

■ 大学英语应用提高阶段专业英语系列教材

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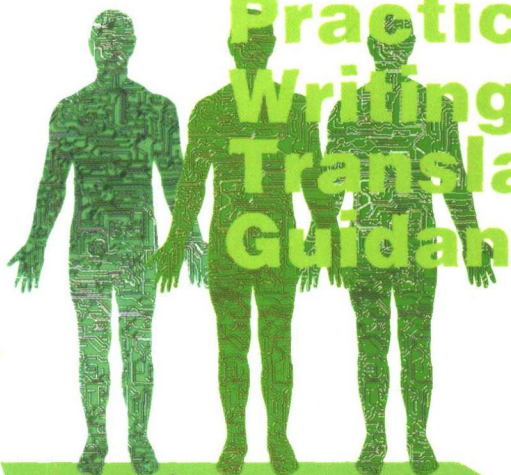
新世纪

理工科英语教程

写作与翻译指导

编 著：丁国声 周志培

Practical
Writing and
Translation
Guidance



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前 言

《大学英语教学大纲》(修订本)规定大学英语教学分为基础阶段(一至二年级)和应用提高阶段(三至四年级)。应用提高阶段的教学包括专业英语(Subject-Based English, 简称 SBE)和高级英语(Advanced English, 简称 AE)两部分。大纲明确指出:“大学英语教学的目的是培养学生具有较强的阅读能力和一定的听、说、写、译能力,使他们能用英语交流信息……以适应社会发展和经济建设的需要。”新世纪对人才在外语方面提出了更高的要求。抓好大学英语应用提高阶段的教学已势在必行。编写本教材的目的是帮助理工科学生在应用提高阶段进一步发展、巩固和提高基础阶段已掌握的读、听、写、说、译五种技能,并使部分有一定口语基础的学生在听说能力方面也能有较大的提高,以适应 21 世纪对高级人才的需求。

本教材主要适用于已完成基础阶段学习的高等学校理工科本科生,为应用提高阶段的必修课和选修课教材,也可用做研究生教学或工程技术人员的外语培训教材。

全套教材由专业教师和英语教师合作编写而成。它以英国语言学家 H. G. Widdowson 的交际法理论为依据,着重解决语言运用能力的培养问题,使学生将基础阶段已掌握的英语语言知识和技能在自己的专业领域中得到进一步实践和应用,从而达到能以英语为工具获取和交流信息的教学目的。

全套教材由以下十个分册组成:

1. *Mechanical Engineering*(《机械工程》), 吉林工业大学编写。
2. *Electrical and Electronic Engineering*(《电气与电子工程》), 燕山大学编写。
3. *Computer Engineering*(《计算机工程》), 南开大学编写。
4. *Materials Science and Engineering*(《材料科学与工程》), 天津大学编写。
5. *Civil Engineering and Architecture*(《土木工程与建筑》), 大连理工大学编写。
6. *Chemistry and Chemical Engineering*(《化学和化工》), 华东理工大学编写。
7. *Power Engineering*(《动力工程》), 上海理工大学编写。
8. *Business Administration*(《工商管理》), 湖南大学编写。
9. *Engineering Talk*(《工程师会话》), 上海理工大学编写。
10. *Practical Writing and Translation Guidance*(《写作与翻译指导》), 燕山大学和华东理工大学编写。

其中一至八分册为专业英语(SBE)必修课教材,旨在使学生通过有关专业题材文章的阅读和训练,不仅能提高英语水平,而且还能学到一定的专业知识,了解一些该专业的信息动态,熟悉和了解专业题材文章的语言特点,掌握一定量的专业词汇。在教材的练习编写上力求做到新颖多样且实用,并在信息转换和语言表达方式转换能力的训练上下功夫。学生

可以通过各种练习在读、听、写、说、译诸方面得到锻炼。实用文写作训练更注重实用,旨在提高学生的书面表达能力,并向学生提供信函、实验报告、摘要、论文等实用文的表达模式和实例,以便他们在实际使用时作参考。八个分册写作部分原则上相同。

第九分册《工程师会话》做应用提高阶段高级英语(AE)选修课教材,旨在使一些学有余力且在会话方面较有培养前途的学生在口头交际能力上得到训练和提高。选材力求实用,尽量提供一些工程技术人员在实际工作中会遇到的题材,以使他们参加工作后能较快地适应英语口语交际的需要。

第十分册《写作与翻译指导》为教学辅导材料,供教师和学生在学习和教学中作参考。

全套理工科教程由吉林工业大学、大连理工大学、燕山大学、南开大学、天津大学、华东理工大学、上海理工大学、湖南大学合作编写。上海理工大学程月芳教授担任总主编。英国利物浦大学英语语言文学系专家 Mr. Geoff Thompson 担任顾问并协助审校。Mr. Geoff Thompson 和上海交通大学杨惠中教授对教材编写提出了许多宝贵意见。在教材编写的过程中,上海外语教育出版社社长庄智象教授和编辑室陈鑫源主任给予了大力支持和帮助,特此表示衷心的感谢。

本书为 Business Administration 分册,由湖南大学刘晓玲担任主编,莫再树任副主编。张小勇、张娴、邓媛、丁国声、盛敏、唐菱、唐轶雯和王志文为编者,阳志清教授为主审。其中刘晓玲负责 U10、U11、U12 和 Glossary 的编写、部分实用文写作实例的补充以及全书的统稿工作;莫再树承担了 U1 部分内容以及 U17、U18 的编写任务、部分材料的收集和全书的翻译把关工作;张小勇承担部分材料的收集和 U1 部分内容、U4 的编写任务以及部分译文的审校工作;其他单元分别由张娴(U2、U3 的编写以及部分材料的收集)、邓媛(U5、U6、U7)、唐菱(U8、U9)、盛敏(U13、U14)、王志文(U15、U16)和唐轶雯(U19、U20)编写。实用文写作由燕山大学丁国声副教授统一编写。

由于编者水平有限,教材中不妥之处望广大使用者提出宝贵意见。

新世纪理工科英语教程编委暨
编者
2001 年 12 月

使用说明

本书为 *Business Administration* 分册,供工商行政管理及相关专业的大学本科生做专业英语(Subject-Based English,简称 SBE)即大学第五、六学期教材,约需 68 学时。

本书分 Text(课文)、Practical Writing(实用文写作)和 Glossary(生词表)三部分。Text(书中不注明)分 20 个单元,每个单元由 Reading and Comprehension, Reading and Practice 及 Reading and Translation 三部分组成。全书选材面向 21 世纪的要求,以反映时代特色。材料选自国外原版教材、文选、论著、会议论文、实用文件、报纸杂志等。内容涉及工商行政管理各相关方面的基本概念、发展简史、重要组织机构简介以及发展动向等。

Reading and Comprehension 部分旨在培养学生对专业领域文章的阅读理解能力。它由一篇 1,000~1,500 词的阅读文章和若干练习组成。选材注重科学性、可读性、知识性、趣味性和实用性。文章之后附有生词表,将大纲四级词表之外的词汇和专业术语按出现次序列出。对一些较复杂的事项或专用词等的注释在文章之后以 Notes 的形式出现。通过练习要求学生掌握文章的中心思想和要点,并就文章内容进行预测、分析、推理、判断和综合概括以及分析篇章结构等。

Reading and Practice 部分由一篇 1,000~1,500 词的阅读文章和 Exercise A, B, C, D 组成,旨在为学生提供运用语言的实践机会。选材偏重专业基础知识。练习按阅读材料的内容设计。文章之后附有生词表,列表方式与前一部分相同。Exercise A, B 偏重学生的语言能力训练。Exercise C 为听力练习,旨在训练学生的听说能力。学生在听完一篇 150~200 词的短文后需回答问题,复述文章内容,或进行 Dictation, Spot Dictation 或 Compound Dictation 等练习。Exercise D 是重点,着重训练学生运用已掌握的语言知识和技能较准确地表达与专业有关的思想 and 概念的能力。该部分除围绕科技文章中经常出现的语言现象,如:定义、分类、描述、指令、论证、概括、举例、逻辑关系表达、计量与计算、数据表达与理解等某一功能意念或语言现象进行操练外,还包括参阅技能、通篇浏览、查找信息等学习技能的培养。练习设计打破了旧框框,将读、听、写、说四种技能的训练相互交融,使它们在专业领域中能得到综合运用。

Reading and Translation 部分是为训练学生的翻译能力而设计的。A 为汉译英练习,由句子水平的翻译逐步过渡到段落和篇章水平。B 为英译汉练习,有一篇约 1,000 词的文章,要求学生对划线部分进行英译汉练习。翻译中学生不仅要注意句子的译法而且还须注意前后文对译文的影响。

Practical Writing(实用文写作)部分除写作指导和练习外,还向学生提供信函、实验报告、摘要、论文等应用文的表达模式,以便他们在实际使用时作参考。该部分集中编于书后,

自成体系,便于学生参考使用。教师应选用相应章节对学生进行实践训练。

Glossary(生词表)将生词表中出现的所有单词按字母顺序排列并注明词性、词义和所在单元,便于学生复习和查找单词。

本书阅读总量约 100,000 词,总生词量为 1,000。讲课时教师应注重读、听、写、说、译综合技能的训练和交际能力的培养。学生宜在课前做好预习工作。由于阅读量和练习量较大,教师可按学生的实际情况安排教学,对教材进行有选择的使用。

编 者

2001 年 12 月

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UNIT ONE

Reading and Comprehension

The Management Pyramid

In most enterprises, there are three distinct but **overlapping** levels of management, each requiring a different managerial emphasis: first-line management, middle management, and top management. These are portrayed in Fig. 1.1 as levels of the so-called management pyramid.

You will be able to increase your effectiveness as a manager by understanding how managerial activities at different levels relate to one another. While specific job titles used to identify managers at the three levels vary among enterprises, general labels such as vice-president and **supervisor** help in determining the content of different managerial positions.

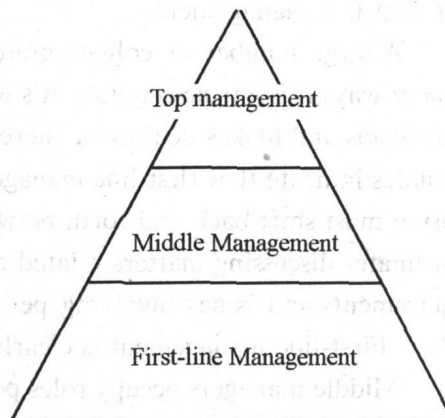


Fig. 1.1 Management Pyramid

The largest number of managers in most enterprises are members of first-line management. Traditionally known as **foremen**, they hold various titles: lab supervisor, head nurse, department head, section chief, and so on. The term foreman dates to the fourteenth century, originating in the trade **guilds** of Europe. "In those days when the men wanted to talk to management, there was always someone of mature judgment, probably a little older, a well-skilled man, who could talk a little on his feet. When the men got together, they referred to 'John Anderson, fore'; and he became the foreman; he was the man who came to the fore; therefore, he was a foreman."

In today's world, first-line managers are exactly what their title suggests — management's first line of contact with labor. As such, they are responsible for directly managing operating (nonmanagerial) employees and resources. It is the first-line manager's job to make sure that the plans developed for an enterprise by higher manage-

ment are fulfilled by the employees who actually produce the enterprise's goods and supply its services. First-line managers are the only managers who do not manage other managers. For this reason, they have been referred to as the "man (or woman) in the middle" caught in a figurative **limbo** between labor and higher management. No longer master of **craftworkers**, today's first-line managers are now in a strange period of declining power but newfound importance. On one hand, the duties of first-line managers have been **curbed** by union contracts specifying procedures for **grievances**, changes in work assignments, and hiring and firing. Government regulations, such as laws on **discrimination**, have shifted certain decisions from first-line managers to human resource managers. On the other hand, first-line managers' jobs have grown in importance as they become increasingly responsible for the complex "factory of the future". Some observers have predicted that no job is going to change more over the next decade than that of first-line management.

A large number of college graduates enter management at the first-line level. In many ways it is an exciting job; it's where the action is. When a first-line manager solves problems and makes decisions, there is immediate **feedback**, and this can be rewarding. Studies indicate that first-line managers are busy, experience frequent interruptions, and often must shift back and forth between tasks. They spend most of their time with subordinates discussing matters related to product quality and work scheduling. Staffing requirements and issues involving personal relations also occupy a large portion of their day. First-line management is clearly no place for daydreamers.

Middle managers occupy roles positioned above first-line management and below top management. Typical middle-management titles are plant manager, division head, and operations manager. Above them, top managers determine an enterprise's form and define its overall character, **mission**, and direction. Below them, first-line managers **oversee** the way daily tasks of an enterprise are performed. In between, middle managers are charged with integrating the activities of different work groups so they operate in **harmony** with one another and are better able to cope with the demands made upon them. Middle managers thus manage other managers, and serve as a link between top management and first-line management. They transfer information and materials among different work groups and coordinate enterprise activities.

As might be expected, the workday of most middle managers is fairly **hectic**. As **integrators**, they interpret and implement top management directives and **forward** messages to and from first-line management and lower-level employees. Middle managers thus spend their days giving, receiving, or seeking information. They typically spend a lot of time in meetings and on the telephone. They spend the least amount on activities

aimed at defining objectives and specifying the way they should be attained. This is not surprising, given middle management's role. The transmission and receipt of information is vital to **facilitate** and coordinate work group activities. It is also important in creating the conditions necessary for implementing top management's plans.

In contrast to top and first-line management, middle managers primarily act as integrators, coordinating work group activities. While success as a middle manager does not automatically ensure a position in top management, middle management is often seen as the prime training ground for future top-level managers.

Top managers determine the form of an enterprise and define its overall character, mission, and direction. They shape an enterprise's objectives and do what is necessary on the highest levels—from authorizing new facilities and launching research and development projects to **acquiring** other enterprises—to achieve those objectives. Top managers have job titles such as chairperson of the board, chief **executive** officer (CEO), president, executive vice-president, hospital administrator, or secretary of state. They are the chief officers of an enterprise.

Various studies reveal that top managers are highly educated. A survey of the Fortune 500 CEOs revealed that over 98 percent have attended college; over 63 percent have completed academic work beyond a bachelor's degree; almost 45 percent have a master's or doctorate. Typically, their degrees are in business, although some hold degrees in economics or engineering. An equal percentage come from wealthy and middle class economic backgrounds. Their fathers frequently had been in business or a profession. The typical top manager is fifty-eight years old and has worked for only one or two companies. Successful top managers work long hours. A majority put in 55 or more hours a week.

(Adapted from *Management*, Kreitner, R., Houghton Mifflin Company, 1995.)

Words and Expressions

overlap	/ 'əʊvələp /	v.	交汇, 重叠
supervisor	/ 'sju:pəvaɪzə /	n.	监督人, 管理者
foreman	/ 'fɔ:mən /	n.	工头, 领班
guild	/ gɪld /	n.	同业公会, 行会
limbo	/ 'lɪmbəʊ /	n.	中间过渡状态; 地狱边缘
craftworker	/ 'kra:ft'wɜ:kə /	n.	手艺人, 工匠

curb	/kərb /	v.	控制,抑制,约束
grievance	/'gri:vəns /	n.	不满,不平
discrimination	/dis:krimi'neifən /	n.	不公平待遇,歧视
feedback	/'fi:dbæk /	n.	反馈,回复
mission	/'mifən /	n.	使命,任务
oversee	/'əuvəsi: /	v.	监督,检查
harmony	/'hɑ:məni /	n.	和谐,一致
hectic	/'hektik /	a.	繁忙的,忙乱的
integrator	/'intigreitə /	n.	综合者,合成者
forward	/'fɔ:wəd /	v.	转递,转交
facilitate	/'fəsilitet /	v.	推进,促进
acquire	/'ækwaɪə /	v.	收购
executive	/'igzekjutiv /	a.	行政上的,总经理的

Exercise A

Answer the following questions according to the passage.

- 1) In the fourteenth century, who would come to the fore when workers wanted to talk to management?
- 2) What is the first-line manager's job?
- 3) Why are today's first-line managers in a strange period?
- 4) Why does the author say first-line management is no place for daydreamers?
- 5) What do middle managers do as integrators?
- 6) What characteristics do top managers have in common?

Exercise B

Decide whether the following statements are true (T) or false (F) by referring to the information in the text.

- 1) You will be able to increase your effectiveness as a manager by the mere understanding of how managerial activities at different levels relate to one another.
- 2) Middle managers are referred to as "man in the middle".
- 3) A large number of college students can only enter management at the first-line level, but it is rewarding.
- 4) Middle managers coordinate enterprise activities besides transferring information and

materials among different work groups.

5) Success as a middle manager necessarily ensures a position in top management.

Reading and Practice

Management Functions and Process

Individualized work patterns still exist in many developing countries. In more developed nations, however, relatively few people continue this pattern. Small farmers and independent carpenters may still work alone, but generally, work is more complex. Goods such as Boeing 747 airplanes, television sets, and heating and air-conditioning systems could not be produced efficiently by a single individual. Services such as electrical power for homes and offices, cable TV, accident insurance, and international investments in currencies and real estate can rarely be performed single-handed. The intricacies of producing modern goods and services call for the joint efforts of many people. Seldom does one person possess the necessary money, knowledge, abilities, or other resources to "go it alone". People are needed who can efficiently utilize the human and material resources required to accomplish desired goals. These people are managers. Accordingly, we can define management as the process of achieving desired results through efficient utilization of human and material resources.

The owner of a small business is responsible for all aspects of its operation. Thus, a single person, the owner, may hire employees, order inventory, obtain a bank loan, and decide to hold a Christmas party. In contrast, when an enterprise is large enough to involve many employees and stockholders, it is often difficult to determine who will make certain decisions and accept various responsibilities. Management involves the implementation of five basic functions: planning the use of enterprise resources, organizing enterprise resources, staffing and human resource management, leading and interpersonal influence, controlling enterprise resources. A brief description of each function follows below.

Planning is the process of establishing enterprise objectives and selecting a future course of action for their accomplishment. It includes (1) establishing enterprise objectives, (2) developing premises about the environment in which the objectives are to be accomplished, (3) selecting a course of action for accomplishing them, (4) initiating ac-

tivities necessary to translate plans into action, and (5) evaluating the outcome of that planning.

Organizing is the process of dividing work among groups and individuals and coordinating their activities for the purpose of accomplishing enterprise objectives. Organizing also involves establishing managerial authority.

Staffing and human resource management is the process of assuring that competent employees are selected, developed, and rewarded for accomplishing enterprise objectives. Effective staffing and human resource management also include establishing a work climate in which employees are satisfied.

Leading and interpersonal influence is the process of inducing individuals (peers, superiors, subordinates, and non-subordinates) or groups to assist willingly and harmoniously in accomplishing enterprise objectives.

Controlling is the process of assuring the efficient accomplishment of enterprise objectives. It involves (1) establishing standards, (2) comparing measured performance against established standards, and (3) reinforcing successes and correcting shortcomings.

Different management scholars employ varying terms to describe what we have labeled the functions of management. For instance, some refer to leading and interpersonal influence as directing, while others have labeled it actuating. Although there is some disagreement over the preferred language, all agree that the various functions of management are interrelated and are performed by all managers. Collectively, they make up a set of interdependent activities that are commonly termed the **management process**.

Note that while the functions of management are performed concurrently, there is a logical flow of activities. That is, an enterprise must first plan in order to determine its objectives. Without objectives, an enterprise would drift aimlessly and ultimately perish. Once objectives are established, however, managers are in a position to design a structure to meet those goals. They can then select employees to perform required tasks. Next, managers use leadership and interpersonal influence to spur employees to meet enterprise objectives. Finally, through control, managers determine whether enterprise objectives are being efficiently achieved.

For an enterprise to be truly successful, it must accomplish its objectives in an efficient fashion. Good management is the key to this end. Securities analysts often attribute major differences in stock prices to stockholder evaluations of management. The great economist, Joseph A. Schumpeter, referred to managers as "the engine of growth". Peter F. Drucker, a well-known business consultant, has called management the "lifeblood" of every enterprise. Admittedly, enterprises fail for many reasons — insufficient funds, improper marketing, incompetent product design, and so on. Howev-