

Preface

English for
Management
Students

Manouchehr Soltani

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تبدیل شدن غیرمجاز هر کتاب به فایل pdf یا powerpoint و انتشار آن در اینترنت؛ قلم نویسنده را برای تولید علم کند می گرداند، چراغ ناشر و کتابفروش بی فروغ می شود و صدها کارگر چاپخانه، لیتوگرافی و صحافی از ادامه کار باز می مانند.
اگر از حق معنوی کپی رایت که یک حق انسانی است بگذریم. کپی و انتشار ناجوانمردانه از کتابها، نمونه سرقت و مال دزدی در روزگار ما نیست!
این کار از اهل فرهنگ که مایه سربلندی کشور هستند، انتظار نمی رود.

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Preface

I think students more than learning have to unlearn. It is supposed students who start a course on English for Management, have a satisfactory level of knowledge in general English including listening, reading and writing, but experience show a totally different picture of the situation. The problem is not just their lack of English language knowledge but the way they have learned this language so far is the main obstacle on their way during this course. This has made them skilled in wrong. Practicing a wrong way for years have made them so competent that getting them rid of those wrong skills requires a quite demanding effort. Beside inability of listening which poses problems appeared in conversation deficiency in term of misunderstanding and wrong pronunciation, their common prevailing mistake of using the first meaning of word in all situations, consists the most frequently observed problem during the term. It may be due to a weakness in vocabulary skills but experience help us to conclude that a tendency which have turned into a habit makes them apply a meaning in all contexts. While they are frequently told 'one word has more than one meaning,' still they forget and again take the meaning of 'expanding' for 'develop' in a sentence such as: 'An inventor researcher has developed a smart chair which ...'

The dilemma is challenging, nevertheless possible to solve and make a great achievement provided that the students who are the heart of learning process make a commitment to start and maintain learning alive. The remaining is not more than a glass of water. If some of those students had started the process when their children started, now they would have gone far more than ordinary level. But there is still enough time to resume the correct process. It seems students who have started this course are facing a choice. They can attend the class, listen to lectures and do their assignment, but the other choice is to learn and enjoy. Having an enjoyable time during the course and create more learning opportunities is all up to them.

This book contains learning and teaching materials for the course of 'English for Management Students' but it is possible to use it as a self study tool. In both cases, it is strongly advised to review the introduction carefully as my main lectures are not those 17 but these six lessons I have stressed throughout the introduction. Experiences have convinced me that big proportion of the course sessions is devoted to repeat those mentioned lessons. I wish all the best for those students who have decided to learn and enjoy.

In the end, I should give my special thanks to my friend Peter Cooke, emeritus professor at Buckingham University for his helpful advice and recommendations, kindly provided during the time I was working on the book.

Manouchehr Soltani
Tehran
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Pronunciation Guide

Consonants

p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/did/
k	cat	/kæt/
g	get	/get/
tʃ	chain	/tʃeɪn/
dʒ	jam	/dʒæm/
f	fall	/fɔ:l/
v	van	/væn/
θ	thin	/θɪn/
ð	this	/ðɪs/
s	sec	/si:/
z	zoo	/zu:/
ʃ	shoe	/ʃu:/
ʒ	vision	/ˈvɪʒn/
h	hat	/hæt/
m	man	/mæn/
n	now	/naʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

Vowels and diphthongs

i:	see	/si:/
ɪ	happy	/ˈhæpi/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	cat	/kæt/
ɑ:	father	/ˈfɑ:ðə(r)/
ʊ	got	/ɡɒt/ (British English)
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
u	actual	/ˈæktʃʊəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	fur	/fɜ:(r)/
ə	about	/əˈbaʊt/
eɪ	say	/seɪ/
əʊ	go	/ɡəʊ/ (British English)
oʊ	go	/ɡoʊ/ (American English)
aɪ	my	/maɪ/
ɔɪ	boy	/bɔɪ/
aʊ	now	/naʊ/
ɪə	near	/nɪə(r)/ (British English)
eə	hair	/heə(r)/ (British English)
ʊə	pure	/pjʊə(r)/ (British English)

Introduction

This book has been written as learning and teaching tool for students of 'English for Management' course, consisting of 17 units, each having 7 sections titled from A to G. In the following each section has been explained.

A: In the first section of unit there is a one-page text about subject related to management. Selecting the subject has been in a way that 17 A sections cover most commonly used words of management.

B: Summing up the text in one page, has provided the opportunity of placing the B section opposite of A so that student will be in ease to refer to glossary and text frequently.

C: It is not possible to review all grammatical points of text in a section but a topic related to text has been explained so that 17 Cs, cover most part of basic English grammar.

D: This section is devoted to collocation. By learning how to make right collocation, students will be on a direct route to fluency. Nothing like a wrong paired of an adjective and a noun can differentiate a fluently written text from a ridiculously wrong writing.

E: As noted in the preface, one of the main frequently observed problem, is student's deficiency in using the right meaning of a word in a particular situation. A word usually has several meanings that just one of them can be correctly used in one context. In this section there are some sentences in which a word of text with several meanings has been used so that student can easily recognise the right meaning.

F: This section contains some false and true sentences which students by reading have to distinguish which one is true or false. They are a little bit challenging in term of managerial knowledge of students as they have to review topic of the section in a variety of sources in order to choose false and true sentence.

G: Last section of each units request students to do an assignment. There are some questions in the final section which by studying the text and other resources in managerial body of knowledge, students have to write the appropriate answers in only one page and hand on next session.

I believe the most helpful lessons which can be learned, are not those 17 units but the following simple lessons, provided that someone make a firm commitment to practice in a way that build a habitual ordinary way of reading and communicating English.

First lesson: Whenever you refer to a dictionary, don't forget to do three jobs together: 1) Learn word pronunciation. In every dictionary, before meaning you can find word pronunciation illustrated by phonetic signs. 2) Find out where you should put stress when reading a word, for example in **interpersonal** there is an strong stress on third syllable and a weak stress on first syllable. You can see their sign here: /ɪn.tə'pɜː.sən.əl/. knowing the place of stress help you better read and listen a word correctly, especially those of more than two syllables. Moreover sometimes form of a word with the same spelling varies as you change the stress. For example in case of **increase**, putting stress on first or second syllable, change it from noun to verb. 3) Find the right meaning of the word.

Second lesson: when reading a text, try to read it by rhythm group. Rhythm group, is a group of words which you read them together at once. For example in: "The essential feature of any science is the application of the scientific method to the development of knowledge," you can make three rhythm group as following: *The essential feature of any science/ is the application of the scientific method/ to the development of knowledge.*

Third lesson: One word has more than one meaning. Usually a word has several meaning but the right meaning depends on the situation or the context it is used. For example, to develop, in a context means, to expand but somewhere else, it can transfer the meaning of to create, to design, or to present. Here is where, our students have to unlearn more than learning. For years they have learn one meaning and words and practiced in this way so that giving up the old habit is not easy.

Fourth lesson: Unit of translation is sentence. It means that we don't have to translate words of sentences into destination language. Words of a sentence just help us to understand the concept of sentence.

Fifth lesson: Practice, practice, practice. Studying rules of grammar and memorizing words never make your skill in vocabulary and grammar. The only straight way forward is practice. Just by reading more and more you can promote these vital communication skills.

Sixth lesson: Never forget collocation in writing and speaking. Pay attention the way two words collocate together. Section D of units may help you start the learning but you need more practice and attention as you advance in this way.