


# 土木建筑 系列英语

中国建筑工业出版社

第三级 管理工程

An abstract graphic design featuring a series of horizontal, overlapping rectangular blocks in various shades of blue and white, creating a sense of depth and architectural structure.

English  
Series  
in Architecture  
and Civil Engineering

# 土木建筑系列英语

## English Series in Architecture and Civil Engineering

第三级 管理工程

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**土木建筑系列英语**

**第三级 管理工程**

李伯璠 主编

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## 《土木建筑系列英语》 第三级 管理工程

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# 致 读 者

土木建筑行业是我国社会主义经济的重要支柱之一。土木建筑行业职工素质如何,对这个行业发展关系极大。全国土木建筑行业职工约2000万人,其中工程技术人员和管理人员约300万人。随着对外开放的不断扩大,我国同世界各国之间的人员往来、学术交流、信息传播、经济活动以及工程承包等业务日益频繁,土木建筑行业不同领域不同层次的读者,尤其是中青年知识分子,学习和进修英语的要求越来越迫切。奉献在读者面前的《土木建筑系列英语》读本,正是为满足这样的需要而编撰的。

《土木建筑系列英语》是一套结合土木建筑类各专业的英语分级读本,整个系列按文章难度分为四级。第一、二级不分专业,内容为土木建筑方面的浅显易懂的科学普及文章。第三级暂分八个专业,即建筑学与城市规划、工业与民用建筑、给水与排水、供热与通风、道路与桥梁、工程机械、管理工程、计算机与自动化,每个专业一册,其他专业视情况再行编撰;内容为各有关专业一般性的科学普及或科学技术文章。第四级内容选收专业性较强的科学技术文章;目前暂出版建筑学与城市规划,工业与民用建筑专业各一册,其他专业留待以后考虑。

我们在组织和编撰《土木建筑系列英语》时,力求使这套读本具有自己的特点。

首先,起点低。这套系列读本的起点为1000个单词。凡初中毕业或具有同等英语程度的读者,都可以从第一级开始自修或听课。这就大大地拓宽读者面,使土木建筑行业多数人员有条件有兴趣利用这套读本来学习英语。

其次,便于自学。编撰的四级读本尽量保持一个较为平缓的“坡

度”，全部课文均附参考译文，每个练习都有答案，争取使读者在普通英语的“浅基础”上，一步一步地学会阅读专业英语。通过学习第一、二级读本，可以掌握上述类科技英语最常用的2500个单词以及阅读科技英语书刊和有关资料所必需的基本语法知识。继之，通过学习第三级读本，可以累计掌握本专业最常用的3500个单词和比较系统的英语构词法知识，获得阅读本专业英语书刊和有关资料的能力。最后，通过学习第四级读本，可以累计掌握本专业4500个单词和比较全面的英译汉知识；这样，比较流利地阅读和翻译本专业英语书刊和有关资料，就有了比较牢固的语言基础。

这套系列英语读本第一、二级均配有录音磁带，由英、美文教专家朗诵，口音纯正，声质清晰，语调自然，使读者听来亲切、生动。

第三，适应性强。各级英语读本既彼此衔接，又相对独立，可以适应各种不同程度的读者的需要。一般读者如果从第一级学起，循序渐进，持之以恒，每周自修或听课3~4小时，经过一年半左右，便可学完前三级读本，为阅读本专业英语书刊和有关资料创造条件。有意深造的读者，再用半年左右，攻读第四级读本，就可以达到比较流利地阅读和翻译本专业英语书刊和有关资料的目的。对于英语基础较好的读者，如高等院校高年级学生，可把第一、二级读本作为泛读教材，第三、四级读本作为精读教材来学。对于硕士研究生或具有同等英语程度的工程技术人员，则可直接阅读第三、四级读本；在掌握英语构词法和英译汉技巧方面，这两级读本对他们会有所帮助。而广播电视大学、函大、职大、业大及有关中等专业学校的学生，也可依照自己的水平和需要，选学有关读本。

第四，语言规范可靠。这套系列读本的全部课文，均选自近年来面世的英语国家的出版物。但为了适应系统地学习英语的需要，编撰者对不少课文作了必要的删改和加工；而在删改和加工之后，均送各校聘请的英、美文教专家审阅，使之保持规范的科普或科技文体的现代英语的特点。全部练习均由编撰者按统一要求编写，目的在于帮

助读者更好地掌握课文中重要的语言材料。全部参考译文均由有关专业教师一一校阅，术语比较准确，行文比较通达。

本书为《土木建筑系列英语》第三级管理专业读本。全书共30课。书中出现新词约1030个，常用词组约250个。每课包括课文、生词、注释、练习及课外阅读材料等。课文内容涉及建筑企业经营与领导作风、工程承包及合同、工程监督、施工准备、施工现场管理、质量管理、劳力调配、材料管理、工程事故分析和技术培训等方面，专业理论不深，以语言训练为主并具有一定的趣味性和先进性。书后附有参考译文及习题答案，便于自学。

《土木建筑系列英语》读本是集集体智慧的结晶。于凡所土木建筑高等院校的五十多位英语教师和专业教师参加了编撰、审订工作，其中某些分册还聘请校外的有关专家过目。哈尔滨建筑工程学院、重庆建筑工程学院、北京建筑工程学院、沈阳建筑工程学院、吉林建筑工程学院、南京建筑工程学院、山东建筑工程学院、西北建筑工程学院、苏州城市建设环境保护学院和河北建筑工程学院等，都对编撰、审订工作表示关怀和支持。

在南京建筑工程学院讲学的美国专家 Mary Jo Bauermeister 审阅了本书全部课文和练习。我们对此表示衷心的感谢。

目前，尚未见到紧密结合本学科、本专业编撰的系列英语分级读本，我们只是做了初步的尝试。万事开头难。尽管编撰、审订人员做了大量的细致的工作，但这套《土木建筑系列英语》读本还不是尽善尽美，毫无瑕疵的。我们期待着读者和同行们的批评和指正。

《土木建筑系列英语》编审委员会  
中国建筑工业出版社编辑部

1987年11月8日

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## Lesson 1

### The Manager's Job

"What do managers do?" often elicits simple answers. One such answer is: "They manage." Managers are integral aspects of our everyday lives and we take their role for granted. Yet when we try to say more than the obvious①, we stumble over our words. If the reader is a college student, he or she can quickly understand the issue by asking the question: "What do students do?" The answer will no doubt be: "They study." Yet we know that the meaning of "student" varies from person to person, from class to class, and from college to college.

We return then to the question posed earlier: "What do managers do?" We can now ask the question in a slightly different manner: "What do managers do to achieve results through others?" The student and practitioner of management will not find a single, universally-accepted answer to this question; and it would be foolish to believe that such should be the case②. The meaning of management changes through time as the society in which it exists changes③. The meaning of management in 1980 is different from its meaning in 1880. Yet it is necessary to establish some common understanding to facilitate the development of later material.

As we have seen, managers are concerned with *work of other people*④. These two aspects of managerial work must be taken into account in describing what managers do. In a historical sense the earliest writers described management work almost exclusively in terms of the first aspect, *work*⑤. These writers,

whose ideas we term the Classical School, viewed management in terms of activities required to plan, organize, and control the work of subordinates<sup>①</sup>. Subsequent writers reacted to this apparent overemphasis and placed their emphasis on issues associated with the subordinates, the *other people*<sup>②</sup>. The ideas of these writers, the Behavioral School, were focussed on such issues as motivating and leading people<sup>③</sup>.

It is possible to combine these two points of view and emphases into a framework for describing managerial work. The framework takes into account the two aspects of managerial work and the purpose of managerial work. We can term all those activities which managers undertake to deal with work of subordinates as work-related activities, and those related to subordinates themselves as person-related activities<sup>④</sup>. The purposes of these two sets of activities are to plan, organize, and control the activities of others through the achievement of coordinated effort. This framework is depicted in the figure below. The framework reflects a meansends chain with work-and person-related activities serving as the foundation, and results as the final end<sup>⑤</sup>. Thus the purpose (end) of managerial activities is planned, organized, and controlled work, which in turn leads to coordinated work, which in its turn leads to results.<sup>⑥</sup>

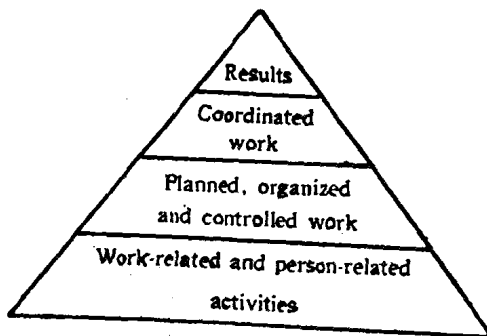


Fig. 1 A framework for describing the manager's job

## New Words

- |   |  |
|---|--|
| <p>1. elicit [i'lisit] <i>vt.</i> 诱出(答案), 引出(真理)</p> <p>2. integral ['intigrəl] <i>a.</i> 构成整体所必要的</p> <p>3. aspect ['æspekt] <i>n.</i> (问题事物的)方面</p> <p>4. grant [gra:nt] <i>vt.</i> 同意, 准予, 承认</p> <p>5. stumble ['stʌmbəl] <i>vi.</i> 结巴, 绊倒</p> <p>6. issue ['isju:] <i>n.</i> 问题; 发行</p> <p>7. pose [pəuz] <i>vt.</i> 提出; 造成</p> <p>8. practitioner [præk'tɪʃənə] <i>n.</i> 实践者; 开业者</p> <p>9. universally-accepted <i>a.</i> 普遍接受的, 公认的</p> <p>10. facilitate [fə'siliti:t] <i>vt.</i> 使容易, 促进, 推进</p> <p>11. managerial [ˌmænə'dziəriəl] <i>a.</i> 经理的; 管理的</p> <p>12. historical [his'tɒrikəl] <i>a.</i> 历史的</p> <p>13. exclusively [iks'klu:sivli] <i>ad.</i> 独占地; 单有的</p> <p>14. term [tɜ:m] <i>vt.</i> 把…叫做, 把</p> | <p>…称为</p> <p>15. classical ['klæsikəl] <i>a.</i> 古典的, 经典的</p> <p>16. view [vju:] <i>vt.</i> 看, 观察; 考虑<br/><i>n.</i> 意见; 意图</p> <p>17. subordinate [sə'bo:dinit] <i>n.</i> 部下, 下属职员<br/><i>a.</i> 下级的</p> <p>18. subsequent ['sʌbsɪkwənt] <i>a.</i> 继…之后, 后来的</p> <p>19. apparent [ə'pərənt] <i>a.</i> 明显的</p> <p>20. overemphasis ['əʊvər'emfəsis] <i>n.</i> 过分强调</p> <p>21. focus ['fəʊkəs] <i>vt.</i> 集中, 使注意<br/><i>n.</i> 中心, 焦点</p> <p>22. motivate ['məʊtɪveɪt] <i>vt.</i> 促动, 激发</p> <p>23. coordinate [kəʊ'ɔ:dɪneɪt] <i>vt.</i> 使成为同等; 使协调</p> <p>24. depict [di'pɪkt] <i>vt.</i> 描绘, 描述</p> <p>25. chain [tʃeɪn] <i>n.</i> 链; 一连串<br/>the Classical School 古典派<br/>the Behavioral School 行为派</p> |
|---|--|

## Phrases and Expressions

- |   |   |
|---|---|
| <p>1. take it for granted 认为当然</p> <p>2. stumble over one's words 结结巴巴地说</p> <p>3. in terms of 据…; 从…方面</p> | <p>(来说)</p> <p>4. react to 反应; 发生反作用</p> <p>5. focus on 集中于</p> <p>6. such ... as 象…那样的, 诸如</p> |
|---|---|

- |                                |                                   |
|--------------------------------|-----------------------------------|
| ...之类的                         | 有关的活动                             |
| 7. combine ... into 使...结合为    | 10. person-related activities 与人员 |
| 8. point of view 观点            | 有关的活动                             |
| 9. work-related activities 与工作 |                                   |

## Notes

- ① obvious 和定冠词连用, 是名词化的形容词。意为“明显的事实”, 即 “They manage.”
- ② and it would be foolish to believe that such should be the case.  
斜体部分是句中主语。it 没有具体意义, 只是帮助把真正主语移到后部。  
本课文中出现另两句: It is necessary to establish ... 和 It is possible to combine ... 也都属于此种句型。
- ③ The meaning of management changes through time as the society in which it exists changes.  
through time 意为“一直”, “始终”。  
斜体部分是行为方式状语从句。in which it exists 是定语从句, 修饰 society, which 是 in 的宾语。it 代表 the meaning of management.
- ④ As we have seen, managers are concerned with work of other people.  
as 是关系代词, 在从句中作宾语, 代表句中斜体部分。
- ⑤ In a historical sense the earliest writers described management work almost exclusively in terms of the first aspect, work.  
work 是 the first aspect 的同位语。
- ⑥ These writers, whose ideas we term the Classical School, ... activities required to plan, ... subordinates.  
whose ideas we term the Classical School, 是非限制性定语从句。  
whose ideas 是从句中的宾语。required to plan, 是分词短语, 作定语, 修饰 activities.
- ⑦ Subsequent writers reacted to ... with the subordinates, the other people.  
the other people 是 subordinates 的同位语。
- ⑧ The ideas of these writers, ... were focussed on such issues as motivating and leading people.  
such ... as 是复合连接词, 连接的斜体部分是 issues 的同位语。

- ⑨ We can term all those activities ... as work-related activities, and those related to subordinates themselves as person-related activities.

and those related to subordinates = and those activities related to subordinates ... 也是 term 的宾语。

- ⑩ The framework reflects a means-ends chain with work and person-related activities serving as the foundation, and results as the final end.

介词 With 与一复合结构构成短语，作状语。work- and person-related activities 为 serving as the foundation 的逻辑主语；results 为 (serving) as the final end. 的逻辑主语。

- ⑪ Thus the purpose(end) of managerial activities is planned, organized and controlled work, which in turn leads to coordinated work, which in its turn leads to results.

句中 which 引起两个非限制性定语从句，分别修饰 controlled work 和 coordinated work.

## Exercises

### I. Comprehension

1. Are these statements true or false according to the text ?

- 1) The question "What do managers do ?" often causes long discussions.
- 2) Besides the answer "Managers manage." we find it difficult to say anything more about the question.
- 3) Managers can fulfil their tasks alone and have nothing to do with others.
- 4) The earliest writers and subsequent writers were different in emphasizing aspects of managerial work.
- 5) Work-related activities are those which managers undertake to deal with work of subordinates while person-related activities are those which related to subordinates themselves.

2. Choose the right answer according to the text.

- 1) According to the writer managers are \_\_\_\_\_.
  - a. principal parts of our daily life
  - b. necessary parts of our daily life

- c. most important parts of our daily life
- 2) We stumble over our words because \_\_\_\_\_.
  - a. we can't explain this question in detail
  - b. we can't explain this question in our own words
  - c. we can't explain this question smoothly and readily
- 3) We can now ask the question in a slightly different manner. It means that we can now ask the question \_\_\_\_\_.
  - a. in a somewhat different way
  - b. in some way or other
  - c. in a completely different way
- 4) In order to \_\_\_\_\_ some common understanding should be established.
  - a. promote the development of later material
  - b. prevent the development of later material
  - c. delay the development of later material
- 5) While describing management work, the earliest writers \_\_\_\_\_.
  - a. excluded almost all the human factors
  - b. paid much attention to the subordinates
  - c. paid attention to both the work and subordinates

## II. Vocabulary

Replace the words in *italics* with the words or expressions that are the nearest in meaning to them.

- |                      |  |
|----------------------|--|
| a. manage            | e. find it difficult to explain          |
| b. considered        | f. accept ... without really noticing it |
| c. differs from      | g. commonly acknowledged                 |
| d. on the subject of |  |
- 1) Managers are integral aspects of our everyday lives and we *take* their role *for granted*.
  - 2) Yet when we try to say more than the obvious, we *stumble over our words*.
  - 3) The student and practitioner of management will not find a simple, *universally-accepted* answer to this question ...
  - 4) The meaning of management in 1980 is *different from* its meaning in 1880.
  - 5) These two aspects of managerial work must be *taken into account* in describing what managers do.

- 6) In a historical sense the earliest writers described the management work almost exclusively *in terms of* the first aspect, work.
- 7) We can term all these activities which managers undertake to *deal with* work of subordinates as work-related activities, ...

### III. Word-building

A compound word is made up of two or more words that combine to have one meaning. Sometimes compound words are written as one word, e.g. framework; sometimes as two words joined by a hyphen, e. g. universally-accepted.

Directions: There are compound words in column II. Write the word that fits each definition in column I.

- | I   | II               |
|---|------------------|
| 1) a lamp which burns oil _____                             | a. looking-glass |
| 2) mirror made of glass _____                               | b. flower-garden |
| 3) a box for holding matches _____                          | c. goldfish      |
| 4) a desk for writing at _____                              | d. oil-lamp      |
| 5) one whose business is lending<br>money at interest _____ | e. match-box     |
| 6) a fish that is golden in color _____                     | f. money-lender  |
| 7) a wall made of stone _____                               | g. writing-desk  |
| 8) owner of a shop _____                                    | h. bedroom       |
| 9) a room for sleeping in _____                             | i. stone wall    |
| 10) garden used only for growing<br>flowers _____           | j. shopkeeper    |