



经济管理高等教育“十二五”部委级规划教材

International
Trade English

国际贸易 专业英语

(第2版)

陶菁◎主编
李菁 汪婷◎副主编



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内 容 提 要

本书分4篇,20单元。第一篇分4单元,涉及国际贸易理论和基本概念,第二篇分4单元,涉及国际贸易环境,第三篇分6单元,涉及国际市场营销,第四篇分6单元,涉及进出口贸易实务。每单元分三部分,Part I 为精读材料,配有生词表和注解;Part II 为精读习题,前三篇注重语法和词汇,第四篇注重课堂思考;Part III 为拓展练习,前三篇注重阅读理解和翻译训练,第四篇注重情景对话训练。每单元最后均有因特网阅读指引和经济学名言警句,全书最后附客观题答案和生词表。本书的学习对象是全国各大学开设的国际贸易、外贸英语专业本科层次的学生,本书同样适合各种成人教育的相关专业的学生使用,也可为外贸人员培训班和企业在岗人员培训使用。

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全面推进素质教育，着力培养基础扎实、知识面宽、能力强、素质高的人才，已成为当今教育的主题。教材建设作为教学的重要组成部分，如何适应新形势下我国教学改革要求，与时俱进，编写出高质量的教材，在人才培养中发挥作用，成为院校和出版人共同努力的目标。2011年4月，教育部颁发了教高〔2011〕5号文件《教育部关于“十二五”普通高等教育本科教材建设的若干意见》（以下简称《意见》），明确指出“十二五”普通高等教育本科教材建设，要以服务人才培养为目标，以提高教材质量为核心，以创新教材建设的体制机制为突破口，以实施教材精品战略、加强教材分类指导、完善教材评价选用制度为着力点，坚持育人为本，充分发挥教材在提高人才培养质量中的基础性作用。《意见》同时指明了“十二五”普通高等教育本科教材建设的四项基本原则，即要以国家、省（区、市）、高等学校三级教材建设为基础，全面推进，提升教材整体质量，同时重点建设主干基础课程教材、专业核心课程教材，加强实验实践类教材建设，推进数字化教材建设；要实行教材编写主编负责制，出版发行单位出版社负责制，主编和其他编者所在单位及出版社上级主管部门承担监督检查责任，确保教材质量；要鼓励编写及时反映人才培养模式和教学改革最新趋势的教材，注重教材内容在传授知识的同时，传授获取知识和创造知识的方法；要根据各类普通高等学校需要，注重满足多样化人才培养需求，教材特色鲜明、品种丰富。避免相同品种且特色不突出的教材重复建设。

随着《意见》出台，教育部及中国纺织工业联合会陆续确定了几批次国家、部委级教材目录，我社在纺织工程、轻化工程、服装设计与工程等项目中共有多种图书入选。为在“十二五”期间切实做好教材出版工作，我社主动进行了教材创新型模式的深入策划，力求使教材出版与教学改革和课程建设发展相适应，充分体现教材的适用性、科学性、系统性和新颖性，使教材内容具有以下几个特点：

坚持一个目标——服务人才培养。“十二五”普通高等教育本科教材建设，要坚持育人为本，充分发挥教材在提高人才培养质量中的基础性作

用,充分体现我国改革开放 30 多年来经济、政治、文化、社会、科技等方面取得的成就,适应不同类型高等学校需要和不同教学对象需要,编写推介一大批符合教育规律和人才成长规律的具有科学性、先进性、适用性的优秀教材,进一步完善具有中国特色的普通高等教育本科教材体系。

围绕一个核心——提高教材质量。根据教育规律和课程设置特点,从提高学生分析问题、解决问题的能力入手,教材附有课程设置指导,并于章首介绍本章知识点、重点、难点及专业技能,增加相关学科的最新研究理论、研究热点或历史背景,章后附形式多样的习题等,提高教材的可读性,增加学生学习兴趣和自学能力,提升学生科技素养和人文素养。

突出一个环节——内容实践环节。教材出版突出应用性学科的特点,注重理论与生产实践的结合,有针对性地设置教材内容,增加实践、实验内容。

实现一个立体——多元化教材建设。鼓励编写、出版适应不同类型高等学校教学需要的不同风格和特色教材;积极推进高等学校与行业合作编写实践教材;鼓励编写、出版不同载体和不同形式的教材,包括纸质教材和数字化教材,授课型教材和辅助型教材;鼓励开发中外文双语教材、汉语与少数民族语言双语教材;探索与国外或境外合作编写或改编优秀教材。

教材出版是教育发展中的重要组成部分,为出版高质量的教材,出版社严格甄选作者,组织专家评审,并对出版全过程进行过程跟踪,及时了解教材编写进度、编写质量,力求做到作者权威,编辑专业,审读严格,精品出版。我们愿与院校一起,共同探讨、完善教材出版,不断推出精品教材,以适应我国高等教育的发展要求。

中国纺织出版社

教材出版中心

国际贸易英语训练需要分门别类方能学以致用，出于教学需要，我们一直在为经贸类研习者与从业者寻找一本合适的精读教材，以满足综合分析贸易经济问题的需要。本书为精读用书，课程的材料包括国际贸易学、市场营销、国际贸易实务中的重要内容。

《国际贸易专业英语》自 2008 年起，在各院校经济类专业得到普遍使用，受到师生的广泛认同，不少院校连续至今使用该书，我们还发现，一些贸易与经贸谈判从业者把此书作为泛读材料以提高综合分析能力，2010 年本书被评为宁波大学优秀教材之一。第一版面世不久后，我们就开始准备第二版的修订和出版准备工作，期间我们收到了众多师生以及经贸实践者所提出的宝贵意见，今天，修订版终于面世，在此我们对使用和关心本书的读者表示诚挚的感谢。

本书在选材上，沿袭了第一版注重专业性、信息性、趣味性、前瞻性等特点，撤换了第一版第 8、第 15 单元的课文内容及其课后习题；修改了第一版中各单元的错误与疏漏，并对部分习题和答案做出更新。本书课文多取材于英语原版书籍和论文，并兼顾中国的相关贸易信息，全面涵盖国际贸易的核心领域，包括国际贸易理论知识、国际贸易环境、国际市场营销和国际贸易操作程序等方面的内容，力求在专业知识方面达到严谨和新颖，在语言知识方面实现规范和实用，成为一本集理论性、知识性、新颖性和实用性为一体的国际贸易英语教材。

每单元分三部分，Part I 为包括背景介绍、课文、生词等部分，Part II 为课文习题，前三篇注重语法和词汇，第四篇注重课堂思考，Part III 为拓展练习。本书练习形式多样，前三篇注重阅读理解和翻译训练，第四篇注重情景对话训练。每单元最后均有名言警句和因特网阅读指引，全书最后附客观题答案和生词表。本教材大纲由陶菁撰写，第 1 至第 8 单元由陶菁编写，第 9 至第 14 单元由李菁编写，第 15 至第 20 单元由汪婷编写。

阅读、理解、分析、组织能力是经济领域写作与深度谈判的基础。本教材内容多节选自国外原版书刊和论文，既有理论阐述也有专题评述，课后分析与讨论等习题皆围绕提高学习者在国际贸易与经济理论与实践领域

的阅读理解能力与分析能力及语言组织能力而展开。精读学习虽不能立竿见影，但实为基本功训练的重点，学习者需有执着精神，通过坚持训练以达到学习目的。

本书的对象是经贸类学生、有需要分析与交流国际贸易与经济问题的研习者、有需要进行深度商务沟通的经贸从业者和经贸谈判人员等。对全日制学生，建议学习时间为每周2~3课时，两周完成一章学习；对于自学者，建议将每章的学习时间集中控制在一周以内。本书主要用途为精读教材，但也可作为经贸从业者的泛读材料。

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Part one: Theories and Basic Knowledge of International Trade

Unit 1

Specialization and Exchange*

Resources are scarce, all economic decisions involve trade-offs. This unit shows many of the most basic ideas of economics, such as efficiency, division of labor, comparative advantage, exchange, and the role of markets.

Try to answer the following questions before and after reading the text:

—What is the basis for trade?

—How are gains from trade generated?

—How large are the gains and how are they divided among the trading nations?

—What commodities are traded and which commodities are exported and imported by each nation?

Part I Text

The three coordination tasks of any economy

In deciding how to allocate its scarce resources, every society must somehow make three sorts of decisions:

- First, as we have emphasized, it must figure out how to utilize its resources efficiently; that is, it must find a way to reach its production possibilities frontier.
- Second, it must decide which of the possible combinations of goods to produce—how many missiles, automobiles, and so on; that is, it must select one specific point on the production possibilities frontier.
- Third, it must decide how much of the total output of each good to distribute to each person, doing so in a sensible way that does not assign meat to vegetarians and wine to teetotalers.

Societies can and do make each of these decisions—which economists often refer to as how, what, and to whom—in many ways. For example, a central planner may tell people how to produce, what to produce, and what to consume, as the authorities used to do, at least to some extent, in the former Soviet Union. But in a market economy, no one group or individual makes all

such resource allocation decisions explicitly. Rather, consumer demands and production costs allocate resources automatically and anonymously through a system of prices and markets. As the formerly socialist countries learned, markets do an impressively effective job in carrying out these tasks. To see how markets can do all this, let's consider each task in turn.

The wonders of division of labor

Adam Smith, the founder of modern economics, first marveled at how division of labor raises efficiency and productivity when he visited a pin factory. In a famous passage near the beginning of his monumental book, *The Wealth of Nations* (1776), he described what he saw:

One man draws out the wire, another straightens it, a third cuts it, a fourth points it, a fifth grinds it at the top for receiving the head. To make the head requires two or three distinct operations; to put it on is a peculiar business, to whiten the pins is another; it is even a trade by itself to put them into the paper.

Smith observed that by dividing the work to be done in this way, each worker became quite skilled in a particular specialty, and the productivity of the group of workers as a whole was greatly enhanced. As Smith related it:

I have seen a small manufactory of this kind where ten men only were employed...Those ten persons...could make among them upwards of forty-eight thousand pins in a day...But if they had all wrought separately and independently...they certainly could not each of them have made twenty, perhaps not one pin in a day.

In other words, through the miracle of division of labor and specialization, the workers accomplished what might otherwise have required thousands. This was one of the secrets of the Industrial Revolution, which helped lift humanity out of the abject poverty that had been its lot for centuries.

The amazing principle of comparative advantage

But specialization in production fosters efficiency in an even more profound sense. Adam Smith noticed that how goods are produced can make a huge difference to productivity. But so can which goods are produced. The reason is that people (and businesses, and nations) have different abilities. Some can repair automobiles, whereas others are wizards with numbers. Some are handy with computers, and others can cook. An economy will be most efficient if people specialize in doing what they do best and then trade with one another, so that the accountant gets her car repaired and the computer programmer gets to eat tasty and nutritious meals.

This much is obvious. What is less obvious—and is one of the great ideas of economics—is that two people (or two businesses, or two countries) can generally gain from trade even if one of them is more efficient than the other in producing everything. A simple example will help

explain why.

Some lawyer can type better than their administrative assistants. Should such a lawyer fire her assistant and do her own typing? Not likely. Even though the lawyer may type better than the assistant, good judgment tells her to concentrate on practicing law and leave the typing to a lower-paid assistant. Why? Because the opportunity cost of an hour devoted to typing is an hour less time spent with clients, which is a far more lucrative activity.

This example illustrates the principle of comparative advantage at work. The lawyer specializes in arguing cases despite her advantage as a typist because she has a still greater advantage as an attorney. She suffers some direct loss by leaving the typing to a less-efficient employee, but she makes up more than that loss by the income she earns selling her legal services to clients.

Precisely the same principle applies to nations. Comparative advantage underlies the economic analysis of international trade patterns. A country that is particularly adept at producing certain items—such as aircraft manufacturing in the United States, coffee growing in Brazil, and oil extraction in Saudi Arabia—should specialize in those activities, producing more than it wants for its own use. The country can then take the money it earns from its exports and purchase from other nations items that it does not make for itself.

The underlying logic is precisely the same as in our lawyer-typist example. The United States might, for example, be better than Japan at manufacturing both computers and television sets. But if the United States is vastly more efficient at producing computers, but only slightly more efficient at making TV sets, it pays for the United States to specialize in computer manufacture, for Japan to specialize in TV production, and for the two countries to trade.

This principle, called the law of comparative advantage, was discovered by David Ricardo, one of the giants in the history of economic analysis, almost 200 years ago.

Specialization leads to exchange

The gains from specialization are welcome, but they create a problem: with specialization, people no longer produce only what they want to consume themselves. The workers in Adam Smith's pin factory had no use for the thousands of pins they produced each day; they wanted to trade them for things like food, clothing, and shelter. Similarly, the administrative assistant has no personal use for the legal briefs she types. Thus, specialization requires some mechanism by which workers producing pins can exchange their wares with workers producing such things as cloth and potatoes, and office workers can turn their typing skills into things they want to consume.

Without a system of exchange, the productivity miracle achieved by comparative advantage and the division of labor would do society little good. With it, standards of living have risen enormously...

Although people can and do trade goods for other goods, a system of exchange works better

when everyone agrees to use some common item (such as pieces of paper with unique markings printed on them) for buying and selling things. Then workers in pin factories, for example, can be paid in money rather than in pins, and they can use this money to purchase cloth and potatoes. Textile workers and farmers can do the same.

Words, Phrases & Terms

a central planner		中央计划者
allocation of resources		资源配置
anonymously	adv.	不具名地
authority	n.	权力机构; 职权部门
comparative advantage		比较优势
consumer demands		消费者需求
distribute	v.	分配
division of labor		劳动分工
efficiency	n.	效率
explicitly	adv.	明确地
figure out		计算出; 断定, 领会到
foster	vt.	培养; 鼓励
gain	v., n.	获利; 财富的增加, 收益
handy	adj.	敏捷的, 容易取得的, 就近的
international trade patterns		国际贸易模式
lot	n.	命运
manufactory	n.	制造厂; 工厂
marvel	v.	觉得惊奇, 大为惊异
missile	n.	导弹
monumental [mə'nju:mentl]	adj.	不朽的, 纪念碑的, 纪念物的
output	n.	产量
pay	v.	值得; 合算
production costs		生产成本
production possibilities frontier		生产可能性边界
productivity	n.	劳动生产率; 生产力
scarce resources		稀缺资源
specialization	n.	专门化
teetotaler [ti'təʊtələ (r)]	n.	禁酒主义者
the Industrial Revolution		工业革命

opportunity cost

机会成本

underlying

adj.

潜在的, 根本的

wizard

n.

奇才

Note to the text

* The text is excerpted from *Economics: Principles and Policy*, by William Baumol, Alan Blinder, Ninth Edition, Princeton University Press, 2004.

Knowledge Directory

- Adam Smith and “The Wealth of Nations”

Economics, as an organized science, originated with the publication of *The Wealth of Nations* in 1776 by Adam Smith. According to Adam Smith, trade between two nations is based on absolute advantage. When one nation is more efficient than (or has an absolute advantage over) another in the production of one commodity but is less efficient than (or has an absolute disadvantage with respect to) the other nation in producing a second commodity, then both nations can gain by each specializing in the production of the commodity of its absolute advantage and exchanging part of its output with the other nation for the commodity of its absolute disadvantage. Absolute advantage, however, can explain only a very small part of world trade today, such as some of the trade between developed and developing countries. Most of world trade, especially trade among developed countries, cannot be explained by absolute advantage.

- David Ricardo and “The Law of Comparative Advantages”

In 1817 Ricardo published his *Principles of Political Economy and Taxation*, in which he presented the law of comparative advantage. This is one of the most important and unchallenged laws of economics, with many practical applications. According to the law of comparative advantage, even if one nation is less efficient than (has absolute disadvantage with respect to) the other nation in the production of both commodities, there is still a basis for mutually beneficial trade.

Part II Exercises

1. Questions for critical thinking

- 1) What are the three basic questions that every economic system must find a way to answer?
- 2) If you were to leave college, what things would change in your life? What, then, is the opportunity cost of your education?
- 3) “A country needn’t trade with others if it is inferior at producing everything.” Do you agree with this opinion?

4) What is the international trade pattern? From the text, what determines international trade patterns of nations?

5) Think of a recent case in which the decisions of Chinese government were severely influenced by the hope of exporting certain commodities. Describe the trade-offs that were involved.

6) How would you counter the argument that the United States needs to restrict textile imports in order to save American jobs?

2. Translate the following sentences into Chinese

1) Second, it must decide which of the possible combinations of goods to produce—how many missiles, automobiles, and so on; that is, it must select one specific point on the production possibilities frontier.

2) But specialization in production fosters efficiency in an even more profound sense. Adam Smith noticed that how goods are produced can make a huge difference to productivity. But so can which goods are produced.

3) This example illustrates the principle of comparative advantage at work. The lawyer specializes in arguing cases despite her advantage as a typist because she has a still greater advantage as an attorney. She suffers some direct loss by leaving the typing to a less-efficient employee, but she makes up more than that loss by the income she earns selling her legal services to clients.

4) If the United States is vastly more efficient at producing computers, but only slightly more efficient at making TV sets, it pays for the United States to specialize in computer manufacture, for Japan to specialize in TV production, and for the two countries to trade.

5) Without a system of exchange, the productivity miracle achieved by comparative advantage and the division of labor would do society little good. With it, standards of living have risen enormously.

3. Key terms quiz

Directions: Match the following terms with the correct definition from the list that follows. After checking your answers with your teacher, restate the definition of each term in English.

division of labor

comparative advantage

efficiency

gains from trade

productivity

opportunity cost

specialization

production possibilities frontier

standard of living

absolute advantage

1) _____ the amount of output per unit of input achieved by a firm, industry, or country.

- 2) _____ getting any given results with the smallest possible inputs, or getting the maximum possible output from given resources.
- 3) _____ concentration on providing particular types of goods and services, and relying on others to provide what one does not produce.
- 4) _____ the amount of other goods and services which could have been obtained instead of any good.
- 5) _____ a diagram showing the maximum output of one good or service possible with the available resources, given the output of other goods.
- 6) _____ the improvement in welfare possible as the result of countries being able to trade with one another.
- 7) _____ the greater efficiency that one nation may have over another in the production of a commodity.
- 8) _____ one country is said to have such an advantage over another in the production of a particular good relative to other goods if it produces that good less inefficiently than it produces other goods, as compared with the other country.
- 9) _____ the economic component of people's welfare. This is often measured by consumption per head, or by consumption per equivalent adult, counting children as fractions of adults.
- 10) _____ breaking up a task into a number of smaller, more specialized tasks so that each worker can become more adept at a particular job.

4. Word study

Directions: Clarify the meanings and usages of the word in different sentences.

specialize

- 1) This shop specializes in chocolates. 这个商店专门出售巧克力。
- 2) I specialize in the sale of cotton piece goods. May I act as your agent? 我专营棉布买卖, 我可成为你们的代理吗?
- 3) He specializes in oriental history. 他专门研究东方史。
- 4) After his first degree he hopes to specialize. 他在获得第一个学位后, 希望成为专家。
- 5) Her lectures are meaningless to anyone outside her specialization. 她的讲座对任何非专业人士都没有意义。

6) It's a specialized skill. 这是门专业技术。

7) The work is highly specialized. 这工作具有高度专业性。

pay

1) It's a part-time job, but it pays well. 这是一份兼职, 但是报酬很高。

2) It pays to prepare for recession. 为经济萧条做些准备是有好处的。

- 3) We must make this factory pay. 我们必须让这家工厂赢利。
- 4) I'll pay you a visit next week. 下周我来拜访你。
- 5) He thinks he can get away with cheating me, but I'll make him pay. 他以为欺骗了我还可以逃脱, 我会让他付出代价。

make up

- 1) Pay increases will not always make up for poor working conditions. 加工资并不总能够弥补恶劣工作条件的不足。
- 2) This discount should make up for the delay you've made in the shipment. 本折扣作为你方延误装运期的补偿。
- 3) Farm workers make up only a small section of the population. 农民只占人口的一小部分。
- 4) Let's make up. 让我们言归于好吧。
- 5) This company made up a wonderful story to explain their non-payment. 这家公司编了一个神奇的谎言来解释为什么他们不付款。
- 6) We still need USD 5000 to make up the sum of fine. 我们还缺5000美元才能凑足罚金的数额。
- 7) The actors were making up when we arrived. 我们到的时候演员还在化妆。
- 8) She made up a parcel of disused clothing for distribution to the poor. 她包了一包不穿的衣服送给穷人。
- 9) I haven't made up my shopping list yet. 我还没做好去购物的清单呢。
- 10) Nine players make up a team. 九个选手组成一个队。
- 11) The firm's make-up is complex and involves an elaborate hierarchy of management. 该公司的结构复杂, 其管理层级经过精心设计。

Fill in each blank of the following sentences

- 1) We _____ the production of sweaters for export.
- 2) A few employees had come for more _____ training.
- 3) In collage I _____ organic chemistry.
- 4) Is there any factory here that _____ computer hardware?
- 5) At school his _____ was economics.
- 6) It _____ run the plant for irregular small orders.
- 7) It's Jerry's error, and he'll _____ the consequences.
- 8) So sorry I can't accept your price increase in this order, but I'll _____ in next order.
- 9) We recruited locally to _____ our full complement of laborers.
- 10) What are the qualities that ideally should _____ an entrepreneur?
- 11) There are plans to change _____ of the Board.