



21 世纪农业科学专业英语

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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



哈尔滨工程大学出版社

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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。

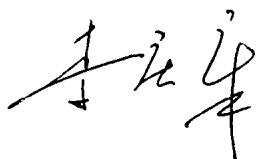
按照《大纲》要求,本套教材在选材时,既注重专业英语的文体特征,又避免使用科普文章。本书教材的 75% 左右为专业基础内容,25% 左右为专业前沿文献,一般从专业英语期刊中选取。主要因为学生在两年基础阶段的学习后,虽然专业基础知识已经建立,但对专业前沿内容尚知之不多。选取期刊上的内容,目的在于让学生深入了解专业英语文体特征和专业文献阅读方法,用英语来学习专业知识,同时也是向双语教学的过渡。

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。

A handwritten signature in black ink, consisting of stylized Chinese characters, likely '李庆章' (Li Qingzhang).

* 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。

2002年9月10日

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

2002 年 10 月

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 [bjʊə'rɒkrəsi] *n.* 官僚政治,官僚主义,官僚的总