States. Miner perceives this pattern as a potential threat to America's global competitiveness.

3. Opportunity to Manage

[Para 8] Judging from headlines in recent years about corporate downsizings, middle manager layoffs, and the dramatic scaling back of the U. S. defense industry, students might be tempted to throw up their hands in frustration over the prospect of ever landing a management position. Indeed, from the perspective of large American companies, the market for managers has tightened considerably since the 1980s. But the broader picture presented by Business Week, seemingly gloomy at first glance, offers hope for future managers:

In the U. S. some 13.5 million workers in private industry are classified as executives, administrators, and managers, and most are employed in the service sector—the focus of intensive restructuring in recent years. The upshot is that managerial jobs, which surged at a 5.6% annual rate from 1984 through 1989, have shown no net growth at all since then—eliminating about 2.25 million jobs that would have been created if the earlier growth trend had been maintained.

Even though the growth rate for the managerial slice of the U. S. labor pie slowed and even shifted into reverse during the early 1990s, it still is a huge slice: 13.5 million managers! Normal turnover—through deaths, retirements, and career changes—will open millions of managerial positions in the years ahead. Anticipated economic growth will create additional managerial

MAE 13/18

opportunities.

[Para 9] Significantly, the statistics in the preceding quote tell only part of the story for managerial job seekers. Not counted among the 13.5 million are the millions of administrators and managers in military, government, and nonprofit organizations. Also, there is the mushrooming small-business sector. One quick way to become a manager is to start your own business.

[Para 10] Despite periodic ups and downs in job markets, there will continue to be a worldwide need for those with the right combination of ability and motivation to manage. The time to start working out your own $S = A \times M \times O$ formula is now.

New Words

*	trait	n.	特性,特征
*	surefire	adj.	确定的(只作定语)
*	motivation	n.	动机;动力
*	multiplication	n.	乘法
*	conceptual	adj.	思维的,抽象的;概念的
*	interpersonal	adj.	人际的;交际的
*	assembly	n.	集会
* * *	collegiate	adj.	专科学校的;学院的;大学的
* * *	accredit	vt.	委派出任
*	presentation	n.	赠送;引见;介绍;呈现
*	delegation	n.	派遣
*	objectivity	n.	客观
*	disposition	n.	倾向
*	uplifting	adj.	使人振奋的
* * *	insurmountable	adj.	不能克服的
*	odds	n.	有可能出现的麻烦事
*	garment	n.	服装
*	encase	vt.	包围;包裹
*	plaster	n.	灰泥;石膏
*	cast	n.	浇铸
*	surgical	adj.	外科的
* * *	scoliosis	n.	脊柱侧凸
*	therapist	n.	治疗者
*	brand	n.	商标;烙印;印记
* *	merchandise	n.	商品;货品
		vt.	劝人购物

*	intangible	adj.	无形的;无法接触的
* * *	psychometric	adj.	心理测量的
* *	dimension	n.	度量方法
*	anchor	n.	锚
		vt.	抛锚;依靠
*	favorable	adj.	赞同的
*	superior	n.	上级,长官
*	peer	n.	同龄人;同等地位的人
* * *	gauge	vt.	估计,判断
		n.	方法,手段;标准
*	hierarchy	n.	等级制度;领导层
*	assertiveness	n.	断定
* *	foreshadow	vt.	预示
*	headline	n.	标题
* *	downsize	v.	减小;减少
* *	layoff	n.	下岗,失业期间
*	frustration	n.	灰心
*	perspective	n.	观点,看法;视角;
*	gloomy	adj.	黑暗的,昏暗的
* * *	restructuring	n.	重新组建
*	upshot	n.	结局
*	surge	vi.	上升
*	turnover	n.	移交
*	anticipate	vt.	预见
* *	mushroom	vi.	迅速生长

注: * 为基础词汇 * * 为常用的财经专业词汇 * * * 为非常用词汇 + 为地名。以下各单元同

Special Terms

motivation to manage	管理动机
an accrediting agency	授权机构
organizational objective	管理目标
a whole package of	全面的.....
oral (written) communication	口头(书面)交流
presentation skill	交际技巧
self-objectivity	自知之明
disposition to lead	领导倾向
chief executive officer	首席执行官

a Fortune 500 company	《财富》500 强企业之一
job market	劳务市场
business administration	企业管理
dimensions of motivation to manage	管理动机的度量方法
favorable attitude	赞同态度
assert oneself	坚持自己的权利,显示自己的权威
sense of responsibility	责任感
show a distaste for	表现不喜欢.....
corporate downsizing	公司滑坡
defense industry	国防工业
private industry	私人企业
career changes	跳槽
managerial position	管理岗位
job seeker	求职者
nonprofit organization	非赢利组织

Abbreviation(s)

AACSB the American Assembly of Collegiate Schools of Business 美国盎瑟贝商学院

Notes to the Passage

- [Para 1] A total absence of one factor can cancel out strength in the other two.
 管理成功的公式里共三个要素,如果其中的一个是零的话(即 a total absence),那就会取消(cancel out)另外的两个要素的力量之和(strength in the other two)。
- [Para 2] ... the term managerial ability is the demonstrated capacity to achieve organizational objectives both effectively and efficiently.
 本句中的 effectively 和 efficiently 由于拼写、读音、意义三相近,因此很容易混淆。effect, effective 和 effectively 表示的是“效果”,典型的如吃了某种药是否有 effect。而 efficiency, efficient 和 efficiently 表示的是“效率”。因此汉语的“成效”把 effectively 和 efficiently 两者都包括了。此句译成“用在这儿的管理能力这个概念要具体表现在有成效地实现组织目标的能力上。”
- [Para 2] ... today's successful manager needs a whole package of conceptual, technical, and interpersonal abilities.
 a package of... 原意是“一包.....”,这儿的“a whole package of ... abilities”表示的是如今一个成功的管理者所需要的一组能力。
- [Para 3] Fortune 500; Fortune magazine
 Fortune magazine 是美国著名的《财富》杂志,它每年都要根据销售量,排出 500 家销售量最

大的工业企业,称作 Fortune 500,即世界 500 强。

5. [Para 3] an inspiring case in point

case 为“例子”;in point 为“恰当的”、“切题的”,即指前面说的一个人要取得成功其关键是不不断进取的欲望。

6. [Para 3] *That was the year she lay flat on her back, encased in a plaster cast from her head to her knees, the first step in a surgical procedure to correct severe scoliosis.*

本句讲的是 Linda Wachner 那年正是她为矫正她的严重的脊柱侧凸外科手术的第一步而让医生从头到膝盖打上了石膏。“lie flat on one's back”意思是“平躺着”。

7. [Para 3] *Linda became determined that whatever she did in life, she would call the shots—not doctors, or parents, or physical therapists.*

本句的难点是美国的非正式成语“call the shots”,它的意思是“to give orders; be in charge; direct; control”即“颁布命令;领导统御;指挥有道”。破折号后,将 call 转向正常意思,“speak or shout sb.”即“叫喊某人”,这是作者的语言技巧,巧妙地表现了 Linda 决心从事管理,而不是有难题就叫大夫、父母或医务专家。

8. [Para 3] *she landed at Associated Merchandising Corp, the New York City, buying arm of Federated and other department stores.*

“land at...”表示她落脚在这一家联合商业公司;buying arm 即 buying department“采购部”;federated department store 即 joint department store“联合百货商场”。

9. [Para 5] ... you can readily gauge your own motivation to manage as low, moderate, or high.

“gauge ... as ...”的意思是“把.....估定为.....”,这儿说的是,尽管 Miner 的测定方法没有作全面介绍,但根据这七条,你已经可以自测一下自己的管理动机是弱、一般,还是很强。

10. [Para 8] *Judging from headlines in recent years about corporate downsizings, middle manager layoffs, and the dramatic scaling back of the U. S. defense industry, students might be tempted to throw up their hands in frustration over the prospect of ever landing a management position.*

本句开头的-ing 形式讲的是大学生们不想定位管理岗位的判断的三个依据:一是最近几年大标题报道的公司滑坡的消息,二是中等企业的管理者的失业下岗,三是国防工业突然倒退。scale 作动词可跟 up, down 和 back 等使用,表示“上升、下跌和倒退”。主句中有一个成语“throw up one's hand in ...”,介词 in 后除了这儿的 frustration(灰心),还可接 despair, horror 等,分别表示“失去希望”和“十分可怕”。本句讲的是大学生对从事管理工作丧失了希望。

11. [Para 8] ... and most are employed in the service sector—the focus of intensive restructuring in recent years, ...

前面讲到 1350 万人在私人企业从事管理工作,接着说其中的大多数受雇于服务部门(the service sector),而这些服务部门这几年正是调整的重点(the focus of intensive restructuring),言外之意:此时暂时不会招人。

12. [Para 8] Even though the growth rate for the managerial slice of the U. S. labor pie slowed and even shifted into reverse during the early 1990s, it still is a huge slice: 13.5 million managers!

句中把全美国的劳动力大军比作 pie (饼), 管理这一块就用了 slice (片) 这个单词。全句讲的是“在整个就业队伍里, 即使管理这一块增长的速度不快, 甚至在 90 年代初期减少了, 它的从业人员还是占了很大一块。”

Comprehension Exercises to the Passage

[Ex. 1] *Decide whether the following statements are true (T) or false (F) in relation to the information in the passage.*

1. Successful managers come from a wide variety of backgrounds and possess an equally wide variety of traits and skills, so they have nothing in common.
2. The use of multiplication rather than addition signs in formula for managerial success indicates that you should have a package of the three factors if you wanted to become a successful manager.
3. In formula for managerial success “A” stands for managerial ability, which refers mainly to some skills.
4. The author uses AACSB’s package of skills and characteristics to explain in detail the term ability used in formula for managerial success.
5. Motivation to manage is so important that even if a person has all the ability in the world, he or she won’t succeed if he or she doesn’t possess a persistent desire.
6. In fortune 500 companies all managers are men except Linda Wachner.
7. Linda’s determination to become a manager began to play a role when she first hit the job market.
8. An individual’s motivation to manage couldn’t be measured objectively until John B. Miner developed a psychometric instrument to measure it.
9. The author has explained in depth Miner’s measure of motivation to manage in order that the reader can measure him or herself to see whether he or she can become a successful manager or not.
10. After 1970s, more and more business students wanted to land managerial positions, esp. female students.
11. Executives, administrators, and managers can all be called managers.
12. In the author’s opinion, even though the managerial slice of the U. S labor pie becomes smaller, it could still offer millions of positions.
13. The author is worried about students’ low motivation to manage.
14. The author encourages the students to act right now if he or she wants to become a successful manager.

[Ex. 2] Complete the following sentences according to the passage:

1. In the basic formula for managerial success; $S = A \times M \times O$, S stands for _____, A _____, M _____ and O _____.
2. The term _____ is the demonstrated capacity to achieve organizational objectives both effectively and efficiently.
3. A whole package of conceptual, technical, and interpersonal abilities or AACSB's package of skills and characteristics is, in final analysis, the _____.
4. All the ability in the world will not help a future manager succeed if he or she does not possess a persistent _____ to move ahead.
5. Linda Wachner is the only woman chief _____ officer of a _____ 500 company.
6. Linda Wachner graduated from the University of Buffalo and obtained a bachelor's degree in _____.
7. Any student who wants to find a job can go to the _____.
8. Whether the students had the desire to manage, which was considered as an _____, couldn't be measured objectively until a management researcher named John B. Miner developed a psychometric instrument.
9. Miner's measure of motivation to manage is made up of seven _____.
10. Normal turnover includes deaths, retirements, and _____.

Exercises to Terms and Vocabulary

[Ex. 3] A. Match each of the following terms to the phrase or definition that is most closely related:

- | | |
|----------------------------------|----------------|
| A. manager | E. brand |
| B. possess | F. merchandise |
| C. chief executive officer (CEO) | G. competition |
| D. non-profit organization | H. layoff |

1. own, have
2. head of a department in a company
3. organization (such as a club) which is not allowed by law to make a profit
4. trying to do better than another supplier
5. make of product, which can be recognized by a name or by a design
6. sell goods by a wide variety of means, including display, advertising, sending samples, etc.
7. action of dismissing a worker for a time
8. top-level corporate official elected by the board of directors

B. Use the terms or words mentioned above to complete the following sentences. Change the form if necessary.

- _____ are exempted (免除) from tax.
- What is your favorite _____ of soap?
- There is no use in manufacturing an item unless you can _____ it.
- The recession has caused hundreds of _____ in the car industry.
- Being free to compete without government interference is called free _____.
- The _____ of a company is usually given the title chairperson of the board or president.
- He never _____ much money; but he always _____ good health.
- _____ is a person who directs an organization or a department and is responsible for the employees under his or her supervision.

[Ex. 4] Fill in the blanks with the words or terms given below. Change the forms if necessary.

precondition	opportunity	executive	mushroom
intangible	superior	competitive	exercise

- _____ assets are those which have a value, but which cannot be seen, such as goodwill, patent or trademark.
- You have to do it and no _____ should be imposed.
- She is now studying business administration but she is afraid that she won't have the _____ to manage.
- An _____ job is a job at managing something.
- As a child he had the tendency to _____ power and authority over others.
- Since the opening of the first shop new branches have _____ all over the country.
- His promotion was approved by his _____.
- What _____ price is called is low price aimed to compete with a rival product.

Passage for Reading *Learning to Manage*

Students of management are left with one overriding question: "How do I acquire the ability to manage?" This question has stimulated a good deal of debate among those interested in management education. What is the key, theory or practice? Some contend that future managers need a solid background in management theory acquired through formal education. Oth-