

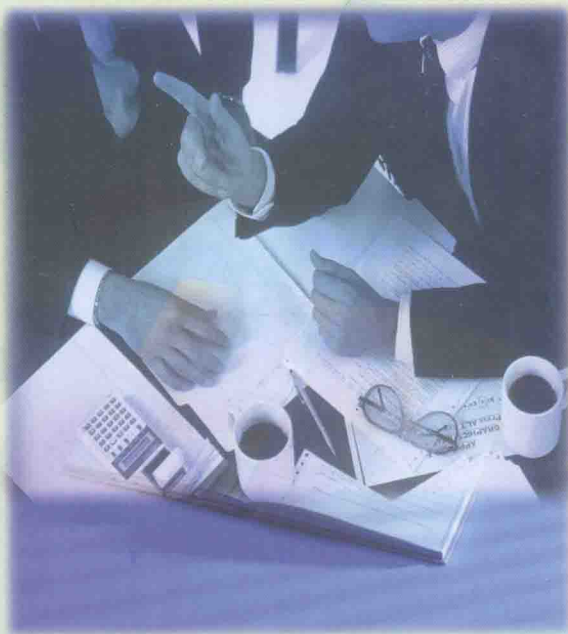
【商务专业英语系列丛书】

王关富 张海森 总主编

管理学

专业英语

[美] Steven Darian 宓智瑛 著



**English for Decision-makers:
A Course in Modern Management**



对外经济贸易大学出版社

University of International Business and Economics Press



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管理学专业英语

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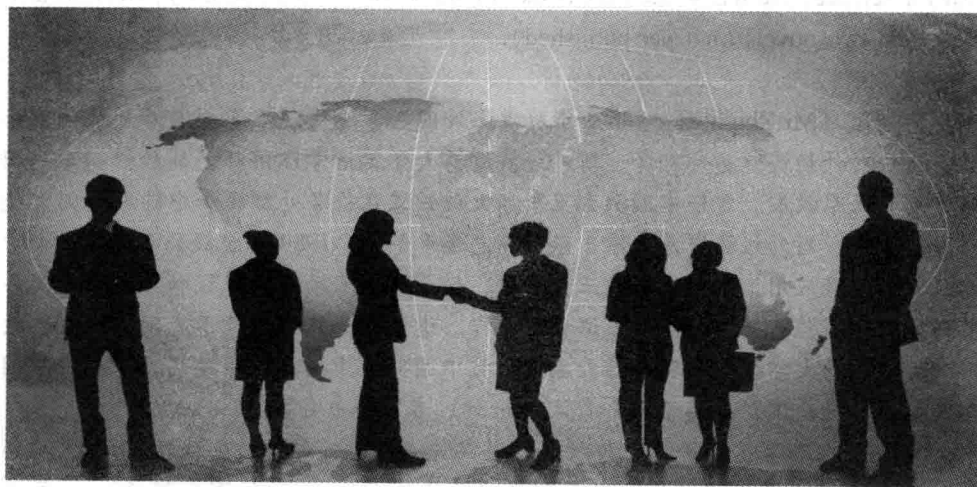
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Steven Darian was a professor at Rutgers University (in New Jersey) for 30 years. He has been a Fulbright Visiting Professor in India, Uzbekistan, and Ukraine, and has taught and studied in nine countries, including Turkey, Saudi, and Switzerland. From 2004 – 2006, he taught at Zhengzhou University and UIBE in Beijing. At present, he is teaching at Bilkent University. His degrees are in applied linguistics (PhD, MA), international relations, oriental studies, and creative writing. His interests include management of innovation & change, organizational behavior, cultural elements in international business, management training, English for business and English for science. He has written six books (both scholarly and popular), over 30 articles, and two novels (not yet published).

宓智瑛 (Mi Zhiying) 毕业于原上海外国语学院 (现上海外国语大学) 英语系。历任对外经济贸易部翻译、对外经济贸易大学英语学院讲师、副教授、卓越国际学院英语系教授。曾任中国驻毛里求斯大使馆文化侨务处翻译和中国驻泰国大使馆一等秘书、对外经济贸易大学出版社副总编和编审；1989 年曾被公派赴加拿大卡卡尔顿大学主修应用语言学。从教三十余年，擅长各门基础英语课程以及高年级商务英语阅读、写作、听力与翻译等课程的教学。退休后仍热心服务于我国出版业，被对外经济贸易大学出版社聘为社外编审、被中国商务出版社聘为顾问，并担任中国国际贸易学会全国商务英语水平考试 (一级) 专家委员会委员。

出版个人专著、译著、合作编著的作品先后有：《中国的小城镇建设》、《高校英语八级听力模拟试题集》、《如何使自己更富有》、《动物官能越话》、《英语高考口试模拟考场》、《开心英语 (初、中、高级本)》、《趣味英语》、《趣味英语 (农村普及本)》、《英汉汉英国际经济贸易词典》、《中国商务读本》、《国际商务英语口语 (一级)》、《美国英语九级考试模拟试题精编》和《美国〈商业周刊〉商务时文精选注释大全》等，并担任《中国对外经济贸易年鉴 (英文版) 2001/2002 年》、《中国对外经济贸易年鉴 (英文版) 2002/2003 年》的审定工作。在国家级核心期刊上发表《浅论文体学与商务法律英语书稿的编辑加工》等论文多篇。



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总 序

经济全球化及中国加入世界贸易组织给我们带来巨大的挑战,这种挑战不仅表现在我国企业在国际经营活动中必须遵守国际商业规则与惯例,同时还要求我国从商人员及在校学生必须提升自己的专业知识,学习国外先进的管理技术、经营理念,熟悉国际商务活动的行为规范,具有娴熟的商务沟通技能,实现与国际市场的真正接轨,而所有这一切的最终实现在很大程度上取决于他们直接用外语获取相关专业知识和水平以及商务英语交际的技能。为帮助在校学生、从商人员 and 有志于从事商务实践的人士实现这一目标,我们推出了“商务专业英语系列丛书”。

这套丛书的基本指导思想是:以商科各专业的知识框架为素材,用语言学习的方法将它们有机地编撰成有鲜明特色的教材,可适用于各类不同的读者,以达到各自不同的目的。丛书包括:《管理类专业英语》、《人力资源管理专业英语》、《国际商法专业英语》、《国际贸易专业英语》、《证券专业英语》、《银行专业英语》、《国际经济专业英语》、《国际经济合作专业英语》、《旅游管理专业英语》、《国际投资专业英语》、《饭店管理专业英语》、《国际营销专业英语》、《保险专业英语》、《公共管理专业英语》、《物流专业英语》、《海关专业英语》和《国际物流专业英语》。

本套丛书有别于目前市场上种类繁多的商务英语书籍。在推出这套丛书之前,我们对商务英语图书市场进行了深入的调研与分析。这次调研发现市场上现有的商务英语类书籍多以阅读、写作和听说类为主,选材涉及经济、工商、金融、贸易等,其不足一是所涵盖的专业内容缺乏系统性和完整性,二是编写的出发点主要在语言上。当然,市场上也有一些以专业知识为内容的教科书,但它们往往都是零散的,很难满足不同背景读者的不同需要;偶尔上市的这类系列丛书,要么系统性不强,要么只重专业知识或只重语言学习,鲜有两者有机结合的。因此,目前读者特别需要一套系统性强、专业知识与语言技能训练兼容、能满足不同读者需要的丛书。

基于上述,我们精心策划并推出了这套“商务专业英语系列丛书”与大家见面。



本系列丛书具有十分鲜明的特色, 主要是: (1) 目的: 为具有专业背景的学生和读者提供学习商务英语和提高实际交流能力的有效学习途径, 同时英语语言类专业背景的学生和读者可以学习相关专业的基本原理和框架性专业知识; (2) 选材: 涵盖各相关专业的基本知识, 专业内容具有代表性, 语言规范标准; (3) 构架: 专业知识和语言训练的最佳结合, 除了专业知识外, 还配有阅读理解问题、专业术语、常用短语、要点综述、相关背景知识和注释以及丰富多彩的练习。

本套丛书编写人员来自对外经济贸易大学、北京外国语大学、中国人民大学等多所高等院校, 他们都兼有商科和语言类的学历与学位, 而且都是从事商科或商务英语教学与研究多年的资深学者, 具有各自专业扎实的知识基础和丰富的教学经验。能有那么多出类拔萃的优秀学者参与编撰这套丛书是我们的极大骄傲和荣幸, 同时也是广大读者可以对本套丛书寄予期望和信任的有利保证。

在这套丛书的编写过程中, 对外经济贸易大学校长陈准民教授给予了关注和支持; 对外经济贸易大学出版社刘军社长高度重视; 出版社宋海玲编辑则一直以来认真真、兢兢业业, 投入了大量的时间与精力, 为丛书的推出作出了重要贡献。我们在此对他们一并表示衷心的感谢。

最后, 希望读者在使用本套丛书过程中所发现的不足与问题给予指正以便将来改进。

对外经济贸易大学

王关富

2005 年 1 月于惠园



Introduction

To the Student

English for Decision-makers: A Course in Modern Management describes the theories of management that are taught today in business schools in America, Western Europe, and Japan.

This book is for students who do not speak English as a first language. Therefore, we have included questions, exercises, and activities that help students develop their English abilities, in addition to their knowledge of management practices. Certain questions are designed to help you examine more closely the management practices in your country.

To Help You Understand

To better help you understand, we have included lots of **examples**. As you read, notice the phrases: *for example*, *for instance*, and *e. g.* They indicate an example. You will also find examples in parentheses:

In market economies, people usually have a choice of products (*e. g.*, several different brands of cars or TV sets).

We have also included many **paraphrases** and **synonyms** as ways of **defining**. **Paraphrase** means using different words for the same idea. Here is an example of a paraphrase:

For some companies, marketing is more important than the product. *In other words*, some companies succeed chiefly on the basis of marketing.

A paraphrase often contains a phrase like: *that is*, or *i. e.*, or *in other words*. Or it may simply appear in parentheses (). Here is an example:

Demographic (*population*) changes affect business in many ways.

Look for these words and phrases. They indicate a paraphrase.



A **synonym** is a word that has the same meaning or a very similar meaning as another word. *Boss* and *manager* are synonyms, *worker* and *employee* are synonyms; they have the same or similar meanings. You will find lots of synonyms in the word lists of the reading passages. And also in the text.

Culture

Some of the management ideas that were developed in one country may not work in another. For example, people in culture A may be motivated by different things than people in culture B. Things like the role of the individual and the group may be very different in different countries. The same is true for concepts like power, leadership, and negotiating.

The world grows smaller every day. As we come in contact with things, ideas, and people from other countries, it is more important to understand other people and the way they do business. This book will explore some of these other understandings.

Steven Darian & Mi Zhiying

To the Instructor

Classroom Interaction

In many societies — including some in the former Soviet Union, East Asia, and the Middle East — teaching means that the teacher lectures and students sit quietly and take notes. Or, if the instructor asks questions, they are only comprehension questions.

This text and this program requires that students be *involved* in the material; that they contribute **their** ideas, opinions, and experience. In other words, the classroom must be a two-way street ($\rightleftharpoons$). This approach reflects the original meaning of the Latin word *educare* (to draw out). In other words, drawing ideas out of the students and connecting those ideas to the material that you are presenting. This makes for a much more enjoyable and effective learning experience.

Inputs and Outputs. A useful way of looking at our material is in terms of **inputs** and **outputs**. Inputs are the material that goes into the students' heads; charts and



graphs, readings, the listening passage, and so forth. An output is what comes out of the student's head. This can be in the form of speaking, writing, drawing, or gestures. It is important to vary the kinds of outputs for students. And to be aware of the many different kinds of outputs that students can have.

Assignments and Exercises. Students may not have the time or facilities (e. g., access to a company) to do some of the homework assignments. That's all right. In some cases, the text has provided more exercises and activities than students need. You may want to omit some of them. It depends on the level and the special needs of the class.

Questions

It is important to remember that there are different kinds of questions in the readings and elsewhere in the text. Comprehension questions are important, but they are the lowest level of questioning. In order to **involve** the students and help them relate the information to their world, we must vary the types of questions that we ask. Here are some question types that are found in the text:

1. Comprehension (Understanding) Questions. Questions whose answers can be found in the text.

2. Opinion/Interpretation/Judgment Questions. Questions that ask students for their opinion or judgment on a topic.

3. Relational Questions. Questions that allow students to relate the material to their own experience.

4. Prediction Questions. Questions that ask students to predict future trends or events.

Vocabulary

Words that Go Together (Collocations). Certain words often appear with other words. An example is the phrase "to pay attention." If students really want to understand a word, they need to know the words it appears with. The process is called **collocation**. Chapters 2, 5, 9, and 15 contain cumulative lists of words that appear with other words, along with words they appear with. It is important for students to understand the process and to learn the words that "collocate" with other words.



Classifying. Another important way we learn and store words is by classifying them. It helps our understanding to know, for example, that a hammer is a tool. The text contains many classifying exercises, that help students develop these connections.

What's the Difference? This exercise gives students a chance to compare and contrast meanings of different concepts in the chapter. Comparison is another important method for understanding meaning. The exercise should be done orally.

Definitions

Definitions are an important part of any field, especially if students are studying that field in a foreign language. Here are some of the ways that words or ideas can be defined:

- formal definition
- synonyms
- antonyms
- examples
- paraphrase
- classifying
- visuals
- non-examples (i. e. , by comparison; e. g. , “A whale is *not* a fish”).

Teaching the Reading Passage

Like the rest of the book, the reading passage has two goals: (1) to present information on the field of management, and (2) to help students develop their command of English. Both are important.

Before you use the reading passage, be sure that students understand the key words and concepts at the beginning. There are several ways to do this. The word lists contain several different kinds of words and phrases, including: (a) synonyms: words that have the same or similar meanings (e. g. , *employee*, *worker*, *subordinate*). These are very useful for defining the word; (b) words in different parts of speech: noun, verb, adjective (or modifier); (c) regular definitions: tariff: a tax on imports and exports. In addition to these, you might define individual words and phrases and provide examples, where necessary.



These key words are later *reinforced* in the exercises following the reading passage, including classifying exercises and fill-in exercises.

As for the reading passage itself, have students read it aloud, in order for them to practice pronunciation. Some key words from this and earlier chapters may be in **bold-face** or may be underlined. The discussion section after the passage contains different kinds of questions (comprehension, opinion/ judgment/interpretation, relational, and prediction questions). Do not get *stuck* on comprehension questions. The others are just as important. Also, try to refer to the information from the reading passage as you continue on in the book.

The Use of Visuals (charts, graphs, maps, tables)

The section on Analyzing Data contains **visuals** (charts, graphs, maps, tables). Visuals play a very important role in learning, especially in learning a language: they provide a unique kind of input. If the input is verbal, such as a reading passage, you don't know if a student's problem is caused by the language input or her language output. A visual input eliminates that problem since the original input (or stimulus) is visual, not verbal.

Teaching the Section on Analyzing Data. The purpose of these exercises is to give students spoken and written practice in these skills. They involve studying a visual (a chart or graph) and responding to it in different ways. Here are some kinds of questions you can ask about the data. The kinds of questions depend on the information in the visual. Not all are suitable for every visual:

1. What does the chart/graph describe **in general**?
2. What are some interesting/surprising **facts** in the data?
3. Make some **predictions** about X if present trends continue. What changes might happen **in the future**?
4. What are some social, economic, and political **implications** of the data?
5. What are some **interpretations** of the data. What is the **significance** of the data, if any?
6. What are some **problems** with the data, if any?
7. What **additional information** could help in interpreting or understanding the data?



8. What other (significant) **questions** can you think of for this data?
9. Can you think of some **WHAT/IF** questions. For example, "What would happen if...?" Or "What effect would it have if...?"
10. What **future events** might affect the trends/changes/data? How?
11. What do think may have **caused** X ? What do you think was the cause of X ?
12. Based on the data (and your own knowledge) , what are some **business decisions** you might make if you were from one of these countries?

- Structuring the Exercise. One way to generate more language activities from the exercise is dividing students into 2 – or 3 – person groups, and having them discuss the questions together for 5 – 10 minutes, Then, have different members of each group present the group's answers to the class.



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