经管英语

高等教育应用型本科重点专业精品规划教材（外语类）

English for Economics and Management

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前　言

　　《经管英语》于 2016 年修订出版。该书作为校内教材使用的时候，得到了广大读者的肯定，并受到了广大学生的好评。与此同时，我们也收到了经管专业师生提出的不少宝贵意见。因此，根据编著者的教学实践和与国内外知名经济管理行业媒体合作积累的经验，正式修订并出版。

　　本书主要根据武汉工程科技学院经管专业的英语口语教材和经管英语选修课教材编写而成。在武汉工程科技学院多年教学实践的基础上，编著者对上述内容作了进一步的修改、充实、提高，改编成本书。全书共分八个单元。每个单元的内容涉及商业、贸易，及其丰富的经管英语阅读材料。这八个单元的内容既自成体系，又互相关联，难度适中，为配合教学，还编有一定量的练习题，供学生在课堂内外使用。建议学生在使用时多精读课本，以提高学习效果。

　　本书的会话内容，涉及经济管理的各个环节，包括管理学基础、战略管理、市场营销、会计基础、旅游管理和电子商务等场景。对话侧重商品零售、贸易谈判。阅读材料是为配合经管英语会话所准备的相关经管英语知识，如有企业战略管理，电子商务与网络隐私、会计要素等方面的实用知识。商业和贸易的内容中都增加了重点提示部分，详解经管商贸英语口语的难点。对近年国际经管行业常用的词汇和新词语作了重点注释，并对学生容易读错的经管专业词汇的发音作了重要提示，以提供教学参考。在贸易内容中，增加了延伸式阅读内容，以帮助学生拓展相关经管专业和行业英语知识，阅读内容广泛选自近年国外媒体发表的反映国际经管行业各方面新进展的报道，并突出了商贸方面的资讯，使学生能够学以致用，为今后开展国际贸易实务等活动打下语言基础。各篇的内容可根据需要进行取舍，配合使用。

　　在本书附录中还给出了经管营销所需的各类基本专业术语。专业词汇的学习是本课程的一个难点。学生通过本教材的学习，可以掌握整个经管营销过程中所必备的基本英语会话，能用英语向客人对产品作通俗的解释，适应在经管销售等业务活动中与国外客商进行面对面交流的需要。

　　为使本书内容尽量实用，表述更为符合英语的表达习惯，在场景的设计和选材上考虑了实际的需要，使用了国外经管网站的英语原文的表述，以尽量使语言更为地道，保留原汁原味。

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编著者

2016 年 7 月 16 日

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目　录

Unit 1 Management

Learning Objectives

After completing this unit, you will be able to do the following.

1. Grasp the main idea and the structure of the text;

2. Master the key language points and grammatical structure in the text;

3. Understand the basic layout of management;

4. Conduct a series of reading, speaking and writing activities related to the theme if the unit.

Outline

Following are the main sections in this unit.

1. Warm-up Activities

2. Text A, Text B

3. Exercises

Technical Terms

In this unit, you will learn the meanings of the aviation terms listed below.

- Classical approach
- Quantitative approach
- Contemporary approach

Vocabulary

Listed below are some words appearing in this unit that you should make part of your vocabulary.

- Bureaucracy
- Asset
- Allocate
- Inventory
- Contingency
- Identifiable

Looking Ahead

Taylor's Scientific Management Principles

1. Develop a science for each element of an individual's work to replace the old rule-of thumb method.

2. Scientifically select and then train, teach, and develop the worker.

3. Heartily cooperate with the workers so as to ensure that all work is done in accordance with the principles of the science that has been developed.

4. Divide work and responsibility almost equally between management and workers.

Management does all work because it is better suited than the workers.

Introduction

In the interest of public safety and a worry-free experience every time you fly, airlines would encourage you to familiarize yourself with this information.

Learning Aims:

Be aware of some early management examples and four approaches.

Be aware of the three reasons to study management: the universality of management, the reality of work, and the awareness of the significant rewards.
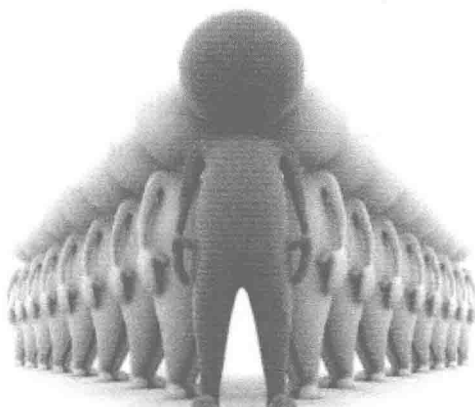
Warm-up Activity

Do you know who the people in the following pictures are? Who is Robert Owen? Who is Henry Mintzberg? How much do you know about them?

Text A

Some Early Management Examples

Studying history is important because it helps us see the origins of today's management practice and recognize what has and has not worked. We can see early examples of management practice in the construction of the Egyptian pyramids and in the arsenal of Venice. One important historical event was the publication of Adam Smith's Wealth of Nations, in which he argued for the benefits of division of labor (job specialization). Another was the Industrial Revolution when it became more economical to manufacture in factories than at home. Managers were needed to manage these factories and these managers needed formal management theories to guide them.

Various Theories in the Classical Approach

Frederick W. Taylor, known as the "father" of scientific management, studied manual work using scientific principles. That is, guidelines for improving production efficiency, to find the best way to do those jobs. Gilbreths' primary contribution was finding efficient

hand-and-body motions and designing proper tools and equipment for optimizing work performance. Fayol believed that the functions of management were common to all business endeavors but also were distinct from other business functions. He developed 14 principles of management from which many current management concepts have evolved. Weber described an ideal type of organization he called a bureaucracy, characteristics that many of today's large organizations still have. Today's managers use the concepts of scientific management when they analyze basic work tasks to be performed, use time-and-motion study to eliminate wasted motions, hire the best qualified workers for a job, and design incentive systems based on output. They use general administrative theory when they perform the functions of management and structure their organizations so that resources are used efficiently and effectively.

Development and Uses of the Behavioral Approach

The early Organization Behavior (OB for short) advocates (Robert Owen, Hugo Munsterberg, Mary Parker Follett, and Chester Barnard) contributed various ideas, but all believed that people were the most important asset of organization and should be managed appropriate for the best output. The Hawthorne Studies dramatically affected management beliefs about the role of people in organizations, leading to a new emphasis on the human behavior factor in managing. The behavioral approach has largely shaped the management ofmodern organizations. Many current theories of motivation, leadership, group behavior and development, and other behavioral issues can be traced to the early OB advocates and the conclusions from the Hawthorne Studies.

Quantitative Approach

The quantitative approach involves applications of statistics, optimization models, information models, and computer simulations to management activities. Today's managers use the quantitative approach, especially when making decisions, as they plan and control work activities such as allocating resources, improving quality, scheduling work, and determining optimum inventory levels. Total quality management—a management philosophy devoted to continual improvement and responding to customer needs and expectations—also makes use of quantitative methods to meet its goals.

Various Theories in the Contemporary Approach

The system approach says that an organization takes in input (resources) from the environment and transforms or processes these resources into output that will be distributed into the environment. This approach provides a framework to help managers understand how all the interdependent units work together in order to achieve their

organization's goalsand that decisions and actions taken in one organizational area will affect others. In thisway, managers can recognize that organizations are not self-contained, but instead rely ontheir environment for essential input and as outlet to absorb their output. The contingency approach says that organizations are different. Different situations require different ways of managing. Therefore, the contingency approach helps us understand management because it stresses there are no simplistic or universal rules for managers to follow. Instead, managers must look at their situation and determine if this is the way the situation is, then this is the best way to manage it.

⌂ Text B

Why Managers Are Important to Organizations

Managers are important to organizations for three reasons. First, organizations need their managerial skills and abilities in uncertain, complex, and chaotic situations. Second, managers are critical to getting things done in organizations. Finally, managers contribute to employee productivity and loyalty. The way employees are managed can affect the organization's financial performance, and managerial ability has been shown to be important in creating organizational value.

Who Managers Are and Where They Work

Managers coordinate and oversee the work of other people so that organizational goals can be accomplished. Non-managerial employees work directly on a job or task and have no one reporting to them. In traditionally structured organizations, managers can be first line, middle, or top. In other more loosely configured organizations, managers may not be readily identifiable, though someone must fulfill that role.

Managers work in an organization, which is a deliberate arrangement of people to accomplish some specific goal. Organizations have three characteristics: a distinctive purpose, composed of people, and a deliberate structure. Many of today's organizations are structured to be more open, flexible, and responsive to changes.

Functions, Roles, and Skills of Managers

Broadly speaking, management is what managers do and management involves coordinating and overseeing the efficient and effective completion of others' work activities. Efficiency means doing things right quickly; effectiveness means doing the right things. The four functions of management include planning (defining goals, establishing

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strategies, and developing plans), organizing (arranging and structuring work), leading (working with and through people), and controlling (monitoring, comparing, and correcting work performance). Mintzberg's managerial roles include interpersonal roles, which involve people and other ceremonial/symbolic duties (figurehead, leader, and liaison); informational roles, which involve collecting, receiving, and disseminating information (monitor, disseminator, and spokesperson); and decisional roles, which involve making choices (entrepreneur, disturbance handler, resource allocator, and negotiator). Mintzberg's newest description of what managers do proposes that managing is about influencing action, in three ways: by managing actions directly, by managing people who take action, and by managing information that impels people to take action.

Katz's managerial skills include three aspects: technical (job-specific knowledge and techniques), human (ability to work well with people), and conceptual (ability to think and express ideas). Technical skills are most important for lower-level managers while conceptual skills are most important for top-level managers. Human skills are equally important for all managers. Some other managerial skillsidentified include managing human capital, inspiring commitment, managing change, using purposeful networking, and so forth.

Factors That Are Reshaping and Redefining the Manager's Job

The changes impacting managers' jobs include global economic and political uncertainties, changing workplaces, ethical issues, security threats, and changing technology. Managers must be concerned with customer service because employee attitudes and behaviors play a big role in customer satisfaction. Managers must also be concerned with innovation because it is important for organizations to be competitive. Finally, managers must be concerned with sustainability as business goals are developed.

Value of Studying Management

It's important to study management for three reasons: (1) the universality of management, which refers to the fact that managers are needed in all types and sizes of organizations, at all organizational levels and work areas, and in all global locations; (2) the reality of work—that is, you will either manage or be managed; and (3) the awareness of the significant rewards (such as, creating working environments to help bring the best out of workers, supporting and encouraging others; helping others find meaning and fulfillment in work, etc.) and challenges (such as, potential hard work; the possibility of having more clerical duties than managerialones; having to deal with a variety of personalities, etc.) in being a manager.

New Words and Phrases

arsenal ['ɑrsənl] n. 兵工厂；军械库

division 英 [dɪ'vɪʒ(ə)n] 美 [də'vɪʒən] n. [数] 除法；部门；分割；师（军队）；赛区

motion 英 ['məʊʃ(ə)n] 美 ['moʃən] n. 动作；移动；手势；请求；意向 vi. 运动；打手势 vt. 运动；向……打手势

optimizing ['ɒptɪmaɪzɪŋ] n. [数] 优化，最佳化 adj. 最佳的 v. 最佳化（optimize 的现在分词）

bureaucracy 英 [ˌbjʊ(ə)'rɒkrəsɪ] 美 [bjʊ'rɑkrəsi] n. 官僚主义；官僚机构；官僚政治

incentive 英 [ɪn'sentɪv] 美 [ɪn'sɛntɪv] n. 动机；刺激 adj. 激励的；刺激的

asset 英 ['æset] 美 ['æsɛt] n. 资产；优点；有用的东西；有利条件；财产；有价值的人或物

allocate 英 ['æləkeɪt] 美 ['æləket] vt. 分配；拨出；使坐落于 vi. 分配；指定 [过去式 allocated 过去分词 allocated 现在分词 allocating]

optimum 英 ['ɒptɪməm] 美 ['ɑptəməm] adj. 最适宜的 n. 最佳效果；最适宜条件 [复数 optimums 或 optima]

inventory 英 ['ɪnv(ə)nt(ə)rɪ] 美 ['ɪnvəntɔri] n. 存货，存货清单；详细目录；财产清册

interdependent 英 [ɪntədɪ'pendənt] 美 [ˌɪntə·dɪ'pɛndənt] adj. 相互依赖的；互助的 [复数 interdependenties]

contingency 英 [kən'tɪndʒ(ə)nsɪ] 美 [kən'tɪndʒənsi] n. 偶然性；[安全] 意外事故；可能性；[审计] 意外开支

identifiable 英 [aɪdentɪ'fæɪəb(ə)l] 美 [aɪˌdɛntɪ'faɪəbl] adj. 可辨认的；可认明的；可证明是同一的

ethical 英 ['eθɪk(ə)l] 美 ['ɛθɪkl] adj. 伦理的；道德的；凭处方出售的 n. 处方药

classical approach 古典管理方法（强调效率，静态，内部组织）

quantitative approach 定量方法

contemporary approach 现代管理方法（强调人本，动态，环境对组织的影响）

Proper Names

Frederick W. Taylor 弗里德里希·泰勒（1856—1915）（古典理论的主要代表人物）

Gilbreths 吉尔勃斯 举动改进原则为吉尔勃斯所初创称为举动经济与效果标准，后经多少学者详加探讨改革而成，称之为举动经济原则，为更易表现其含义，

我们称之为举动改进原则。

Alfred Weber 阿尔弗雷德·韦伯（1868—1958），德国经济学家、社会学家和文化理论家。马克斯·韦伯的弟弟。1909 年出版的《工业区位论》，创立了工业区位理论，深刻影响了现代经济地理学的发展。

Robert Owen 罗伯特·欧文（1771—1858），英国空想社会主义者，也是一位实业家、慈善家。现代人事管理之父，人本管理的先驱。

Hugo Munsterberg 雨果·芒斯特伯格 (1863—1916)，德国，工业心理学之父。

Mary Parker Follett 玛丽·帕克·芙丽特，管理理论之母，"管理学的先知"，美国（1868—1933）。

Chester Irving Barnard 切斯特·巴纳德（1886—1961），美国著名管理学家，系统组织理论创始人，现代管理理论之父。

Hawthorne Studies 霍桑试验是 1924 年美国国家科学院的全国科学委员会在西方电气公司所属的霍桑工厂进行的一项实验。目的是为了弄清照明的质量对生产效率的影响，但未取得实质性进展。1927 年梅奥和哈佛大学的同事应邀参加霍桑实验和研究。这一系列在美国芝加哥西部电器公司所属的霍桑工厂进行的心理学研究是由哈佛大学的心理学教授梅奥主持的。

Henry Mintzberg 亨利·明茨伯格 (1939—)，是全球管理界享有盛誉的管理学大师，经理角色学派的主要代表人物。在国际管理界，加拿大管理学家亨利·明茨伯格的角色是叛逆者。他是最具原创性的管理大师，对管理领域常提出打破传统及偶像迷信的独到见解，是经理角色学派的主要代表人物。

✎ Exercises

Part One : Special Terms

political economy	_____
national income	_____
economic fluctuation	_____
国民生产总值	_____
资本主义经济	_____
商品经济	_____

Part Two : Situational Conversation

A: What is economic globalization?

B: It is a process that brings the market into full play. Also it reduces to the minimum

extent the level of government interference in economic activities.

A: Who will benefit most from economic globalization?

B: The developed countries will be the biggest beneficiaries.

A: What about the developing countries?

B: Most of the developing countries will be passively involved in the economic globalization process.

A: Why is economic globalization an irreversible trend?

B: Economic globalization is the spontaneous result of the development of productivity.

A: Can developing countries benefit from it?

B: Yes, they can benefit from it.

A: Can you list some gains economic globalization can bring to the developing countries?

B: The industrial readjustment and upgrade in developed countries can help developing countries introduce advanced technology and equipment.

A: How should the developing countries make use of the foreign gains?

B: They can promote the upgrade to their products and improve their competitiveness in international market.

A: Developing countries should take active measures to embrace economic globalization for their economic boomand unite closely and join hands to accelerate the process of regional economic integration.

A: 什么是经济全球化?

B: 经济全球化是一个过程。它充分发挥市场的作用。而且它还尽量减少政府对经济活动的干预程度。

A: 谁将是经济全球化的最大受益者?

B: 发达国家将是最大的受益者。

A: 发展中国家呢?

B: 大多数发展中国家将被动地参与经济全球化的进程。

A: 为什么经济全球化是一个不可逆转的趋势?

B: 经济全球化是生产力发展的自然结果。

A: 发展中国家能从中获益吗?

B: 能，它们能从中获益。

A: 你能列举一些经济全球化给发展中国家所带来的益处吗?

B: 发达国家的工业调整与改善有助于发展中国家引进先进的技术与设备。

A: 那么发展中国家应该怎样利用这些收益呢?

B: 它们可以促进产品的升级换代，提高产品在国际市场的竞争力。

A: 发展中国家应采取积极的措施利用全球化发展本国的经济并紧密地团结起来，携手加速地区经济整合的进程。

Part Three: Reading Comprehension

For years, high school students have received identical textbooks as their classmates. Even students have different learning styles and abilities, they are force-fed the same materials. "Imagine a digital textbook where because I'm a different person and learn differently. My book is different from your book," said Richard Baraniuk, founder of OpenStax.

OpenStax will spend two years developing the personalized books and then test them on Houstonarea students. The books will also go through a review and evaluation process similar to traditional textbooks. Baraniuk expects 60 people to review each book before publication to ensure its quality.

The idea is to make learning easier, so students can go on to more successful careers and lives. Baraniuk isn't just reproducing physical textbooks on digital devices, a mistake that book publishers have made. He's seriously rethinking that the educational experience should be in a world of digital tools. To do this means involving individuals with skills traditionally left out of the textbook business. Baraniuk is currently hiring cognitive scientists and machine learning experts. Baraniuk wants to use the tactics of Google, Netflix and Amazon to deliver a personalized experience. These Web services all rely on complex algorithms to automatically adjust their offerings for customers.

Just as Netflix recommends different movies based on your preferences and viewing history, a textbook might present materials at a different pace. The textbook which will be stored on a range of digital, and devices will automatically adjust itself thanks to machine learning. As a student learns about a topic, he or she could be interrupted by brief quizzes that evaluate whether he or she masters the area. Depending on how the student does, the subject could be reinforced with more material. Or a teacher could be automatically emailed that the student is struggling with a certain concept and could use some one-on-one attention.

This personalized learning experience is possible now thanks to the wealth of data a digital textbook can track. This data can be used to better track students' progress during a course. Parents and teachers can monitor a student's development and provide in time more proper assistance in one. With personalized learning methods, our students' talents will be better developed.

1. What do we learn about personalized books?_____

　　A）Their quality will be ensured since they are developed by OpenStax.

　　B）They will be examined and judged before being published.

　　C）They will overlook different learning styles and abilities.

　　D）They will be much similar to traditional textbooks.

2. In which aspect have e-book publishers done incorrectly?_____

　　A）They have only put emphasis on learning experience.

　　B）They have made it difficult to have access to e-book.

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C）They have made it rather boring and inconvenient to learn.

D）They have just produced an electronic copy of print textbooks.

3. What does Richard Baraniuk mean by "the educational experience should be in a world of digital tools"（Line 3，Para.3）?_____

A）Education should employ the machine to improve learning.

B）Education should involve traditional textbooks in the digital world.

C）Education should include obtaining skills by the use of machine learning.

D）Education should reproduce traditional textbooks on the Web services.

4. Personalized textbook is beneficial to the students because _____.

A）it stores the fixed material on different digital machines.

B）it quizzes the student to make them more confident.

C）it automatically presents movies based on the students' preference.

D）it automatically matches learning material to the students' needs.

5. Personalized learning experience may become possible owing to _____.

A）a great many digital equipments   B）the students' continuous progress

C）a great amount of digital information   D）parents' and teachers' constant watch

Part Four: Translation Skills

常用的翻译技巧有增译法、省译法、转换法、拆句法、合并法、正译法、反译法、倒置法、包孕法、插入法、重组法和综合法等

增译法

指根据英汉两种语言不同的思维方式、语言习惯和表达方式，在翻译时增添一些词、短句或句子，以便更准确地表达出原文所包含的意义。这种方式多半用在汉译英里。汉语无主句较多，而英语句子一般都要有主语，所以在翻译汉语无主句的时候，除了少数可用英语无主句、被动语态或 "There be" 结构来翻译以外，一般都要根据语境补出主语，使句子完整。

英汉两种语言在名词、代词、连词、介词和冠词的使用方法上也存在很大差别。英语中代词使用频率较高，凡说到人的器官和归某人所有的或与某人有关的事物时，必须在前面加上物主代词。因此，在汉译英时需要增补物主代词，而在英译汉时又需要根据情况适当地删减。英语词与词、词组与词组以及句子与句子的逻辑关系一般用连词来表示，而汉语则往往通过上下文和语序来表示这种关系。因此，在汉译英时常常需要增补连词。另外，在汉译英时还要注意增补一些原文中暗含而没有明言的词语和一些概括性、注释性的词语，以确保译文意思的完整。总之，通过增译，一是保证译文语法结构的完整，二是保证译文意思的明确。如：

① What about calling him right away?