

English for the Students of Management, Accounting, and Economics

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2007

Panda Publisher Mashad - IRAN

بمانی نائینی، معصومه، ۱۳۲۵/ ظهوریان وحید باغبان، زهرا ۱۳۵۸
 زبان انگلیسی برای دانشجویان رشته های مدیریت- حسابداری
 واقتصاد/تالیف معصومه بمانی نائینی، زهرا ظهوریان وحید باغبان.
 مشهد: پاندا، ۱۳۸۶. ۱۷۶ ص. تصویر.
 ISBN: 964-8644-27-6
 M.Bemani Naeini, Z.Zohoorianvahidbaghban, English for the
 students of management, accounting and economics
 فهرستی بر اساس اطلاعات فیبا
 زبان انگلیسی - کتابهای قرائت - مدیریت، حسابداری و اقتصاد (دانشگاهی)
 فبا ۳۲۸/۶۴۴ پ ۸۴/۱۱۲۷ PE
 کتابشناسی
 ۱۰۵۰۴۶۱



انتشارات پاندا (مشهد صندوق پستی ۴۹۸۵-۹۱۳۷۵)

زبان انگلیسی برای دانشجویان مدیریت، حسابداری و اقتصاد

مولفان : معصومه بمانی نائینی، زهرا ظهوریان وحید باغبان

چاپ اول : ۱۳۸۶

شمارگان : ۱۰۰۰ جلد/وزیری/۱۷۶ ص.

چاپ : دقت

شابک : ۹۶۴-۸۶۴۴-۲۷-۶

ارتباط با مولفان: e-mail: bz-mm2007@yahoo.com

مرکز پخش و فروش: کتاب پاندا، مشهد خیابان دانشگاه خیابان جنت غربی تلفن ۲۲۲۹۰۶۹-۵۱۱

Introducing the Course book

English for the Students of Management, Accounting and Economics as the name suggests, has been designed as a course book for such university students wishing to improve their vocabulary, reading and writing skills. The book is also appropriate for those students majoring in the related fields in that it contains the texts of the kind of formal, academic genres which more or less serve to that purpose, too.

Assuming basic knowledge of English on the part of the university students, this book is targeted at those students of about intermediate level; however, since the book is graded, those of lower levels can also find the book useful if only they themselves try more to improve their skills. They need to have control of basic patterns of English in order to understand new subject content.

Aiming to match teaching English to the needs of the learners, the main purpose of this book is to teach English to those students who need English for their immediate purposes so that they will be trained and helped to develop their study skills such as reading and understanding English-written texts in the field, expanding their vocabulary as well as producing written English. So, such a course tends to place more focus on reading and writing rather than listening and speaking as it is the case with General English courses, and not as much with English for Specific / Academic Purposes. In order to serve to the same purpose, only those topics, contexts, vocabulary items, grammar patterns and linguistic functions have been selected that mostly fit the students' needs. Reading passages have been deliberately made rather short to allow the instructors enough time to cover "pre-reading" sections in full. We believe that academic reading will bring together a variety of strategies such as reading well, vocabulary building and even writing activities.

So, having built all the practice materials into the text, and hoping to provide the students with good study habits, the focus of the book is first on developing *vocabulary skills*, including strategies like: guessing the meaning from the context, vocabulary building by learning and practicing roots and affixes as well as contextualization, word formation and the Farsi equivalents of technical terms. The second focus is on

reading comprehension, expecting the students to follow the instructions – with the help of their instructor – so that they can better benefit from this activity. Next, the book draws on some useful *grammatical points* as found in the text to help the students develop a sense of understanding that what is all about the role and function of grammar in comprehending a passage. *Writing activity* has been also touched upon in the *Exercise* section, believing that we cannot expect the students to write about a topic unless they are well guided to go through the processes in order to complete the given tasks, including writing an example of the model genre, maintaining a point of view, interpreting graphs and tables and so on.

As for the selection and general arrangement of the materials, relevant course materials which are widely used in the field have been chosen and divided into 16 chapters, each of which consists of a main *reading text* and the related *comprehension* practices. This section is preceded with *Pre-reading* section, including *Vocabulary Study* with the aim of getting the students to learn how to develop the useful strategies to improve their vocabulary. The reading section follows *Grammar Focus* which inductively presents one of the distinct grammatical points of the lesson which is likely to pose some difficulty. Then, the fourth part – *Exercises* – with a thorough detailed instruction for each kind gives the students the opportunity to work it out on their own. This section, too, is multi-purpose, aiming to get the students practically use the strategies already presented to them to get enough preparation for the final section which is *Writing Activity*. The tasks for this section are unique in that each writing task focuses on both grammar and vocabulary presented in that particular lesson. Besides, taking a process-oriented approach, a variety of tasks has been considered to provide the students with sufficient motivation to produce the language in different types of writing. The writing tasks range from highly controlled *restating* exercises to freer kind, giving them enough clues to do the job. The chapters start with the most frequently-used lexical and linguistic items, as encountered with in such genres, and become more technical as the course develops.

The *answer key* is found in the back of the book; however, the students should be encouraged to try to do the job on their own in the first place; and then, in case their attempts fail, to turn to the answer key. Later, the practice hour should be allotted to both reviewing and explaining the correct answers.

The course book contains sufficient material for one academic semester work, i.e. a total of 16 units. It is assumed that the students will receive 3 hours of instruction each week – as general English courses are three-credit units – that is 2 hours every week, and another 2 hours every other week. It is recommended that the students get the new lesson every week, and then the exercises be reviewed every other week since they will need enough time to do the exercises or some amount of extra work in their own time.

To the Students:

This course book has been designed to help you learn how to learn English by making a habit of taking some beneficial strategies in order to develop your English skills. To do so, you'll need to have, first, a positive attitude toward English and then, to follow the instructions as carefully as possible. To begin with, the following guidelines for different activities in the book might be useful.

Introduction to Word Expansion

Word roots, prefixes and suffixes work as some clues for you to develop your vocabulary as well as to guess the meaning of an unfamiliar word. They can also help you recall the meaning of a new word you have just learned. Many complex words are formed by the combination of roots, prefixes and suffixes. Although not all words have prefixes or suffixes, every word has a root which is the basis for its meaning. So, it is important to pay special attention to know them as a big help to expand your vocabulary. Knowing the root of a word helps you to recall three, four or more vocabulary words. For example, *manual*, *manipulate*, *manufacture*, and *manuscript* all have the same root. What does the *man* root mean?

The words "prefix" and "suffix" illustrate what prefixes and suffixes do. *Pre-* is a prefix meaning "before", when paired with the root *fix* meaning "to attach". The result is a word meaning *that which is attached to the beginning of a word*. "Suffix" is formed from the prefix *sub-* meaning "underneath": Suffixes go on the ends of words. Prefixes and suffixes modify a root's meaning. So, prefixes can even change the meaning of a word to its opposite. Usually, though, prefixes give a direction to the word, adding a meaning such as: "out", "of", "between", "against" or "before".

Suffixes can determine a word's part of speech, creating nouns from adjectives (e.g. gentleness from gentle) or adverbs from adjectives (e.g. verbally from verbal). Recognizing this function will help you to more easily decide which word in the list best fits the blank in terms of its form. Suffixes may also give subtle shades of meaning (e.g. reddish from red).

Introduction to Reading Comprehension

For this section, a passage is given and then a number of different types of questions will be asked about the content of the passage. They consist of:

Main Idea Questions – asking about the primary purpose or the general theme of the passage. Remember that a main idea should be broad enough to encompass all of the ideas and details in the passage, but narrow enough to describe exactly what goes on in the passage.

Sample main idea question stems include:

- What is the write / passage mainly (talking) about?
- The author's primary purpose in the passage is to ...
- Which of the following is the best title for the passage?
- Which of the following best describes the passage?

Detail Questions – asking about a specific detail or details covered in the passage. Details and supporting facts make up the bulk of the passage. Remember that everything serves the main idea in some way – illustrating it, supporting it or even providing an exception to it. They actually include just about anything that might be relevant to the main idea. Sample questions of this kind include questions of *what, who, where, when, why and how, such as:*

- According to the passage, () are ...
- The () may be defined as ...
- The author states that () is ...
- when did the event happen?

Inference Questions – requiring you to put together two or more pieces of information from the passage and draw a conclusion or "inference" from them. Like detail questions, inference questions usually ask about the specifics of a passage and are limited to the information discussed in one part or paragraph of the passage. Unlike detail questions, however, these questions do not ask for the information that is stated in the text. Rather they ask for the information that can be "inferred" or reasonably concluded from what is directly present in the text. When asked to infer something about a particular subject, go to the passage and collect all of the bits of information that relate to the subject. Then, using common sense, put the information together and derive a reasonable conclusion from it. The most common ways of asking "inference" questions are:

- The author / the passage implies that ...
- It can be inferred that ...
- The author / the passage suggests that ...
- Which of the following inferences can be drawn from information provided in the passage?
- The author apparently feels that ...
- Which of the following is implied by ...
- On the basis of the passage, which of the following statements about () can be made?

True / False Questions. Here, you need to decide whether the statement is true or false, according to the information in the passage. All you have to do is:

- _ Read the statement carefully, paying special attention to some distracters like: only, always, at all, etc.
- Refer to the text to locate the piece of information, whether directly stated or not.
- Be prepared to explain why a statement is false.

Introduction to Sentence Completion

Sentence completion questions test your ability to read and understand a sentence and, based on that understanding, choose a word or words that logically complete it. Of course, you are not required to be able to read the test maker's mind. The questions have been constructed in such a way that they will state or imply all the information you need to arrive at the correct answer. In other words, you are given enough number of clues to make a wise guess. To do the job well, you need to pay close attention to both *meaning* and *structural clues*. Structural clue words are those words that tell you what two words or ideas in a sentence *contrast*, or that one thing *caused* another, or that two ideas are *parallel*, or that one idea *adds to and is consistent with* another. These clues are simple and ordinary words that you see a lot without thinking about them such as the following lists:

Parallel or Addition. These clues indicate that the writer is continuing in the same direction: and, also, too, furthermore, in addition, moreover, not only ..., but also ..., similarly, a semi-colon (;), a colon (:), etc.

Contrast. The words that indicate the writer is about to bring up an opposite idea such as: but, although, on the other hand, however, despite, in spite of, alternatively, while, whereas, nevertheless, even so, etc.

Cause. Here are some clues that point out to evidence: because, for, as a result of, when, since, for the reason, if, ..., due to, etc.

Effect or result. Here are some clues pointing out to a conclusion: so, therefore, as a result, thus, then, in conclusion, that ..., etc.

Some sentence completion questions define the word you need to complete the sentence. Here, usually the part of the sentence that follows the semi-colon or the dash defines the word that you'll need to fill the blank.

Last but not least, all throughout the book, you are encouraged to develop some good strategies and discard the bad ones like relying on spelling and translation. The useful strategies, as recommended in the book, will help you read and understand English as independently as possible.

Introducing the course book
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