

CAMBRIDGE

新 剑桥商务英语

(初级)

词汇用法

Business Vocabulary in Use

Elementary

Cambridge
Professional
English

Bill Mascull

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内 容 提 要

《新剑桥商务英语词汇用法（初级）》与《新剑桥商务英语词汇用法（中级）》《新剑桥商务英语词汇用法（高级）》为三个级别的系列图书，本册旨在帮助学习者学习初级商务词汇，巩固和提高学习者在特定的商务环境下的语言沟通技能。

本书由 49 个双页单元组成，内容分为 4 部分。

第一部分（1~3 单元），包含有关词汇的构成、如何使用词典等基本训练；第二部分（4~5 单元）主讲了英语中有关数字的使用方法；第三部分（6~33 单元）为本书的核心部分，每一单元都附有针对不同商务主题的重点词汇讲解；第四部分（34~49 单元）着眼于商务沟通技巧的训练。

本书的特色在于每一个单元由双页组成。左手页详细解释新单词和表达方式；右手页上的一系列练习则帮助学习者检查和进一步理解学到的知识。此外每一单元都设计有“由你参与”部分。这为每一位学习者提供了情景模拟的机会，可以将学到的新词汇和表达法用到相关的商务活动中去，更好地消化和吸收新知识。

本书的读者是那些学习英语为开始工作作准备以及那些刚刚工作又需要提高英语水平的人。它既适于自学之用，也可作为和老师一起使用的课堂用书。

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Introduction

Who is this book for?

Business Vocabulary in Use Elementary is in the same series as *Business Vocabulary in Use Intermediate* and *Advanced*. It is designed to help you to learn basic business vocabulary. It also helps you to learn the language of business communication for social situations, telephone calls, business writing, presentations, and meetings.

The book is for people who are studying English before they start work, and for people already working who need English for their job.

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

What is in the book?

In the book there are 49 two-page units.

The first three units are **learner training** units. They give you ideas on the best ways to learn. They explain the instructions used in the book, how to do the exercises, how to learn vocabulary and how to use dictionaries. It is a good idea to do these units first to help you use the rest of the book in the best way.

There are then two units about how to use **numbers**.

After that, there are 28 **subject units** with key vocabulary for different business subjects, and 16 units with **business communication** language. These help you with the **skills** you need in business, for example in presentations and meetings.

The new words and expressions for you to learn in each unit are in **bold**. They are explained in different ways, for example with a sentence showing you how to use them, or with pictures. Sometimes there is a '=' symbol, followed by some words to explain the new language.

You can use the **contents** pages at the beginning of the book to find the subject or skill that you want to study.

There is an **answer key** at the back of the book. Most of the exercises have questions with only one correct answer. But in some of the exercises, including the **Over to you** activities at the end of each unit (see below), you write and/or talk about yourself and your own organization. So the answers in the key for these sections are examples, to compare with your own answers.

There is also an **index**. This is a list of the new words and expressions in the book and the unit numbers where they appear. The index also tells you how to say the words and expressions.

The left-hand page

This page shows the new words and expressions for each subject or skills area. Each page has a number of sections with the letters A, B, C (and sometimes D), and short titles.

On the left-hand page there is:

- information about the meanings of the words and expressions.
- information about word combinations - words that are often used together.
- notes on language points such as the differences between British and American English.
- notes to tell you where you can find more information in other units.

The right-hand page

The exercises on the right-hand page give you practice in using the new words and expressions shown on the left-hand page. There are different types of exercise for this. Sometimes the exercise asks you to write sentences, or to write words to finish sentences. Some units contain tables or diagrams to complete, or crosswords.

'Over to you' activities

An important part of *Business Vocabulary in Use Elementary* is the **Over to you** activity at the end of each unit. The **Over to you** activities give you the chance to practise the words and expressions from the unit in a way that is useful in your own job or studies.

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

In the classroom, the teacher can use the **Over to you** exercises for discussion with the whole class, or in small groups. After the discussion the teacher can ask learners to look again at the words and expressions that have caused difficulty. Learners can then do the **Over to you** exercise as a written activity, for example as homework.

How to use the book for self-study

Find the subject or word that you are looking for in the contents page or the index. Read the information 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 mistakes, go back and look at the unit 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' needs or 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 at the vocabulary of particular subject or skills areas.

Learners can work on the units individually or in pairs or groups, 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 the others are not.

We hope you enjoy using this book.

1 Talking about language

A Grammar words used in this book

| Grammar word | Meaning | Example |
|-----------------------------------|---|--|
| noun | a person or thing | <i>director, job</i> |
| singular | one person or thing | <i>executive, office</i> |
| plural | more than one person or thing | <i>executives, offices</i> |
| adjective | describes a person or thing | <i>friendly, heavy</i> |
| adverb | describes a verb: how something is done | <i>usually, often</i> |
| preposition | used before a noun or pronoun | <i>in, on, with, for</i> |
| verb | something that a person or thing does – often an action | <i>work, make</i> |
| base form (= infinitive) | the first form of the verb, used with 'to' | <i>to make</i> <i>It's easy to make a mistake.</i> |
| second form (= past simple) | the verb form that you use to talk about the past | <i>She went to school in Liverpool.</i> |
| third form (= past participle) | the verb form that you use in the present perfect tense, and in passives | <i>I've learnt a lot in this job.</i> <i>It was developed by IBM.</i> |
| question | a set of words to ask for information | <i>Where does she work?</i> |
| answer | a reply to a question | <i>She works in an office.</i> |
| phrase | a group of words, not a complete sentence | <i>an interesting job</i> |
| sentence | a complete idea. In writing, it starts with a capital letter and ends with a full stop. | <i>He is very good with computers.</i> |
| expression | a word or group of words used in a special situation | <i>I'll put you through.</i> |

To learn more about verbs, see pages 107–113.

B Understanding notes in this book

vowels = the letters *a, e, i, o, and u*
 consonants = all other letters
 BrE = British English

AmE = American English
 formal = for public or official use
 informal = not official; used with friends or colleagues

C Understanding instructions in this book

Complete the table. = Fill in the spaces in the table with information. (For example, exercise 27.1)

Complete the sentences. = Write the missing words. (For example, exercise 5.1)

Match the two parts of the sentences. = Join the two parts to make a whole sentence. (For example, exercise 18.2)

True or false? = Is this right or wrong? (For example, exercise 9.1)

Choose the correct word to complete each sentence. = Choose the right word to use in the sentence. (For example, exercise 24.2)

Look at A/B/C opposite to help you. = Look at section A/B/C to find the information that you need to do the exercise. (For example, exercise 4.3)

Put the sentences into the correct order. = Say which sentence is first, which is second, etc. (For example, exercise 43.3)

- 1.1 Write the grammar words in A opposite in your language.
- 1.2 Look at B opposite. Write the instructions in your own language.
- 1.3 Write the words in the box in the correct column in the table.

| | | | | | |
|------|-----------|---------|--------|-------|------|
| big | expensive | helpful | job | learn | long |
| lose | money | old | salary | sales | sell |

| Noun | Verb | Adjective |
|------|------|-----------|
| job | | |

- 1.4 Are these phrases, sentences, or questions? Look at A opposite to help you.

- Do you get the train to work? question
- on the bus
- He went to school in London.
- good with computers
- I'm an architect.
- a part-time job

- 1.5 True or false? Look at A opposite to help you.

- The plural of 'office' is 'offices'. True
- 'was' and 'were' are the past forms of 'be'.
- 'on' is a preposition.
- 'cheap' is an adverb.
- 'sometimes' is an adverb.
- 'Can we meet on Monday?' is a phrase.

- 1.6 Follow these instructions.

- Complete the sentence.
I live Paris.
- Complete the table. Look at page 112 to help you.

| Base form (infinitive) | Second form (past simple) |
|------------------------|---------------------------|
| be | was/were |
| become | |
| | came |

- 3 Match the two parts of the sentences. Look at A opposite to help you.

- A noun is a word a that describes a verb.
- An adverb is a word b that describes a person or thing.
- An adjective is a word c for a person or a thing.

- 4 Choose the correct word to complete each sentence. Look at A, B and C opposite to help you.

- The (base/second) form is the infinitive of the verb.
- You use the (first/second) form of the verb to talk about the past.
- You use the (singular/plural) when you talk about more than one person or thing.
- A (question/sentence) is a set of words used to ask for information.
- A (phrase/expression) is a set of words that is not a complete sentence.

2 Learning vocabulary

To help you remember vocabulary, keep a vocabulary notebook. Write the words that you learn from this book in it.

A Word combinations

You **do exercises** in this book. Sometimes, you **make mistakes**.

Words used together are **word combinations**. To help you remember word combinations, write in your vocabulary book: **do an exercise** and **make a mistake**.

Word combinations show you which words can go in front of another word, and which words can go after it. More examples of word combinations:

verb + preposition: I **work in** the sales department. (Unit 43)

noun + noun: **company car**, **company restaurant**, **company pension** (Unit 25)

verb + noun:

| | |
|---------------------------|-----------|
| arrange miss cancel | a meeting |
|---------------------------|-----------|

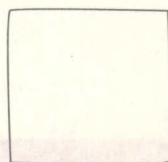
B Learn words in families

The units are organized to help you learn words and phrases in families.

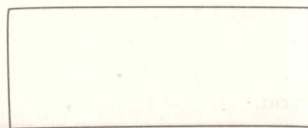
| Word family | Some words in the family | | |
|----------------------|--------------------------|----------|-------------|
| describing a product | light | fast | easy to use |
| describing a service | friendly | reliable | helpful |

C Pictures and diagrams

Draw pictures to help you remember words.



square



rectangle

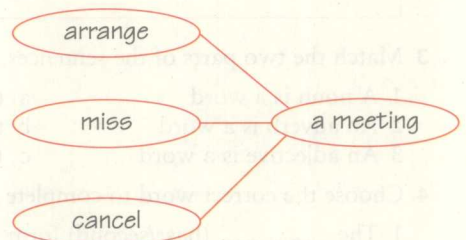
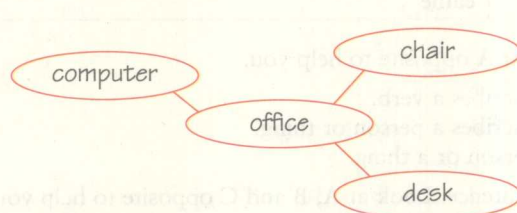


coin



note

Draw diagrams like this one. Put more words in the diagrams as you learn them.



2.1 Choose the words from the box that can go in front of 'job'. Look at Unit 8 to help you.

full-time part-time sometimes overtime permanent contract employee

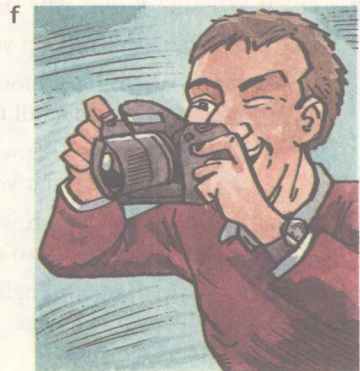
2.2 Complete the table with words and phrases from the box.

research and development cash marketing currency training dollars

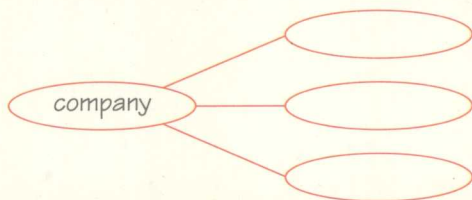
| Word family | Some words in the family |
|---------------------|--------------------------|
| money | cash |
| company departments | |

2.3 Match the words to the pictures.

- 1 photographer (Unit 6)
- 2 factory (Unit 7)
- 3 change money (Unit 22)
- 4 load (Unit 29)
- 5 fall (Unit 45)
- 6 rise (Unit 45)



2.4 Complete the diagram. Look at A opposite to help you.



3

Using a dictionary

A What dictionaries do I need?

You should use two dictionaries: a good **bilingual dictionary** (= English and your own language) and a good **English–English dictionary**, like the *Cambridge Essential English Dictionary*.

The bilingual dictionary is easier to understand, but the English–English dictionary can give you more information about a word or phrase. It's good to work in English as much as possible.

B What information does a dictionary give?

Each **entry** gives:

- the meaning(s). Sometimes there is more than one meaning.
- the pronunciation (= the way that you say a word) using the phonetic alphabet.
- grammar information (if the word is a noun, verb, adjective, adverb, etc.).
- example phrases or sentences.
- common word combinations and expressions (in the *Cambridge Essential English Dictionary* these are in **bold**).
- words with opposite meaning, if there are any.

company /'kʌmpəni/ *noun*

1 (*plural companies*) an organisation which sells things or services: *a software company*

2 [**no plural**] when you have a person or people with you: *I enjoy his company.*

A dictionary entry

C How should I use my dictionary?

Here are some ideas to help you.

- Many words have more than one meaning. The first meaning is not always the one that you want. Look at all the different meanings.
- When you look up a word, put a ✓ next to it. When you go back to the page later and see the ✓, check that you remember the word without looking at the meaning.
- If you see an English word in a text, try to guess the meaning and continue to read. Then use your dictionary to check the meaning.
- If you look up an English word in a bilingual dictionary and find several different words in your own language, look up the English word in an English–English dictionary to find the right meaning.

Use the *Cambridge Essential English Dictionary (CEED)*, or another English–English dictionary, to do these exercises.

3.1 Answer the questions.

- 1 In *CEED*, the entries for words beginning with 'A' use 21 pages. What letter of the alphabet uses the most pages? How many pages does it use?
.....
- 2 What letter of the alphabet has the smallest number of entries? How many entries are there?
.....
- 3 What entry comes before 'employee'? What entry comes after it?
.....
- 4 'rose' is the past tense of a verb. If you want to find out which verb, where in the dictionary do you look?
.....
- 5 Put these entries in alphabetical order: 'worker', 'worth', 'work', 'worse', 'world', 'World Wide Web'.
.....

3.2 Look at the entry for 'heavy'.

- 1 How many meanings are there?
.....
- 2 Write the word in the phonetic alphabet.
.....
- 3 Is it a noun, a verb, or an adjective?
.....
- 4 What is its opposite?
.....

3.3 Look at the entry for 'job'.

- 1 Can you use this word in the plural?
.....
- 2 What example phrases and sentences are there?
.....
- 3 In which expressions can you use 'job'?
.....
- 4 Can you use these expressions in American English?
.....

3.4 Look at the entry for 'business'.

- 1 Is it a noun, a verb, or an adjective?
.....
- 2 How many meanings does it have?
.....
- 3 What example phrases and sentences are there?
.....

4 Numbers and years

A Zero to ninety-nine

| | | | | | | | |
|----|------------------|----|-------------|----|-------------|----|--------------|
| 0 | zero, nought, oh | | | | | | |
| 1 | one | 6 | six | 11 | eleven | 16 | sixteen |
| 2 | two | 7 | seven | 12 | twelve | 17 | seventeen |
| 3 | three | 8 | eight | 13 | thirteen | 18 | eighteen |
| 4 | four | 9 | nine | 14 | fourteen | 19 | nineteen |
| 5 | five | 10 | ten | 15 | fifteen | 20 | twenty |
| | | | | | | | |
| 21 | twenty-one | 43 | forty-three | 65 | sixty-five | 87 | eighty-seven |
| 30 | thirty | 50 | fifty | 70 | seventy | 90 | ninety |
| 32 | thirty-two | 54 | fifty-four | 76 | seventy-six | 98 | ninety-eight |
| 40 | forty | 60 | sixty | 80 | eighty | 99 | ninety-nine |

BrE: zero, nought, oh; AmE: zero

B Larger numbers

| | BrE | AmE |
|-----|--|--------------------|
| 100 | a hundred | one hundred |
| 120 | a hundred and twenty one hundred and twenty | one hundred twenty |
| 200 | two hundred | |

| | | |
|---------|------------------------------------|--------------------------------|
| 1,000 | a thousand one thousand | |
| 1,250 | one thousand two hundred and fifty | one thousand two hundred fifty |
| 12,000 | twelve thousand | |
| 55,000 | fifty-five thousand | |
| 350,000 | three hundred and fifty thousand | three hundred fifty thousand |

| | | |
|---------------|--------------------------|--|
| 1,000,000 | a million one million | |
| 1,000,000,000 | a billion one billion | |

Note: For 1,000 and above, you use commas to separate the figures into groups of three, starting from the right (for example, 10,000,000). You don't use full stops or other punctuation.

C Years

You say years like this:

1789 seventeen eighty-nine

1800 eighteen hundred

1805 eighteen oh five

1969 nineteen sixty-nine

2000 two thousand

2001 two thousand and one (BrE), two thousand one (AmE)

2009 two thousand and nine (BrE), two thousand nine (AmE)

The French Revolution was in 1789.

Astronauts landed on the moon in 1969.

To learn more about work and numbers, see Unit 9; time, Unit 15; money, Unit 21.