

Tony Corballis and Wayne Jennings

English for
MANAGEMENT
STUDIES

in Higher Education Studies
Course Book

Series editor: Terry Phillips



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Introduction

English for Management Studies is designed for students who plan to take a course in the field of management entirely or partly in English. The principal aim of *English for Management Studies* is to teach students to cope with input texts, i.e., listening and reading, in the discipline. However, students will be expected to produce output texts in speech and writing throughout the course.

The syllabus focuses on key vocabulary for the discipline and on words and phrases commonly used in academic English. It covers key facts and concepts from the discipline, thereby giving students a flying start for when they meet the same points again in their faculty work. It also focuses on the skills that will enable students to get the most out of lectures and written texts. Finally, it presents the skills required to take part in seminars and tutorials and to produce essay assignments.

English for Management Studies comprises:

- student Course Book, including audio transcripts and wordlist
- the Teacher's Book, which provides detailed guidance on each lesson, full answer keys, audio transcripts and extra photocopiable resources
- audio CDs with lecture and seminar excerpts

English for Management Studies has 12 units, each of which is based on a different aspect of management. Odd-numbered units are based on listening (lecture/seminar extracts). Even-numbered units are based on reading.

Each unit is divided into four lessons:

Lesson 1: vocabulary for the discipline; vocabulary skills such as word-building, use of affixes, use of synonyms for paraphrasing

Lesson 2: reading or listening text and skills development

Lesson 3: reading or listening skills extension. In addition, in later units, students are introduced to a writing assignment which is further developed in Lesson 4; in later listening units, students are introduced to a spoken language point (e.g., making an oral presentation at a seminar) which is further developed in Lesson 4

Lesson 4: a parallel listening or reading text to that presented in Lesson 2 which students have to use their new skills (Lesson 3) to decode; in addition, written or spoken work is further practised

The last two pages of each unit, *Vocabulary bank* and *Skills bank*, are a useful summary of the unit content.

Each unit provides between 4 and 6 hours of classroom activity with the possibility of a further 2–4 hours on the suggested extra activities. The course will be suitable, therefore, as the core component of a faculty-specific pre-sessional or foundation course of between 50 and 80 hours.

It is assumed that prior to using this book students will already have completed a general EAP (English for Academic Purposes) course such as *Skills in English* (Garnet Publishing, up to the end at least of Level 3), and will have achieved an IELTS level of at least 5.

For a list of other titles in this series, see www.garneteducation.com/

Book map

Unit	Topics
1 What is leadership? Listening · Speaking	<ul style="list-style-type: none"> • qualities of leaders • entrepreneurship
2 Culture and change Reading · Writing	<ul style="list-style-type: none"> • organizational culture • change management
3 Organizations and operations Listening · Speaking	<ul style="list-style-type: none"> • organizational structure and analysis • production methods
4 Production management Reading · Writing	<ul style="list-style-type: none"> • process engineering • MBO • project management • quality management
5 Strategy and the business environment Listening · Speaking	<ul style="list-style-type: none"> • crisis and contingency planning • international markets and situation analysis • competition
6 Finance for strategy Reading · Writing	<ul style="list-style-type: none"> • the time value of money • asset, bond and share valuation • project appraisal
7 Budgets, decisions and risk Listening · Speaking	<ul style="list-style-type: none"> • management accounting and budgetary control • quantitative decision-making • risk analysis
8 People as a resource Reading · Writing	<ul style="list-style-type: none"> • groups and teams • diversity • recruitment
9 Developing people Listening · Speaking	<ul style="list-style-type: none"> • motivation and rewards • learning and development • hard and soft HRM
10 Industrial relations Reading · Writing	<ul style="list-style-type: none"> • evolution of industrial relations • issues in industrial relations • typical procedures including industrial action
11 Marketing management Listening · Speaking	<ul style="list-style-type: none"> • marketing orientation and market share • marketing and brand strategy • the marketing process: from analysis to marketing mix formulation
12 Management information systems Reading · Writing	<ul style="list-style-type: none"> • management information systems

Vocabulary focus	Skills focus	Unit
<ul style="list-style-type: none"> words from general English with a special meaning in management prefixes and suffixes 	<p>Listening</p> <ul style="list-style-type: none"> preparing for a lecture predicting lecture content from the introduction understanding lecture organization choosing an appropriate form of notes making lecture notes <p>Speaking</p> <ul style="list-style-type: none"> speaking from notes 	1
<ul style="list-style-type: none"> English–English dictionaries: headwords · definitions · parts of speech · phonemes · stress markers · countable/uncountable · transitive/intransitive 	<p>Reading</p> <ul style="list-style-type: none"> using research questions to focus on relevant information in a text using topic sentences to get an overview of the text <p>Writing</p> <ul style="list-style-type: none"> writing topic sentences summarizing a text 	2
<ul style="list-style-type: none"> stress patterns in multi-syllable words prefixes 	<p>Listening</p> <ul style="list-style-type: none"> preparing for a lecture predicting lecture content making lecture notes using different information sources <p>Speaking</p> <ul style="list-style-type: none"> reporting research findings formulating questions 	3
<ul style="list-style-type: none"> computer jargon abbreviations and acronyms discourse and stance markers verb and noun suffixes 	<p>Reading</p> <ul style="list-style-type: none"> identifying topic development within a paragraph using the Internet effectively evaluating Internet search results <p>Writing</p> <ul style="list-style-type: none"> reporting research findings 	4
<ul style="list-style-type: none"> word sets: synonyms, antonyms, etc. the language of trends common lecture language 	<p>Listening</p> <ul style="list-style-type: none"> understanding ‘signpost language’ in lectures using symbols and abbreviations in note-taking <p>Speaking</p> <ul style="list-style-type: none"> making effective contributions to a seminar 	5
<ul style="list-style-type: none"> synonyms, replacement subjects, etc., for sentence-level paraphrasing 	<p>Reading</p> <ul style="list-style-type: none"> reporting findings from other sources: avoiding plagiarism locating key information in complex sentences <p>Writing</p> <ul style="list-style-type: none"> writing complex sentences 	6
<ul style="list-style-type: none"> compound nouns fixed phrases from management English fixed phrases from academic English common lecture language 	<p>Listening</p> <ul style="list-style-type: none"> understanding speaker emphasis <p>Speaking</p> <ul style="list-style-type: none"> asking for clarification responding to queries and requests for clarification 	7
<ul style="list-style-type: none"> synonyms nouns from verbs definitions common ‘direction’ verbs in essay titles (<i>discuss, analyze, evaluate, etc.</i>) 	<p>Reading</p> <ul style="list-style-type: none"> understanding dependent clauses with passives <p>Writing</p> <ul style="list-style-type: none"> paraphrasing expanding notes into complex sentences recognizing different essay types/structures: descriptive · analytical · comparison/evaluation · argument writing essay plans writing essays 	8
<ul style="list-style-type: none"> fixed phrases from management English fixed phrases from academic English 	<p>Listening</p> <ul style="list-style-type: none"> using the Cornell note-taking system recognizing digressions in lectures <p>Speaking</p> <ul style="list-style-type: none"> making effective contributions to a seminar referring to other people’s ideas in a seminar 	9
<ul style="list-style-type: none"> ‘neutral’ and ‘marked’ words fixed phrases from industrial relations fixed phrases from academic English 	<p>Reading</p> <ul style="list-style-type: none"> recognizing the writer’s stance and level of confidence or tentativeness inferring implicit ideas <p>Writing</p> <ul style="list-style-type: none"> writing situation–problem–solution–evaluation essays using direct quotations compiling a bibliography/reference list 	10
<ul style="list-style-type: none"> words/phrases used to link ideas (<i>moreover, as a result, etc.</i>) stress patterns in noun phrases and compounds fixed phrases from academic English 	<p>Listening</p> <ul style="list-style-type: none"> recognizing the speaker’s stance writing up notes in full <p>Speaking</p> <ul style="list-style-type: none"> building an argument in a seminar agreeing/disagreeing 	11
<ul style="list-style-type: none"> verbs used to introduce ideas from other sources (<i>X contends/suggests/asserts that ...</i>) linking words/phrases conveying contrast (<i>whereas</i>), result (<i>consequently</i>), reasons (<i>due to</i>), etc. words for quantities (<i>a significant minority</i>) 	<p>Reading</p> <ul style="list-style-type: none"> understanding how ideas in a text are linked <p>Writing</p> <ul style="list-style-type: none"> deciding whether to use direct quotation or paraphrase incorporating quotations writing research reports writing effective introductions/conclusions 	12

1 WHAT IS LEADERSHIP?

1.1 Vocabulary

guessing words in context • prefixes and suffixes

- A** Read the text. The red words are probably familiar to you in general English. But can you think of a different meaning for each word in English for management? Change the form if necessary (e.g., change a noun into a verb).

He was looking forward to the game. He had never played in the **capital** before. He had seen a **model** of the stadium, but the real thing was much bigger than he expected. When he stepped out onto the football **field**, he suddenly felt nervous. But after a few minutes, he **managed** to get the ball and he felt better. Then, after ten minutes, he rose to **head** the ball towards the **goal**. The keeper got a **hand** to it, but it went into the **net**.

- B** Read these sentences from management texts. Complete each sentence with one of the red words from Exercise A. Change the form if necessary.

- 1 Start-up _____ is available in the form of bank loans.
- 2 The human resources _____ is in charge of hiring new employees.
- 3 Experts in specialist _____ are sometimes asked to advise companies on their strategies.
- 4 After tax deductions, the company's _____ profit is in excess of £2 million.
- 5 Seasonal farm _____ are often employed to help bring in the harvest.
- 6 After 20 years working her way up the ladder, Ms Jones now _____ the European division.
- 7 The business _____ we follow involves minimizing risk and staying ahead of our competitors.
- 8 Mr Lim's primary _____ was to become a successful entrepreneur.

- C** Study the words in box a.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What is the meaning of each prefix?
- 5 Can you think of another word with each prefix?

a cross-border decentralize
disadvantages disempower
incompetent international
interrelationship micromanage
non-renewable outline
transform undertrained

- D** Study the words in box b.

- 1 What is the connection between all the words?
- 2 What is the base word in each case?
- 3 What do we call the extra letters?
- 4 What effect do the extra letters have on the base word?
- 5 Can you think of another word with each suffix?

b autocratic centralized
commercial commitment
confidence consultation
creativity delegation democratic
effectiveness independence
leadership participatory
paternalistic renewable visionary

- E** Discuss the pictures on the opposite page using words from this page.




1.2 Listening

preparing for a lecture • predicting lecture content • making notes

A You are a student in the Management Faculty of Hadford University. The title of the first lecture is *What is leadership?*


- 1 Write a definition of leadership.
- 2 What other ideas will be in this lecture? Make some notes.

See **Skills bank**.


B  Listen to Part 1 of the talk. What does the lecturer say about leadership? Tick one or more of the following.


- a It is not the same as management. _____
- b It cannot be taught to people. _____
- c It is about having clear goals and expertise. _____
- d It is also about creativity and self-confidence. _____

C In Part 2 of the talk, the lecturer uses two words from general English with a special management English meaning.

- 1 What are the words?
- 2 What do they mean in management English?
- 3  Listen and check your ideas.

D In Part 3 of the talk, the lecturer describes different styles of leadership.

- 1 How many styles can you think of?
- 2 What are the main characteristics of each style?
- 3  Listen and check your ideas.
- 4 What will the lecturer talk about next?

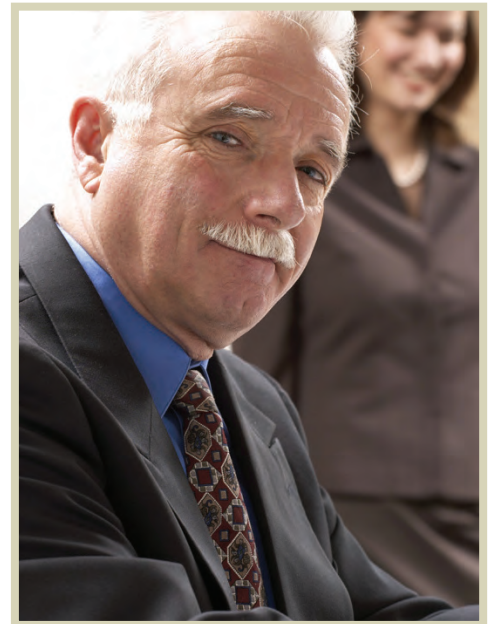
E  In the final part of the talk, the lecturer explains what good leaders do. He gives examples of styles, and a definition of a good project leader. Listen and mark each word in the box **S** if it is a style and **D** if it is part of the definition.

get tasks done _____ delegating _____
mix _____ selling _____ motivate _____
telling _____ implements actions _____
participation _____

F Write a definition of a good leader. Use words from Exercise E.

G Look back at your notes from Exercise A. Did you predict:

- the main ideas?
- most of the special vocabulary?
- the order of information?



1.3 Extending skills

lecture organization • choosing the best form of notes

A In a management context, what can you ...

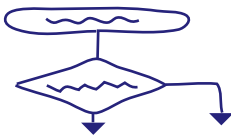
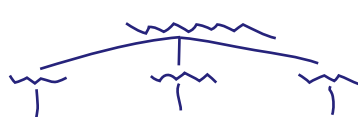
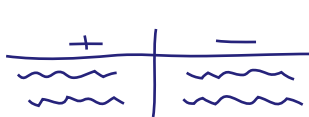
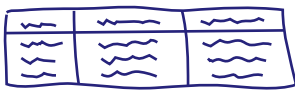
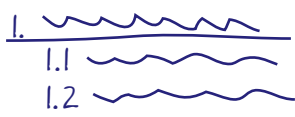
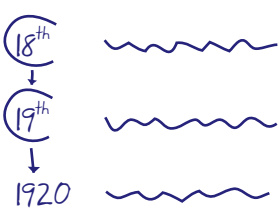
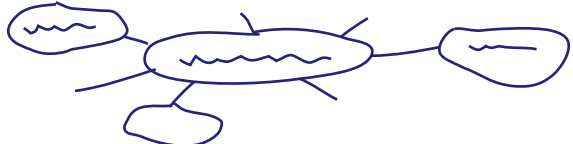
- | | | |
|-----------------|---------|--------------|
| 1 keep? | 4 fill? | 7 draw on? |
| 2 see? | 5 set? | 8 evaluate? |
| 3 come up with? | 6 make? | 9 implement? |

B How can you organize information in a lecture? Match the beginnings and endings.


- | | |
|-----------------------------|------------------------|
| 1 question and | contrast |
| 2 problem and | definition |
| 3 classification and | disadvantages |
| 4 advantages and | effect |
| 5 comparison and | events |
| 6 cause and | supporting information |
| 7 sequence of | process |
| 8 stages of a | solution |
| 9 theories or opinions then | answer |

C How can you record information during a lecture? Match the illustrations with the words and phrases in the box.

tree diagram flow chart headings and notes spidergram table timeline two columns

1 	2 	3 
4 	5 	6 
7 		

D Match each organization of information in Exercise B with a method of note-taking from Exercise C. You can use one method for different types of organization.

E  Listen to six lecture introductions. Choose a possible way to take notes from Exercise C in each case.

Example:


You hear: *Today I am going to talk about the different branches of management. There are four main branches ...*

You choose: *tree diagram*


1.4 Extending skills

making notes • speaking from notes


1



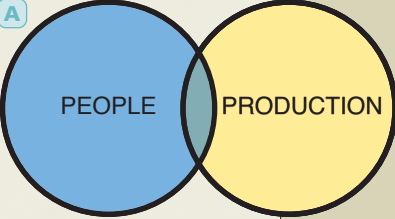
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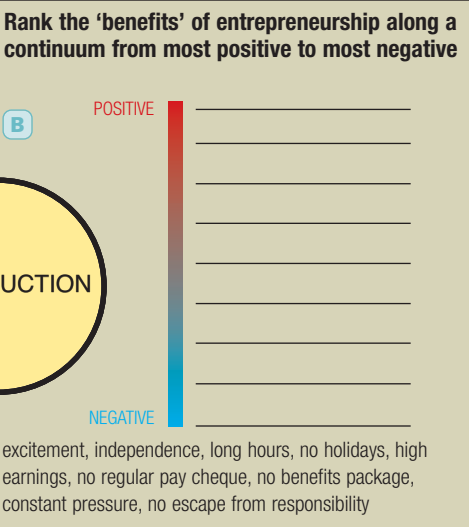


A



B

Rank the 'benefits' of entrepreneurship along a continuum from most positive to most negative




excitement, independence, long hours, no holidays, high earnings, no regular pay cheque, no benefits package, constant pressure, no escape from responsibility


A Name the items in pictures 1–3. Use words from the box.

transformational leader transactional leader entrepreneur

B What do diagrams A and B show? In diagram B, rank the benefits of being an entrepreneur from most positive to most negative.

C  Cover the opposite page. Listen to the lecture introductions from Lesson 1.3 again. Make an outline on a separate sheet of paper for each introduction.

D Look at your outline for each lecture. What do you expect the lecturer to talk about in the lecture? In what order?

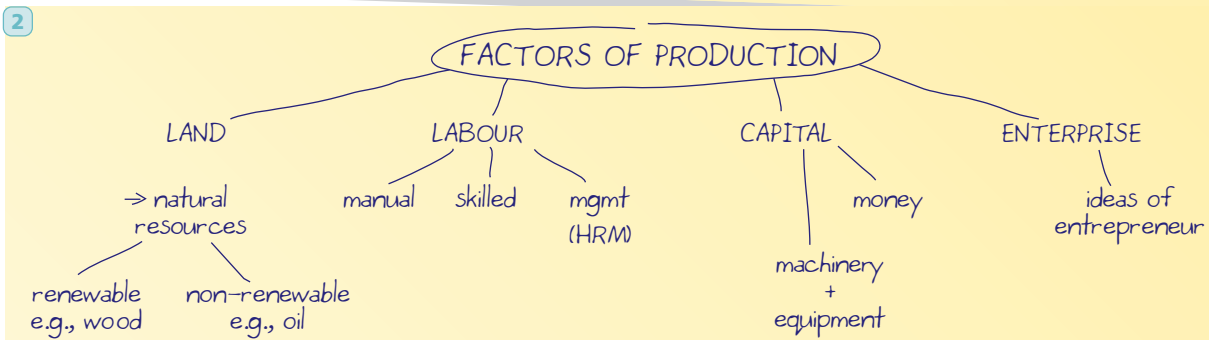
E  Listen to the next part of each lecture. Complete your notes.

F Uncover the opposite page. Check your notes with the model notes. Are yours similar or different?

G Work in pairs.

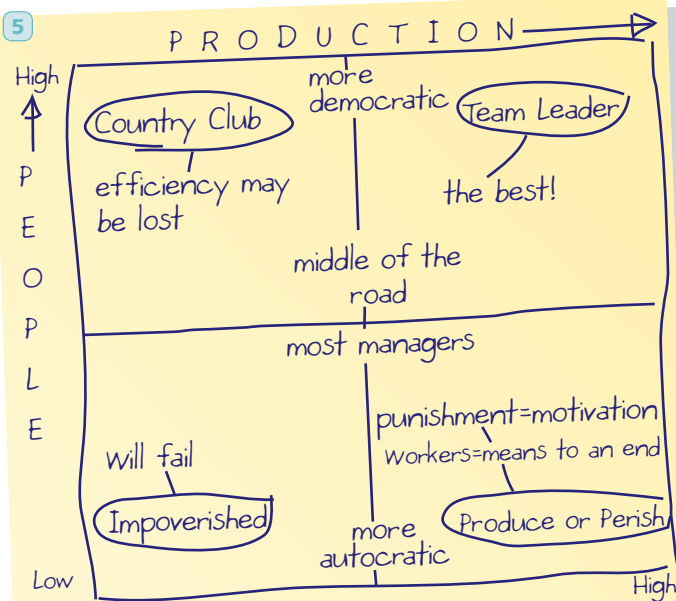
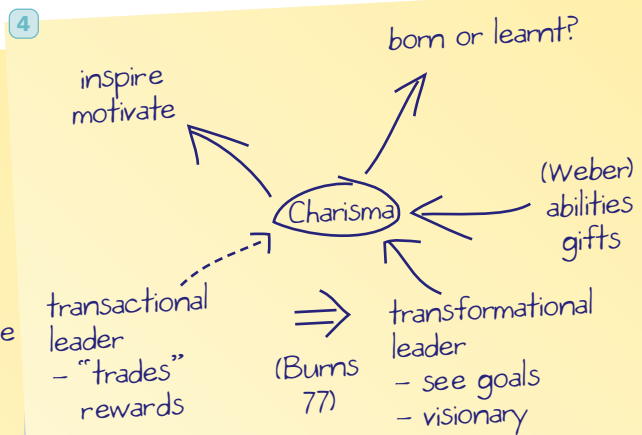
- 1 Use the notes on the opposite page. Reconstruct one lecture.
- 2 Give the lecture to another pair.

1 How enterprise evolves
 1. idea → 2. organize factors of production (land, labour + capital) → 3. managing risk → 4. delegating → 5. new projects?



3 Entrepreneurship

+	-
- big rewards	- hard work
- make own decisions	- work late/on weekends
- exciting	- no one else to take responsibility
- independence	- no regular pay
- possibility to earn more	- may lose capital
	- need stamina



- 6 Entrepreneur Qualities
1. Positive, e.g., dotcom survivor
 2. Passion
 - 2.1 in work
 - 2.2 personal (publicity?)
 3. Leaders
 - 3.1 charisma/team
 - 3.2 honest/communication
 4. Adaptability
 5. Ambition

Guessing words in context

Using related words

Sometimes a word in general English has a special meaning in management.

Examples:

field, goal, hand, head

If you recognize a word but don't understand it in context, think:

What is the basic meaning of the word? Does that help me understand the special meaning?

Example:

*A footballer scores a goal. So a **goal is something positive you want to achieve.**
If a goal is set by a manager, it is a desirable outcome for the staff to aim for.*

Removing prefixes

A **prefix** = letters at the **start of a word**.

A prefix changes the meaning of a word.

Examples:

dissatisfied – unhappy

inefficient – not efficient

If you don't recognize a word, think: *Is there a prefix?* Remove it.

Do you recognize the word now? What does that prefix mean?

Add it to the meaning of the word.

Removing suffixes

A **suffix** = letters at the **end of a word**.

A suffix sometimes changes the **part of speech** of the word.

Examples:

manage → *manager* = verb → noun

persuade → *persuasive* = verb → adjective

A suffix sometimes changes the meaning in a **predictable way**.

Examples:

central + **ize** – to put the centre in control of things

innovat(e) + **ive** – describing a person or an action as new and creative

controvers(y) + **ial** – describing something that causes disagreement

If you don't recognize a word, think: *Is there a suffix?* Remove it.

Do you recognize the word now? What does that suffix mean?

Add it to the meaning of the word.

Skills bank

Making the most of lectures**Before a lecture ...****Plan**

- Find out the lecture topic.
- Research the topic.
- Check the pronunciation of names and key words in English.

Prepare

- Get to the lecture room early.
- Sit where you can see and hear clearly.
- Bring any equipment you may need.
- Write the date, topic and name of the lecturer at the top of a sheet of paper.

During a lecture ...**Predict**

- Listen carefully to the introduction. Think: *What kind of lecture is this?*
- Write an outline. Leave space for notes.
- Think of possible answers/solutions/effects, etc., while the lecturer is speaking.

Produce

- Write notes/copy from the board.
- Record sources – books/websites/names.
- At the end, ask the lecturer/other students for missing information.

Making perfect lecture notes

Choose the best way to record information from a lecture.

advantages and disadvantages	→	two-column table
cause and effect	→	spidergram
classification and definition	→	tree diagram/spidergram
comparison and contrast	→	two-column table
facts and figures	→	table
sequence of events	→	timeline
stages of a process	→	flow chart
question and answer	→	headings and notes/spidergram

Speaking from notes

Sometimes you have to give a short talk in a seminar on research you have done.

- Prepare the listeners with an introduction.
- Match the introduction to the type of information/notes.