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总 序

《世纪商务英语》是新世纪高职教材编委会富有积极的进取精神的一次大胆尝试。

由大连理工大学出版社组织推动的新世纪高职教材编委会,是一个由全国 100 余所志同道合的优秀高职院校组成的高职教材建设者联盟。编委会走过的历程,见证了我们的与众不同:编委会是迄今为止第一个完全按照市场原则来长期进行高职教材建设运作的大型组织。从编委会诞生的第一天起,我们就选择了以高职教材的特色建设为己任。这不仅是由于我们拥有对高职教育未来发展的更为贴近实际的认识,也由于我们拥有一整套完全属于自己的切实可行的关于教材建设的创新理念、创新组织形式与创新运作方式,更由于我们一直以来对高职教材品牌、特色与创新的始终如一的执著追求和坚忍不拔的长期努力。

在编委会的所有经历中,关于教材建设理念的独到解释非常值得一提。这一理念可简述如下:所谓教材建设,就是建立在教学实践基础上的教材的不断深化、不断完善的过程。在编委会的整个教材建设过程中,这一理念不仅已成为我们的核心指导原则,而且它的深受高职教学单位欢迎的结果,也鼓舞了我们实现任何高职教材特色建设的勇气。

然而,高职英语教材特色建设的情形则有所不同。就其实用性而言,高职与非高职的英语教育并无本质区别,加之我国高职教育发展的历史尚短,高职英语优秀人才的累积也略显不足,因而,许多早期高职英语教材的编写,宁可倚重非高职院校的英语教师参与,有其积极的意义。但是,按照我们教材建设的上述理念,如果不能以高职一线教师为主体来实施高职英语教材建设的具体运作,就根本无法实现完全适合高职教学需要的英语教材建设预期。

这的确是一个两难选择。事实上,编委会要建设自己品牌的高职英语教材的想法由来已久。但我们也深知完全依靠一直很少涉足英语教材建设的高职一线教师来完成这一重任的艰难程度。因此,我们并没有从一开始就贸然地启动这个项目,而是选择在较好地实现了足够数量的非英语类高职教材特色建设的经验累积,若干专业英语类相关教材建设的成功尝试,以及对公共英语相关项目的具有积极意义的探索和准备之后,才开始尝试涉足这个领域的。

尽管我们在推进高职英语教材建设的过程中遇到了诸多困难,但终能如愿以偿,在很大程度上也有赖于我们的一些具有重要指导意义的体悟。编委会有一句名言:我们相信用心与努力胜过相信经验与资历。编委会有一个信条:在目标一致基础上达成的共识优于任何情况下的一己之见。这些在非英语类高职教材建设中屡试不爽的成功做法,在高职英语教材建设的过程中也得到了同样的印证。

我们欣喜地看到:由于我们付出的辛勤努力,我们的关于教材建设的上述理念,也

正在英语教材建设中显现其非凡魅力。在我们高职一线教师所立足的英语教学实践这个基础之上,由我们自己培育出来的一株幼苗正在茁壮成长。我们现在或许还不能做到足够完美,但是,我们始终坚信:我们会比任何人都更加清楚地知道自己需要什么,只要我们坚定不移地朝着既定目标不懈努力,就一定会越做越好。

我们已经跨越了起跑线。我们绝不会放松前进的脚步。我们正在推出的包括《综合教程》、《听说教程》、《口语教程》、《阅读教程》、《函电与单证》、《写作训练》、《翻译教程》及《语音教程》等在内的高职商务英语系列教材——《世纪商务英语》必将伴随着赞誉的鼓励与批评的鞭策,日臻完善,走向成熟。

耕耘过后,我们期待着在一个有足够创新精神的编委会的土壤里成长出更多更优秀的高职商务英语教育人才,期待着收获一个更好更切合高职商务英语教学实际的教材品牌。

新世纪高职教材编委会

2004年6月

前言

《世纪商务英语——综合教程(I~V)》是新世纪高职教材编委会组织编写的商务英语类课程规划教材之一。

这是一套完全由高职英语教学一线教师编写的高职商务英语教材。在编写本系列教程的过程中,我们充分考虑了高职学生的英语基础和程度,最大限度地使教材与学生的基础相适应,与实际需要相吻合,缩小了高职英语教材与高职英语教学实际的差距。

作为高职英语教学的一线教师,我们深知教材体系、难度对教学效果的影响,也体会到“满堂灌”所带来的不良效果,更耳闻目睹许多人苦学多年却说不出地道的英语,写不出完整标准的句子,译不出简单的对话、文章的现实。因此,本系列教程在编写过程中,始终把握这样的编写理念,即以“实用为主,够用为度”,融知识性、科学性、趣味性、可读性、实用性为一体,让学生“学一点,会一点,用一点”,“学用结合,为用而学”,努力构建更为实用合理的英语教学模式,使学生学习时有兴趣,学习后有成就感,循序渐进地提高听、说、读、写、译各项能力。

《世纪商务英语——综合教程(I~V)》突出了以下特点:

1.基础与专业兼顾 本系列教材共分五册,第一、二册侧重基础英语,第三、四、五册侧重专业英语。基础部分侧重语法、词汇的学习,选材范围偏重文化、娱乐、休闲话题,而专业部分则偏重商务知识的学习,选材范围涉及经济活动的各个方面。

2.实用与考试兼顾 本系列教材从选材内容到训练内容都从实用角度出发,选材内容与学生生活及社会生活息息相关,训练过程侧重学生听、说、读、写、译实用技能的培养。其语法、词汇、写作训练紧贴现行全国大学英语等级考试的要求,有助于学生在提高英语实际交际能力的基础上,顺利地通过相关等级考试。

3.拿来与创新兼顾 本系列教材从版式设计到训练类型均在博采众长基础上有所创新。如:在训练内容的名称上,以往教材有“exercises”,而本系列教材则把它改为“I Can Do It.”这样做不仅有助于增强学生自信心,而且具体训练形式与内容也有很多独具匠心之处。

4.知识性与趣味性兼顾 本系列教材从选材内容到训练内容都力求从知识的角度出发,突出选材的真实性、科学性、时代性、趣味性和多样性。通过生动有趣的故事、报道、介绍、文章、材料等各种体裁题材,体现知识、理论、原理和道理,使学生既感到轻松愉快,又能有效获取知识。

5.科学性与可读性兼顾 在选材时,我们特别注重科学性与可读性的关系,既不失其科学的严谨性,又要考虑到学生学习心理方面的要求,力求将科学原理用浅显易懂的方式表现出来,使教材的内容具有可读性,教师愿意教,学生愿意学。

6.文化教育与语言教学兼顾 我们在选材时,非常注重培养学生的“跨文化意识”,注意语言材料和文化内容的融合,注意中西文化的对比,使学生在学语言的同时,了解文化差异,多角度、多纬度地获取西方文化的精髓。

《世纪商务英语——综合教程》每册由12单元、4大模块组成。各单元包括:

1.开篇图片 每单元开篇有一幅描绘此单元主要内容场景或语言材料的图片。学生可通过图片的浏览预测该单元的内容,以此调动学生的主观能动性。

2.听力理解 用听写填空的方式对主课文的内容和核心知识点进行导入,使学生对该单元将要学习的内容有一个概括性的了解。

3.课堂阅读 本系列教材打破先教课文后进行语言训练的传统模式,把语言能力的提高作为英语教学训练的归结。通过限时阅读理解的方式,在每单元进行精读学习之前,进行泛读学习和训练,阅读文章并完成阅读理解选择题。短文内容与课文相关,以此扩展学生的相关知识,训练学生的阅读理解能力,为课文的学习做好相关铺垫,同时也为提高阅读理解能力,进行技能、技巧、经验的学习和积累。

4.课文学习 该模块是各单元的主课文,在选材方面,我们更多地强调语言与知识信息的融合,打破传统的为学习语言而人造材料的教材编写模式,以最能激发学生学习兴趣的题材将文化、科学、信息体现出来。

5.我能做到 该模块主要对课文的重难点进行反复多次的操练,增加重现率,巩固所学知识,包括 Read and Think, Read and Develop, Read and Translate, Read and Speak, Read and Write 等部分,以此训练提高学生的听、说、读、写、译能力。

《世纪商务英语——综合教程(I~V)》由辽阳职业技术学院陈威、广西国际商务职业技术学院粟景妆负责统筹,任总主编。

《世纪商务英语——综合教程IV》由广西国际商务职业技术学院粟景妆任主编,黑龙江工商职业技术学院王晓晖、辽阳职业技术学院郝小微任副主编,顺德职业技术学院卢雪良、杜秀峰,南京工业职业技术学院金黎明、张杨杨参与了本书的编写。具体分工如下:陈威、王洋(Unit 1),陈威(Unit 2),郝小微(Unit 3, Unit 4),金黎明(Unit 5, Unit 6),张杨杨(Unit 7, Unit 8),王晓晖(Unit 9, Unit 10),卢雪良(Unit 11),杜秀峰(Unit 12)。

本系列教材在编写过程中参考了大量的国内外有关资料,得到了许多学界前辈、同行及外籍教师的热心帮助和指导,尤其是得到了新西兰籍专家 Rob Harris 先生、广西国际商务职业技术学院刘杰英、王丽峰两位老师的全程指导与参与,在此一并致谢。

由于我们对高职商务英语教材建设的尝试刚刚开始,还需要有一个不断提高的过程,加之编写时间仓促以及编者水平有限,难免存在错误和不当之处,恳请各相关高职院校在使用本教材的过程中给予关注,并将改进意见及时反馈给我们,以便在下次修订时完善。

所有意见、建议请寄往 gzjckfb@163.com gzjy@dutp.cn
联系电话 0411-84707604 13352244668

编 者
2005 年 10 月

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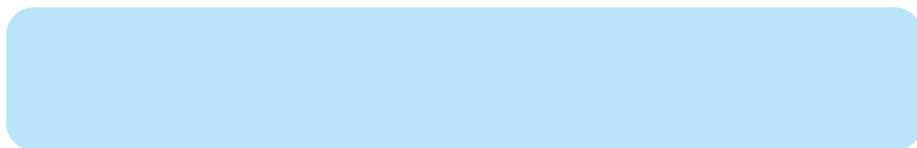
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Unit 1

Business Ethics



Listening



Listen to the following passage twice and fill in the blanks with what you hear. Then score yourself.

New words : norm ethics criterion

Discourse Ethics

Conversations on moral (1)_____ allow understandings of ethical norms to be developed and (2)_____, whether in organizations or in society generally. Ethics is not about meeting an (3)_____ criterion, but about people learning from one another. Such conversations have obvious characteristics (4)_____ must be sincere, respect each other's views, be (5)_____ in examining each other's positions, and be (6)_____ in seeking to question and be questioned. Notice that these characteristics of good conversations are also (7)_____ cited as traits of good solutions to (8)_____ dilemmas, and of course as values of (9)_____ organizations (10)_____, respect, fairness and accountability.

(100 words)

Score:_____

In-class Reading



Read the passage below and choose the best answer to each of the questions within 15 minutes. Then score yourself.

Lessons from the Enron Scandal

The Enron *scandal* is the most significant corporate *collapse* in *n. 丑闻 / n. 崩溃*

the United States since the failure of many savings and loan banks during the 1980s. This scandal *demonstrates* the need for significant reforms in *accounting* and corporate *governance* in the United States, as well as for a close look at the ethical quality of the culture of business generally and of business corporations in the United States.

There are many causes of the Enron collapse. Among them are the conflict of interest between the two roles played by Arthur Andersen, as *auditor* but also as *consultant* to Enron; the lack of attention shown by members of the Enron board of directors to the *off-books* financial *entities* with which Enron did business; and the lack of truthfulness by management about the health of the company and its business operations. In some ways, the culture of Enron was the primary cause of the collapse. The senior executives believed Enron had to be the best at everything it did and that they had to protect their *reputations* and their *compensation* as the most successful executives in the United States, when some of their business and trading *ventures* began to perform poorly, they tried to cover up their own failures.

The company's directors didn't protect the employees and investors. They were not attentive to the nature of the off-books entities created by Enron, nor to their own *obligations* to *monitor* those entities once they were approved. The board did not pay attention to the employees because most directors in the United States do not consider this their responsibility. They consider themselves representatives of the shareholders only, and not of the employees. However, in this case they did not even represent the *shareholders* well—and particularly not the employees who were shareholders.

No one stop Skilling, Lay and Fastow. Jeffrey Skilling and Andrew Fastow changed the business strategy and corporate culture of Enron. In the process, they appeared to make Enron very *innovative* and very profitable. When the stock is rising and the shareholders are getting rich, there is little *incentive* for the board of directors and the investment community to question the executives very closely. The board is *at fault* for permitting the *suspension* of Enron's own *code of conduct* to permit the conflicts of interest *inherent* in the off-books corporations controlled by Fastow. A few analysts recommended their clients stay out of Enron, but not many.

v. 说明
n. 财会 /n. 管理

n. 审计者 /n. 顾问
adj. 书中没有的
/n. 实体

n. 名声 /n. 津贴

n. 企业

n. 责任 /v. 监控

n. 股东

adj. 具有创新意识的 /n. 动机

感到困惑
n. 中止 / 行为准则 /adj. 内在的

Enron will be the morality play of the new economy. It will teach executives and the American public the most important ethics lessons of this decade. Among these lessons are:

1) You make money in the new economy in the same ways you make money in the old economy—by providing goods or services that have real value.

2) Financial cleverness is no *substitute* for a good corporate strategy.

3) The *arrogance* of corporate executives who claim they are the best and the brightest, “the most innovative,” and who present themselves as superstars should be a “red flag” for investors, directors and the public.

4) Executives who are paid too much can think they are above the rules and can be tempted to cut ethical corners to *retain* their wealth and *perquisites*.

5) Government regulations and rules need to be updated for the new economy, not relaxed and *eliminated*.

n. 代替品

n. 傲慢态度,自大

v. 保持,保留

n. 额外补贴,津贴

v. 消除

(551 words)

Score:_____

Comprehension Check

1. What is the significance of the Enron Scandal?

- A. It is the biggest corporate collapse in the United States since the failure of many savings and loan banks during the 1980s.
- B. It shows the need for significant reforms in accounting and corporate governance and for a close look at the ethical quality of the culture of business generally and of business corporations in the United States.
- C. It makes people to see Enron clearly.
- D. It warns those who do not run business legally and ethically to stop their transgression.

2. Why was the culture of Enron the primary cause of the collapse?

- A. The culture encouraged the employees to believe the company was the best.
- B. The culture encouraged the employees to say truth about the management of the business.
- C. The culture encouraged the employees to discover the fault in management.
- D. The culture encouraged the employees to be proud of themselves.

3. Why didn't most directors represent the shareholders well?

- A. They were not attentive to the nature of the off-books entities created by Enron, nor to their own obligations to monitor those entities once they were approved.
- B. They were not shareholders.
- C. They didn't consider they represented the shareholders.
- D. They didn't want to represent the shareholders.

4. What is the ethics lesson according to the passage?

- A. You can do business in both old and new ways in new economy.
- B. Financial cleverness is more important than a good corporate strategy.
- C. Do not believe those who think themselves the best and the brightest executives.
- D. Government regulations and rules need to be updated.

5. Which of the following is NOT the reason of Enron collapse?

- A. The conflict of interest between the two roles played by Arthur Andersen, as auditor but also as consultant to Enron.
- B. The company's directors didn't protect the employees and investors.
- C. No one stop Skilling, Lay and Fastow's changing the business strategy and corporate culture of Enron.
- D. The Enron did not build a board of directors.

Text



Legality Is Only the First Ethical Standard

1 Some people wonder if being ethical these days means not getting caught doing something illegal. The “ethical” question seems to have become “Was it legal?”. However, ethics¹ and legality are two very different things. Ethics reflects people's proper relations with one another: How should people treat others? What responsibility should they feel for others? Legality is more limiting. It refers to laws which protect ourselves from fraud, theft, and violence. Many immoral and unethical acts fall well within our laws.

Personal Ethics Begins at Home.

2 It is important to keep ethics in mind whenever you are making a business decision. The choices are not always easy. For example, your supervisor may ask you to do something unethical. Not carrying out your supervisor's request may get you fired. What would you do? You are in ethical dilemmas². It can be very difficult to maintain a balance between ethics and other factors such as pleasing stakeholders or advancing in your career.

3 It is helpful to ask yourself the following questions when faced with an ethical dilemma.

- Is it legal? Am I violating any law or company policy?
- Is it balance? Am I acting fairly? Would I want to be treated this way? Will I win everything at the expense of another party?
- Would I feel proud if my family learned of my decision? How would I feel if my decision were announced on the evening news? Will I have to hide my actions or keep them secret? Has someone warned me not to disclose my actions? Am I feeling unusually nervous?

4 There are no easy solutions to ethical problems. Individuals and companies that develop a strong ethics code and use the above ethics-check questions have a better chance.

Ethics is More than an Individual Concern.

5 Some managers think that ethics is a personal matter and has nothing to do with management. But a growing number of people think the opposite way. Individuals do not usually act alone; they need the implied, if not the direct, cooperation of others to behave unethically in a corporation.

6 For example, in 1992, Sears, Roebuck & Company was besieged with complaints about its automotive services. Sears management has tried earlier to improve the performance of its auto centers by introducing new goals and incentives for its employees. The increased pressure on the Sears employees to meet these quotas caused their carelessness and the exaggeration of the need for repairs. Sears has lost \$60 million to settle pending lawsuits by offering coupons to customers who paid for certain services between 1990 and 1992. Such misbehavior does not reflect a management philosophy that intends to deceive. It does, however, show an insensitivity or indifference to ethical considerations. In an effort to remedy this insensitivity, a simple booklet called *Freedom & Obligations* which discusses the company's code of business conduct from a common sense approach replaced the original 23,000-page policies.

Organizational Ethics Begins at the Top.

7 Ethics is caught more than it is taught. That is, people learn their standards and values from observing what others do, not what they say. Corporate values are instilled by the leadership and examples of strong top managers.

8 IBM, Xerox, McDonald's, Marriott, and dozens of other companies are known to have strong, effective, and ethical leadership. Within these firms, a high value system has become pervasive, and employees feel they are part of a corporate mission that is socially beneficial.

9 A business should be managed ethically for many reasons: to maintain a good reputation; to keep existing customers; to attract new customers; to avoid lawsuits; to avoid government intervention³; to please customers, employees, and society; and simply to do the right thing.

Words and Expressions

announce /əˈnaʊns/.....	<i>v.</i>	make known publicly 宣布,通告
automotive /ɔ:tə'məʊtɪv/.....	<i>adj.</i>	汽车的,自动推进的
balance /ˈbæləns/.....	<i>n.</i>	平衡,秤,天平
beneficial /ˌbenɪˈfɪʃl/.....	<i>adj.</i>	having a helpful or useful effect 有益的,有用的,有好处的
besiege /biˈsi:dʒ/.....	<i>v.</i>	trouble or annoy continuously 困扰,烦扰
booklet /ˈbʊklɪt/.....	<i>n.</i>	小册子
code /kəʊd/.....	<i>n.</i>	准则
complaint /kəmˈpleɪnt/.....	<i>n.</i>	诉苦,抱怨
conduct /ˈkɒndʌkt, -dəkt/.....	<i>n.</i>	行为,操行
cooperation /kəʊˌɒpəˈreɪʃən/.....	<i>n.</i>	the act of working together for a purpose 合作,协作
corporation /kɔ:pəˈreɪʃən/.....	<i>n.</i>	<律> 公司,社团,法人,企业 <美>有限公司
coupon /ˈku:pən/.....	<i>n.</i>	息票,商家的优待券
deceive /diˈsi:v/.....	<i>v.</i>	cheat 欺骗,行骗
dilemma /dɪˈlemə, dai-/.....	<i>n.</i>	进退两难的局面,困难的选择
disclose /dɪsˈkləʊz/.....	<i>v.</i>	allow sth to be seen 揭露,透露
exaggeration /ɪgˌzædʒəˈreɪʃən/.....	<i>n.</i>	夸张,夸大之词
expense /ɪkˈspens/.....	<i>n.</i>	费用,代价
fire /ˈfaɪə/.....	<i>v.</i>	<口>解雇
fraud /frɔ:d/.....	<i>n.</i>	欺骗,欺诈行为,诡计,骗子,假货
imply /ɪmˈplaɪ/.....	<i>v.</i>	indicate by hinting 暗示,意味
incentive /ɪnˈsentɪv/.....	<i>n.</i>	刺激,奖励
indifference /ɪnˈdɪfrəns/.....	<i>n.</i>	不关心
individual /ˌɪndɪˈvɪdʒuəl/.....	<i>n.</i>	个人,个体
insensitivity /ɪnˈsensɪˈtɪvɪti/.....	<i>n.</i>	不敏感
instill /ɪnˈstɪl/.....	<i>v.</i>	introduce an idea etc. gradually in sb's mind 逐步灌输
intend /ɪnˈtend/.....	<i>v.</i>	想要,打算

intervention /ɪntə'venʃn/.....n.	干涉 ,干预
lawsuit /'lɔ:su:t, 'lɔ:sju:t/.....n.	诉讼(尤指非刑事案件)
legal /'li:gəl/.....adj.	法律的 ,法定的 ,合法的
legality /li(:)'gæliti/.....n.	state of being legal 合法
maintain /mein'tein/.....v.	维持
misbehavior /misbi'heivjə/.....n.	品行不端
mission /'mɪʃn/.....n.	任务 ,使命
obligation /ɔbli'geɪʃən/.....n.	duty; indebtedness for a favor 义务 , 职责
pending /'pendɪŋ/.....adj.	未决的
pervasive /pə'veɪsɪv/.....adj.	无处不在的
philosophy /fi'lɒsəfi/.....n.	哲学 ,哲学体系
quota /'kwɒtə/.....n.	配额 ,限额
reflect /ri'flekt/.....v.	反射 ,反映 ,表现 ;反省 ,细想
remedy /'remɪdi/.....v.	means of curing pain or disease 补 救 ,治疗
reputation /repju'teɪʃn/.....n.	名声 ,名誉
solution /sə'lju:ʃən/.....n.	解决办法 ,解决方案
stakeholder /'steɪkhəʊldə(r)/.....n.	风险承担者
supervisor /'sju:pəvaɪzə/.....n.	管理人 ,主管人
violate /'vaɪəleɪt/.....v.	break law or agreement 违犯 ,冒犯 , 干扰 ,妨碍
violence /'vaɪələns/.....n.	暴力
unethical /ʌn'eθɪkəl/.....adj.	不道德的

I Can Do It



Read and Think

I. Read the text carefully and answer the following questions within 10 words.

1. What does ethics reflect?
Ethics reflects _____
_____.

2. What does legality refer to according to the author?
It refers to _____
_____.
3. When making a business decision, what is it important to do?
It is important to _____
_____.
4. What do some managers think about ethics?
They think that ethics _____
_____.
5. Where do people learn their standards and values?
They learn their standards and values from _____

_____.

Read and Develop

II. Choose the one that best completes each of the following sentences.

1. Although she didn't mention any names, everyone knew who she was _____.
A. meaning B. referring C. referring to D. saying
2. A man who marries a second time often has to _____ two families.
A. maintain B. keep C. save D. store
3. The alphabet used in telegraphing is called the Morse _____.
A. mark B. score C. code D. number
4. The sidewalks _____ heat on a hot day.
A. mirrored B. reflected C. affected D. echoed
5. She was _____ for spending too much time on the phone.
A. hired B. fired C. shot D. praised
6. The government _____ that another diplomat has been arrested for spying.
A. invents B. discovers C. discloses D. encloses
7. To be qualified in a team, you have to know the importance of _____.
A. corporation B. cooperation C. operation D. operative
8. Her smile _____ that she had forgiven us.
A. implied B. applied C. decided D. supplied
9. Sorry, I don't know either. You can ask that girl at _____.
A. reputation B. reception C. organization D. preparation
10. Don't be _____ by the appearances!
A. lied B. derived C. deceived D. perceived
11. We _____ the need for discipline and obedience into the new recruits.
A. instilled B. inserted C. installed D. consisted