新 剑桥商务英语（高级）

词汇用法

Business Vocabulary in Use

Advanced

Bill Mascull

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Contents

Cambridge International Corpus

In writing this book, extensive use has been made of business-related material from the Cambridge International Corpus: business articles from the British and American press. The corpus has provided valuable information on the typical patterns of business English usage, and this has been used in compiling the language presentation material and in many of the exercises.

The Cambridge International Corpus is a vast database of over 700 million words of real English taken from books, newspapers, advertising, letters and emails, websites, conversations and speeches, radio and television.

- The Corpus helps us to get a representative picture of how English is used, both in writing and in speech

- It is constantly being updated so we are able to include new words in our books as soon as they appear.

- It contains both British and American English, which means we can analyse the differences and produce accurate materials based on either variety of English.

- It is 'real' English so we can ensure that examples in our books are natural and realistic.

Cambridge Business Corpus

The Cambridge Business Corpus, which is part of the Cambridge International Corpus, contains business articles from the British and American press, business books, financial and legal documents, company reports, professional and commercial texts, government reports and product descriptions.

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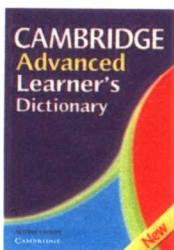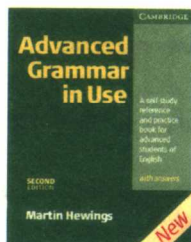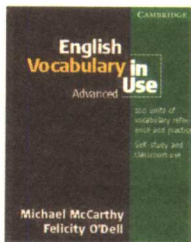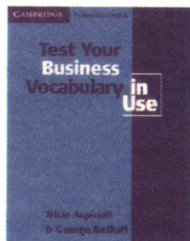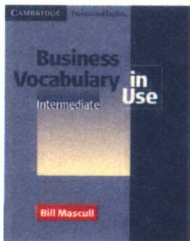
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Introduction

Who is this book for?

Business Vocabulary in Use Advanced builds on the success of *Business Vocabulary in Use*. It is designed to help upper-intermediate and advanced learners of business English improve their business vocabulary. It is for people studying English before they start work and for those already working who need English in their job.

The emphasis is on language related to today's important, and sometimes controversial, business issues.

You can use the book on your own for self-study, or with a teacher in the classroom, one-to-one or in groups.

How is the book organized?

The book contains 50 two-page thematic units, in eight key business areas.

The left-hand page of each unit presents and explains new words and expressions, and the right-hand page allows you to check and develop your understanding of them and how they are used through a series of exercises.

There is **cross-referencing** between units to show connections between uses of the same word or similar words used in different contexts.

There is an **answer key** at the back of the book. Most of the exercises have questions with only one correct answer. But some of the exercises, including the **Over to you** activities at the end of each unit (see below), are designed for discussion and/or writing about yourself and your own organization or one you would like to work for.

Where appropriate, **references** at the bottom of left-hand pages give the sources (books and websites) for the ideas under discussion.

There is also an **index**. This lists all the new words and phrases introduced in the book and gives the unit numbers where they appear. The index also tells you how the words and expressions are pronounced.

The left-hand page

This page introduces the new vocabulary and expressions for each thematic area. The presentation is divided into a number of sections indicated by letters: A, B, C, with simple, clear titles.

As well as explanations of vocabulary, there is information about:

- typical word combinations.
- the grammar associated with particular vocabulary, for example the verbs that are used with particular nouns.

There are also notes on tricky language points, such as countable and uncountable nouns, and the differences between British and American English.

The right-hand page

The exercises on the right-hand page give practice in using the new vocabulary and expressions presented on the left-hand page. Sometimes the exercises concentrate on using the words and expressions presented on the left-hand page in context. Other exercises practise the grammatical forms of items from the left-hand page. Some units contain tables to complete, or crosswords.

'Over to you' activities

An important feature of *Business Vocabulary in Use Advanced* is the **Over to you** activity at the end of each unit, which caters for learners who are in work as well as those who are not. The **Over to you** activities give you the chance to put into practice the words and expressions in the unit in relation to your own professional situation, studies or opinions.

Self-study learners can do this as a written activity.

In the classroom, the **Over to you** activities can be used as the basis for discussion with the whole class, or in small groups with a spokesperson for each group summarizing the discussion and its outcome for the class. The teacher can then get learners to look again at the words and expressions that have caused difficulty. Learners can follow up by using the **Over to you** as a written activity, for example as homework.

How to use the book for self-study

Find the topic you are looking for by referring to the contents page or the index. Read through the explanations on the left-hand page of the unit. Do the exercises on the right-hand page. Check your answers in the key. If you have made some mistakes, go back and look at the explanations and exercise again. Note down important words and expressions in your notebook.

How to use the book in the classroom

Teachers can choose units that relate to learners' particular needs and interests, for example areas they have covered in course books, or that have come up in other activities. Alternatively, lessons can contain a regular vocabulary slot, where learners look systematically at the vocabulary of particular thematic or skills areas.

Learners can work on the units in pairs, with the teacher going round the class assisting and advising. Teachers should get learners to think about the logical process of the exercises, pointing out why one answer is possible and others are not.

We hope you enjoy using this book.

1 World of work

My work is so rewarding
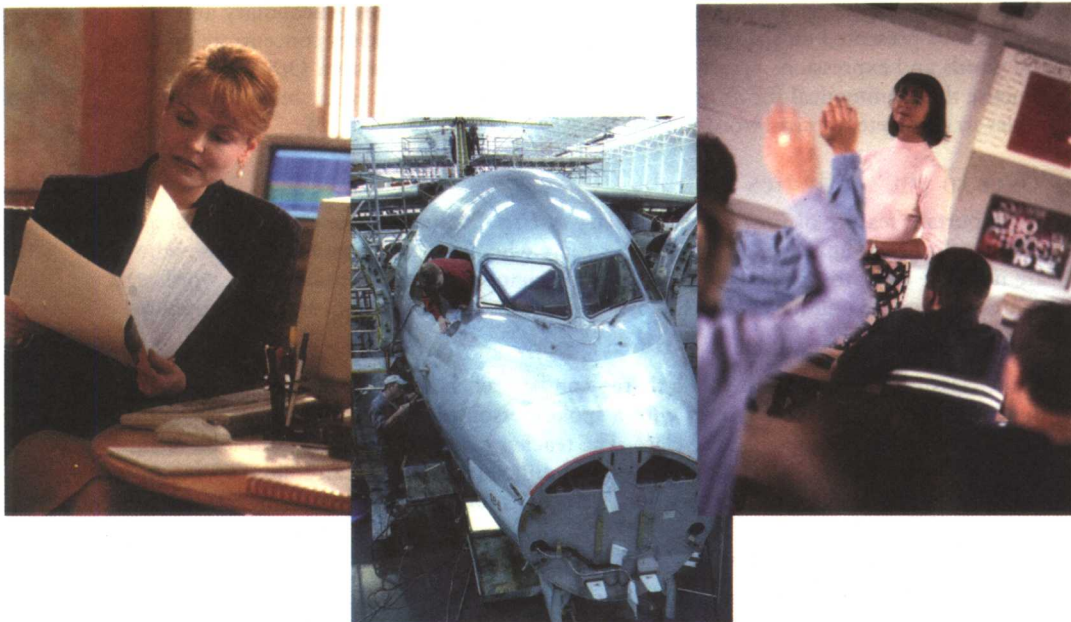
'I work in advertising. I love my work, which is really **rewarding** and **stimulating**. **Originality** and **creativity** are very important in this industry, of course.

No two days are the same in my job: I could be contacting film companies for new advertising campaigns one day and giving client presentations the next. I like the **client contact** and I am very much **hands-on** – being involved with the productive work of the agency rather than managing it.

When I joined the agency, I **hit it off with** my colleagues immediately and I still **get on well with** them. There's a very good **rapport** between us.'

I like the team work

'I'm an aircraft engineer. I work on the research and development of new aircraft. I love **putting ideas into practice**. I like **working on my own**, but it's also great being part of a team. I like the **team work** and the **sense of achievement** when we do something new. And of course, the planes we produce are very beautiful.

Is there anything I don't like? I dislike days when I'm **chained to a desk**. I don't like **admin** and **paperwork** – sometimes I feel I'm **snowed under** with it. And in a large organization like ours, there can be a lot of **red tape** and **bureaucracy** – **rigid procedures** that can slow things down.'

I want to make a contribution

'I'm a secondary school teacher. It's a low-paid job but I want to help people and **make a contribution to society**. That's what gives me **motivation**. My job gives me a lot of **satisfaction**. The work can be **stretching**, taking me to the limits of my skills and knowledge. But it's great to see kids developing and learning. Of course, they can be very difficult and **demanding**, but sometimes we even get **recognition** from parents that we are doing a good job! But I don't like unnecessary interference – I don't like people **breathing down my neck**.'

1.1 Complete the sentences with expressions from A opposite.

1 Work that is interesting and exciting is .... and ....

2 If you spend time with customers, you have ....

3 If you have a good working relationship with your colleagues, you ....
.... well with them.

4 If you do the actual work of the organization rather than being a manager, you are
.....................-..................... .

5 If you want to say that work is not repetitive, you can say, '.....................
.... '.

6 .... and .... are when you have new and effective ideas that
people have not had before.

1.2 The aircraft engineer talks about his work. Complete his statements with expressions from B opposite.

1 Sometimes I work late at the office when everyone has gone home. I like ....
....
....

2 It's great to see what I learnt during my engineering course at university being applied in actual designs. I like ....

3 I hate it when there is a big stack of documents and letters on my desk that I have to deal with. I don't like .... and
....

4 I love the .... involved when we all work together to create something new.

5 It's rare, but sometimes when I come into the office and see a huge pile of work waiting for me, I feel completely ....

6 When we see a new plane fly for the first time, we all feel a great ....
....

7 I get frustrated when you have to get permission to spend anything over £50. I don't like ....
and ....

1.3 Complete this table with words from C opposite and related forms. Put a stress mark in front of the stressed syllable in each word. (The first one has been done for you.)

Verb	Noun	Adjective
con'tribute (or 'contribute)	contri'bution	con'tributory
demand		
motivate		
recognize		
satisfy		

Over to you

Write a job description for your own job or one you would like, and say why you feel you are suitable for it.

2 Management styles 1

Motivation 1

Yolanda – senior manager, car rental firm

I believe that all our employees can find **satisfaction** in what they do. We give them **responsibility**, which means that the decisions they take have a direct impact on our success, and encourage them to **use their initiative**, so they don't have to ask me about every decision they make.

We hope this gives employees the feeling that they are **valued,** with management knowing the effort they make. We believe that all this leads to a higher sense of **motivation** among employees.

When everyone feels motivated, **morale** is good and there is a general feeling of **well-being** in the organization.

Motivation 2

I don't believe in all this talk about motivation. My **subordinates,** the people **working under me,** are basically lazy and need constant **supervision** – we have to check what they are doing all the time. Some people think this is **authoritarian,** but I think it's the only way of managing.

Decisions must be **imposed** from above without **consultation** – we don't discuss decisions with workers, we just tell them what to do.

Xavier – factory manager

Note: **Subordinate** is very formal and can be negative.

Theory X and Theory Y

Xavier has **conservative** views and believes in what the US management thinker Douglas McGregor[1] called **Theory X,** the idea that people dislike work and will do everything they can to avoid it.

Yolanda is more **humanitarian** and believes in **Theory Y,** the more advanced view that, given the right conditions, everyone has the potential to find satisfaction in work.

Others have suggested **Theory W** (for 'whiplash'), the idea that most work since the beginning of human society has been done under systems of slavery.

[1] *The Human Side of Enterprise* (McGraw Hill 1985)

2.1 Yolanda's employees are talking about her management style – see A opposite. Replace the underlined phrases with appropriate forms of expressions from A. (Pay attention to the grammatical context. The first one has been done for you.)

1 She knows exactly what's involved in our jobs. She makes us feel <u>she understands the effort we make</u>.

She makes us feel <u>valued</u>.

2 She encourages us to <u>do things without asking her first</u>.

3 <u>The feeling among employees</u> here is very good. We feel really <u>involved and want</u> to work towards the company's goals.

4 We have a real sense of <u>the idea that our efforts are important for the success of the company</u>.

5 We have a real sense of <u>liking what we do and feeling good when we achieve specific goals</u> in our work.

2.2 Look at the expressions in B opposite and say if these statements are true or false.

1 Authoritarian managers like listening to the opinions of their employees.

2 If people need constant supervision, you have to watch them all the time.

3 Authoritarian managers like the idea of consultation with their employees.

4 If decisions are imposed from above, employees have no influence over them.

5 Someone's subordinates are the people working above them.

2.3 Managers from different companies are talking about their employees. Look at C opposite and say whether each manager believes in Theory X or Theory Y.

1
> You have to keep an eye on employees the whole time. I don't allow them to work at home.

2
> It's important to let people work without constant supervision. They feel they're being treated like children otherwise.

3
> I encourage employees to use their own initiative. That way you can see the potential future managers among them.

4
> They must be here by 8.30 am and they can't leave before 5.30 pm. That way I can be sure they are doing the work we are paying them to do.

5
> We encourage the workers at the plant to make suggestions for improvements in the processes they are involved with.

6
> All they're interested in is getting to the weekend, doing as little as possible.

Over to you

Write a memo to the head of your organization or one you would like to work for, suggesting ways to encourage initiative among employees.

3 Management styles 2

Hygiene factors

Yolanda, the car rental manager we met in Unit 2, went on a management course. She looked at the work of Frederick Herzberg[1], who studied what motivates employees, and took these notes.

> There are aspects of work that are not in themselves enough to make employees satisfied, but that can cause dissatisfaction if they are not right.
> These are hygiene factors:
> supervision – the way you are managed
> policy – the overall purpose and goals of the organization
> working conditions – the place where you work, hours worked, etc.
> salary
> peer relationships – how you relate to and work with others at the same level in the organization
> security – level of confidence about the future of your job

B Motivator factors

> Other aspects of work can give positive satisfaction.
> These are the motivator factors:
> achievement – the feeling that you have been successful in reaching your goals
> recognition – the feeling that your employers understand and value what you do by giving positive feedback
> the work itself – the nature and interest of the job
> responsibility – when you are in charge of something and its success or failure
> advancement – how far you will be promoted in the organization; how far you will go up the career ladder
> personal growth – how you develop personally in your work, and your opportunities to do this

C Empowerment

On the course, Yolanda also looked at a related but more recent idea.

> Empowerment – the idea that decisions, where possible, should be made by employees who are close to the issues or problems to be solved, without having to consult their managers further up in the hierarchy. In other words, managers have to delegate as much as possible.

[1] *Work and the Nature of Man* (Staples Press 1968)

3.1 Look at the job advertisement. Match the circled items 1–6 to the hygiene factors in A opposite.


Duval and Smith

Legal Translator English-French
Paris (1) **€50,000**
Large Anglo-French law firm seeks legal translator to translate and correct French and English legal documents. Legal qualifications and experience essential.
Based in the firm's busy translation department, you will work (2) **under the head of translation,** (3) **as part of a team of five translators** (4) **In line with the overall policies of the firm** you will work (5) **a 35-hour week,** with a (6) **one-year contract in the first instance.**

Email CV to jmartin@duvalandsmith.fr

3.2 Vanessa Holt got the job advertised above. Three months later, she writes an email to an employment agency. Complete the email with expressions from B opposite.

To ... | susan.rivers@comptrans.co.uk
From ... | vanessa.holt@duvalandsmith.fr
Subject ... | Enquiry

Dear Ms Rivers
As you can see from my CV, I'm a qualified translator, and I've been at Duval and Smith, an Anglo-French law firm in Paris, for three months now. I've had experience of translating a lot of different documents, so (1) ....
.... is interesting enough, but I don't get any (2) .... for the work I do – my boss never comments at all. He never gives us any (3) ...., either, for example by letting us deal with clients directly. I never get a sense of (4) .... because my boss takes all the credit for the work we do. There are quite good opportunities for promotion and (5) .... at Duval and Smith, but I'm not sure I want to stay. I think there must be better opportunities elsewhere for me to develop, and as (6) ....
.... is important to me, I've decided to move back to the UK and look for a job there.
I'd be grateful if you could let me know of any openings you may have with your clients in the area of legal translation.
I look forward to hearing from you.
Kind regards
Vanessa Holt

3.3 Complete the table with words from C opposite and related forms. Put a stress mark in front of the stressed syllable in each word. (The first one has been done for you.)

Verb	Noun	Adjective
con'sult	consul'tation, con'sultancy con'sultant	con'sultative, con'sulting
delegate		
empower		
		hierarchical

Over to you

Talk or write to a new employee about your own organization or one you would like to work for, in relation to Herzberg's motivator factors.

4 Employment and employability

A Outsourcing

Nigel, a 30-year-old information technology (IT) specialist, talks about his career so far:

'I used to work in the IT department of a bank. All the IT work was done **in-house**. I thought I had a **job for life**. But then one day the bank decided to cut costs by **outsourcing** the work to a specialist IT company called IT Services (ITS).

Luckily, the bank didn't make me **redundant** so I didn't lose my job, and after a while I decided to work for ITS instead. At first, I didn't know what to expect, but now I'm very happy. We work with a lot of different clients – I'm a **consultant** and I give them advice.'

B Employability

'ITS put a lot of emphasis on **professional development** and we often go on training courses so we can keep up with **current trends** in the industry.

ITS tell us that although we may not have a job for life with the company, our up-to-date skills will mean that we will always be **employable**. Companies and governments talk about the importance of **lifelong learning** – continuing to develop our knowledge by going on courses and reading journals, for example.

I really enjoy my work but in the next year or two, I may make a **career move** and join another company.'

C Freelancers and portfolio workers

'When I'm about 40, I want to **set up on my own** as a **freelancer** offering **consultancy services** to different companies. The idea of working **freelance** on different projects for different clients attracts me.'

The management thinker Charles Handy[1] calls freelancers **portfolio workers** because they have a **portfolio** or range of different clients. Some experts say that increasing numbers of people will work this way in the future, as companies outsource more and more of their work because they want to concentrate on their **core functions**.

Note: People are called **freelancers** or **freelances**. The corresponding adjective is freelance, as in 'freelance work'.

[1] *The Age of Unreason* (Random House 2001)