

ENGLISH FOR MANAGEMENT STUDENTS

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Introduction- To the teacher and students

English for Management Students is the first book in the series of ESP books designed to teach English through management unlike other books available in the market. As we have, unfortunately, witnessed, students in all majors, other than English, suffer from their poor language skills. Therefore; we felt the need to make some dramatic changes in the language teaching method in which we can enhance students' language ability on the one hand and harmonize the methods followed in a class on the other.

English for Management Students is designed as a university textbook for the students who wish to strengthen their reading, speaking, writing and translation skills as well as business knowledge for academic, personal or career purposes. This book comes in two parts -A and B. Each part has five units and each unit is designed for three sessions. Part A has been written for English 1 and 2, and subsequently part B for English 3 and 4.

We have done our best to select our reading passages with great care so as to make students abler in dealing with English Management texts. Some texts have been intentionally simplified regarding structures and vocabulary in earlier units. Because the readings are arranged in the order of difficulty, and the exercises deliberately build upon vocabulary and structure introduced in earlier units, we highly recommend that units be taught and presented in the given order if possible.

The more time spent introducing the reading, the better results. The types of exercises in both parts A and B include the following activities.

1-Warm up

In this activity, brainstorming happens. The instructor should ask students to have some ideas about the questions brought up orally. This activity helps both teachers and students get more involved with some preparation acquired by their peers about the subject matter so that they are more interested to continue reading the passage.

2-Reading comprehension

This section involves selected reading passages within which the students are exposed to some questions of which answers either can be found in the text or depend on general ideas of students. It is recommended that students be very active and have positive ideas about the subjects in order to strengthen their speaking abilities as well as reading comprehension. Teacher too are expected to require their students to paraphrase each paragraph, section or even, it may happen, a single sentence to avoid any misunderstanding. The synonyms of some key words are given and other are left for students to guess the meanings.

3-Comprehension Check (Questions)

This part aims at testing students' understanding of the text. Some units are restricted to some True/False questions and some others have some questions which should be given orally in full sentences.

4-Vocabulary and Idiom practice and word power

This exercise targets making students more aware of vocabulary and idioms which have not been bolded or have in the reading passage. This kind of exercise encourages guess game of students to find out the meaning of the words through guessing it from the text.

5-Discussion and writing

Students are required to have an oral discussion and a piece of writing on a given subject in this part. In this exercise, students use the "Tips" provided to be able to have well-organized pieces writing. Teachers are highly appreciated if they collect students' papers, read them and write their own ideas (on the basis of the writing structure and format but not the idea) on the margins of the students' papers in order to motivate them for further practices. Writing, unfortunately, has always been ignored in English Classes, but if students understand that somebody cares them and reads them, they will be more incentive to write; hence learning more.

6-Language work

For the purpose of increasing students' awareness of using prepositions, determiners and pronouns, we have tried to devise an exercise in which students are required to guess the needed word for each blank. The options given intentionally are more than the number of blanks in order to eliminate the last option for the last blank. In the same exercise in part A, the emphasis is put on vocabulary rather than the ones in part A.

7- Business letter writing

In parts A of this book, students have only one business writing in unit three. This only exercise in part A, helps students know the format of a formal business letter. In part B of this book, students encounter varicose types of genuine business letters with their own especial form corresponded in American and European countries. After each sample letter, students are required to write their own letter considering the format taught in part A plus the essentials of letter writing in part B.

8-Quick reading and translation

This section is trying to expand students' comprehension as well as translation. The text selected is somehow in congruence with the text in section B (the reading comprehension) so that students have founded some schemata and teachers are required to test this comprehension by putting it on the paper. Due to the importance of translation, each unit has one exercise dedicated to translation. It is attempted to translate the very first sentence in order to pave the way for students. Teachers are expected to translate them beforehand to make it sound Farsi rather than word by word or literal translation which can lead to misunderstanding. It can be given as a kind of homework to students to have dictionaries handy to be able to do better.

9-Extra

There is a small reading text in this section which is trying to wrap the subject of that unit up. There is no exercise planned for this part in order to free the teacher to have some options depending on the ability and capability of the students. Teachers are here given the chance of maneuvering. They may require students to read it loud, paraphrase, translate or make a short summary out of it.

The materials gathered for this book are mostly very up-dated ones so as to make students more interested in the book.

At the end, we once more persistently beg teachers to follow the routine mentioned in this book. Because this is a newly established procedure in ESP, we will be very pleased and happy if any teacher or student can give his/her comments on this book by dropping a line to the email addresses given. We know that we are at the very first step of this very long path but we are sure that you can help us to be much better. We are delightfully awaiting your kind comments.

Good luck

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