

# ENGLISH



新世纪农业科学专业英语

## 农业经济管理英语

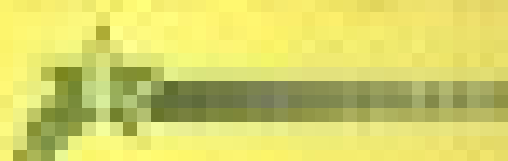
English Course for Agricultural  
Economics and Management

李庆章/总主审 胡家英/总主编  
廉学斌 刘 冰 罗东明 曲长祥/编 著



哈尔滨工程大学出版社  
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农业经济与管理



# 农业经济管理英语

《农业经济管理英语》是“十二五”普通高等教育本科国家级规划教材，也是“十二五”普通高等教育本科国家级规划教材《农业经济与管理》系列教材之一。本书可作为高等院校农业经济管理专业及相关专业的教材，也可供从事农业经济管理的有关人员参考。

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## 农业经济管理英语

English Course for Agricultural Economics and Management

廉学斌 刘冰 罗东明 曲长祥 / 编著

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## 内 容 简 介

本教材选材于管理学、经济学、市场营销、农业经济、城镇规划等领域内的权威性专著、教材、相关案例、学术论文及研究报告。

全书共分 18 个单元,每单元由精读、泛读、词汇和练习组成,并附有译文和参考答案,本书适用于高等农业院校经济与管理专业,农村区域发展专业,市场营销专业,城乡规划专业本科生及研究生的专业英语教学使用。

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# 总序

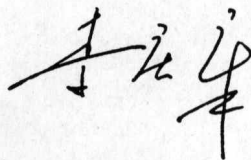
国家教育部1999年9月颁发的现行《大学英语教学大纲(修订本)》(以下简称《大纲》)规定:大学英语教学分为基础阶段(大学一、二年级)和应用提高阶段(大学三、四年级)。基础阶段的教学分为六级,或称大学英语一至六级(College English Bands 1-6,简称CEB1-6)。应用提高阶段的教学要求包括专业英语(Subject-Based English,简称SBE)和高级英语(Advanced English,简称AE)两部分。学生在完成基础阶段的学习任务即达到四级或六级后,都必须修读专业英语。已达到六级要求且学有余力的学生,除修读专业英语外,还可以选修高级英语课程。《大纲》不仅对专业英语的重要性,而且对专业英语的词汇和读、听、说、写、译的能力都做了明确说明。

按照《大纲》要求,本套教材在选材时,既注重专业英语的文体特征,又避免使用科普文章。本书教材的75%左右为专业基础内容,25%左右为专业前沿文献,一般从专业英语期刊中选取。主要因为学生在两年基础阶段的学习后,虽然专业基础知识已经建立,但对专业前沿内容尚知之不多。选取期刊上的内容,目的在于让学生深入了解专业英语文体特征和专业文献阅读方法,用英语来学习专业知识,同时也是向双语教学的过渡。

专业英语与公共英语中的日常英语和文学英语并无本质区别,只是文体(genre)不同。专业英语并无独立的语言系统,虽然专业英语中有大量的专业名词和术语,但是它的基本词汇都来自公共英语。除此之外,专业英语的语法有其自身特性和语法现象,但语法结构都仍遵循公共英语的一般规则,并无自己的独立语法。由此可见,公共英语是专业英语的基础,二者相互关联而具有显著的共通性。在编写这套教材时,我们采用专业教师和英语教师结合。专业教师负责文献取材,英语教师负责练习编排,文献翻译由专业教师和英语教师共同负责。既注重语言文字的流畅,又注重内容术语的准确。

本套教材是学生完成英语从基础学习过渡到实际应用的有效教材。通过教学,从英语文献阅读、英语资料翻译到英文摘要写作,系统科学地培养学生的英语应用能力,也为日后双语教学的逐步开展铺路搭桥。

是为之序。



\* 李庆章,1953年生,博士,生物化学教授,博士研究生导师,东北农业大学校长。

2007年2月

# 前言

本教程是为了适应新世纪对农业经济与管理类专业人员在专业英语技能方面的需要,并根据教学实践及教学经验编写的。在编写过程中,编者力争做到覆盖本学科内各个主要专业,又兼顾语言难易程度,使“用英语学习专业”和“用专业学习英语”二者有机地结合起来,一举两得,相得益彰。

本教材选材于管理学、经济学、市场营销领域内的权威性专著和教材及相关案例;农业经济与管理、资源环境、城乡规划、农村区域发展等方面的最新学术论文与研究报告。主要适用于高等农业院校经济与管理专业、农村区域发展专业、市场营销专业、城乡规划专业本科生的专业外语教学使用。当然,从事农业经济管理专业的教师、科研人员、农业推广人员也会从本教程获得裨益。

本教程共设 18 个单元,每单元分为两个部分。每单元的 PART A 部分,其结构为课文、单词、阅读理解及词汇练习;PART B 部分则给出生词与短语以及阅读理解问题。教师可以根据学生的专业方向有针对性地选择相关单元进行教学安排。书后附单元 PART A 全部参考译文,同时给出全部练习答案,供学生参考。

全书由廉学斌、罗东明、曲长祥负责内容选编、翻译工作,刘冰、岳欣、范天新负责练习编排及部分翻译工作。全书由廉学斌统稿,由博士生导师李昌宇教授审稿。在此对本书编写过程中给予大力支持的老师们致以深深的谢意。

由于编者水平有限,错误和疏漏之处在所难免,希望读者批评指正。

廉学斌

# Preface

This lecture aims to satisfy the need of the special persons in agricultural economy and administration in their fields respectively, compiled according to the teaching practice and experience, during this period, the bookmakers work hard for covering each main subject and taking into account the language degree, tend to electively combine “Learning the subject with English” and “Learning English with the subject”.

The materials of this book come from not only the authoritative monographs, textbooks and relative cases of management, economics and sales and marketing; but also the latest academic essays and research reports in the fields of agricultural economics and management, resources and environment, rural and urban design, rural regional development. This book fits for the specialized English teaching of the undergraduates and postgraduates in the major of economics and management, rural regional development, sales and marketing, rural and urban design in the agricultural universities. The teachers of agricultural economics and management, researchers as well as people engaged in agricultural popularization can also benefit from this book.

Altogether the lectures include 18 residential units which can be divided into 2 parts. Part A for each unit stresses on the text, vocabulary, reading comprehension and the exercise for vocabulary, while part B stresses on new words, phrases and exercise for reading comprehension. The teachers can select the related units for teaching on the basis of the students specialized subject. We attach the translation of part A and the key to exercise to the book.

Lian Xuebin, Liu Bing, Lou Dongming and Qu Changxiang. Yue Xin and Fan Tianxin also compiled the book. It is examined and approved by Professor Li Changyu. We sincerely thank the teachers who devoted their time and energy to the book.

Because of the limited level of the bookmakers. We can not avoid the mistake and oversight, waiting for your criticism and correction.

Dr. Xuebin Lian

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# Unit 1

## *Part A*

### **The Evolution of Management**

Studying management history helps you to understand the theory and practice as they are today. It also helps you to see how current management concepts have evolved over time. Current management concepts result from continual development, testing, modification, retesting, and so on.

Important pre-twentieth-century contributions to management included the building of the Egyptian pyramids, Adam Smith's writings on division of labor, and the Industrial Revolution. The building of the pyramids was an immense project requiring the coordination of thousands of workers. Clearly, this demanded management skills. Smith's writings on the manufacturing of pins vividly illustrated the dramatic economies that could be achieved through division of labor. The Industrial Revolution made it more economical to manufacture goods in factories, which, in turn, significantly increased the need for applying management techniques to production processes.

Frederick Taylor proposed four principles of management: (a) developing a science for each element of an individual's work, (b) scientifically selecting and training workers, (c) cooperating with workers, and (d) allocating responsibility to both management and workers.

Scientific management made possible dramatic increases—200 percent and more—in productivity. Applying its principles moved management from being a 'seat-of-the-pants' practice to a serious, scientific discipline.

Henry Fayol was the first to define management as a universal set of functions: planning, organizing, commanding, coordinating, and controlling. He argued that management was an activity common to all human undertakings, and he identified fourteen principles of management that could be taught.

Max Weber defined the ideal bureaucracy as having division of labor, a clearly defined hierarchy, detailed rules and regulations, and impersonal relationships.

The Hawthorne's studies led to a new emphasis on the human factor in the functioning of organizations and provided new insights into group norms and behavior. Management actively began to seek increased employee's job satisfaction and higher morale.

Human relations advocates held strong personal convictions about people at work. They believed in the capability of people and argued for management practices that would increase employee satisfaction. In contrast, the behavioral science theorists engaged in objective research on human behavior in organizations. They carefully attempted to keep their personal beliefs out of their

scientific research.

A unifying framework for management began in the early 1960s. The process approach was proposed as a way to synthesize the differences in the approaches of scientific management theorists, general administrative theorists, human resources theorists, and quantitative theorists. The systems approach recognizes the interdependency of internal activities in the organization and between the organization and its external environment. The contingency approach isolates situational variables that affect managerial actions and organizational performance.

A number of trends are influencing the way management is practised in organizations. Coping with workforce diversity requires managers to recognize and acknowledge employee differences. Competent and successful managers need to be aware of the ethical implications of their actions. Because of the dynamic environment in which organizations operate, managers must stimulate innovation and change to be successful. Managers who emphasize the use of total quality management processes in the organization are committed to continuous improvement of work activities. Managers who are re-engineering their companies are radically redesigning all or part of the work processes to improve productivity and financial performance. Managers who empower employees and work teams are increasing the decision-making discretion of workers. The bimodal workforce implies that managers must look for the ways of motivating, challenging, and inspiring low-wage workers to be productive. Companies that downsize must recognize that both those who are laid off and those who remain in the organization are faced with uncertainty and stress. The increasing use of contingent workers means managers must look for the ways to keep these individuals motivated and challenged.

The omnipotent view is dominant in management theory and in society. It argues that managers are directly responsible for the success or failure of an organization. In contrast, the symbolic view argues that management has only limited effect on substantive organizational outcomes because of the large number of factors outside of management's control; however, management greatly influences symbolic outcomes.

Organizational culture is a system of shared meaning within an organization that determines, in large degree, how employees act.

An organization's culture is composed of ten characteristics: member identity, group emphasis, people focus, unit integration, control, risk tolerance, reward criterion, conflict tolerance, means-end orientation, and open-systems focus.

Culture constrains managers because it acts as an automatic filter that biases the manager's perceptions, thoughts, and feelings. Strong cultures particularly constrain a manager's decision-making options by conveying which alternatives are acceptable and which are not.

The general environment encompasses forces that have the potential to affect the organization but whose relevance is not overtly clear. The specific environment is that part of the environment that is directly relevant to the achievement of the organization's goals.

Environmental uncertainty is determined by the degree of change and complexity in the environment. Stable and simple environments are relatively certain. The more dynamic and complex



the environments, the higher the uncertainty.

The components of the specific environment include suppliers, customers, competitors, government agencies, and public pressure groups.

Factors in the general environment include economic, political, social, global, and technological factors.

High environmental uncertainty limits management's options and its freedom to determine its own destiny.

Competitors and markets are no longer defined within national borders. New competitors can suddenly appear anytime from anywhere in the world. New markets are opening up in countries around the world. Managers must think globally if their organizations are to succeed over the long term.

National parochialism prevents people from recognizing that people in other countries have different ways of living and working. Parochial people rigidly apply their own values and customs to foreign cultures. The result is that they fail to understand foreigners and reduce their ability to effectively work with such people.

Multinational corporations have significant operations functioning in two or more countries simultaneously, but primary decision making and control is based in the company's home country. Transnational corporations also have significant operations in multiple countries but decision making is decentralized to the local level.

Regional trading alliances create more powerful economic entities. Many countries have joined these alliances in order to compete more effectively. For instance, countries joined the European Union compete more aggressively against such economically powerful countries as the United States and Japan.

The typical stages by which organizations go international are (a) exporting to foreign countries, (b) hiring foreign representation or contracting with foreign manufacturers, and (c) establishing international operations through licensing and franchising, joint ventures and strategic alliances, and/or foreign subsidiaries.

The four primary dimensions on which nations' cultures differ are individualism versus collectivism, power distance, uncertainty avoidance, and quantity versus quality of life.

United States culture is characterized as being high on individualism, below average on power distance, well below average on uncertainty avoidance, and well above average on quality of life.

A manager on global assignment faces two periods of adjustment: that time prior to going to a foreign country and that period while in the new country. Both individual and organizational factors influence the successful adjustment of managers to overseas assignments.

## Technical Terms

seat-of-the-pants 感觉, 本能, 经验

undertaking [ˌʌndə'teɪkɪŋ] n. 计划; 事

业,企业

**bureaucracy** [bjuə'rɒkrəsi] *n.* 官僚政治,官僚主义,官僚的总称

**impersonal** [im'pə:snl] *adj.* 不受个人感情影响的;非特指某人的,和个人无关的

**morale** [mə're:l] *n.* 士气,风气,性情,心境

**advocate** [ædvəkit] *n.* 提倡者,倡导者,拥护者

**conviction** [kən'vikʃn] *n.* 坚信,确信,深信

**interdependency** [ˌintə:di'pendənsi] *n.* 相互依赖性

**contingency** [kən'tindʒənsi] *n.* 偶然,偶然性,偶然发生的事,意外事故

**empower** [im'pauə] *v.* 授权

**discretion** [di'skrefən] *n.* 自由处理,自由决定

**bimodal** [bai'məudəl] *adj.* 有两种方式的

**downsize** [ˈdaun,saiz] *v.* 减少

**lay off** (暂时)解雇

**contingent** [kən'tindʒənt] *adj.* 偶然的,意外的,偶发的

**figurehead** ['figəhed] *n.* 挂名首脑,傀儡

**liaison** [li'eizən] *n.* 联络,团体间的联系;联系人

**disseminator** [di'semineitə] *n.* 传播者,播种者

**entrepreneur** [ˌɒntreɪprə'nə:] *n.* 企业家

**allocator** *n.* 分配者

**generic** [dʒi'nerik] *adj.* 属的,一般的,类的

**aspire** [əs'paɪə] *v.* 有抱负,有雄心,立志,热望

**omnipotent** /ɒm'nipətənt/ *adj.* 全能的,有无限权力的;有至上权威的

**bias** ['baɪəs] *v.* 使存偏见,以偏见影响

**perception** [pə'sepʃən] *n.* 感觉,知觉,了解,领悟力,理解力

**encompass** [in'kʌmpəs] *v.* 包含,包括

**parochialism** [pə'rəukjəlɪzəm] *n.* 狭隘的性质或状态

**parochial** [pə'rəukjəl] *adj.* 限制在某一范围的,地方范围的

**entity** ['entiti] *n.* 实体

**franchise** ['fræntʃaɪz] *v.* 给予特权

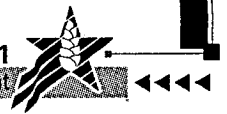
## Study Questions and Exercises

### Comprehension

#### 1. Discussion

Directions: Work in groups and answer the following questions.

- (1) What is the difference between managers and operatives?
- (2) Is there one best 'style' of management? Why or why not?
- (3) What are the important pre-twentieth-century contributions to management?
- (4) Managers are often characterized as being 'boundary spanners.' What do you think this term refers to, and why do you think it might be an important description of what a manager does in relation to external environmental factors?
- (5) What do you think is meant by the term 'borderless organization'? What are the managerial implications of such an organization?



(6) Compare the advantages and drawbacks of the various approaches to going international?

## 2. Understanding the details

Directions: Fill in the blanks to complete the sentences or paragraphs with the information you get from the passage.

- (1) Henry Mintzberg classified his managerial roles into three sets that relate to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ respectively.
- (2) Robert Katz identified three skills managers need \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- (3) Frederick Taylor proposed four principles of management: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- (4) Max Weber defined the ideal bureaucracy as \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- (5) The components of the specific environment include \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- (6) The typical stages by which organizations go international are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

## 3. Understanding specific information

Directions: Tell whether each of the following statements is true or false. Write 'T' for true, 'F' for false in the space provided.

- (1) Management includes the functions or primary activities of planning, organizing, leading, and controlling. \_\_\_\_\_
- (2) Organizing involves defining an organization's goals and establishing strategies and plans to achieve these goals. \_\_\_\_\_
- (3) Leading involves directing and coordinating the organization's people. \_\_\_\_\_
- (4) Henry Fayor was the first to define management as a universal set of functions: planning, organizing, commanding, coordinating, and controlling. \_\_\_\_\_
- (5) Factors in general environment just include economic, political, and technological factors. \_\_\_\_\_
- (6) National parochialism helps people to recognize that people in other countries have different ways of living and working. \_\_\_\_\_

## Vocabulary

1. Directions: Column A is a list of words from the passage. Find in Column B the expression similar in

meaning to each of the words in column A.

Column A

Column B

- |                |                                      |
|----------------|--------------------------------------|
| (1) coordinate | A. gradual change and development    |
| (2) oversee    | B. local; regional; sectional        |
| (3) hierarchy  | C. all - powerful; almighty; supreme |
| (4) evolution  | D. supervise; keep one eye on        |
| (5) illustrate | E. confederation; union; coalition   |
| (6) omnipotent | F. restrain; curb                    |

- (7) constrain                      G. systematize; harmonize  
 (8) overtly                      H. clarify; demonstrate; exemplify  
 (9) parochial                      I. openly; visibly; perceivably  
 (10) alliance                      J. organization with grades of authority from lowest to highest

2. Directions: Complete the sentences with the words or phrases given in the list, change the form if necessary.

refer to      vary      result from      emphasize      simultaneous convey      because of  
 lay off      allocate      concern... with

- (1) The quality of their products never \_\_\_\_\_; it is always excellent.  
 (2) It is not your problem, don't \_\_\_\_\_ yourself \_\_\_\_\_ it.  
 (3) His illness \_\_\_\_\_ eating contaminated food.  
 (4) We have \_\_\_\_\_ room to each of the refugees.  
 (5) I came back \_\_\_\_\_ the rain.  
 (6) I must \_\_\_\_\_ the fact that they are only children.  
 (7) When I said some people are stupid, I was not \_\_\_\_\_ you.  
 (8) Words can't \_\_\_\_\_ my sorrow.  
 (9) The factory \_\_\_\_\_ some workers in summer.  
 (10) The two \_\_\_\_\_ shots sounded like one.

3. Directions: Translate the following sentences into English, using the expressions in the brackets.

- (1) 大量的机动车因降大雪而不得不停驶。( a number of )  
 (2) 他的疏忽大意会为以后带来麻烦。( lead to )  
 (3) 他使这个国家对外贸易开放。( open up )  
 (4) 这位教师在了解学生情感方面有着不同寻常的洞察力。( insight to )  
 (5) 这部小说由 20 章组成。( be composed of )

## Part B

### Jerry Jones Talks About Owning and Managing 'America's Team'

Asked to name the owners of most National Football League franchises, it is likely that even the most ardent fans could name only a few. Most, however, would know Jerral W. (Jerry) Jones, owner of the Dallas Cowboys. Jones bought the struggling Dallas Cowboy franchise from Bum Bright in 1989, immediately fired Tom Landry, the only coach the team had ever had, and hired his college teammate Jimmy Johnson, then coach of the University of Miami football team. He proceeded to trade away the



team's head. However, there is nothing like success to turn doubters into followers, and the team of Jones and Johnson have provided just that, including Super Bowl Championships in 1993 and 1994.

Jones's management style is an interesting one in a profession that is characterized by big money and huge egos. Yet he says that a (football) team is like any business. Nothing stands still. You shouldn't ever wait to make changes. Although he was once nicknamed 'Jethro' by fans and media critics who likened him to the NFL equivalent of a Beverly Hillbilly, he made wholesale changes upon his arrival, totally disregarding the NFL's time-honored 'how-to' manual, and with seeming disregard for his critics. Unlike most other NFL owners, Jones is also the team's general manager and is personally involved in all decisions except those made on the field. He evaluates talent, negotiates contracts, and makes all personnel decisions. He does, however, involve Coach Johnson in personnel decisions.

If the proof of a manager's success is measured by the bottom line, Jones has to be labeled extremely successful. After he bought the ailing Cowboys for \$140 million, they lost \$6 million in their first year, generating total revenues of \$36.2 million. According to Jones, the 1992 total revenues exceeded \$65 million. In just three years the Cowboys had attracted 20,000 new season-ticket holders with an average age of 30. When Jones bought the team, the average age of all seasonticket holders was 55. But Jones's success with the Cowboys has not been easy. Although the fans are back as avidly as ever, there has been discontent among the players as well as the head coach.

At the beginning of the 1993 season, star running back Emmitt Smith was without a contract and announced that he would sit out a season rather than accept less than what he thought the self-proclaimed 'best player at his position' should be paid. After the Cowboys started the season with a 1-2 won/lost record, including a defeat at the hands of Washington Redskins, Jones and Smith came to terms on a four-year contract that made him the highest paid runner in football history. The impact on the team was immediate, and the season was salvaged. Jones evidently decided not to have a repeat of the lesson learned with Smith, and he signed the team's quarterback, Troy Aikman, to a multiyear, multimillion-dollar contract before the end of the 1993 season.

Johnson's discontent with Jones is not about money; it involves two super-egos in conflict with each other. Johnson is a compulsive winner and accepts nothing less than perfection. He has been known to become violent, even after a team victory, if he felt that the team did not play up to its potential. A case in point is the 1992, 27-14 win over the Chicago Bears. With the Cowboys leading 27-0 going into the fourth quarter, Jones marched onto the sidelines with Prince Bandar bin Sultan, Saudi Arabia's ambassador to the United States and one of the world's biggest Cowboy fans. Walking along the sidelines congratulating the players, Jones had invaded Johnson's territory, and Johnson became outraged. Watching backup running back Curvin Richards fumble twice, one of which was returned for a touchdown, then seeing Jones and Bandar celebrating on the sidelines was more than Johnson could stand. His postgame rage began with a tongue-lashing of the team for its sloppy play in the fourth quarter, continued with a short, yet testy press conference, and ended in Jones's office, where assistant coach Larry Lacewell intervened as Jones and Johnson literally