

207

剑桥英语系列

432.1-45
453

Words at Work

Vocabulary Development for Business English

剑桥商务英语词汇与语法教程

[英] David Horner Peter Strutt 著

李淑萍 译注

北京大学出版社 Peking University Press

剑桥大学出版社 Cambridge University Press

© Cambridge University Press 1996

Licenced for sale in the People's Republic of China only, not for sale elsewhere

著作权合同登记 图字:01-2000-2529

图书在版编目(CIP)数据

剑桥商务英语词汇与语法教程/[英]豪内(Horner, D.), [英]斯图拉特(Strutt, P.)编著, 李淑萍译注 - 北京: 北京大学出版社, 2000.12

剑桥英语系列

ISBN 7-301-04729-0

I. 剑… II. ①豪…②斯…③李… III. ①商务-英语-教材 ②商务-英语-词汇-教材
IV. H31

中国版本图书馆 CIP 数据核字(2000)第 71069 号

书 名: 剑桥商务英语词汇与语法教程

著作责任者: David Horner Peter Strutt 著 李淑萍 译注

责任编辑: 沈浦娜 刘胜利

标准书号: ISBN 7-301-04729-0/H·567

出版者: 北京大学出版社

地址: 北京市海淀区中关村北京大学校内 100871

网址: <http://cbs.pku.edu.cn/cbs.htm>

电话: 出版部 62752015 发行部 62754140 编辑部 62752028

电子信箱: zpup@pup.pku.edu.cn

排版者: 兴盛达打字服务社 62549189

印刷者: 中国科学院印刷厂

发行者: 北京大学出版社

经销者: 新华书店

787 毫米×1092 毫米 16 开本 10.125 印张 260 千字

2000 年 12 月第一版 2000 年 12 月第一次印刷

定 价: 17.00 元

Introduction to the learner

How to use this book

This book consists of:

- an introductory unit on learning vocabulary successfully
- 17 theme-based units
- an answer key
- an index of key vocabulary with phonetic transcriptions

A cassette with recordings of the listening tasks is also available.

We recommend you work through the introductory unit called *Learning vocabulary successfully* first. It will give you good ideas on how to approach vocabulary learning and increase the number of words you remember.

Look at the map of the book to see which areas of business vocabulary are dealt with. Then you can choose in which order you want to work on the units.

You may also want to choose different aspects of vocabulary to focus on (e.g. opposites, prefixes and suffixes, using a dictionary and so on).

Types of task

Some types of task appear regularly in the units. These include:

Pronunciation. We believe it is very important to learn how to pronounce vocabulary correctly. For this reason every unit contains at least one pronunciation task. In addition, of course, you should do your best to learn to pronounce all the vocabulary correctly. Phonetic transcriptions are given in the index at the back of the book.

Related words. This section appears in most units. It contains tasks and exercises on words which are associated with the topic of the unit in some way.

Word grammar. Words don't only have meaning; they also have grammar, and successful use depends on knowing this grammar. This section deals with things such as verb patterns and countable/uncountable nouns.

Word partners. This section deals with words that are often found together. There are no rules for this; such combinations are the result of history. So there is no secret – you will have to learn them by heart.

Word building. Under this heading we deal with the way new words are created in English. This section includes, for example, work on prefixes and suffixes.

Synonyms and opposites. This section provides practice in recognising and using words of more or less similar or opposite meanings.

Linking words. These are words which join sentences together. They express ideas like contrast, sequence, cause and effect.

Easily confused words. Learners frequently confuse many pairs or groups of words in English because, despite their differences in meaning, they are closely associated with each other. This section deals with such problems as *personal/personnel*; *remind/remember*; *trip/travel/journey*, etc.

Learning vocabulary. Every unit contains a section with advice on how to store, remember and extend your vocabulary.

Most units contain at least one listening task to give you the opportunity to hear the vocabulary as well as see it. Don't worry if you don't understand everything on the cassette when you first listen. If you can do the task you have been successful. You can always turn to the tapescript if you want to study it in greater detail.

The key


Answers to the tasks can be found in the key beginning on page 107. You will also find the transcripts of the listening tasks.

The index

The purpose of the index is to enable you to:

- find words you want to look at in the units
- see how words are pronounced

The cassette

This contains all the listening tasks marked . There are many kinds of task and you will hear a variety of accents (both native and non-native speakers).

Self-study

If you are working on your own:

- Read the section on page four called *Understanding and using vocabulary* very carefully and try to carry out its recommendations.
- Try to work on your English every day. It is better to do a little on a regular basis than a lot occasionally.
- Establish priorities. What do you need to work on now? What can be left until later? Use the map of the book and the index to help you.
- Find a friend or colleague you can work with and/or practise your new vocabulary with. (You can perhaps do this over the phone, by fax or e-mail.)

Using dictionaries

Some of the documents in English which you receive may contain a lot of words you don't know. But if you look up *every* unknown word in a dictionary, you can waste a lot of time and soon become discouraged. Sometimes the dictionary is not necessary, as enough of the meaning of the word can be worked out from the context.

On other occasions you will have to use a dictionary. When you want to use a monolingual dictionary we recommend:

Cambridge International Dictionary of English
Longman Dictionary of Contemporary English
Collins COBUILD Dictionary of English
Oxford Advanced Learner's Dictionary

Many of you will also want to use a bilingual dictionary. However, we suggest you invest in one which is comprehensive. Avoid small pocket dictionaries, because they do not contain enough information.

Learning vocabulary successfully

Understanding and using vocabulary

It is particularly important to make a distinction between the vocabulary which you only need to *understand* and the vocabulary which you need to *use*.

If you just need to recognise and understand a word or expression when you see it or hear it, then you only need to know its meaning (or meanings!) and its form (spelling and/or pronunciation). But if you want to use a word, then you need to know much more. You should know:

- the meaning (e.g. a *sponsor* is a person or organisation that helps pay for an event such as an exhibition or sports competition.)
- how a word is pronounced (/ˈbɪznɪs/) and spelt (b-u-s-i-n-e-s-s)
- its grammar (e.g. to depend *on* or to depend *of*? to succeed *in* or to succeed *to*? Can we say *a travel* or *informations*?)
- its collocations, i.e. the words it is often found with (e.g. we say *a closing date* but not *a shutting date*; we *clinch* a deal, *settle* an account, *draw* a conclusion, etc.)
- its connotations, i.e. its positive or negative associations (e.g. a *cheap* product may be good for the consumer because it is inexpensive. But the word *cheap* may also be used to indicate that the product is of poor quality.)
- the differences in meaning and use between one word and another related one (e.g. what is the difference between a *firm*, a *company*, an *enterprise* and a *venture*?)
- the translation, if there is one that is appropriate

Often, when studying a language, we don't think about learning all this information.

For example, how much information can you supply about the following words?

- 1 **invoice** (Noun or verb or both? What other word(s) can you place before this word?)
- 2 **suggest** *to suggest to?* *to suggest that?* *to suggest + verb + ing?*

- 3 visit** (Noun or verb or both? Which of these words – *undertake*, *perform*, *make*, *pay* – frequently combine with it?)
- 4 thrifty** (What does this word mean? Does it have positive associations?)
- 5 mean** (What does *mean* mean? Can it be used as an adjective? If so, does it have positive or negative associations?)
- 6 famous** (Positive or negative associations?)
- 7 notorious** (Positive or negative associations?)

Filing and storing words

A It can be very easy to forget vocabulary you have just learnt. So people often try to write words and phrases down or record them in some way. Here are some places where they may put them:

- on pieces of paper or cards
- in an exercise book
- in the textbook they are using
- in an alphabetical index
- in an electronic dictionary

Do you know any other ways? Which do you think is the most useful?

B The idea of a database can be useful for storing vocabulary. A vocabulary database could look like this:

cup.1022.17info.v4 cup.1022.17info.v4	
Grammar information	invoice is a countable noun (<u>a</u> n invoice, two invoices) invoice is also a verb. It is followed by an object.
Sample sentences	We sent them an invoice with details of the goods and prices. I invoiced them four months ago and they still haven't paid.
Related words	pro-forma, bill, consular invoice
Translation	facturer, facture

Very often it is the **RELATED WORDS** field which is the most difficult to fill. Think of a well-known word like *meeting*:

- In English there are many related verbs (*to call* a meeting, *to hold* a meeting, etc.).
- How many related verbs can you give in your native language?
- How many of them do you know in English?

Ideas for filing words

Here are some suggestions for storing words and testing yourself. Choose one you think would work for you. Do you have a better system you already use?

'I'm very organised, so when I meet new vocabulary that I think will be useful to learn I write it on a card together with any important grammatical information about it and an example sentence. And I write the Swedish translation on the other side. I keep new words in a folder and learn them for about 15 minutes every day. When I think I've learnt a word I put the card in a shoebox of words that are related - I have about 12 different shoeboxes now! Once a week I go through a couple of my shoeboxes and test myself again. When I'm sure I know a word, I write it in my private dictionary and throw the card away.'

Birgitta Nyberg (Sweden)



'I have a programmable electronic dictionary that I add every interesting word to. I always have it in my briefcase and when I'm travelling on business I make a point of testing myself: first by just the translation, then by writing the word in sentences.'

Julián Gonzáles (Argentina)



'I keep an alphabetical notebook, with one column in English and another in Korean. I always have it in my pocket and when I have time I get it out and fold the page in half and test myself, sometimes English-Korean, sometimes Korean-English. Any word I don't know I write in the back, where I keep a special section of words that I need to work harder on.'

Joo Young Park (Korea)



Setting objectives

People are very good at forgetting things. So it is a good idea to review vocabulary you have studied. And it is better to do a little often than a lot occasionally.

How many words can you learn in an hour? An afternoon? A month? When is the best time to learn them? Look at the following list and decide which times would suit you best on a regular basis.

- before going to work/college
- during working hours
- during the lunch break
- after work
- at the weekend
- while travelling to work/college
- while travelling on business
- other times (which?)

How will I know I have learnt the vocabulary?

In the business world there is only one real test. Can you use this vocabulary when you need it in your job? Although some vocabulary stays easily in the mind, some doesn't, so we suggest that you try to find opportunities to use the words as often as you can, either at work or outside.

A learner contract

You have thought about your objectives and the time you have available, and you know what learning vocabulary involves. So now think about the following questions and then set out your vocabulary-learning goals.

- *What* words do I need to review?
- *How* shall I revise them?
- *When* shall I do it?
- *How* long shall I spend doing it?

Be as realistic as possible. You are making a contract with yourself, so there is no reason to be dishonest. We encourage you to take your contract seriously.

We hope you enjoy using the book. Good luck.

1 Company organisation

1 Related words: Organisations and occupations

A What kind of organisation do you work for or want to work for?

- the state
- a private limited company
- a nationalised company
- a partnership
- a public limited company
- other

B Is your own past, present or future position included in the list below? If not, what is your profession? Do you think you are in the right post? What would you like to be doing in five years' time?

Jobs

I'm a/an
administrator
executive secretary
business student
receptionist
computer programmer
supervisor
financial consultant
Vice President
Managing Director
switchboard operator

Industries

I work in
chemicals
advertising
computers
manufacturing
information services
telecommunications
electronics
insurance

Divisions

Finance
Advertising
Sales/Marketing
Accounts
Human Resources
Public Relations
Logistics
Research and
Development

2 Pronunciation: Syllable stress



Listen to the recording. Write the words you hear and indicate the stressed syllable(s). For example:

■ ■ ■ ■ ■
administrator

Now listen again to the recording and repeat the words.

3 Easily confused words: *personal/personnel*

A Which of these two words means 'belonging to a particular person'? Which means 'people employed in a company'?

B How are they pronounced?

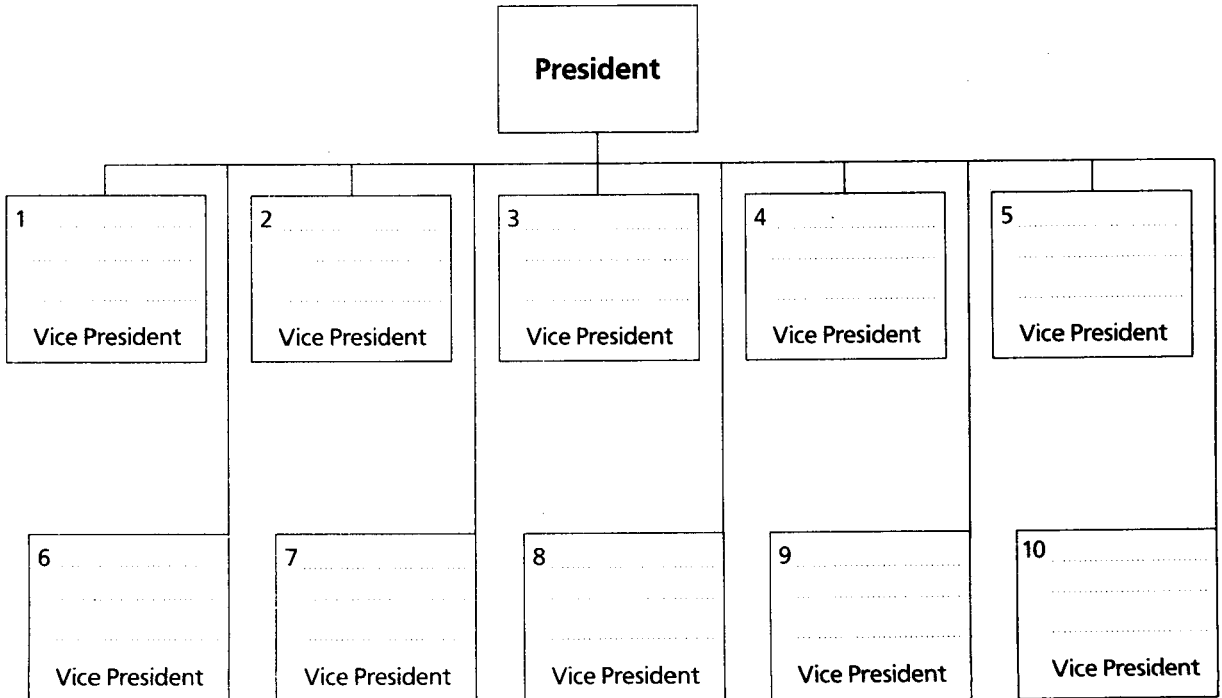
C Fill in the blanks with either *personal* or *personnel*.

- 1 Does your Managing Director have a assistant?
- 2 Does your company have a Department or a Human Resources Division?
- 3 We weren't able to offer the new service because we hadn't got enough trained
- 4 Do you agree that you shouldn't mix your and professional life?

4 Talking about corporate structure

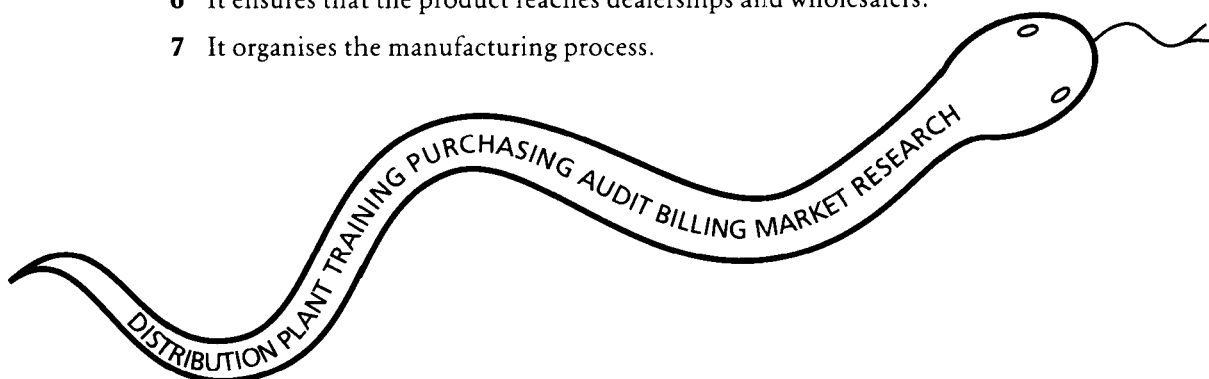


A Listen to a senior executive talking about the structure of a major chemicals multinational and complete the organigram below with the names of the divisions.



B Find the words in the snake which correspond to the description of each division or department.

- 1 It buys in supplies.
- 2 It sends out invoices and receives payment.
- 3 It organises in-house courses for employees.
- 4 It finds out whether or not a product will sell.
- 5 It checks the accounts.
- 6 It ensures that the product reaches dealerships and wholesalers.
- 7 It organises the manufacturing process.



C Explain the corporate structure of a company you know well and draw an organigram.

5 Word partners: Verbs and prepositions



A Listen again to the recording of the senior executive talking about corporate structure (Task 4A). As you listen, match the verbs in box A to the prepositions in box B.

A

be headed
be responsible
be in charge
report
take care
look
deal
work
consist

B

by
after
to
for
with
of

B Now use the above verbs and prepositions to describe your own work relationships.

6 Easily confused words: *subsidiary*/ *agency*/*branch*

A Match the definitions to the words above.

- 1 A business or place of business providing a (usually specified) service.
- 2 A local office belonging to a national firm or organisation.
- 3 A company which is controlled by a parent company.

B Put the right word – *subsidiary*, *agency* or *branch* – into the blanks.

- 1 Coca-Cola has a(n) in more countries than there are in the United Nations.
- 2 A travel can organise business trips as well as holidays.
- 3 A(n) is a company of which more than half the share capital is owned by the holding company.
- 4 The major banks have at least one in all large cities.

7 Learning vocabulary

One of the best ways of remembering words is by meeting them all the time. One business person we know uses Post-its™ to do this:

'Every time I come across a new word that I want to learn, I write it on a Post-it™. Then I stick the Post-it™ somewhere in my flat. They are stuck everywhere – on furniture, doors and walls – my favourite place is in the kitchen. Then, every time I go past one of my Post-its™, I try to remember what the word means, and imagine a context I could use it in. It may not always look very nice and tidy, but I learn a lot of words that way.'

Josianne Pecoud (France)



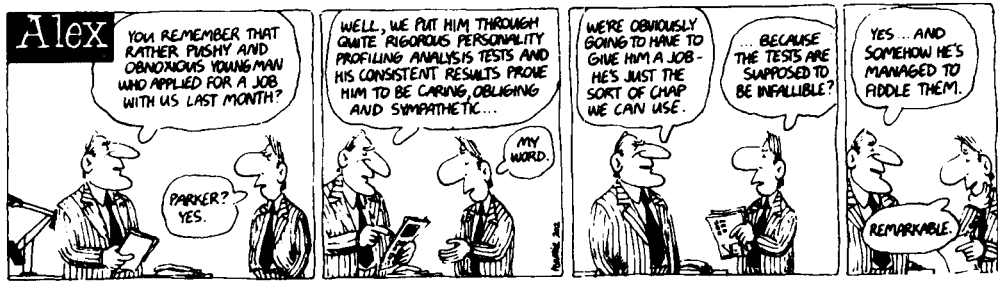
Branch

Subsidiary

Organisation

Agency

2 The right person for the job



1 Related words: Applying for a job

A How many different ways of *finding* a job can you think of?

B Look at these job advertisements. Take particular notice of the words and expressions used to describe the post, the company, the responsibilities, the profile of the ideal candidate and the remuneration. Make notes on each advertisement, as in the example below for the post of Private Secretary in Brussels.

<u>The title of the post</u>	Private Secretary
<u>The type of company</u>	successful company in the financial sector
<u>The responsibilities described</u>	business and personal affairs of the Chairman; secretarial services to other directors
<u>The type of person required</u>	pleasant, well-educated, flexible, articulate, numerate; must have integrity and a warm personality
<u>The business skills required</u>	excellent typing, WP and shorthand
<u>The pay and benefits</u>	negotiable salary, subsidised staff restaurant, medical insurance

PRIVATE SECRETARY

Brussels – Salary negotiable

You will be dealing primarily with the business and personal affairs of the Chairman of this successful company in the financial sector but will also provide secretarial services to other directors.

This post calls for a pleasant, well-educated, flexible, articulate and, above all, numerate person (25+) with excellent typing, WP and shorthand skills.

Integrity and, most importantly, warmth of personality are also essential requirements. Candidates should be experienced at Board level, preferably in the financial sector. A non-smoking policy is operated within the offices.

Fringe benefits include subsidised staff restaurant and medical insurance.

Write, with CV,

South-East Asia Marketing Co-Ordinator
Graduate 25 – 30

Singapore-based



Clay & Moore, a leading consultancy in the field of business and information management, is seeking a Marketing Co-ordinator to serve the needs of major national and multinational clients.

He/She will play a key role in the newly-formed S.E. Asia Marketing function and carry specific responsibility for advertising and public relations. Duties include developing promotional literature, making presentations, and working with the network of national marketing co-ordinators.

As such, extensive travel throughout the Pacific Rim is required.

A good university degree is essential and a solid background in a marketing environment.

The ideal candidate will be fluent in at least one Oriental language. Annual earnings not less than £40,000 p.a. equivalent + profit-sharing and usual perks. If you are looking for a challenging career in a stimulating environment send your full CV to:

EUROPEAN ACCOUNTANT

Amsterdam £40–45,000 Dutch Florin equivalent + quality car

This fast-expanding public company is a group of European businesses in ten countries serving distribution and manufacturing industry throughout the EU, Scandinavia and Eastern Europe. The main activities of the group are contract hire, equipment sales and leasing.

Reporting to the chief accountant, you will be responsible for a team of four people involved with assets, cash and company control. This will include the preparation of annual budgets and forecasts together with advice on potential acquisitions.

The person we wish to appoint will need to be competent, disciplined and computer-literate.

This post is an opportunity to move quickly into a senior position and the initial rewards package includes excellent salary, pension scheme, and generous relocation assistance.

SALES DIRECTOR

For the Brazilian subsidiary of a major international manufacturer of cash registers and point-of-sale systems.

We are recruiting a high-flying professional who will report directly to the Chief Executive. He/She will further expand our already substantial market share in Brazil and play a major role in increasing our sales effort in Latin America.

The person we require is likely to be 35/40 years of age, dynamic, hard-working and motivated, and with a proven track record in selling business equipment.

An excellent remuneration package is available including profit-related bonus, company car, and substantial salary.

Write in full confidence to:

2 Synonyms: Job advertisements

In each of these sentences a word or phrase is missing. Without looking back at the advertisements, decide what could go in the blanks. Then check your answer with the words and expressions used in the ads.

Example

Annual earnings not less than £40,000 p.a. + profit-sharing and usual perks/fringe benefits.

- 1 We a high-flying professional who will further expand our already substantial market share.
- 2 This post a pleasant, well-educated, flexible, articulate and, above all, numerate person.
- 3 The person we require is likely to be 35/40 years of age, dynamic and motivated, and with in selling business equipment.
- 4 developing promotional literature, making presentations, and working with the network of national marketing co-ordinators.
- 5 Clay & Moore, a consultancy in the field of business and information management, is seeking a marketing coordinator.
- 6 He/She will role in the newly-formed marketing function.

3 Pronunciation: Word stress

Contrast the pronunciation of the following words. Indicate where the stress falls.

Nouns	Verbs	Adjectives
present	present	present
	perfect	perfect
record	record	
permit	permit	
transfer	transfer	
reject	reject	



Check your answers with the recording. Then listen again and repeat the words.

In general, how does the stress differ when two-syllable words are used as nouns, adjectives or verbs?

4 Word building: Adjective formation

Look at these adjective endings (all the words are in the advertisements on page 13).

considerate
challenging
competent

creative
dynamic
motivated

responsible
successful

A Using these adjective endings, how could you describe someone who shows:

commitment
confidence
energy
enterprise

flexibility
imagination
independence
power

promise
skill
tact
talent

B How would you describe someone who can:

count ate
read ate
speak well ate

5 Word building: Compound adjectives

Many adjectives are made up of two parts:

good-tempered	(adjective + noun + -ed)
low-paid, newly-formed	(adjective or adverb + past participle)
fast-expanding	(adjective or adverb + present participle)

The two parts of these words have been jumbled.
Put them together again.

- | | |
|---------|----------|
| 1 far- | educated |
| 2 fast- | lasting |
| 3 hard- | reaching |
| 4 high- | working |
| 5 long- | thinking |
| 6 well- | flying |